



# Curriculum Guide

## SELF-PORTRAITS

Willow Coffington, is no ordinary Vampire. Many of her qualities make her different from other vampires her age. As a result, the students will first begin by creating self-portraits to begin thinking about what makes them unique. Create blank portrait templates for each of the students. They will each fill it in by drawing the way they see themselves as well as coloring in the template. Have the students create an adjoining paragraph where they write their age, identify something they like, dislike, one fear, as well as something they enjoy doing. Once the students have filled in the templates with their artwork, as well as completed the paragraph, the students will present their portraits to the class while sharing the information about themselves. This will allow the students to begin thinking about what makes them unique.

## Say No to Bullies!

Although Willow wanted to be friends with her classmates and the people around her, she found herself being made fun of, called names, and sometimes left out of fun experiences. The students will take some time to discuss and think back to a time where they felt sad about the way they were treated by a friend or adult. They will first do a partner share and begin thinking about their own experiences. The teacher will then gather students in a discussion circle where all the students are facing each other, and they will each go around the room and give an example of when someone made them feel bad about themselves. The teacher will then ask the students for ways we can all do better to be nicer to one another. The students will go back to their desks and work with a partner. They will design one rule that is colored, and written out, that describes one way the students can always be respectful of others. Once they have completed the rules, they will present them to the class and hang them around the class as a reminder to always treat others with respect and kindness.



Best Friends

## Favorite Recipes

Willow learns that she enjoys baking, especially with her new friend, Olivia. The students complete a partner project. Students will pair up with another classmate of their choosing. They will meet up with their classmate at someone's home and bake or cook any item of their choosing, under adult supervision. The students will then create a poster of pictures of what they created, the recipe they used, a description of their adult helper, and a small writing piece about their experiences in the kitchen together. The students will present their posters to the class and share their experiences cooking with a friend.

## What's the MATTER?

As Willow bakes with Olivia, they use many different ingredients such as butter, milk, and then a pie mixture that bakes into a solid one. The students will be introduced to the three different states of matter using ingredients found in Grandma Hazel's Pumpkin Pie recipe. The students will work in stations. There will be six stations set up around the classroom. The first three stations, will each explain one state of matter, such as solid, liquid or gas. The other three stations will give the students time to work with their group members to come up with one example of one state of matter from the story and the recipe. The students will be given a graphic organizer to organize their information. Students will then come back as a class and work with a partner about how one example can be changed into a different matter, for example, milk churned into butter. Students will then go home and bring back to school one example of an item that can change from one state of matter to another.



## Don't Be fooled by Appearances!

As Willow and Olivia are baking Grandma Hazel's Pumpkin Pie, they run across a few fractions. In an effort to gain a better grasp of equivalency. Bring in measuring tools, such as cups, tablespoons, and teaspoons. Introduce each to the students. Illustrate that a cup is two  $\frac{1}{2}$  cups. Illustrate the same with Table spoons and Teaspoons. Create large labels that can be worn by the students, and they each have a specific measurement on them. Give the students measurements such as 1 cup, and have students volunteer to come up and give themselves a label that is equivalent. Therefore, the class will have two students come up to the front of the classroom and each put on a  $\frac{1}{2}$  cup label. They will then see their equivalent. Divide the class in half, and have the groups take turns setting up a problem, and the other half of the class must come up with the equivalent.



## Pie BINGO

Willow and Olivia end up baking pies of all different flavors and to continue working with different pies, the students will begin comparing the written form of fractions, with actual illustrations. Student will be given BINGO cards. However, the cards will have different pie flavors on the top, and then fractions of pies on the bottom columns. The teacher will prepare small sheets of paper that have the fractions of the flavored pie. The sheets of paper will be in a jar and the students will take turns picking each sheet, reading the flavor and fraction to the class. It will be up to the students to fill in their pie, and get one of the desired patterns. Students will yell out PIE BINGO once they have reached the pattern. Students can play multiple rounds of PIE BINGO to get them thinking about not only writing, reading, and identifying different fractions.

