

3. ADD A LETTER

Intro: This activity will keep your students engaged while reinforcing spelling or vocabulary skills.

Brain Link	Brain Processing Preference	Content Skill	Thinking Skill
Novelty Challenge Practice Pattern seeking	Verbal/Linguistic Analytic Individual	Word study Vocabulary Listening Spelling Rhyming	Analysis

Materials: paper and pencil

Activity: Students add a letter to the given word to make a new word. Content-related vocabulary or spelling words may be used as either the base word or the new word formed.

Examples:

Add an A and rearrange the letters to get a word that fits the definitions.

Add an A to LET and get a story (tale)

Add an A to BEST to get an animal (beast)

Add a G and rearrange the letters to get a word that fits the definitions.

Add a G to POUR and get a number of people together (group)

Add a G to BAR and get boast (brag)

Add a C and rearrange the letters to get a word that fits the definitions.

Add a C to TREES and get what you can't tell anyone (secret)

Add a C and rearrange the letters to get a word that fits the definitions.

Add a C to TANS and get not enough (scant)

Add a Y to REAL and a kind of race (relay)

Add a Y to TOAD and get right now (today)

Variation: Rhyming Add A Letter

A London mist is called a _____ (fog)

Add a letter for a croaking green _____ (frog)

You use a key to open a _____ (lock)

Add a letter to tell time on a _____ (clock)

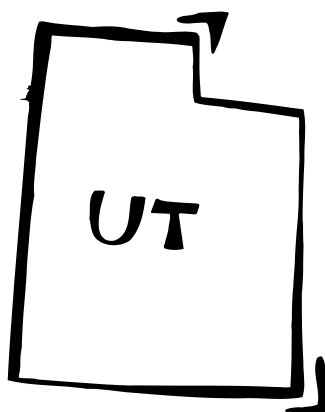
One-twelfth of a foot is called an _____ (inch)

Add a letter for a small squeeze or _____ (pinch)

Product Model The Alliterative Paragraph

Assignment Select a topic. Read about the topic. Take notes on information you find particularly interesting. Write one or more alliterative paragraphs about your topic. (As many words as possible must begin with the first letter of your topic.)

Here is one fifth grade student's report on the State of Utah.



UTAH

by Michael Perry

Until recently Utah was understood to be one of the unlikely areas for urban development. The state was unaffected by ultra-modern undertakings because most were uncertain how to use the unusual and unique land.

Unfettered by unsavory speculators the unspotted Uinta Mountains remain a utopia for wildlife. Utalization of the unequaled landscape will unlock its ultimate beauty. Those unaware of the unbridled fury of unleashed desert storms will find the land unsuitable, leaving this unruly state to its upright citizens.

This model appeals to THE THINKER and THE MOVER

THE REAL STORY OF THE HARE AND THE TORTOISE

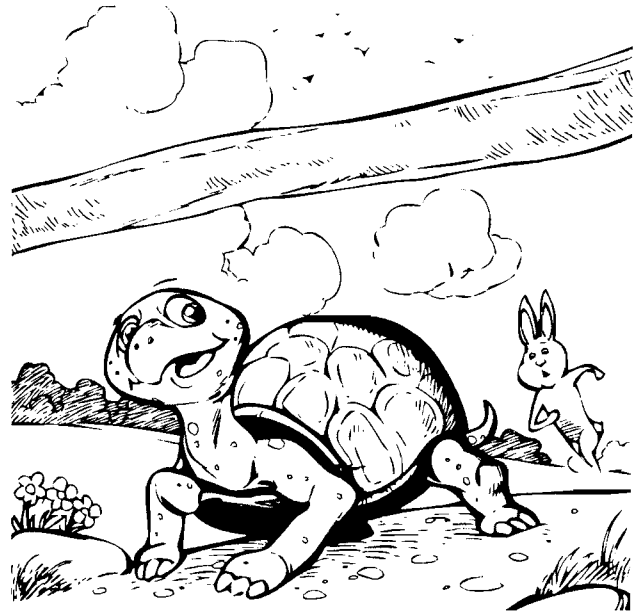
Was the Hare overconfident or was he just being a good friend?

Characters: Forest Animals (as many as desired) Hare, Tortoise, Fox, Narrator

Forest Animals: (chanting)
Pokey tortoise! Pokey tortoise!
Can't see where he's going without his glasses. Slowpoke! Slowpoke! He moves slower than spilled molasses.

Tortoise: I am not *always* slow. I could win a race with Hare if I *wanted* to.

Fox: Beat Hare in a race? Nobody can beat Hare in a race.



Forest Animals: Tortoise brags, Tortoise brags. But in a race, Tortoise lags!

Narrator: Hare overheard the animals teasing Tortoise and felt sorry for the poor fellow. Since Hare knew HE could run faster than anyone, he didn't have to prove it. So he decided to challenge Tortoise to a race and let the poor fellow win. Maybe then the teasing would stop.

Hare: You say you could beat me in a race? I am so fast that no one can beat me. If you think you can, why don't you try? Here is the starting line. We will race down the road, around the bend and past the cabbage field to the bottom of the hill.

Fox: Get Ready, Get set, GO!

Hare: I will fly like a rocket down the road, around the bend and out of sight before Tortoise takes his first step. Then I'll settle down for a nap.

Tortoise: I'm afraid I did too much talking. Now all I can do is keep on walking.

Forest Animals: Did you hear Tortoise brag? As a racer he's a drag!

Hare: Here comes the poor Tortoise around the bend. I will hop into that nearby field and have cabbages for breakfast. No one can see me there. They will think I am far ahead.

Narrator: Poor Tortoise, he just kept trudging along right past the cabbage field and started down the hill.

Forest Animals: Watch that pokey tortoise go. Did you ever see a thing so slow?

Hare: My goodness, look at all this trash folks have left along the road. I will clean it up and then rejoin the race.

Tortoise: Where did Hare go? I see the finish line up ahead. I suppose he has already crossed it. But if so, why aren't his friends cheering?

Fox: Here comes Tortoise. Where is Hare? He has not crossed the finish line yet. Wait, is that Hare way back there at the top of the hill?

Hare: I have to make this look good. Tortoise is almost there. I will leap high and run as fast as I can. I will gasp for breath, but my last leap will be too late.

Narrator: Sure enough, Hare's last leap across the finish line was too late. Tortoise had beaten him across the finish line. The animals were stunned. They looked at each other in disbelief. Tortoise looked at Hare and winked.

Tortoise: Thanks, buddy.

Hare: You're welcome, old friend.

Narrator: As for the other forest animals, they had nothing to say from that day on.



Activities For The Real Story Of The Hare And The Tortoise

DISCUSSION QUESTIONS

1. Why do you think the other animals teased Tortoise?
2. Did Tortoise know that Hare planned to let him win? Why or why not?
3. How do you suppose the other animals treated Hare after he lost the race? Why do you think so?
4. A *fable* teaches a lesson. What lesson does this fable teach?
5. Would you enter a race that you knew you could not win? Why or why not?

HARE'S EXCUSE

Hare wanted the other animals to believe that Tortoise had won the race fairly so that they would stop teasing Tortoise. When the animals asked Hare why he did not win he needed to think of a good excuse.

Choose four of the items from the list that follows to use in an excuse Hare might give for not winning the race.

rattlesnake
thumbtack
mad bear
green pond
bad shadows
molasses
sick fox

the mailman
\$50.00
bow & arrow
feathers
tomatoes
road tar
mousetrap

jello
blizzard
talking tree
cabbages
flower garden
crazed deer

I did not win the race because

CREATE A BIOGRAPHY DATA BANK

Subject: John James Audubon

Early Life	Youth	What Others Say
Born Haiti 1785 Childhood in France Raised by stepmother Sent to America 1803 Lived on family estate Mill Grove, PA	Lively interest in birds, nature drawing & music Married Lucy Bake- well Started small business	Friends called him an adventurer and a dreamer Others said he was a person of strength and endurance as well as a keen observer.
Dreams	Difficulties	Accomplishments
To spend his life exploring America and recording its wildlife To live in the wilderness To paint every North American bird	Briefly jailed for bankruptcy Daughter died in infancy Business failed Wife supported family	First to band birds Published successful <i>Birds of America</i> Achieved world fame as an artist and recorder of wildlife.

WRITE YOUR REPORT. Include:

1. A beginning that "hooks" the reader.
2. Tell **WHO, WHEN** and **WHERE**.
3. Tell what others say about his life and/or work.
4. Show difficulties that were overcome.
5. Use action sentences to tell what he did.
6. Tell of his accomplishments.
7. End by referring to the beginning and/or using a universal word.

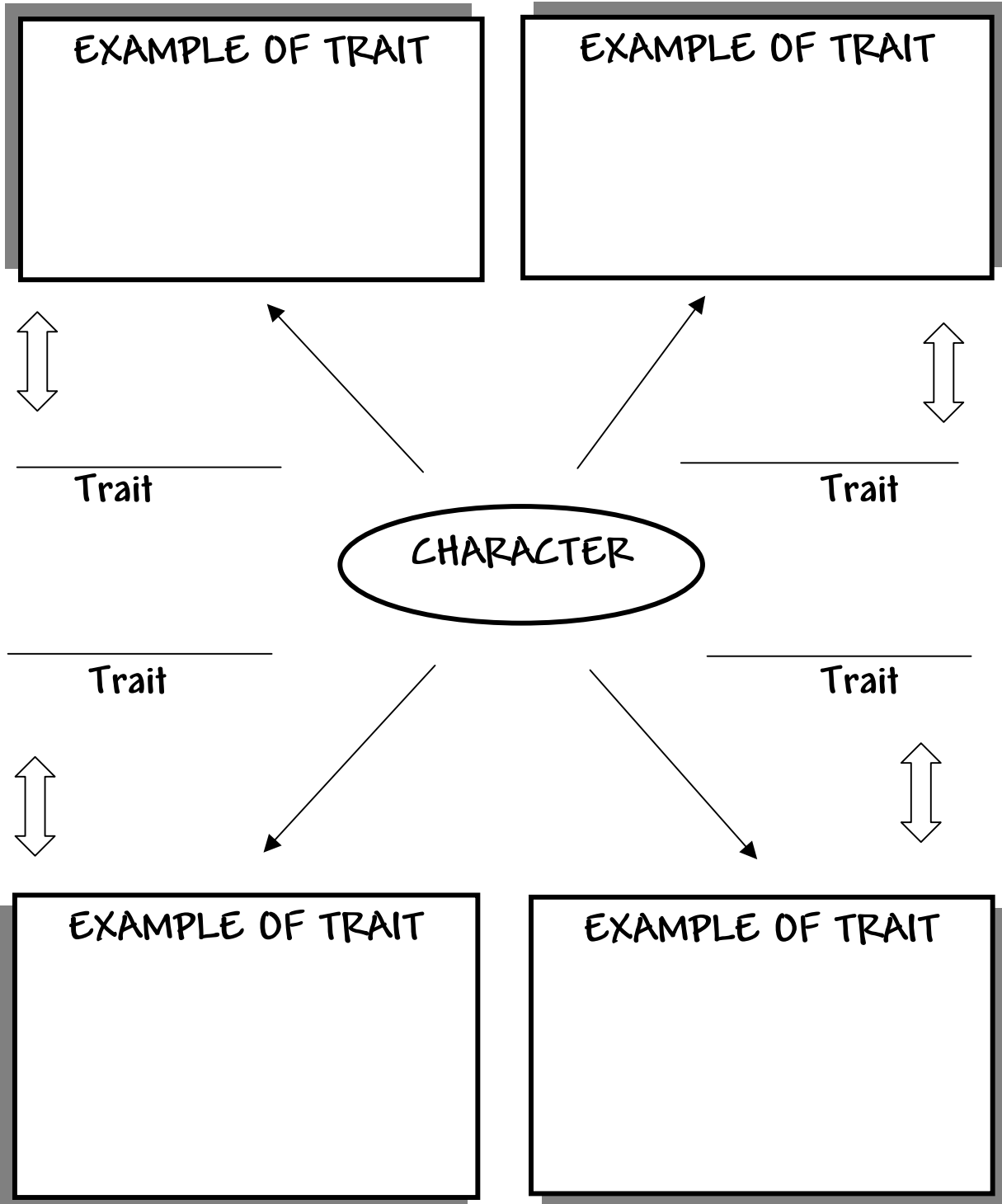
Great Reading: *Audubon
Painter of Birds of the Wild
Frontier* by Jennifer Armstrong.
Abrams, 2003.

Name _____ Date _____

Circle _____

CHARACTER CHARTS

Complete the character chart below:



Book Report

Tic-Tac-Toe for Student Choice Activities

<p>1.</p> <p>Choose 2 characters from your book. With another person, role play a scene from the book featuring these 2 characters.</p> <p style="text-align: center;"><i>(Bodily/Kinesthetic)</i></p>	<p>2.</p> <p>Write a different ending to your story. This should change what happened in the last chapter of the book.</p> <p style="text-align: center;"><i>(Verbal/Linguistic)</i></p>	<p>3.</p> <p>Draw at least 3 comic strips that highlight 3 important events in your book. Make sure the dialogue is realistic for the characters.</p> <p style="text-align: center;"><i>(Visual/Spatial)</i></p>
<p>4.</p> <p>Design a poster advertising your book. Include interesting details about the book that would make others want to read it.</p> <p style="text-align: center;"><i>(Visual/Spatial)</i></p>	<p>5.</p> <p>Create song lyrics and music to tell about your book. Use the book title as the song title. Perform for your class or record your song on audio tape.</p> <p style="text-align: center;"><i>(Musical/Rhythmic)</i></p>	<p>6.</p> <p>Draw a picture and write a paragraph describing the outdoor setting (or settings) of your book. How did the setting affect the story?</p> <p style="text-align: center;"><i>(Naturalist)</i></p>
<p>7.</p> <p>Write a letter to the author telling why you liked the book or why you didn't like it. Give valid reasons for your opinion.</p> <p style="text-align: center;"><i>(Intrapersonal)</i></p>	<p>8.</p> <p>Make an information cube about your book with the following on the 6 different sides of the cube:</p> <ul style="list-style-type: none"> title characters setting plot favorite part illustration of scene <p style="text-align: center;"><i>(Verbal/Linguistic Bodily/Kinesthetic)</i></p>	<p>9.</p> <p>Make a time line sequencing 10 important events that happened in the book.</p> <p style="text-align: center;"><i>(Logical/Mathematical)</i></p>

I/we chose activities # _____, # _____, and # _____.

Name _____ Date _____ Due date _____

Assessment Book Report Tic-Tac-Toe

1. Role Play Costumes and props realistic for characters _____ Accurate scene _____ Good voice projection and expression _____ Has written script _____ Possible points = _____	2. Alternate Ending Appropriate for characters and setting _____ Ending creative and feasible _____ Correct spelling, punctuation and grammar _____ At least two pages _____ Possible points = _____	3. Comic Strips Follows Comic Strip criteria card _____ Each comic strip has 4 or more panels _____ Events accurately portrayed _____ Realistic dialogue _____ Possible points = _____
4. Poster Follows Poster criteria card _____ Includes several details about the book _____ Uses persuasive language _____ Possible points = _____	5. Song Lyrics & Music Follows Song criteria card _____ Lyrics include several important details about book _____ Performance is clear and musically pleasing _____ Possible points = _____	6. Picture & Paragraph Picture and paragraph show natural setting _____ Has written and visual details of setting(s) _____ Explains ways the setting affected the story _____ Correct mechanics, spelling and grammar _____ Possible points = _____
7. Letter Likes or dislikes clearly stated _____ 3 or more reasons given to support point of view _____ Reasons supported by facts or examples _____ Correct spelling, punctuation and grammar _____ Possible points = _____	8. Information Cube Cube is sturdy and has 6 sides _____ Has needed information and details on each side _____ Accurate for book read _____ Neat, legible and visually attractive _____ Possible points = _____	9. Time Line Follows Time Line criteria card _____ Has 10 or more events _____ Correct sequencing of events following story in book _____ Possible points = _____

Points for activities: # _____ = _____ pts., # _____ = _____ pts., # _____ = _____ pts.

Name _____ Total points _____ Grade _____

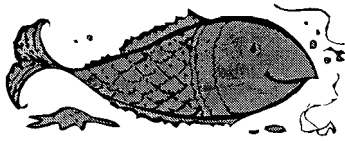
I Spy
Bunnacula

You Choose!

Language Arts – Book Specific – Reading Level 4
Bunnacula by Deborah and James Howe

- ☐ Complete an activity from the Unit Vocabulary Sheet.
☐ Read *Bunnacula*.
☐ ☐ ☐ Complete 3 activities in a row (horizontal, vertical, or diagonal.) If you choose to complete the center box FIRST, then you may select **any** other 2 activities to complete. Check them as you complete each one.

<p>Chester uncovers some clues that lead him to believe that Bunnacula is a vampire. List all the clues in order as they appear in the story. Look at each clue carefully and write your opinion as to whether Chester <u>interpreted</u> these clues correctly or not.</p> <p>VL</p>	<p>Chester <u>exhibited</u> some unusual behavior for a cat. Imagine that the Monroes bring Chester to you, Dr. Kit E. Katz, a famous cat <u>psychiatrist</u>, for help. Make a medical record for Chester in which you list his behavior, your <u>diagnosis</u> and <u>prognosis</u> and how you plan to <u>counsel</u> Chester.</p> <p>VL</p>	<p>Create a "Hare Hop" dance or game. Write directions and teach others. If you created a dance, research to find out about the "Bunny Hop" dance that was popular in days gone by. Compare the two dances. If you created a game, compare it with an old favorite "Hopscotch."</p> <p>MR</p>
<p><u>Calculate</u> the costs of owning a rabbit. Be sure to include such things as food, <u>veterinarian</u> fees, etc. Don't guess — research!</p> <p>LM</p>	<p>Write a review of the book. First give author information, then list and describe characters. Summarize the story and write recommendations, <u>substantiated</u> with <u>excerpts</u> from the story.</p> <p>Inter</p>	<p>Imagine a <u>scenario</u> in which Chester and Bunnacula are left on your doorstep with a note asking you to take good care of them. Write a short story telling how you feel about and <u>interact</u> with your new pets.</p> <p>Intra</p>
<p>Make a story <u>mobile</u>. Include the title and author as well as the main characters.</p> <p>VS</p>	<p>Create a "Bunnacula" board game, write instructions and share with others.</p> <p>BK</p>	<p>What Chester, Harold and Bunnacula ate played an important part in the story and was not always what is recommended for animals. Research to find <u>appropriate</u> food for these three types of animals. Compile a healthy <u>diet</u> plan for each. Include daily food items and amounts.</p> <p>LM</p>



The William's Taxonomy Battle Plans

Cut out the strips below and allow students to draw or choose the "battle plans" that they choose to complete. The number of activities that will be completed is your choice.

Fluency: 3 pats of butter

Make a list of the ways that the Yooks and Zooks could have avoided the weapon building entirely.

Flexibility: 6 pats of butter

Create your own Dr. Seuss picture book, using another event in history as the theme.

Curiosity: 5 pats of butter

What questions would you ask the leaders of the Cold War if you were to meet them? What about the Yooks and Zooks?

Imagination: 5 pats of butter

Imagine that you are a mediator between the Yooks and Zooks. What compromises could you make to avoid destruction of their worlds?

Risk Taking: 5 pats of butter

People who lived during the Cold War grew up in fear of bombs. Many people built underground shelters, and children went through drills in school in case of a bombing. How would you feel if you had to do that? Create a diary entry of your thoughts and feelings if you had lived during the Cold War.

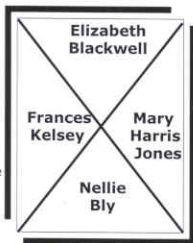
CIRCLE BIOGRAPHIES

Objective: The student will demonstrate comprehension of expository text by combining four short biographies into a single story.

Procedure: Select four people who have achieved fame. Read about their lives. Find out: When each person lived. What each person wanted to achieve. Difficulties in achieving the goal. The actual achievement. Why that person would like to live in another time or place.

Elizabeth Blackwell
b. 1821
Wanted to be a doctor
No medical school would accept her.
Finally accepted in one as a joke.
1st in her class.
Longed for a time when women are accepted for their ability.

Frances Kelsey
b. 1914.
Dreamed of being a scientist.
Got MD degree while having two children.
Studied effect of drugs on unborn.
Worked for FDA.
Refused to ok a new drug despite pressure.
Proved right when drug caused birth defects.



Mary Harris Jones
b. 1830. Came to U.S. as an immigrant.
Trained as a teacher.
Lost family in 1872 epidemic.
Fought for miners to have better wage
Traveled the U.S. fighting for workers.
Led crippled factory children on a march.
Wanted to see Child Labor Laws passed.

Nellie Bly
b. 1864
Wanted to enter a man's world as a reporter.
Not taken seriously by others.
Did sensational asylum stories.
Went around the world in 72 days.

See how the data becomes a circle story on page 74. Use it as a model for your circle story.

15. COMPOUND IT

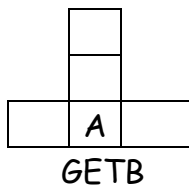
Intro: Get students thinking at a higher level about compound words. Make the activity a mystery by giving clues.

Brain Link	Brain Processing Preference	Content Skill	Thinking Skill
Challenge Novelty Practice Activate prior knowledge Pattern seeking	Verbal/Linguistic Visual Tactile Individual	Word study Compounds Vocabulary Spelling Contextual clues	Problem solving Analysis

Materials: paper and pencil

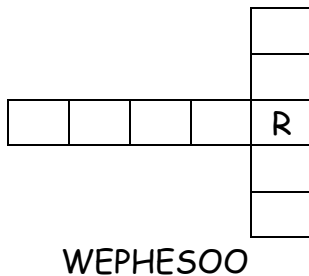
Activity: Students form compound words using given letters. The words may begin in either direction. Use compound words from a novel and write clues that offer story details.

Example: The following are from Harry Potter and the Philosopher's Stone.



Clue: Hagrid carried one of these in his coat pocket.

Answer: Teabag



Clue: The Nimbus 2000 has more of this than the Comet Two Sixty.

Answer: Horsepower

Variation: Mystery Compound Words

Try to solve the mystery compound word based on the clue that is given in two parts. Have students write mystery clues for classmates to solve.

Part 1: not tall, but ____ Part 2: to slice or break ____ (shortcut)
 Part 1: opposite of hard ____ Part 2: round object ____ (softball)
 Part 1: wide ____ Part 2: actors in a play ____ (broadcast)

PLOT THE START AND THE FINISH

Number of Players: Teams of two

Objective: Each team will create and act out a scene beginning with a first sentence the team is given and ending with the last.

Procedure: Each team receives a strip of paper with a beginning and ending sentence. The teams have five minutes to think of a scene that will fit the sentences. Each team acts out its scene using the beginning and ending sentence.

The air was filled with phantoms.	Many things happened in the night.
Marley was dead.	There was something mysterious in the air that morning.
The clock was wrong.	Other people's houses were not home.
The school is not quite deserted.	It sounded like something in a book.
It was an uncommon kind of torch.	The lamps shed a yellow light on the rough looking road.
In time the bells ceased.	A table was set with breakfast.
His active little crutch was heard upon the floor.	This was plain speaking.
The pudding steamed like cannonball.	I did not know it was your bird.
He broke down all at once.	Ten years was a long time.
What was the matter with him?	She walked away slowly, thinking.

Sentences from *A Christmas Carol*

Sentences from *The Secret Garden*

Tic-Tac-Toe Bloom's Taxonomy



Knowledge

Draw a picture of Dr. Seuss. Write three things you learned about him below the picture.

Analysis

Use the T-chart to compare Dr. Seuss to your mom or dad.

Synthesis

Dr. Seuss won a lot of awards in his life. What award would you make for Dr. Seuss? Draw a picture of it.

Evaluation

Is Dr. Seuss the best author of all time? Tell your teacher why you think he is or isn't.

Make up your own Dr. Seuss activity.

Synthesis

Create a character that could have been created by Dr. Seuss. Draw and name it.

Application

Do you know anyone that is like Dr. Seuss? Make a list of the people you can think of that remind you of Dr. Seuss in some way.

Comprehension

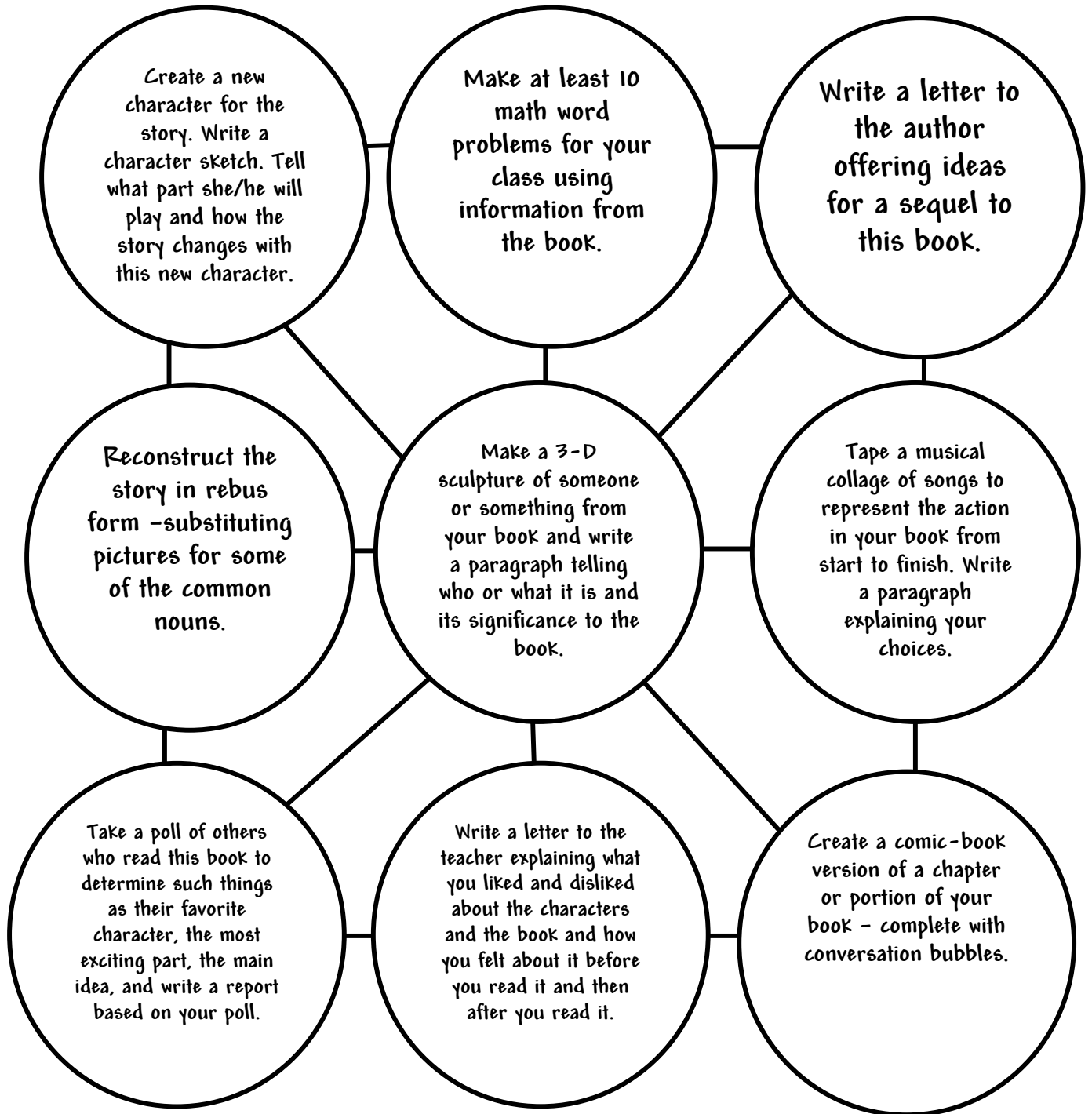
What were the three most important events in Dr. Seuss's life? Draw a filmstrip of them.

Evaluation

What is the best book that Dr. Seuss wrote? Draw its cover, and tell why you think it is the best book he wrote. Do the same for his worst book.

END-OF-BOOK ACTIVITIES

Choose three activities in a row—horizontally, vertically or diagonally.



The Family Under the Bridge by Natalie S. Carlson

CARLSON Fill in the squares so each row, column, and 7-square section has the letters

C-A-R-L-S-O-N

Homelessness is the same very hard situation, whether it is in Paris decades ago (as in this book) or today in your own city or town. Sometimes as a fund raiser for the homeless, donors pay to spend the night on the grass or in a cardboard box in a public place with lots of other people. Why is one night pretending to be homeless very different from actually being homeless? If you did this with an adult in your family, what are some insights you might gain from the experience?

N	A			S		L
	O		A	N		R
S	L				A	
		N		O		
R			S		N	O
		C		R	L	
O	S			A		C

	D		N	A	A
A		A		M	
		M	A		D
	A		A		
D		A			N
			R	A	

ARMAND Fill in the squares so each row, column, and 6-square section has the letters

A-R-M-A-N-D
(2 As in each)

Armand, though old, homeless, and a beggar, likes his solitary and independent life. Then he meets three homeless children and their mother. When Armand lets them into his heart, his life is never again completely his own. Opening one's heart to someone in need can be risky and rewarding. List 5 risks and 5 rewards you might face if you decide to help a stranger in need.

Name _____ Date _____

You're the Teacher 1.1

1. marybeth reads the newspaper every night but
she always rushes to the comics first
2. have you ever tried to right a comic stripe
3. just think of it as telling a story using three to
four panels but be sure to ad some pictures
4. peanuts is an all-time favorite although many
readers prefer garfield
5. arlo and janis funky winkerbean and blondie
are popular comic strips
6. comic strip creators let other people color the
pitchers so they will have more time to write

Did you find 33 mistakes? _____

Watch out for: titles

compound sentences

Name _____ Date _____

You're the Teacher 1.1

1. ^Mmarybeth reads the newspaper every night¹ but she always rushes to the comics first¹
2. ^Hhave you ever ^{tried}tryed to ^{write}right a comic ^{strip}stripe?¹
3. ^Jjust think of it as telling a story using three to four panels¹ but be sure to ^{add}ad some pictures¹
4. ^{"P"}peanuts is an all-time favorite¹ although many readers prefer ^{"G"}garfield¹
5. ^{"A"}arlo and ^Jjanis¹ ^{"F"}funky ^Wwinkerbean¹ and ^{"B"}blondie¹ are popular comic strips¹
6. ^Ccomic strip ^{creators}creaters let other people color the ^{pictures}pitchers so they will have more time to write¹

Did you find 33 mistakes? _____

Watch out for: titles
compound sentences

Name _____ Date _____

You're the Teacher 1.1

1. alaska with more coastline than any other state is the larger state in the nation
2. Much of Alaskas vast expanse is frozen tundra mountains and ice fields
3. You may not realize it but more bald eagles gather along the Chilkat river in Alaska than at any other location in the world
4. On january 3 1959 Alaska became the fourty ninth state
5. Alaskas name is derived from the aleut word *alakshak* which means great land
6. If your sending a peace of correspondence to someone in Alaska use the postal abbreviation AK
7. Mount mckinley the highest mountain in north America rises 20,320 feet above sea level in central Alaska

Did you find 33 mistakes? _____

Watch out for: commas
proper nouns

Name _____ Date _____

You're the Teacher 1.1

1. ^AAlaska with more coastline than any other state is the ^{largest}larger state in the nation.
2. Much of Alaska's vast expanse is frozen tundra, mountains, and ice fields.
3. You may not realize it, but more bald eagles gather along the Chilkat ^Rriver in Alaska than at any other location in the world.
4. On ^JJanuary 3, 1959, Alaska became the ^{forty - ninth}fourtynineth state.
5. Alaska's name is derived from the ^Aaleut word *alakshak* which means "great land".
6. If ^{you're}your sending a ^{piece}peace of correspondence to someone in Alaska, use the postal abbreviation AK.
7. Mount ^{M K}mckinley, the highest mountain in ^Nnorth America, rises 20,320 feet above sea level in central Alaska.

Did you find 33 mistakes? _____

Watch out for: commas
proper nouns

Name _____ Date _____

HILLS...HILLS...HILLS...HILLS...HILLS...HILLS...HILLS

A folksy way of saying something is worthless is to say it is "not worth a **hill** of beans." Draw something that a friend thinks is valuable but that you don't think is worth a **hill** of beans.



"To make a mountain out of a mole**hill**" is a cliché that means someone makes something seem more important than it is. Create new clichés that would have the same meaning. For example, "to make a milk cow out of a milkshake" could have a similar meaning.

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____



"Blue are the **hills** that are far away" is a proverb with two meanings. It means that things look better when viewed from a distance in either time or space. What have you seen today that would look better from a distance?



What has happened to you this year that won't seem as bad when you remember it five years from now?

Name _____ Date _____

What age do you think is “over the **hill**”? Why?



Would you say life is more up**hill** or down**hill**? Why?



Draw yourself sitting on a **hill**. Show what you are thinking.



Nouns

Overview: *These readiness-based tasks give students a chance to identify nouns while working at appropriate levels of challenge.* The students work on these tasks following whole-group activities designed to introduce the nature and role of nouns, such as:

- ❖ Using a concept attainment activity to introduce nouns. In this type of activity, a teacher shares a list of words that are nouns (the “IN” list) along with a list of words that are not nouns (the “OUT” list). Students are invited to add words to either list and to discover what it takes to be included on the “IN” list,
 - ❖ Reading Brian Cleary’s A Mink, a Fink, a Skating Rink or parts of Ruth Heller’s Merry-Go-Round,
 - ❖ Creating a class “noun web,”
 - ❖ Brainstorming, either as a whole group or in small groups, nouns that fit into broad categories (for example, people, places, animals, things) or more specific categories (jobs that people might have, cities and towns, ocean animals, tools).
- Assign students to the tiered tasks below based on teacher observation of their grasp of nouns during introductory activities and on their general reading and writing ability.

Standard:

- Apply grammar and language conventions to communicate effectively

Objectives:

The students will **KNOW**

- People, places, and things are *nouns*.

The students will **UNDERSTAND THAT**

- Sentences are made up of different types of words, and each word in a sentence has a job.

The students will **BE ABLE TO**

- Identify nouns.
- Categorize words.

Materials:

- Sentences written on chart paper (include different types of nouns in the sentences: people, places, and things)
- Word splash including nouns and other parts of speech (A word splash is a collection of words that are randomly placed on a page and that may or may not have something in common.)
- Short sentences written on sentence strips and cut into pieces representing subjects, verbs, and prepositional phrases

Tier One (lower readiness)

Students assigned to this tier work as a group with the teacher (or another adult) to identify nouns in sentences written on chart paper. Students underline or circle the nouns that they find. Once they have found all the nouns, they look for relationships among them. *Do some of the nouns seem to go together? How?* When they have finished, the students may illustrate some of the nouns that they found. If they are able to do so, have them label their illustrations.

Tier Two (middle readiness)

Students working on this task work with a partner or independently to pick nouns out of a group of different words provided on a word splash. Once they have circled all of the nouns on the word splash, they group the nouns into at least three different categories. They list their groups on a separate sheet of paper, making sure to provide a label or title for each group. Once finished, they share their groupings with others working at this same tier.

Tier Three (higher readiness)

Students at this tier work in pairs and use parts of sentences written on sentence strips to create their own complete sentences. As they create their sentences, have them write them. Once they have created and written at least six sentences, they circle the nouns in them. They then create categories for their nouns. *Which ones seem to go together? Why?* Ask them to list at least three categories and name the categories.

Closure: Once students have completed their assigned tasks, the teacher leads a whole-group discussion to review nouns and discuss their importance:

- What are some of the nouns that you found when you were working on your activity?
- Why are nouns important? What would it be like without nouns?
- What are some of your favorite nouns? Why?

Noun Practice With Questions

First, fill in the blanks with nouns. (Yes, sometimes there is more than one correct answer.) On the next page, compose your own list of questions with blanks for missing nouns. Trade papers with a friend and then fill in the blanks.

What did _____ say to _____?

What did _____ do to _____?

Are _____ and _____ going along?

Did you forget to bring your _____ and _____?

Is the _____ broken?

Why did _____ do that?

Why didn't _____ or _____ want to go?

Why hasn't _____ come home?

Why can't _____ see the difference?

Why doesn't _____ come along?

Where can _____ go to get the _____?

Will the _____ go as fast as the _____?

How many _____ and _____ are in the box?

Who is that standing next to _____?

What kind of _____ tastes good?

Who will change the _____?

When is the best time for _____ to turn off the _____?



Oh, the Places You'll Go Williams' Taxonomy Cube

<p>Fluency List all of the roads and places you can go in life, according to this book.</p>	<p>Flexibility How would this story be different if it were called "Oh, the Places You've Been?" Create your own book with that title, including a theme it can teach children, events in your life, and rhymes!</p>	
	<p>Imagination Imagine you lived in a world of Dr. Seuss characters. Would your life be more difficult or easier? Why? Create a poem or draw a cartoon of your life in a Seuss world. What places would you go then? Where could you have possibly been?</p>	
<p>Oh, the Places You'll Go</p>	<p>Risk-Taking What risks do you feel you have to take in life to reach your goals? Make a list of them. Then, evaluate each one and state whether or not your goal is worth that risk.</p>	<p>Complexity Using examples from this story, create a "How to Prepare for Your Future" handbook.</p>
	<p>Curiosity This book is about the adventures you will have in your life. If you could ask a fortune teller about your future, what three questions would you ask? Why?</p>	



A Writing Challenge

Fill in the blank spaces of this last paragraph of the Rough-Face Girl with words you feel are appropriate. Then read the last paragraph to compare your choices with the author's.

So the Rough-Face Girl (1) _____ in the waters of the (2) _____. Suddenly all the (3) _____ vanished from her (4) _____. Her (5) _____ grew (6) _____ again and her beautiful black (7) _____ grew in long and glossy as a (8) _____ wing. Now anyone could see that she was, indeed, (9) _____. But the (10) _____ and his (11) _____ had seen that from the start.

Author's Word Choices: 1. bathed 2. lake 3. scars 4. body 5. skin 6. smooth 7. hair 8. raven's 9. beautiful 10. Invisible Being 11. sister.

Cause and Effect

For each statement below list one cause and one effect.

CAUSE	EFFECT
A. Many women wanted to marry the Invisible Being.	
B. The two older daughters were cruel and hard-hearted.	
C. The girl's face was marked by scars and her hair was charred.	
D. The cruel sisters lied to the sister of the Invisible Being.	
E. The Rough-Face Girl made a dress and leggings from birch bark.	

Word Game!

Use two four member teams. One person on each team must act out the word list for that team. Team members must guess the word. The team that guesses all words on its list in the shortest time is the winner.

Team A: wigwam, sled, moccasins, brother, bow

Team B: fire, arrow, Milky Way, sister, lake

Strategy Seventeen: Graphic Organizers

- A. Story Mapping
- B. Emotion Chart
- C. The Venn Diagram

→ Example ←

A. Story Mapping

Grades 3-4 Objectives R2, R9, S1, S10

Shoeshine Girl by Clyde Robert Bulla. Crowell, 1975.



BOOKTALK



Ten-and-a-half-year-old Sarah Ida is angry about spending the summer at Aunt Claudia's. She has been sent away because her parents can't cope with her. Not only that, her best friend has been caught stealing for kicks.

Money in her pocket is Sarah Ida's symbol of independence. When Aunt Claudia says no allowance, Sarah Ida is determined to get even and find a job. The shoeshine stand is the only place that will hire a ten-year-old girl. To Sarah Ida's surprise Aunt Claudia doesn't object. And that is only the first of many surprises the summer holds for her.

ACTIVITY Complete the Story Mapping for Shoeshine Girl.

CHARACTERS	SETTING
EVENTS	
PROBLEM	
EVENTS	
GOAL	

The Venn Diagram

→ Example ←

The Serpent Never Sleeps by Scott O'Dell. Houghton-Mifflin, 1975.



BOOKTALK

Serena Lynn, age seventeen, is asked by England's King, James I, to serve at court. She is very pleased, but must decline: she is loyal to the man she's always loved, Anthony Foxcroft. Anthony is embroiled in disputes at court and must ship out for Jamestown, the first colony in the New World. Serena will go too.

They sail on the *Sea Venture*, which leaves Plymouth, England, in 1609 to take supplies and more settlers to Virginia. Their small boat seems no match for the wild sea, but they are spared only to be shipwrecked off Bermuda. The brave crew builds a new boat so their expedition can flounder on to Virginia.

When they arrive, Jamestown is in ruins. Those who have survived the deadly winter are in desperate need of food. The Indians, with whom the colonists have maintained a delicate peace, may be their only chance. Serena goes with a party sent to plead with Pocahontas, the Indian princess who saved them once before, and who may have the power to save them again.



ACTIVITY Use the Venn Diagram to compare Serena and Pocahontas.

