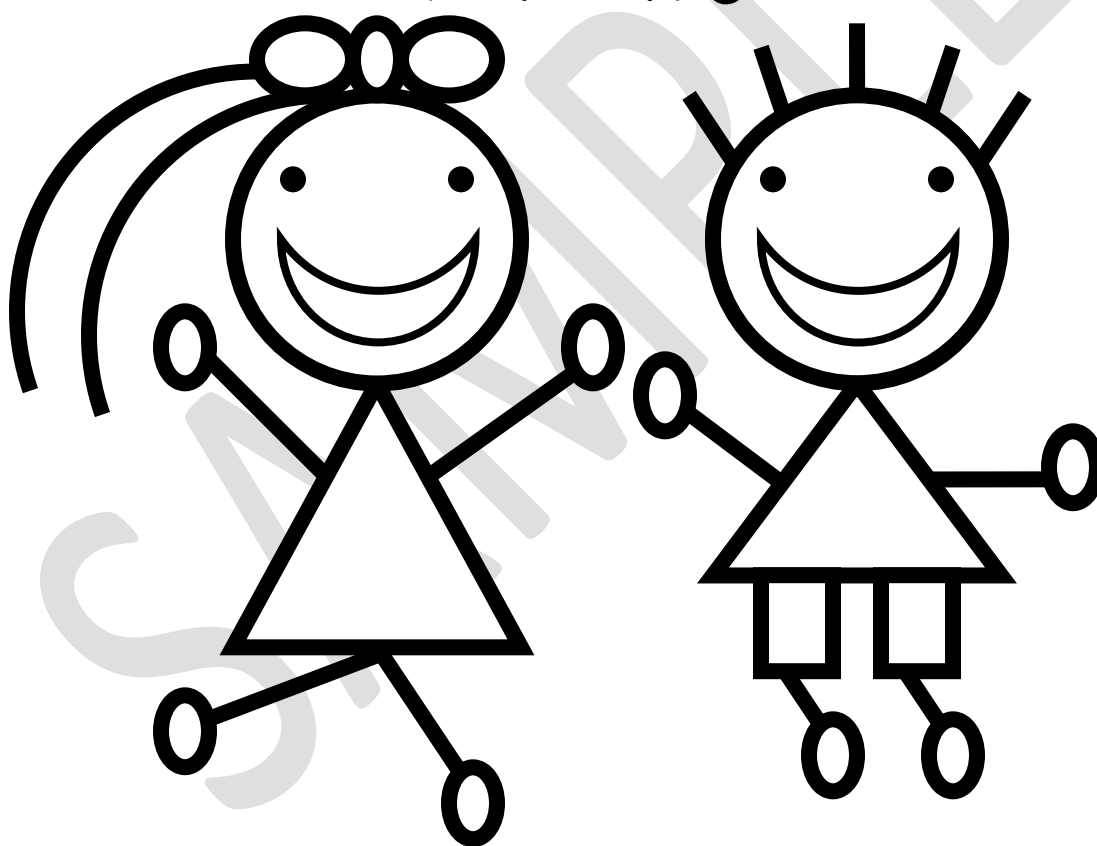


Shhhh!

Don't tell them they are learning!

Beyond the Phonics Dance
Revision 3



Ginny A. Dowd

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Thematic Units

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Sample Kindergarten - Early First Grade Lesson



The Hungry Caterpillar by Eric Carle

These words were written on the Smart Board:

caterpillar	nibbled	egg	hungry	butterfly	ate
apples	strawberries	cocoon	leaf		



First, I reviewed the words with the class. I asked them to use two or more words in a sentence to predict what might happen in the story. I told them since they were predictions, it would not matter if their sentences were right or wrong.

Hannah's response: *The caterpillar was hungry.*

Caleb's response: *The caterpillar nibbled apples.*

Bridget's response: *The butterfly loves strawberries.*

Cameron's response: *The butterfly sat on a leaf.*

Tori's response: *The egg had a butterfly in it.*



After the story was read, we checked our predictions to see if they were correct. If a prediction was wrong, we discussed how to make it right. Then, using the vocabulary list, we talked about what actually happened in the story and came up with new sentences that were more detailed than our predictions.

Megan's response: *The caterpillar was so hungry he ate an apple and a strawberry.*

Allison's response: *The caterpillar ate a lot and then he became a butterfly.*

Austin's response: *The caterpillar spun a cocoon and then he became a butterfly.*

Cassy's response: *An egg hatched and a caterpillar popped out.*

Sierra's response: *The caterpillar ate so much. He stopped being a pig and ate a leaf.*

Christopher's response: *The caterpillar started out as an egg. Then he became a hungry caterpillar, and in the end he became a butterfly.*



You do not have to have verbal responses. Written responses are another option. It's easy to sequence the story using these words. Christopher's response was a simple beginning, middle and end.



Sample Lesson

Kangaroos Rigby PM Collection Non-Fiction

Dustin's Responses:

Fact	Question	Wow!
Kangaroos are marsupials. They have pouches.	How are baby kangaroos born?	I can't believe the fathers beat each other up!
Australia is really hot. Kangaroos sleep in the day to stay out of the sun.	Can kangaroos live in other places or just Australia?	I can't believe a baby joey has to climb into the pouch!
A mob is a group of kangaroos who live together.	What happens if a kangaroo gets really hurt? Is he left alone?	Dingoes are dangerous. Kangaroos should stay away from them!

Name _____

Let's learn about context clues!

If you don't know a word, sometimes it helps to read on to see if you can figure it out! Let's try it!



Last night I saw a *flesbot* under my bed. What do you think a *flesbot* is?



A *flesbot* is hairy and very ugly. What do you think a *flesbot* is?



My mom says there are no such things as *flesbots*. What do you think a *flesbot* is?



Now that you know what a *flesbot* is let's try it again! 



The *zambitto* did not like the *flesbot*! He thought the *flesbot* was mean. What is a *zambitto*?



The *zambitto* wanted to show the *flesbot* how he felt, so he started growling at it! What is a *zambitto*?



The *zambitto* growled and growled at the *flesbot*! Then he went to his cave to hibernate. What is a *zambitto*?

Name _____

A Tall Tail Tale



Today at school _____ told the class she had a tale.
_____ said, "I bet it's a pig tail! Oink! Oink!" _____
said, "No! I bet it's a fish tail. Glub! Glub!" _____ smiled and
said, "That's not the kind of tale I have! You are not right!"

_____ said, "I bet it's a tiger's tail! Roar! Roar!"
_____ said, "No! I think it's an alligator's tail! Crunch!
Crunch!" Then _____ said, "Well I think it's a horse's tail!
Neigh! Neigh!" _____ just smiled again and said,
"That's not the kind of tale I have! You are not right!"

Finally, _____ said, "_____ take off
your coat and show us your tail!" _____ smiled and said,
"I don't have an animal tail! I have a fairy tale!"

Then, _____ showed the kids her book. It was
the fairy tale Cinderella. The whole class laughed and laughed!
They were so happy that _____ did not have an animal
tail! After that, their teacher, _____, read
_____'s tale to the whole class and they all lived
happily ever after!

Name _____



 Write your own detail to support the main idea.



 Write your own detail to support the main idea.

Name _____



Read the main idea. Write three details that would support it.



The Main Idea

There are lots of animals that would be good pets. Let me tell you about them and why.



The Little Details



The Main Idea

There are lots of animals that would be terrible pets. Let me tell you about them and why.





The Little Details




The Information Zoo


This research activity is a fun one to do at the end of the school year. Your students put on an animal mask and sit in their chairs in the grass of the playground or front yard of the school to share their information.

 **Step 1:** Each student in your classroom will choose an animal he or she would like to research.

 **Step 2:** Using the graphic organizers from this section, students categorize information about their animals. This is how the graphic organizer is set up. Cut each set of words and glue them in the correct category.

 Higher level students can use animal books to find the information for their graphic organizers.

<p style="text-align: center;">Food</p> <ul style="list-style-type: none"> • Krill – little shrimp • sea weed 	<p>Seahorse</p> 	<p style="text-align: center;">Habitat</p> <ul style="list-style-type: none"> • salt water • love the ocean • mainly warm salt water
<p style="text-align: center;">Fun Facts</p> <ul style="list-style-type: none"> • very small • has a head like a horse • long tail Can hold seaweed 		<p style="text-align: center;">Babies</p> <ul style="list-style-type: none"> • Mom lays eggs in father's pouch. • Father holds onto the eggs until they hatch.

 **Step 3:** Once the graphic organizer is complete, the class begins writing their animal reports. The introduction sentence should contain an interesting question about their animal. This question is asked to peak the listener's interest. For example: ***Do you want to learn about a fish that has a pouch in its stomach? Hi, I am a seahorse and that's me! Let me tell you about my life!***


Day One: Graphic Organizer – Introduction paragraph

Day Two – Second and third paragraphs

Day Three – Finish the report

Tell the class to make each sentence interesting. Instead of writing: ***I eat krill.***

Give the sentences some oomph! ***Did you know I love to eat krill? Yum! They are little shrimp like fish.***

 Another option is to have the class write a true false test that they can give to the people who come to the Information Zoo. The introduction sentence would still contain an interesting question about the animal. For example: ***Do you want to take a test about a fish that has a pouch in its stomach? Hi, I am a seahorse and that's me! Let me see what you know about my life? Let's go! True or false? I love to live in fresh water?*** The person listening gives an answer and the reader lets him or her know if he or she was correct. ***That's false! I would die in fresh water. I need to live in salt water.*** The reader then asks the next question.

Seahorses - divide your paper into four groups:
 body diet predators habitat

fins help steer in water	krill - little shrimp yum!	The ocean
Small fish	head looks like a horses head	must live in salt water
shallow parts of the sea	plankton	Long tail
35 different kinds	sharks	love warm water
hide from predators in seaweed	male's have a pouch	females lay eggs in male's pouch
squid	suck food up bony snouts	crabs
rocks, seaweed, and coral helps them hide	1 centimeter to 30 centimeters long	tuna

My Information Zoo Report

By _____

start

The Introduction



Cause and Effect



When its time to teach cause and effect, say this little chant:



Cause and effect! Cause and effect!



Because something happens - there's always an effect!
In other words...because of this...this is what happened!

The author Laura Numeroff has a number of books that deal specifically with cause and effect.



If You Give a Cat a Cupcake



If You Give a Mouse a Cookie



If You Take a Mouse to School



If You Give a Pig a Pancake



If You Give a Dog a Donut



If You Give a Pig a Party



If You Take a Mouse to the Movies

Throughout the school year we read these stories together, as a Class or in guided reading groups. Students can work independently or with a partner to complete the work sheets on the following pages. We even do an author study on Laura Numeroff. Her web page is fun. It has lots of information and games.

Two more books that are ideal for teaching cause and effect are:



Fortunately by Remi Charlip

You will find a cause and effect worksheet on the next page to coincide with this book.



That's Good! That's Bad! by Margery Cuyler

There are two spin off lessons that overlap with this book.

- Have the Class write their own stories similar to *That's Good! That's Bad!* Example: Today I was going to the zoo. That's good! All of the animals escaped! That's bad!
- There is a mapping lesson that is related to the story as well. Be sure to use the Mr. Mimal maps and the moveable compass roses. (Pages 98 and 99)

Names _____

Classroom Cause and Effect

Write your students' names in on the lines.

Watch the pronouns!



If you give your teacher a book, she will want to read it!



If you give your mom a motorcycle, she will want to rev it up
and ride it!

What will the kids in our class want to do?

1. If you give _____ an apple,

2. If you give _____ a crocodile,

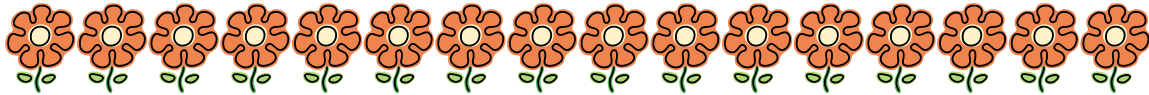
3. If you give _____ a chocolate chip
cookie,

4. If you give _____ a dog,

5. If you give _____ and _____ an
umbrella,

6. If you give _____ and _____
some popcorn,

Lessons for the Beginning of a New School Year



Class Story

Pages 257 - 260

Story: *Chicka Chicka Book Boom*

Author: Bill Martin



There are two class *Chicka Chicka Boom Boom* stories. Fill in your students' first names and last initials to make each sentence rhyme. For example: Lisa S. said to Dylan B., "I'm the new kid at the coconut tree!" So Dean and David and Sienna T. said to the new kid, "Come play with me!"

Rules and Laws

Pages 261 - 265



Story: *Officer Buckle and Gloria*

Author: Peggy Rathman

Knowing the difference between rules and law is important. Is this sentence a rule OR is it a law?



Wise old owl says, "Brainstorm rules that will make us the best students we can be."

Two variations:

1. Brainstorm together to come up with ideas. The teacher writes each of the suggestions on the board. Students copy their favorite rule and illustrate. Display on a bulletin board.

2. Students can work independently or with a partner. They write the rules they think are important. They choose their favorite, write it on a separate sheet and then illustrate. Display in the classroom or in the hallway.

Characterizations, Mapping, Writing, Survey and Graphing

Pages 266 - 282

Story: *Miss Nelson is Missing*

Author: Harry Allard



Writing – The kids in Miss Nelson's school had some pretty wild ideas as to where she might be. Where do your students think she might be? Write and illustrate.




Character Study - Let's compare Miss Nelson and Viola Swamp!



Mapping - Two variations:

1. Talk about mapping using cardinal directions. Show the class index cards with the words **north, south, east and west**. Practice getting your mouth ready to make the first sound. Read the direction words together. Teacher reads instructions to make a map of Miss Nelson's neighborhood. Students put together the map and then color it.


2. Talk about Cardinal directions and intermediate directions. Teach the class the compound word chant. Show the words **northeast, northwest, southeast and southwest**. Bracket each of the root words. Have the class practice getting their mouth ready to read the first word in the compound word. Look at the second word. What does it say? Label construction paper n, s, e, w, ne, nw, se, and sw. Read the directions to make Miss Nelson's neighborhood.


 Read the letter from Viola Swamp. She wants to know if she can be your teacher. Write each student's name on a line. Survey the class and graph the results.


Folktales, Tallying, Graphing, Syllables and Name Definitions **Pages 283 - 287**

Story: *Tikki Tikki Tembo*

Author: Arlene Mosel


 Discussion - Start by having a class discussion on folktales. Why are they written? What is their purpose?

 Tallying Syllables - After reading the story, determine how many syllables are in Tikki Tikki Tembo's whole name. (It's easy to count syllables when you robot talk.) Tally and graph how many syllables are in each of your student's first names. When finished, analyze your data.

 Definitions - Using baby name books or the computer (babyzone.com), have the class look up the definitions of their names and write them down. If a student does not have a name that can be found in the dictionaries, look for a name that is close to the spelling. Next have the class write their own definitions to their names.


Colors

Pages 288 - 320

 **Flowers Make a Rainbow book:** Review the vocabulary word bank. Have the class read and illustrate each page referencing the word bank to help with comprehension.

Story: *Brown Bear! Brown Bear! What Do You See?* Author: Eric Carle

Before the class starts the next two lessons read: *Brown Bear! Brown Bear! What Do You See?* Discuss whether the colors of the animals are fiction or non-fiction.


 **Do I know my colors?** Reading the story together, in pairs or independently after each sentence have the class write *Yes, it is.* OR *No, it is _____*. The students fill in the correct color word to make the sentence true.

 **The Funny Color True False Test**

This is a variation of writing **Do I know my colors?** Have the class compose sentences about nouns and their colors. The sentences can be true or false. After a sentence is written, the teacher circles whether it is true or false.


 **What do you do when you wear blue?**

Read *My Many Colored Days* by Doctor Seuss. It helps the class make associations to colors and objects related to them. Say, "When I wear black, I swim with whales. When I wear red, I ride on a fire truck." What do you do when you wear certain colors?

 **Do we know our colors? - Class Story using the nouns in the story a Living – Non-Living Sort**

 **Animals Love Colors – Class Story**

 **Color Object Sort**

 **Adding o to Color Words**

 **Adding i to Color Words**

 **Color Addition and Graphing**

Color Greater Than, Less Than and Equal to

Guided Writing

Pages 321 - 341

The Amazing Yes – No Opinion Book

Review the opinion song with the class. Reading the story together, in pairs or independently after each sentence, have the class write their opinion. Either: **Yes, I do.** Or **No, I do not.** Tell the students that good readers look at the pictures to figure out words they don't know. There are picture clues for each of the questions.

Animals at school! What are they learning?

Read the story *The Day the Teacher Went Bananas* by James Howe. After reading the story, ask the class if animals went to school what do you think they would be learning today? **Example: What is dog learning at school today? He is learning how to chase cats. There are two options for this writing:**

1. For a Class that is just starting in longer sentence writing, use the first three pages that already have the sentence starter written. Students fill in the blanks.
2. For a Class that is into the writing process, students will write the whole sentence. Review what pronouns are. Tell the class they will start each sentence with **He** or **She** will learn how to _____.

Extension Lesson: Animals at School - Read and Match

I am a copycat!

Read the story *Ruby the CopyCat* by Peggy Rathman. When you are finished reading the story, play **Follow the Leader**. Tell the Class they are great copycats. Next have the class write sentences about things they can do like other animals or people. For example: **I can hop like a bunny. I can swim like a fish.**

Animal! Animal! What can you do?

Read the story *Froggy Goes to School* by Jonathan London. When you are finished tell the Class a word bubble lets the reader know what's being said. They are to look at each animal picture and fill in the word bubble with the words **I can ____.**

What is it? Can you guess?

Tell the class you want to know what their favorite animal is, but you don't want them to tell you its name. They are to write clues to describe it. The developmental level of each student will dictate how many clues they will write. When the writing block is over, have your class illustrate their favorite animals.

Introducing Nouns, Verbs and Adjectives

Pages 342 - 357

Nouns

Collage: Start by teaching the noun chant: **Person, place, animal, thing! Person, place, animal, thing! Person, place, animal, thing! Something you can touch! A Noun!** Divide the class into groups of four. Pass out large poster board to each group. Each poster board will have one of the categories of nouns on it.

The groups work together looking through magazines to make a collage of the category they have on their paper.

Person

Place

Animal

Thing



Noun Sort: Working in partners, pass out the nouns sort. These simple words will be glued onto the people, places, animals or things section of the worksheet.



My Verb Book: Teach the class what verbs are. Be a director and call out words that the kids can act out. Say, “The word is sing. Lights! Camera! Action! Show me how you sing.” The class sings. Say, “The word is toothbrush. Lights! Camera! Action! Show me how you toothbrush.” The class stands still since toothbrush is not a verb. Here is the rule to see if a word is a verb. Put the words **I can** in front of a verb that is in its root word form. If the sentence makes sense and sounds right, it is a verb. For example: **I can sing.** That’s a verb. It sounds right and makes sense. **I can toothbrush.** That is not a verb. It doesn’t make sense or sound right. Have the class write sentences starting with the words **I can**. Next, have them write a verb to complete the sentence. Finally have them underline the verb.



Verb – Noun Match: Working in pairs, have the students match up verbs that coincide with noun. These will be serious (non-fiction) mini sentences. Example: **Fish swim.** Once a group has finished doing the serious sort, the extension activity involves making matches that are silly. They can cut and glue verbs next to nouns that sound silly. Example: **Fish moo.**



Verb – Noun Sort: Working in pairs, have the students cut out one row at a time. Look at the two words. Sort and glue into the noun and verb sections. These will be serious (non-fiction) mini sentences. Example: **Cats scratch.** Once a group has finished doing the serious sort the extension activity involves making matches that are silly. They can cut any noun and match it with a verb that is ridiculous. Example: **Cats buzz.**



What is an adjective? Teach the class this chant: **The adjective! The adjective! Describes the noun! Describes the noun!** Explain that if you say the word cat, it does not paint a picture of what a cat looks like. It could be “any old” cat. But if you say, “a mean hissing black cat,” it let’s someone know exactly what that cat looks like. It makes a more interesting visual. In this lesson the class will be working in partners to add adjectives to common nouns.



Adjective – Noun – Verb Sort: Working in pairs, have the students cut out one row at a time. Look at the three words. Sort and glue into the adjective, noun and verb sections. These will make ridiculous sentences. Example: **Shy pigs sing.** If a group gets finished early, hand them a full sheet and ask them to find mini-sentences that would be non-fiction. For example: **Pretty babies burp.** They may cut out any adjective, noun or verb.

Stories and Extension Activities K – 2

Pages 358 - 372



Vocabulary and Kindergarten Petting Story



Vocabulary and First Grade Petting Story



Kindergarten and First Grade Mapping Extension



Kindergarten and First Grade Silly Teacher Story

- 🌸 The Mixed UP Boat Ride – Second Grade Story
- 🌸 First Day of School – Second Grade Story

Sorting

Pages 373 - 377

- 🌸 School: Fiction – Non-Fiction Sort
- 🌸 Let's Categorize Summer and School Words
- 🌸 Summer Fun Sort

- 🌸 Getting to Know You – Class Survey

Pages 378 - 379

- 🌸 School Acrostic

Page 380

- 🌸 Summer Vacation – Back to School Sentence Sort

Page 381 - 383

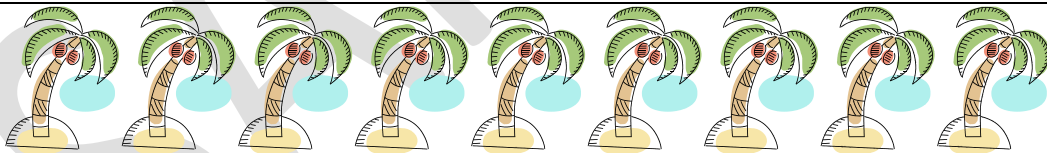
- 🌸 Yes, you do that at school!
No, you don't do that at school

Page 384 - 385

- 🌸 Chrysanthemum's Problem and Solutions

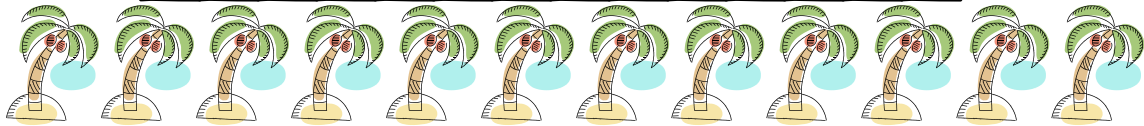
Page 386 - 387

After reading the book Chrysanthemum by Kevin Henkes, the class writes words of advice for the kids in Chrysanthemum's class.



Chicka Chicka Boom Boom!
Welcome to the beginning of
school lessons for your
Classroom!

Name _____



Chicka Chicka Boom Boom (A Story about My Classroom)



_____ said to _____, "I'm
the new kid at the coconut tree!"

So _____ and _____ and
_____ said, "Welcome to our school!
Come play with me!"

Chicka Chicka Boom Boom! Welcome to our
classroom!!



_____ and _____ said, "Read
us the new Pete the Cat book, _____!"



Chicka Chicka Boom Boom! We love reading in
our classroom!



_____ and _____ said,
"We want to do science experiments at the
coconut tree!"

Name _____

Who said that? Quotation marks tell you what a character in a book is saying. Read each sentence and decide who is talking? Is it sweet Miss Nelson or the Swamp? Write their name on the line.



Miss Nelson



the Swamp

1. "I will be really mean to this class! They won't like me a bit!" said _____.
2. "I have a black wig and a black dress in my closet," said _____.
3. "Please stop throwing spitballs in the classroom," said _____.
4. "Pipe down or else!" said _____.
5. "There will be no story hour today!" said _____.
6. "Oh, what a lovely change. I love how quiet you are," said _____.
7. "If you talk that will be the end of you!" said _____.

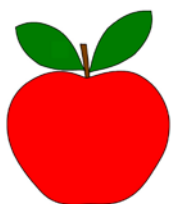
Do I know my
colors?

By _____





A frog is purple.



An apple is orange.



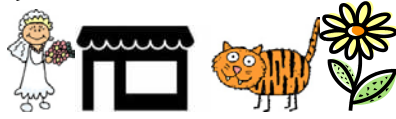
A 4 leaf clover is green.



A bunny is red.

Names _____ and _____

This is serious stuff! Read the noun. Find the verb that tells you what that person or animal can really do!



nouns

(I can do it!)

verbs

Cats	
Boats	
Bees	
Kids	
Pigs	
Frogs	
Fish	
Cows	
Dogs	

Name

A silly story about my teacher!
This is totally fiction!



My teacher is a dog.
My teacher is a cat.
My teacher is an alligator!
I don't like that!

My teacher is a dog.
My teacher is a cat.
My teacher is a tiger!
I don't like that!

My teacher is a dog.
My teacher is a cat.
My teacher is a snake!
I don't like that!

My teacher is a dog.
My teacher is a cat.
My teacher is a bear!
I don't like that!

Family and Friends



Pages 389 - 427



Coordinate Mapping: It's about my family!
This is how the coordinates should look:
Pages 390 - 391

3		
2		
1		

a b c

Alphabetical Order: It's a race of the letters! Page 392

A Family Haiku – Let's count syllables! Page 393

Class Story: *Who's in the Garden?* Fluency and Comprehension - Write your students' names on the lines. Watch out for the pronouns! Pages 394 - 395

A Family Dictionary: Pages 396 - 399

Write the definitions using the sentence starters on page 396.

Mother – Child Venn diagram and Cinquian Pages 400 - 401

Family Fact or Fiction Pages 402 - 403

Good Friends would never! Good Friends would! Read and circle the correct answer. Pages 404 - 405

Wise Old Owl says, "Let's write rules for friendship!" Pages 406 - 407

Friendship Survey, Graph and Analyze Data Pages 408 - 411

What do friends do? What do you like best? Tally, Graph, & Answer Pages 412 - 415

Friendship Acrostic Page 416

Let's make a best friend diagram! Pages 417 - 418

Which one of my friends has a pet? Let's map! Fill in the blanks with your student's names. Pages 419 - 421

Animal Friendship Want Ads: Cut and paste Pages 422 - 423

Animals are not good friends! Let me tell you why! Pages 424 - 426

A friendly Game of Flip the Cards! Who has the highest sum? You win! Page 427

My Family Dictionary

By _____

Here is my family portrait!



When we don't know the meaning of a word, we can use a dictionary. I am hiring you to write a family dictionary for me!

Bedtime Story: _____

Brother: _____

Chores: _____

Dad: _____

Dinner: _____

Dog: _____

Name _____

Want Ads for Friendship

Just the friend for me!

Wanted! One good friend who loves to buzz and sting.	
Wanted! One good friend who wants to slither and eat mouse pie.	
Wanted! One good friend who loves shells and walking slowly.	
Wanted! One good friend to swim with me in the sea and chomp on legs.	
Wanted! One good friend who will help me score a touchdown.	
Wanted! One good friend to help me put out fires.	
Wanted! One good friend who loves bananas and swinging on vines.	
Wanted! One good friend who loves stinky smells.	
Wanted! One good friend who loves hopping and flies.	

Birthdays



Pages 428 - 449



Mapping: Birthday Party Island Pages 429 - 430

Let's infer! What kind of party are you having? Pages 431

Planning my Perfect Birthday Party: Let's write in complete sentences. Pages 432 - 434

Party Hats: Following written directions, make sure to fill in the blanks with your students' names. Pages 435 - 436

Standard Party Invitation: How do I write that? Pages 437 - 438

Party Invitations: Let's go from a standard format to a paragraph. Use the standard invitation format as your graphic organizer to write the paragraph. Add some detail to make the party sound exciting!

Addressing Envelopes Sample and Practice Pages 439 - 440

Birthday Party Word Problems: Let's listen for key numbers and key words to decide if we are adding or subtracting. Don't forget your label! Page 441

Creative Writing: What do you buy an elephant when you are invited to his party? Add adjectives to make sentences paint a picture. For example, Instead of writing: *I will buy an elephant peanut butter.* Write *I will give an elephant a jar of creamy peanut butter.* Pages 442 - 445

Animal Coordinate Mapping: Let's follow written directions! Pages 446 - 448

Animal Birthday Word Problems: Let's listen for key numbers and key words to decide if we are adding or subtracting. Don't forget your label! Page 449

Name _____

It's time to plan a birthday party! Where should you celebrate?

Birthday Party Island, of course!

On a large sheet of construction paper, design a shape for Birthday Party Island. It should take up almost the whole paper.



Draw water around Birthday Party Island. _____



Label your map n, s, e, w, ne, nw, se, and sw. _____



In the NW, glue the Balloon Garden. _____



In the SE, glue the Birthday Cake Factory. _____



In the W, glue the Party Hat Plaza. _____



In the NE, glue the Streamer Store. _____



In the S, glue the Present Place. _____



In the N, glue the Confetti Building. _____



In the SW, glue the Cupcake and Candy Shop. _____



In the E, glue the Candle Factory. _____



Color your map! It's time for a party! _____

Name _____



Can you follow these party hat directions?
Fill in your coordinates with the right picture! Put a
checkmark next to each picture you complete.

a-1: A brown cat in a pink birthday
party hat _____

b-3: A black puppy in a red birthday
party hat _____

c-2: A green frog in an orange
birthday party hat _____

a-2: A brown cow in a pink birthday
party hat _____

b-1 : A yellow bird in a green birthday
party hat _____

c-1: A red fish in a purple birthday
party hat _____

My Community

(Community Helpers, Goods and Services, Wants and Needs)




Show me your community!


Aliens are here and they want to learn about where we live!


Pages 252 - 273


 Hello Millo and Zillo! Let us teach you about communities! 

 Creative Writing: *Community Fun with Millo and Zillo!* Read their letter (page 452). Those aliens want to learn about places in our community. On page 453 there is a list of places in a community. Can you think of more? For this writing lesson tell Millo and Zillo where they should go in your community and what they should do there. Pages 454 - 455. To keep your higher level writers engaged make multiple copies of page 455.


 Story: *Show me your community!* Review the vocabulary words. Millo and Zillo are confused! Help them learn about places in your community. Pages 456 - 459


 Creative Writing: Millo and Zillo have written you another letter. This time they are so confused about community helpers. You have to help them! Pages 460 - 463

 Ordinal Numbers: Millo and Zillo have made a list of their top ten things in your community. Oh, no! The list is out of order. Can you read and infer as you put their favorite things in the correct order? Pages 464 - 467


 Creative Writing: Millo and Zillo want to know the top five things you like in your community! Pages 468 - 469

 Following Written Directions: Let's make a friend for Millo and Zillo! Page 470


 Context Clues and Inference: It's time for Millo and Zillo to blast off to their planet. Those little aliens want you to learn about their community. Read their space-talk and see if you know what they are describing. Pages 471 - 473


 Creative Writing: *Community Helper Cause and Effect.* For every good thing that happens to these community helpers, something bad will follow. Pages 474 - 478

 Cause and Effect: Read the clues. Where are you going in your community?
Extension: can you write your own? Pages 479 - 481

 Adjective, Noun, Verb Sort: Who's working in the community? Cut one row out at a time. When you are finished sorting you should have a mini-sentence. The Serious Sorts pages 482 - 483. The Silly Sorts 484 - 485

 Goods and Services Sort: do you know the difference? Pages 486 - 488

 Math: Is it a good or a service? Let's add and subtract by looking at the cost. Two Lessons: Pages 489 - 494

 Creative Writing: It's your turn to sell a product and provide a service! Pages 495 - 496

 Creative Writing: *Animal Town Goods and Services* – what will your goods and services will you provide to animals? Pages 497 - 501

 Wants and Needs: Do you know the difference? Pages 502 - 503

 Math: Wants and Needs - How many more means subtraction! Let's review fractions! Pages 504 - 509

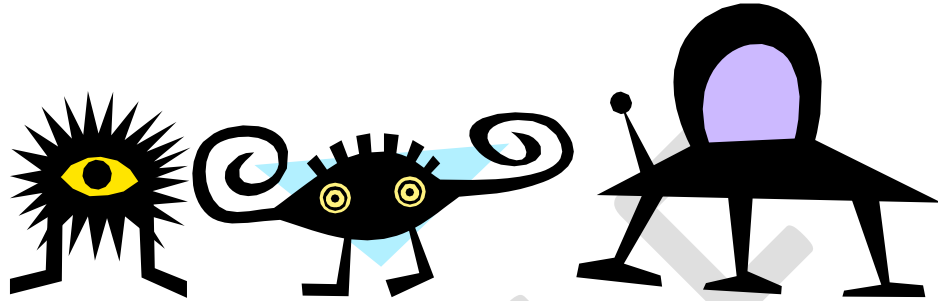
 Math: In a community shop keepers have to know about numbers! Can you find the missing addend? Pages 510 - 511

 Problem and Solutions – You are city council members. Can you help the mayor?

1. Our city has no laws! You have to write them! Pages 512 - 513
2. What should our citizens do for fun? Pages 514 - 515

 Read and Infer – What do these products have in common? Pages 516 - 520





Dear Earthlings,

My friend Zillo and I are from planet Zyglot. We have just landed in your town. We like your city, but we have no idea what all of these places are that we are seeing! Help us! Tell us about all of the different places in your community!

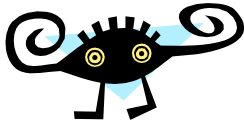
Sincerely,
Millo and Zillo

Zillo and Millo want to have fun in our community! They want to find out about our city!



Where Should they go?





Where Should they go?





Where Should they go?





Zillo thinks a school bus driver delivers pizza!
No, Zillo!



Millo thinks a teacher gives you a shot! No, Millo!



Zillo thinks a dentist picks up your trash! No, Zillo!









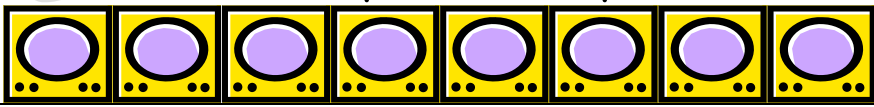

Zillo thinks a doctor teaches kids! No, Zillo!

Let's sort!

1. Cut out one row at a time.
2. In each row there is an adjective, a noun, and a verb.
3. Glue them in the right category.
4. They will make ridiculous sentences!

babies	dance	green
vets	silly	Moo
babysitters	fly	cuddly
dentists	flip	fat
tweet	happy	doctors
chefs	hop	lazy
bloom	old	zookeepers

Divide your paper into two columns. Glue the word Goods into one column. Glue the word Services into the other. Sort the sentences.

Goods	Services
<p>I am a babysitter. I will watch your kids.</p> 	
<p>I sell ice cream. Come in and buy a cone!</p> 	
<p>I am a car salesman. I will sell you a car!</p> 	
<p>I am a teacher. I can teach you to read and write.</p> 	
<p>I am a mailman. I deliver your letters.</p> 	
<p>I am a garbage man. I will pick up your trash.</p> 	
<p>I work at Best Buy. I will sell you a new TV.</p> 	
<p>I am a barber. I will cut your hair.</p> 	

Welcome to Animal Town!
We have all the goods and services
an animal could need!



What is one good you will sell in Bird City?

What is one service you will provide?



What is one good you will sell in Cow City?

What is one service you will provide?

Name _____

Wants and Needs Fun! Sample



Milk is a _____.

Draw four red cups. _____ Draw two blue cups. _____

How many more red cups are there than blue cups?

_____ - _____ = _____

Write the fractions.

_____ red cups _____ blue cups



A lollipop is a _____.

Draw three purple lollipops. _____

Draw one pink lollipop. _____

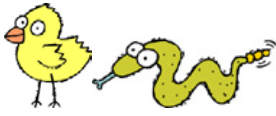
How many more purple lollipops are there than pink?

_____ - _____ = _____

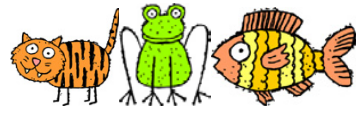
Write the fractions.

_____ purple lollipops _____ pink lollipops

Animal Groups



Pages 521 - 558



Animal Group Definitions: Pages 522 - 523

Let's Classify! Read the descriptions for each animal group. Classify groups of animal cards. Two options: Students write in the classification, or students circle the classification. Pages 524 - 527

What kind of animal are you and what are you doing? Read the name of the animal. Circle its animal group. Find the fact that describes the animal (pages 532). Glue it in its correct spot. Pages 528 - 532

Homophones: Animal Tales! Match them up. Then write your own. Pages 533 - 535

Comparing Animal Groups (2 - 3 day lesson): Working in pairs, the students answer yes or no to each of the column's descriptions. Pages 536 - 538

Animal Questions: The class gets a chance to ask animals questions. Remember: You asked me a question! Where's your question mark! Pages 539 - 540

Omnivore, Herbivore, or Carnivore? Make a prediction. Color it in yellow. Check your answer to see if you are right! Pages 541 - 542

A fiction fantasy sort: What are those animals eating? Pages 543 - 544

Bunnies don't grow mustaches, and other silly sentences about animals: Read *Dogs Don't Wear Sneakers* by Laura Numeroff. Pages 545 - 547 Discuss the difference between fiction fantasy and non-fiction. The class follows this A, B sentence pattern as they write:

animal

What it's doing?

You would never see a _____!
animal What it's doing?

What is it? Can you guess? The class writes clues about their favorite animals. Pages 548 - 550

Let's create a new animal! Using different types of body parts, the class designs a brand new animal. Two writing options: Dear Mom and Dad, Please let me keep him! OR Meet my new animal! Pages 553 - 555

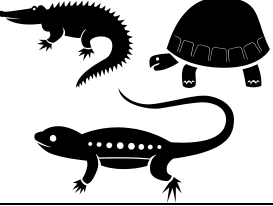
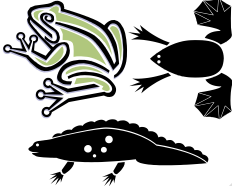
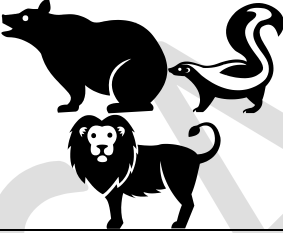
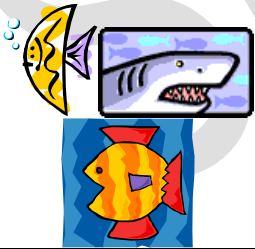

Animal Fact or Fiction: Choose an animal and write a fact about it. Turn that fact into a fiction fantasy sentence. Repeat with a new animal. Example: Pigs have thick hair on their body. The pig did a dive off the diving board. Pages 556 - 558

Names _____ and _____

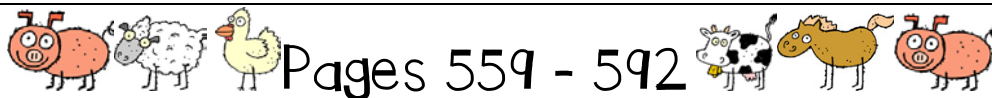
Let's compare animal groups!

Read each characteristic.

Write yes or no in each box.

	breathe with gills	breathe with lungs	have scales	have fur or hair	need air
reptiles 					
amphibians 					
mammals 					
fish 					
birds 					

Down on the Farm



Pages 559 - 592

A **Down on the Farm True Moo – False Honk Test**: Pages 560 - 563

Pass **out** the farm vocabulary sheet (page 560). Have the class write sentences describing machinery, animals, and people **on** the farm. The sentences can be true **or** false. For example: A farmer milks a pig. A cow can moo. Have the class trade their tests with **one another**. Each student takes the new farm test, circling True, moo! **or** False, honk!

Letter Writing: Read the story **Click Clack Moo** by Doreen Cronin. Have the class pretend they are animals **on** the farm. Ask them **to** write a letter telling the farmer what they think would make the farm a better place. Pages 564 - 565

Animal Match: Read the animal's name. Find his responsibility **on** the farm and glue it next **to** the animal. Pages 566 - 567

Days of the Week Sequencing: The farmer had a terrible week! See what happened. Pages 568 - 570

A Farm Graphic **Organizer**: Cut and paste in the correct category. Pages 571 - 572

Alphabetical Order Farm Style: Pages 573 - 574

Is it a farm fact? **Or** is it totally fiction fantasy? Read and decide. Then write **your own**. Pages 575 - 576

Who is on the farm? Let's count and see if the number of animals is odd or even. Page 577

Who is on the farm? Let's count, determine if a number is odd or even, add doubles, and doubles plus one. Pages 578 - 580

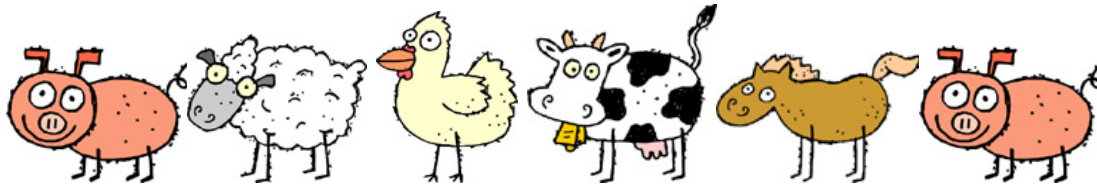
Let's compare mammals and birds **on** the farm! Page 581

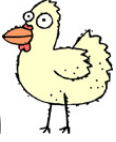




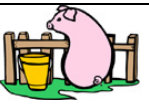
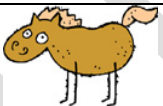






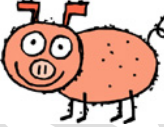






Farm Talk! Creative writing lesson where the students get **to** give the animals a chance **to** talk! Pages 582 - 584

What is it? Can you guess? The class writes clues about their favorite farm animal. Pages 585 - 586

Let's write a farm acrostic! Page 587

A **Down on the Farm Dictionary**: Let's write definitions of places, animals, and people **on** the farm. Pages 588 - 592



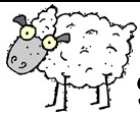
 chicken	 carrots	 barn and silo	 tractor
 hoe	 pig pen	 horse	 corn
 apples	 sprinkler	 chicken coop	 sheep
 horse stable	 pig	 beans	 hay baler
 combine	 tomatoes	 windmill	 cow

Sort these farm pictures onto your graphic organizer! If you need to, look on the internet to see what each farm tool does!

Name _____

A, B, C order is easy! It's a race of the letters! Underline the first letter of each word in a set. Color those letters on the alphabet strip above the words. Who wins the race? The letter closest to a! Who loses the race? The letter farthest away from a!

a b c d e f g h i j k l m n o p q r s t u v w x y z



sheep

1. _____



farmer

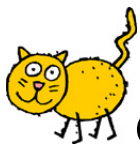
2. _____

a b c d e f g h i j k l m n o p q r s t u v w x y z



dog

1. _____



cat

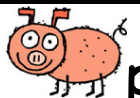
2. _____



sheep

3. _____

a b c d e f g h i j k l m n o p q r s t u v w x y z



pig

1. _____



horse

2. _____



cow

3. _____



Hibernating Animals



Pages 593 - 661



A Good Home True - False Test for Animals that Hibernate: The class will be introduced to animals that hibernate as they answer true or false to each sentence. If the sentence is true, write on the line: **That's true!** If the sentence is false, correct it. For example: **A good home for a frog is a cave.** The student would write: **A good home for a frog is a pond.**

Pages 595 - 598

Creative Writing: Fun before the big sleep! What do hibernating animals do for fun before the long winter sleep?

Pages 599 - 600

Are you a true hibernator? Predict
Read and infer to check your answers

Pages 601 - 602

Pages 603 - 604

Hibernation Adjective - Noun - Verb Sort: Each row contains an adjective, a noun and a verb. Cut out one row at a time and sort them. Illustrate your favorite

Pages 605 - 607

Creative Writing: What do bears dream about when they hibernate?

Pages 608 - 609

Creative Writing - Similes: Let's compare how hibernating animals love sleeping to things people and other animals love. **Example: Bears love hibernating like babies love their bottles. Squirrels love hibernating like birds love flying south for the winter.**

Pages 610 - 613

Creative Writing: What is this animal? Can you guess? Let's write clues about our favorite hibernating animals.

Pages 614 - 616

Creative Writing: Bear Acrostic

Page 617

Creative Writing: I think these things are "Beary" nice! Let me tell you why! **Example: I think snowmen are "beary" nice. They are fun to make in winter.**

Pages 618 - 619





Creative Writing: Wake up! These animals and people will NOT wake up.
What can we do to stop them from sleeping? Pages 620 – 622

Class Story: *Do Not Go to Sleep!* Vocabulary and comprehension: Write your students' names in the blanks. Pages 623 – 627

Class Story: *Where is Baby Bear?* Vocabulary and reading to infer: Use the word bank on page 633 to help with spelling. Pages 628 – 633

Homophones: Homophones and their Definitions Pages 634 – 636

Hibernation Cause and Effect Pages 637 – 638

Good Night! Sleep tight! Why do animals hibernate, migrate, or adapt? Pages 639 – 640

Hibernation Math: Tally, Graph, Add, Subtract, Greater than, Less than, and equal to, Multiply, and Analyze Data: Look at your graph or tally marks. What do they tell you? Examples for analyzing data: There are more squirrels than any other animals. There are two more turtles than ladybugs. There are 13 bears and snakes. There are 4 lizards. That is an even number. (2 – 3 day lesson) Pages 641 – 648

Hibernation Math: Skip counting by 10 from random single-digit numbers Pages 649 – 650

Goldilocks and the Three Bears Mini-Unit Pages 651 – 660



Creative Writing - Friendly Letter: The Three Bears from the story Goldilocks have written you a letter (page 651). They want you to write them back to tell that all about winter. Pages 651 – 653



Survey, Graph, and Analyze Data Pages 654 – 656



Quotation Marks and Question Marks Pages 657 – 658



Let's compare and contrast *Goldilocks and the Three Bears* by James Marshall to *The Three Snow Bears* by Jan Brett Pages 659 – 660

Literature Connections

Page 661

Name _____



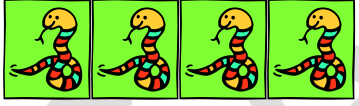



Good night! Sleep tight!

See you in the spring when the weather isn't a fright!



Hibernation – To pass the winter in a dormant or torpid state!
(SLEEPING!)

Make a prediction. Are these animals true hibernators?

Animal or Insect	Your Prediction	the Answer
squirrels 	Yes No	True Hibernators Not True Hibernators
frogs 	Yes No	True Hibernators Not True Hibernators
snakes 	Yes No	True Hibernators Not True Hibernators
bears 	Yes No	True Hibernators Not True Hibernators
skunks 	Yes No	True Hibernators Not True Hibernators
butterflies 	Yes No	True Hibernators Not True Hibernators

Names _____ and _____

Hibernation Cause and Effect

Because...

This is what happened!

Door mouse can't fit into his pajamas from last winter.	
Baby rattlesnake had a bad dream!	
Little frog was hopping on his bed.	
Little brown bat was hungry in the middle of the night.	
Bear cub's night-light blew out.	
Baby skunk didn't want to go to sleep so he hid in the closet.	
Little mouse woke up in the middle of the night and he was cold!	

Frogs and Toads



Pages 662 - 700



Metamorphosis Poem: Page 663

Game: Frog? Toad? Or both? Let's Predict and Tally! Pages 664 - 670
Game Board p. 6668 Game Pieces p. 669 Tally Sheet p. 670

Hop to it! Hop to it, frog! You have flies to catch! Hop to it, flower! You have to bloom! What do other people and animals have to hop to it to do? Pages 671 - 672

Frog and Toad Thoughts! Let's personify these amphibians.
Pages 673 - 674

What color are toads? Count, Graph, and Analyze Data
Pages 675 - 678

How do you catch a toad or a frog? Come up with a plan that works!
Pages 679 - 680

Following written Directions and Puzzle Party! Page 681
Once the picture is drawn. Draw ten to twelve lines for puzzle pieces on the back of the paper. Cut them out and have a puzzle party! Rotate around the room and put your classmates' puzzles together.

Is it a frog? Is it a friend? Can you read and Sort? Pages 682 - 687

Frog and Toad (Arnold Lobel) Coordinate Map: Frog and Toad have no will power. They have hidden their cookies! Let's find the cookies they hid! This map has pictures that coincide with individual stories in Frog and Toad stories. Pages 688 - 689

Following written Directions: In the story *Ice Cream*, Toad looked like an ice cream monster. Let's design one! Pages 690 - 691

Creative Writing: Extra! Extra! Read all about it! Now that your ice cream monster is finished. Write a newspaper article letting the people of your city know if they see that creature, there is nothing to worry about. Page 692

Frog and Toad Venn diagram: Page 693

Frog and Toad Fact or Fiction? Read and Sort! Pages 694 - 697

Frog and Toad word Bank: Page 698

Amphibian Test: Use the word bank to create a test about frogs and toads whose answers are "Toad"ally right or "Toad"ally wrong! Pages 699 - 700



1. Read each sentence to the class.
2. They will make a prediction placing the frog game piece on either frog, toad, or both.
3. When the answer is revealed the class tally marks whether their prediction was right or wrong.

Let's play!



Am I a frog or a toad?



I have smooth skin. frog



Am I a frog or a toad?



I have bumpy skin. toad



Am I a frog or a toad?



I am fat and chubby. toad



Am I a frog or a toad?



I am skinny. frog



Am I a frog or a toad?



Don't lick me. I have poison in my skin.

toad

Monsters



Pages 701 - 724

Class Story, Central Idea, and Details: Write your students' names on the lines. Don't forget to look for pronouns. Pages 702 - 708

Context Clues: This lesson coincides with the book *No Such Thing* by Jackie French Koller. It lets your class see the importance of using context clues while reading. Page 709

Rewriting the end of a story: This is the second part of the context clue lesson. After reading *No Such Thing*, the class writes the ending of the story from one of the mother's perspectives. Page 710

Letter Writing: Little Monster was afraid of boys. Write Little Monster a letter telling him when it comes to kids, there is nothing to be afraid of. Pages 711 - 712

Problems and Solutions: Monsters are on the loose and the mayor of your city needs your help. Pages 713 - 714

Syllable Sort: This lesson coincides with the book *Where the Wild Things Are* by Maurice Sendak. Pages 715 - 716

Monster Questions: What's your opinion when it comes to monsters? Pages 717 - 718

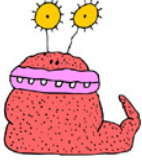

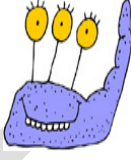
Monsters, they are just like us! Let's give monsters characteristics just like people. Pages 719 - 721

Following Written Directions: Let's design a monster! Page 722

Extra! Extra! Read all about it! My new monster is on the loose and I have to shout it! Once the students have designed their monsters, have them write a newspaper article telling the people of the community that they are nice, helpful monsters that would never hurt anyone. Pages 723 - 724

Name _____

We just read *Where the Wild Things Are* by Maurice Sendak. Look at these words from the story and categorize them by the amount of syllables they have.

 1 syllable	 2 syllables	 3 syllables

Name _____

Can you draw this monster? Divide your paper into three boxes.



Box One: The Face

1. Draw a shape of your choice for the head. _____
2. Is it a girl monster or a boy monster?
girl monster boy monster
3. How many eyes will your monster have? Draw them. _____
one two three four five
4. Draw a mouth with nine sharp teeth. _____
5. Is your monster happy, sad or mean? happy sad mean
6. Design the hair. _____
7. Design the nose. _____
8. Add your own details to the face. _____



Box Two: The Body

1. Draw a shape of your choice for the body. _____
2. How many arms will your monster have? _____
two three four six eight
3. What do its hands look like? _____ claws spikes fingers
4. What design is on its shirt? _____
stripes polka dots hearts
5. Does your monster have a tail? yes no
If yes, draw it. _____



Box Three: The Legs

1. What is your monster wearing? _____ pants a skirt
2. What design is on the pants or the skirt? _____
stripes polka dots zigzags hearts
3. How many legs does your monster have? _____
one two four five
4. Design the feet. _____
5. Do your feet have claws, fingernails, or toes? _____
claws fingernails toes
6. Are the legs hairy? yes no
If yes, draw hair on each leg. _____