

Imagine Schools *ENCORE*



*READING ENRICHMENT PROGRAM
FOR GRADES K-2*



Developing Character

Enriching Minds



Imagine Schools Presents
"Let's Hear it Again!"



**An Encore
Reading Enrichment Program
For Grades K - 2**

"Let's Hear it Again!"

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Introduction

Welcome to a world of expansive horizons. The following materials will assist you in providing students with enriching literary experiences. Lesson plans and reading selections are included for eight weeks of literature-rich instruction. The ninth week of each quarter is intended to culminate learning with a literary celebration for invited audiences. Each lesson begins with an interactive read aloud to capture students' interest. The week progresses with activities that saturate students in subject matter and provide opportunities for literary expression. By week's end, students are ready for applause! Informal assessments are included for student and teacher reflection. The literature-rich activities foster a culture where fluency and comprehension thrive as young children take center stage.

Set the stage for learning with a literature-rich environment. Hop aboard the Poetry Express to prepare students for lifelong enjoyment of this expressive genre. Engage students in reading and writing activities as they willingly join favorite characters in Comic Capers. Art Star will stimulate young readers' imaginations through the universal ideas shared by famous artists. Through readers' theatre, mystery stories and slumber parties, Story Time will appeal to even the most reluctant readers. "Let's Hear it Again!"

Setting the Stage

Set the stage for a reading adventure with a variety of books and pictures, musical tapes and CD's, writing materials, and shared reading areas that include carpets, pillows, and stuffed reading pals. Keep in mind that the literary environment should complement your teaching and learning goals. The five areas of reading instruction listed below are linked to learning outcomes at each grade level.

- **Phonemic Awareness** is the ability to notice, think about, and work with the individual sounds in spoken words. **Phonological Awareness** is a broad term that incorporates activities focused on working with rhymes, words, syllables, and onsets and rimes. **Phonics** instruction teaches children the relationships between the letters of written language and the individual sounds of spoken language. These areas of reading instruction are important because they teach children to use relationships to read and write words and improve children's word reading and reading comprehension.
- **Fluency** is the ability to read a selection accurately and quickly. This area of instruction is extremely important because it frees children to understand what they read.
- **Oral** and **reading vocabulary** includes the words children must know to communicate effectively through speaking, listening and print. This instruction is important because it improves children's ability to make sense of the words they see in print and to understand what they are reading.
- **Comprehension** is the ability to understand what is read. It's often described as the reason to read, since understanding leads to enjoyment and success in reading.

In addition to the five areas of reading instruction mentioned above, each lesson in "Let's Hear it Again!" is infused with critical thinking skills, creative thinking strategies, and listening and speaking practice. These are taught through active student engagement, holistic literature-based activities, real-world connections to text, self reflection, and a *lot* of fun!

Organization and Management

Here's the primary program at a glance. There are two weekly lessons for each of the literature themes. Each lesson has a literature selection for reading aloud and for shared reading activities. It is best that you present these in the sequence outlined in the chart, though lessons can be rearranged if planned for in a timely manner. Each lesson incorporates a product or performance, intended to be used for the culminating celebration at the end of each quarter.

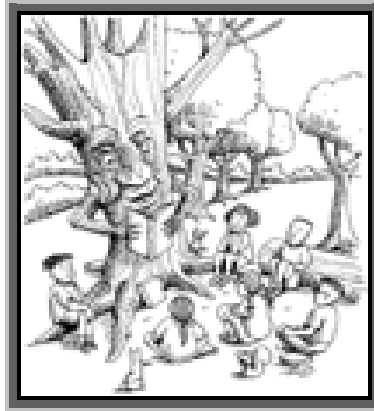
	Kindergarten	First Grade	Second Grade
Story Time	A Brand New World	Fairy Tales	Slumber Party
	Puppy Love Week	A Publishing Fantasy	Where is Matthew?
Art Star	Starry, Starry, Night	Angelic Art	Portraits and Picasso
	Apples, Oranges and Art	Modern Lisa	Cubist Collage
Comic Capers	For the Love of Comics	Celebrating Comic Characters	A Comic Collage
	Comic Puppet Theater	Comic Creations	Comic Connections
Poetry Express	Bears Have Feelings, Too	Advice to Goldilocks	It's Smart to Plan Ahead
	A Taste of Poetry	My Favorite Pair of Shoes	"Kid-Ku"
Culminating Celebrations	<div style="display: flex; justify-content: space-around;"> Encore! Encore! </div>		

Weekly Lesson Plan Format

“Let’s Hear it Again!” is organized in an inviting format to appeal to you and to your students. Each theme is divided into a two week delivery model where the content changes, but the structure remains the same. The chart below describes each day’s instructional focus and activities. Follow lesson plans closely to ensure that each lesson contains an introduction, high-interest activities, individual or class products, and a performance assessment.

Day	Instructional Activities	Materials
1 “Casting the Net”	On Day One, capture children’s interest and pique their curiosity to set the stage for a profitable and enjoyable learning cycle. <ul style="list-style-type: none"> • Read alouds • Shared reading • Teacher modeling of fluency and comprehension strategies 	Literature selections are included for each week’s lesson. Materials are listed for daily lessons. Here are a few materials that you will need for various lessons throughout the year:
2 “Let’s Get Involved”	On Day Two, reward student interest with activities that invite a love of literature as they begin to take part in the content to come. <ul style="list-style-type: none"> • Shared reading and writing • Choral reading • Listening and speaking activities 	Student folders Personal reading collections Library resources Picture story books Chapter books
3 “Now, this is Really Fun!”	On Day Three, saturate students in subject matter through interesting and enticing learning activities. <ul style="list-style-type: none"> • Hands-on activities • Cooperative projects • Interactive games • Productive play 	Songs Big Books Charts Puppets Stuffed animals Pillows Props
4 “Practice and Polish”	Now it’s time to wrap things up , add the finishing touches and rehearse for a performance! <ul style="list-style-type: none"> • Whole-group modeling • Small group guided practice • Discussion and sharing 	Musical tapes or CDs Craft materials Writing materials Drawing paper Crayons Markers Paints and brushes Overheads, document cameras, or interactive whiteboards
5 “Produce and Perform”	Time to publish, display or perform . Reading sure is fun! <ul style="list-style-type: none"> • Performances/sharing with class • Performances/sharing for invited peers • Performances/sharing for real-world audiences 	Chart paper Microphones Open areas for practice Costume supplies Performance area

Kindergarten



Lesson Plans For Story Time, Art Star, Comic Capers, and Poetry Express

Suggested Book List for Literature Connections Kindergarten Reading

Week 1

Where the Wild Things Are by Maurice Sendak

Week 2

Collection of Clifford story books

Week 3

Vincent Van Gogh by Mike Venezia

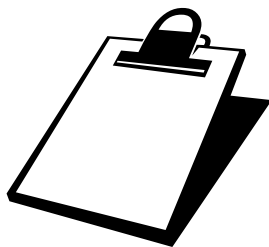
Week 4

Cezanne by Mike Venezia, Collection of art biographies from school or public library

Week 7

Collection of fictional books about bears from school library or other sources

Suggested Material List for Kindergarten Reading



Week 1

A set of rhythm instruments, Craft materials: paper plates, colored paper, crayons, markers,

Week 2

Modeling clay or play dough, favorite photo of puppy or other pet, white drawing paper, glue, scissors, stickers, hole puncher and ribbon

Week 3

Canvas (white art paper), crayons, Images of *Starry Night* by Van Gogh, <http://www.vangoghgallery.com/painting/starry-night.html>, art posters: www.gardenofpraise.com/art.htm, black tempera paint, paint brushes, water

Week 4

Web link- www.gardenofpraise.com/art.htm, objects for still life settings (fruit, flowers, containers, etc.), fresh apples, oranges, cloth, bowl, white paper for canvas, tempera paint, brushes, water in container, paper towels, cardboard, colored paper, glitter, glue, other craft materials

Week 5

Newspaper, Sunday comics, chart paper, Snoopy doll or poster, Peanuts comics, Peanuts web site <http://www.peanuts.com/>, chart paper, crayons or markers, Snoopy reproducible, copies of field trip forms for kids, Silly Putty, Cookies, Frosting, Jelly Beans, Pre-cut thought bubbles, and comics

Week 6

Collection of Sunday comic sections from local newspaper, Comic related toys and objects brought to class by students, drawing paper, crayons, paper plates, colored paper, glue, scissors, craft materials (yarn, string, construction paper, pom poms, etc.), comic puppets, and staging area in classroom

Week 7

Collection of fictional books about bears from school library or other sources, Stuffed bears brought from home, white board or chart paper, copies of the poems, "The Bear Facts," "Bear," and "Furry Bear" (in appendix), poem on chart, bear cut-outs, crayons or markers, craft materials, snacks brought from home, such as bear-shaped honey flavored cookies

Week 8

Box of raisins or other dried fruits, chart paper, white board, white board, chart paper, sample poem,, Poetry selections:, "Spaghetti," "Ice Cream", Poetry collections (in appendix), ice cream, paper plates, plastic spoons, sprinkles, and other sundae toppings, Ice cream

Standards



Students apply reading skills and strategies to identify, comprehend, evaluate, and appreciate a wide variety of literary texts, including fiction, non-fiction, poetry, drama, and classic and contemporary literature.



Students read and use written works for a variety of purposes and with a variety of literacy communities.



Students effectively apply stylistic and rhetorical aspects of writing.



Students effectively apply listening skills and strategies to comprehend oral communication in a variety of situations.



Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance.

Kindergarten Learning Outcomes

Lesson 1: Students enhance comprehension through musical and dramatic play.

Lesson 2: Students use different media to explore themes in reading.

Lesson 3: Students imitate Impressionist art after reading and/or listening to a biography.

Lesson 4: Students realize how an artist's life affects his/her paintings after reading a biography.

Lesson 5: Students are introduced to comic strips and characters through imaginative play.

Lesson 6: Students experience comics through listening and dramatic play.

Lesson 7: Students write a group poem after exploring a specific topic.

Lesson 8: Students refine their sensory awareness to enhance poetry writing.

Kindergarten Story Time

Lesson 1: A Brand New World

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> Delight your kindergarten students by reading the book <u>Where the Wild Things Are</u> by Maurice Sendak. Have students illustrate their favorite characters. 	<u>Where the Wild Things Are</u> by Maurice Sendak
<u>2</u>	<ol style="list-style-type: none"> Reread the book <u>Where the Wild things Are</u>, but this time invite students to play-act the tale. For example, “they roared their terrible roars and gnashed their terrible teeth.” Students interpret lines from the book through actions, gestures and sounds. “And now let the wild rumpus start...” Productive play: The “wild things” frolic while playing their rhythm instruments. 	A set of rhythm instruments
<u>3</u>	Brainstorming session: <ol style="list-style-type: none"> Ask, “<i>What can we bring from home to dress as Max or as one of the wild things?</i>” (pajamas, old costumes, silly shirts, plastic teeth). Students volunteer to bring “costumes” for Friday. Students study the wild things’ faces and design a mask. Encourage students to share mask designs, and to piggyback on the ideas of others. 	Craft materials: Paper plates Colored paper Crayons Markers
<u>4</u>	<ol style="list-style-type: none"> Provide time for students to finish “wild” masks using paper plates, yarn, paint, buttons, etc. Assist students in rehearsing their play acting as you read out loud. <p>(Teacher is narrator, one child is Max, the rest are “wild things”)</p>	Craft materials Rhythm instruments
<u>5</u>	<p>It’s showtime!</p> <p>Invite a neighboring class for a roaring, rambunctious interpretation of <u>Where The Wild Things Are</u></p>	Masks, costumes, rhythm instruments

Kindergarten Story Time

Lesson 2: Puppy Love Week

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> Students bring pillows for <u>Story Time Corner</u> and discuss what they know, think, and feel about Clifford the dog. Now that you have their attention, address their curiosity by reading the book <u>Clifford</u>. 	Collection of Clifford story books
<u>2</u>	<ol style="list-style-type: none"> After modeling for the students (pardon the pun) ask students to create Clifford sculptures. <i>Did you make a mistake? Just roll your clay and try again.</i> Have students bring their favorite puppy picture in tomorrow! (photos, illustrations or magazine pictures) 	Modeling clay or Play Dough
<u>3</u>	<p><u>Favorite Photo</u></p> <ol style="list-style-type: none"> Have students show and describe photos of their doggies (or other pets). Drawings or magazine pictures can be substituted. Ask, <i>"What would your pet do (refer to Clifford story situation) in place of Clifford? How would he/she solve the problem?"</i> Encourage discussion and solution sharing. 	Favorite photo of puppy or other pet
<u>4</u>	<p><u>Album Pages</u></p> <ol style="list-style-type: none"> Students glue puppy picture on an album page (drawing page). Under the puppy picture or drawings, students complete the sentence: I love my puppy _____. Assist students as they complete the sentence in an imaginative and insightful manner. 	White drawing paper Glue Scissors Stickers
<u>5</u>	<ol style="list-style-type: none"> Assemble Puppy Love class album book. Allow students to act as narrators as you turn the puppy pages. Place the class book in your library collection of student created works. 	Hole puncher and ribbon

Kindergarten Art Star

Lesson 3: Starry, Starry, Night

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Ask students <i>"What are some of your favorite kinds of pictures? Why? If you could paint any kind of pictures you wanted, what kinds of pictures would you paint? What would you do to make them special so that people would know that you were the painter?"</i> 2. Read <u>Vincent Van Gogh</u> by Mike Venezia to students. 3. Discuss answers to worksheet about painter and painting found in the web site. 	<p><u>Vincent Van Gogh</u> by Mike Venezia</p> <p>www.gardenofpraise.com/art.htm</p> <p>Art posters or reproductions, if available</p>
<u>2</u>	<ol style="list-style-type: none"> 1. Have students work in pairs to create a list of facts they remember about Van Gogh's life and his artistic style. 2. Have each pair share facts with the class to create a class learning chart titled "Van Gogh Style." 3. Lead a discussion to help students make connections between the artist's life and his work. 	<p>Paper Pencil Chart paper Markers</p>
<u>3</u>	<ol style="list-style-type: none"> 1. Discuss the way Van Gogh used light, color, and brushstroke technique to create his painting. 2. Model the use of light colors and small curved strokes to imitate the artistic style. 3. Provide time for students to create drawings using these techniques. 4. Have volunteers share their drawings, explaining the technique they borrowed from the artist. 	<p>Drawing paper Crayons</p>
<u>4</u>	<ol style="list-style-type: none"> 1. Distribute drawing paper to each student. 2. Have students use small curved crayon strokes to imitate Van Gogh's rendering of the night sky in <i>Starry Night</i>. 3. Emphasize that stars of different shapes, sizes, colors, and brightness dominated the night sky when electricity was not used. 4. Encourage students to observe the night sky so that they can enhance drawings tomorrow. 	<p>Canvas (white art paper) Crayons Images of <i>Starry Night</i> by Van Gogh http://www.vangoghgallery.com/painting/starry-night.html</p>
<u>5</u>	<ol style="list-style-type: none"> 1. Invite students to share their observations of the night sky. Discuss how Van Gogh might have been inspired to create his painting. 2. Have students apply wide brush strokes of black tempera paint diluted with water to their canvases to create a crayon resist. 3. Class discussion: <i>"How did reading a biography help us understand Vincent and his art?"</i> 4. Display student art along the hallway for a star studded gallery walk. 	<p>Black tempera paint Paint brushes Water</p>

Kindergarten Art Star

Lesson 4: Shape Art

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Show students the paintings: <i>Apples, Oranges, Onions and Bottle</i>, and <i>Still Life with Drapery</i>. 2. Ask students, "What does each painting tell you about the artist? In what ways is this painting different from Van Gogh's?" 3. Now read and discuss the bio from the website with students. Were their predictions about the artist correct? 	Book: <u>Cezanne</u> by Mike Venezia
<u>2</u>	<ol style="list-style-type: none"> 1. Assist the students in answering the questions from the worksheet either orally or in written form. 2. Model the creation of a still life setting using familiar objects, such as fruit or flowers. 3. Have student pairs create scenes of their own, using objects found in the room. 4. Share settings, explaining why they chose the objects they did. Discuss the ways each setting were similar and different. 	<p>Web link- www.gardenofpraise.com/art.htm</p> <p>Objects for still life settings (fruit, flowers, containers, etc.)</p>
<u>3</u>	<ol style="list-style-type: none"> 1. Set up a pretty, colorful setting using fresh apples and oranges to greet students as they come to class today. 2. Encourage students as they create still life paintings to depict the fruit display. 3. Encourage discussion of what works and what doesn't from the students' perspectives. Ask, "Do you think Cezanne might have had some of the same problems? How do you think he solved them?" 	<p>Fresh apples, oranges, cloth, bowl</p> <p>White paper for canvas</p> <p>Tempera paint</p> <p>Brushes</p> <p>Water in container</p> <p>Paper towels</p>
<u>4</u>	<ol style="list-style-type: none"> 1. Have students share ideas for still life paintings taken from their day at school. What would the subject be? How about the background? 2. Allow time for the completion of the still life paintings started yesterday. 3. While playing instrumental music, encourage students to silently read art biographies. 	Collection of art biographies from school or public library
<u>5</u>	<ol style="list-style-type: none"> 1. Have student volunteers share completed paintings. Allow input for the naming of each piece, having students write the name as you write it on the board. 2. Ask students, "What might make our paintings even more attractive?" Discuss how framing can enhance the work. 3. Help students to frame their artwork using craft materials. 4. Display finished pieces for a gallery walk. 	<p>Cardboard</p> <p>Colored paper</p> <p>Glitter</p> <p>Glue</p> <p>Other craft materials</p>

Kindergarten Comic Capers

Lesson 5: For the Love of Comics

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Share a newspaper with students, holding up one section at a time (include Sunday comics). Ask students which section they would like to read, if they could choose. Discuss why comics is a popular choice. 2. Brainstorm a list of comic characters and discuss features that identify them as comical. 3. Discuss the differences and similarities between comic characters in print and on screen. 4. Allow time for students to illustrate their favorite comic character to share with the class. Tell them that they will meet one of your favorites tomorrow. 	Newspaper Sunday comics Chart paper
<u>2</u>	<ol style="list-style-type: none"> 1. Introduce Snoopy as a favorite comic character of many people, both young and old. Share comics. 2. Discuss different imaginary field trips the class could take with Snoopy. 3. Assign students to small groups of four. Let each group decide where to go on a field trip with Snoopy, what to do, and what to bring along. 4. Invite students to share where their group will be going with the rest of the class. 	Snoopy doll or poster Peanuts comics Peanuts web site http://www.peanuts.com/
<u>3</u>	<ol style="list-style-type: none"> 1. Revisit the field trip destinations, what each group is planning to do, and what they will take along. 2. Write each group's information on a piece of chart paper. 3. Allow time for each group to illustrate their chart. 4. Have each student complete the field trip permission form. 5. Share charts with the class. 	Chart paper Crayons or markers Snoopy reproducible Copies of field trip forms for kids
<u>4</u>	Comic Mementos (they only last a moment)! <ol style="list-style-type: none"> 1. Show students how Silly Putty can be used to print a variety of comics on its surface. 2. Have them experiment by making characters tall, fat, long and short by manipulating the putty. 	Silly Putty Comics
<u>5</u>	Cookie Comics (they last half as long)! <ol style="list-style-type: none"> 1. Guide students to identify the difference between speech bubbles and thought bubbles. 2. Distribute cookies, frosting, and pre-cut thought bubbles. 3. Help students to create cookie characters and then to draw what they are thinking inside the pre-cut bubble. 4. Characters vanish as the children eat them, but it's the thought that counts! 	Cookies Frosting Jelly Beans Pre-cut thought bubbles

Kindergarten Comic Capers

Lesson 6: Comic Puppet Theatre

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Read age-appropriate comic strips to students from the Sunday newspaper or a comic collection. 2. Ask, <i>"Which was your favorite strip. Why? Which character(s) would you like to be?"</i> Discuss with class. 3. Distribute drawing paper to each student. 4. Have students draw crayon creations of their favorite characters. 5. Invite students to bring comic characters from home for tomorrow's activities. 	Collection of Sunday comic sections from local newspaper
<u>2</u>	<ol style="list-style-type: none"> 1. Have students sit in a circle formation to share the comic characters brought to class. 2. Create a "Comic Corner" to display them. 3. Introduce a different comic strip from your newspaper collection <u>or</u> read an excerpt from comic books brought by children. Ask, <i>"How do comic characters differ from real people or animals? In what ways do they look different?"</i> 4. Pass out drawing paper and allow time for students to draw a figure of themselves, adding at least one feature that makes the picture funny. Share pictures. 	Comic related toys and objects brought to class by students Drawing paper Crayons
<u>3</u>	<ol style="list-style-type: none"> 1. Have student volunteers remind the class of comic characteristics. 2. Demonstrate the creation of a paper plate comic puppet using craft materials. 3. Allow time for individual student creations. Encourage students to be creative and dramatic in design. 4. Place puppets in the comic corner to be used tomorrow. 	Paper plates Colored paper Glue Scissors Craft materials (yarn, string, construction paper, pom poms, etc.)
<u>4</u>	<ol style="list-style-type: none"> 1. Assign students to groups of two or three. 2. Model dialogue between two comic characters, using student creations for the demonstration. 3. Have students create original short dialogues for their comic puppets. 4. Circulate the room assisting, making suggestions, and guiding the activity. 5. Allow time for students to rehearse their short skits. 	Comic puppets
<u>5</u>	<ol style="list-style-type: none"> 1. Create a stage area in the classroom using a sheet or tablecloth as a backdrop. Arrange seats theatre style. 2. Allow time for one final rehearsal of comic dialogue. 3. Students present mini puppet plays to classmates. 4. Applause! 	Comic puppets Staging area in classroom

Kindergarten Poetry Express

Lesson 7: Bears Have Feelings Too

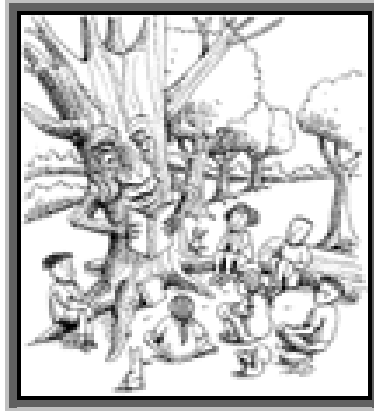
Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Read a book in which bears are imaginary characters such as : <u>Bear About Town</u>, <u>Bear Called Paddington</u>, <u>Bear on a Bike</u>, <u>Bears Bears Everywhere</u>, <u>Bears Should Share</u>, or <u>Winnie the Pooh</u> (all found in your school library). 2. Discuss the story and pictures with children, encouraging them to make predictions and connections. 3. Allow time for children to explore other selections in small groups, with one being the “book keeper.” 4. Ask students to bring stuffed “huggables” from home for tomorrow’s activities. 	Collection of fictional books about bears from school library or other sources
<u>2</u>	<ol style="list-style-type: none"> 1. To welcome the stuffed huggables, ask students to sit on the floor with their furry friends. Have each child introduce his or her stuffed toy. 2. Ask students to describe games they like to play with their teddy bears. Encourage descriptive language and feelings. 3. Record the games and how kids feel on chart paper or the board. 	Stuffed bears brought from home White board or chart paper
<u>3</u>	<ol style="list-style-type: none"> 1. Read “The Bear Facts” by A.A. Milne aloud for students. 2. Ask, “<i>Who else loves you the way the teddy bear does?</i>” 3. Next read “Bear” by Jean Kenward. Discuss imaginary bears and other creatures, the fickleness of passing thoughts, and bedtime musings. 4. Encourage students to identify features of poetry, such as rhythm and rhyme. 5. End the poetry readings with “The Furry Bear.” 	Copies of the poems, “The Bear Facts,” “Bear,” and “Furry Bear” Poem on chart
<u>4</u>	<ol style="list-style-type: none"> 1. Use the recorded games and feelings chart to write a group free verse poem on the board (see sample in grade-level selections). 2. Distribute a bear cut-out to each child. 3. Allow time for children to decorate their bear to illustrate the group poem. 	White board or chart paper Bear cut-outs Crayons or markers Craft materials
<u>5</u>	<ol style="list-style-type: none"> 1. Welcome students to class with an invitation to “bear share.” Display the creations around the poem as they are shared. 2. Assist students in reading their original class bear poem. 3. Share snack time with students and their beary-special friends (bear shaped honey flavored cookies would be ideal). 4. Add the bear poem to a class big book to be completed throughout the course. 	Snacks brought from home, such as bear-shaped honey flavored cookies

Kindergarten Poetry Express

Lesson 8: A Taste of Poetry

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Distribute a handful of raisins to each child. 2. Tell the students that before they are allowed to eat them they must become raisin detectives. 3. Model the investigation, and then have students describe the color, size, shape, smell, and texture of the raisins. 4. Write responses on chart paper. Have students carefully savor and swallow one raisin. Add responses to the chart as students describe the taste, feel, and memories evoked. 5. Enjoy your snack. 	Box of raisins or other dried fruits Chart paper White board
<u>2</u>	<ol style="list-style-type: none"> 1. On day two, recall the sweet memories and assist the students in writing a list poem on the board using yesterday's descriptions. 2. Have students copy the class poem. 3. Read the completed poem and allow students to read it following your example. 	White board Chart paper Sample poem
<u>3</u>	<ol style="list-style-type: none"> 1. Tell the students that grown ups also like to write about savory foods. 2. Share the poem "Spaghetti" by Frank Flynn. 3. Discuss how comparing spaghetti to worms adds to the fun of the poem. What else could you compare spaghetti to? (tiny snakes, string, etc.) 4. You may also share the poem "Spaghetti" by Jack Prelutsky (discuss how author speaks to spaghetti) and the poem <i>Ice Cream</i>, addressed to the sweet dessert. 	Poetry selections: "Spaghetti," "Ice Cream" Poetry collections
<u>4</u>	<ol style="list-style-type: none"> 1. Prepare an ice cream sundae or another simple treat in front of the class, eliciting verbal reactions and descriptions as you do so. 2. Have the students imagine they are slowly eating and delighting in this treat. Have them act out the experience. 3. Encourage students to think of a favorite treat and to make up the actions that show how they would eat and enjoy it. Have them practice at home that evening. 	Ice cream Paper plates Plastic spoons Sprinkles Other sundae toppings
<u>5</u>	<ol style="list-style-type: none"> 1. Provide time for students to perfect their poetic performances. 2. Arrange chairs theatre style for the poetry performance. 3. Have students share their titles, and then share their "Taste of Poetry" performances. 4. Help students make the connection between poetry and expressive actions using their performances as examples. <p>End the day by allowing students to enjoy the poetic taste of ice cream sundaes or another treat.</p>	Ice cream Paper plates Plastic spoons Sprinkles Other sundae toppings

First Grade



Lesson Plans For Story Time, Art Star, Comic Capers, and Poetry Express

Suggested Book List for Literature Connections First Grade Reading

Week 1

Collection of fairy tales and other fantasy books

Week 3

Michelangelo by Mike Venezia

Week 4

Leonardo da Vinci by Mike Venezia

Week 5

Comic Books, Comic Strips

Week 6

Traditional Goldilocks and the Three Bears

Week 7

Traditional tale of "Goldilocks and the Three Bears"

Suggested Material List for First Grade Reading



Week 1

Collection of fairy tales and other fantasy books, Drawing paper, Pencils, , Crayons, , Markers., Collection of toys, puppets, and dolls., Paper, Pencil, Fairy tale fun sheet, Teacher homework:, Revise and edit stories.,

Week 2

Drafts of stories from Lesson 1. A blank hard-cover book for each child, or blank paper bound between a front and back cover., (You may want to have a parent volunteer type text to be pasted onto pages by students), , Pencils , Crayons , Markers, , Colored pencils, Selection of picture books, *You may want to send a note home announcing the publishing party at the, beginning of the week, Table cover and, decorations, Sign for door Treats

Week 3

Michelangelo by Mike Venezia, www.gardenofpraise.com/art.htm, paper, pencil, light blue construction paper, crayons, Renaissance Music Site- <https://www.youtube.com/watch?v=5SvEttR6HTY>

Week 4

Leonardo da Vinci by Mike Venezia, www.gardenofpraise.com/art.htm, objects reflective of the artist's, interests, chart paper, white board, drawing paper, pencils, markers, student drawings, crayons, , charts, and craft materials for frames

Week 5

A collection of comics from newspapers, comic books, audio tape or CD, chart paper, markers, chart with comic characters, character web, mural paper, craft supplies, party creations, musical tape or CD, comic cookies or cupcakes, comic strips, books

Week 6

Chart paper, markers, drawing paper, pencils, student drawings, crayons, modeling clay, and large box

Week 7

Traditional tale of "Goldilocks and the Three Bears", poem: Go Home Goldie (see appendix), props (table setting with toy dishes, chairs, sleeping bag),

Week 8

Which Shoes Do You Choose video <https://www.youtube.com/watch?v=x9VkxaBptmE>, class set of scripts for Which Shoes Do You Choose? (in appendix), individual scripts (in appendix), drawing paper, crayons and markers, shoe display, shoe boxes

Standards



Students apply reading skills and strategies to identify, comprehend, evaluate, and appreciate a wide variety of literary texts, including fiction, non-fiction, poetry, drama, and classic and contemporary literature.



Students read and use written works for a variety of purposes and with a variety of literacy communities.



Students effectively apply stylistic and rhetorical aspects of writing.



Students effectively apply listening skills and strategies to comprehend oral communication in a variety of situations.



Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance.

First Grade Learning Outcomes

Lesson 1: Students examine the elements of fantasy to write stories of their own.

Lesson 2: Students compile original fairy tales to publish a fantasy book.

Lesson 3: Students identify with Michelangelo's painting project of the Sistine Chapel.

Lesson 4: Students appreciate the world's most famous painting and explore it from a modern point of view.

Lesson 5: Students establish a personal link with a comic character by preparing and hosting a party for the character.

Lesson 6: Students mimic the art of animation through clay character creations.

Lesson 7: Students practice intonation, pitch, and pacing by participating in a dramatic production.

Lesson 8: Students enjoy improving their reading fluency skills.

First Grade Story Time

Lesson 1: Fairy Tales

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Read a favorite fairy tale to students. Identify story elements, including characters, setting and plot. 2. Guide children in recognizing how an ordinary protagonist faces exciting adventures or challenges and overcomes them. 3. Discuss the use of magical elements in the shared tale. 4. List examples offered by children on chart paper to be displayed and added to throughout the week. 	Collection of fairy tales and other fantasy books
<u>2</u>	<ol style="list-style-type: none"> 1. Review elements of fantasy: ordinary person facing and overcoming unusual obstacles, assisted by magic or magical creatures, and happy endings. 2. Introduce titles from fairy tale collection, noting those that are familiar and those that are new for children. 3. Pair students so that partners can select a tale for buddy reading. Tell students that they should look for a favorite character or setting as they read. 4. Have students illustrate a favorite character, setting, or scene in their story. Have students share, and note the similarities that identify the tales as fantasy. 	Drawing paper, Pencils, Crayons, Markers.
<u>3</u>	<ol style="list-style-type: none"> 1. Introduce toys and puppets that can be used as characters in a story. Ask, "How are these similar to fantasy characters?" 2. Have students work in pairs using toys or puppets to create an original fantasy story. 3. Allow each team to tell or act out their story. 4. Discuss who the main character is, what obstacle he or she faces, how magical elements are used in the story and how the story ends. 	Collection of toys, puppets, and dolls.
<u>4</u>	<ol style="list-style-type: none"> 1. Now that students have had some practice, they are going to become authors of a fantasy story (this may be completed individually or as a shared writing experience). 2. Think out loud to model the selection of a main character, a setting, and an adventure for their story. 3. Help students write a brief beginning for their fantasy tale. Encourage students to entice readers with a great introduction. 4. Share examples from student writing. 	Paper Pencil Fairy tale fun sheet
<u>5</u>	<ol style="list-style-type: none"> 1. Review yesterday's work by allowing volunteers to read their introductions. Explain that today's focus will be writing the middle, or the adventure part of the story. Invite the class to share adventures faced by fantasy characters they know. 2. Think out loud to demonstrate writing the adventure part of the stories. 3. Circulate the room, assisting those children that need help. 4. Share the work of students who have ideas on paper with the rest of the class to release the imagination of others. 5. Encourage students to think about ideas for ending their stories the next time they come to class. 	Teacher homework: Revise and edit stories.

First Grade Story Time

Lesson 2: A Publishing Fantasy

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Start class with a “read around,” allowing student writers to share the beginnings and middles of their fantasies. 2. Review how fantasy stories end (help of magic, happily ever after). 3. Help students to finish their stories using these ideas. 4. Share sample endings from student volunteers, spotlighting those elements that make the story a fantasy tale. 	Drafts of stories from Lesson 1.
<u>2</u>	<ol style="list-style-type: none"> 1. Distribute blank hard-cover books or blank paper with covers (construction paper or tag board). 2. Help students to copy stories onto the pages of their hard-cover blank books. Assist them with lay out, spacing, and neatness. 3. Share examples that demonstrate expectations as students work. 	<p>A blank hard-cover book for each child, or blank paper bound between a front and back cover.</p> <p>(You may want to have a parent volunteer type text to be pasted onto pages by students)</p>
<u>3</u>	<ol style="list-style-type: none"> 1. Explain to students that they will be illustrators today, adding pictures to go with their writing. 2. Discuss the ways pictures are used to complement writing and support text. Allow time to examine illustrations in different picture books to enhance the artistic value of student drawings. 3. Once again, share examples that support learning goals for this activity. 	<p>Pencils Crayons Markers, Colored pencils Selection of picture books</p>
<u>4</u>	<ol style="list-style-type: none"> 1. Explain to students that one of the most important pictures is the one for the cover of their book. 2. Allow time for cover creations, including the title, circulating the room to advise, encourage, and compliment students. 3. Introduce the concept of a “publishing party” to students. 4. *Help students to write a note home announcing this special event and requesting cookies (or other treat) to be shared with classmates and guests. 	*You may want to send a note home announcing the publishing party at the beginning of the week.
<u>5</u>	<ol style="list-style-type: none"> 1. Assist students in displaying their books to the best advantage for invited guests. 2. Invite guests in for your Publishing Party. 3. Every ten minutes, guests should visit a different author so they can sample several literary delights. 4. Critics Corner: Following the event, allow students to offer one positive comment and one piece of constructive criticism for each classmate. 	<p>Table cover and decorations Sign for door Treats</p>

First Grade Art Star

Lesson 3: Angelic Art

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Welcome students by inviting them each to share one fact about themselves. Ask them if they've ever read a book that shared facts about a real person. Identify this type of book as a biography. Ask, "What other information would you share if it were going into a biography about you?" Tell students that you will be sharing a biography about a famous artist that lived long ago. 2. Read <u>Michelangelo</u> by Mike Venezia aloud to students. 3. Share Michelangelo information from web site through discussion and guided questions (see work sheet). Compare what was learned through the book with the information obtained from the web site. 4. Help students to make connections between the information about the artist and their own interests. 	<u>Michelangelo</u> by Mike Venezia www.gardenofpraise.com/art.htm Worksheet
<u>2</u>	<ol style="list-style-type: none"> 1. Review the information learned about Michelangelo by brainstorming some fast facts onto a chart. 2. Encourage students to identify what they like most about Michelangelo's artistic style. 3. Help them to recognize the portrayal of angels in the artist's work. Have students visualize the different ways they might portray angels. 4. Pass out drawing paper and allow time for students to fill the page with different portrayals of angels. 	Paper Pencil Light blue construction paper Crayons
<u>3</u>	<ol style="list-style-type: none"> 1. Invite student volunteers to share their angel art from the previous day's lesson. Explain that they will be drawing more angels, but that they will recreate the setting in which Michelangelo painted one of his greatest works. 2. Assist students in taping paper under their tables or desks (they may rest their heads on pillows) and in drawing crayon angels while on their backs. 3. Compare the art from yesterday to that of today. 4. Discuss the problems experienced, and the ways the artist may have overcome them. 	Renaissance Music Site- https://www.youtube.com/watch?v=5SvEttR6HTY
<u>4</u>	<ol style="list-style-type: none"> 1. Welcome students into class with a background of soft Renaissance music to set the mood. 2. They'll be delighted with a second try at imitating Michelangelo's strategy for the Sistine Chapel. 3. Have them review their angel art collection, and select one piece for the art gallery (outside hallway). 4. Help students to create an invitation for another class to come and see their work. 	Renaissance Music Site- https://www.youtube.com/watch?v=5SvEttR6HTY
<u>5</u>	<ol style="list-style-type: none"> 1. Pair students with an invited guest. 2. Have them share some of their fast facts about the life of Michelangelo, being sure to include his experience painting the Sistine Chapel. 3. Allow students to become teachers, as they assist their guests in imitating their art experiences with the angels. 	

First Grade Art Star

Lesson 4: Modern Lisa

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Show students a paint brush, some clay, the blue print or plans for a house, and other symbols of da Vinci's various interests. 2. Say, <i>"Today's story is about a man who was curious about many subjects."</i> 3. Discuss what subjects each object might represent. 4. Read excerpts from Mike Venezia's <u>Leonardo da Vinci</u> out loud for students. 5. Direct their attention to the <u>Mona Lisa</u> painting that appears in the book and tell them that they will be drawing a similar one, with one difference: they will pretend that the lady lives today! 	<u>Leonardo da Vinci</u> by Mike Venezia www.gardenofpraise.com/art.htm Objects reflective of the artist's interests
<u>2</u>	<ol style="list-style-type: none"> 1. Ask students, <i>"What do you think Mona Lisa was smiling about?"</i> 2. Now ask, <i>"In what ways would a Modern Lisa be different from the original?"</i> 3. Record student responses on a piece of chart paper or an overhead. 4. List all ideas and suggestions. 5. Now ask, <i>"If she were posing for a portrait today, what do you think she might be holding?"</i> 6. Lead students to suggest contemporary items (dollar bill, Game Boy, TV remote, etc.). 	Chart paper Markers
<u>3</u>	<ol style="list-style-type: none"> 1. Tell students that they will be pretending to be artists, just like Leonardo. 2. Demonstrate the drawing of an egg shape (oval) on the board, and then add two curved lines so that you have a head and neck represented. 3. Ask several volunteers to come to the board and fill in the features for the shape. 4. Pass out a sheet of drawing paper to each child, and have them begin their own drawing of <u>Modern Lisa</u>. 5. Circulate among students, assisting where necessary, and reminding them to think about why the lady might be smiling. 	White board Drawing paper Pencils
<u>4</u>	<ol style="list-style-type: none"> 1. Begin the lesson by redistributing the drawings from yesterday. 2. Have students color the drawings, using contemporary colors. 3. Remind them to refer to the list of modern objects so that they can add one to their drawing. 4. Complete the drawings to include color and the object. 	Student drawings Crayons Markers Charts
<u>5</u>	<ol style="list-style-type: none"> 1. Help students to construct frames for their art work. 2. Display the portraits in the gallery for all to see. 3. Last, have each student reveal what each modern Lisa is smiling about! 	Student art work Craft materials for frames

First Grade Comic Capers

Lesson 5: Celebrating Comic Characters

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Read a favorite comic strip out loud for students. 2. Discuss features of the strip (humor, make-believe, art). 3. Have students brainstorm a list of comic strip characters they know. Record these on chart paper. 4. Provide time for students to read comics quietly as funny music plays in the background. 	A collection of comics from newspapers Comic books Audio tape or CD Chart paper Markers
<u>2</u>	<ol style="list-style-type: none"> 1. Lead a discussion about comic characters and their personalities and adventures. Invite students to share from the strips they read yesterday. 2. Refer students to the list they brainstormed on Day 1. Guide them in selecting one character that they will celebrate, just because! 3. Lead a discussion on the personality, experiences, likes, and dislikes of the character to determine decorations for table cloths and party hats. Complete the character web on chart paper or the board as a whole class activity. 	Chart with comic characters Character web
<u>3</u>	<ol style="list-style-type: none"> 1. Review the information from the character web. Remind students that they will celebrate the character, so they need to take special note of the information recorded. 2. Have students use craft materials to create party decorations using the theme of the character. These will be pasted onto a large piece of mural paper for a party tablecloth. 	Completed character web Mural paper Craft supplies
<u>4</u>	<ol style="list-style-type: none"> 1. Help students to make a connection between the celebration and their own lives. Ask, <i>"If we were celebrating you, what would the theme be?"</i> Invite individual responses. 2. Encourage students to share and compare birthday dates and favorite party experiences. 3. Provide supplies for students to create party hats using the selected theme for their comic character. 	Craft supplies
<u>5</u>	Party, Party! <ol style="list-style-type: none"> 1. Place a large invitation on the classroom door to greet students today. 2. Students set up tablecloths, don party hats, munch on comic cupcakes. 3. Quiet characters... 4. Students read collected comic strips as instrumental music is played. 	Party creations Musical tape or CD Comic cookies or cup cakes Comic strips, books Assessment Tool

First Grade Comic Capers

Lesson 6: Animation Creations

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Ask students to share some of their favorite animated films. Record their list on the board. 2. Ask them to describe some of their favorite characters in these films. Encourage descriptive words, especially those describing movement. 3. List their descriptive words on chart paper or the board. 4. Have student volunteers take turns “acting out” some of the movement words. Ask, “are these movements similar or different from the way we move?” 	Chart paper Markers
<u>2</u>	<ol style="list-style-type: none"> 1. Review the list of descriptive words from yesterday. 2. Tell students that animators draw characters in many different poses in order to have them move on film. 3. Have a volunteer “act out” a motion, but this time have the child “freeze” at three different stages. Have another volunteer demonstrate this process until all students have a good understanding of the concept. 4. Distribute drawing paper to each student. 5. Explain that they should think of a character, and one motion for the character to perform. 6. Assist students in folding their papers into thirds. 7. Demonstrate on the board before having them draw the character in each third, showing different stages of the motion (ex. Animal jumping rope would show different height of the jump in each panel). 	Drawing paper Pencils
<u>3</u>	<ol style="list-style-type: none"> 1. Begin the lesson by allowing students to color and share their drawings from yesterday. 2. Tell them that another technique of animators is to use clay to form their characters. Ask students why clay would be a good material to use for animation. 3. Pass out clay and allow students time to explore its different properties, and to experiment with forming different figures. 	Student drawings Crayons Modeling clay
<u>4</u>	<ol style="list-style-type: none"> 1. Encourage students to think of an original comic character. 2. Pass out clay for students to form their creations. 3. Now students should play with the practice of moving different parts of their clay characters. 4. Save the characters for tomorrow’s lesson. 	Modeling clay
<u>5</u>	<ol style="list-style-type: none"> 1. Pass out clay characters to their student animators. 2. Have each student practice having their character go through three stages (beginning, middle and end) of a motion. Refer to the brainstormed list for ideas. 3. Have students share at an “animation station” made from a large, decorated box with the back cut out. 	Clay characters Large box

First Grade Poetry Express

Lesson 7: Advice to Goldilocks

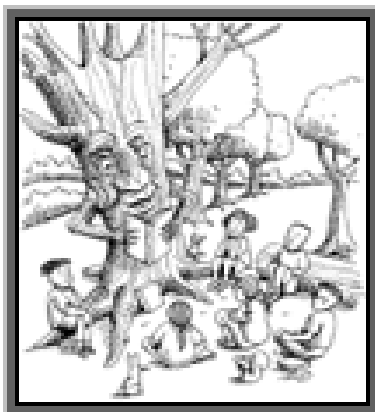
Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Ask students, “How many of you know the story of ‘Goldilocks and the Three Bears’?” Invite students to retell the story for the class. 2. Read to students: Go Home Goldie 3. Ask, “How are the events or characters in the poem different from those in the story shared by volunteers?” 	<p>Traditional tale of “Goldilocks and the Three Bears” Poem: Go Home Goldie</p>
<u>2</u>	<ol style="list-style-type: none"> 1. Reread “Go Home Goldie” with appropriate expression as an example for students. Have students follow along on their own copies of the selection. 2. Read the selection again, but this time ask students to help you by reading the “All” Chorus. 3. Invite students to suggest gestures to accompany the chorus. 4. Practice the chorus using gestures, and then read the selection again. 	<p>Student copies of “Go Home Goldie”</p>
<u>3</u>	<ol style="list-style-type: none"> 1. Explain to students that you are going to create a stage setting where you will all read the selection. Invite suggestions as to what items should be placed in the setting. 2. Set up props (table set for breakfast, three chairs, and sleeping bags). 3. Ask for a volunteer to act as Goldie as you and the remaining children read the play. 	<p>“Go Home Goldie” Props (table setting with toy dishes, chairs, sleeping bag)</p>
<u>4</u>	<p>Final Rehearsal</p> <ol style="list-style-type: none"> 1. Read a version of “Goldilocks and the Three Bears” to students. 2. Have students identify similarities and differences between prose and poetry versions of the tale. 3. Practice reading the selection with your student chorus, perfecting gestures and expressive reading. 	<p>Traditional tale of “Goldilocks and the Three Bears”</p>
<u>5</u>	<ol style="list-style-type: none"> 1. Set the stage for an invited audience. 2. Encourage students to share final tips for the production. 3. Perform “Go Home Goldie” to rave reviews! 	<p>Stage props</p>

First Grade Poetry Express

Lesson 8: My Favorite Pair of Shoes

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. As students enter the room, ask them to remove their shoes and place them in a designated corner. 2. After your sock clad pupils sit, hold up a pair of shoes and ask for volunteers to guess to whom they belong. 3. After students identify several pairs of shoes, have them discuss their likes and dislikes in shoes. 	<p><u>Which Shoes Do You Choose</u> video https://www.youtube.com/watch?v=x9VkxaBptmE</p>
<u>2</u>	<ol style="list-style-type: none"> 1. Distribute scripts of <u>Which Shoes Do You Choose?</u> 2. Ask a volunteer to read title and author. 3. <i>What kind of shoes will Katie choose?</i> 4. Read the script aloud for students with proper intonation, inflection, and fluency. 5. Invite student comments regarding the script and the reading. 	<p>Class set of scripts for <u>Which Shoes Do You Choose?</u></p>
<u>3</u>	<ol style="list-style-type: none"> 1. Read the script once again for students. 2. Encourage discussion of the story line and why it was a fun, rhyming tale. 3. Distribute drawing paper and ask students to illustrate their four favorite kinds of shoes (e.g., snail shoes, hot air balloon shoes). 	<p>Individual scripts Drawing paper Crayons and markers</p>
<u>4</u>	<ol style="list-style-type: none"> 1. Have two volunteers model a paired reading of the script. (Students take turns reading every other entry.) 2. Invite other pairs of volunteers, assisting with pronunciation and fluency. 3. Form larger groups, and assign roles for group readings. 4. Provide time for students to meet and rehearse together. 	<p>Individual scripts</p>
<u>5</u>	<ol style="list-style-type: none"> 1. Reread the script, answering any final questions students may have. 2. Provide rehearsal time for group performances. 3. Students perform for their class or an invited class. (For this special occasion, students wear their favorite pair of shoes). 	<p>Students will wear their favorite pair of shoes today</p>

Second Grade



Lesson Plans For Story Time, Art Star, Comic Capers and Poetry Express

Suggested Book List for Literature Connections Second Grade Reading

Week 1

Mystery stories

Week 2

Stories about ocean creatures

Week 3

Picasso by Mike Venezia

Week 4

Picasso by Mike Venezia

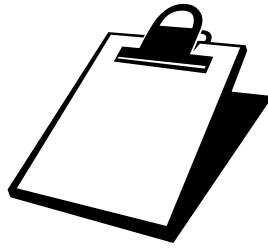
Week 5

The Cartooning Bag by Forrest McAleer and E. Anne Frederickson

Week 8

Haiku poetry book, picture books about nature

Suggested Material List for Second Grade Reading



Week 1

Paper, pencils, Web sites: www.TheCase.com/kids/ and <http://kidsmystery.net/>, sleeping bags, pillows, flashlights

Week 2

The Fish Tank script for each student (in appendix), books about ocean creatures, life in the sea (fiction and non fiction), empty cardboard boxes, colored paper, paint, glue, and aquarium or fish tank (if possible)

Week 3

Drawing paper, crayons, collection of books and prints or calendars showing Pablo Picasso's paintings, Web site: http://www.nga.gov/content/ngaweb/Collection/artist-info.1783.html?artobj_artistId=1783&pageNumber=1, colored pencils, markers, scissors, glue and paper labels

Week 4

Construction paper shapes of different colors, Picasso by Mike Venezia, Web link: www.gardenofpraise.com/art.htm, Drawing paper, Colored paper or Origami paper, Scissors, Glue,, Construction paper , Glue, Scissors

Week 5

Collection of comics sections from local newspapers, paper, glue, balloon cut-outs, pencils, paper, chart paper, markers or crayons, and drawing paper

Week 6

T-chart, markers, comic pages, paper, pencils, paper, crayons, Paper, and mural paper

Week 7

Scripts for each child, Choral Reading of "The Grasshopper and the Ant" (in appendix), puppets, stage area

Week 8

Chart paper or white board, paper, pencil, whiteboard, water colors, art paper, and craft materials

Standards



Students apply reading skills and strategies to identify, comprehend, evaluate, and appreciate a wide variety of literary texts, including fiction, non-fiction, poetry, drama, and classic and contemporary literature.



Students read and use written works for a variety of purposes and with a variety of literacy communities.



Students effectively apply stylistic and rhetorical aspects of writing.



Students effectively apply listening skills and strategies to comprehend oral communication in a variety of situations.



Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance.

Second Grade Learning Outcomes

Lesson 1: Suspense builds as students unveil a slumber party.

Lesson 2: Students explore fish fact and fantasy through a readers' theatre performance.

Lesson 3: Students analyze an artist's motivation as they recreate his work.

Lesson 4: Students explore color and shape as they mimic the style of a famous artist.

Lesson 5: Students explore elements of humor and apply special techniques to their own creations.

Lesson 6: Students get a quick glance at animation as they publish mini comic books.

Lesson 7: Students enhance their reading fluency comprehension through a team effort.

Lesson 8: Students create an original form of poetry and publish a class anthology.

Second Grade Story Time

Lesson 1: Slumber Party

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Read a mystery book aloud for students. 2. Help students to identify the problem, and then stop reading before the “problem” is resolved. 3. Have students discuss possible endings to the story in small groups. 4. Allow students to share endings with the class. 5. Lead a discussion to help students recognize characteristics of this genre. 	Mystery stories
<u>2</u>	<ol style="list-style-type: none"> 1. Read another mystery selection to students. 2. Guide students in identifying clues and making predictions as you read. 3. Stop reading before the selection is finished. 4. Help students to write original conclusions to the story. 	Mystery selections Paper Pencils
<u>3</u>	<ol style="list-style-type: none"> 1. Begin class by having students share and compare their original mystery endings. 2. Help students to revise and edit their conclusions. 3. Compile student work into a book, possibly titled <u>What Really Happened in (insert title of read aloud)?</u> 	Original mystery endings
<u>4</u>	<ol style="list-style-type: none"> 1. Share “The Case of the Ruined Roses.” 2. As a class or in small groups students read and try to solve “The Case of the Ruined Roses.” 3. Discuss solutions and invite students to tomorrow’s slumber party. 4. Remind students to bring sleeping bags or towels, pillows, flashlights, and their own mystery story. 	Web sites: www.TheCase.com/kids/ and http://kidsmystery.net/
<u>5</u>	Slumber Party! <ol style="list-style-type: none"> 1. Help students to set up sleeping bags, pillows, and flashlights. Students will want to stay awake at this slumber party! 2. Students quietly read mysteries in an ambience of fun, flashlights, faux fear, and fizzies (sodas)! 	Sleeping bags Pillows Mystery stories Flashlights

Second Grade Story Time

Lesson 2: Where is Matthew?

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Lead students in a discussion of ocean life vs. aquarium life as depicted in the movie <u>Finding Nemo</u>. 2. Distribute scripts for <u>The Fish Tank</u> to each student. 3. Read to students as they follow along. 4. Reread the script with students reading along. 	The Fish Tank script for each student
<u>2</u>	<ol style="list-style-type: none"> 1. Discuss the viewpoints of Matthew and his sister vs. the viewpoint shown in the movie. 2. Assign parts and read the script at least twice to give each child an opportunity to participate. 	Books about ocean creatures, life in the sea (fiction and non-fiction)
<u>3</u>	<ol style="list-style-type: none"> 1. Students spend today's session listening to instrumental music while quietly reading from the class collection about life under the sea. 2. Using the facts and images researched during reading, each student should use appropriate craft materials to create a sea creature for a giant aquarium for the readers' theatre. 	Empty cardboard boxes Colored paper Paint Glue Art materials Scripts
<u>4</u>	<ol style="list-style-type: none"> 1. Assist groups of students as they draw, paint, assemble, and place sponges, coral, a castle, fish, porpoises etc. on a blue background for their craft aquarium. 2. Students should practice assigned parts alone or with a partner once their aquarium contribution is completed. 3. Read through performance as a class, refining the performance for an invited audience. 	Empty cardboard boxes Colored paper Paint Glue Art materials Scripts
<u>5</u>	<ol style="list-style-type: none"> 1. Guide students through a final rehearsal as they prepare for their audience. 2. Dive into a great performance! 	Giant aquarium Scripts

Second Grade Art Star

Lesson 3: Picasso Portraits

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Invite students to draw a picture to share with the class. 2. Read and discuss the book <u>Picasso</u> by Mike Venezia. 3. Compare students' style of drawing to that of the artist, having them note the differences and those characteristics that make Picasso's work unique. 	<u>Picasso</u> by Mike Venezia Drawing paper Crayons
<u>2</u>	<ol style="list-style-type: none"> 1. Begin class by having students sign their works of art from yesterday. Display the work throughout the week. 2. Show paintings by Picasso or prints from books and discuss the artist's use of color. 3. Point out to students how faces look transformed. 4. Ask, <i>"Do you think Picasso wanted his characters to look different, silly, or strange?"</i> Discuss. 	Collection of books and prints or calendars showing Pablo Picasso's paintings Web site: http://www.nga.gov/content/ngaweb/Collection/artist-info.1783.html?artobj_artistId=1783&pageNumber=1
<u>3</u>	<ol style="list-style-type: none"> 1. Pass out two sheets of drawing paper to each student. 2. Have each student draw two large faces, one on each piece of paper. 3. Have students color faces using crayons, colored pencils, and markers. 	Drawing paper Colored pencils Crayons Markers
<u>4</u>	<ol style="list-style-type: none"> 1. Guide students as they view their drawings carefully to select parts to cut out and make a new unique, silly, or bizarre face. 2. Distribute large drawing paper. Now students are ready to create a new face masterpiece. 3. Assist them in cutting and pasting parts from their two faces to create a new face masterpiece. 4. Students may elaborate on their creation by adding details, using crayons, markers, or colored pencils. 	Drawings from yesterday Large drawing paper for each child Crayons Markers Colored pencils Scissors Glue
<u>5</u>	<ol style="list-style-type: none"> 1. Have students name their drawings and label them. 2. Display art along hallway for a gallery walk. 3. Invite another class as young artists deliver gallery talk. 	Paper labels

Second Grade Art Star

Lesson 4: Cubist Collage

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Welcome students by having them select a geometric shape in their favorite color. 2. Begin class by reviewing what students recall about the artist Picasso and adding their contributions to a large chart. 3. Have students tape their shapes to the chart paper one at a time to create a border. When the work of art is completed, have students share how viewing it makes them feel and how creating it makes them feel. 	<p><u>Picasso</u> by Mike Venezia Construction paper shapes of different colors</p>
<u>2</u>	<ol style="list-style-type: none"> 1. Using the web site, read the mini story about the artist and painter. 2. Lead a discussion to help students analyze elements of painting. 3. Distribute worksheets from the web site and assist students in answering questions. 4. Discuss student responses. 	<p><u>Picasso</u> by Mike Venezia</p> <p>Web link: www.gardenofpraise.com/art.htm</p>
<u>3</u>	<ol style="list-style-type: none"> 1. Have students design and create an invitation to art gallery opening.(Teacher chooses which ones to reproduce and send to guests). 2. Students work on cubist collage (interesting shapes playfully placed on drawing paper and glued when design satisfies artist). 	<p>Drawing paper Colored paper or Origami paper Scissors Glue</p>
<u>4</u>	<ol style="list-style-type: none"> 1. Students complete cubist collage. 2. Students title their oeuvre. 3. Students display artwork in gallery. 	<p>Construction paper Glue Scissors</p>
<u>5</u>	<ol style="list-style-type: none"> 1. Begin class by brainstorming a title for the art show. 2. Prepare for the show by adding the title in anticipation of the gallery opening. 3. Cookies and juice may be served. 	

Second Grade Comic Capers

Lesson 5: Comic Collage

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Invite students to discuss and share favorite comic strips and comic characters. 2. Read a favorite comic strip aloud for students, discussing the characters, the humor, and the situation. 3. Help each student to create a character collage, cutting and pasting scenes from a collection of strips provided for their use. 4. Display the collages on chart paper that list student contributions about their favorite comic character. 	<p>The Cartooning Bag by Forrest McAleer and E. Anne Frederickson</p> <p>Collection of comic strips for collage activity</p>
<u>2</u>	<ol style="list-style-type: none"> 1. Begin class by asking students, “<i>What if two characters from different comic strips were to meet?</i>” Allow time for students to think about the question and offer responses. 2. Assist students in pairing two characters from different strips (Charlie Brown and Dennis the Menace) and pasting them on paper. 3. Help them to draw dialogue bubbles for each character and to write comical interchange. 4. Have volunteers share their comic creations with the class. 	<p>Collection of comics sections from local newspapers</p> <p>Paper</p> <p>Glue</p>
<u>3</u>	<ol style="list-style-type: none"> 1. Draw a variety of balloon shapes on the board, or cut out various shapes so that each student has one. 2. Lead a discussion to analyze how the shape of bubbles might affect the mood of certain cartoons. “<i>What shape bubble would a happy character have? An angry character?</i>” 3. Have students draw some original balloon shapes and add conversation, or write conversation in the shapes handed out at the beginning of class. 4. Display balloons for all to read. 	<p>Balloon cut-outs</p> <p>Pencils</p> <p>Paper</p> <p>Cartoon collections</p>
<u>4</u>	<ol style="list-style-type: none"> 1. Model a cartooning technique such as scene twist (examples: dog feeding its owner, dog bathing its owner, etc.). 2. Discuss what other scene twist could take place in a comic strip to make it funny. Encourage students to share ideas for a brainstormed list on chart paper. 3. Allow time for exploring various comics to find and share examples of scene twist. 4. Assist students in creating scene twist of their own or in illustrating one from the brainstormed list. 	<p>Comic collection</p> <p>Chart paper</p> <p>Markers or crayons</p> <p>Drawing paper</p>
<u>5</u>	<ol style="list-style-type: none"> 1. Invite students to share any new scene twist they may have read in comics the previous evening at home. 2. Assist students in revising, editing, and completing illustrations for their original scene twist. 3. Publish each scene twist as separate frames of Comic Capers Collection. 	<p>Markers or crayons</p> <p>Drawing paper</p>

Second Grade Comic Capers

Lesson 6: Comic Connections

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Brainstorm a list of comic characters with students and list them on one side of a T-chart. 2. Invite students to describe each of the characters, encouraging physical descriptions and personality traits. 3. List the word that describes the personality next to the characters' names on the T-chart. 4. Ask students, <i>"Which character are you most like?"</i> 	T-chart Markers
<u>2</u>	<ol style="list-style-type: none"> 1. Revisit the T-chart, reminding students that the characteristics or traits of comic characters are often exaggerated to make them more humorous. Share examples of this from familiar comics. 2. Allow students to explore the different emotions and characteristics of the comic characters through role playing. 3. Working with a buddy, they should play act the emotion, using exaggerated gestures and tones, exploring which ones add to a humorous portrayal. 4. Have students share what they feel is their "best" character. 	Comic pages
<u>3</u>	<ol style="list-style-type: none"> 1. Call out an emotion or trait from the T-chart. 2. Have the class react (perform the trait) in unison for a spontaneous bit of fun. They'll laugh at themselves and at one another. 3. Assist each student in folding a sheet of paper into four sections. 4. Explain that they will illustrate themselves in each section, expressing a different emotion each time. 	Paper Pencils
<u>4</u>	<ol style="list-style-type: none"> 1. Allow time for students to complete their comic connections. 2. Encourage them to exaggerate their drawings, using techniques observed in comics shared earlier (lines to show motion, bold and squiggly lines, etc.). 3. Discuss the different times, or reasons, students may feel the emotions or characteristics they are illustrating. 	Paper Pencils Crayons
<u>5</u>	<ol style="list-style-type: none"> 1. Add a speech bubble, or thought bubble, to each of the four drawings. 2. Paste each storyboard side by side on a background for a comic connection quilt to hang on a classroom wall. 	Paper Pencils Crayons Mural paper

Second Grade Poetry Express

Lesson 7: It's Smart to Plan Ahead

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Share and discuss the fable "The Grasshopper and the Ant." 2. Distribute a script of the tale to each student. 3. Read the script to students as they follow along. 4. Model intonation, pitch, pacing, etc. 5. Reread the tale, this time having students read along with you until a comfort level is achieved with the flow and the words of the tale. 	Scripts for each child Choral Reading of "The Grasshopper and the Ant"
<u>2</u>	<ol style="list-style-type: none"> 1. Reread the script, with students reading along. 2. Invite student volunteers to read select parts, following your example. 3. Explain to students that you will all perform the tale with assigned parts. Solo parts will be performed by puppets. 4. Assign puppet parts and grasshopper, chorus, and quartet groups. 5. You may want to provide a second copy of the script for students to take home and practice. 	Individual scripts
<u>3</u>	<ol style="list-style-type: none"> 1. Practice the choral reading piece as a group. 2. Invite students to share suggestions for improving the performance and identify specific parts to practice again. 3. Facilitate a class writing of introductions for the puppets. 4. Provide craft materials for students to create an assigned puppet at home. 	Individual scripts Craft materials
<u>4</u>	<ol style="list-style-type: none"> 1. Reread the selection again, being sure to incorporate student suggestions for improvement. 2. Have students practice in small groups to perfect and polish their performances. 3. Reconvene for a final rehearsal of the choral reading and for a selection of the puppets to be used in the production. <p>The show must go on!</p>	Individual scripts Puppets
<u>5</u>	<ol style="list-style-type: none"> 1. Invite another class to watch the students and puppets perform a choral reading of "The Ant and the Grasshopper." 2. Allow students to take their puppet performers home. 	Puppets Stage area

Second Grade Poetry Express

Lesson 8: "Kid-Kus"

- Kid-Ku- a three line poem about something found in nature; ideally it will contain a metaphor or simile (a way to simplify Haikus)*

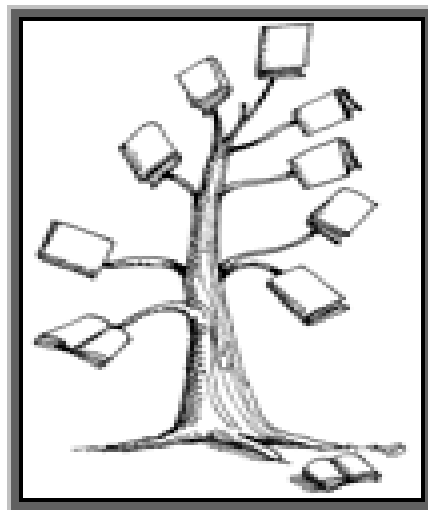
Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Read selected poems aloud from a book of Haiku. 2. Discuss the format of this style of poetry and the fact that it often reflects nature. 3. Provide time for students to look through selected books about nature. 4. Create a three-line poem as a whole group language experience. 5. Have student volunteers read the poem out loud. 	Haiku poetry book Picture books about nature Chart paper or white board
<u>2</u>	<ol style="list-style-type: none"> 1. Have students revisit elements of Haiku. 2. Have students recall some of their favorite pictures from the nature books or a favorite nature experience. 3. Guide students as they create original Kid-Ku poems. Encourage the use of words that will help readers visualize the same feelings or experiences of the writer. 4. Share student lines that provide a good example of the type of imagery you want modeled. 	Paper and pencil Whiteboard
<u>3</u>	<ol style="list-style-type: none"> 1. Have students close their eyes to visualize the image their original poem presents. 2. Provide time for students to complete water color illustrations of their poems. 3. Add frames using craft materials and construction paper. 4. Display poems in the art gallery. 	Water colors Art paper Craft materials
<u>4</u>	<ol style="list-style-type: none"> 1. Lead a discussion about the different parts of a published poetry book, using those in the class collection as examples. 2. Provide time for students to copy their original three-line poems onto separate pages to be combined into a properly precious poetry book. 3. Illustrate the poems with colored pencils. 4. Home learning: Brainstorm ideas for a title. 	
<u>5</u>	<ol style="list-style-type: none"> 1. Have each student draw a small nature figure representing his or her poem, color it, cut it out, and paste it to a piece of construction paper that will become the cover of the class poetry book (possible title: <u>A Poetry Palette</u>). 2. Allow time for students to create a dedication. 3. Allow time for a sentence "about the author" that will go in this section of the class book. School photos may be glued. 4. Invite guests for a poetry party. 	

Poetry Express

Lesson 9: Poetry Pairs

Day	Instructional Activities	Materials
<u>1</u>	<ol style="list-style-type: none"> 1. Share various poems from the library collection, focusing on those written in couplets (series of two rhyming lines). 2. Be sure to expose students to various poets, such as Langston Hughes, Emily Dickinson, etc. 3. Discuss the style of the poems, helping students to identify rhyming words and couplets. 	Poetry collections of simple rhyming verse
<u>2</u>	<ol style="list-style-type: none"> 1. Share more examples of poetry from the class collection. 2. Pair students for buddy reading. Tell them that they should explore the poetry found in the different books and select one that they will memorize. 3. Provide time for poetry explorations. 4. Once their selection has been teacher approved, have each pair of students copy the poem so they will have a personal copy. 	Poetry collections of simple rhyming verse Paper and pencil
<u>3</u>	<ol style="list-style-type: none"> 1. Have each pair of students read their poem for the rest of the class. Partners should alternate lines to read and memorize. Have them highlight their lines on their personal copies of the poem. 2. Demonstrate different techniques to help with the readings, including proper pacing, intonation, and expression. 	Student copies of poems
<u>4</u>	<ol style="list-style-type: none"> 1. Share a recitation of a simple poem written in couplets. Model appropriate pacing, pitch, volume, and expression, setting an example for your desired learning outcome. 2. Allow student pairs time to practice their performances, encouraging their efforts as you circulate the room. 3. Have students conduct a final rehearsal with another pair, offering constructive criticism for one another's performance. 	Student copies of poems Invitations for guests
<u>5</u>	<p>Poetry Pair Performances!</p> <ol style="list-style-type: none"> 1. Create a proper atmosphere for student recitations by providing background music and dimming lights. 2. Assign an order for each pair to perform. 3. Time for the spoken word! 	

Kindergarten Selections



and Resources

Kindergarten

Lesson 6: Comic Puppet Theater

What To Use:

- 2 paper plates
- paste or stapler
- crayons, felt tip pens, or paint
- scissors
- construction paper
- "scrap box goodies"

What To Do:

1. Design a creative face on the back of one paper plate. Color, paint, or draw eyes, nose, and mouth.
2. Cut the other paper plate in half. Paste or staple one of the halves to the top half of the "face plate" (the concave sides of the plates should be facing each other). This will make a space for your hand.
3. Finish your paper plate puppet by pasting on "scrap box goodies," such as construction paper ears, a hat, earrings, or other add-ons. If you like, you can make a small hole for the mouth. Stick your finger through the hole and wiggle it and your puppet will have a tongue!

FIELD TRIP PERMISSION

Name of student: _____

has my permission to join his/her class
on our field trip to visit (place)

We will be leaving our school at
(time) _____

and we plan to return at
(time) _____.

Please bring: _____

Parent's Name: _____

Signature: _____

Thank You!

Kindergarten
Lesson 7: Bears Have Feelings, Too

The Bear Facts

Your Teddy Bear is always
the bestest and the cutest
even if he's missing one eye,
his fur is worn and his squeaker doesn't squeak anymore.
He'll sit in a chair or on your bed and wait for you
one day or one year.
You can tell him secrets and all your dreams.
He will nod his little teddy head in understanding,
impart his teddy wisdom
and as always he will love you completely and unconditionally.

By:
A.A. Milne

Bear

There was a boy
who almost saw
a bear inside
his bed.

O bear, what are
you looking for?
He almost went
and said;

And are you looking
for a boy
that's fat and nicely
fed?

But then he shut
his eyes, and thought
of other things
instead.

By: Jean Kenward

Furry Bear

If I were a bear

And a big bear too,

I shouldn't much care

If it froze or sned;

I wouldn't much mind

If it snowed or friz-

I'd be all fur-lined

With a coat like his!

For I'd have fur boots and a brown fur wrap,

And brown fur knickers and a big fur cap.

I'd have a fur muffle-ruff to cover my jaws,

And brown furry mittens on my big brown paws.

With a big brown furry-down up on my head,

I'd sleep all winter in a big fur bed.

Kindergarten
Lesson 8: A Taste of Poetry

Spaghetti! Spaghetti!

Spaghetti! Spaghetti!
You're wonderful stuff,
I love you spaghetti,
I can't get enough.

You're covered with sauce.
And you're sprinkled with cheese,
Spaghetti! Spaghetti!
Oh, give me some please.

By: Jack Prelutsky

Ice cream! Ice cream!

Ice cream! Ice cream!
You're wonderful stuff,
I love you ice cream,
I can't get enough
You're covered with cream
And you're sprinkled with sweets,
Ice cream! Ice cream!
Oh! Give me some please

Ice cream! Ice cream!
You're as round as a ball,
You're soft, you're smooth,
I love you most of all
There's melting ice cream
All over my bowl,
Ice cream! Ice cream!
You're as cold as snow

Ice cream! Ice cream!
I love you a lot,
Your cone is crunchy,
And sometimes covered with dots
I lick you in,
Oh! I can't get enough
You're wonderful stuff

Spaghetti

A plate heaped high
with spaghetti
all covered with tomato sauce
is just about my favorite meal.

It looks just like
a gigantic heap of:

Steaming

Tangled

Mixed

Up

Twizzled

Twisted

Wound

Up

Woozled

Worms!

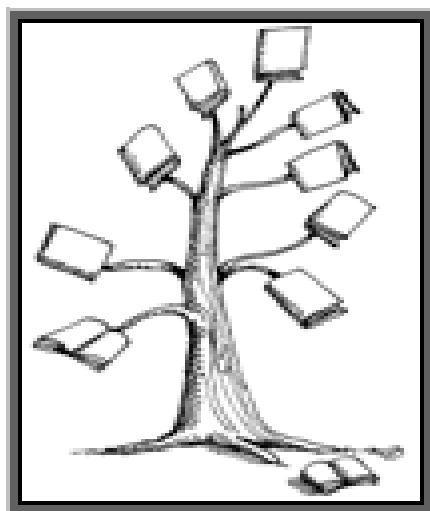
I like picking them up

one at a time;

Swallowing them slowly
head first,
until the tail flips
across my cheek
before finally wriggling
down my throat.
But best of all,
when I've finished eating
I go and look in a mirror
because the tomato sauce
smeared around my mouth
makes me look like a clown.

By: Frank Flynn

First Grade Selections



and Resources

WE NEED YOUR HELP!

AT _____

ACTIVITY _____

TEACHER NAME _____

PHONE _____ DATE _____ TIME _____

YES! I CAN HELP!

ACTIVITY _____

AVAILABLE (TIMES/DAYS) _____

PARENT _____ STUDENT _____

PHONE _____ TODAY'S DATE _____

YOU'RE INVITED!

WHAT: _____

WHO: _____

WHERE: _____

WHEN: _____

TIME: _____

First Grade
Lesson 7: Advice To Goldilocks

GO HOME GOLDIE!

OLDER READER:

A girl went to the forest
To see what she could see,
She saw, inside a little house
A table set for three.

YOUNG READER:

Set, set, set for three.

YOUNG READER:

Table set for three.

ALL:

**GO HOME GOLDIE
HEAR OUR CALL
RUN LIKE THE WIND
AND DON'T COME BACK AT ALL!**

OLDER READER:

She stepped into the kitchen
And ate the porridge there,
Then thought, "I'm awfully tired,
I must find a chair."

YOUNG READER:

Must must, find a chair.

YOUNG READER:

I must find a chair.

ALL:

**GO HOME GOLDIE
HEAR OUR CALL
RUN LIKE THE WIND
AND DON'T COME BACK AT ALL!**

OLDER READER:

She set and broke the little chair
Then said, "I'll find instead,
A not too hard, not too soft
Just right feather bed."

YOUNG READER:

Hard soft, feather bed.

YOUNG READER:

Just right feather bed.

ALL:

**GO HOME GOLDIE
HEAR OUR CALL
RUN LIKE THE WIND
AND DON'T COME BACK AT ALL!**

OLDER READER:

Of course you know the story
The three bears found her there.
All snuggled in the baby's bed
Asleep without a care.

YOUNG READER:

No no, not a care.

YOUNG READER:

Asleep without a care.

ALL:

**GO HOME GOLDIE
HEAR OUR CALL
RUN LIKE THE WIND
AND DON'T COME BACK AT ALL!**

OLDER READER:

Then papa said,

OLDER READER (Pretending to be Papa Bear):

"You ate the food!"

OLDER READER:

And mama said,

YOUNG READER (Pretending to be Mama Bear):

"That's true!"

OLDER READER:

And baby yelled,

YOUNG READER (Pretending to be Baby Bear):

"You're in my bed
And broke my chair in two."

OLDER READER:

Broke broke, chair in two.

YOUNG READER:

Broke my chair in two.

ALL:

**GO HOME GOLDIE
HEAR OUR CALL
RUN LIKE THE WIND
AND DON'T COME BACK AT ALL!**

OLDER READER:

Goldie swore she wasn't guilty.
She fibbed and then she lied.
Papa chased her out the window
And as she ran, he cried,

OLDER READER (using papa's voice):

**GO HOME GOLDIE
HEAR OUR CALL
RUN LIKE THE WIND**

YOUNG READER (using mama's voice):

AND DON'T COME BACK

YOUNG READER (using baby's voice):

DON'T COME BACK

ALL:

DON'T COME BACK AT ALL!

THE END

First Grade
Lesson 8: My Favorite Pair of Shoes

Which Shoes Do You Choose?
By: Aaron Shepard

NARRATOR 1: Katie was tired of wearing the same old shoes.

NARRATOR 2: She went to the store to buy new ones.

NARRATOR 1: The clerks asked her,

ALL CLERKS: (*thinking about it*) Hmmm. Let me see.

CLERK 1: We have small shoes,

CLERK 2: and tall shoes,

CLERK 3: and walk-on-the-wall shoes.

CLERK 4: We have red shoes,

CLERK 5: and head shoes,

CLERK 6: and down-the-hill-sled shoes.

CLERK 7: We have blue shoes,

CLERK 8: and BOO shoes,

CLERK 9: and paddle-canoe shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I want shoes that are slicky, not sticky.

ALL CLERKS: Hmmm. Let me see.

CLERK 1: We have jog shoes,

CLERK 2: and log shoes,

CLERK 3: and hop-like-a-frog shoes.

CLERK 4: We have tied shoes,

CLERK 5: and wide shoes,

CLERK 6: and carnival ride shoes.

CLERK 7: We have trail shoes,

CLERK 8: and snail shoes,

CLERK 9: and wind-in-your-sail shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I want shoes that are spiffy, not iffy.

ALL CLERKS: Hmmm. Let me see.

CLERK 1: We have black shoes,

CLERK 2: and snack shoes,

CLERK 3: and ride-on-a-track shoes.

CLERK 4: We have wet shoes,

CLERK 5: and pet shoes,

CLERK 6: and super-speed-jet shoes

CLERK 7: We have moon shoes,

CLERK 8: and goon shoes,

CLERK 9: and hot-air-balloon shoes.

ALL CLERKS: Which shoes do you choose?

KATIE: I choose *a//* these shoes.

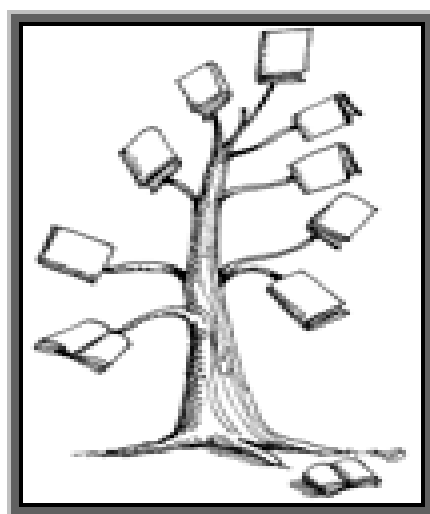
ALL CLERKS: (*gasp*)

NARRATOR 1: She bought the shoes and took them home.

NARRATOR 2: And now the store has

ALL CLERKS: (*to audience*) NO MORE SHOES TO CHOOSE!

Second Grade Selections



and Resources

Second Grade
Lesson 2: Where is Matthew?

THE FISH TANK
(CLASSROOM SCRIPT FOR DUPLICATION)

NARRATOR 1: Matthew lived in a noisy house.

NARRATOR 2: His father always yelled when he spoke to anyone.

FATHER: "A noisy house is a busy house!"

NARRATOR 1: His mother always seemed to be nagging him loudly.

MOTHER: "Matthew! Have you cleaned up that junk pile you call your room?"

NARRATOR 2: His brother played his CD's so loudly that the wall between their rooms would shake.

NARRATOR 1: And sometimes his brother would sort of yell along.

BROTHER: "Ooh, Baby! Ooh, Baby! Ooh, Baby! Ooh!"

NARRATOR 2: Matthew didn't like all the noise. Often, he retreated to the quiet of his bedroom and spent hours staring at his aquarium. The aquarium stood on a nightstand right beside his pillow and was filled with beautiful, multi-colored tropical fish.

MATTHEW: "You fish are so lucky. You get to live in a quiet, peaceful world. As long as I feed you, you have no worries at all."

NARRATOR 1: Sometimes his sister burst into his room.

SISTER: "Matthew! Why don't you let those poor fish go?"

NARRATOR 2: His sister had taken an environmental unit in school and now wanted to free every animal in the world, including the neighbor's dog.

SISTER: "Are you as stupid as those poor fish or are you going to answer me?"

MATTHEW: "They like it in the tank. It's safe for them."

SISTER: "How would you like to live in a tank, Matthew?"

NARRATOR 1: Matthew smiled and thought about that.

MATTHEW: "I think I'd like it. It would be so peaceful and quiet."

SISTER: "You're impossible!"

NARRATOR 2: Matthew's sister slammed the door as hard as she could.

NARRATOR 1: Downstairs Matthew's parents were becoming tired of all the yelling, door slamming, and music blaring, so they yelled up.

FATHER: "That'll be enough of that kind of noise! How about a bit of busy noise?"

MOTHER: "Matthew! Have you cleaned your room yet?"

NARRATOR 2: Upstairs Matthew's brother opened his bedroom door called out,

BROTHER: "No mom! He's too busy watching his little fishies!"

NARRATOR 1: Matthew opened his bedroom door too, but he didn't speak, he just listened.

FATHER: "I don't know what's wrong with the boy! He just does not have any ambition!"

MOTHER: "Please, George, lower your voice. He'll hear you!"

FATHER: "Oh no, he won't! He'll be too busy starrng at those fish to hear a word we say. Why can't he be like a normal boy and play hockey or football or even ride a bike? Now that's normal!"

MOTHER: "I know, George, but we can't force him."

FATHER: "Maybe we can! Maybe, without his precious fish, we'd get a little cooperation out of him!"

NARRATOR 2: Upstairs Matthew felt a chill run through his body. He ran across the room and hugged the tank, pressing his cheek against the cool glass.

MATTHEW: "No! Please, no! Not my fish!"

NARRATOR 1: Matthew gazed at his beautiful fish, gliding carefree among the rocks, reeds, and tiny castle in the tank.

MATTHEW: "You fish are so lucky! I wish I could be just like you. No worries. No family. Just peace and quiet, always."

NARRATOR 2: Matthew hugged the tank even harder and just watched his fish. An hour passed,

NARRATOR 1: and Matthew finally began to relax. Gradually, he drifted off to sleep.

NARRATOR 2: Downstairs the rest of the family gathered to watch T.V. in the family room.

NARRATOR 1: Suddenly, outside, the sky split open with a giant fork of lightning.

NARRATOR 2: The lights flickered and then the house seemed to tremble with the following explosion of thunder.

SISTER: "This storm is going to ruin my favorite program! I'm going to bed!"

BROTHER: "Scared of a little thunder, aren't ya? Gonna hide?"

FATHER: "That'll be enough of that! I think it's time we all went to bed!"

MOTHER: "Yes, remember, school tomorrow."

BRO/SIS: "Mom! Don't remind us!"

NARRATOR 1: The house was soon dark, except for the glow from the tank light. Matthew slept deeply, through the noise of the storm.

NARRATOR 2: Suddenly lightning flared in the room and Matthew woke with a start.

NARRATOR 1: He looked at his reflection in the side oof the tank and could not believe his eyes.

NARRATOR 2: His wish had been granted. He had been transformed. He was a fish!

MATTHEW: "I'm a fish! Wow! I'm really a fish! This is awesome!"

NARRATOR 1: Happily, Matthew dove deep into the fish tank, heading toward the tiny castle. Then he turned pure porpoise, exploring every corner of his watery paradise at full speed.

NARRATOR 2: And for the next while, Matthew had the time of his life, diving, swirling and racing past the other fish in his fish tank.

NARRATOR 1: Suddenly, Matthew felt his stomach growl. A flash of lightning revealed his bedside clock. It was time to feed his fish.

MATTHEW: "Wait a minute! How can I feed the fish? I am a fish!"

NARRATOR 2: Matthew was the only person in the family who ever fed the fish. He was in trouble.

NARRATOR 1: As the night crept on and the storm slowly ebbed, Matthew began to have second thoughts about being a fish.

MATTHEW: "I could starve to death! My fish and I are in trouble."

NARRATOR 2: Soon morning arrived. Mother was downstairs and breakfast was almost ready.

MOTHER: "George! Children! Come and get it!"

FATHER: "You don't have to call me twice! I could eat a horse!"

SISTER: "Dad! That's so gross! We shouldn't eat animals!"

BROTHER: "Are we having horse for breakfast? I was hoping for a little fried fish!"

MOTHER: "That's not funny! Now call your brother. He loves pancakes."

NARRATOR 1: Matthew's brother leaned into the hall and yelled up to Matthew.

BROTHER: "Hey, fish lips! Breakfast!

NARRATOR 2: There was no answer.

NARRATOR 1: Matthew's mother went up to his room.

NARRATOR 2: She saw the unmade bed. A frown spread across her face.

MOTHER: "Matthew? Matthew, where are you? Matthew!"

NARRATOR 1: Now she was worried. She looked in the closet. She rushed to the bathroom.

MOTHER: "Matthew? Please answer me! Matthew?"

NARRATOR 2: Everybody ran up to Matthew's room. They all looked worried. Matthew watched, not really able to believe that his family was so concerned.

MATTHEW: "I didn't think they cared if I was around or not. They all seemed to hate me and everything I did."

NARRATOR 1: Matthew wished he could tell them where he was, that he was all right.

NARRATOR 2: Then his father suddenly left the room.

NARRATOR 1: He was back in a few minutes, his head hanging.

FATHER: "I phoned the police and the hospital. No one answering Matthew's description is there."

NARRATOR 2: He slumped on the bed, his head in his hands.

SISTER: "Mom? Do you think Matthew ran away?"

MOTHER: "He'll be back. I know he'll be back."

NARRATOR 1: Matthew swirled around the tank, trying to get their attention, but they didn't look toward the tank. Even if they had, none of them would have known the silvery fish pressed to the glass was Matthew.

NARRATOR 2: Finally they left and the day dragged on.

NARRATOR 1: Later that night, Matthew's family lay in their beds, restless and unable to sleep. Each one thought about Matthew.

FATHER: "I know he ran away. It's all my fault."

MOTHER: "I hope he's warm enough and has something to eat."

BROTHER: "He's not such a bad kid. I wish I hadn't been so mean."

SISTER: "He really did look after those fish. I guess he really cares about animals too."

NARRATOR 2: Matthew swam faster and faster in the fish tank. He tried to think.

MATTHEW: "How did I get into this mess? How do I get out of it? I don't want to be a fish anymore."

NARRATOR 1: At that moment the sky was again shattered by a fierce electrical storm.

NARRATOR 2: The lightning turned the night into day each time it ignited.

NARRATOR 1: While lightning ripped the sky, the timpani of thunder rattled the glass and shuddered the very air.

NARRATOR 2: Inside the tank, the fish seemed suspended, awestruck, while the enraged elements assaulted the town.

NARRATOR 1: Matthew blinked, feeling the coolness of the tank against his cheek.

NARRATOR 2: He stretched and yawned, then stared at the tank.

NARRATOR 1: His hands flew to his face, stomach, and legs.

NARRATOR 2: He ran to the window, yanked it open, and filled his lungs with rain-sweetened air. He yelled,

MATTHEW: "I'm back! I'm Matthew! I'm really Matthew!"

NARRATOR 1: His father burst through the door, followed almost immediately by everyone else.

NARRATOR 2: His father grabbed Matthew and squeezed him so hard he nearly cried.

NARRATOR 1: His mother's arms were around his neck a moment later.

NARRATOR 2: Soon he felt the arms of his brother and sister.

NARRATOR 1: Then everyone began to talk at once.

BROTHER: "Where were you?"

SISTER: "What happened?"

MOTHER: "We were worried sick!"

FATHER: "Matthew, we've been scared to death. Where have you been?"

NARRATOR 2: Matthew knew he could never tell them the truth. They'd never believe it. He wasn't even sure he believed what had happened.

FATHER: "Matthew? Matthew, please tell us what happened?"

MATTHEW: "I ran away. I thought nobody would miss me. I didn't think anyone cared."

FATHER: "Nobody miss you? That's crazy, son. You're a big part of this family."

NARRATOR 1: This was music to Matthew's ears.

MATTHEW: "I'm sorry I got you all so worried. I just didn't think anybody really cared."

FATHER: "I hope you know now that we care for you very much."

NARRATOR 2: Then Matthew and his family sat and talked together for a long long time.

NARRATOR 1: Finally, mother kissed Matthew's forehead and shepherded the others out of his room.

NARRATOR 2: As the door closed behind them, Matthew walked over to the tank and crouched beside it.

MATTHEW: "Well, guys. Time to eat. Is everybody ready?"

NARRATOR 1: He gently shook an extra portion of food onto the water and dozens of tiny lips broke the surface, scrambling for the very late meal.

MATTHEW: "Fill your face, guys. That's what I'm gonna do. I hope Mom filled the fridge. And I'm sure glad to be home, even though it is a noisy house!"

THE END

Second Grade
Lesson 7: The Grasshopper and the Ant
(It's Smart to Plan Ahead)

CHORUS: There once was a grasshopper

SOLO SPEAKER 1: Who was in a party mood

CHORUS: She sang away the summer days
 And ate up all her food!

GRASSHOPPER: Yoo-hoo, that's me!
 It's true, it's true
 I ate up all my food!

CHORUS: Hey grasshopper Gall!
 Hate to burst your bubble
 There's a moral to this tale
 YOU'RE headed straight for trouble!

GIRL'S CHORUS: When winter came she realized
 She'd made a big mistake
 She hadn't saved a thing to eat
 And how her tummy ached

GRASSHOPPER: I haven't saved a thing to eat
 And now my tummy aches!

CHORUS: Hey grasshopper Gall!
 Hate to burst your bubble
 There's a moral to this tale
 YOU'RE headed straight for trouble!

BOY'S CHORUS: The ants who lived next door to her
 Had planned ahead, in fact
 Had worked throughout the summer heat
 To store up food out back

ANT QUARTET: Did you ever, did you ever
 Meet a group of ants so clever?

CHORUS: Hey grasshopper Gall!
Hate to burst your bubble
There's a moral to this tale
YOU'RE headed straight for trouble!

GIRL'S QUARTET: And when our dear grasshopper
Came begging for some bread

BOY'S QUARTET: The ants just shook their heads and said

ANT QUARTET: "You're going to end up dead!!"

CHORUS: Hey grasshopper Gall!
Hate to burst your bubble
There's a moral to this tale
YOU'RE headed straight for trouble!

GRASSHOPPER: OK, OK, I've heard enough!
So what's the moral? Tell me please!

SOLO SPEAKER 2: I bet the moral's full of DON'TS!

SOLO SPEAKER 3: Don't sing away the summer?

SOLO SPEAKER 4: Don't party 'til you're fed?

SOLO SPEAKER 5: Don't waste your days just having fun?

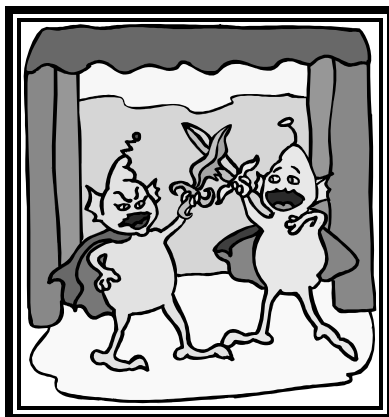
SOLO SPEAKER 6: Don't lounge around in bed?

CHORUS: NO!

SOLO SPEAKER 7: The moral of the story is:

CHORUS: IT'S SMART TO PLAN AHEAD!

Culminating Celebrations

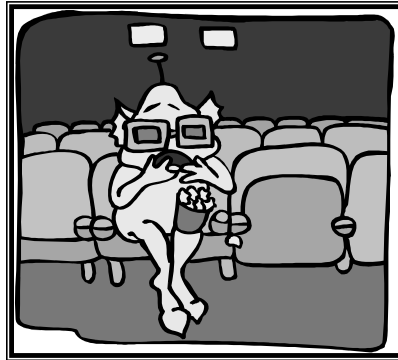


Culminating activities are written into each weekly lesson. In some cases, they result in a product, such as a book or display, while others result in a performance. At the end of each quarter, this activity should be made into a real celebration of learning. Think of it as a time where students get to show what they know.

Some points to consider:

- Invitations to families or other guests
- Letters home requesting any treats, materials or supplies
- Notes home regarding any special costumes or student needs
- Preparation and place for staging the “show”
- Plenty of time built in for student practice and polish
- Means of recording or documenting the celebration

Assessments



The following assessment tools are included to provide performance assessments for individual students. As you prepare for each week's lesson, select an assessment that is appropriate for the activity and the desired learning outcome. A self-reflection for students is also included, in addition to a teacher reflection sheet and a class record sheet.

The class record sheet should be used to record student performance each week, and to determine a "satisfactory" or "unsatisfactory" overall performance for the report card period. Individual rubrics should be placed in student portfolios along with at least two work samples for each grading period. Be sure to consider individual strengths and weaknesses to be nurtured as you work with each of your students throughout the year.

Young Author's Rubric

3 The Student:

- Responds to the writing prompt appropriately (fantasy, dialogue, etc.)
- Writes several sentences using capitals and ending punctuation.
- Uses spelling (both real and invented) that does not inhibit the reader's understanding.

2 The Student:

- Responds to the writing prompt appropriately (fantasy, dialogue, etc.)
- Expresses complete thoughts, though some sentences may be fragments or run on.
- Uses spelling (both real and invented) that works, for the most part.

1 The Student:

- Does not respond appropriately to the writing prompt.
- Expresses thoughts in a way that does not clearly share ideas with the reader.
- Does not demonstrate an understanding of sound/symbol relationships or word formations.

0 The Student:

- Has no response.

Reading Observation Individual Student Checklist

Name _____

Date _____

Reading Selection _____

Student Behavior	Observations			
	Poor to Excellent			
	1	2	3	4
Participates appropriately in discussions about the reading selection (responds to and asks questions).				
Shares or retells events from the reading selection.				
Shares or retells the story in order.				
Uses words from the story in the right context.				
Shares the main idea of the reading selection.				
Makes appropriate predictions about the reading selection.				
Transfers ideas from the reading selection (drawings, discussions, etc.)				

Informal Reading Observation Student Checklist

Name _____

Date _____

Reading Selection _____

Student Behavior	Observations			
	Poor to Excellent			
	1	2	3	4
Fluency (reading sounds natural)				
Vocabulary (recognizes words in text and uses them correctly)				
Comprehension (reads for a purpose and uses active reading strategies)				
Phonemic Awareness (listens for, identifies and manipulates sounds effectively)				
Phonics (recognizes relationships between letters and sounds)				

Individual Reading Reflections

Name _____ Date _____

Reading Selection _____

Reading Product _____



I think my reading is _____.

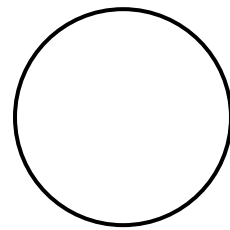
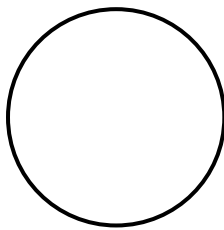
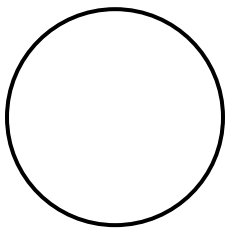
I enjoy reading most when it is about _____.

I could be a better reader if I _____.

This is how I feel about reading this week: _____

_____.

The reason I feel this way is _____.



Project Rubric

Add your own or student generated criteria customized for the project you are assessing.

Name _____

Date _____

Reading Selection _____

Reading Project _____

Student Performance	Observations			
	Poor to Excellent			
	1	2	3	4

Reflections on Instruction (for the teacher)



Were the learning goals and outcomes realistic and relevant to my students?

Was my preparation for meeting the learning outcomes appropriate?

What could I have done differently to make the lesson more effective?

What would I do differently if teaching the same lesson again?

Did children's responses and performance reflect real learning and enjoyment?

Did the assessment tool accurately reflect student learning?

What student input will I take into the next lesson I teach?

Class Record Sheet

Use individual student rubrics to record a satisfactory (S) or an unsatisfactory (U) performance each week. Average these for a final "S" or "N" each report card period.

Student Name	1	2	3	4	5	6	7	8	9	Final
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
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27.										
28.										
29.										
30.										

Supplementary Resources

Comic Strip Writing Props by Karen Kellaher, Scholastic Professional Book, 2002

The Cartooning Bag by Franny Forrest McAleer and E. Anne Frederickson, 2001

Puppet Parade by Imogene Forte, Incentive Publications, 1992

Teacher's Sourcebook, Scholastic, Inc. 1994

Masterpiece of the Month by Jennifer Thomas, Teacher Created Materials Inc., 1990

POETREE, A Collection of Poems Inspired by the study of Science, by the students of Kendale Elementary Gifted Program, Miami, FL, Quest Publications, 1994

Internet Sites

www.aaronshep.com/rt/RTE.html

www.aaronshep.com/index.html#rt

www.proteacher.com/070010.shtml

www.poetryteachers.com/index.html

www.TheCase.com/kids/

www.gardenofpraise.com/art/htm

www.comics.com