

# Language Arts and the Creative Arts Connection



Ginny A. Dowd

Illustrated by  
Susan Kuntz

Dedicated to Mary Susan Kuntz, you are the very best art teacher I know! Your creativity inspires me to do so much more in the classroom.



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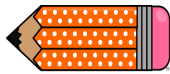
E-mail: [www.phonicsdance.com](http://www.phonicsdance.com)

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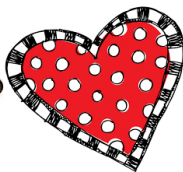
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# Beginning of School

Language Arts: Pages 11 – 36



Class Story: Chicka Chicka Boom Boom Pages 12 – 13

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!"



Creative Writing: Let me introduce myself! Pages 14 – 15

Let's write simple sentences that let us get to know each other. Fill in the blanks: My name is \_\_\_\_\_. I am \_\_\_\_ years old. I like to \_\_\_\_\_. I am good at \_\_\_\_\_. I wish I had a \_\_\_\_\_.



Is this sentence a rule OR is it a law? Pages 16 – 17

Knowing the difference between rules and law is important.



Creative Writing: Pages 18 – 19

Wise old owl says, "Follow these rules for a great year!"

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.



Story: *Tikki Tikki Tembo* Author: Arlene Mosel

Folktales, Tallying, Graphing, & Counting Syllables Pages 20 – 23

1. Discussion – Start by having a class discussion on folktales. Why are they written? What is their purpose?
2. Tallying Syllables – After reading the story, determine how many syllables are in Tikki Tikki Tembo's whole name. (It's easy to count syllables if you robot talk.) Tally and graph how many syllables are in each of your student's first names. When finished, analyze your data.



Noun Sort: Pages 24 – 26

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.



Creative Writing: My Verb Book Pages 27 – 28



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

Pages 29 - 31

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.



#### Adjective - Noun - Verb Sort

Pages 32 - 34

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.



#### Classroom Calendar

Pages 35 - 37

##### Adjective - Noun - Verb Review

##### 1. Let's spell the months!

Let's make a classroom calendar using adjectives, nouns, and verbs!

Directions on page 36.

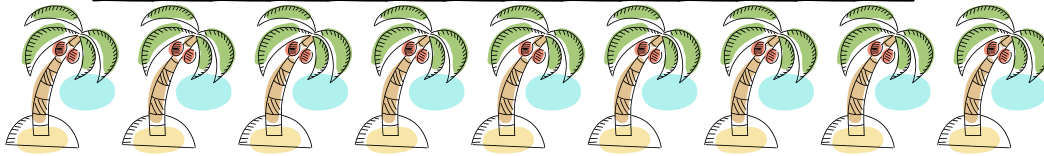


#### Creative Arts: Pages 38 - 41



1. Self Portraits
2. Chicka Chicka Boom Boom Letters
3. Face Book Covers
4. Friendship Paper Dolls

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 \_\_\_\_\_



Is it a rule or a law? Oops, one of them was broken! Circle your answer.

1. I was speeding. Oh, no! Which was broken?  
rule      law

2. I was chewing gum at school. Oh, no! Which was broken?  
rule      law

3. I stayed up when it was past my bedtime. Oh, no! Which was broken?  
rule      law

4. I stole money from the bank. Oh, no! Which was broken?  
rule      law

5. I didn't raise my hand when my teacher asked a question. Oh, no! Which was broken?  
rule      law

6. I did not put money in the parking meter. Oh, no! Which was broken?  
rule      law

7. I sneaked into your house and stole your TV. Oh, no! Which was broken?  
rule      law

8. I talked back to my mom. Oh, no! Which was broken?  
rule      law

9. I didn't wear my seatbelt in the car while mom was driving. Oh, no! Which was broken?  
rule      law



Let's sort NOUNS and verbs!

Find the noun and the verb in each row. If You Finish,  
make up silly combinations. Match each noun with a verb  
that doesn't go with it!

Use the Following two pages For this sort.

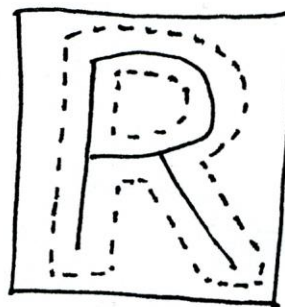
Frogs	hop
scratch	cats
go	buses
RUN	dogs
bees	buzz
Fish	swim
eat	pigs
FLY	birds

# Chicka Chicka Boom Boom Letters

~~~~~  
**Step 1:** Write your initial to fill the page.  
But don't touch the edges.

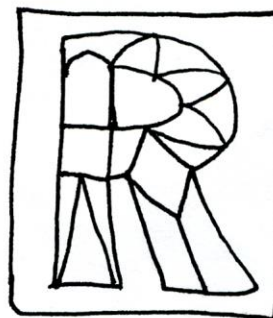


**Step 2:** Now draw a line like a road around the outside. If the letter has spaces that are closed off, (R, P, B) draw an inside road line as well.



**Step 3:** Now erase the inside line, OR keep it if it will become part of the design. Trace with crayon or black marker.

**Step 4:** Go back with your pencil and begin to fill in the lines with shapes. Work big to small. Make all of your lines and shapes touch the edges of the letter.



**Step 5:** Outline all remaining pencil in marker or crayon. Color.



**Step 6:** Cut out and display in your classroom or hallway.

## Friends

~~~~~  
**Step 1:** On a large white sheet of construction paper trace the girl or the boy pattern. Cut it out.



**Step 2:** Using black crayon or black marker draw you! What are you wearing today? Can you draw the same colors and designs on your clothes? Don't forget to color in your face with tan or brown crayon. What color are your eyes? Be sure they are that color on your paper.



**Step 3:** Cut yourself out!

**Step 4:** For display purposes place each student's picture next to another. It will look as if they are all holding hands.

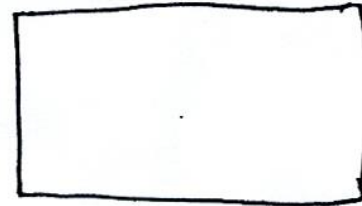




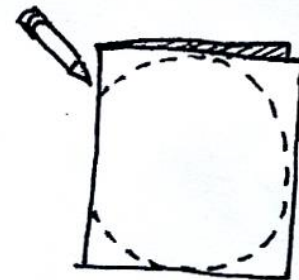
# Construction Paper Me!

It's a book cover too!

~~~~~  
**Step 1:** Fold a piece of brown or tan construction paper in half the long way.



**Step 2:** Have each student trace a large circle or oval for their head. Begin at the top of the fold, tracing until you get to the bottom of the fold.



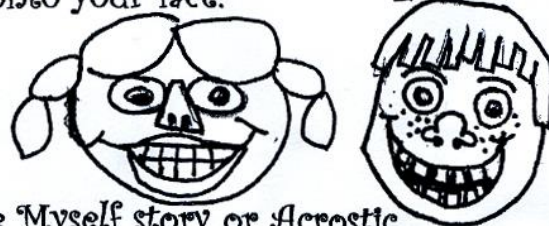
**Step 3:** Cut but DO NOT cut the fold!



**Step 4:** Using different colored construction paper begin to cut out eye, hair, ears, and a mouth. The mouth can easily be drawn in if your students do not want to cut it out.



**Step 5:** Glue all of your body pieces onto your face. Add a nose.



**Step 6:** Staple your Let Me Introduce Myself story or Acrostic to the inside of your book!



# Halloween



## Language Arts: Pages 42 - 64



My Halloween Dictionary

Pages 43 – 46

Let's write definitions to Halloween words! Use the definition bank on page 43 to begin each sentence.



The Bad Luck Black Cat

Pages 47 - 48

What bad things will happen at the haunted house when this kitty walks by? This coincides with the art lesson on page 66.



Sequencing

Pages 49 - 50

*Pumpkin Pumpkin* by Jen Titherington



Don't be scared!

Pages 51 - 52

You are only following written directions to draw a spooky picture!



Miss Witch and her Hats

Pages 53 – 64

Miss Witch has different colored hats! Her activities match them!

Creative Writing Pages 53 – 57

Class Story Pages 58 – 64

Identifying Main Idea and details: This coincides with the art lesson on page 67.

## Creative Arts Pages 65 – 67



Hey, I'm a ghost!



Bad Luck Black Cats



Witch Head

I'm not trying to scare you, but it's time to write a Halloween Dictionary! Choose the category for each word and start your definition with the words below.



A person who \_\_\_\_\_



A place where \_\_\_\_\_



A thing that \_\_\_\_\_



An animal that \_\_\_\_\_



A time when \_\_\_\_\_





Black Bat:

---

---



Black Cat:

---

---



Candy:

---

---



Costume:

---

---



Ghost:

---

---



Miss Witch loves to  
wear different color  
hats!

When she puts on a  
hat, she will do  
something to  
coordinate with its  
color!

Cackle! Cackle!



Miss Witch wears a hat to match what she  
wants to do!

(Cackle, Cackle, Cackle!)



what does Miss Witch do when she wears pink?

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what does Miss Witch do when she wears brown?

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what does Miss Witch do when she wears red?

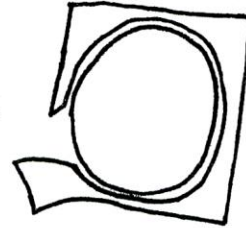
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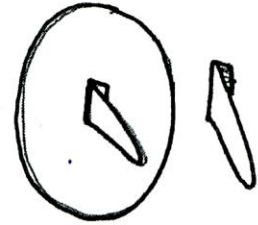
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# Wicked Witches ~ Hee Hee Heeee!

~~~~~  
**Step 1:** Take a large piece of green construction paper. Trace a large circle or an oval. Cut it out.



**Step 2:** Using the scraps from the green paper trace a triangle. This will be the witch's nose. Draw a wart on the nose. Glue it to the face.



**Step 3:** Next cut out two eyes. Color in the eyeballs and glue on to the face. Draw in the witch's mouth.



**Step 4:** Cut out thin black, orange, yellow or green strips for her hair. Glue them on the side at the top of her head. Curl them or kink them if you'd like.



**Step 5:** Trace a large triangle on a piece of black construction paper. This is the top of the witch's hat. Trace a rectangle below the triangle. This is the brim. It should be longer than the triangle. Cut them out.



**Step 6:** Glue the triangle on top of the witch's head. Glue to the rectangle on the bottom of the triangle. There she is!

\*\*\*If you have time ~ design her body!



# Thanksgiving



Language Arts: Pages 69 - 84



Let's Talk Turkey! Fact or Fiction Sort

Pages 69 - 72



Turkey Talk: What can a clever turkey say to convince a farmer not to cook him for Thanksgiving dinner?

Pages 73 - 75



Let's compare our lives today with the Pilgrims' lives long ago with Venn diagram (Enlarge on 11 x 17 paper)

Pages 76 - 78



Now that we know about the Pilgrims, let's list the reasons we would and would not want to be one!

Pages 79 - 80



Who and what are you thankful for?  
Option 1: Students write about one person or thing they are thankful for. Example: I am thankful for my mom. She tucks me in at night.

Pages 81 - 82

Option 2: Students write about one person or thing they are thankful for. Example: I am thankful for my mom. She tucks me in at night and reads me bedtime stories.

Option 3: Students write about one person or thing they are thankful for. Example: I am thankful for my mom. She tucks me in at night, reads me bedtime stories, and takes care of me when I am sick.



Thank you notes

Pages 83 - 84

Choose a person or an animal. What would they say in a thank you note? Example: Dear mom, Thank you for helping me learn how to swim fast, bite people, and eat fish. Love, Baby Shark



Creative Arts: Pages 85 - 86



Skip counting Turkeys



Three Dimensional Pilgrim Heads



Let's make a Venn diagram comparing our lives today to the Pilgrims' lives long ago. In each set of three sentences there is one that describes life today, life in the Pilgrims' time and how we are alike.

1.

I live in a house.	I have to stand when I eat. I cannot talk unless an adult talks to me first.
I can have my own bedroom. I sleep in a bed.	I eat dinner with my family.
I sleep in the attic on the floor.	When I eat dinner with my family I sit in a chair. I can talk to my whole family any time.

2.

3.

My mom buys our food at the grocery store.	The boat we traveled in had no motor.
There were no grocery stores. We had to hunt and farm to have food.	I love to ride the waves in a motor boat!
I can plant seeds in my garden.	Boats help us sail across the water.

4.

5.

My house is heated by a fireplace. It is not very warm in the winter.	I go to school with my friends.
My house is heated by a furnace. It's cozy and warm in the winter.	I don't go to school. If I am lucky, I am taught at home by my parents.
In the winter we wear heavy clothes to try to stay warm.	We rely on our parents to teach us things.

6.



Name \_\_\_\_\_



Would you like to be a Pilgrim?

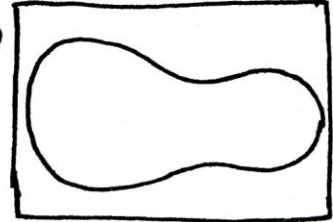


List five reasons why you **WOULD** like to be a Pilgrim!



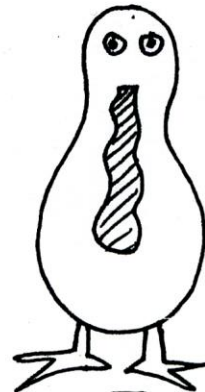
## Skip Counting Turkeys

~~~~~  
**Step 1:** Take a small sheet of brown construction paper, trace the turkey's body. Cut it out.

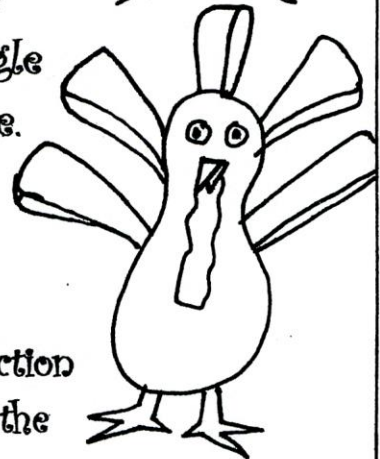
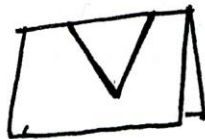


**Step 2:** Next cut out two white eyes. Color in the eyeballs and glue on to the face. ○ ○

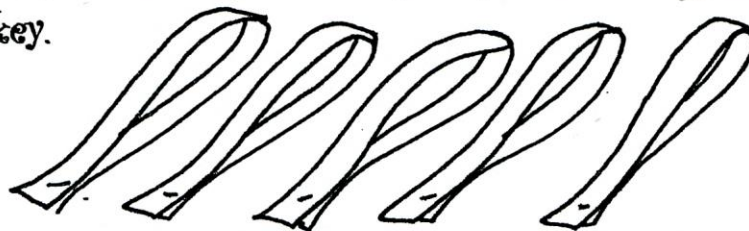
**Step 3:** Trace the wattle on red construction paper. Glue to the face. Trace the feet and glue to the bottom of the turkey.



**Step 4:** Fold a small piece of orange, yellow, or green construction paper in half. Draw a triangle using the fold as the straight line of the triangle. cut and glue by the wattle.



**Step 5:** Take five strips of different colored construction paper, make a loop out each one and staple. Glue to the back of the turkey.



**Step 6:** The class will write numbers in increments of five on each of the wings. The first student one will start with one and stop at five. The next student starts with six and stops at ten, and so on.



# Christmas



Language Arts: 87 – 106



Big Problems at the North Pole

Pages 88 – 89



Friendly Letter

Pages 90 – 91

Dear Santa,

My name is \_\_\_\_\_. Let me tell you three things about me.

Here are the reasons I should be on the good list. I want to ask you some questions. This is what I want for Christmas.

Or a Simile Letter to our parents

Dear Mom and Dad,

Guess how much I love you? I love you like Santa loves cookies. I love you like Rudolph loves flying in the sky.



Christmas Cause and Effect

Pages 92 – 95



North Pole Mapping

Pages 96 – 100

Let's use a moveable compass rose to move around the map!



A Christmas Present Survey

Pages 100 – 103

- Tally, Graph, and Analyze Data



Class Story: *How Santa Met Mrs. Claus* Pages 104 – 106

- Vocabulary
- Infer
- Predict



Creative Arts: 107 – 109



Cotton Ball Santa



Christmas Stars



It's me in a Santa hat!

Name \_\_\_\_\_

## Big Problems at the North Pole

Oh, no! It's **D**ecember and **C**hristmas is almost here! Santa is having all kinds of problems at the North Pole!



### The Problem



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### The Solution



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### The Problem



---

---



### The Solution



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---

Names \_\_\_\_\_ and \_\_\_\_\_



## Elf Cause and Effect



Because of this:

This is what happened:

|                                                                          |  |
|--------------------------------------------------------------------------|--|
| The smallest elf had a tummy ache. He couldn't make any toys.            |  |
| The boy elf thought the girl elf was sweet and cute.                     |  |
| The elf couldn't stop singing as he made toys.                           |  |
| When Rudolph was taking flying lessons, an elf jumped on Rudolph's back. |  |
| Two little elves dropped 100 ornaments on the floor.                     |  |
| The little elf could not stop telling jokes.                             |  |
| After a long day of making toys, the little elves were so hungry.        |  |




Name \_\_\_\_\_



# It's a Christmas Survey!



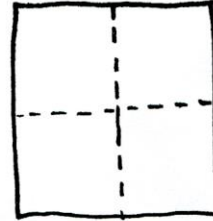
The question: What present would you most like to find under your Christmas tree?

| presents                                                                            | tally marks | total |
|-------------------------------------------------------------------------------------|-------------|-------|
|    |             |       |
|  |             |       |
|  |             |       |

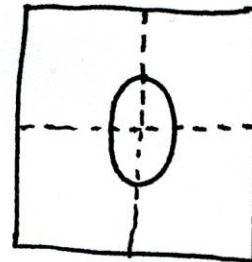


# Christmas Stars

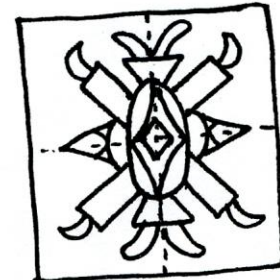
~~~~~  
**Step 1:** Fold a piece of white paper in half. Do this both ways so you have four sections.



**Step 2:** Start with a shape in the middle of the paper. The cross folds help you identify the middle.

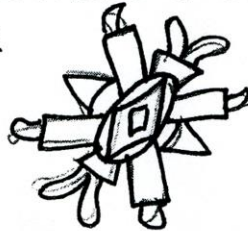


**Step 3:** After the center shape is drawn, add other shapes and lines until some part of the star is almost at the edge of the paper.



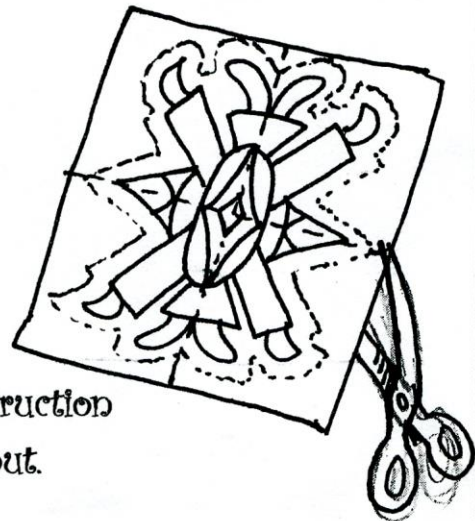
**Step 4:** Add detail lines and smaller shapes inside the design.

**Step 5:** Outline with black marker or crayon. Then color in the designs.



**Step 6:** Cut out and glue onto colored construction paper background. Leave a border as you cut out.

\*\*\*\*\*You can glitter a few main lines!





# Happy New Year and Winter



## Language Arts: Pages 111 - 133



New Year's Resolutions

Pages 111 - 113



Animal New Year's Resolutions

Pages 114 - 115



I lost my mitten in the snow!

Pages 116 - 118

Which one is it? Do you know? Have the class design congruent mittens (page 134). When the mittens are finished, take one of them away from each student. Looking at the remaining mitten, the class writes clues describing it. Be sure to have the class use color, number, and design words on page 115.



Snowman Quotation Marks

Pages 119 - 120



How to Build a Snowman

Pages 121 - 123

How to book. Don't forget the word bank on page 121.



Winter is...

Pages 124 - 125

What is winter to you? What do you wear, eat, and do? This coincides with the art lesson on page 136.



Snowman Central Idea and Details

Pages 126 - 129



Mr. Snowman in the City (context clues) Pages 130 - 132



## Creative Arts: 133 - 135



Giant Snow People  
Congruent Mittens  
Snowy Day Picture

# Happy New Year!

What are your New Year resolutions?



By \_\_\_\_\_

A resolution is a promise to try to do something better or learn something new. People like to make resolutions at the start of a new year! What are your New Year's resolutions?

1. What is your New Year's resolution for your family?

---

---

2. What is your New Year's resolution for your friends?

---

---

3. What is your New Year's resolution for school?

---

---

4. What is your New Year's resolution to be a better you?

---

---

Name \_\_\_\_\_

If a snowman could talk, what would he tell us about his life? Don't forget your quotation marks!



The snowman cried,



The snowman laughed,



The snowman yelled,



The snowman whispered,

Name \_\_\_\_\_

## Snowman Main Idea and Details



The Main Idea



The Little Details



The Main Idea



The Little Details





### Group 1

He has raisin eyes.

He has sticks for arms.

He has a carrot nose.

There are lots of body parts on a snowman.

He has a button mouth.



### Group 2

He threw snowballs at my teacher.

He ate snow cones with my mom.

The snowman came to life.

He went ice skating with my brother.

He went sledding with my dad.

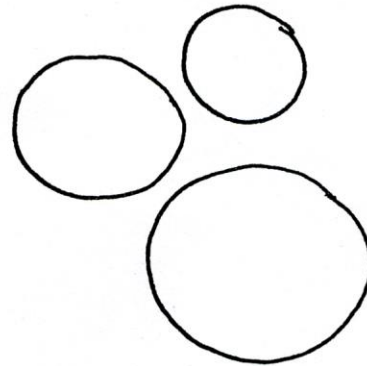


## Giant Snowmen or Ladies

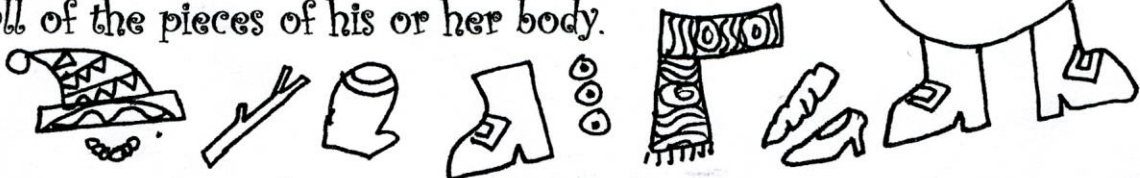
~~~~~  
**Step 1:** Working in groups of two, three, or four have your class design a giant snowman on a large piece of construction paper.



**Step 2:** Once the snowman is designed, give each group a large piece of white bulletin board paper. Trace a large snowball, a medium snowball, and a small snowball on the paper. Cut and glue together,



**Step 3:** Have different colors and sizes of construction paper available. Using this paper the students recreate the snowman they designed at the start of the lesson. Make sure the snowman or snowlady has lot of detail. The students should cut out all of the pieces of his or her body.



**Step 4:** Display the snowmen in the hallway or on a bulletin board along with either the How to Build a Snowman Book or Snowman quotation marks.



# Valentine's Day



Language Arts: Pages 136 – 167



Cupid Acrostic

Page 138



I love you like...

Pages 139 - 140

Let's write similes! Follow this pattern: I love you like a \_\_\_\_\_ loves \_\_\_\_\_.

Example 1: I love you like a bee loves honey.

Example 2: I love you like the stars love twinkling in the night sky.



Friendly Letter

Pages 141 - 142

Dear Mom and Dad,

Let me tell you all of the reasons I love you.



Love is...

Pages 143 - 144

Let me tell you everything love is to me! This coincides with the art lesson on page 168. Have your class type these stories on the computer and cut and glue to the middle of the Hershey Kiss.



Valentine Adjective, Noun, and Verb Sort Pages 145 - 147



Valentine Monsters

Page 148 - 150

Let's follow written directions!

Let's make a Valentine Girl Monster!

Let's make a Valentine Boy Monster!



Identifying Paragraphs:

Page 151 - 152

Who do I love? To identify the first sentence in each paragraph, have the class draw an arrow where the

indentation is. Next, number the paragraphs. Remember: The introduction is just like the main idea and the supporting paragraphs are the details.



Paragraph Writing:

Pages 153 - 154

Once you have read the story and identified the paragraphs, the format should be easy to follow. The students will need to write one more sentence to complete the introduction. For example: While writing the story *who do you love?* In the introduction the students could write this sentence: Let me tell you about some of the people I love.



Identifying Paragraphs:

Page 155 - 159

What do you love?

Vocabulary review, story, and comprehension

To identify the first sentence in each paragraph, have the class draw an arrow where the indentation is. Next, number the paragraphs. Remember: The introduction is just like the main idea and the supporting paragraphs are the details.

It's all about Heartville!



Writing Laws for the town of Heartville Pages 160 - 161



Heartville Goods and Services

Pages 162 - 167

What will you sell? What service will you provide?

Newspaper Article: convince us to buy your product and use your service!



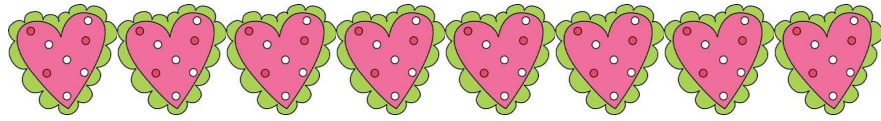
Creative Arts: Pages 168 - 169



Giant Hershey Kiss



Tissue Paper Heart Flowers



1. Cut one row out at a time.
2. Read each word. Is it an adjective, noun, or verb?
3. Glue it in the correct category.
4. Illustrate your two favorites. (Page 147)

|        |           |           |
|--------|-----------|-----------|
| Cupid  | flies     | little    |
| melts  | candy     | sweet     |
| cards  | delivered | Valentine |
| hearts | beat      | red       |
| hug    | best      | friends   |
| arrows | shoot     | pointy    |
| happy  | love      | kids      |

Can you find the sentence that does not belong in each paragraph? When you do, cross it out. Then reread the paragraph and answer the questions.

## What do you love?

I know that I love my mom. I know that I love my dad. I know that I love the summer and swimming in the ocean. But I wonder what my favorite animals and insects love? Do you want to play soccer? I am going to ask my favorite animals and insects what they love. I can't wait to find out!



What is the main idea of this story?

- Dogs need food.
- I love my mom and dad.
- Let's find out what animals and insects love.
- I love swimming in the ocean.

First, I asked a frog what he loved best of all. Do you know what he told me? Birds fly high in the sky. The frog said, "Rib-bit, rib-bit, rib-bit!" In frog talk that means, "I love ponds and hopping and lily pads, but most of all I love eating big fat flies!"



Who was this paragraph about?



What did he love most of all?

---



Name \_\_\_\_\_



You want to open a business in a city named Heartville! What product (good) will you sell?

\_\_\_\_\_

Give people four reasons why they should buy your product.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



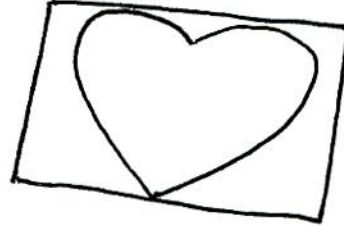
\_\_\_\_\_

\_\_\_\_\_

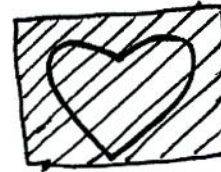


# Tissue Paper Heart Flowers

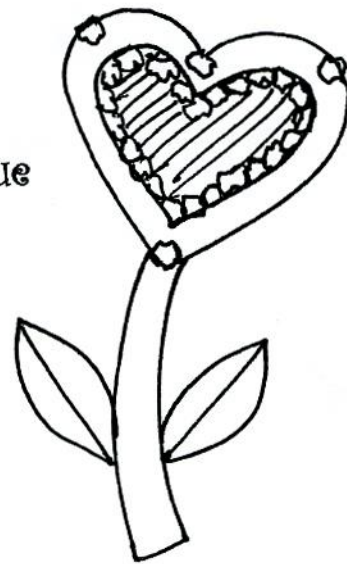
~~~~~  
**Step 1:** Trace the big heart pattern on a piece of construction paper. Cut it out.



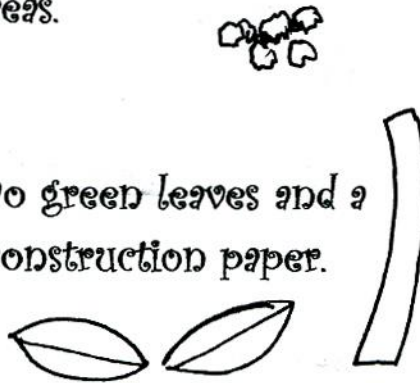
**Step 2:** Trace the small heart pattern on different color. Cut it out and glue it in the middle of the large heart.



**Step 3:** Grab a handful of different colored tissue paper. Wad the tissue paper into little balls and glue it on to the hearts. Be creative, what kinds of designs can you make? The tissue paper can go on the outside heart, the inside heart, or both areas.



**Step 4:** Trace two green leaves and a stem on green construction paper. Cut them out.



**Step 5:** Assemble your flower.

**Step 6:** Hang around the classroom or on a bulletin board display.

# Presidents' Day

Language Arts: Pages 170 - 189



Hello, George!

Pages 171 - 173

This lesson focuses on writing facts about George Washington using a question format. Each sentence should start with the words *Did you know* \_\_\_\_\_? Example: **Did you know George did not live in the White House? Did you know that George was six feet two inches tall?**

The word bank on page 171 provides a springboard for facts about George.



What's under Abe's hat? Read my clues and see!

Pages 174 - 176

This lesson coincides with the art project on page 192 - 193.

Abraham Lincoln kept important papers in his hat. We know that! What would be something unusual under the 16<sup>th</sup> president's hat? Don't tell anyone what it is. Write clues to describe it! Read your clues to the class. When someone guesses what's under the hat, lift his hat up to see if the guess was right! If you are having trouble coming up with an idea, choose a word from the word bank on page 174.



Vote for me!

Pages 177 - 178

Let's write our own presidential promises and design campaign posters!



A Presidential Sentence Scramble

Pages 179 - 182

What do you know about sentence structure? How can you find the first word? It's easy! Find the word that has the capital letter. How can you find the last word? That's easy too! Find the word with the sentence stopper!



Vote for me! What animal is running for office?

Pages 183 - 186

Read and infer who the candidates are.

Write your own animal campaign promises.



George and Abe Venn diagram

Pages 187 - 189

Copy the Venn diagram on page 189 on 11 x 17 paper.



Creative Arts: pages 190 - 193



Hello, George!



Hello, Abe!



Unscramble each of these  
Presidential Sentences!



was	president.	George	our	first
-----	------------	--------	-----	-------

Abe	freed	slaves.	the	Honest
-----	-------	---------	-----	--------

is	now?	president	our	Who
----	------	-----------	-----	-----

was	black	first	our	Who	president?
-----	-------	-------	-----	-----	------------

live	White	House.	in	Presidents	the
------	-------	--------	----	------------	-----

their	plane.	Presidents	own	have
-------	--------	------------	-----	------

## George Washington

**Step 1:** Color a paper plate tan.

**Step 2:** Place five cotton balls on each side of the head. They should resemble a triangle on each side.

**Step 3:** Add googly eyes.

**Step 4:** Draw a nose.

**Step 5:** Cut out a red smile.

**Step 6:** Add a blue color. Color the middle white.

**Step 7:** Trace the hat on page 191. Glue it to the top of George's head.



## Abe Lincoln

**Step 1:** Trace an oval on a sheet of tan paper.

**Step 2:** What's hidden behind Abe's hat?

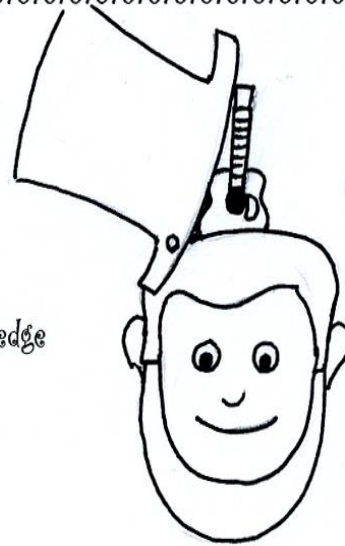
Draw it. Color it, and cut it out. Now put glue at the bottom front of the cut out item, and glue it on the underside of the top edge of Abe's head. (Item must be smaller than the size of the hat!)

**Step 3:** Trace the beard and hair on page 193.

Fit them together like a puzzle. Glue to head.

**Step 4:** Trace the hat on page 192. Use a paper fastener to connect one side of the brim to the head, so the hat can tip up and you can see what is under it.

**Step:** Cut out white eyes or add googly eyes. Draw a nose and mouth.





# Saint Patrick's Day & Beginning of March



Language Arts: Pages 194 - 216



✿ *How to Catch a Leprechaun*

Pages 195 - 196

✿ *Never Trust a Leprechaun*

Pages 197 - 198

Let's use quotation marks! In this assignment the class fills in excuses a leprechaun would give a human to keep his gold. Example 1: "I'll give you my gold when a cow dances on the moon." Example 2: "I'll give you my gold after a bird can bark like a dog and a dog can fly like a bird."

✿ *What type of sentence is this?*

Pages 199 - 203

Is it a leprechaun statement or a leprechaun question?

✿ *Following Written Directions  
Leprechaun Style*

Pages 204 - 205

✿ *Central Idea and Details*

Pages 206 - 208

Find the details that support the central idea.  
Throw away the sentence that does not.

✿ *Leprechaun Antonym Story*

Pages 209 - 210

✿ *I'm not "lion" or am I?*

Pages 211 - 212

Let's write sentences about the seasons. Are you telling the truth or are you "lion"?  
This coincides with the art project on page 218 - 219.

✿ *Sheep Riddles*

Pages 213 - 216

This is a fun lesson for reinforcing questions and answers. Before you begin this writing lesson read riddles to your class so they can see how these questions and answers are composed. Pass out the sheep word bank and question starters (pages 213 and 214). This coincides with the art lesson on page 220.

Step 1: The students choose an answer. Example: blaack

Step 2: Looking at the question starters, the students think of a question about a sheep that has the answer blaack. Example: What is a sheep's favorite color?



Creative Arts: Pages 217 - 220



✿ *Tricky Little Leprechauns*

✿ *March comes in like a lion!*

✿ *March goes out like a lamb!*

Name \_\_\_\_\_



Let's catch a leprechaun!



What will you use for your trap?

---

---

Illustrate.

--	--	--

Where will you put your trap?

---

---

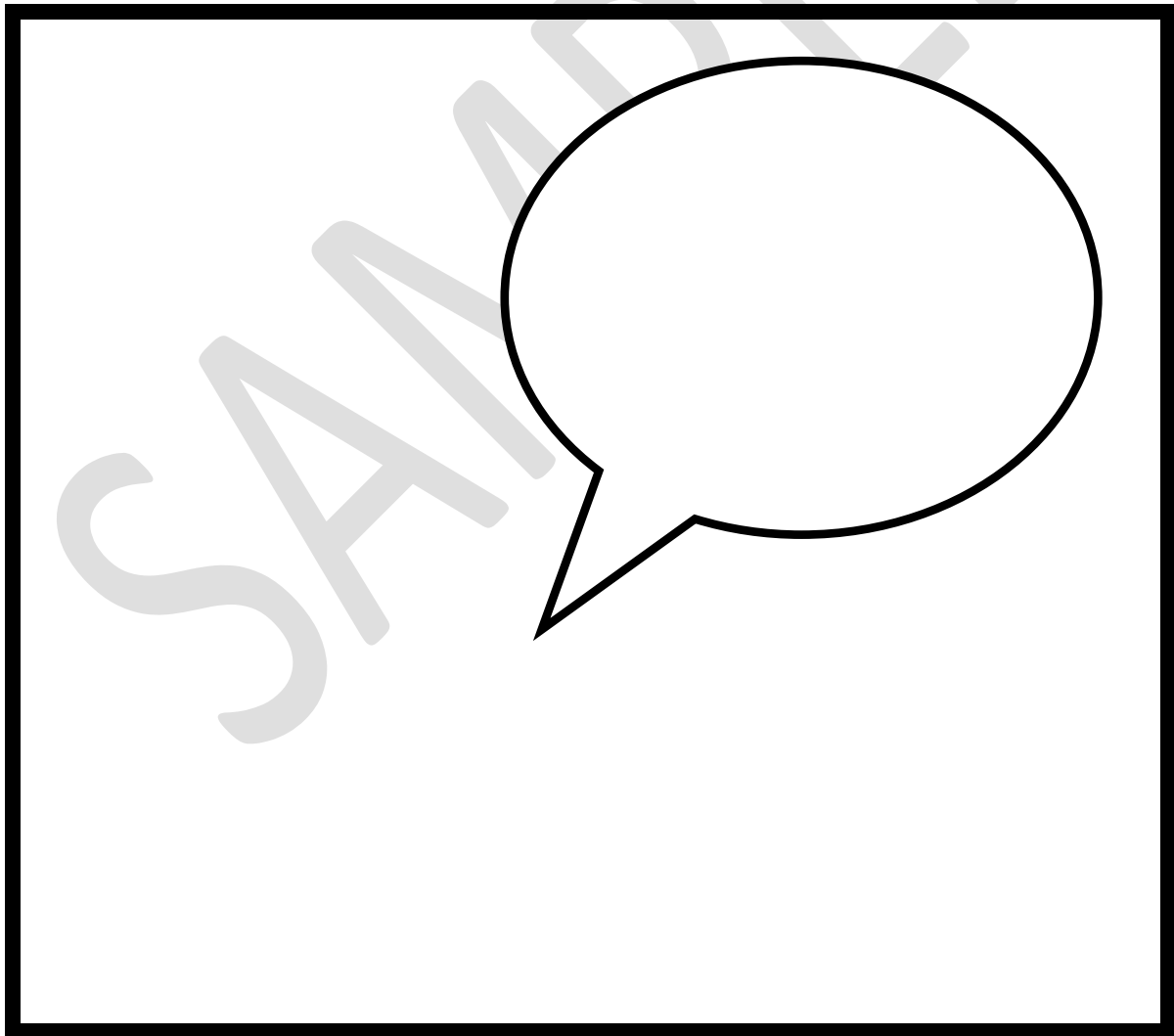
Illustrate.

--



Leprechaun Question  
or  
Leprechaun Statement?

By \_\_\_\_\_





Is it a question or a statement?



Leprechauns are very tricky

They will hide from you

Have you ever seen a leprechaun

How small are the fairy shoes leprechauns make

Their gold is shiny and bright

Can I find a leprechaun's gold by the rainbow



Name \_\_\_\_\_

You will have the luck of the Irish when you follow these written directions to make a picture fit for a leprechaun!



1. Label the top of your paper L and R. \_\_\_\_\_
2. Draw a big yellow sun in the upper left corner. \_\_\_\_\_
3. Draw three clouds in the upper right corner. \_\_\_\_\_
4. Draw green grass across the bottom of your paper.  
\_\_\_\_\_
5. Draw a big beautiful colorful rainbow in the middle of your paper. \_\_\_\_\_
6. Draw a black pot on the right side of the rainbow.  
\_\_\_\_\_
7. Draw twelve pieces of gold in the pot. \_\_\_\_\_
8. Draw two tall trees on the left side of the rainbow.  
\_\_\_\_\_
9. Draw a leprechaun on the left side of the rainbow.  
\_\_\_\_\_
10. Draw a leprechaun on the top of the rainbow. \_\_\_\_\_

- Read the central idea. In each set of sentences there are four wee little details to support the central idea. Glue them in the wee little details section. This is the tricky part! Two sentences do not belong. Cut them out and throw them away!

#### Wee Details for 1

#### Wee Details for 2

They love to do the Irish Phonics Dance.	They shoo the mice out of your house.
They get A's on their spelling tests.	They will make you green stew for dinner.
They love to make sand castles in green sand.	They plant four leaf clovers in your garden so you will have good luck.
Their teachers tell them they are very smart.	They leave gold under your pillow when you are sad.
They make tiny leprechaun snowmen in the green snow.	They love to sit in beehives and buzz with the bees.
They do tricky leprechaun experiments in science.	They take a bath with green bubbles.

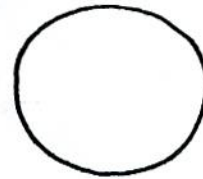
#### Wee Details for 3

#### Wee Details for 4

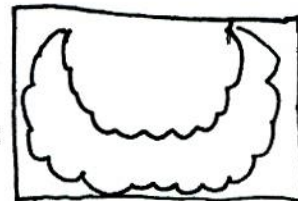
They sleep in their brand new green cribs, not beds.	They love to eat pickles.
They talk in Irish baby talk. You won't know what they are saying.	They think broccoli is yummy.
They drink green milk from a bottle, not a cup.	Green M and M's are their favorite.
They play football.	They tickle your toes when you are asleep.
They wear green diapers, not green underwear.	They use green apples when they make their apple pies.
They go on a bear hunt.	They love to dance in your bedroom when you are asleep at night.

# Tricky Leprechauns

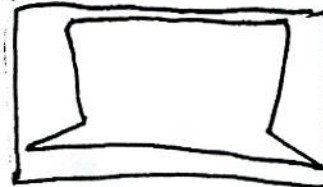
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**Step 1:** Trace a circle or an oval on a tan piece of construction paper. Cut it out.



**Step 2:** Trace the leprechaun's beard on orange construction paper. Cut and glue so the beard hangs off of his head.



**Step 3:** Trace the leprechaun's hat on black paper. Cut and glue it to the top of his head.



**Step 4:** Trace the shamrock and the collar on green construction paper. Cut them out. Glue the shamrock on the hat. Glue the collar on.

**Step 5:** On white construction paper cut out two eyes, color the eyeballs and glue them on.




**Step 6:** Add the nose and mouth. You can use construction paper or crayons.

**Step 7:** Hang on a bulletin board and display with your *How to Catch a Leprechaun* plans.

 Hello spring! 

### Language Arts: Pages 221 - 246

 Easter: What's in my egg? Pages 222 - 224

This lesson lets the class pretend they have found an Easter egg that is ready to hatch. They are to write clues describing an extraordinary thing that has popped out! This lesson coincides with the art project on page 247.

 Bunny Graphic Organizer Pages 225 - 226


 Rabbit Report in Paragraph Form Pages 227 - 229

Using the graphic organizer, write a bunny report. The pages are set up to guide each paragraph. Start with the introduction. Choose a word from the graphic organizer and ask your reader a question. Example: Do you want to learn about an animal that has teeth that never stop growing? Then read my report about a rabbit!

 Earth Day: Let's make posters! Pages 230 - 231

Have each student choose the slogan he or she likes best. On large white construction paper write the sentence and illustrate! Use permanent black marker to trace the picture and water colors to paint it.

 Earth Day Thoughts About our Planet Pages 232 - 236

 Landform, Animal, or Plant? Let's sort! Pages 237 - 238

 Take me to your teacher! Pages 239 - 244

An alien wants to know about natural resources! Can you help him?

 Earth Day a, b, c order Pages 245 - 246




### Creative Arts: Pages 247 - 248



 Bunny Fun

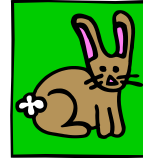
 Easter Egg Ridiculousness

 Earth Day: Let's make posters! Get brown paper bags from the local grocery store. Have your class copy the slogans (pages 230 - 231) on the bags and illustrate them. Once the bags have been decorated, take them back to the grocery store spread our Earth Day thoughts!





Let's write a bunny report!



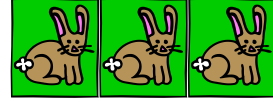
We'll start with a graphic organizer!

In each row there is a word that describes a rabbits, predator, body, habitat, or diet. Cut one row out at a time. Glue it into the correct space on the graphic organizer.

|            |                       |                          |                      |
|------------|-----------------------|--------------------------|----------------------|
| vegetables | six sharp front teeth | foxes                    | neighborhoods        |
| fields     | hawks                 | strong back legs         | blackberries         |
| big ears   | woods                 | carrots                  | people               |
| lettuce    | owls                  | teeth never stop growing | mazes underground    |
| weasels    | dandelions            | backyards and gardens    | eyes on side of head |



# It's a Rabbit Animal Report!



By \_\_\_\_\_

Introduction Paragraph

The Body

Habitats



Fish, what is the best thing about being you?

---

---

What would you like to say to people who pollute your water?

---

---



Bird, what is the best thing about being you?

---

---

What are you afraid of and why?

---

---



Water, what is the best thing about being you?

---

---




Name \_\_\_\_\_

It's all about Earth Day alphabetical order!





Underline the first letter of each word. Color it on the alphabet strip.

It's easy to see the order!



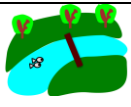

a b c d e f g h i j k l m n o p q r s t u v w x y z

|                                                                                           |    |
|-------------------------------------------------------------------------------------------|----|
|  animals | 1. |
|  sun     | 2. |
|  rain    | 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

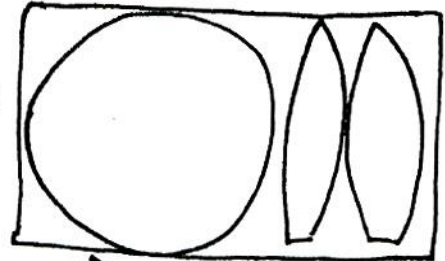
|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
|  Soil   | 1. |
|  trees | 2. |
|  wind | 3. |
|  rain | 4. |

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

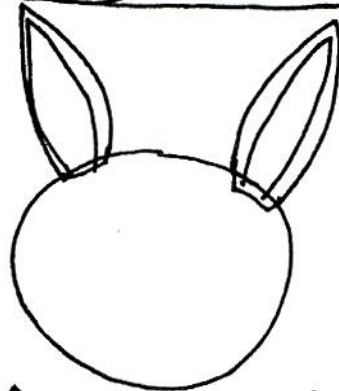
|                                                                                               |    |
|-----------------------------------------------------------------------------------------------|----|
|  waterfall | 1. |
|  ocean     | 2. |
|  river     | 3. |
|  lake      | 4. |

## Hop to it! It's bunny time!

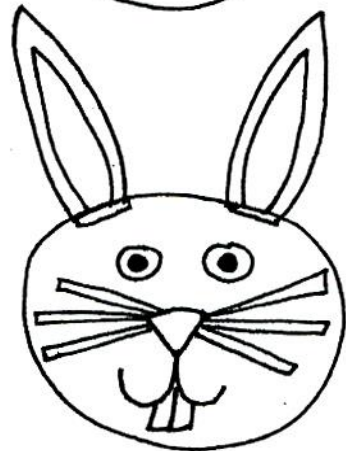
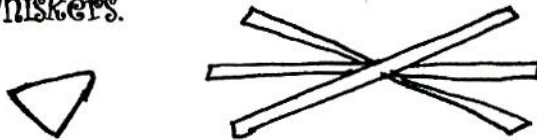
~~~~~  
**Step 1:** On a large piece of pink, white, brown, or black construction paper trace a circle or an oval and cut it out.



**Step 2:** With the scraps of the paper design two bunny ears. Cut them out and glue them into place. Color the inside of the ears.



**Step 3:** Take three long strips of black construction paper. Crisscross them and glue them on the middle of the face. These are the whiskers.



**Step 4:** Using pink, red, orange, green, or black paper design a nose, cut it out, and glue it on top of the whiskers. Draw in the bunny's mouth. It should connect to the nose.

**Step 5:** Design the eyes on white construction paper. \*\*If you have a white bunny choose another color for the eyes.

**Step 6:** If you have time design the rest of the bunny's body.