



Kindergarten – Second Grade  
Lesson Plan Guide  
2011-2012

**By: Librarians of Jefferson County  
Public Schools**

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## Contributors:

1. Bink and Gollie--  
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2. Bridget's Beret-  
Jamie Brownley and Tammi Dawson
3. Chalk-  
Jessica Sowder and Tracie Graves
4. Guyku-  
Brent Downs and Annie-Laurie McCord
5. Interrupting Chicken-  
Kim Anderson and Jennifer Koch
6. LMNO Peas-  
Linda Ryan
7. Miss Brooks Loves Books-  
Judy Leathers and Debbie Melnykovich
8. Orqanqutans are Ticklish-  
Linda Ryan
9. Rain School-  
Laura Avis and Jennifer Stewart
10. Yummy-  
Maggie Cesler and Pam Barker

## **From the KBA Website**

### **WHO can participate?**

Kids in grades K-12 can read and rate, adults can nominate books. Schools, libraries, bookstores, groups and individuals can help promote the program and help children participate in this program.

### **WHEN is it?**

Kids start reading in the fall, and submit ballots throughout the year. The ballots are counted and transferred to the tally sheets. All tally sheets must be submitted by April 1 of each year. Winners are announced by the KBA committee before the end of the school year. Books can be nominated by adults through the web site or by mail throughout the year. The selection of the new Master Lists is done around March 15 each year. In September, one of the winning authors is invited to come to Kentucky for a special recognition luncheon at the Kentucky Reading Association annual conference.

### **WHY should we participate?**

This program promotes student reading and critical thinking. It offers students a chance to give feedback and to express their thoughts and opinions. The KBA program is designed to provide a wide range of new reading materials to students and it should be implemented in a way that is simple and fun for students, parents and schools. By all means, feel free to make this program broadly inclusive!

The above statements are taken from the KBA website <http://kba.nku.edu/join/join.shtml>

## 2012 Master Lists-K-2

*Bink and Gollie*/Kate DiCamillo and Alison McGhee; Tony Fucile, ill. Candlewick Press, 2010.  
Two roller-skating best friends – one tiny, one tall – share three comical adventures involving outrageously bright socks, an impromptu trek to the Andes, and a most unlikely marvelous companion.

*Bridget's Beret*/Tom Lichtenheld. Henry Holt and Company, 2010.  
Bridget thinks she gets her artistic abilities from the black beret she, along with all the Great Artists, always wears. So when she loses it, her career is over. This is a clever story that is rich with parody and clever asides.

*Chalk*/Bill Thomson. Marshall Cavendish, 2010.  
In this wordless drama, a clever twist on the theme of "be careful what you wish for," sidewalk chalk provides three children with miraculous fun until one artist goes overboard. Deliciously scary!

*Guyku: a Year of Haiku for Boys*/Bob Raczka; Peter Reynolds, ill. Houghton Mifflin, 2010.  
Not just for boys, this volume of haiku shows the fun you can have throughout the year with a sense of adventure and just 17 words.

*Interrupting Chicken*/David Ezra Stein. Candlewick, 2010.  
Little Red Chicken wants a bedtime story, but constantly interrupts his father's reading with suggestions on how to change the story. The father turns the tables by having Little Red Chicken make up his own story.

*LMNO Peas*/Keith Baker. Beach Lane Books, 2010.  
Humble green peas provide inspiration in this hilarious, occupation-based romp through the alphabet. Kids will pour over the details and ponder what they want to be.

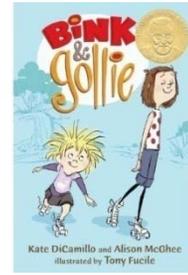
*Miss Brooks Loves Books (and I Don't)*/Barbara Bottner; Michael Emberley, ill. Alfred A. Knopf, 2010.  
A first-grade girl who does not like to read stubbornly resists her school librarian's efforts to convince her to love books until she finds one that might change her mind.

*Orangutans are Ticklish: Fun Facts from an Animal Photographer*/Steve Grubman with Jill Davis. Schwartz and Wade Books, 2010.  
This book of gorgeous up-close animal photographs is chock-full of facts that will fascinate young animal lovers, and includes behind the scenes peeks at how the photographs were taken. Fun facts on the animals' behavior at the photo shoot are the icing on the cake.

*Rain School*/James Rumford. Houghton Mifflin, 2010.  
The children in Chad arrive on the first day of school and build a mud structure to be their classroom for the next nine months until the rainy season comes and washes it all away.

*Yummy: Eight Favorite Fairy Tales*/Lucy Cousins. Candlewick Press, 2009.  
Eight classic tales with fresh presentations. Stories include: Little Red Riding Hood – The Three Billy Goats Gruff – The Enormous Turnip – Henny Penny – Goldilocks and the Three Bears – The Little Red Hen – The Three Little Pigs – The Musicians of Bremen.

**Bink & Gollie**  
**Kate DiCamillo and Alison McGhee**  
**Grade: K, 1<sup>st</sup> and 2<sup>nd</sup>**



**Lesson Created by:**

Karen Striby (Jeffersontown Elem.),  
Sarah O'Hair (McFerran Elem.),  
Lori Davis (Hazelwood Elem.)

**Book Summary:** Two roller-skating best friends—one tiny, one tall—share three comical adventures involving outrageously bright socks, an impromptu trek to the Andes, and a most unlikely marvelous companion.

**Lesson Objectives:**

2<sup>nd</sup> graders

1. Students will be able to identify the major characters in a story and look at the details to describe how they respond to the major events and challenges in the story (being friends).
2. Students will be able to draw comparisons between their own lives and the characters in the book.
3. Students will be able to write a paragraph comparing themselves to a friend.

**Kindergarten and 1<sup>st</sup> graders**

1. Students will recall the story details identifying the major events in the story and be able to correctly match the items on the sheet.
2. Students will be able to express themselves through their drawings, and will identify with the characters, placing themselves in a scene with the two main characters in the book.

**Connections:**

**Common Core State Standards:**

<http://www.corestandards.org/>

CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings

CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, . . . , and major events in a story

CC.1.R.L.3 Key Ideas and Details: Describe characters, . . . , and major events in a story, using key details

CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.

**Standards for the 21<sup>st</sup> Century Learner:**

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=119](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119)

**AASL Learning Standards:**

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm>

### **K, 1<sup>st</sup> and 2<sup>nd</sup> graders:**

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.

4.1.8 Use creative and artistic formats to express personal learning.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

### **Materials/Resources:**

- <http://www.teachervision.fen.com/childrens-book/video/69729.html> - book trailer
- <http://www.binkandgollie.com/> - information about the characters and games
- <http://www.teachingbooks.net/titleidsearch.cgi?id=21805> – author interview

### **Grade 2**

- As a class encourage students to pull the details from the story to answer the companion worksheet statements
- Use page 3 from the Candlewick Press teacher's guide on Teachingbooks.net, "My Marvelous Companion" to have the 2<sup>nd</sup> graders answer questions about their best friend. (Tell them they must choose one friend.) Have students follow the directions at the bottom of the sheet to write their paragraph. They can turn the sheet over and use the same sheet of paper.

### **Kindergarten and Grade 1:**

Use pages 4 and 5 from the Candlewick Press teacher's guide for a double sided worksheet.

The first is a matching page, and the second gives the students an opportunity to draw themselves into a scene in the book. Help first graders to come up with adjectives to describe their pictures. This part of the activity may need to be skipped with the kindergarten students if you don't have plenty of extra help.

Other extensions are included in this teacher's guide, and other possible resources have been attached.

## Lesson:

Before--- Introduction--Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

This is one of the KBA books. The students will listen to and have activities for all of the nominated titles. The students will then vote on their favorite title. The goal is to introduce good books to the students and to help them develop a love of reading. I usually remind the students of all the KBA books we have already read so they can compare the newest title to the previous titles.

Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

- No prior knowledge is necessary.
  - The students should be working on their listening skills while the story is being read.
- Review as needed

During---Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

- Discuss the importance of being accepting of one another's differences.
- Define and discuss the term friendship with the students.
- Define the term Character and point to the two major characters the story- Bink and Gollie
- Define and discuss the term plot (major story events) and discuss why looking at details helps them to remember the major story events.
- Review the term story details.
  - Encourage students to look at the details in the story to recall the story events.
  - Encourage students to look at the details in the story pointing to friendship.
- 2<sup>nd</sup> Grade- encourages students to look at the characters in a story respond to the major events and challenges of being friends.
- Read the story.

After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

Pass out papers.

2<sup>nd</sup> Grade—

- Class will discuss how the characters in a story respond to the major events and challenges of being friends.
  - Class will discuss and fill out the Bink and Gollie Companion worksheet pulling the details from the story pointing to Bink and Gollie's friendship.
  - Next, encourage students to think about their friend and why they are important to

them (only one friend).

- Students will fill out the My Marvelous Companion questionnaire and then use that information to write their paragraph.

Kindergarteners and 1<sup>st</sup> graders-

- Encourage students to use their knowledge of the story they have just listened to, to recall the details of the story to assist them in the completion of the matching sheet.
- Next encourage students to recall the major events in the story.
- They will then recall one of their favorite parts of the story and draw themselves in a picture with the characters, Bink and Gollie.
- First graders- will come up with adjectives to describe the scene.

*Assessment (Post-test):* Diagnostic information that determines what the participant knows after the lesson.

Kindergarten and First Grade—review worksheet to verify students remembered the details from the story. Review the student's picture to see if they recall a story event in the story.

2<sup>nd</sup> Grade—read the student worksheet to determine if students were able to pull the details of the elements of friendship from the story and connect it to their own friend.

Closure:

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Inquire why it is so important to recall the details in the story (answer: to help to remember the story).

Follow-up—Refinement/Lesson Extension:

See Bink and Gollie resource book by Candlewick

Differentiated Learners: (optional depending on school)

**Bink and Gollie are Best Friends  
Companion Worksheet**

Their favorite thing to do together is

---

Some ways they are alike are

---

Some ways they are different are

---

Sometimes they argue about

---

They always make up because

---

## **Bridget's Beret** **Tom Lichtenheld**



**Grade:** K/1

**Lesson Created by:** Tammi Dawson

**Book Summary:** Bridget's Beret is about a little girl named Bridget who loves to create art. She is very good at it. She can't create without her black beret. It is her inspiration. One day her beret is blown away by the wind. She tries other hats, but she can't get inspired with any of them. It isn't until her sister asks her to make a sign for her lemonade stand that she begins to draw again. Each sign becomes a piece of art and Bridget realizes that her talent was inside of her all along. Once back at creating art, Bridget realizes that creativity and inspiration don't only come from a hat, but from within

### **Lesson Objectives:**

1. To encourage artistic expression.
2. To develop oral expressive skills.

### **Connections:**

#### **Common Core State Standards:**

- Use information gained from the illustrations and words in a print text to demonstrate understanding of its characters, setting, or plot.
- Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

### **AASL Learning Standards:**

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

### **Materials/Resources:**

Bridget's Beret, Tom Lichtenheld

Different hats

Crayons, Butcher Paper, Markers, Colored Pencils, Pencils

Author's website <http://www.tomlichtenheld.com/>

Classical music

## Lesson:

Before--- Introduction/Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. Begin by reviewing the Kentucky Bluegrass Award.
2. Discuss/remind students that they are listening to the KBA nominees in order to vote for their favorite.
3. Show today's book and read the title - Bridget's Beret. Wear different hats while reading the book.

Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

1. Discuss the questions with students to determine their prior knowledge about art & artists.
  - a. What is an artist?
  - b. What is an inspiration?
  - c. How do artists/illustrators get their ideas/inspiration?
2. Explain in today's story a girl named Bridget believes she gets her inspiration from her beret. Encourage students to give examples of what inspires them to be creative—is it an item like a hat or a person or a place.

During----Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

1. Explain to students that you will read the story once, but they are to watch and listen to the story paying close attention to the illustrations and the text to determine:
  - a. Why Bridget thinks she can longer paint because of her beret
  - b. How Bridget learns what really inspires her to paint
- 2.

After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

1. Have students discuss Bridget's inspiration.
2. Discuss how Bridget's inspiration changes and why.
3. Besides a beret, where are some other places that artists can get inspiration for their artwork?
4. What are some ways of curing reader's block?
5. Why do you think that Bridget gets so much inspiration from being outside?
6. Connect to student lives asking students to think about who or what inspires them to create pictures.

7. Students will discuss at their tables what or who or a place that inspires them to be creative.
8. On one side of their paper student will write - \_\_\_\_\_ inspire me to create and draw a picture of it.
9. Next explain different types, styles, and tempos of classical music can often inspire people to draw. Tell the students to draw what they feel when listening to the different music styles.

Assessment (*Post-test*): Diagnostic information that determines what the participant knows after the lesson.

Students will make a connection to the story by choosing their inspiration - (person or object or place) that inspires them to create. They will draw and color their inspiration on butcher paper.

Closure:

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

1. Have students evaluate Bridget's Beret to determine if it is anyone's favorite.
  - a. Why or why not?
  - b. What did they like/did not like?
2. Have them share if the author & illustrator did a good job.
3. Have each student share their inspiration with the class.

**Follow-up—Refinement/Lesson Extension:**

Study different artists like Van Gogh, Picasso, and Monet and the characteristics of their artwork.

**Book Title: Bridget's Beret**

**Questions from the Book for Smart board Game:**

**Setting:**

1. Where does Bridget's Beret take place? Answer - Outside
2. When do you think this story takes place? Answer - Present Day

**Character:**

1. Who are the other characters in the story? Madeline & Jessie (her little sister),
2. How do the characters help Bridget solve her problem? Bridget's little sister, Jessie, asked her to make a sign for her lemonade stand.

**Plot---Events:**

1. Why did Bridget stop drawing? The wind blew her black beret away and Bridget thought she needed the beret for inspiration to draw.
2. What did Bridget paint for her friends? She painted signs for their lemonade stand.

**Plot---Problem/Solution**

1. What other hats did Bridget try to wear to draw? Mom's gardening hat, her stocking cap, her brother's cap, a cowboy hat; Dad's fishing hat, a Fez, a coonskin cap, a propeller beanie, and a pith helmet.
2. Who brought Bridget's beret back to her? The dog

**Story Detail:**

1. Why do you think that Bridget gets so much inspiration from being outside? She felt like she belonged outside and drew all the things around her.
2. Who helped Bridget start drawing again? Her sister, Jessie, and her friend, Madeline.

**Theme:**

1. What does Bridget learn at the end of the story? Bridget learned that her inspiration comes from inside and not from her beret.
2. How did Bridget find other inspiration? Bridget found other inspiration from her family and friends.

# Bridget's Beret

## Tom Lichtenheld



**Grade:** 2<sup>nd</sup> Grade

**Lesson Created by:** Tammi Dawson

**Book Summary:** Bridget loves to draw, but she needs her black artist's beret as her muse. One day as she is outdoors working, it flies off into the wind, and she believes that her inspiration has flown with it. Other hats don't help and she stops drawing. But when her little sister begs her to make a sign for a lemonade stand, Bridget agrees. Once she starts painting, she finds that the art was inside her all along; in fact, her new paintings are more sophisticated and draw on the works of recognizable artists. Once back at creating art, Bridget realizes that creativity and inspiration don't only come from a hat, but from within

### **Lesson Objectives:**

1. To encourage artistic expression.
2. To develop oral expressive skills.

### **Connections:**

#### **Common Core State Standards:**

- Use information gained from the illustrations and words in a print text to demonstrate understanding of its characters, setting, or plot.
- Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

### **AASL Learning Standards:**

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

### **Materials/Resources:**

Bridget's Beret, Tom Lichtenheld

Different hats

Crayons, Butcher Paper, Markers, Colored Pencils, Pencils

Author's website <http://www.tomlichtenheld.com/>

Famous Artist- artwork by students reflecting famous artist's techniques --  
<http://library.thinkquest.org/J001159/>

## Lesson:

Before--- Introduction/Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. Begin by reviewing the Kentucky Bluegrass Award.
2. Discuss/remind students that they are listening to the KBA nominees in order to vote for their favorite.
3. Show today's book and read the title - Bridget's Beret. Wear different hats while reading the book.

Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

1. Discuss the questions with students to determine their prior knowledge about art & artists.
  - a. What is an artist?
  - b. What is an inspiration?
  - c. How do artists/illustrators get their ideas/inspiration?
2. Explain in today's story a girl named Bridget believes she gets her inspiration from her beret. Encourage students to give examples of their own inspiration.

During---Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

Explain to students that you will read the story once, but they are to watch and listen to the story paying close attention to the illustrations and the text to determine:

- a. Why Bridget thinks she can no longer paint because of her beret
- b. How Bridget learns what really inspires her to paint

After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

1. Have students discuss Bridget's inspiration.
2. Discuss how Bridget's inspiration changes and why.
3. Besides a beret, where are some other places that artists can get inspiration for their artwork?
4. What are some ways of curing reader's block?
5. Revisit some of the illustrations and tell students that Bridget, like most famous artists, likes to paint one type of pictures. Inquire what type of picture Bridget likes to draw (things outside- flowers, boats, etc). Inquire why do you think that Bridget gets so much inspiration from being outside?

6. Why do you think Bridget's art work even became better and more creative once she discovered her ability to draw came from inside and not the beret?
7. Explain many artists are inspired to draw a certain type of picture - show the end pages and explain the type of pictures some famous artists like to draw—people, fruit, flowers, scenes.
8. Next inquire if students can think of the type of pictures they like to draw.
9. Next show students the technique the artists used to create their pictures- pointillism, facial expressions, collage, angles, sculpture, etc. Show students a website showing student creations based on famous artists. Use the mouse to go over the picture to show a caption explaining the technique used on the picture (<http://library.thinkquest.org/J001159/>)
10. Encourage students to draw the type of picture they like to draw using the technique of one of the famous artists.

*Assessment (Post-test):* Diagnostic information that determines what the participant knows after the lesson.

#### Student drawings

Closure:

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

1. Have students evaluate Bridget's Beret to determine if it is anyone's favorite.
2. Why or why not?
3. What did they like/did not like?
4. Have them share if the author & illustrator did a good job.
5. Have each student share their inspiration with the class.

#### **Follow-up—Refinement/Lesson Extension:**

Study different artists like Van Gogh, Picasso, and Monet and the characteristics of their artwork.

**Book Title: Chalk**  
**Author: Bill Thomson**



**Grade: K-1**

Lesson Created by: Jessica Sowder and Tracie Graves

**Book Summary:** Wordless picture book about three children who go to a park on a rainy day, find some chalk, and draw pictures that come to life.

**Lesson Objectives:**

- Students will be introduced to the Kentucky Bluegrass Award Program
- Students will identify background knowledge through discussion of prior use of sidewalk chalk.
- Students will predict what events will occur as each child picks their own piece of chalk.

**Connections:**

**Common Core State Standards:**

KCAS\_ELA\_Reading Literature\_Key Ideas and Details\_Kindergarten\_Standard # 3  
With prompting and support, identify characters, settings, and major events in a story.  
KCAS\_ELA\_Reading Literature\_Key Ideas and Details\_Grade 1\_Standard # 3  
Describe characters, settings, and major events in a story, using key details.

**AASL Learning Standards:**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**Materials/Resources:**

- Chalk by Bill Thomson
- Colored chalk pieces
- Black construction paper
- Chart paper or white board
- (\* option- draw a simple picture - a lion's face on a half sheet of paper. Fold paper like a book and draw a circle on the outside. Unfold and photocopy enough for the class. Student can predict what the circle can be, draw a picture of it and then look on the inside to reveal picture. )

## Lesson:

Before--- Introduction Anticipatory Set: <ul style="list-style-type: none"><li>• Learning- goals and objectives</li><li>• Purpose- why the learning is needed</li><li>• Transfer- link new learning to old learning</li><li>• Motivation- interest and accountability</li></ul>
Prior to introducing the story, give a brief explanation about the KBA award program.
Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.
<ol style="list-style-type: none"><li>1. Discuss with the students use of sidewalk chalk and designs they may have created.</li><li>2. Before you read the book discuss predictions. Explain that predictions are a guess as to what would happen next in the story.</li></ol>
During---Instructional Strategies/Procedures: <ul style="list-style-type: none"><li>• Input- data and information to be used, steps in the procedure, handouts.</li><li>• Modeling- showing through example, the expected process or products.</li><li>• Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.</li></ul>
<ol style="list-style-type: none"><li>1. Read the story pausing as each child chooses a piece of chalk. Ask the students what they think each child will draw with their piece of chalk, recording the predictions on white board or chart paper, and then continue on with the story.</li><li>2. After each child has drawn their picture, stop and check the predictions.</li></ol>
After ----- Guided Practice: <ul style="list-style-type: none"><li>• Practicing of new knowledge or skill by participants.</li><li>• Overt participation by learners.</li><li>• Monitoring and giving feedback to participants.</li></ul>
<ol style="list-style-type: none"><li>1. After reading, discuss the story.</li><li>2. Students will then take a piece of the black construction paper with a beginning of a design on it. Student will predict what the rest of the picture will be using a different colored chalk. OR- Hand out the folded photocopies of the circle on the outside with lion on the inside. After drawing their prediction. The child will then open the flap to reveal if their picture was the same.</li><li>3. All pictures will then be bound together as a class book about chalk.</li></ol>
Assessment ( <i>Post-test</i> ): Diagnostic information to determines what participants know after a lesson.
<ol style="list-style-type: none"><li>1. While students are drawing their chalk pictures, walk around the room, student will state the definition of prediction and explain their prediction of the drawing to you.</li></ol>
Closure: <ul style="list-style-type: none"><li>• Refocusing on the goals, objectives, knowledge, skills, etc.</li><li>• Statement from students that recap learning.</li></ul>
<ol style="list-style-type: none"><li>1. Ask students to evaluate this book as a KBA nominee. Is it one of their new favorites? What did they like about it? What didn't they like?</li></ol>

## Follow-up—Refinement/Lesson Extension:

Read the book *This is the Sun or is it?*, by Kathryn Knight, published by Dalmatian Press, 2011. To the class. Students can make predictions of what the illustrator intended the picture to be as you flip through its pages.

**Differentiated Learners:** (optional depending on school)

**Book Title: Chalk**  
**Questions from the Book for Smartboard Game:**

**Setting:**

1. Where did the children find the sidewalk chalk? 1) at the park 2) in the school 3) at the store 4) in the toy box
2. What causes the setting to change in the story? 1) magic 2) the children's drawings come to life 3) the weather 4) the dinosaur

**Character:**

1. What does the first child draw with the sidewalk chalk? 1) flowers 2) hearts 3) her name 4) the sun
2. Why is the second girl smiling when she chooses her piece of chalk? 1) it's her favorite color 2) it's the biggest piece of chalk 3) the chalk is magic 4) she likes to draw

**Plot---Events:**

1. What happens in the beginning? 1) the children are walking in the rain 2) the children are jumping rope 3) the children are playing tag 4) the children are riding bikes
2. What do the children do at the end of the story? 1) they play on the playground 2) they put the bag of chalk back where they found it 3) they take the chalk home with them 4) they play hide and seek

**Plot---Problem/Solution**

1. What animal causes the kids problems? 1) dog 2) wolf 3) dinosaur 4) tiger.
2. How do the children escape the chalk dinosaur? 1) they run home 2) the boy draws a rain cloud 3) a dog scares the dinosaur away 4) the dinosaur leaves when they hide in the tunnel

**Story Detail:**

1. What did the children find at the park? 1) a ball 2) a jump rope 3) a turtle 4) a bag of sidewalk chalk
2. What kind of dinosaur did the boy draw with the chalk? 1) stegosaurus 2) pterodactyl 3) tyrannosaurus rex 4) triceratops

**Theme:**

1. Who drew the imaginary dinosaur? 1) the art teacher 2) the little girl 3) a magician 4) the little boy
2. Which event is most likely imaginary? 1) a rainy day 2) the sun shines 3) a dinosaur chases kids 4) children climb on playground equipment

**Book Title: Chalk**  
**Author: Bill Thomson**



**Grade: 2**

Lesson Created by: Jessica Sowder and Tracie Graves

**Book Summary:** Wordless picture book about three children who go to a park on a rainy day, find some chalk, and draw pictures that come to life.

**Lesson Objectives:**

- Students will be introduced to the Kentucky Bluegrass Award Program
- Students will then predict what events will occur as each new child picks their own piece of chalk based on the color of the chalk.
- Students will analyze how each character's use of the sidewalk chalk changes the events and setting of the story.

**Connections:**

**Common Core State Standards:**

KCAS\_ELA\_Reading Literature\_Key Ideas and Deetails\_Grade 2\_Standard # 3  
Describe how characters in a story respond to major events and challenges.

**AASL Learning Standards:**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**Materials/Resources:**

Chalk by Bill Thomson

Prediction worksheet (3 character)

My Prediction vs. Illustrator's Drawing worksheet

Chart paper or white board

Storybook paper

Crayons or colored pencils

**Lesson:**

Before--- Introduction--Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

Prior to introducing the story, give a brief explanation about the KBA award program.

Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

1. Discuss with the students use of sidewalk chalk and designs that they may have created.
2. Before you read the book discuss predictions. Review that predictions are a guess as to what would happen next in the story.

During---Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

1. Hand each student a Prediction worksheet.
2. Read the story pausing as each child character chooses a piece of chalk. Ask the students what they think the child character will draw with their piece of chalk. Student records the predictions on their worksheet.
3. As you continue to read, the students can check their predictions.
4. After each child has drawn their picture, stop and check the predictions.

After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

1. After reading, discuss the story.
2. Hand students the My Prediction vs. Illustrator's Drawing worksheet. They will draw their favorite part of the story adding their own dialog for the scene from the story. They will then redraw the scene using their prediction adding dialogue to the other half.
3. Allow students to share their story with their elbow partner or the class.

Assessment (*Post-test*): Diagnostic information that determines what the participant knows after the lesson.

1. Analyze the accuracy of their predictions. Did they use prior knowledge to predict next events and setting based on color cues?
2. Determine the relevance of the student's text to their drawings. Does it accurately reflect the events and setting depicted?

Closure:

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Ask students to evaluate this book as a KBA nominee. Is it one of their new favorites? What did they like about it? What didn't they like?

Independent Practice: The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

Have students extend the story by explaining what the next group of children who find the chalk might create.

# Chalk, by Bill Thomson

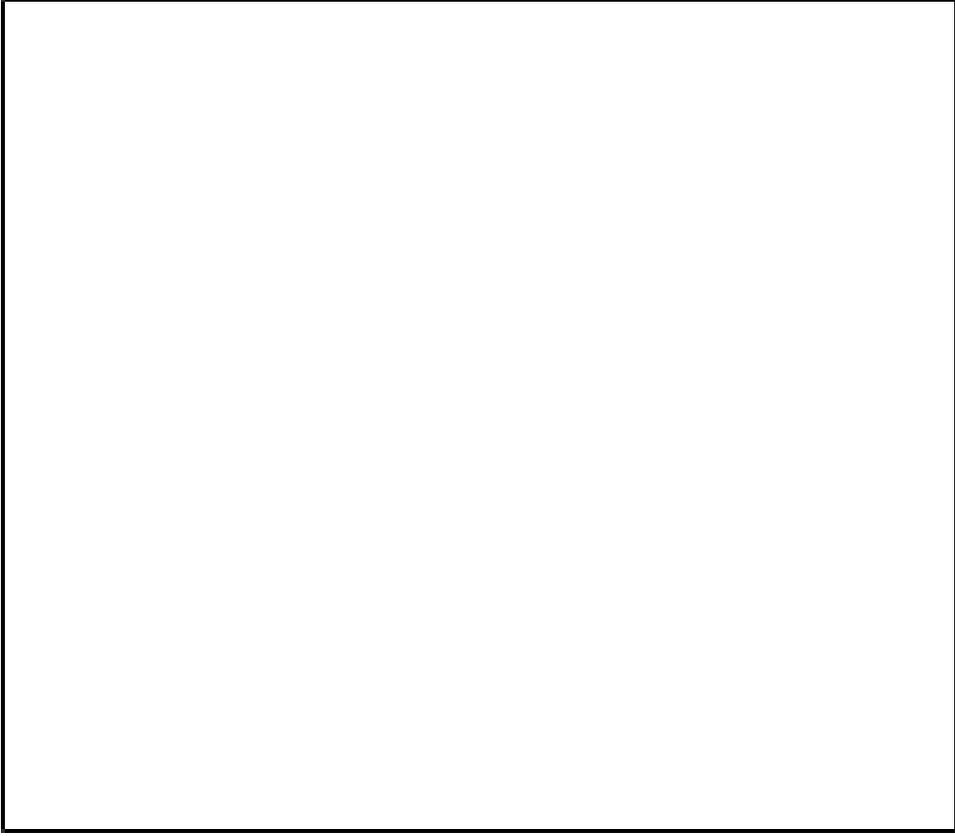
- First Child

- Second Child

- Third Child

# Prediction Chart

**My Prediction**



**Illustrator's Drawing**



**Book Title:** Guyku: A Year of Haiku for Boys

**Author:** Bob Raczka



Annie-

**Grade:** K-1

**Lesson Created by:** Brent Downs (Bates Elementary) and Laurie McCord (Fern Creek Elementary)

**Book Summary:** A collection of haiku poems about the seasons and the outdoor activities active kids can do in each of the seasons. Each haiku is accompanied by a fun illustration. Author's note includes definition of a haiku and how he got the inspiration for this book.

**Lesson Objectives:** Introduce students to the haiku, a special kind of poetry. Students will recognize that the year has four seasons and that we can do different fun activities during each.

**Connections:**

**From Common Core State Standards:** <http://www.corestandards.org/> - Identify real-life connections between words and their use.

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
  - Recognize and produce rhyming words
  - Count, pronounce, blend and segment syllables in spoken words
- RL.K.5 Recognize common types of texts (ex. Poems)
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
  - decode two-syllable words following basic patterns by breaking the words into syllables
- RL.1.10 with prompting and support, read prose and poetry of appropriate complexity for grade 1
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

**AASL Learning Standards:**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

**Materials/Resources:**

- Copy of Guyku
- Whiteboard or multimedia projector and laptop to list the seasons of the year and some characteristics of the season.

## Lesson:

### Before--- Introduction Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

Learning - introduce children to poetry as a genre

Purpose - Students will learn that not all poetry is rhyming and that haikus are an example of this type of poetry.

Transfer - Linking what students knew about the seasons to what the children are doing in the poems.

Motivation - The book is just plain fun!

### Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

- Read aloud to students a rhyming poem (Shel Silverstein, Jack Prelutsky, or a limerick); ask them to identify the rhymes and prompt them to understand that rhymes are a characteristic of some poetry. Tell them the poems that we read today are the kind that don't rhyme.
- Tell students that not all poems rhyme. Read example (haiku).
- Next, ask students to name the four seasons of the year and have students name one characteristic of each season (i.e. winter has snow, summer is hot, leaves change color in autumn, etc.).

### During----Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

Modeling- Read two poems from the first season of Guyku to spark interest in the poetry form and the illustrations.

Input - Explain that a type of non-rhyming poetry is the haiku. Explain to students that this type of poem is very short and usually talks about the natural world. Read a haiku from the book. It is made up of 3 lines. 5 syllables on the first line, 7 on the second line and 5 syllables on the last line.

- Encourage students to explain syllable
- Point to a word in one of the two poems and encourage students to tell you how many syllables are in the word.
- Next read a line from one of the poems and encourage students to count out the syllables (remind 1<sup>st</sup> grade students- every syllable must have a vowel sound to determine the number of syllables in a printed word)

Modeling - Read additional poems. Stop at the end of each and model:

- Syllables
- Making connections to real life by explaining something that you do/did during that season that this haiku reminds you of.

Check for understanding - Read the remaining poems for the first season and call on students to:

- Count syllables
- share out an activity that they do which the poem reminds them of.

**After ----- Guided Practice:**

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

Guided Practice - Read the last two seasons of Guyku, continuing to have one or two students share out activities and stopping occasionally to have students count syllables.

**Assessment (*Post- test*): Diagnostic information that determines what the participant knows after the lesson.**

Assessment - Seat students at tables with crayons and the included Making Connections sheet. Choose the last haiku to read aloud.

- Students point out syllables to check if it is really a Haiku
- Have students draw one connection between the poem and their lives by drawing an illustration of an activity that they do during the spring that is similar to the haiku just read.

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Refocusing on objectives - Line students up to leave. Walk down the line, naming a season and asking a student to name their favorite activity that they like to do during that season. You may also wish for students to say their name and how many syllables are in their name.

**Independent Practice: The students practice using new knowledge.**

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

Independent Practice - Students will write the number of syllables on each line of the Haiku poem. They will also use a word bank of sight words and write those sight words under the corresponding season on the included practice sheet.

**Follow-up—Refinement/Lesson Extension:** See Smart Board game below.

**Differentiated Learners:** (optional depending on school)

## Questions from the Book for Smartboard Game:

Illustrations, images could be displayed on the Smartboard screen and students could be asked to state which seasons they would most likely find that activity/thing in.

### Setting:

1. What are the settings of the different poems?
2. How does the season determine the activities the boys do?

### Character:

1. What character trait does the boy who is fishing display in the spring section of the book?
2. Why does the boy say the snowman looks "under the weather" in the winter section of the book?

### Plot---Events:

1. In which seasons does the book start and end?
2. What is the humor in the illustration that accompanies the boy sitting at the window counting snowflakes?

### Plot---Problem/Solution

1. What event is the boy counting snowflakes hoping will happen?
2. In the fall section, the boy complains that someone "turned off the crickets." What event happened that he calls "turning off"?

### Story Detail:

1. In the fall section, how do the boys pretend to be wild beasts in the woods?
2. What other book features a boy who pretends to be a wild beast?

### Theme:

1. What are some of the adventures experienced by the boys in the book?
2. How is nature incorporated into these poems? Could they be the same poems without nature?

Name: \_\_\_\_\_

Write the number of syllables

Last week's snowman looks \_\_\_\_\_

under the weather. Must be \_\_\_\_\_

a spring allergy \_\_\_\_\_

What do you like to do in spring that this poem reminds you of?

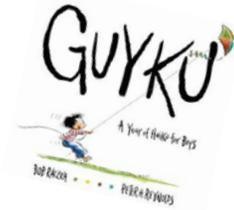
Draw a picture of yourself doing your activity in the space below.

Write the words on the word bank under their season.

Fall                  Winter                  Spring                  Summer

**Book Title:** Guyku: A Year of Haiku for Boys

**Author:** Bob Raczka



**Grade:** Second

**Lesson Created by:** Brent Downs (Bates Elementary) and Annie-Laurie McCord (Fern Creek Elementary)

**Book Summary:** A collection of haiku poems about the seasons and the outdoor activities active kids can do in each of the seasons. Each haiku is accompanied by a fun illustration. Author's note includes definition of a haiku and how he got the inspiration for this book.

**Lesson Objectives:** Introduce students to the haiku, a special kind of poetry. Students will recognize that the syllable is a key element of all words and that haikus require 17 syllables in a three-line format.

**Connections:**

From Common Core State Standards: <http://www.corestandards.org/> - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Acknowledge differences in the points of view of characters.

- RL.2.4 Describe how words and phrases (eg regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

AASL Learning Standards:

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm>

**Materials/Resources:**

- Copy of Guyku
- Whiteboard or multimedia projector and laptop to write definitions of haiku and syllable.
- Two additional haikus, both on paper (one per student) and on the screen for dividing into syllables.
- Official Guyku site: <http://hmhbooks.com/guyku/index.html>
- Visit with the author (short- 2 minutes but very good) -- <http://hmhbooks.com/guyku/meet.html>

## Lesson:

### Before--- Introduction Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

Learning - introduce children to poetry as a genre

Purpose - Students will learn that not all poetry is rhyming and that haikus are an example of this type of poetry.

Transfer - Linking what students knew about rhyming poetry to poetry that has a new format. Students who know what a syllable is will find a connection between language and poetry.

Motivation - The book is just plain fun!

### **Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.**

- Read aloud to students a rhyming poem (Shel Silverstein, Jack Prelutsky, or a limerick); ask them to identify the rhymes and prompt them to understand that rhymes are a characteristic of some poetry.
- Tell students that not all poems rhyme. Read example (haiku).

### During----Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

Input - Explain that a type of non-rhyming poetry is the haiku, but the haiku has a very specific form. Display the elements of haiku (number of lines and number of syllables). Read a haiku.

Modeling - Read two seasons of Guyku to spark interest in the poetry form and the illustrations. Stop as needed to discuss the seasonal outdoor activities the author describes.

Check for understanding - Remind students of the elements of a haiku. Say "Let's now see if the text on the sheet before us is truly a haiku." Use the individual student copy of a haiku and lead students through marking and counting the syllables in each line.

### After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

<p>Guided Practice - Read the last two seasons of <u>Guyku</u>, having students hold up fingers as they hear syllables in each line. If they have counted the correct number of syllables, they give a thumbs-up to the teacher.</p>
<p><b>Assessment (<i>Post-test</i>):</b> Diagnostic information that determines what the participant knows after the lesson.</p>
<p>Assessment - Choose the last haiku to read aloud. Have students verbally state the definition of a haiku and of a syllable.</p>
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Refocusing on the goals, objectives, knowledge, skills, etc.</li> <li>• Statement from students that recap learning.</li> </ul>
<p>Refocusing on objectives - Line students up to leave. Walk down the line, asking each student to say his or her name and tell how many syllables are in their name.</p>
<p><b>Independent Practice:</b> The students practice using new knowledge.</p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and skills necessary to be successful.</li> <li>• Applying new learning at the classroom level.</li> </ul>
<p>Independent Practice - For the next class meeting, students will work in pairs to write haikus for a favorite holiday or season (example, Halloween haikus about their costumes, Christmas haikus about holiday decorations, etc.)</p>

**Follow-up—Refinement/Lesson Extension:** Students use [storybird.com](http://storybird.com) to find illustrations for their haikus.

**Differentiated Learners:** (optional depending on school)

# Find great activities and printables here:

<http://hmhbooks.com/guyku/resources.html>

## Activities and Inspiration . . .



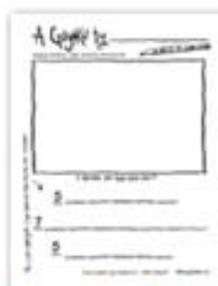
[How to Guvku - Quick Instructions](#)



[How to Write a Haiku - All You Need to Know](#)



[Guvku Sample](#)



[How to Guvku \(Blank Template\)](#)



[Official Guvku Inspiration Cards](#)



[Make-Your-Own Guvku Inspiration Cards](#)



[What to Do With Your Guvku](#)

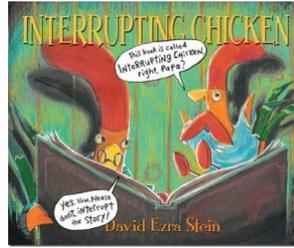
## Printable, Guyku-Ready Seasonal Borders . . .



# Book Title: Interrupting Chicken

Author: David Ezra Stein

Grade: K/1



Lesson Created by: Kim Anderson, Middletown

**Book Summary:** *It's time for the little red chicken's bedtime story -and a reminder from Papa to try not to interrupt. But the chicken can't help herself! Whether the tale is HANSEL AND GRETEL or LITTLE RED RIDING HOOD or even CHICKEN LITTLE, she jumps into the story to save its hapless characters from doing some dangerous or silly thing. Now it's the little red chicken's turn to tell a story, but will her yawning papa make it to the end without his own kind of interrupting? Energetically illustrated with glowing colors -and offering humorous story-within-a-story views -this all-too-familiar tale is sure to amuse (and hold the attention of ) spirited little chicks. A favorite joke inspires this charming tale, in which a little chicken's habit of interrupting bedtime stories is gleefully turned on its head.*

**Read more:**

<http://www.theresabook.com/2010/11/book-review-interrupting-chicken-by-david-ezra-stein/#ixzz1PRfRGiGm>

**Lesson Objectives:** Introduce Fairy Tales to the students, fact /fiction, and story elements (main character, main idea and beginning, middle and end).

**Connections:**

**Common Core State Standards:**

KRL.3 With prompting and support identify character, settings and major events in a story

KRI.1 With prompting and support ask and answer questions about key details in a text

KRL.2 With prompting and support retell familiar stories including key details

1RL.1 Ask and answer questions about key details in a text

1RL.2 Retell stories including key details and demonstrate understanding of their central message

1RL.3 Describe characters, setting and major events in a story using key details

**AASL Learning Standards:**

1.1.3, 1.1.6, 1.1.7, 3.1.3, 4.1.3

**Materials/Resources:**

- copy of the text *Interrupting Chicken*,
- crayons
- white construction paper 8 1/2 X 14

• **Lesson:**

**Before---** Introduction

**Anticipatory Set:**

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. **Tell** students we are listening to a new story that has just been released. Briefly talk about what the KBA is, include the fact they get to vote for a story they like the best.
2. Review the elements of a story- character, beginning, middle and end, problem and solution and lesson (theme) with students.
3. Next explain the elements of a fairytale.
4. Explain in the story today, the little chicken loves to hear fairytale stories especially at bedtime. There is a problem though little chicken loves to interrupt her Papa when he reads her the story. Discuss this concept with the students.
5. Explain to students that at the end of the lesson **We Can;**
  1. Tell the beginning, middle and end
  2. Who the main characters are
  3. What the problem is
  4. Tell if this story reminds us of another story
  5. Tell us what the lesson the author is teaching us.

**Pre-Test:** Diagnostic information that determines what the participant knows prior to the lesson.

Prior knowledge should include basic knowledge of characters and plot, introduction to fairy tales and folk tales - the characters are made up, story not true

**During---**Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

Explain to the students you are going to read the story and stop at certain points in the story. Tell them at that time they will be asked a question and we will use our turn and talk to your neighbor strategy (Care for Kids strategy) to discuss the question. Practice this strategy to make sure everyone understands. When sharing out from this the student will tell what their neighbor shared (reinforces listening skills).

1. Who are the characters in the story?
2. What is the problem in the story?
3. Why is Papa so upset?
4. How do you think Papa will solve the problem?
5. How do you think little chicken will solve the problem?

**After ----- Guided Practice:**

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

1. Review who main characters were -
2. How did you know they were the main characters?  
(they do the most talking, etc)
3. What was the big problem?  
(Little Red Chicken keeps interrupting his dad during the story)
4. How was the problem solved in the story?
5. Talk about interrupting. What do good manners fro story time look like? When is it ok to interrupt?
6. Text to Self Comparison - Do you ever interrupt a lot? Does anyone ever interrupt you when you are talking? How does that make you feel? What should you do when you want to interrupt?

**Assessment (*Post-test*):** Diagnostic information that determines what the participant knows after the lesson.

Use of formative assessment via conversation, questions, thumbs up/down for answers

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Students recap learning verbally and then on their papers

**Independent Practice:** The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

1. Tell students to fold their paper in thirds (model this with you own paper, and if you have one an assistant moving around the room) Help the student achieve this
2. Next tell the students on each panel they will draw and write a sentence
  - a. Panel 1 draw the main characters: (write their names)
  - b. Panel 2 draw a picture of the problem: (write a sentence about the problem (if Appropriate))
  - c. Panel 3 draw a picture of how the problem was solved in the book. Next write about how the problem was solved - (Little Red Chicken read to Dad and Dad fell asleep)

**Follow-up—Refinement/Lesson Extension:**

**Differentiated Learners: (optional depending on school)**

**Printables:**

- Red Riding Hood coloring sheet [here](#)
- Chick coloring sheet found [here](#)
- Lamb handprints craft [here](#)

**Book Title: Interrupting Chicken**

**Author: David Ezra Stein**

**Grade: 2**



**Lesson Created by:** Jennifer Koch-Jacob Elementary

**Book Summary:** *It's time for the little red chicken's bedtime story -and a reminder from Papa to try not to interrupt. But the chicken can't help herself! Whether the tale is HANSEL AND GRETEL or LITTLE RED RIDING HOOD or even CHICKEN LITTLE, she jumps into the story to save its hapless characters from doing some dangerous or silly thing. Now it's the little red chicken's turn to tell a story, but will her yawning papa make it to the end without his own kind of interrupting? Energetically illustrated with glowing colors -and offering humorous story-within-a-story views -this all-too-familiar tale is sure to amuse (and hold the attention of ) spirited little chicks. A favorite joke inspires this charming tale, in which a little chicken's habit of interrupting bedtime stories is gleefully turned on its head.*

**Read more:**

<http://www.theresabook.com/2010/11/book-review-interrupting-chicken-by-david-ezra-stein/#ixzz1PRfRGiGm>

### **Lesson Objectives:**

Students will be introduced to the Kentucky Bluegrass Award Program

Students will identify main characteristics of characters and participate in Reader's Theatre Activity.

### **Connections:**

#### **Common Core State Standards:**

2RL1 Ask and answer questions to demonstrate understanding of the key details in a text

3RL3 Describe how characters respond to major events and challenges

**AASL Learning Standards:** 1.1.3, 1.1.6, 1.1.7, 4.1.3

### **Materials/Resources:**

Copy of Interrupting Chicken

Copies of Red Riding Hood, Hansel and Gretel, and Chicken Little

Camera (optional)

Puppets (optional)

## Lesson:

Before--- Introduction

Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. Begin by reviewing the general concept of the KY Bluegrass Award.
2. Review Folktales/Fairytales and characteristics.
3. Discuss/remind students that they are listening to the KBA nominees in order to vote for their favorite.
4. Hold up today's book and read the title.
5. Explain to students today's library mission, in addition to deciding if this book is their new favorite, is to look at:
  - a. events of the story
  - b. Identify major characteristics of main character (sees, does, feels, thinks, and others say), how they responded to the major events in the story and what lesson she learned.
  - c. Students will also participate in retelling activity

Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

1. Discuss the following questions with the students to determine what their knowledge is prior to the lesson:
  - a. What are characteristics of fairytales/folktales?
  - b. How do you know who the main character is in the story?
  - c. How do the author and the illustrator tell us about the characters? (what the character thinks, feels, does, say and others say)
  - d. How do they give us clues?
  - e. Do characters always stay the same from the beginning to the end of the story?
2. Encourage students to give some examples from stories they have read.

During----Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
  - Modeling- showing through example, the expected process or products.
  - Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.
1. Explain to the students you will read the story once through without stopping but they are to watch and listen to determine who is the main character and what the major problem of the story is and the lesson learned.
  2. Students will briefly share their findings as a class.
  3. Re-read the story, stopping throughout, to discuss where students see:
    - a. A trait of the character (says, does, thinks, feels, and others say)
    - b. How the character displays "problem behavior".
    - c. The events that cause her to change/lesson learned.

Connect to student lives asking if they have ever felt this way or had something like this happen to them and how they changed/others changed.

After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

1. Display a character chart. Have students discuss as a class how the Interrupting Chicken looks, thinks, feels, and how she acts at the beginning of the story.
2. Next invite students to discuss as a class the same things for the Interrupting Chicken at the end of the story.
3. Discuss what story events happen to cause these changes?
4. Have students think about and then share if the Interrupting Chicken changed for the better and why or why not.
5. Next have them infer how the Interrupting Chicken's behavior changed or suggest how his behaviors could be more positive and alternative endings to story.
6. Group students in sets of 3-4 to participate in Retelling activity.
7. Students will be given a template of a Little Red Chicken, Papa, Hansel and Gretel, Little Red Riding Hood, Wolf, Chicken Little (may use them as puppets or place string in it and use as a necklace) to participate in a student retelling of the story.
8. Students will work as a group to retell the story.
9. Students may also create alternative endings
10. (if camera available students will tape performance)

Assessment (*Post-test*): Diagnostic information that determines what the participant knows after the lesson.

- Students will complete the Reader's Theatre activity and tape performance if cameras available. Students will share live/taped performance with class.

Closure:

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Have students evaluate the KBA book to determine if it is anyone's favorite:

1. Why or why not?
2. What did they like/did not like about it?

Next have them share if they think the author and illustrator did a good job in helping you to understand why the Interrupting Chicken changed in the story. Encourage them to give examples.

Independent Practice: The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

Invite students to go home and read their library book this week looking to see if the characters in the story change from beginning to end and if the events in the story helped them to make the change. You may wish to have students share their findings at the beginning of the next library class

Follow-up—Refinement/Lesson Extension:

Students may share how character changes and how the events from the story impact that change in future books they read.

Students may create their own short story about "problem behavior" i.e. lying, stealing, cheating, etc. and solutions to behaviors create their own Reader's Theatre for classroom skits.

## Little Red Chicken Character

	Thinks	Says	Acts	Feels	Others Say
Beginning of Story					
End of the Story					
Events that Caused a Change					

## Interrupting Chicken

### Questions from the Book for Smartboard Game:

#### Setting:

1. Where does the Interrupting Chicken take place? [In the Little Red Chicken's home](#)
2. When does the Interrupting Chicken take place? What time of day? [Night, bed time](#)

#### Character:

1. Which character exhibits "problem" behavior? [The Little Red Chicken](#)
2. How does the Daddy Chicken feel when the Little Red Chicken interrupts? [Sad, upset, angry](#)

#### Plot---Events:

1. What does the Little Red Chicken do that creates conflict in the Interrupting Chicken? [Continuously interrupts the stories](#)
2. Put the following events in order, two answers will be used 3 x each.
  - a. The Little Red Chicken reads while her Daddy falls asleep (11)
  - b. The Big Red Chicken asks the Little Red Chicken not to interrupt (4), (7), (10)
  - c. The Little Red Chicken is getting ready for bed (1)
  - d. The Big Red Chicken reads Hansel and Gretel (2)
  - e. The Little Red Chicken interrupts (3), (6), (9)
  - f. The Big Red Chicken reads Little Red Riding Hood (5)
  - g. The Big Red Chicken reads Chicken Little (8)

#### Plot---Problem/Solution

1. The Big Red Chicken solved the interrupting problem by...[falling asleep](#)
2. What lesson does the Little Red Chicken learn? [To be patient](#)

#### Story Detail:

1. How many times does the Big Red Chicken ask not to be interrupted? [3](#)
2. What was the title of the Little Red Chicken's story she read? [Bedtime for Papa](#)

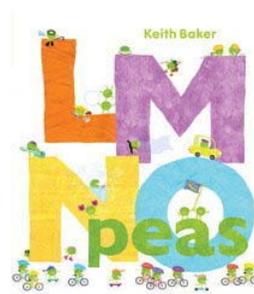
#### Theme:

1. What does the Big Red Chicken want from the Little Red Chicken? [For her to not interrupt](#)
2. How is the conflict resolved? [The Little Red Chicken reads a bedtime story to Papa so that he can fall asleep](#)

# Book Title: LMNO Peas

Author: Keith Baker

Grade: K/1



ABC Order

Lesson Created by: Linda Ann Wrins-Ryan, Lowe

Summary: Follow the energetic and very friendly green peas in an alphabet journey through various activities. Starting with A, the peas are acrobats, artists and astronauts. Each letter has activities that are shown in the illustrations with charming detail that invite readers to spend time with the book. The use of activities rather than objects as the words makes for a dynamic picture book filled with lots of action. The text reflects that same active feel with a jaunty rhyme that gallops along.

## Lesson Objectives:

- I understand the order of the alphabet
  - I can read a list of words, and alphabetize them
- RFk.1 Demonstrate understanding of the organization and basic features of print*  
*RFk.1 Demonstrate understanding of the organization and basic features of print*

Instructional Technique: Discussion, individual assessment and group work.

## Instructional Materials:

LMNO Peas, by Keith Baker

### Websites

1. <http://www.learningplanet.com/act/abcorder.asp>
2. <http://earobics.com/gamegoo/games/pawpark2/pawpark2.html>
3. <http://www.abcya.com/alphabet.htm>
4. <http://pbskids.org/lions/games/abcd.html>

name tags, worksheets (library type worksheets for abc order or visit <http://www.havefunteaching.com/language-worksheets/alphabetical-order>), and pen/pencil.

## Theoretical Perspective:

- This lesson helps the students apply their knowledge of the alphabet in different ways.
- It also begins to teach the students how to place a specific list of words in order and identify the order of more complex words.
- Helps students identify where letters are found in relation to each other in the alphabet.
- Helps students classify order

## Procedure:

### **Introductory Activity:**

1. Discuss Kentucky Bluegrass Awards.
2. We will read "L M N O peas" to the students to introduce the letters of the alphabet.

### **Pre-test:**

#### **Kindergarten**

Check student understanding of alphabetical order: Visit *Between the Lions*

<http://pbskids.org/lions/games/abcd.html> and play ABC Watermelon game

#### **First Grade**

Check student understanding of alphabetical order: The students will complete an online computer game called ABC Order-- <http://www.learningplanet.com/act/abcorder.asp> Train game

- Students can write their response on small dry erase boards before you click on the answer or you can choose a child to come up and click on the answer
- We will assess the students based on the student responses on their white board. Based on these conclusions, we will come together as a class to discuss if they had any problems or questions based on the web-based activity.

### **During**

#### **Kindergarten**

2. Visit <http://earobics.com/gamegoo/games/pawpark2/pawpark2.html> and play Alpha Bears- place bears in order (bears have shirts with pictures on it)

#### **First Grade**

1. Visit. <http://www.abcya.com/alphabet.htm>- Alphabetical Order game (monkey icon).
2. Place letters in abc order.
3. Then create words from the book 3 at a time. Students can copy the words in alphabetical order on their white board.

## **After**

1. The next activity involves each student to have the opportunity to use alphabetical order with their classmate's names.
2. Discuss what other things in the library are placed in abc order. Make a connection to the placement of literary text (fiction) books are placed on the shelves in abc order of the author's last name. Explain they will practice by placing themselves in order by their last name.
  - a.) First, we will break the students into groups of five.
  - b.) We will explain that if they are placed into a group with a student that has the same first letter of their first name, then to apply the same alphabetical order rules to the second letter. (Kindergarten only go up to first letter)
  - c.) 1<sup>st</sup> grade continues:
    - Each student will be passed out a nametag that they will wear around their neck.
    - Within each group, the students will line up in the appropriate alphabetical order of their first name.
    - After each group has completed this part of the activity, we will share as a class the results of each group and review why or why not they are in the correct alphabetical order.

## **Closure**

1. After we feel as though the students are comfortable enough with alphabetical order, we will provide them with a worksheet to complete as a class.
  1. Kindergarten- Learning to Put Books in ABC Order
  2. First Grade- Let's Look at "2" Letters
2. Discuss why it is important to put things in abc order. Make a connection to how books are shelved in abc order.
3. The students will have the opportunity to ask any questions as well as participate in completing the worksheet.

## **Assessment**

Check worksheet

## **Adaptations**

Students who may struggle with reading: we would place this student with a more advanced student who has a better grasp on the material. They would work in pairs on the computer exercise as well as the written worksheet, if needed.

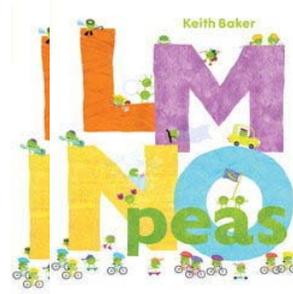
## **Evaluation**

The student will be able to understand the order of the alphabet- The student will be able to read a list of words, and alphabetize them- After the completion of the name ordering activity, the students are to complete a worksheet with more challenging words to place in alphabetical order. This will demonstrate if they know how to put words (word pictures for Kindergarten) in the correct alphabetical order.

# Book Title: LMNO Peas

Author: Keith Baker

Grade: 2



## Alliteration

Lesson Created by: Linda Ann Wrins-Ryan, Lowe

Summary: Follow the energetic and very friendly green peas in an alphabet journey through various activities. Starting with A, the peas are acrobats, artists and astronauts. Each letter has activities that are shown in the illustrations with charming detail that invite readers to spend time with the book. The use of activities rather than objects as the words makes for a dynamic picture book filled with lots of action. The text reflects that same active feel with a jaunty rhyme that gallops along.

## Lesson Objectives:

- I understand the meaning of alliteration
- I understand how alliteration adds meaning to a rhyme
- I can give an example of alliteration

*CC2.RL.4 describe how words and phrases (eg regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story poem or song.*

*KRF2a Recognize and produce rhyming words*

**Instructional Technique:** Discussion, individual assessment and group work.

## Instructional Materials:

LMNO Peas, by Keith Baker

Pencils and paper

Projection device

## Theoretical Perspective:

- This lesson helps the students apply their new knowledge of alliteration and apply alliteration in different ways.
- It also begins to teach the students how alliteration plays an important part of poetry

## Procedure:

### **Introductory Activity:**

1. Discuss Kentucky Bluegrass Awards.
2. We will read "L M N O peas" to the students to introduce the letters of the alphabet.

### Pre-test:

1. Discuss the term Alliteration: Alliteration is the repetition of initial sounds.  
Peter Piper Picked a peck of peppers!
2. Re-read the story encouraging students to find examples of alliteration
3. Discuss how use of alliteration helps to create a rhythm and understanding to what the story teaches children - the important activities children can do from each letter of the alphabet.

### **During**

1. Show the following example of alliteration:

Silly Sally swiftly shooed seven silly sheep from a shack.  
She sighed,  
"Sheep shouldn't sleep in a shack; sheep should sleep in a shed"  
So the seven silly sheep sadly shilly-shallied south.

2. Students will illustrate it.
3. Next encourage students to add more adjectives and adverbs to it.

### **After**

1. Explain alliteration is used to make up funny phrases called tongue twisters. Tongue Twister is a phrase or sentence which is hard to speak fast, usually because of alliteration or a sequence of nearly similar sounds. To get the full effect of a tongue twister you should try to repeat it several times, as quickly as possible, without stumbling or mispronouncing.
2. Show class several examples of tongue twisters using alliteration.
3. Encourage students to create an alliteration sentence about them and then illustrate it.
  1. Jumping Jack juggles jellybeans.
  2. smiling Cynthia speaks Spanish,
  3. Ruby races robots etc.
4. Tell students they might try brainstorming words that started with the same letter as their name and look some more up in the dictionary if they are having a hard time thinking of words that started with a particular letter.

## Closure

1. Students will share their alliteration with the class by reading aloud or passing papers.  
Students will give each other corrective feedback.
2. You may want to combine the pages into a book.

## Assessment

Student completed illustrated alliteration about themselves.

There's a great book called "Some Smug Slug". The author also wrote "Four Famished Foxes" and these books are PERFECT for teaching alliteration

## Extension:

### Occupations -

- Each page features a letter of the alphabet with various job occupations to emphasize each letter.
  - You can ask students questions about certain occupations mentioned.
  - Students can choose or be assigned one of the occupations and look up more information about it

### We are all different (Care for Kids) concept

- The concept of this book is also interesting because no matter how all peas are the same, they are also different, which is proven by the various personalities portrayed to emphasize each letter
- This concept could lead to an activity of students writing about their likes and dislikes or what makes them special.

## Some Twisters which also illustrate alliteration:

- Angela Abigail Applewhite ate anchovies and artichokes.
- Bertha Bartholomew blew big, blue bubbles.
- Clever Clifford Cutter clumsily closed the closet clasps.
- Dwayne Dwiddle drew a drawing of dreaded Dracula.
- Elmer Elwood eluded eleven elderly elephants.
- Floyd Flingle flipped flat flapjacks.
- Greta Gruber grabbed a group of green grapes.
- Hattie Henderson hated happy healthy hippos.
- Ida Ivy identified the ivory iris.
- Julie Jackson juggled the juicy, jiggly jello.
- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Patsy planter plucked plump, purple, plastic plums.
- Quinella Quist quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.
- Shelly Sherman shivered in a sheer, short, shirt.
- Trina Tweety tripped two twittering twins under a twiggy tree.
- Uri Udall usually used his unique, unusual unicycle.
- Vicky Vinc viewed a very valuable vase.
- Walter Whipple warily warned the weary warrior.
- Xerxes Xenon expected to Xerox extra x-rays.
- Yolanda Yvonne Yarger yodeled up yonder yesterday.
- Zigmund Zane zigzagged through the zany zoo zone.

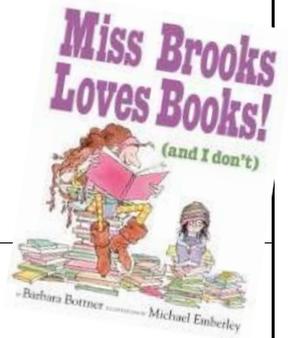
# Miss Brooks Loves Books (and I Don't) by Barbara Bottner

## Kindergarten and First Grade

Judy Leathers (Hite) and Debbie Melnykovich (Carter)

### Writing Trait: Ideas and Organization

Learning Target: establish a clear understanding of how character flaws create a story's problem



#### Core Content

CC.K.RL.3 With prompting and support, identify the characters and major events in the story

CC.1.RL.1 Describe characters and major events in the story using key details

CC.K.RL.10 Actively engage in group reading activities with purpose and understanding

#### AASL

4.1.3 Response to literature in various formats and genres

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

#### Materials

- Miss Brooks Loves Books (and I Don't), Barbara Bottner
- Examples of Characters Flaws that Create Story Problems chart
- Miss Brooks Loves Books Examples of Missy's Characters Flaws worksheet

#### Before Reading

Tell students that stories almost always contain a problem and a solution. Ask students to use the picture and title to predict what the problem might be in this story. Ask students to turn and talk about connections they may have to this title.

Explain that the learning intention for this lesson is to carefully examine character flaws and how flaws can create a problem in a story. Explain students will do this by carefully looking at the illustrations and listening to the text. (The link between problem and solution must be clear before students write stories of their own).

### During Reading

As the story is read, ask students to listen carefully for a character flaw. Pause while reading this book and ask students to predict the character's flaw and how the author may solve this problem. (Discussions like this allow students to see that there are many ways to solve problems and fuel them with ideas for their own stories).

### After Reading

- After listening to MissBrooksLovesBooks(andIDon't), show students chart of suggested character flaws that cause problems.
- Next encourage students to give some suggestions of Missy's character flaws pointing to the details in the story that suggest these flaws. Write these flaws in the Character Chart.
- Next to each flaw the class will suggest why this is a problem by pointing to the details in the story,
- Lastly state before a story can end the author must solve the problem in the story. Encourage students to suggest how the author solves the problem.

### Independent Practice:

Students will use one of these character flaws from the character and write it on top of their paper and draw the scene in the story that shows this character flaw. Older students may write a sentence using this word to show how Missy's character flaw caused a problem in the story.

### Closure:

Explain to students stories often have a character with a flaw and that flaw causes a problem in the story. Give some examples of familiar folktales. Students will predict the folktale characters' flaws and how the author solves of the problem of this flaw (Little Red Riding Hood—did not listen to her mother, Big Bad Wolf - being greedy gets him into trouble, etc.

**Assessment:** Students drawing and observation of how students respond to the character flaws, problem based on this flaw and the author's solution.

## Miss Brook Loves Books

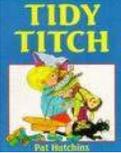
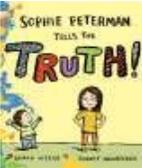
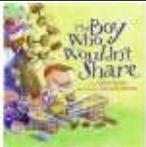
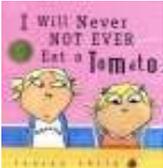
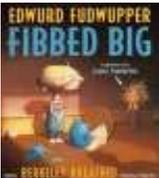
Examples of Missy's Character Flaws that Create Story Problems

Character Flaw	Problem the Flaw Creates	Author's Solution

## Examples of Characters Flaws that Create Story Problems

stingy generous	unappreciative grateful	boastful humble
selfish unselfish	suspicious trusting	silly serious
picky eater tries new things	angry calm	messy neat
unkind caring	gloomy cheerful	fearful brave
rude polite	stubborn easy going	shy outgoing
not dependable responsible	late punctual	pessimistic optimistic

Theme: Characters Change

	The Recess Queen by Alexis O'Neill		Would I Ever Lie to You? by Caralyn Buehner
	What's with this room? by Tom Lichtenheld		Tidy Titch By Pat Hutchins
	Eli's Lie-O-Meter: A Story about Telling the Truth by Sandra Levins		Sophie Peterman Tells the Truth by Sarah Weeks
	Miss Brooks Loves Books (and I don't) by Barbara Potter		Too Purpley by Jean Reidy
	The Truly Terribly Horrible Sweater that Grandma Knit by Debbie Macomber and Mary Lou Carney		Mars Needs Moms by Berkeley Breathed
	When Sophie Gets Angry, Really, Really Angry by Molly Bang		Emily's Art by Peter Catalanotto
	The Boy Who Wouldn't Share by Mike Reiss		I Will Never Not Ever Eat a Tomato by Lauren Child
	Too Many Toys by David Shannon		A Visitor for Bear by Bonny Becker
	Edward Fudwupper Fibbed Big By Berkeley Breathed		Estelle and the Self-Esteem Machine by Bannatyne-Cugnet & Bell

## **Miss Brooks Loves Books (and I Don't) Barbara Bottner** **Grade 2**

Lesson Created by: Debbie Melnykovich

**Book Summary:** Missy, a first grader, is determined she will never find a book to love. Miss Brooks, the librarian, is sure she will. After dismissing many books—too flowery, too furry, etc.—Missy finds a book to love.

**Lesson Objectives:** Students will be able to identify different genres of literature.

### **Common Core State Standards:**

CC.K.RL.1 With prompting and support ask and answer questions about key details in a text

CC.K.RL.5 Recognize common types of texts (ex. Storybooks, poems)

### **AASL Learning Standards:**

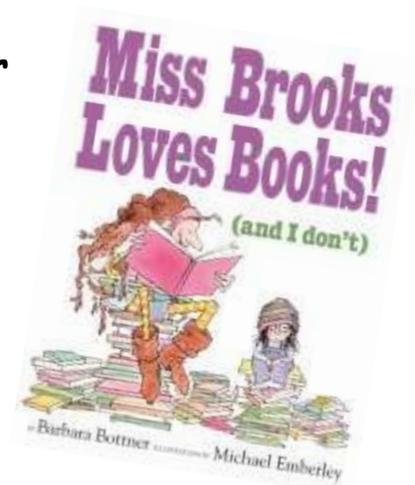
4.1.3 Respond to literature and creative expressions of ideas in various format and genres

4.1.4 Seek information for personal learning in a variety of formats and genres

4.3.2 Recognize that resources are created for a variety of purposes

### **Materials/Resources:**

- Miss Brooks Loves Books (and I Don't) Barbara Bottner
- Picture books of various genres



## Lesson:

### **Before--- Introduction--Anticipatory Set**

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

- Begin by talking about what books students like to read.
- Books fit into different categories and sometimes people get stuck reading books from the same categories.
- Today they will listen to a book that has books from different categories. As they listen to the story they will try to identify as many categories of books as they can, and what category their favorite type of book is.
- Students will be encouraged to check out other types of books than they usually do when they learn about all the different books available.

**Pre-Test:** Diagnostic information that determines what the participant knows prior to the lesson.

Assess prior knowledge of genres by asking students what types of books are in the library. Ask students if they know that there are different kinds of fiction books. If so, do they know what the different types are? How can you tell the difference between books?

Discuss the difference between realistic fiction, non-fiction (holiday books, trains, cowboys, dogs) fantasy (Where the Wild Things Are, Very Hungry Caterpillar, fairies) and folktales (Shrek).

### **During----Instructional Strategies/Procedures:**

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

- Read Miss Brooks Loves Books (and I don't)
- Have students identify the genre of the book and explain why it falls into this genre.
- Read through the book again. Have students try to identify which of the three genres, discussed prior to reading the book, each book mentioned in the story falls into. Also, have students name books for the types of books mentioned (a pink book-Pinkalicious) and discuss what type of book it is.

**After ----- Guided Practice:**

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

- Show the class picture or chapter books they are familiar with that represent different genres.
- Have the class identify the genre of each book and why it fits into that genre.
- Have students identify books they like to read and the genre.

**Assessment (Post- test):** Diagnostic information that determines what the participant knows after the lesson.

Divide the class into groups of three or four. Give each group a picture book from the genres discussed in class. Have each group decide what genre each book belongs to and why.

Bring class back together and have each group discuss their book classification and why. Ask students if they agree or disagree. If they disagree must explain why.

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Identify the genre of the other KBA books.

**Independent Practice:** The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

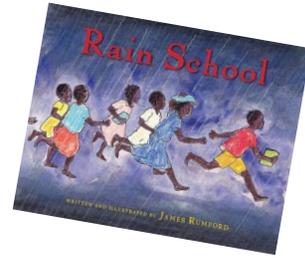
Students check out and /or read a book from a different genre.

**Follow-up—Refinement/Lesson Extension:**

By learning about different genres have students discuss if it has changed what they read. Why or why not.

**Differentiated Learners:** (optional depending on school)

# *Rain School* by James Rumford



**Grade:** K-1

**Lesson Created by:** Laura Avis, Jennifer Stewart

**Book Summary:** "In the country of Chad, it is the first day of school. The dry dirt road is filling up with children. Big brothers and sisters are leading the way." Thomas and the other younger children follow behind their older siblings, bombarding them with eager questions. "Will they give us a notebook? Will they give us a pencil? Will I learn to read like you?" When the children arrive at the schoolyard, they find only their teacher. Working under her direction, they build a school, using a wood frame, a few bricks, and a thatch roof and walls. With that completed, they have their classes. Nine months go by and rain clouds begin to gather. School is over until next year. Along with the rain comes the wind, and over time, the building disappears-washed away. Come September, the process will begin again. The final illustration features a smiling confident Thomas at the forefront, with eager, younger children following behind. The yellow, brown, and burnt orange shades dominate each of the spreads, both as background color and as part the dry, sandy, and hot landscape. The message of the story is clear-while the school structure may be temporary, education is permanent. This book also gives young children a glimpse into the school life of children in another part of the world.  
*Mary N. Oluonye, Shaker Heights Public Library, OH*

## **Lesson Target:**

- I can tell the plot of the story by retelling the story's beginning, middle, and end.
- I can use the illustrations and story details to describe the plot
- I know certain books tell stories and others tell facts

## **Connections:**

### **Common Core State Standards:**

CC.K.RL.3 With prompting and support, describe characters, settings, and major events in a story, using key details.

CC.1.RL.3 Describe characters, setting and major events in a story using key details.

CC.K.RL.7 & RI K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

CC.1.RL.7 Use illustrations and details in a story to describe its characters, setting or events

CC.1.RL.5 Explain major differences between books that tell stories and books that give information.

CC.K.RL.5 Recognize common types of texts

CC.1.RI.7 Use the illustrations and details in a text to describe its key ideas

**AASL Learning Standards:**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

**Materials/Resources:**

Rain School, James Rumford

Train Plot Graphic Organizer

Pencils and/or crayons

<http://pbskids.org/africa/myworld/index.html>

Wake up World <http://www.oxfam.org.uk/coolplanet/kidsweb/wakeup/index.htm>

What difference does going to School Make? Hidden Picture Find worksheet from Going to School Around the World: An Activity and Game Book for Kids from UNICEF.

## Lesson:

### Before--- Introduction--Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. Discuss as a class what it is like to go to school in the United States.
2. Next inquire, "Do you think schools are the same all over the world?"

**Pre-Test:** Diagnostic information that determines what the participant knows prior to the lesson.

Think-pair-share about how stories are told in a certain order. (Discussion will include the use of plot vocabulary beginning, middle, and end.)

### During----Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

1. Explain the learning targets to students.
2. Teach the word plot as the order of story events. Explain all stories have a beginning, middle and an end.
3. Instruct students to listen carefully to the words of the story and look at the illustrations. Using these story details will help them to remember the beginning, middle and end of the story.
4. Read *Rain School* aloud to the class. Stop after reading the beginning of the book and have students retell what happened by using the illustrations and the text to explain the details. Do the same after reading the middle and the end.
5. After reading, have students think-pair-share the plot (beginning, middle, and end.)
6. Distribute plot graphic organizer and explain directions to students. As a class students will retell the plot with illustrations and/or writing.

### Printable:

Beginning /Middle/End graphic organizers available [here](#).

**After ----- Guided Practice:**

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

Students will compare their graphic organizer with a fellow student and self-assess to see if they omitted any key events from the story.

**Assessment (Post- test):** Diagnostic information that determines what the participant knows after the lesson.

Use the graphic organizer as the assessment.

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Discuss what students learned about how schools in some places in Africa are different from schools in the USA.

**Independent Practice:** The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

Students could write or draw their own story about an event at school applying the knowledge that all stories have a beginning, middle, and end.

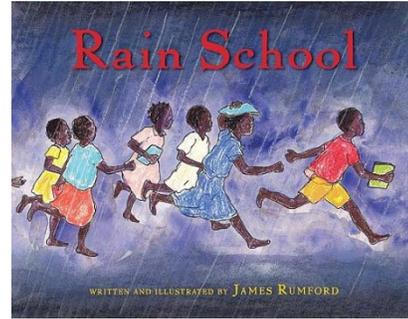
**Follow-up—Refinement/Lesson Extension:**

1. Pair the book *Rain School* with the nonfiction websites: PBS about schools in Africa or Wake Up World about schools and living conditions in 4 areas of the world.
2. Students can view these sites to gain a better understanding of how schools around the world are different.
3. Students can complete What difference does going to School Make? Hidden Picture Find worksheet from *Going to School Around the World: An Activity and Game Book for Kids* from UNICEF.

**Printable:**

Sequencing printables available [here](#)

**Book Title:** *Rain School*  
**Author:** James Rumford



**Grade:** 2nd

**Lesson Created by:** Laura Avis, Jennifer Stewart

**Book Summary:** "In the country of Chad, it is the first day of school. The dry dirt road is filling up with children. Big brothers and sisters are leading the way." Thomas and the other younger children follow behind their older siblings, bombarding them with eager questions. "Will they give us a notebook? Will they give us a pencil? Will I learn to read like you?" When the children arrive at the schoolyard, they find only their teacher. Working under her direction, they build a school, using a wood frame, a few bricks, and a thatch roof and walls. With that completed, they have their classes. Nine months go by and rain clouds begin to gather. School is over until next year. Along with the rain comes the wind, and over time, the building disappears-washed away. Come September, the process will begin again. The final illustration features a smiling confident Thomas at the forefront, with eager, younger children following behind. The yellow, brown, and burnt orange shades dominate each of the spreads, both as background color and as part the dry, sandy, and hot landscape. The message of the story is clear-while the school structure may be temporary, education is permanent. This book also gives young children a glimpse into the school life of children in another part of the world.  
*Mary N. Oluonye, Shaker Heights Public Library, OH*

**Lesson Objective:**

- I can retell the order of the story's main events by using the vocabulary: first, next, then, last.
- I can tell the main purpose of the book

**Connections:**

**Common Core State Standard:**

CC.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe

**AASL Learning Standard:**

1.1.2 Use prior and background knowledge as context for new learning.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

1.1.6 Read, view and listen for information presented in any format in order to make inferences and gather meaning

**Materials/Resources:**

Rain School, James Rumford

Sequence Circle Graphic Organizer

Pencils and/or crayons, colored pencils, markers

National Geographic map of Chad, Africa-

<http://travel.nationalgeographic.com/travel/countries/chad-map/>

Unicef- Going to School Around the World: An Activity and Game Book for Kids

[http://www.unicef.ca/portal/Secure/Community/507/WCM/Doc/UNICEF\\_ACTIVITY\\_WORKBOOK-EN.pdf](http://www.unicef.ca/portal/Secure/Community/507/WCM/Doc/UNICEF_ACTIVITY_WORKBOOK-EN.pdf)

"What do all children need to achieve their dreams?" And "What Make a good school?" Activity sheets from the UNICEF activity book

## Lesson:

### **Before--- Introduction--- Anticipatory Set:**

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. Introduce the text to students by locating the country of Chad on a map.
2. Next encourage students to make predictions about how life and school might be different in this country compared to the United States.

**Pre-Test:** Diagnostic information that determines what the participant knows prior to the lesson.

Think-pair-share about how stories are told in a certain order. (Discussion will include the use of sequencing vocabulary first, next, then, last.)

### **During---Instructional Strategies/Procedures:**

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

1. Review/Discuss with students the definition of plot as the order of story events.
2. Next explain the sequencing vocabulary (first, next, then last). Post sequencing vocabulary as a visual reminder for students.
3. Instruct students to listen carefully as the story is read and to identify the major events after reading using sequencing vocabulary.
4. Read *Rain School* aloud to the class. After reading, have students think-pair-share the major events from the story in order.
5. Distribute sequencing graphic organizer and explain directions to students. Students will write and/or draw the major events from the story in sequential order using the vocabulary first, next, then, last.

*(For students with an IEP you may want to identify the major events for them or even write them on sentence strips and simply have the student place the four events in correct sequential order next to the appropriate sequencing vocabulary, first, next, then, last.)*

### **After ----- Guided Practice:**

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

Students will compare their graphic organizer with a fellow student and self-assess to see if they omitted any key events from the first, next, then, last part of the story.

**Assessment (Post- test):** Diagnostic information that determines what the participant knows after lesson.

Use the graphic organizer as the assessment.

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Discuss what students learned about how the schools in Africa are different than schools in the United States.

**Independent Practice:** The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

Students could write their own story using the sequencing vocabulary; first, next, then, last. This story could focus on a typical school day.

**Follow-up—Refinement/Lesson Extension:**

4. *Pair the book Rain School* with the nonfiction text *School Around the World* by Kelly Doudna. This book briefly describes various facts about school in different countries around the world.
5. The last page asks the reader, "What things about your school are different from other schools?"
  - a. This could spark a discussion about cultural similarities and differences about schools in different countries versus schools in the United States.
  - b. This could also give students from different countries the opportunity to share with American born students what schools are like in their native country.
6. Show "How Are these Schools Different from Yours? Activity map from *Going to School Around the World*, by Unicef. Students will listen to the descriptions of how schools around the world are different than our schools. Students will also see where in the world these schools are located.
7. As a class create a Venn diagram to compare and contrast schools around the world with our schools in the U.S.
8. If time allows students can complete "What do all children need to achieve their dreams? And What Make a good school? Activity sheets from the UNICEF activity book.

**Printable:**

Sequencing printables available [here](#)

## Book Title: Rain School

### Questions from the Book for Smartboard Game:

#### Setting:

1. In what country did the story take place? (United States of America, Mexico, Africa, **Chad**)
2. What is the land like where the school is located? (Mountainous, **Flat and dusty**, On the beach, In the forest)

#### Character:

1. What is the main character's name? (John, Marcus, **Thomas**, Jorge)
2. How would you describe Thomas' behavior walking to school the first day? (Scared, **curious**, tired, angry)

#### Plot---Events:

1. What is the first lesson that Thomas' teacher teaches? (**How to build a school**, how to write the alphabet, how to use a map, how to play hopscotch)
2. What happens to the school during the students' vacation? (It is used for summer school, it burns down, **it gets destroyed by storms**, it stands empty)

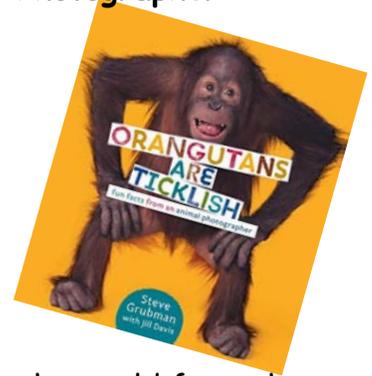
#### Plot---Problem/Solution

1. How do the teacher and students cope with having no school? (**They work together to build one**, they complain, they move to another location, they decide to cancel school)
2. Why don't the students complain about building a school? (They like to be outside, they don't want to get in trouble, they like their teacher, **they are eager to start learning**)

# Orangutans are Ticklish: Fun Facts From an Animal Photographer

Steve Grubman and Jill Davis

Grade: Kindergarten and First



**Lesson Created by:** Linda Ryan, Lowe

**Book Summary:** Orangutans are Ticklish is full of photographs and fascinating facts about animals from all over the world from the enormous elephant to the tiny coatimundi. The end pages have even more facts about each animal. An interesting feature of the book is the behind the scene look of how the photos were taken and side notes from the photographer on each page.

**Lesson Objectives:** Students will learn about how the body parts of an animal help it to survive in its' environment by developing research questions and viewing a non-fiction book to gain new knowledge (details) to answer the questions.

**Connections:**

**Common Core State Standards:**

Kindergarten--- **Science Core Content: Life Science:** Demonstrates an understanding of the basic needs of animals ..... and the structures and functions of animals

Kindergarten

C.C.K.L.1 Conventions of Standard English: Conventions of Standard English: Understands and use question words (interrogatives) eg who, what, where, when, why and how

CC.L.R.I.1 Key ideas and Details: with prompting and support ask and answer questions about key details in a text.

First Grade

CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.

CC.1.R.I.7 Integration of knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.

CC.1.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to comments of others through multiple exchanges.

## **AASL Learning Standards**

1.1.3 Develop and refine a range of questions to frame search for new understanding

1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

## **Materials/Resources:**

Orangutans are Ticklish: Fun Facts from an Animal Photographer, Steve Grubman

KBA Nominee Voting Sheet

Animal Research Question Chart

Animal worksheets

<http://www.nationalgeographic.com/coloringbook/archive/>

<http://www.raisingourkids.com/coloring-pages/animal/zoo/index-02.html>

## **Animals in the book:**

-Hippopotamus   -Aardvark   -Western gray kangaroo   -Grizzly bear   -

Chimpanzee

-Lion                      -Tiger                      -Alligator                      -Orangutan   -

Elephant

-Giraffe                      Coatimundi   -zebra

## Lesson:

### Before--- Introduction

#### Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

1. Review the purpose of the KBA Awards and the titles students have listened to thus far. Share today's title is another KBA nominee.
2. Remind students they will listen to this library title to determine how well they like it compared to the other titles and then rate how well they liked it on their KBA Title Nominee sheet.
3. Explain to students today's library mission, in addition to deciding if this book is their new favorite, is to look at details in the book to answer some important questions about animals.

### Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

1. Hold up the title, read it to the students and explain this is a non-fiction title. Encourage students to raise their hand if they can explain the meaning of non-fiction. After some discussion re-emphasize the meaning of non-fiction and write the word on the board.
2. After some discussion inquire if students know the 5 Ws as a way of asking really good research questions. Explain what the 5Ws are if students are unfamiliar with the term (who, what, where, when, why questions). Write these words on the board.
3. Encourage students to give you examples for each type of question.

### During---Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

1. Explain the non-fiction book they will listen to today is about animals. It is a book full of facts about animals. **Explain again our mission is today is to look at details in the book to answer some important questions about animals. The details we will be looking for answers the following big research question:**  
**How does the animal body help it to live in its' environment (where it lives)? (Write this question on the board)**
2. Stop and point to the word "How". Share this is another question word. Explain to the students you will read the story once through without stopping but they are to watch and listen to determine how the animals use their body parts to help them to live in their environment.
3. After the story is read, students will briefly share their findings with the class. Write the findings on the chart.
4. Next encourage the students to determine some research questions they can ask about the animals and their body using the 5W question words or the word "how". Model the types of questions they can ask if the students are having difficulty with this task. Write these questions on the chart.

### After ----- Guided Practice:

- Practicing of new knowledge or skill by participants.
- Overt participation by learners.
- Monitoring and giving feedback to participants.

1. Re-read the various sections of the book to the class for students to locate the answers to their research questions.
  - a. Name the section you will read to the students.
  - b. Students will raise their hand when they find the answer to a research question.
  - c. Students will restate the question being answered and then give the answer.
2. Scribe the student answers on the chart giving guidance and feedback to the students.

**Assessment (*Post-test*):** Diagnostic information that determines what the participant knows after the lesson.

1. Students will select one of the animal worksheet pages.
2. Students will write the research question and answer about their animal from the chart on their worksheet.
3. The student will circle the body part of the animal that helps it to live in its' environment that corresponds to the question.
4. The teacher will spot check the student work to check for understanding.

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Have students evaluate the KBA book to determine if it is anyone's favorite:

3. Why or why not?
4. What did they like/did not like about it.

Next have them share if they think the author and illustrator did a good job in helping you to understand how **How does the animal's body help it to live in its' environment?** Encourage them to give example of why or why not.

**Independent Practice:** The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

Encourage students to check out non-fiction books this week. Encourage them to come up with a 5W or how question about the subject and read the book to find the answer to their question. You may wish for the students to share their findings at the beginning of the next library class.

**Follow-up—Refinement/Lesson Extension:**

Since asking and locating answers to questions is learned over time skill, it will need to be continually to be re-introduced to students throughout the school year.

You may also want to view <http://www.nationalgeographic.com/coloringbook/archive/> with the students to locate more information about the animals.

**Differentiated Learners: (optional depending on school)**

- Students who have difficulty writing may wish to verbalize their questions and answers to the teacher and the teacher scribe the information for student.
- You may wish to give these students either the zebra or aardvark worksheet from the <http://www.raisingourkids.com/coloring-pages/animal/zoo/index-02.html> which already has information of how the animal uses its' body parts to help it to survive in their environment.

# Animal Research Questions

<b>Animal</b>	<b>Question:</b>  Who? What? Where? When? Why? How?

## Printables

Aardvark coloring sheet [here](#)

Alligator coloring sheet [here](#)

Elephant coloring sheet [here](#)

Giraffe coloring sheet [here](#)

Grizzly Bear coloring sheet [here](#)

Hippopotamus coloring sheet [here](#)

Kangaroo coloring sheet [here](#)

Lion coloring sheet [here](#)

Monkey coloring sheet [here](#)

Orangutan coloring sheet [here](#)

Tiger coloring sheet [here](#)

Zebra coloring sheet [here](#)

**Orangutans are Ticklish: Fun Facts From an Animal  
Photographer  
Steve Grubman and Jill Davis  
Grade: Second**



**Lesson Created by: Linda Ryan, Wheeler**

**Book Summary:** Orangutans are Ticklish is full of photographs and fascinating facts about animals from all over the world from the enormous elephant to the tiny coatimundi. The end pages have even more facts about each animal. An interesting feature of the book is the behind the scene look of how the photos were taken and side notes from the photographer on each page.

**Lesson Objectives:** Students will learn about how the body parts of an animal help it to survive in its' environment by developing research questions and viewing a non-fiction book, the National Geographic website and the on-line Grolier Encyclopedia to gain new knowledge (details) to answer their research questions.

**CC.2.SL2 Comprehension and Collaboration:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CC.2.SL.1.b Comprehension and Collaboration:** Build on others' talk in conversations by linking their comments to the remarks of others.

**CC.2.W.8 Research to Build and Present Knowledge:** ..... gather information from provided sources to answer a question.

**CC.2.W.6 Production and Distribution of Writing:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

**Connections:**

**AASL Learning Standards**

1.1.3 Develop and refine a range of questions to frame search for new understanding

1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

1.4.2 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.

2.1.6 Use the writing process, media and visual literacy and technology skills to create products that express new understandings.

**Materials/Resources:**

Orangutans are Ticklish: Fun Facts from an Animal Photographer, Steve Grubman  
KBA Nominee Voting Sheet

Kentucky Virtual Library- Grolier Encyclopedia

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/>

**Animals in the book:**

-Hippopotamus   -Aardvark        -Western gray kangaroo   -Grizzly bear       -  
Chimpanzee  
-Lion                    -Tiger                    -Alligator                    -Orangutan       -  
Elephant  
-Giraffe                Coatimundi   -zebra

**Printables**

Aardvark coloring sheet [here](#)  
Alligator coloring sheet [here](#)  
Elephant coloring sheet [here](#)  
Giraffe coloring sheet [here](#)  
Grizzly Bear coloring sheet [here](#)  
Hippopotamus coloring sheet [here](#)  
Kangaroo coloring sheet [here](#)  
Lion coloring sheet [here](#)  
Monkey coloring sheet [here](#)  
Orangutan coloring sheet [here](#)  
Tiger coloring sheet [here](#)  
Zebra coloring sheet [here](#)

## Lesson:

### Before--- Introduction

#### Anticipatory Set:

- **Learning-** goals and objectives
- **Purpose-** why the learning is needed
- **Transfer-** link new learning to old learning
- **Motivation-** interest and accountability

1. Review the purpose of the KBA Awards and the titles students have listened to thus far. Share today's title is another KBA nominee.
2. Remind students they will listen to this KBA title to determine how well they like it compared to the other titles and then rate how well they liked it on their KBA Title Nominee sheet.
3. Explain to students today's library mission, in addition to deciding if this book is their new favorite, is to look at details in the book and in some other sources during the next library class to answer some important questions about how animals use their body structure to help them to function in their environment.

### Pre-Test: Diagnostic information that determines what the participant knows prior to the lesson.

1. Hold up the title, read it to the students and explain this is a non-fiction title. Encourage students to raise their hand if they can explain the meaning of non-fiction. After some discussion re-emphasize the meaning of non-fiction.
2. Next explain some of the details in this book share how animal structures can help it to survive in its' environment. Inquire if the students know of how an animal's structures help it to function. Encourage students to share some examples with the class.
3. Lastly inquire what other sources would help them find more information about animal structures and functions. Write these sources on the board.

### During----Instructional Strategies/Procedures:

- **Input-** data and information to be used, steps in the procedure, handouts.
- **Modeling-** showing through example, the expected process or products.
- **Check for understanding-** intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

1. Explain the non-fiction book they will listen to today is full of facts and photos of animals. **Explain again our mission today is to look at the details in the book to answer How does the animal body structure help it to function in its' environment? (Write this question on the board)**
2. Hand each student a worksheet listing the animal names. Encourage students to write down the animal body part and how it helps the animal function as they listen to the non-fiction book.
3. Begin to read the book stopping after the section about the hippopotamus. Encourage the students to raise their hand if they heard any details that will answer the research question. Model how students should write the animal name, body structure, and how it helps the animal to function in the environment on the chart.
4. Continue reading each section modeling how to write the information down on the chart for a couple more animals. *(continue Day 1 lesson in the Guided Practice section below)*

### Day 2 (Make take 2 sessions)

5. Show students the class chart from the previous class and review the notes on the chart. Students may wish to share additional notes they took during the last class. It is a great idea here to review good note taking skills—especially if students took notes on extraneous unrelated details to the research question.
6. Next review the sources students shared with you during the earlier class to find more information about animals. Share today they will use the National Geographic website and the on-line Grolier Encyclopedia (KVL) to locate more information about how animals use their structure to help them to function.
7. Demonstrate how to navigate through each site. (*You may wish to bookmark the site on your individual student computers or do this as a class activity on one animal if you only have one computer*).
8. Give the students time to break into groups and to choose an animal from the book they would like to research further.
9. Review your rules about working as a research group.
10. Write the focus question on the board for the students to copy onto a lined piece of paper: How does the animal's structure help it to function in their environment?
11. Next encourage the students to write two additional research questions they would like to find the answer to for their animal.
12. Show the class chart from the last library class again to the students. Emphasize how the students took notes during the last library class by only writing the details that answered the research question. Remind them they will be writing down **ONLY** the details that answer their research questions.

### After ----- Guided Practice:

- **Practicing of new knowledge or skill by participants.**
- **Overt participation by learners.**
- **Monitoring and giving feedback to participants.**

### Day 1

Allow the students time to try taking their own notes as they listen to other sections of the book.

### Day 2

1. Allow students time to review the non-fiction book, the website and the on-line encyclopedia to find the answers to their questions.
2. The librarian will visit each group to check answers, answer questions, and give guidance.

### Assessment (*Post-test*): Diagnostic information that determines what the participant knows after the lesson.

### Day 1

1. After the book is read, students will briefly share their findings with the class. Write the findings on the chart.
2. The librarian will give guidance to the student answers referring to the book were necessary to make corrections or re-emphasize a detail.

### Day 2

1. Each group will share their findings with the class.
2. The librarian will check to make sure students are sharing only details that answer their research question.

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

**Day 1**

Have students evaluate the KBA book to determine if it is anyone's favorite:

5. Why or why not?
6. What did they like/did not like about it.

Next have them share if they think the author and illustrator did a good job in helping you to understand how **How does the animal's body help it to live in its' environment?** Encourage them to give example of why or why not.

**Day 2**

Share with students they were great researchers today—they worked as a team, they wrote great research questions, and they found details that answered their questions. Encourage students to share what they liked about their research session today and one new thing they learned about research.

**Independent Practice: The students practice using new knowledge.**

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

**Day 1**

Encourage students to check out non-fiction books this week. Encourage them to come up with a question about the subject and read the book to find the answer to their question and write down only the details that answer the research question. You may wish for the students to share their findings at the beginning of the next library class.

**Day 2**

Encourage students to look at these websites with their family to learn about more animals. You may wish for the students to share their findings at the beginning of the next library class.

**Follow-up—Refinement/Lesson Extension:**

Since asking and locating answers to questions is learned over time skill, it will need to be continually to be re-introduced to students throughout the school year.

**Differentiated Learners: (optional depending on school)**

Students who have difficulty writing may wish to verbalize their questions and answers to the teacher and the teacher scribe the information for student.

You may wish to encourage students who cannot yet read to do the worksheet exercise from the kindergarten/First grade lesson. For students who are above grade level you may wish to allow students to find answers for additional student made research questions or choose an additional animal to research.

**Extension:** (*You will need a stuffed animal for each animal the class researched during the previous class*)

- Review the book again with the students this time concentrating on the photos. Read the introduction from the photographer.
- Discuss as a class how the photographer took the pictures—sitting, laying down, etc. and from what angle (front, side, face only, far away, close up).
- Build excitement by inquiring if the students would like to be a photographer and take pictures of the animal they researched during the last library class.
- Explain photographers and illustrators take/draw photos to help the reader to understand the text. If students were photographers and wanted the reader to understand their research notes from what angle would they take the photos.
- After some discussion share the best way for a reader to understand their research notes is for them to take photos of the various parts of the animal (feet, tail, etc.) since their research is based on how the animal structure help it to function in their environment.
- Explain since we do not have live animals at our school the next best thing is to use stuffed animals. Demonstrate how the students can take the photos using a digital camera. Emphasize you will take one photo of the entire animal and then two additional photos—of the body parts that help the animal to function. Download the photos and show it on your laptop via a projection device.
- Allow each group to take their 3 photos.
- During the next library class you may wish to show students how to use a program like Photostory to download their pictures and verbalize their research findings about the animal, its' structure and how it helps them to function. (*This would be a great collaborative effort for the librarian and the computer teacher to do as a team*).

## How does the Animal's Structure Help It to Function in It' Environment?

Animal	Structure	Function
Hippopotamus		
Aardvark		
Kangaroo		
Bear		
Chimpanzee		
Lion		

## How does the Animal's Structure Help It to Function in Its Environment?

Animal	Structure	Function
Tiger		
Alligator		
Orangutan		
Elephant		
Giraffe		
Coatimundi		
Zebra		

## Questions from the Book for Smartboard Game:

### Setting:

1. Where do Hippos spend most of their time? In the water, in the grass, at the beach, in the dessert.
2. Where do Kangaroos live? Australia, Afria, India, Europe.

### Character:

1. What animal lives in its' mama's pouch for several months. A joey, a bear cub, a zebra, a giraffe.
2. Which animal acts most like a human? A chimpanzee, a hippo, a tiger, an coatimundi.  
A chimpanzee

### Plot---Events:

1. Chimpanzee act a lot like humans, what do they do? Like to play tricks, they understand how things work, they can learn sign language, all of the above
2. What is the difference between an alligator and a crocodile? An alligator has a U shape snout, an alligator's teeth show when his mouth is closed, only alligators open their mouth when they are hot to cool off, only alligators spend all their time in water.

### Plot---Problem/Solution

1. What does an orangutan use to keep the sun and rain off of him? Leaves, an umbrella, a tree, a poncho.
2. How do Aardvark know an enemy is coming their way? They use their sharp listening, They feel it coming with their feet, both a and b, neither a or b .

### Story Detail:

1. What body part helps a lion to show he is in charge? His mane, his roar, his size, his teeth.
2. What body part helps the zebra to camouflage itself? His stripes, his face, his tail, his face.

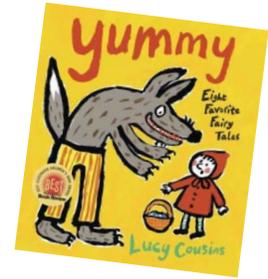
### Theme:

1. Why did the author create this book? Students can learn about animals, students can learn about photography, to encourage students to learn more about their world, all of the above. All of the above.
2. What did the photographer want you to learn about being up close to animals? Wild animals are dangerous and you should stay a safe distance from them, All animals are friendly, We must treat animals with respect. Wild animals are dangerous and we must treat animals with respect.

# **Yummy: Eight Favorite Fairy Tales** **by Lucy Cousins**

**Grade Kindergarten and Grade 1**

Maggie Cesler (Shelby) and Pam Barker (Rutherford)



**Summary:** The retelling of 8 classic folktales based on the humor, joy and drama of the original tales: Little Red Riding Hood, Three Billy Goats Gruff, The Enormous Turnip, Henny Penny, Goldilocks and the Three Bears, The Little Red Hen, Three Little Pigs, and The Musicians of Bremen

## **Standards**

**KRI2** with prompting and support, retell familiar stories including key details  
**AASL- 3.1.3**

**1<sup>st</sup>RI 2** retell stories including key details and demonstrate understanding of the central message or lesson  
**AASL- 3.1.3, 4.1.3**

## **Materials:**

Yummers: Eight Favorite Fairy Tales, Lucy Cousins  
Folktale Story Chart

## Lesson:

### Before--- Introduction

#### Anticipatory Set:

- Learning- goals and objectives
- Purpose- why the learning is needed
- Transfer- link new learning to old learning
- Motivation- interest and accountability

6. Discuss the purpose of the KBA, remind students they get to vote for a story they like the best.
7. Review the elements of a story- character, beginning, middle and end, problem and solution and lesson (theme) with students.
8. Next explain the elements of a folktale.
  - a. Three or seven is often used
  - b. It is a fairytale if it has magic
  - c. Sometimes begins with "Once Upon a Time". Sometimes ends with "Happily ever after".
  - d. **Setting**- usually in the woods, a forest, a meadow
  - e. **Characters**- are good or bad,.
  - f. **Story events**-
    - i. are very fast and lively
    - ii. Good wins over bad, justice is served and good is rewarded
  - g. **Message or lesson**- is not too preachy
  - h.
9. Explain to students this book has 8 different folktales. Open to the table of contents (discuss its' purpose) and read the name of each tale. Explain at the end of each folktale **We Can**:
  - Tell the beginning, middle and end
  - Name the characters
  - Explain the problem and solution
  - Tell the lesson learned from the story

**Pre-Test:** Diagnostic information that determines what the participant knows prior to the lesson.

Prior knowledge should include basic knowledge of characters and story events using details from the story.

### During----Instructional Strategies/Procedures:

- Input- data and information to be used, steps in the procedure, handouts.
- Modeling- showing through example, the expected process or products.
- Check for understanding- intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

Explain students are going to listen to one of the folktales. Their job will be to listen for the details and look at the pictures to find the answers to the following statements.

- Tell the beginning, middle and end
- Tell the characters
- Explain the problem and solution
- Tell the lesson learned from the story

<p><b>After ----- Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• Practicing of new knowledge or skill by participants.</li> <li>• Overt participation by learners.</li> <li>• Monitoring and giving feedback to participants.</li> </ul>
<p>Students work as a class on a worksheet to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Tell the beginning, middle and end</li> <li>• Tell the characters</li> <li>• Explain the problem and solution</li> <li>• Tell the lesson learned from the story</li> </ul>
<p><b>Assessment (Post- test):</b> Diagnostic information that determines what the participant knows after the lesson.</p>
<p>Use of formative assessment -- worksheet</p>
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Refocusing on the goals, objectives, knowledge, skills, etc.</li> <li>• Statement from students that recap learning.</li> </ul>
<p>Students recap learning verbally and then on their papers</p>
<p><b>Independent Practice:</b> The students practice using new knowledge.</p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and skills necessary to be successful.</li> <li>• Applying new learning at the classroom level.</li> </ul>
<p>Students will work as a table group to act out one of the folktales (assign a different folktale to each table). The students should be able to include the following which should be easily understood by the audience:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Beginning, middle and end</li> <li>• Lesson learned</li> </ul>

**Follow-up—Refinement/Lesson Extension:**

Connect with food- Find a recipe to go with the foods in the book

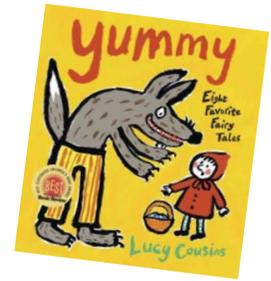
Connect with other versions of the same tale

- Find other tales with food
- Create own tale with food theme

**Differentiated Learners: (optional depending on school)**

**Yummy: Eight Favorite Fairy Tales**  
**By Lucy Cousins**  
**Grade 2**

Maggie Cesler (Shelby) and Pam Barker (Rutherford)



**Summary:** The retelling of 8 classic folktales based on the humor, joy and drama of the original tales: Little Red Riding Hood, Three Billy Goats Gruff, The Enormous Turnip, Henny Penny, Goldilocks and the Three Bears, The Little Red Hen, Three Little Pigs, and The Musicians of Bremen

**Standards**

2<sup>nd</sup> RL Recount stories, including fables and folktales from diverse cultures & determine their central message, lesson or moral  
AASL- 3.1.3, 4.12, 4.1.3

**Materials:**

Yummers: Eight Favorite Fairy Tales, Lucy Cousins  
Wanted Poster

**Lesson:**

**Before---** Introduction

**Anticipatory Set:**

- **Learning-** goals and objectives
- **Purpose-** why the learning is needed
- **Transfer-** link new learning to old learning
- **Motivation-** interest and accountability

10. Discuss the purpose of the KBA, remind students they get to vote for a story they like the best.

11. Review the elements of a story- character, beginning, middle and end, problem and solution and lesson (theme) with students.

12. Next explain the elements of a folktale.

- a. Three or seven is often used
- b. It is a fairytale if it has magic
- c. Sometimes begins with "Once Upon a Time". Sometimes ends with "Happily ever after".
- d. **Setting-** is just a backdrop for the action in the story and is usually a common place (ex in the woods)
- e. **Characters-** are good or bad, we don't know much about them (flat characters). Can be people or animals.

f. **Story events-**

- i. are very fast and lively
- ii. Conflict is usually between good and evil
- iii. Good wins over bad, justice is served and good is rewarded

g. **Message or lesson-** is not too preachy

13. Explain to students this book has 8 different folktales. Open to the table of contents (discuss its' purpose) and read the name of each tale. Explain at the end of each folktale

**We Can:**

6. Tell the beginning, middle and end
7. Name the main characters
8. Explain the problem and solution
9. Tell if this story reminds us of another story
10. Tell us what the lesson the author is teaching us.
11. What details in the story show it is a folktale

**Pre-Test:** Diagnostic information that determines what the participant knows prior to the lesson.

Prior knowledge should include basic knowledge of characters and story events using details from the story.

**During----**Instructional Strategies/Procedures:

- **Input-** data and information to be used, steps in the procedure, handouts.
- **Modeling-** showing through example, the expected process or products.
- **Check for understanding-** intermittently determining participants' understanding of the knowledge, skills and/or competencies required for the anticipated performance.

Explain students are going to listen to one of the folktales. Their job will be to listen for the details and look at the pictures to find the answers to the following statements.

1. Tell the beginning, middle and end
2. Who the main characters are
3. Explain the problem and solution
4. Tell if this story reminds us of another story
5. Tell us what the lesson the author is teaching us.
6. What details in the story show it is a folktale

**After ----- Guided Practice:**

- **Practicing of new knowledge or skill by participants.**
- **Overt participation by learners.**
- **Monitoring and giving feedback to participants.**

Students work in a table group to answer the question. One person from each table will be selected to answer the various questions for their table group

7. Who are the main characters?-
8. How did you know they were the main characters? (they do the most talking, etc)
9. What was the big problem?
10. How was the problem solved in the story?

11. What lesson was the author trying to teach us?
12. Why is this story a folktale?

**Assessment (*Post-test*):** Diagnostic information that determines what the participant knows after the lesson.

Use of formative assessment via table conversation and one person from table answers question for the group, thumbs up/down for answers

**Closure:**

- Refocusing on the goals, objectives, knowledge, skills, etc.
- Statement from students that recap learning.

Students recap learning verbally and then on their papers

**Independent Practice:** The students practice using new knowledge.

- Demonstrating knowledge and skills necessary to be successful.
- Applying new learning at the classroom level.

3. Discuss the bad character in the story. Continue the discussion by inquiring why the character(s) was/were bad.
4. Encourage students to design a "wanted poster" for one these characters in the story. Discuss what is necessary to include on each poster:
  - a. Describe the bad character and why he/she is wanted (character)
  - b. Where was she/he last seen (setting in the story)
  - c. What was he/she doing (story event)
  - d. The reward amount
  - e. What should people do if they spot the character
  - f. Draw a picture
  - g. The lesson/moral you learned from this character (moral of story)

**Follow-up—Refinement/Lesson Extension:**

Create a comic strip of favorite story—include setting, characters, events and message

**Differentiated Learners: (optional depending on school)**



Who:

Last Seen:

If you see this character:

This character teaches us:

Reward amount:

# Folktale Story Chart

<b>Character</b>	<b>Charter</b>	<b>Character</b>
<b>Beginning</b>	<b>Middle</b>	<b>End</b>
<b>Problem</b>		<b>Solution</b>
<b>Lesson</b>		