



Imagination Vacation

A Literacy Curriculum for Grades K - 3



{The Summer Learning Collaborative}

The Summer Learning Collaborative (SLC) is a unique partnership between the United Way of Massachusetts Bay and the Merrimack Valley, BOSTnet, and community partners in Greater Boston, Greater Lynn, Lawrence and Lowell. The Collaborative is focused on halting summer learning loss for kids in grades K-3 and works to improve child literacy skills by integrating fun literacy activities into the programs where kids spend their summers. [Research shows](#) that low-income children not participating in enriching summer opportunities lose an average of two months of reading skill during the summer months and 43% of Massachusetts children (2/3 from low-income backgrounds) get to fourth grade without learning to read proficiently. Reaching over 2700 children across 22 programs, the SLC has a dramatic impact: 85% of children avoid this learning loss, and a full 69% of children maintain or improve reading skills when participating in the SLC.

{Overview & Guide for Educators}

Imagination Vacation is a literacy curriculum for grades K-3 aligned with the Common Core standards. Created by BOSTnet in collaboration with the United Way of Massachusetts Bay and Merrimack Valley, the curriculum will provide educators with “plug and play” literacy activities to use with children during the summer. The lessons focus on developing children’s reading, writing, listening and speaking skills while also working to inspire their imagination and instill a love literacy. The curriculum is divided into six units, following along the theme of *Imagination Vacation*. Each unit helps young children understand what it’s like to travel and lessons can be used separately as stand-alone activities or in connection with other lessons from the unit. Feel free to mix & match activities to suit the needs of your children, and substitute books or materials from your own collection to make the lessons more appropriate for your children. Find activities suited to your summer schedule, including opportunities to play literacy games outdoors or during transitions. Utilize our tips for differentiating instruction to adapt the lesson to the ages of your children and language abilities of your group. Most importantly, use your imagination! Open your students’ eyes to a world just outside their front door and ignite a love of learning that will last a lifetime.

{Where should I start?}

If you...

Have a **literacy block**, check out units 1-4

Our favorites: *Bear Hunt*, *Traffic Stopping Sentences*, *Imaginary Monsters*, and *Quilt of Many Colors*

Have kids and staff who **love read alouds**, check out unit 5. Each read aloud has 2 suggested activities with the book

Our favorites: *Kumak's Fish* and *Waiting for the Biblioburro*

Are **on the move** in the gym or on field trips a lot, check out unit 6

Our favorites: *Preposition Follow the Leader* and *Scrabble Word Tag*

The most effective literacy programs will use a variety of literacy integration: dedicated literacy blocks, time with text, and infusion with high active games. We encourage you to start where your program feels most comfortable and build up confidence and skills in new literacy areas and activities over time.

{Activity Extensions}

Each lesson is intended to take approximately 30 to 45 minutes. Educators may consider extending the lesson beyond the literacy block and will choose to incorporate elements of the activity during other parts of the day. To help make those connections easier, each lesson is designed with a honeycomb of extension activities for use during: Arts & Crafts, Enrichment, P.E. (Gym, pool or park time) as well as take-home activities. Use these ideas as a starting point to create a larger plan or do these short activities during a transition or break. Try these activities as a staff during a team meeting and modify the activities for your group using the implementation plan. Have these activities in your tool kit when there's down-time and help make literacy connections click for your students!

{The Big Idea}

Each lesson is centered around a "big idea" explained in the diamond shape at the top right corner of the lesson plan. Every part of the activity relates back to this objective and you can measure success by whether students have mastered the big idea. The lesson starts with a "hook" to get children excited and energy flowing. Before you jump in, explain the big idea so children understand the "why" behind today's lesson and can repeat back what they did and why they did it. At the end of the lesson, children will need one last reminder so the big idea clicks. There are many ways to check for understanding and each lesson plan includes one or two ways you can ensure your students have mastered that skill. Brainstorm some additional ways to check for understanding like asking students for a thumbs up or thumbs down or a "fist of five," rating their mastery of the big idea on a scale of 1 to 5. Whichever system you use, keep track of each student's progress on an attendance sheet and make note of the students who seem confused or need more help. With your support and attention, students will receive the interventions they need to get back on track.

{Buzz Words}

Vocabulary

By the time low income children are 3 years old, they have heard 30 million fewer words than children the same age from higher income households. This seems nearly impossible, but on average a young child hears 20,000-30,000 words a day. The word gap comes from watching TV instead of reading, a child eating quietly while their parent rushes off to their evening job, or even speaking little English at home. Utilizing read alouds will give children more vocabulary that they may not hear at home. It is important to consider this information when choosing read aloud books.

The best read aloud books will offer new vocabulary to children and also rhyme, repetition, and rhythm. These three R's engage the children and give them the ability to practice predicting what will come next in the text and gain confidence when they are able to "read" along and eventually identify the words as they read independently.

Using Buzz Words

There are a variety of ways to incorporate intentional learning with the buzz words each week.

- ◆ Make a word wall where you add buzz words and any new vocabulary words you come across during the summer
- ◆ If you already have the alphabet displayed around the room, put buzz words under their first letter
- ◆ Clap out the syllables of each buzz word while you are defining them
- ◆ Vocab detective: Each time the children hear, see, or use a buzz word that week the group gets points. Points eventually add up to some kind of prize or game
- ◆ After learning about the buzz words, have children roll a dice and do the following:: roll 1: define the word, roll 2: say something that means the same, roll 3: what does it remind you of?, roll 4: draw it, roll 5: act it out, roll 6: something that means the opposite

{Literacy for Grades K-3 Outline}

I. Map Making

Hands-on activities to teach children how to read and create maps.

pg. 1 **What's in a Map?:** Locate and identify the landforms of the United States using a map key while making a healthy snack!

pg. 2 **Mapping the Universe:** Understand your physical place in the universe and create a map of your world.

pg. 3 **Treasure Hunt:** Encourage spatial awareness, teamwork and problem solving skills and practice the beginning sounds of words.

pg. 4 **Imaginary Lands:** Follow a map of an imaginary world and use context clues to decode the meaning of new vocabulary words.

pg. 5 **Bear Hunt:** Retell the events from a story and map the story's sequence of events.

pg. 6 ***Lesson Implementation Form***

pg. 7-29 ***Appendix A: Handouts and worksheets for Unit 1***

II. Transportation

Active games to review literary concepts like vowel sounds, syllables, contractions, sight words and much more!

pg. 30 **Vowel Airplanes:** Differentiate between long and short vowel sounds in words that start with the letter "A"—like airplane!

pg. 31 **Windy Words:** Build confidence while learning new vocabulary words related to perseverance.

pg. 32 **Mix & Match Contractions:** Use Dr. Seuss books to practice identifying and forming contractions!

pg. 33 **Traffic Stopping Sentences:** Form sentences using sight words to create a traffic jam!

pg. 34 **The Amazing Race:** Participate in a team relay race to review literary concepts like antonyms, synonyms and homophones.

pg. 35 ***Lesson Implementation Form***

pg. 36-67 ***Appendix B: Handouts and worksheets for Unit 2***

{Literacy for Grades K-3 Outline}

III. Travel Buddies

Practice teamwork and problem solving skills with these group activities.

pg. 68 **Pen Pal Postcard:** Practice writing to a pen pal and use descriptive language to describe where you live!

pg. 69 **Imaginary Monsters:** Use descriptive words to imagine what your monster looks like and share your monster with the group!

pg. 70 **Action Heroes:** Practice strategies for super readers and create your own action-packed comic book ending.

pg. 71 **Road Trip!:** Work together as a team to make decisions about what to bring on your imaginary road trip!

pg. 72 **Animal Escape:** Explore animal habitats and use informational texts to gather more information about zoo animals.

pg. 73 **Life Size Scrabble:** Work as a team to make new words

pg. 74 **Lesson Implementation Form**

pg. 75-98 **Appendix C: Handouts and worksheets for Unit 3**

IV. World Travelers

Experience what it's like to travel around the world and read stories about people and places across the globe.

pg. 99 **Alphabet Collage:** Create your own mixed media collage inspired by the words and letters you see everyday!

pg. 100 **Quilt of Many Colors:** Design your own story quilt with a unique pattern of shapes and colors and use teamwork to put it all together

pg. 101 **Reading Recipes:** Work in teams to read and write healthy recipes from diverse cultures around the globe.

pg. 102 **Rain Dance:** Explore the traditions of Native American cultures by creating a rain stick that tells a story.

pg. 103 **Lesson Implementation Form**

pg. 104-113 **Appendix D: Handouts and worksheets for Unit 4**

{Literacy for Grades K-3 Outline}

V. Around the World

Activities based on read alouds about places around the world.

Read alouds and activities are on the even number pages and the literacy extension activities that go along with that book are on the odd number pages.

pg. 114-115 **Same, Same But Different:** People's lives might look different, but they're the same too. Write about ourselves and learn about peers.

pg. 116-117 **Kumak's Fish: A Tall Tale From the Far North** When the whole community works together there are great outcomes. Define our community and practice rhyming.

pg. 118-119 **Waiting for the Biblioburro:** Create your own stories to share with one another.

pg. 120-121 **Energy Island:** Learn about a unique island in Denmark, understand what renewable energy is, and be more energy efficient at camp.

pg. 122-123 **Babushka Baba Yaga:** Understand what folklore is and share who your babushka is.

pg. 124-125 **Four Feet, Two Sandals:** Learn about refugees and how friendship can develop in the hardest of times.

pg. 126-127 **I Lost My Tooth in Africa:** Children around the world have different stories about the tooth fairy. Use your imagination and share ideas!

pg. 128-129 **The Great Kapok Tree:** Millions of animals live in the rainforest and we need to protect their habitat. Tell the story in readers theater.

pg. 130-131 **Zen Shorts:** Learn about zen principles and connect to your own life.

pg. 132-133 **My Painted House, My Friendly Chicken, and Me:** Learn about a South African girl's life and then each other's.

pg. 134-135 **Book Based Planning Form:** Utilize to make a quality lesson plan using any book

pg. 136-171 **Appendix E:** Handouts and worksheets for Unit 5

{Literacy for Grades K-3 Outline}

VI. Field Trips

Practice literacy in a less structured environment.

pg. 172 **Rhyme Freeze Tag:** Play tag and unfreeze people with rhymes.

pg. 172 **Verb Relay Race:** Understand what a verb is, practice reading and vocab, and exercise.

pg. 173 **What Happens Next?:** Practice storytelling, understand story structure, and share with our peers.

pg. 173 **Sentence Starters:** Get to know one another with different questions.

pg. 174 **Preposition Following the Leader:** Understand the meaning of different prepositions with kinetic practice.

pg. 174 **Scrabble Word Tag:** Identify letters and practice spelling while playing tag.

pg. 175 **5 Frame Storytelling:** Use your imagination to create a story using pictures.

pg. 175 **Human Alphabet:** Use our bodies to create letters or words.

pg. 176 **Animal Observation:** Translate observations into writing while watching animals.

pg. 176 **Literacy Scavenger Hunt:** Practice letter sounds or understanding adjectives while going on a scavenger hunt.

pg. 177 **Alligator Alphabet:** Relay race to retrieve letters to make words together as team.

pg. 177 **Hula Hoop Storytelling:** Learn transition words and practice storytelling by hopping from hoop to hoop.

pg. 178-194 **Appendix F:** Handouts and worksheets for Unit 6

What's in a Map?

Hook: *Imagine you have the world in the palm of your hand. Challenge children to unpeel a clementine in one continuous piece. Lay it out flat and explain that a map of the Earth will look something like that!*

Activity:

- Create an edible, 3D (topographical) map of the United States and identify the following US landforms: Rocky Mountains, Appalachian Mountains, Mississippi River, the Great Lakes, the Great Plains and Massachusetts!
- Prep materials ahead of time. Each table needs the food supplies (listed under materials) and begin by spreading hummus on a tortilla. Help students form an outline of the US using a piece of string so children can build their landform inside the outline.
- On a separate piece of paper, children will create a color-coded map key so that each US landform corresponds to a different color and draw a compass with the cardinal directions (N,S,E,W).
- Go over step by step instructions and review expectations—wash hands, no snacking and be clean!

Check for Understanding:

- Play a game of “Simon Says” to practice the cardinal directions and review vocabulary.
- Call out instructions like, “Point to the map,” or “Move to the...North, South, East, West!”

Differentiated Instruction:

Ages 5-7: Spend time reviewing map examples from suggested read-aloud texts so children can practice using a map key or compass in relation to the story's context.

Ages 7-9: Challenge children to incorporate “scale” as part of their map key.

ELL: Create a model for children to copy and practice saying new vocabulary words out loud.

Big Idea:

Locate and identify the landforms of the United States using a map key while making a healthy snack!

Setup:

Suggested Read Aloud: any story where you can map the character's setting

- * *There's a Map on My Lap* (Rabe, 2002)
- * *Mapping Penny's World* (Leedy, 2000)

Materials:

- ⇒ Paper plates
- ⇒ String
- ⇒ 1 tortilla per child (land)
- ⇒ 1 popsicle stick spreader
- ⇒ Hummus (dirt)
- ⇒ String cheese (Miss. River)
- ⇒ Raisins (Appalachian Mtns)
- ⇒ Pretzel sticks (Rocky Mtns)
- ⇒ Grapes (Great Lakes)
- ⇒ Shredded carrots (Great Plains)
- ⇒ Goldfish (Massachusetts)

Buzz Words:

Topographical Map

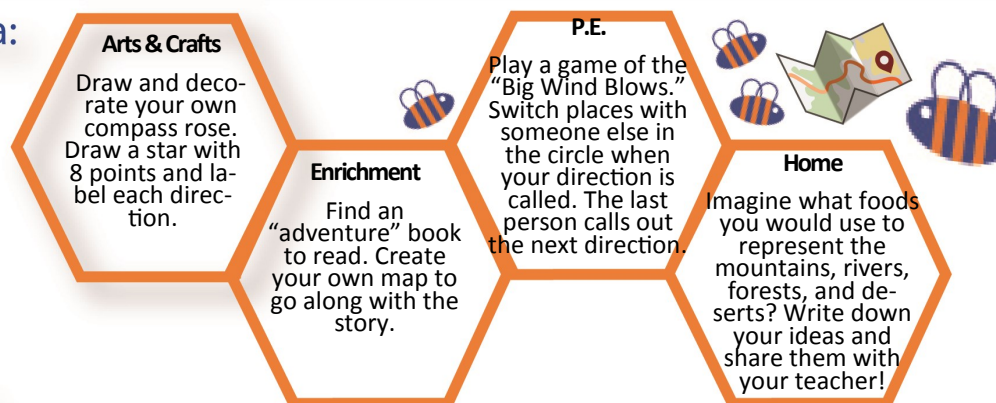
Map Key

Scale

Symbol

Cardinal Directions

Extending This Idea:



Mapping the Universe

Hook: Let's look at the Earth from outer space. Buckle your seatbelt, start your engine, blast off! Can you see our continent, North America? Play a game of "Around the World" to learn about the continents. Divide the room into the 7 continents and give children clues about each place. Follow the clues and see if you've traveled to the right place!

Activity:

- From outer space, you can see our continent, North America. Let's use a microscopic lens to zoom in even further. Can you see the United States? Zoom in even further and check out our state, Massachusetts and your city, even your house! Everyone has a special place on the map.
- Students will create a visual representation of where they live in the universe. Start with the biggest circle and label each circle along the bottom, starting from largest to smallest: my planet, my continent, my country, my state, my city, my street.
- Decorate and name each circle with the corresponding information. Write down facts about each place and include key information and identifying features.
- Bind the pages together using a hole punch and string/D-ring.

Check for Understanding:

- Ask for volunteers to present their map of the universe or review key facts about the continents.

Differentiated Instruction:

Ages 5-7: Divide the names of the continents into syllables so children can sound it out.

Ages 7-9: Challenge students to sing or memorize a song about the continents or fifty states!

ELL: Encourage students to speak about where they're from and label everyone's home country on the world map.

Big Idea:

Understand your physical place in the universe and create a map of your world.

Setup:

Suggested Read Aloud: books about outer space

- * *Where Do I Live?* (Chesnow, 1995)
- * *Me on the Map* (Sweeney, 1996)
- * *How to Make an Apple Pie and See the World* (Priceman, 1994)

Materials:

- ⇒ Continent facts
- ⇒ 6 circles per child (small to large)
- ⇒ Markers
- ⇒ Colored pencils
- ⇒ Hole-punch
- ⇒ String or D-ring

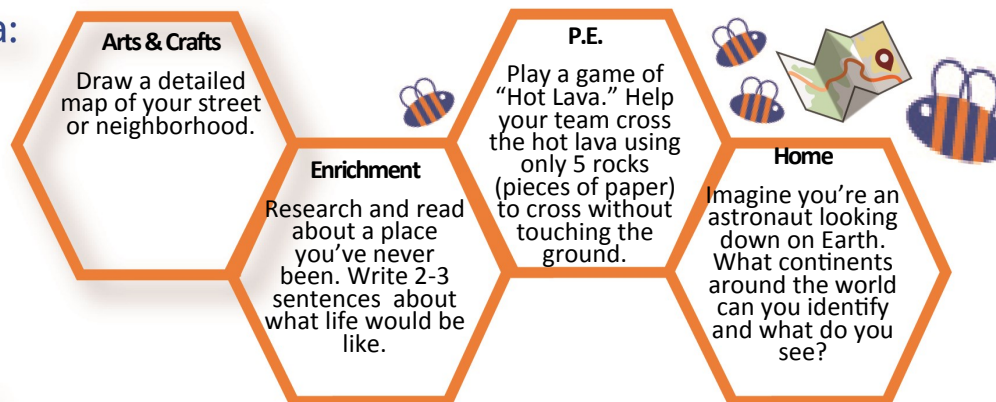
Buzz Words:

Universe
Continent
Country
State
City
Street

Extending This Idea:



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Treasure Hunt

Hook: Ahoy mateys! I need ye' help to find me buried treasure. But first, ye' need to learn me pirate language. Say it with me, "Arrrrrr!" What words in ye' language have that sound? Write some words on the board and circle the "ar" sounds (park, hard, dark, chart, etc.).

Activity:

- Prep materials ahead of time and sort "gold coin" words evenly into each group's treasure envelope. Label and identify each envelope with a group name, color or number and hide each envelope.
- Have students create a map of the classroom and include windows, doors, tables, chairs and furniture. Draw each item or use paper cut-outs to represent pieces of furniture, and work in small groups to place items where they belong.
- Circulate the room and approve each map when its complete. Place a sticker on the locations of the hidden treasure, approximately 3 locations around the classroom.
- Groups will use their map to find the hidden treasure and bring their group's treasure envelope back to their table.
- Open the treasure envelope and sort the words into different boxes based on the word's consonant blend sound. Say each word out loud and take turns writing each word in the appropriate box. Check with a teacher to receive your final clue and see if you can crack the code!

Differentiated Instruction:

Ages 5-7: Focus on common, sight words that start with different letters of the alphabet.

Ages 7-9: Choose more complex vocabulary words with 5 letters or more.

ELL: Draw pictures on each colored slip of paper and have children identify the word and practice writing it down.

Big Idea:

Encourage spatial awareness, teamwork and problem-solving skills and practice the beginning sounds of words.

Setup:

Suggested Read Aloud: books about pirates

- * *Shiver Me Letters: A Pirate ABC* (Sobel, 2009)
- * *The Pirate Who Said Please* (Knappman, 2012)
- * *How I Became a Pirate* (Shannon, 2013)

Materials:

- ⇒ Map handout
- ⇒ Furniture cut outs
- ⇒ Plain Envelope (1 per group)
- ⇒ Paper gold coins
- ⇒ Treasure Box handout (1 per group)
- ⇒ Stickers
- ⇒ Markers

Buzz Words:

Pirate Language

Arrr words

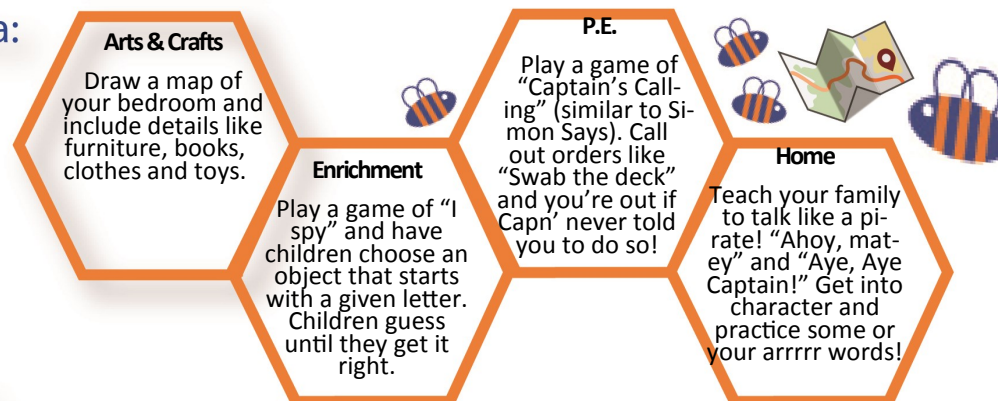
Treasure Map/Treasure Hunt

Secret Code

Extending This Idea:



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Imaginary Lands

Hook: Let your imagination lead the way. Explore the kingdoms of an imaginary land and follow the map past the Peppermint Forest, into the Gum Drop Mountains and through the Lollipop Woods. Test your knowledge of popular fairytales and use “context clues” to uncover the answer!

Activity:

- Divide into 4 teams to play a life-size board game using colored pieces of construction paper as the game board. Create different routes for each team and make sure there’s an even number of colored squares in each route.
- Spin a color wheel or randomly select a color and teams will travel to the corresponding color square and wait for their clue.
- Read the corresponding context clue card and have teams guess the correct answer.
- Students can say the answer out loud or write it down on a portable dry-erase board. Move ahead one square if you’re correct, but if you’re wrong, stay on your square.
- Play continues until the first team reaches the Candy Castle!

Check for Understanding:

- Read a fictional book aloud and use context clues to uncover the meaning of new vocabulary words or decode information about the book’s setting or characters.

Differentiated Instruction:

Ages 5-7: Use descriptive language to imagine what an imaginary land looks like. Use popular fairytales for inspiration!

Ages 7-9: Create your own imaginary world and draw a board game to go along with the story’s beginning, middle and end.

ELL: Divide students into mixed ability groups to encourage peer learning and teamwork.

Big Idea:

Follow a map of an imaginary world and use context clues to decode the meaning of new vocabulary words.

Setup:

Suggested Read Aloud: any fairytale

- * *Isabella, Girl on the Go* (Fosberry, 2012)
- * *Hansel and Gretel* (Isadora, 2009)

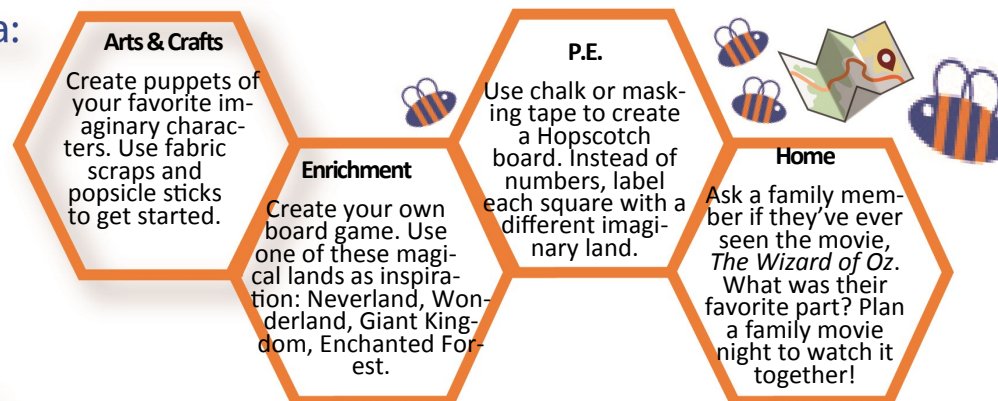
Materials

- ⇒ Colored construction paper
- ⇒ Context clue cards (appendix A)
- ⇒ Spinner

Extending This Idea:



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Buzz Words:

Setting
Fiction/Non-fiction
Imaginary/Real

Bear Hunt

Hook: Read aloud and sing along to the book, "We're Going on a Bear Hunt." What do you see? I see (insert climate) right in front of me. Can we go over it? No! Can we go under it? No! Looks like we've got to go through it! (Add hand gestures and sound effects)

Activity:

- Before we embark on our adventure, we need to make a map so we know where to look for the bear.
- Divide the paper into 6 sections and chart your course clockwise through the different climates: grass, river, mud, forest, snowstorm, and cave. Create a cave door that opens and draw your bear hiding inside!
- Connect each part of the journey with a dotted line and create a "map key" to identify what each picture represents.
- Create and decorate a set of binoculars using cardboard tubes. Use your imagination and go on a bear hunt!

Check for Understanding:

- Play a game using "positional" words like over, under, through, between, etc. and have students act out or gesture using their hands or bodies.

Differentiated Instruction:

Ages 5-7: Create a map template for young children to copy.

Ages 7-9: Choose an animal or story that excites your students. Go on a hunt to find that character!

ELL: Write song lyrics on a piece of flip-chart paper and follow along with your finger. Use hand gestures and imaginary play to emphasize the meaning of positional words.

Big Idea:

Retell the events from a story and map the sequence of events.

Setup:

Suggested Read Aloud: books about bears

- * *We're Going on a Bear Hunt* (Rosen, 1989)
- * *Bear Snores On* (Wilson, 2002)
- * *We're Going on a Lion Hunt* (Axtell, 2007)

Materials

- ⇒ Construction paper
- ⇒ Paint or markers
- ⇒ Popsicle sticks
- ⇒ Glitter
- ⇒ Cotton balls
- ⇒ Cardboard tubes

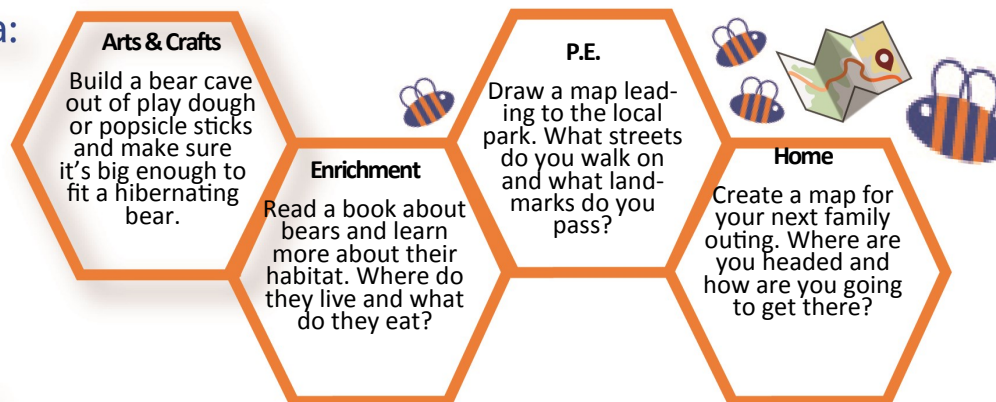
Buzz Words:

Climate
Embark
Map Key
Positional Words

Extending This Idea:



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Implementation Form: _____

(Name of activity)

Use this form to plan how you would implement an activity in your group!

Introduction: How can you prompt students to begin thinking about the “big idea” and “take-aways?” How does activity connect with group’s prior learning/knowledge? What questions could you ask?

Time Breakdown:

- Whole Group Time:
- Small Group Time:
- Individual Time:

Check for Understanding: How do you know if students have mastered the big idea?

Differentiation: What additional support will members of your group need? How will you accommodate?

Big Idea:



How will you communicate the big idea?

Setup:

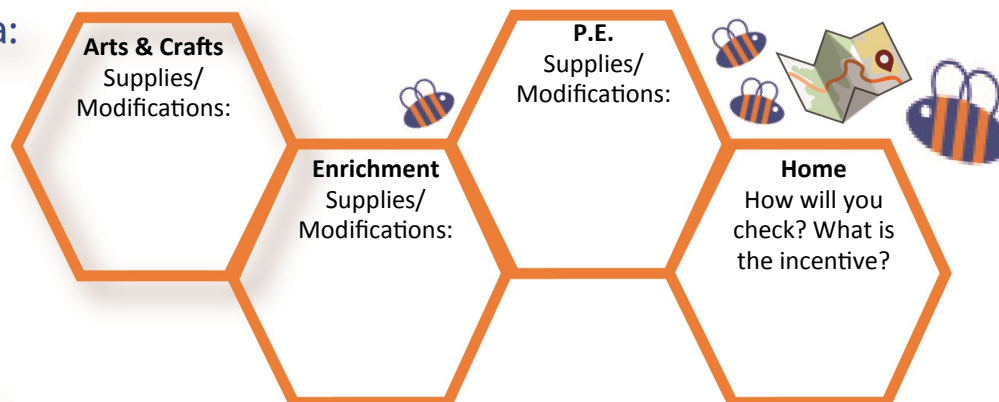
What prompts or questions can you ask during the **read aloud** to keep the conversation going?

How will you get the materials needed / adapt to what’s available?

Extending This Idea:

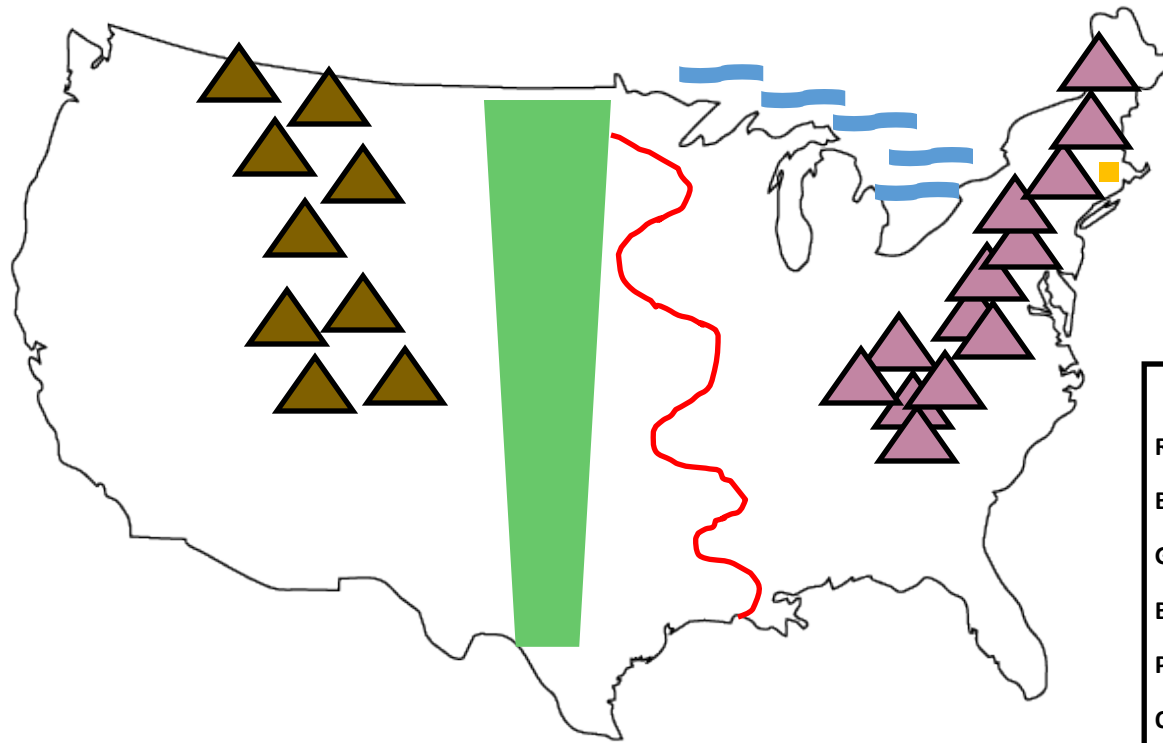


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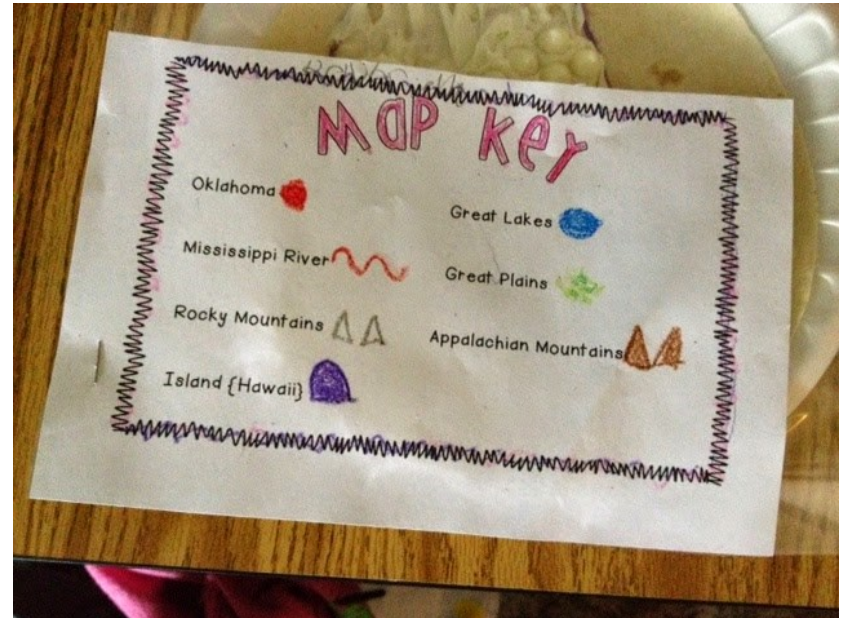


Buzz Words:

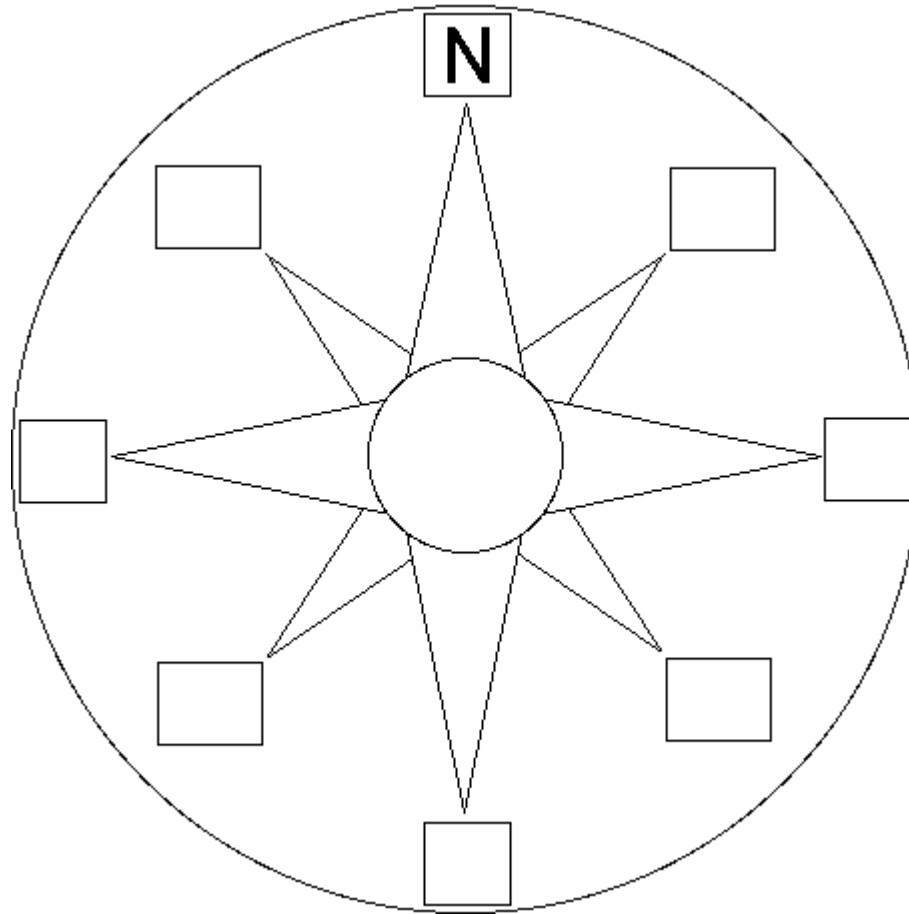
How will you review Vocabulary?



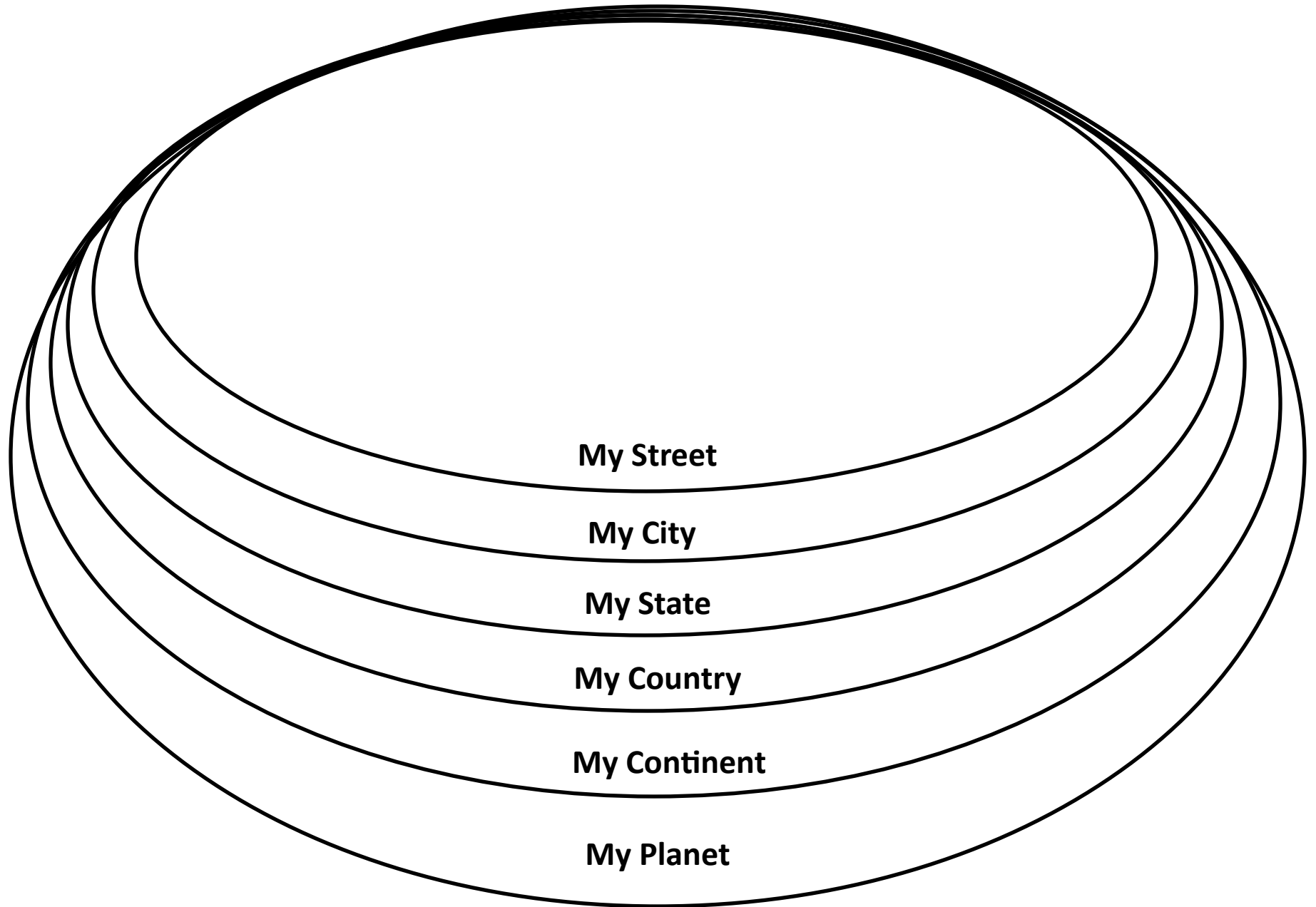
Map Key	
Red	—Mississippi River
Brown	—Rocky Mountains
Green	—Great Plains
Blue	—Great Lakes
Purple	—Appalachian Mountains
Orange	—Massachusetts

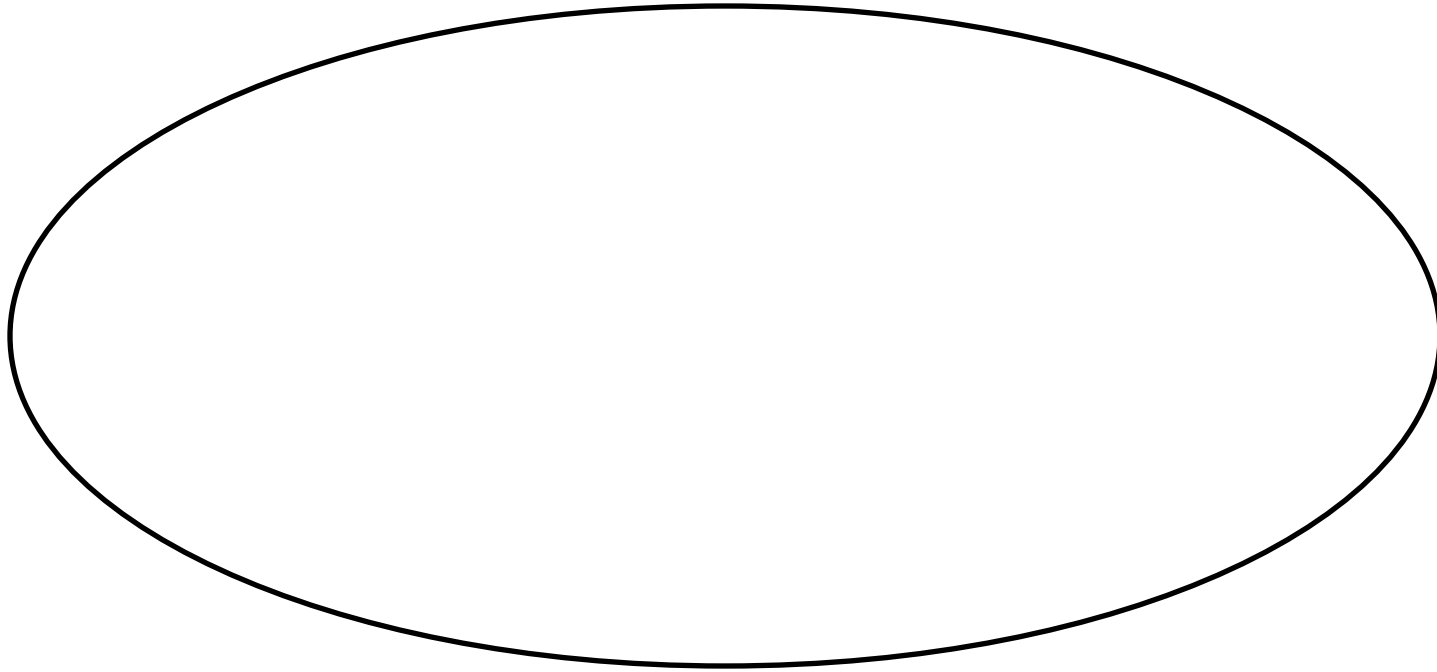


Draw and decorate your own Compass Rose!

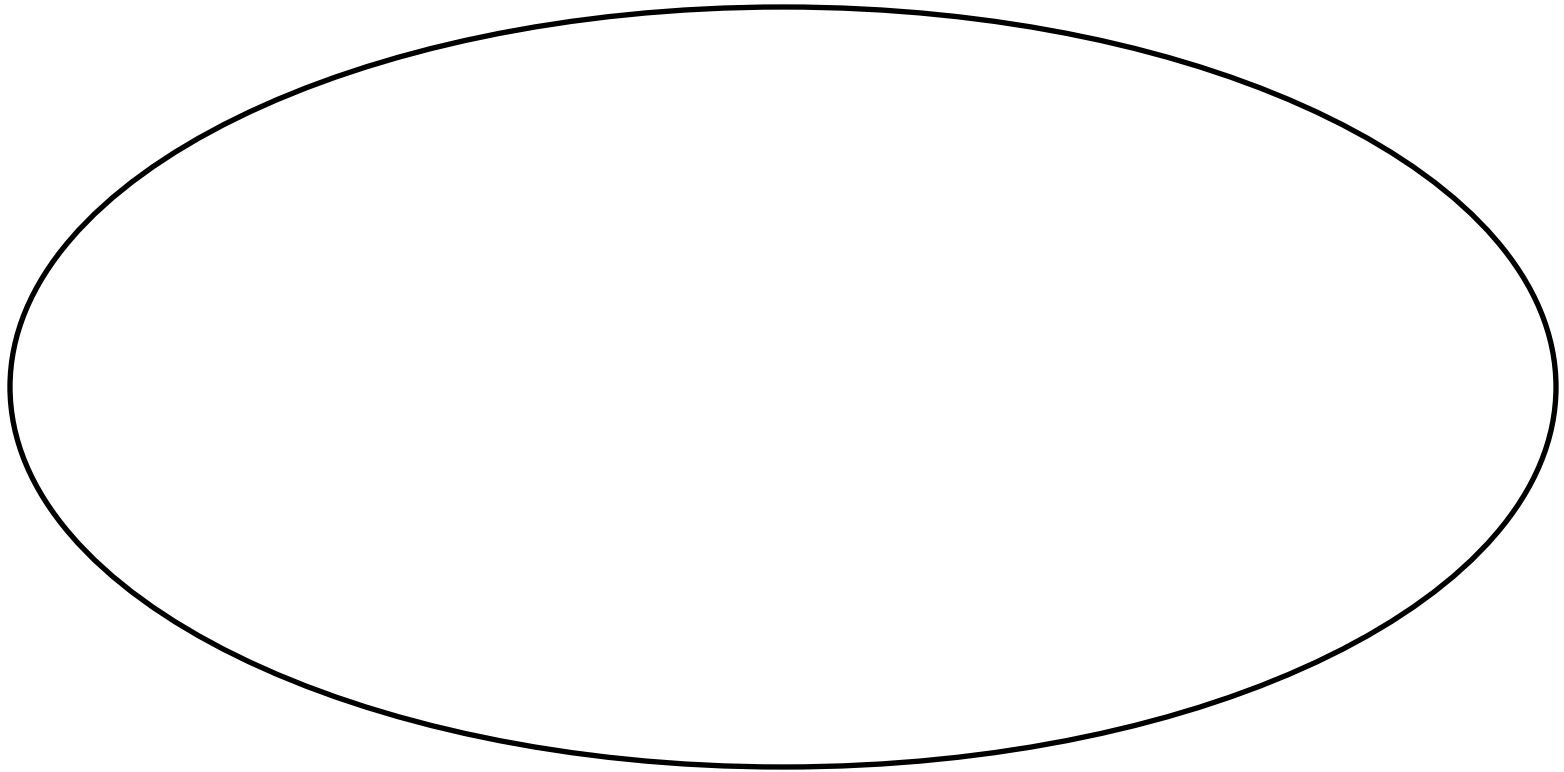


Asia	Africa	Australia	Antarctica	Europe	North America	South America
<ul style="list-style-type: none"> * It is the largest continent. It covers one-third of the earth's surface. * Also it is the biggest in terms of population in the world. Half of the world population lives here. The world's two most populous countries, China & India are in this continent. * It has 30% of world land area & 60% of population * It is the home of the 10 highest mountain peaks in the world. Mount Everest, the highest mountain in the world. * Major Animals include: Reticulated Pythons, Tiger, Panda, Yaks, Indian Rhinoceroses. 	<ul style="list-style-type: none"> * It is the second largest continent. * It is the home of the Nile ,the longest river in the world. * It is also the home of the Sahara, the largest desert in the world. * Ninety five percent of the world's diamonds and more than 50% of the world's gold comes from here. * 66% of world's chocolate comes from here. * Considered to be the place where the first human lived and learned to use tools. * Major Animals include: Elephant, Lion, Cheetah, Zebra, Giraffe, Egyptian mongooses. 	<ul style="list-style-type: none"> * It is the smallest continent in the world. It is also known as "island continent" (an island is a place which is surrounded by water from all sides). * The continent has only one country and it lies entirely south of the equator and is called the land down under. * Two thirds is flat desert. * Home of the Great Barrier Reef — the world's largest coral reef, it is made up of coral deposits & is about 2000 kilo meters long * Major Animals include: Kangaroo, Koala ,Platypus, Emu 	<ul style="list-style-type: none"> * It is called the "Frozen Continent." * The continent contains 75% of the ice in the world. It is estimated that ice is 4 km thick. It contains about 70% of the world's fresh water. * There are no cities, villages or farms. The only permanent settlements are research bases, where scientist from different countries come & do different types of research. * During the winter in the South Pole (late March to late September) it is dark all the time, meaning it is always night! In the summer, it is light 24 hours a day! * Penguins are most often associated with this continent. 	<ul style="list-style-type: none"> * There are no deserts. It is the only continent without any deserts. * Most of the countries of Europe use a single currency called the Euro. * Germany is the most populated country whereas London and Paris are most populous cities in this continent. * Piano and guitar were invented here as well as sports like Golf and cricket. * One of the most unusual festivals of this continent is the Tomatina Festival from Spain. In this, every participant is involved in throwing tomatoes at each other. * Major Animals include: European tree frogs, Wild boars, Hedgehog, Roe Deer 	<ul style="list-style-type: none"> * It is the only continent that has every kind of climate * It is around twice the size of Europe. * Lake Superior is the largest fresh water lake in the world. It is located on the border between the United States and Canada. * It has the highest average income per person as compared to any other continent and average food intake per person is also greater than that of any other continent. * The Mississippi, the third longest river in the world is in this continent. * This continent produces about 25% of the world's total milk & dairy products. * Major Animals include: Brown Bears, bald Eagles, Hummingbirds, Bullfrogs 	<ul style="list-style-type: none"> * The Andes Mountains are located here and form the Second Highest Mountain System in the World next to the Himalayas. * It also has the world's largest river –Amazon (by volume of water).The name Amazon comes from Native American name for the river 'Amazunu' meaning 'big wave'. * Major languages spoken here are Spanish and Portuguese. * Brazil, a country in this continent, is the largest producer of coffee in the world. * Soccer is the dominant game in this continent. * It is also the home of the anaconda, one of the world's largest snakes.

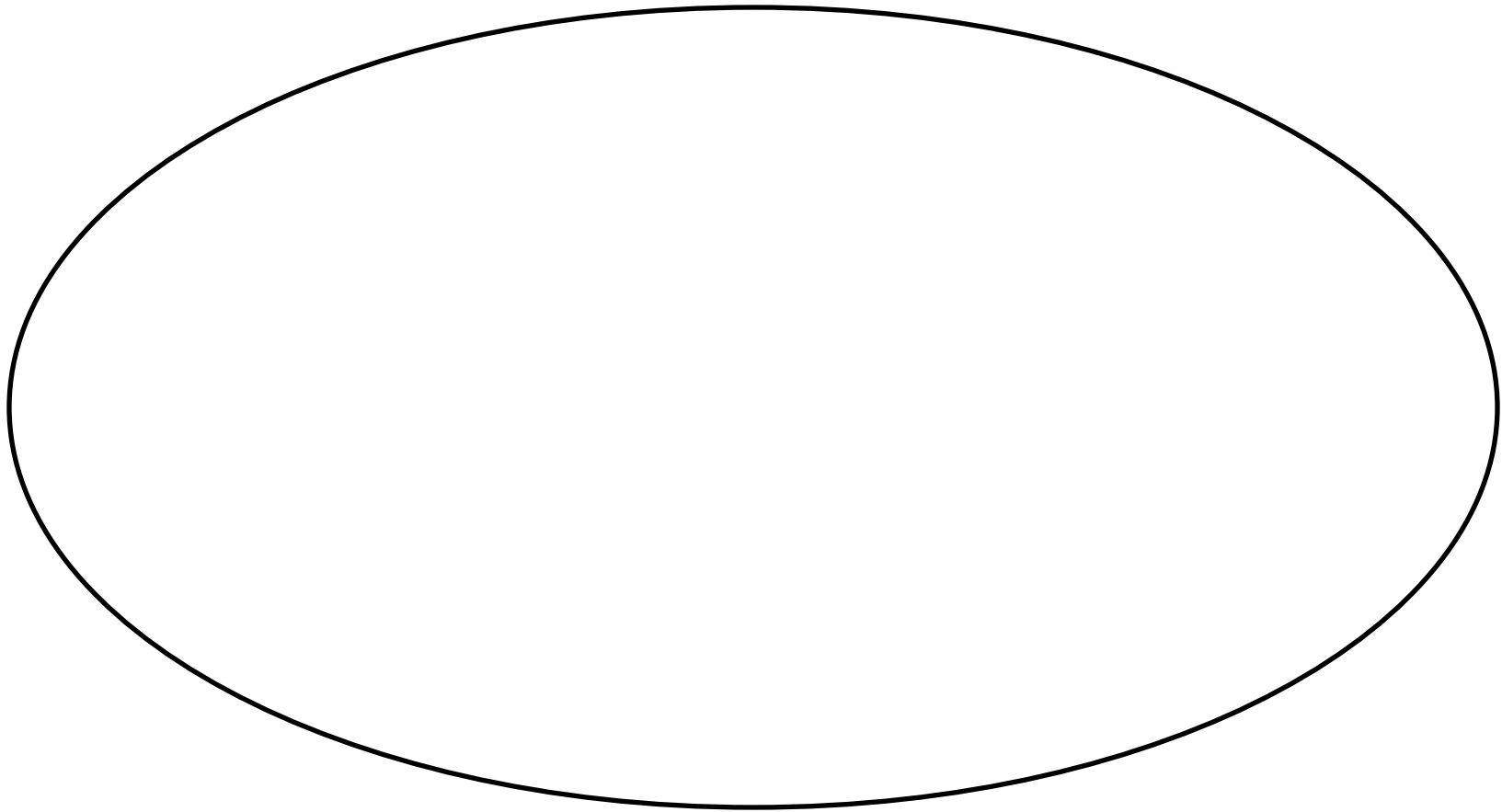




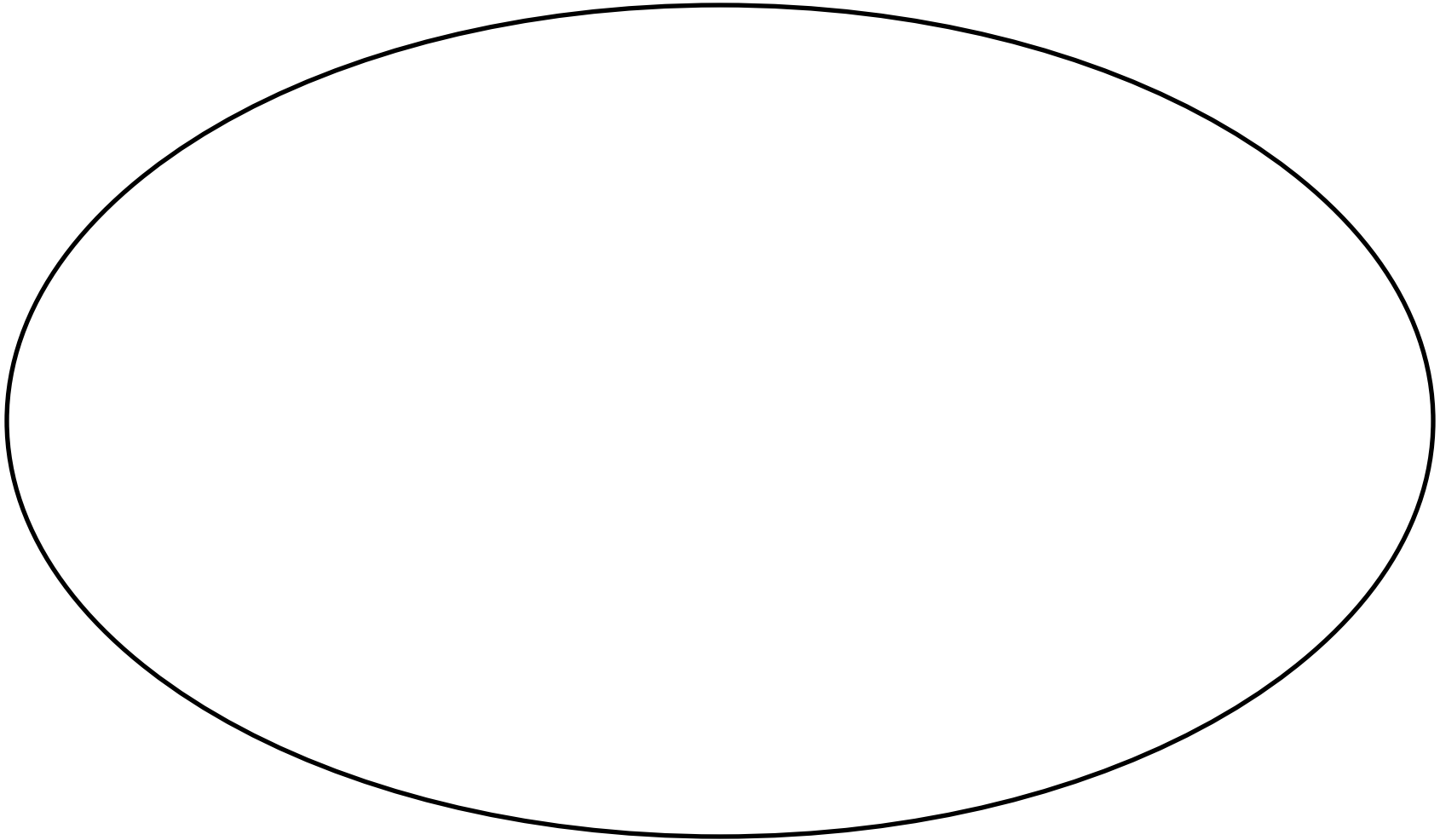
My Street



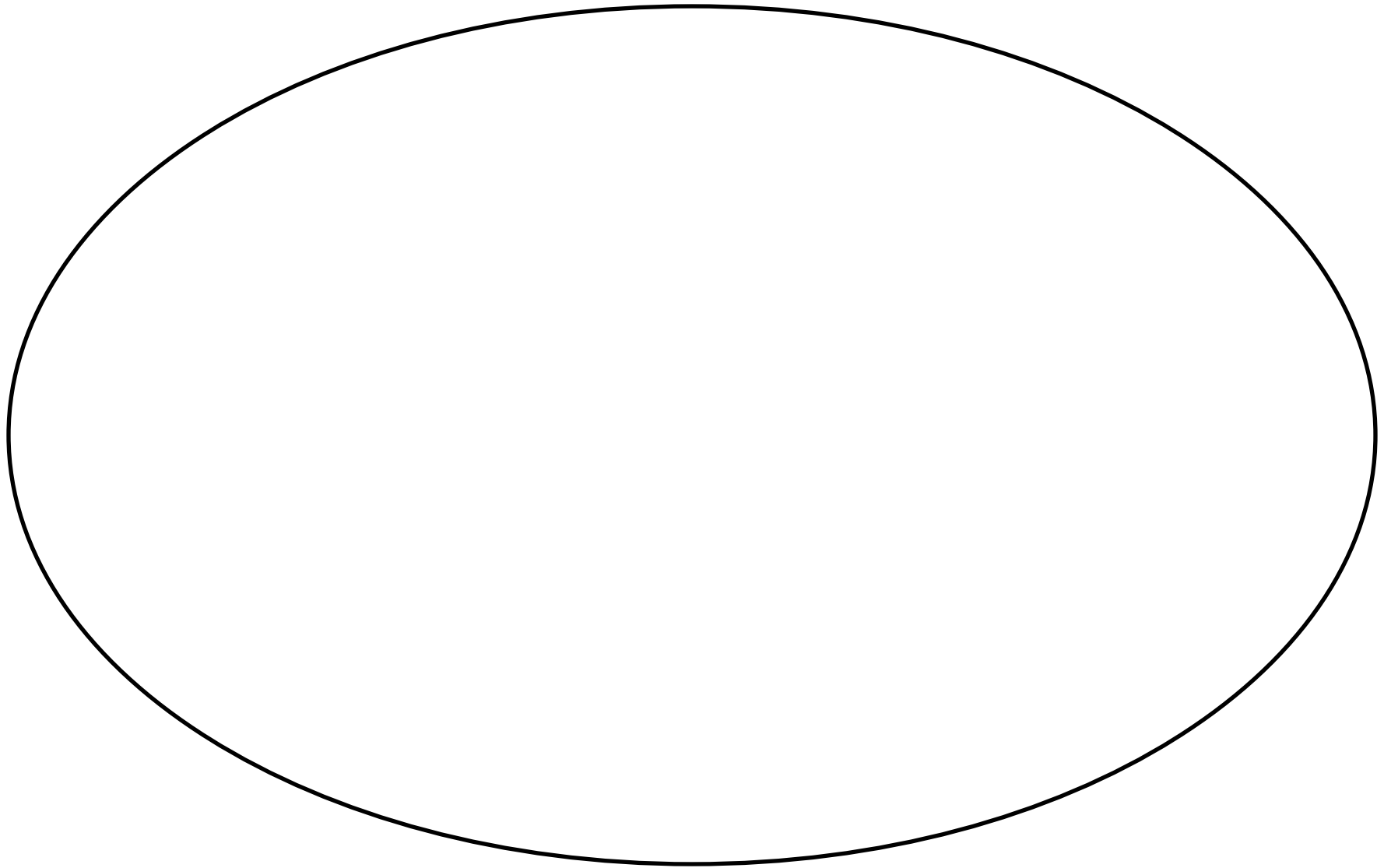
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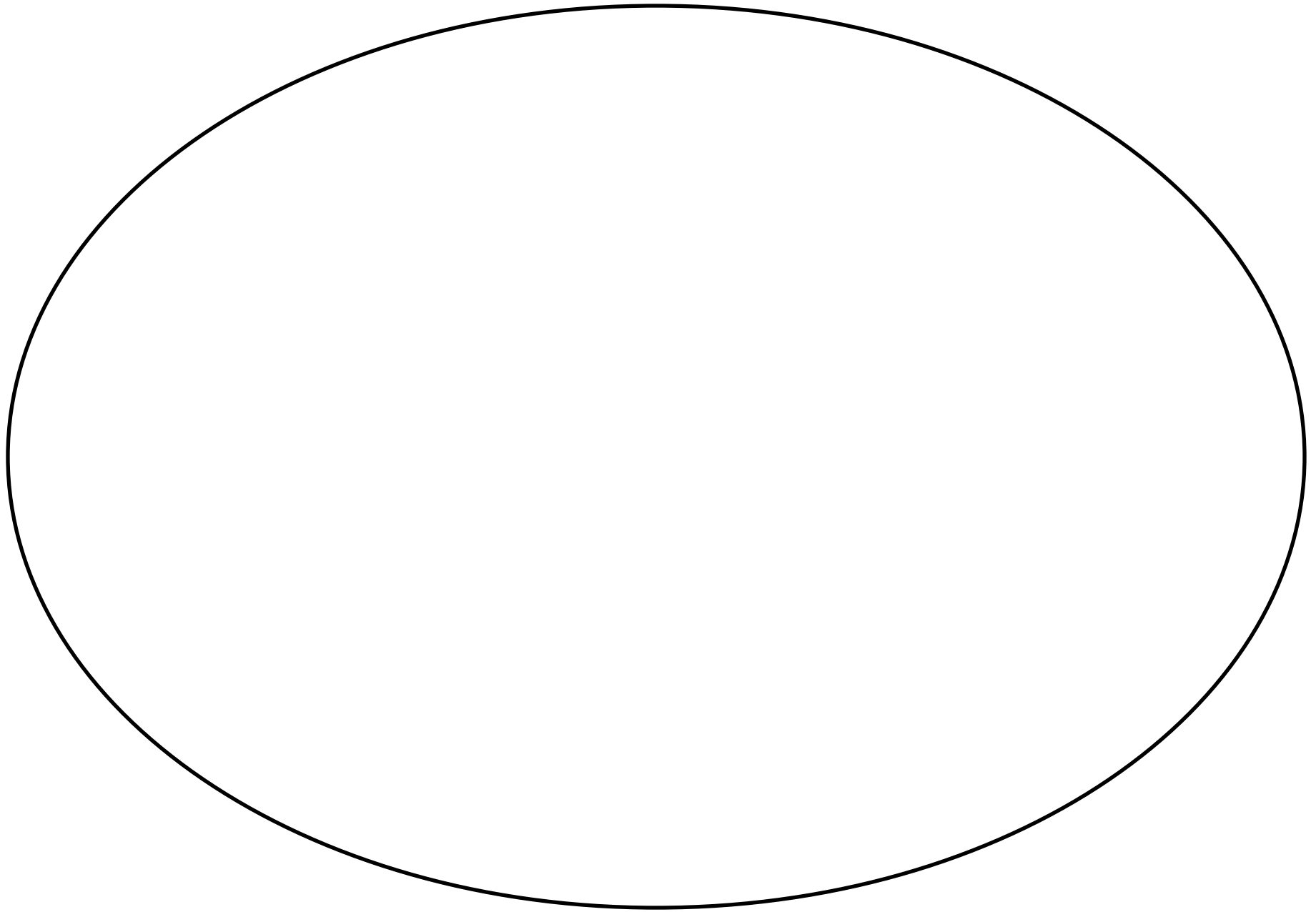
My State



My Country



My Continent



My Planet

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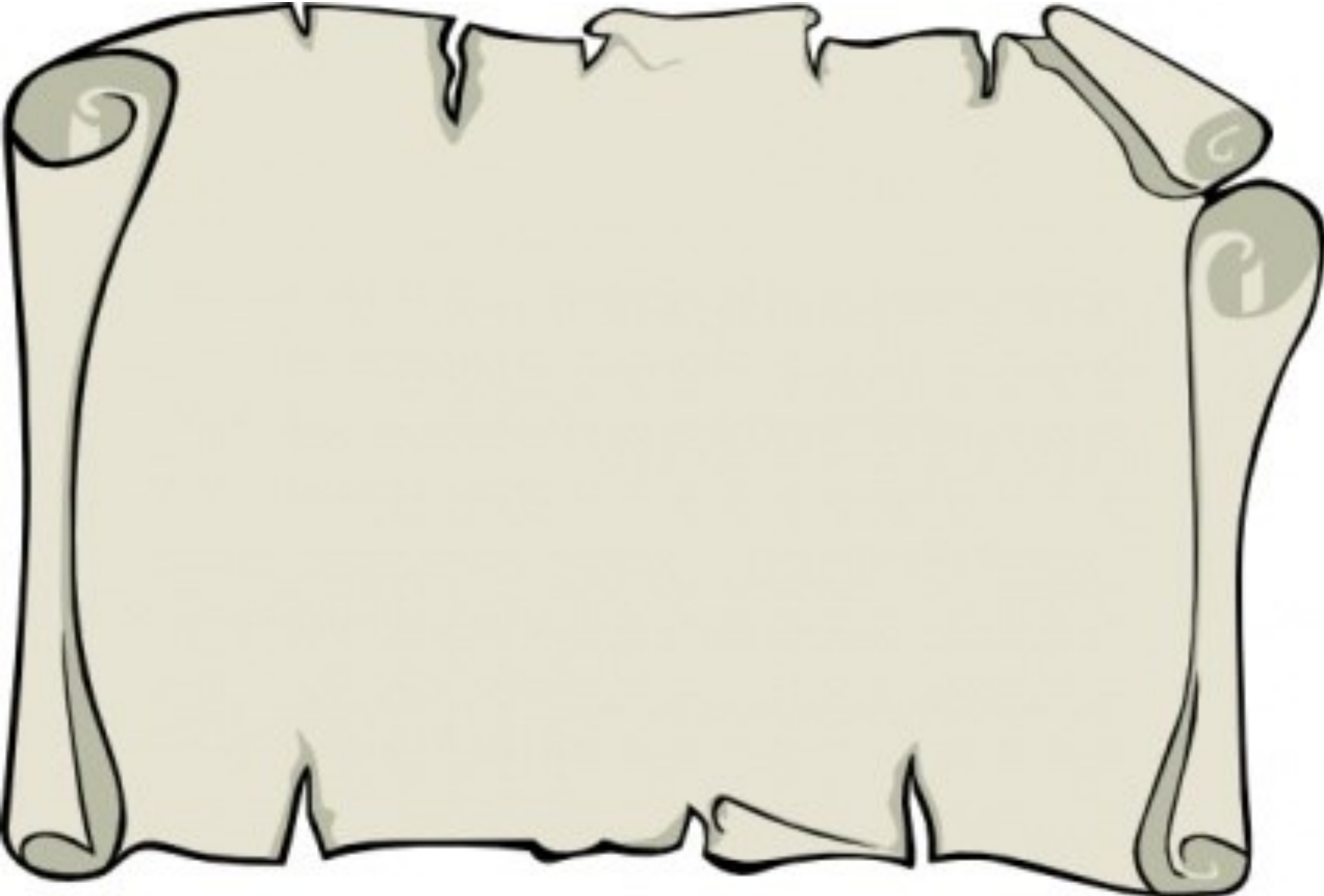
park cart hard

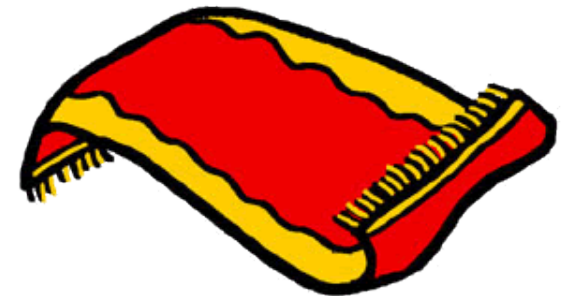
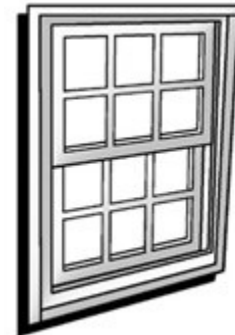
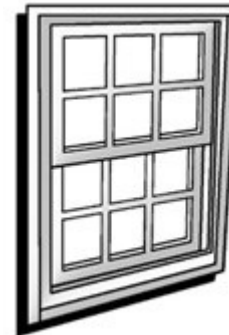
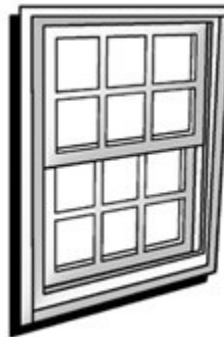
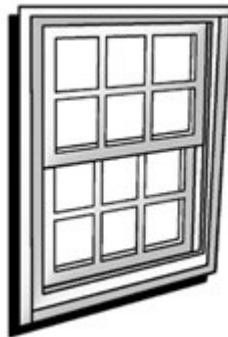
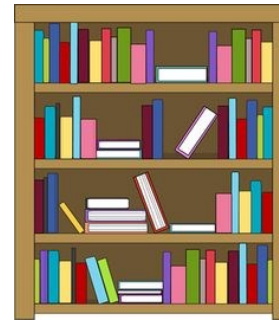
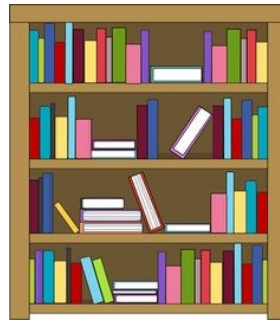
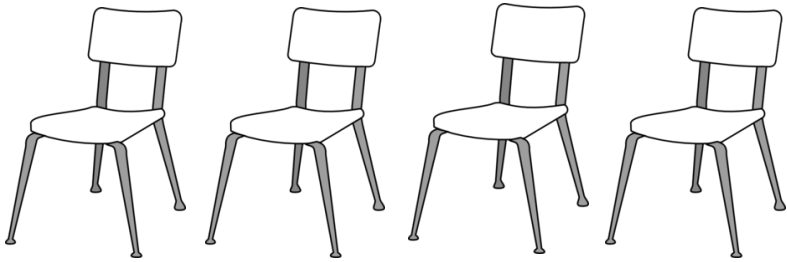
spark shark scarf

yard jar dark

chart large yarn









park



yard



jar



cry



crown



crime



drop



dress



dry



fly

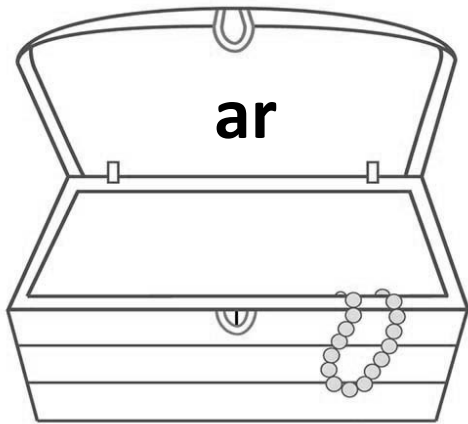


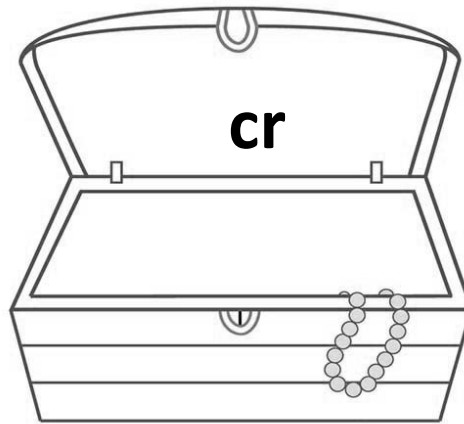
flower

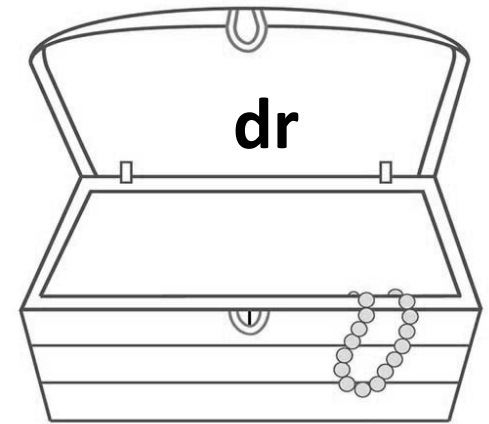


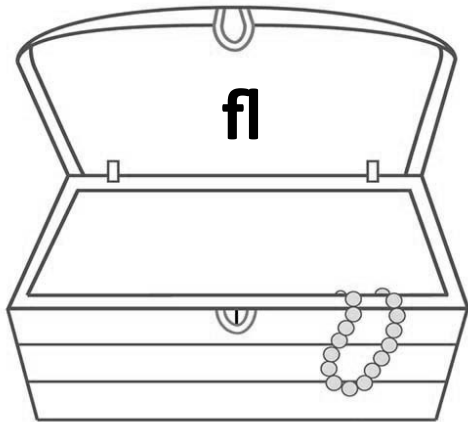
fleet

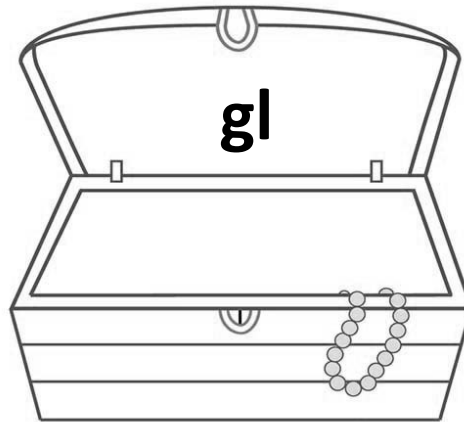


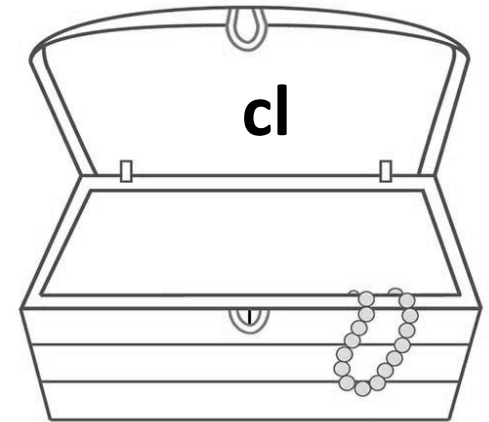








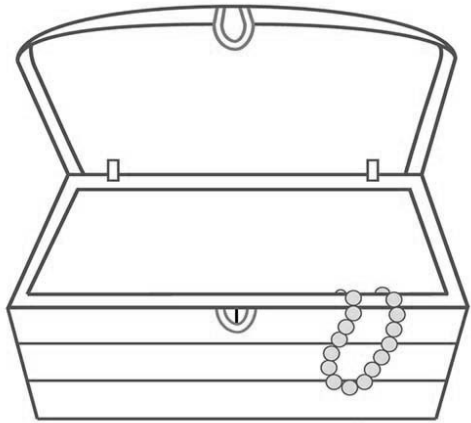


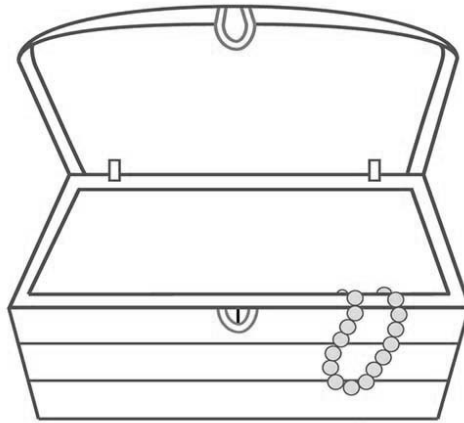


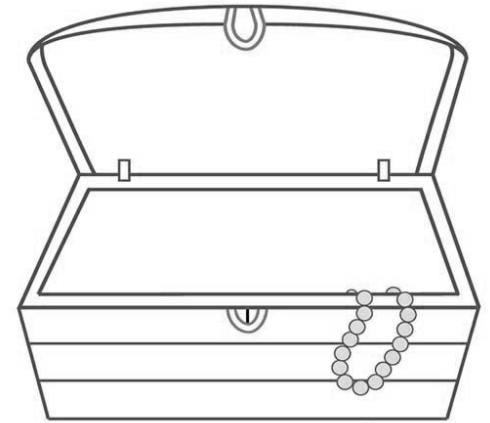
Imagination Vacation: Map Making

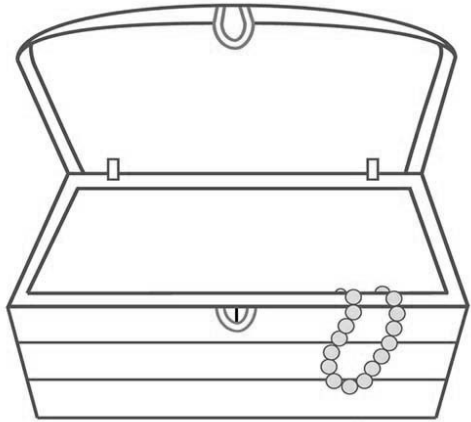
Treasure Hunt

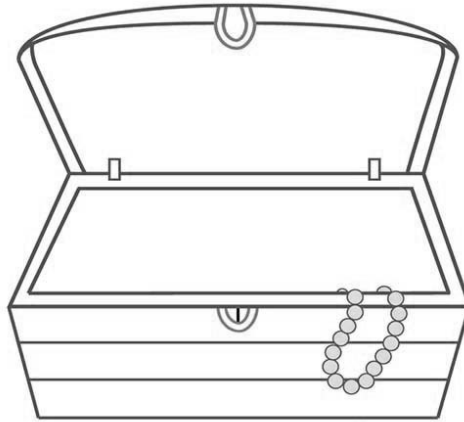
Appendix A

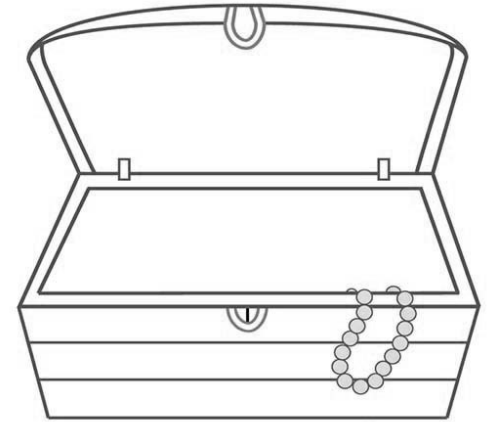














Use the words written on the gold coins to crack the code and guess the location of the buried treasure!

Long ago, pirates roamed these parts looking for a place to hide the stolen _____ of Queen Mary. The pirates arrived on land and found a beautiful _____ located near the school. In it, there was a bed of blooming _____ that radiated in the sunlight. They dug a hole and buried the treasure underneath it.

What is the buried treasure? _____

Where is it located? _____

Context Clues

Orange

Sentence: The white horse and her young foal huddled together in the cold barn.

Clues: young, barn

A. cow B. friend C. baby

Answer: C

Orange

Sentence: Goldilocks wished she had an abundant amount of porridge. She hates it when there is none left!

A. empty B. lacking C. plentiful

Answer: C

Orange

Sentence: The princess is eager to open her birthday presents. She is very impatient!

A. anxious B. patient C. reluctant

Answer: A

Red

Sentence: Dorothy is such a cheerful person. She is always smiling!

Clue: smiling

A. angry B. happy C. confused
D. strict

Answer: B

Red

Sentence: Wendy gazed at the stars from her open window and thought about Peter. The stars were so beautiful it was hard to look away.

A. shouted B. counted C. a long look
D. a short look

Answer: C

Red

Sentence: The Wicked Witch frightened the munchkins. Their legs started shaking when she flew above.

Clue: shaking

A. calmed B. scared C. asked
D. excited

Answer: B

Purple

Sentence: Little Red Riding Hood wondered why her grandmother looked so different. She couldn't figure out why her grandmother had such big teeth and hands.

- A. questioned B. understood
C. guessed

Answer: A

Purple

Sentence: The Three Little Pigs trembled in fear when they heard the Wolf's scary voice, and their house trembled when he huffed and puffed.

- A. cried B. shook C. sweat

Answer: B

Purple

Sentence: The Princess dropped her golden ball into the spring of water, but she could not see where it went; all she could see was her face reflected in the water.

- A. ruined B. showing back C. cleaned

Answer: B

Green

Sentence: The Big Bad Wolf demolished the houses made of sticks and hay. He blew them over instantly, but struggled to demolish the house made of bricks.

- A. built B. kicked C. destroyed

Answer: C

Green

Sentence: The Seven Dwarfs kept Snow White safe. They shared their home with her and made sure no one would harm her.

- A. free B. warm C. unhappy D. protected

Answer: D

Green

Sentence: Cruella Devil wanted to use the puppies fur to make a luxury coat that was expensive and one of a kind.

- A. ugly B. cheap C. elegant

Answer: C

Blue

Sentence: Alice held the tea cup as gently as she could, fearing that the delicate handle would break.

Clues: gently, break

- A. rough B. ugly C. fragile
D. new

Answer: C

Blue

Sentence: Hansel and Gretel were led deep into the woods, but sprinkled rocks along the path so that they could find their way home.

- A. tossed B. watered C.
grabbed D. hid

Answer: A

Blue

Sentence: Snow White felt drowsy after eating the poisoned apple. She quickly fell into a deep sleep.

- A. grumpy B. sore
C. moody D. sleepy

Answer: D

Yellow

Sentence: Aladdin traveled through the crowded streets, but there were too many people and he could barely move.

- A. noisy B. dirty C. busy

Answer: C

Yellow

Sentence: The Ginger Bread man escaped from the oven and ran through the countryside, pursued by the farmer and his wife, a bear and a wolf who ran after him.

- A. thrown B. chased C. led

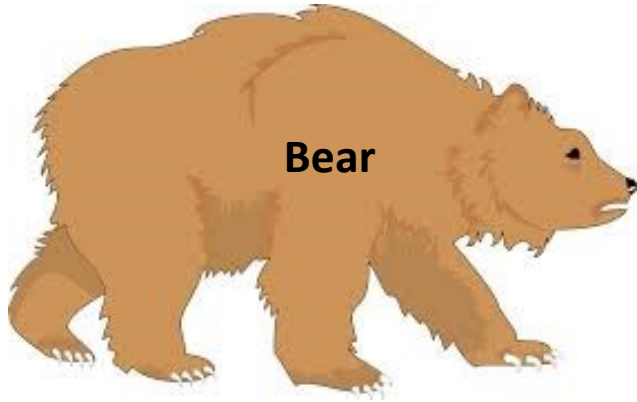
Answer: B

Yellow

Sentence: Jack was so brave. He climbed up the beanstalk and through the giant's castle and he wasn't even scared!

- A. tired B. frightened
C. rude D. courageous

Answer: D



Bear



Mud



Cave



Grass



Forest



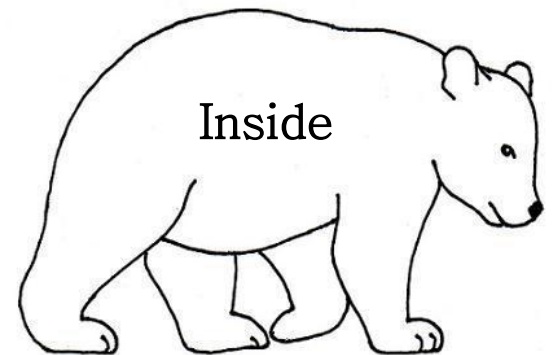
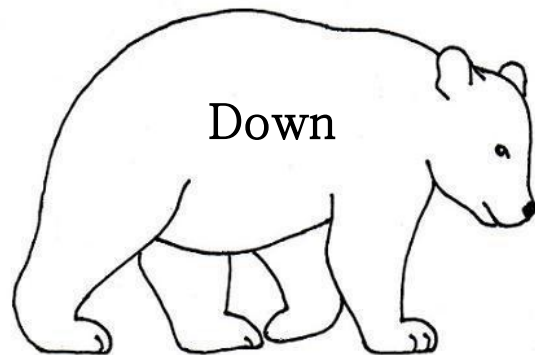
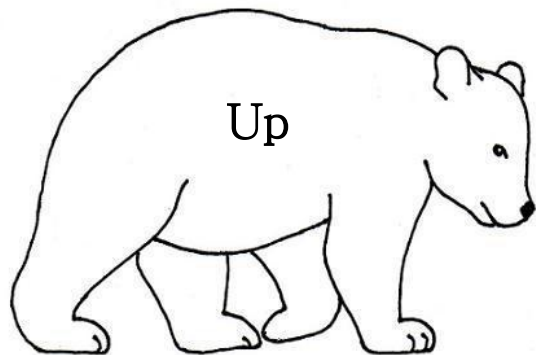
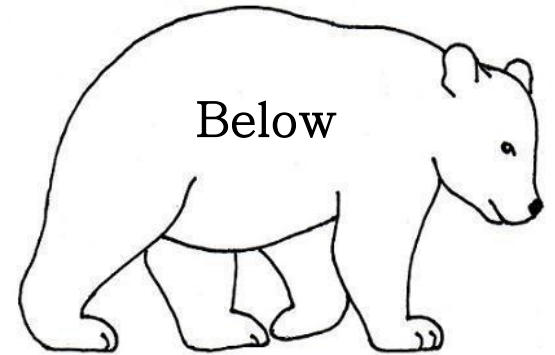
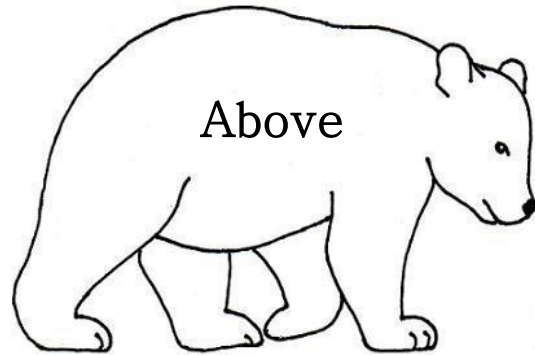
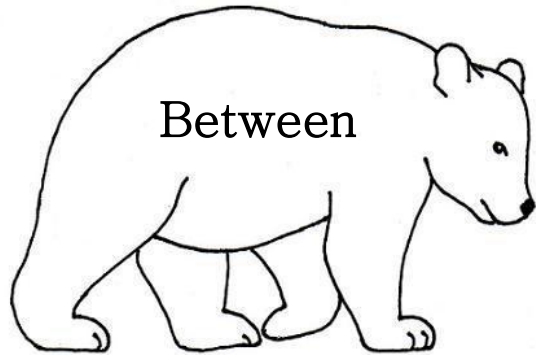
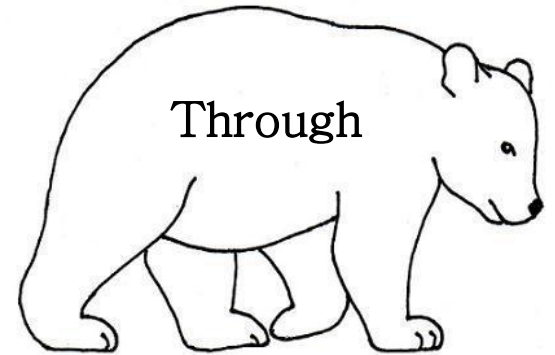
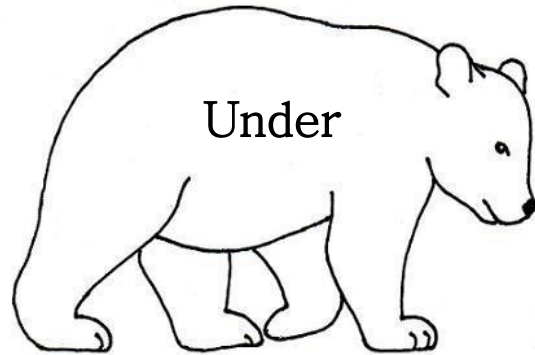
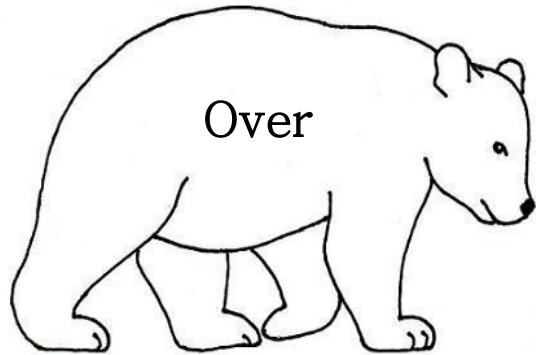
Bed



River



Snowstorm



Vowel Airplanes

Hook: Review the vowels (A,E,I,O,U) and shake your sillies out! Say the vowels out loud and shake out your legs, arms, hands, body and head for 5 seconds each!

Activity:

- Today we are going to focus on the letter “A” for Airplane. Let’s practice both long “A” sounds like “plane” and short “A” sounds like “map” (*Hint: Silent final e makes the vowel say its name*)
- Use masking tape to divide the room in half and create visuals for both sides: 1) long and 2) short
- Each child creates their own paper airplane. The teacher holds up pictures of words with short (apple) and long vowel sounds (acorn). Then, children fly their airplane in the direction of the appropriate vowel sound (short or long).
- Review the answer with the whole group before moving to the next word

Check for Understanding:

- Play a quick game of vowel BINGO to practice long and short vowel sounds.
- Have students color the square or mark with a sticker whether the vowel sound is short or long.
- Check each game board to make sure students mastered each sound.

Differentiated Instruction:

Ages 5-7: Master short vowel sounds before moving on to longer sounds. Practice sight words like “cat, hat”

Ages 7-9: Practice what happens when vowels are paired together. (Hint: First one does the talking, second keeps on walking.)

ELL: Draw images of sight words on the board, underline and exaggerate the longer sounds on a visual

Big Idea:

Differentiate between long and short vowel sounds in words that start with the letter “A”
—like airplane!

Setup:

Suggested Read Aloud: books about airplanes

- * *Airplane Adventure: My First Graphic Novel (Meister, 2000)*
- * *The Noisy Airplane Ride (Downs, 2005)*

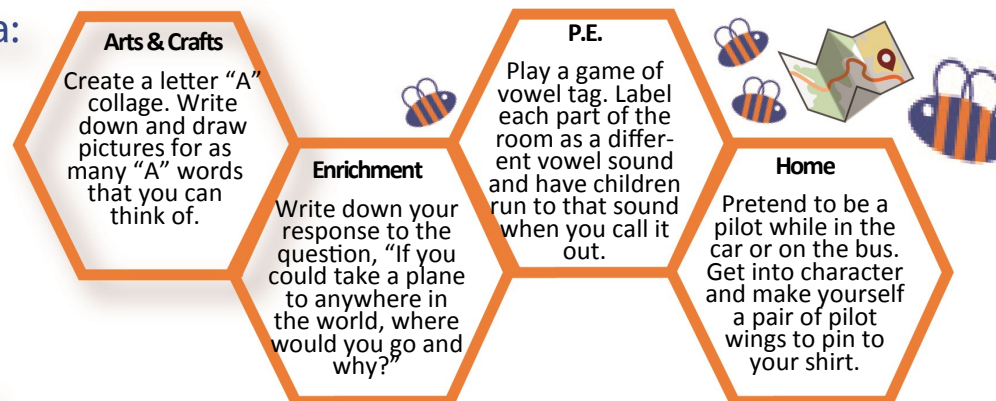
Materials

- ⇒ Paper
- ⇒ Model of paper airplane
- ⇒ Masking tape
- ⇒ White board or flip chart paper
- ⇒ Bingo game board

Extending This Idea:



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Buzz Words:

Vowels

Consonants

Long/Short Vowel Sounds

Windy Words

Hook: Let's take an imagination vacation to Japan—a country famous for their kites called “wind socks” made in the shape of a carp, a favorite fish. The carp is a fish that swims upstream against the current and is a symbol of strength, courage, and determination. Are you ready for today's challenge?
Can you ride the wind?

Activity:

- “The key to succeeding in today's challenge is having (*drumroll*)...PERSERVERANCE. Perseverance means trying hard even when it's tough.” Share some examples from popular books and relate perseverance to everyday situations (examples related to reading and writing).
- Brainstorm some words related to perseverance and **listen and clap** the syllables found in words like, strength, courage, determination, etc.
- Draw a picture of a determined, fierce fish and staple the piece of paper into a cylinder. Attach a string to it's mouth to act as a handle.
- Write the inspirational words on streamers and attach the streamers to the body of our wind sock—to encourage and inspire us to keep moving even if the wind pushes us back!

Check for Understanding:

- Play a game of charades using the inspirational vocabulary words. Have students signal to the group how many syllables are in that word and remember, no talking or noises!

Differentiated Instruction:

Ages 5-7: Focus the lesson on a read aloud or popular story that embodies the theme of perseverance. Use vocabulary words and examples from the story so students can relate to the idea.

Ages 7-9: Challenge students to spell these difficult words without looking in a Spelling Bee—sound it out!

ELL: Have students trace the vocabulary words and act out what each vocabulary word looks like

Big Idea:

Build confidence while learning new vocabulary words related to perseverance.

Setup:

Suggested Read Aloud: books about perseverance/overcoming obstacles

- * *Rosie Revere, Engineer* (Beatty, 2013)
- * *The Magic School Bus Rides the Wind* (Cole, 2007)
- * *The Emperor and the Kite* (Yolen, 1998)

Materials:

- ⇒ Construction Paper
- ⇒ String
- ⇒ Stapler
- ⇒ Markers, colored pencils
- ⇒ Streamers or strips of paper

Buzz Words:

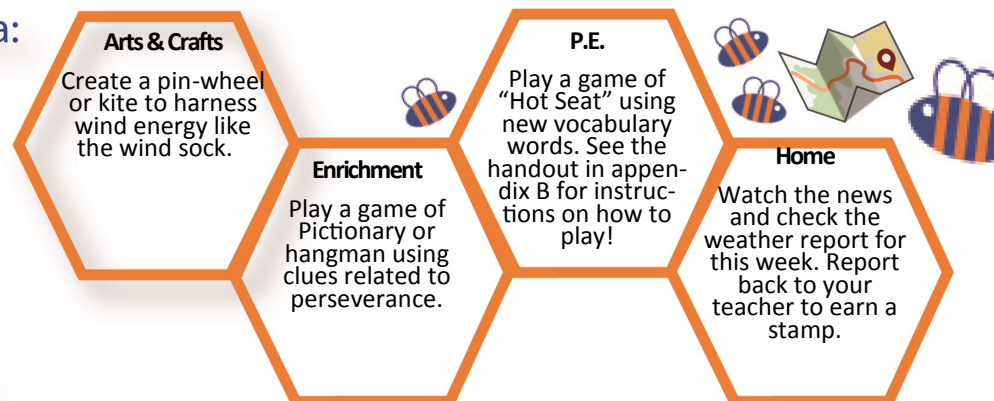
Carp

Perseverance words

Extending This Idea:



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Mix & Match Contractions

Hook: Read aloud from Dr. Seuss' "Oh, The Places You'll Go!" and begin by asking what two words combine to form the contraction, "you'll." Read the book aloud and students make a hand gesture (like spirit fingers) every time you hear a rhyming pair and "pop up" like a popcorn kernel when you hear a contraction.

Activity:

- Write a word from a contraction pair on each ball or balloon. For example, write the word "could" on one and the word "not" on another.
- Make sure to have at least 1 ball/balloon per child and mix them together in the center of the room.
- When you say, "go!" students choose 1 ball/balloon and have 10-15 seconds to find its pair!
- Rotate around the room looking for correct pairs and ask students to identify the contraction and create a sentence using that contraction.
- Mix up the words and start again for another round!

Check for Understanding:

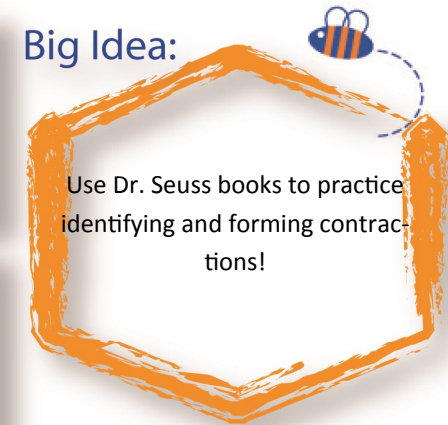
- Sit in a circle and each child holds a ball/balloon. Read aloud from Dr. Seuss', *Green Eggs and Ham* and have students hold up their ball or balloon when the word is spoken. Work on forming the contraction as a whole group.

Differentiated Instruction:

Ages 5-7: Focus on the words found in Dr. Seuss books and have a visual for students to reference.

Ages 7-9: Challenge students to come up with a complete sentence that incorporates more than 1 contraction.

ELL: Create a visual display of common contractions and allow students to try again if they are mismatched.



Setup:

Suggested Read Aloud: books about air travel or books with contractions

- * *Oh, The Places You'll Go!* (Seuss, 1990)
- * *Green Eggs and Ham* (Seuss, 1960)
- * *The Great Round the World Balloon Race* (Scullard, 1991)

Materials

- ⇒ Balloons or Balls (1 per child)
- ⇒ Permanent marker
- ⇒ Appendix B

Buzz Words:

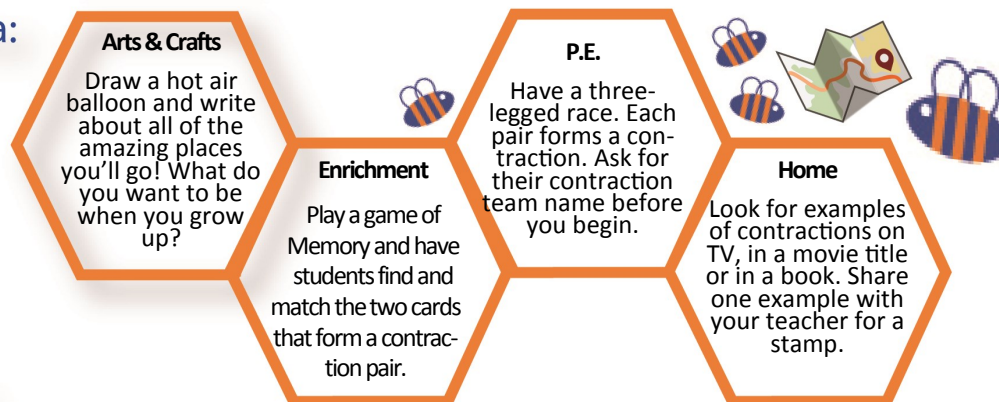
Contraction

Pair

Extending This Idea:



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Traffic Stopping Sentences

Hook: *We're going on a trip, get ready! Review the lyrics and song rhythm with the whole group: (Insert name)'s going on a trip. Where will you go? (Child decides the location). How will you get there? We want to know! (Child chooses a mode of transportation).*

Activity:

- Create masking tape roads on the floor and cut out paper cars labeled with common sight words.
- Students will work together to form a sentence using sight words and create a traffic jam!
- The goal is to create the largest traffic jam or sentence, but the sentence has to make sense. Give students prompts about what kind of sentence to create. Is it a happy, angry, sad, or scary traffic day?
- Once your sentence is approved by a teacher, mix up the words for another round or tape the cars together and hang the visuals around the room.
- Put your words together to write a story. Work together as a team to write it down.

Check for Understanding:

- Separate the sight words into categories (red or green) ranging from difficult to easy. Call out a sight word and have students slap or tap the word with their hand when they think they know the answer.

Differentiated Instruction:

Ages 5-7: Encourage students to partner up and work together.

Ages 7-9: Form multiple sentences that tell a continuous story and build on one idea.

ELL: Include images of sight words as well as written words and ask students to practice saying the words out loud with help from a partner.

Big Idea:

Form sentences using common, sight words to create a traffic jam!

Setup:

Suggested Read Aloud: car books

- * *If I Built a Car* (Van Dusen, 2005)
- * *Richard Scarry's Cars and Trucks and Things that Go!* (Scarry, 1998)

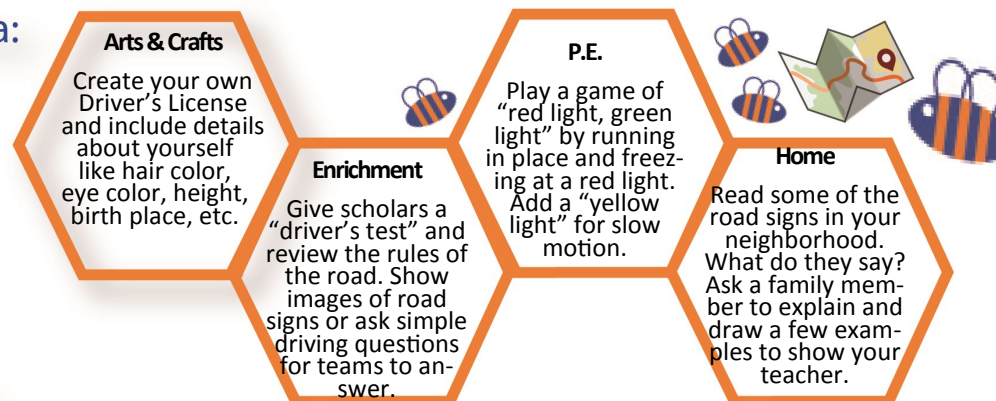
Materials:

- ⇒ List of age-appropriate sight words
- ⇒ Car cut-outs
- ⇒ Masking tape
- ⇒ Red, yellow, green paper
- ⇒ Appendix B

Extending This Idea:



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Buzz Words:

Sight words

Sentence

The Amazing Race

Hook: Similar to the challenge of riding a bicycle up a really steep hill, reading a book that's too difficult can seem impossible. Identify books in your collection that are "uphill books" with words you don't understand and "downhill books" which are perfectly smooth, but too easy. Vote on your favorite "just right" books!

Activity:

- Print out a map of this summer's *Tour De France* and explain that it's a bicycle race that spans the entire country of France (point to France on the world map).
- Divide children into 3-4 groups and have each team line up on one side of the room.
- One at a time, students will walk to the other side of the room and complete a literacy question. The literacy questions can be printed in a paper packet or given verbally to children. Questions will review synonyms, antonyms, and homophones (see *appendix B*).
- If the child knows the answer, he/she will either say it out loud or write it down (completed clues are left at the station). If they don't know the answer, they can walk back to their team and ask for help.
- The first team to finish the race and have all group members seated quietly will earn a point, and the final score will be tallied once the answers to all literacy questions have been evaluated.

Check for Understanding: Review the literacy clue packets for the percentage of questions answered correctly. Go over the correct answers after the game or review concepts later that week.

Differentiated Instruction:

Ages 5-7: Adapt the lesson for younger students by reviewing synonyms, antonyms and homophones ahead of time.

Ages 7-9: Challenge scholars to come up with more than 1 synonym using descriptive adjectives.

ELL: Give scholars vocabulary questions where they can draw, point or match the correct answer.

Big Idea:

Work together as a team in a relay race to review literacy concepts.

Setup:

Suggested Read Aloud: bicycle books

- * *Along a Long Road (Viva, 2011)*
- * *Eric's Big Day: A Bicycle Race Unlike Any Other (Waters, 2014)*
- * *Sally Jean, the Bicycle Queen (Best, 2006)*

Materials

- ⇒ Print out of the map of the Tour De France
- ⇒ World Map for reference
- ⇒ A list of literacy questions or vocabulary words
- ⇒ Tape for starting and finish line

Buzz Words:

Uphill/Just Right/Downhill Books

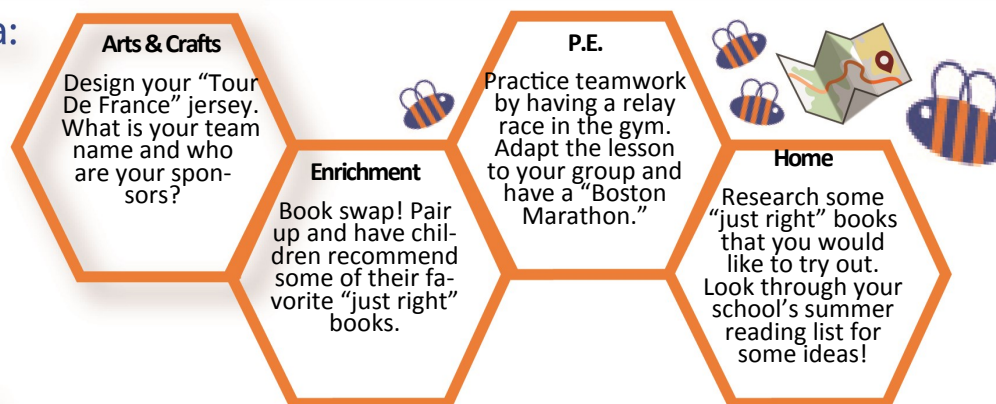
Tour De France

Bicycle

Extending This Idea:



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Implementation Form: _____

(Name of activity)

Use this form to plan how you would implement an activity in your group!

Introduction: How can you prompt students to begin thinking about the “big idea” and “take-aways?” How does the activity connect with group’s prior learning/knowledge? What questions could you ask?

Time Breakdown:

- Whole Group Time:
- Small Group Time:
- Individual Time:

Check for Understanding: How do you know if students have mastered the big idea?

Differentiation: What additional support will members of your group need? How will you accommodate?

Big Idea:



Setup:

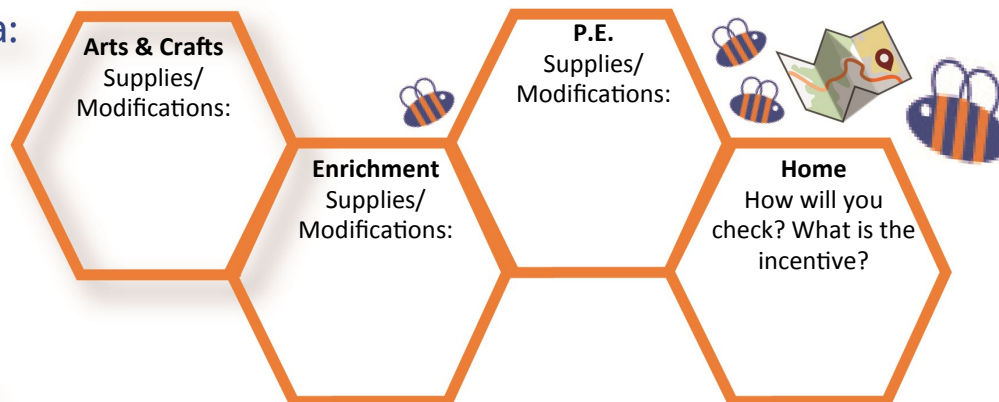
What prompts or questions can you ask during the **read aloud** to keep the conversation going?

How will you get the materials needed / adapt to what’s available?

Extending This Idea:



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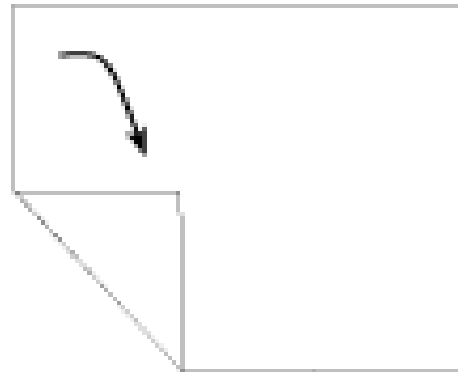


Buzz Words:

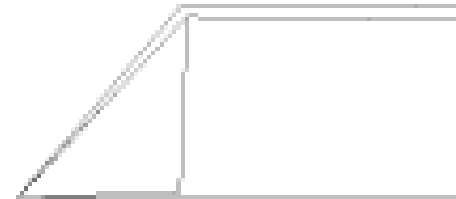
How will you review Vocabulary?



Step 1



Step 2



Step 3



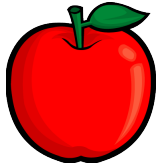











Step 4



Step 5



The finished plane

	<p>short</p> <p>ă</p>	<p>long</p> <p>ā</p>	
	<p>ăpple</p>	<p>āpron</p>	
	<p>plăn</p>	<p>cāke</p>	
	<p>măp</p>	<p>pāint</p>	
	<p>hănd</p>	<p>hāy</p>	
	<p>căsh</p>	<p>cāve</p>	
	<p>stămp</p>	<p>sāfe</p>	

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jŭmp

tūbe


cŭp

ūtensil

nŭt

mūle

Vowel Bingo

apple	nut	kitten	unicorn	apron
fire	bed	lip	zebra	jet
map	snow	Free Space! 	rose	swim
egg	bike	doll	ship	music
utensil	cave	sun	key	stop

Answer Key

Short	Short	Short	Long	Long
Long	Short	Short	Long	Short
Short	Long	Free Space!	Long	Short
Long	Long	Short	Short	Long
Long	Long	Short	Long	Short

Perseverance

Per-se-ver-ance (4 syllables)

to continue trying to do something even though it is difficult

Strength

Strength (1 syllable)

the quality that allows someone to deal with problems in a determined and effective way

Determination

De-ter-mi-na-tion (5 syllables)

a quality that makes you continue trying to do or achieve something that is difficult

Courage

Cour-age (2 syllables)

the ability to do something that you know is difficult or dangerous

Bravery

Brav-ery (2 syllables)

the quality that allows someone to do things that are dangerous or frightening : the quality or state of being brave

Confidence

Con-fi-dence (3 syllables)

a feeling or belief that you can do something well or succeed at something

Challenge

Chal-lenge (2 syllables)

a difficult task or problem : something that is hard to do

Inspiration

In-spi-ra-tion (4 syllables)

something that makes someone want to do something or that gives someone an idea about what to do or create : a force or influence that inspires

Motivation

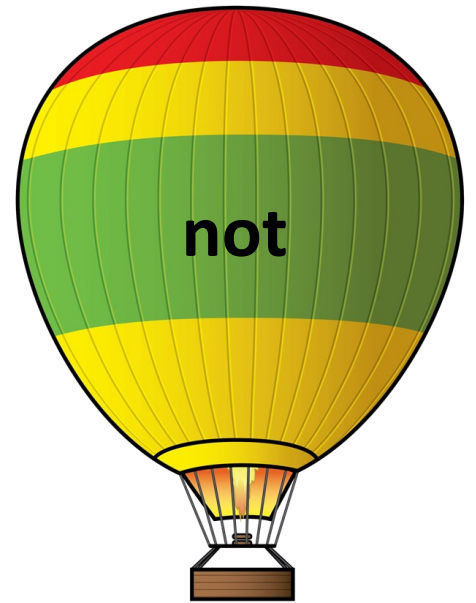
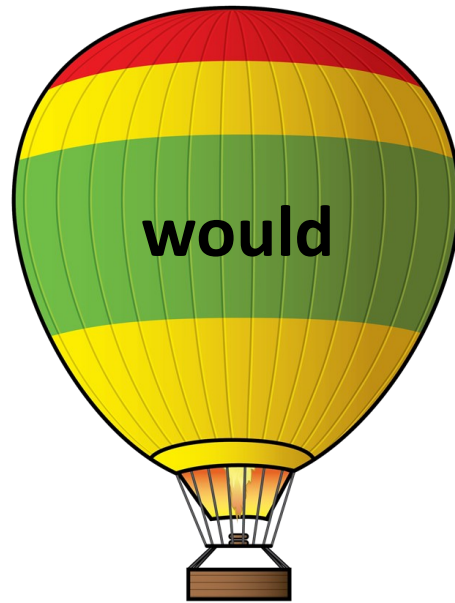
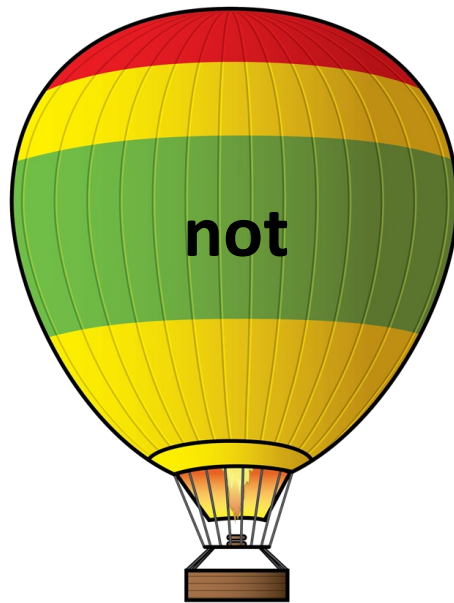
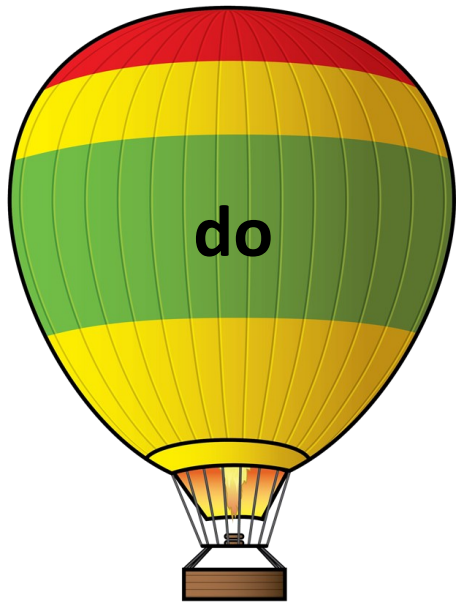
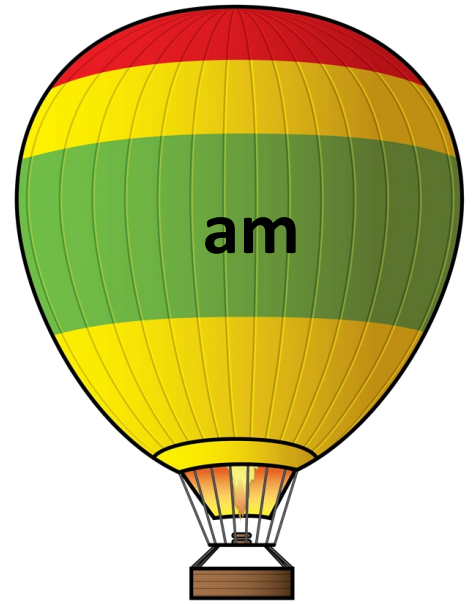
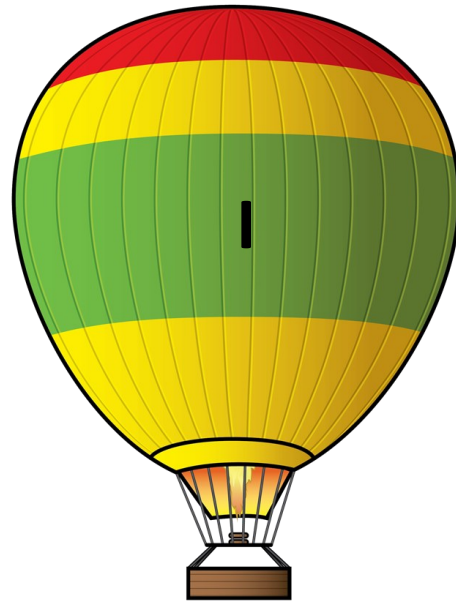
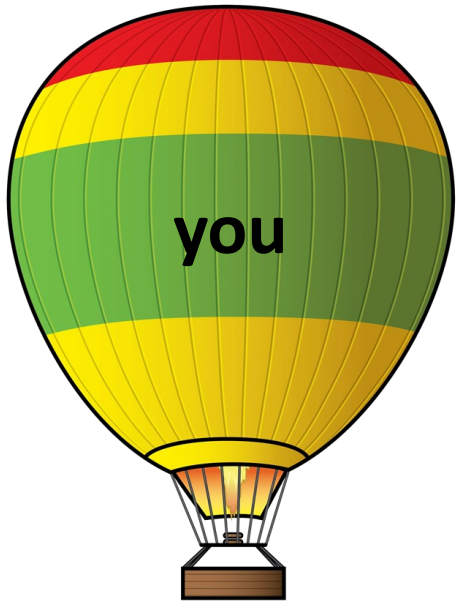
Mo-ti-va-tion (4 syllables)

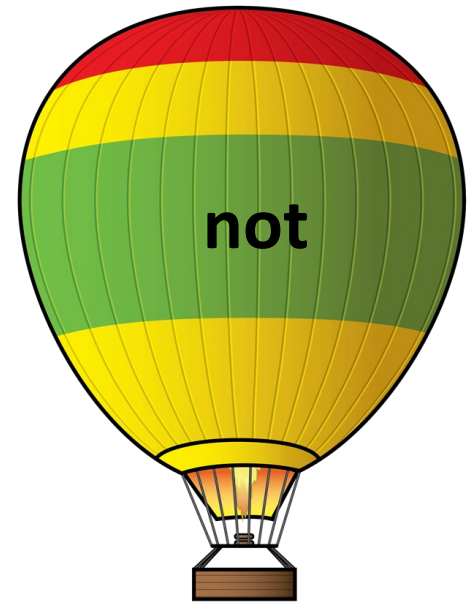
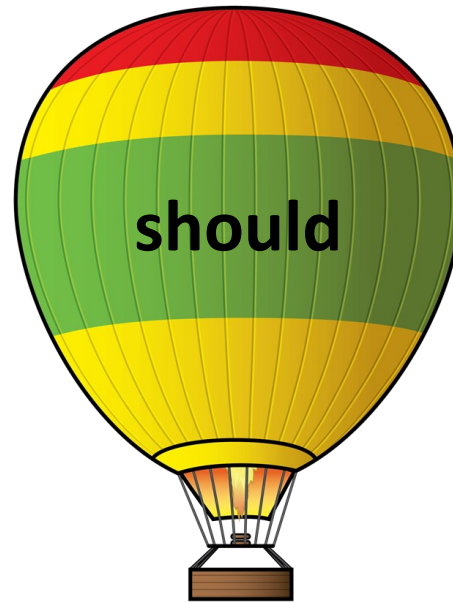
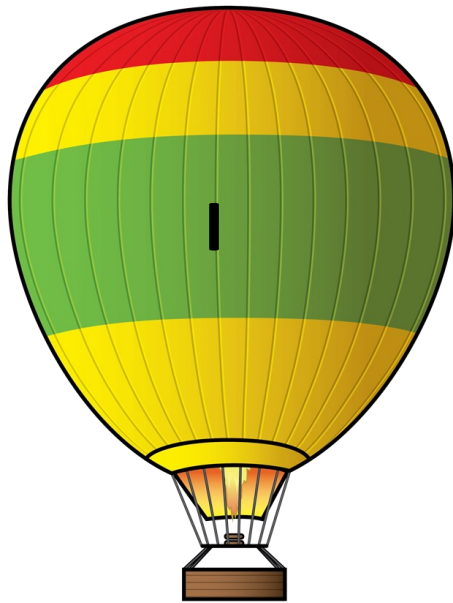
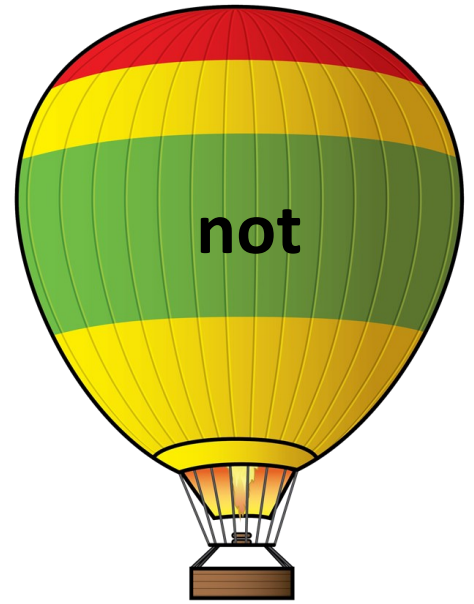
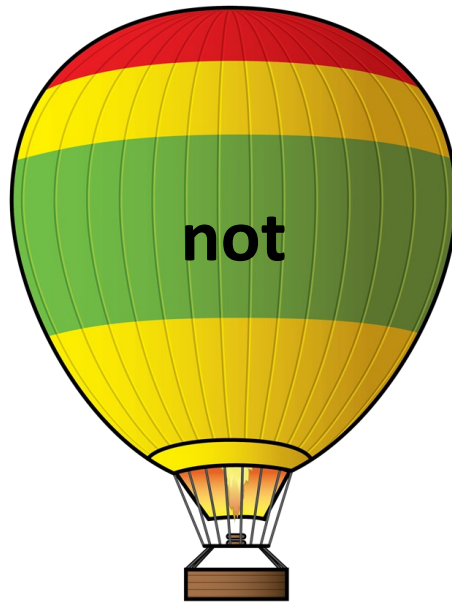
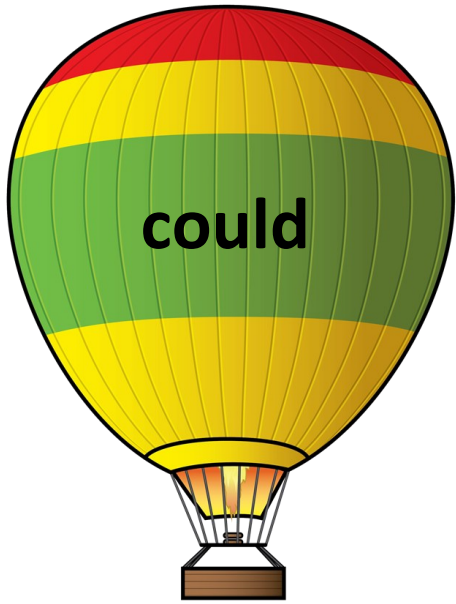
the act or process of giving someone a reason for doing something

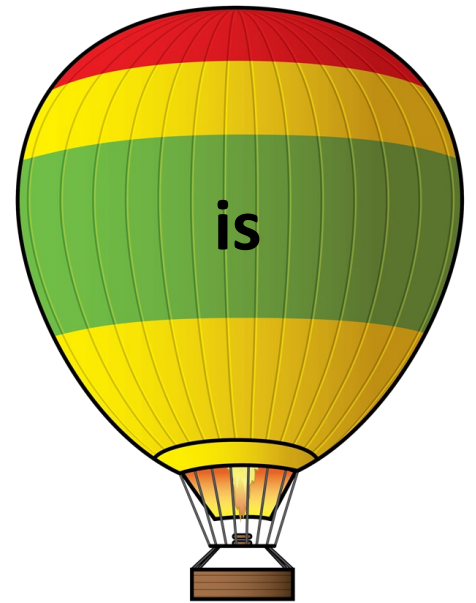
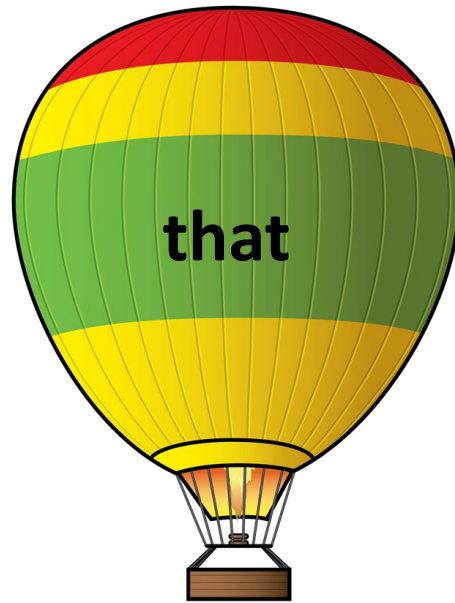
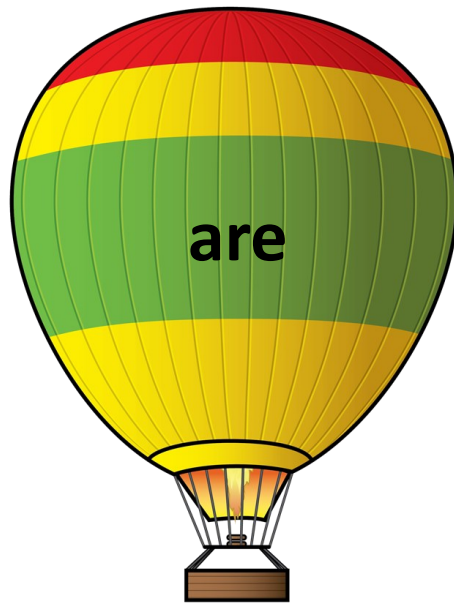
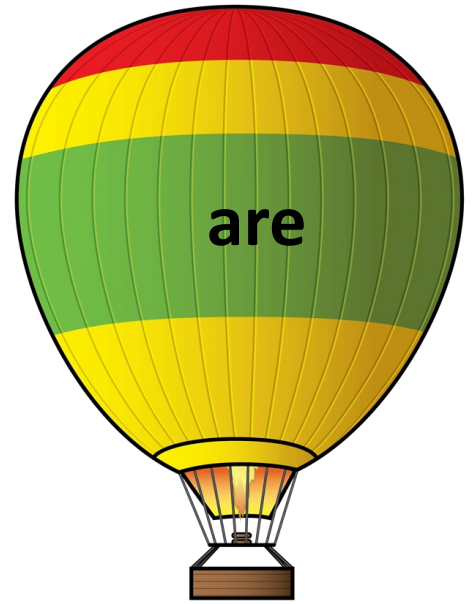
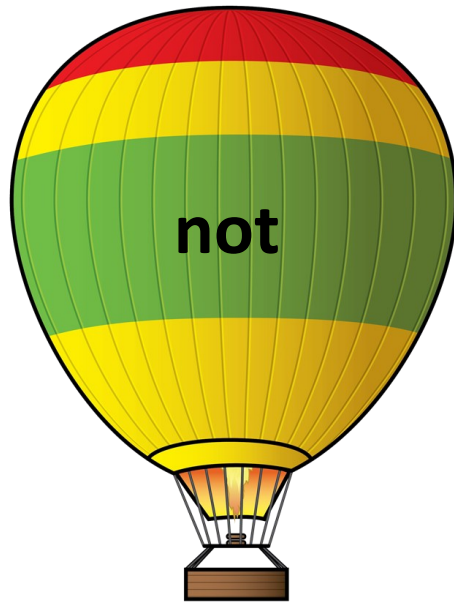
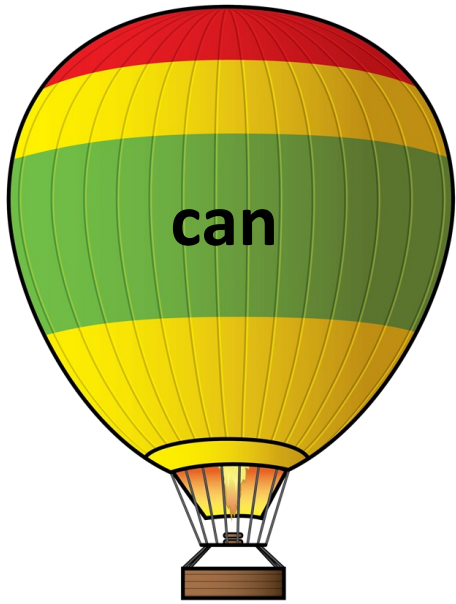
Tenacity

Te-nac-i-ty (4 syllables)

very determined to do something



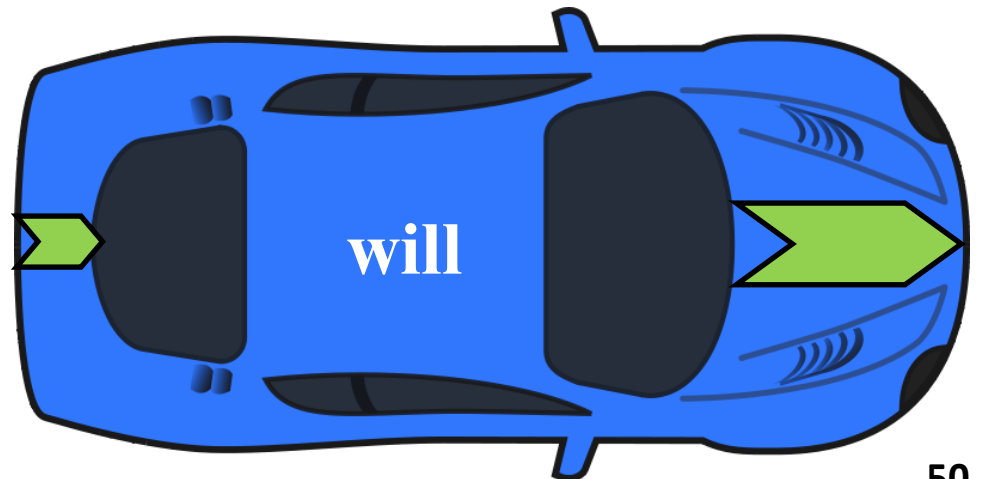
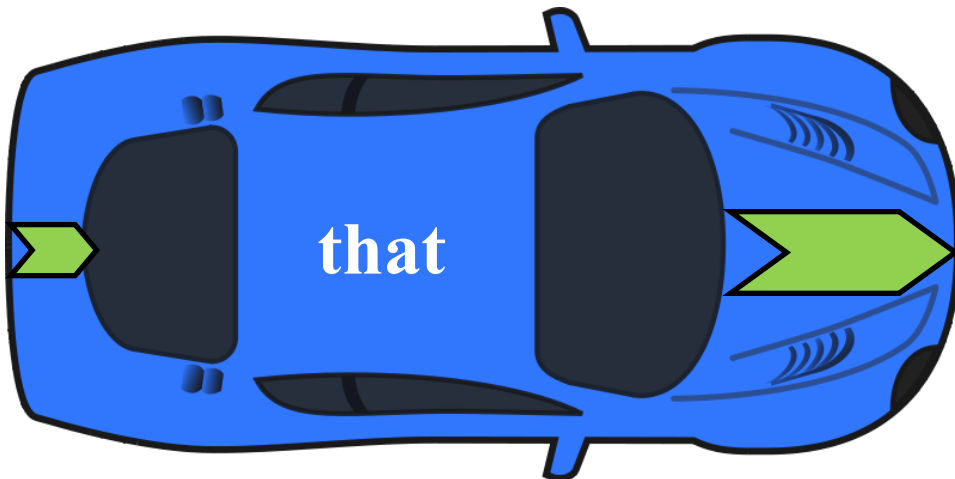
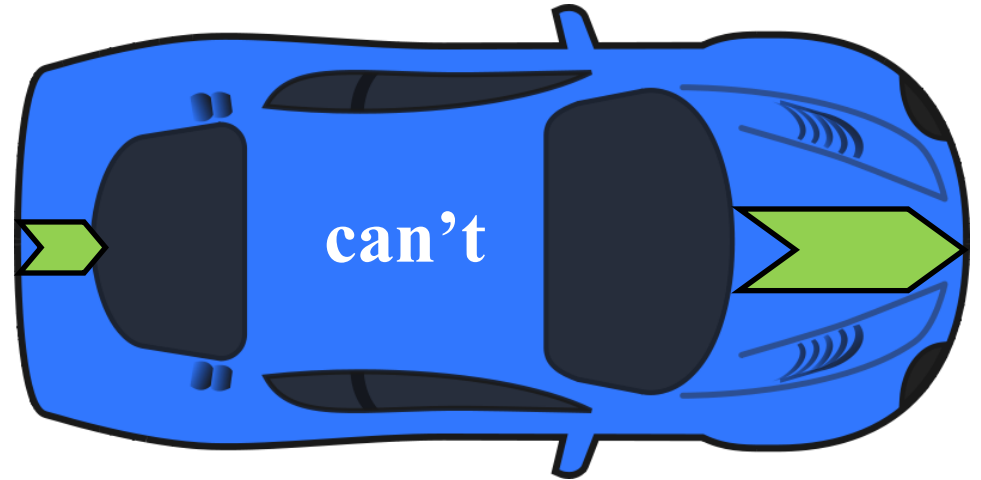
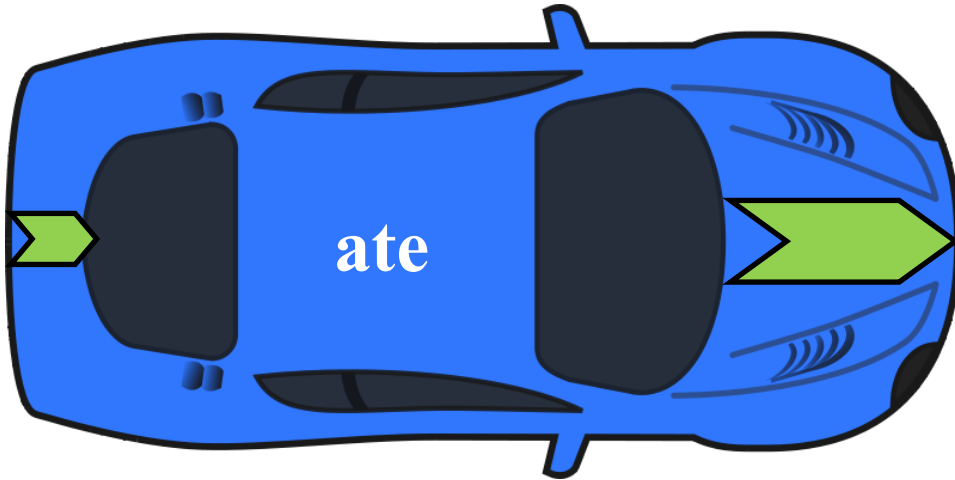
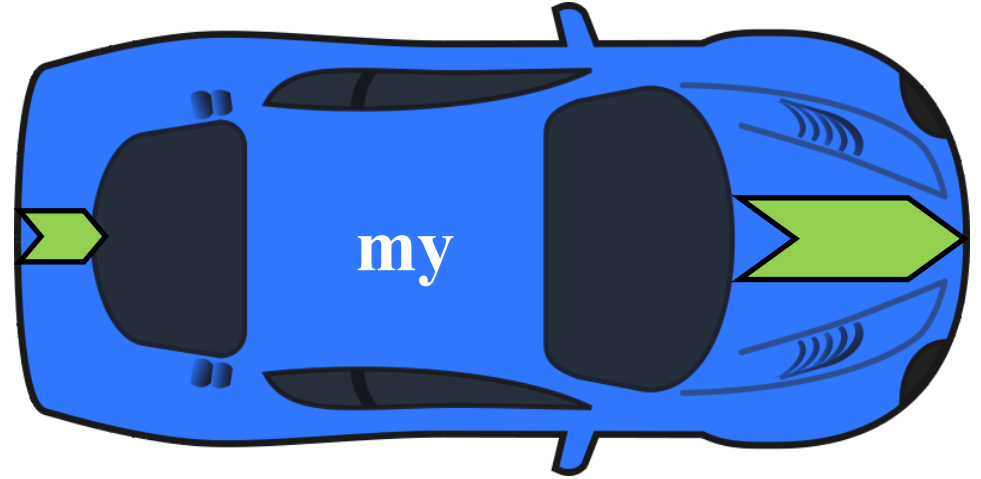
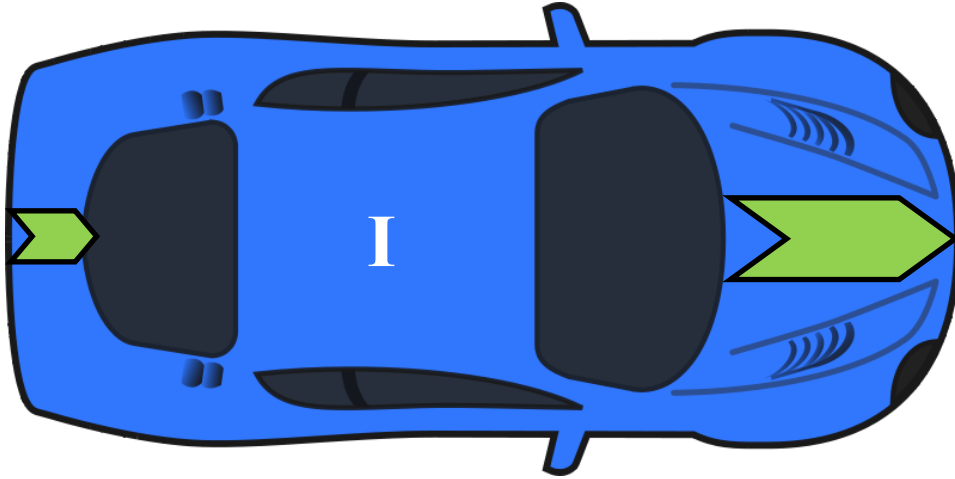


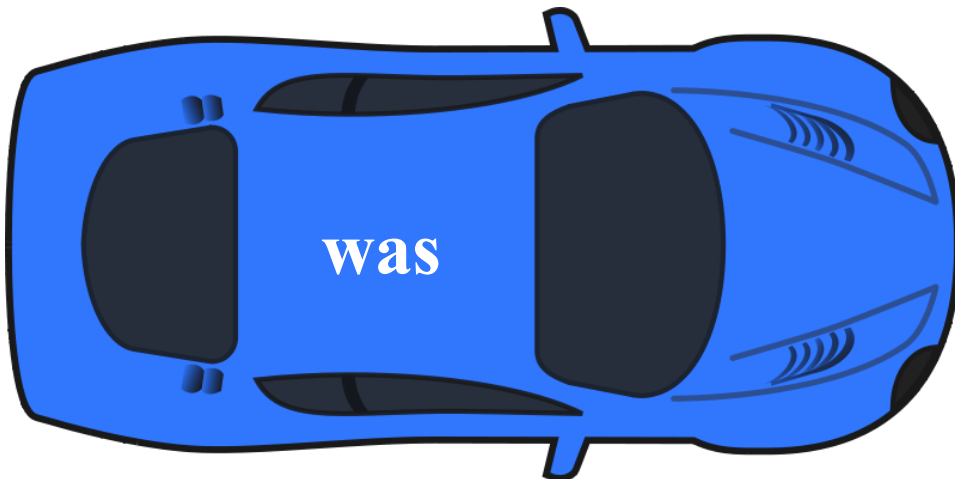
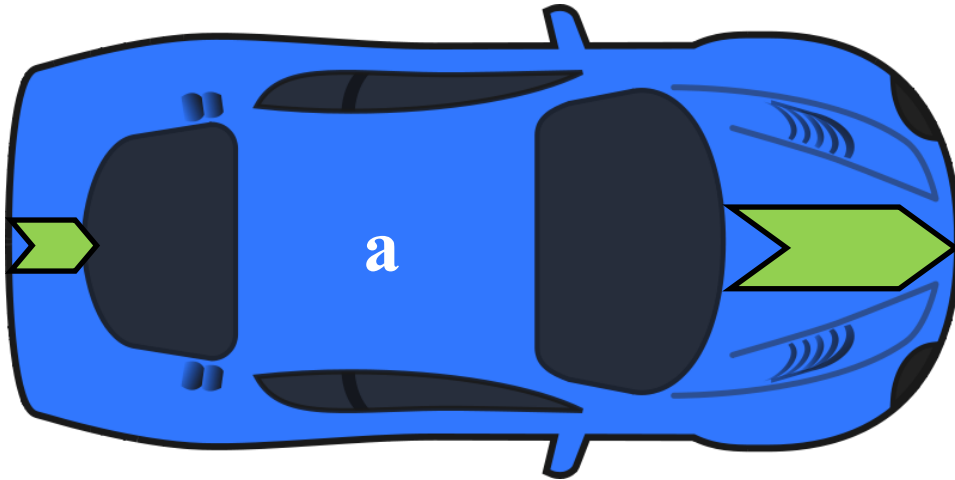
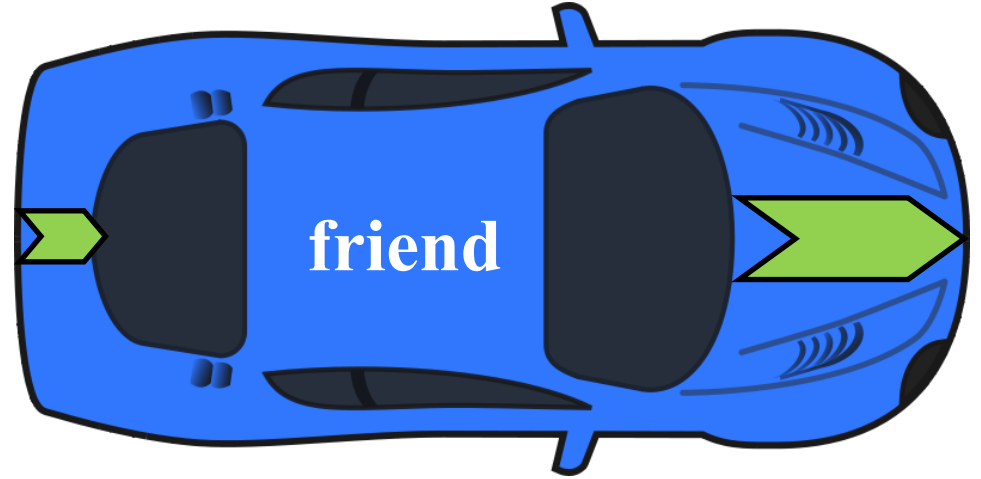
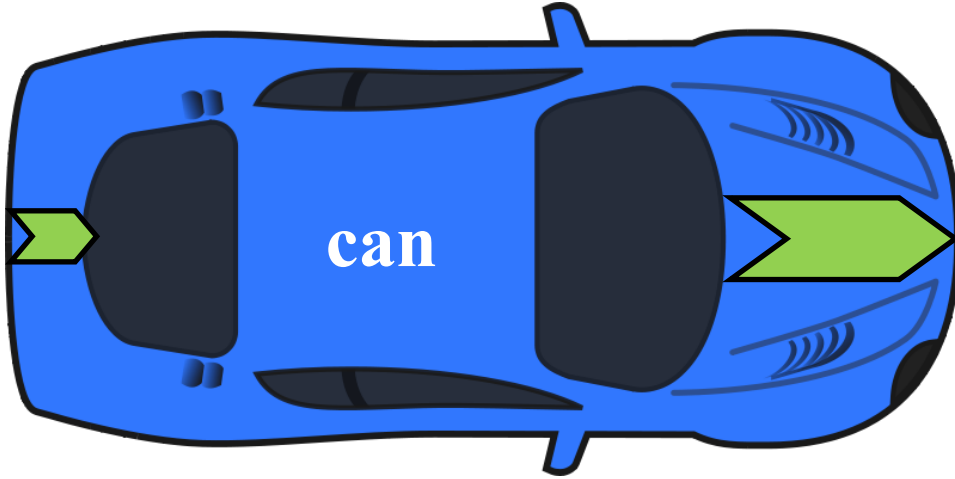


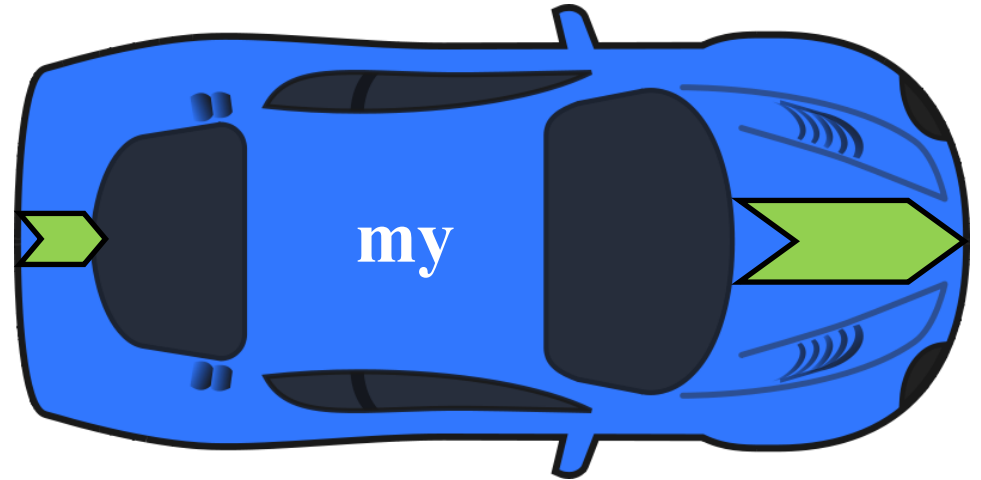
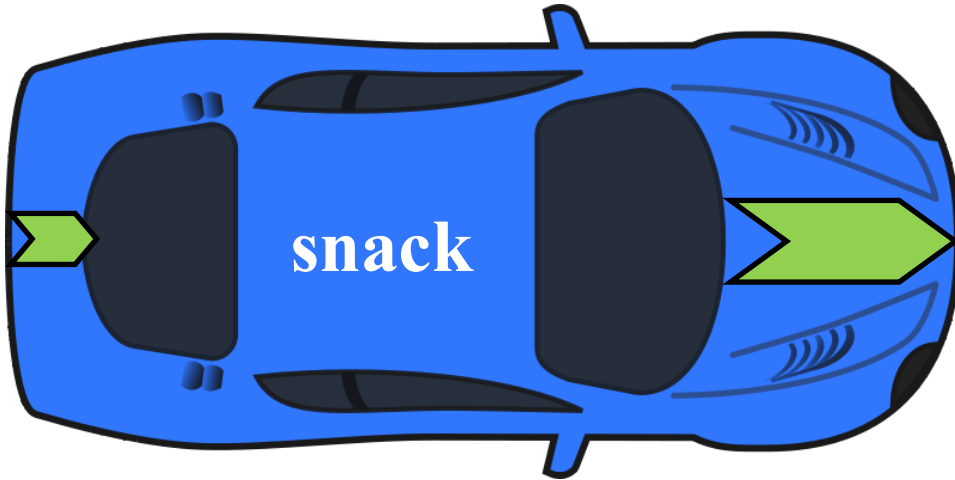
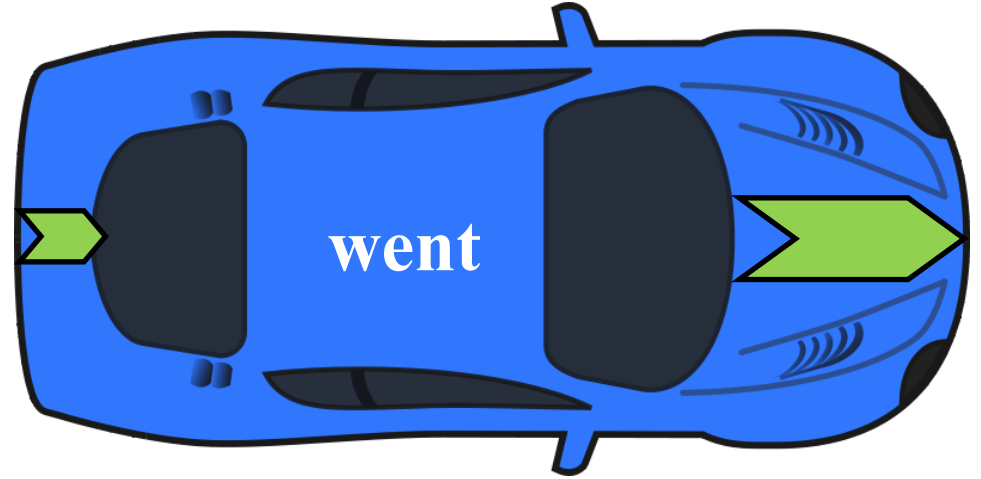
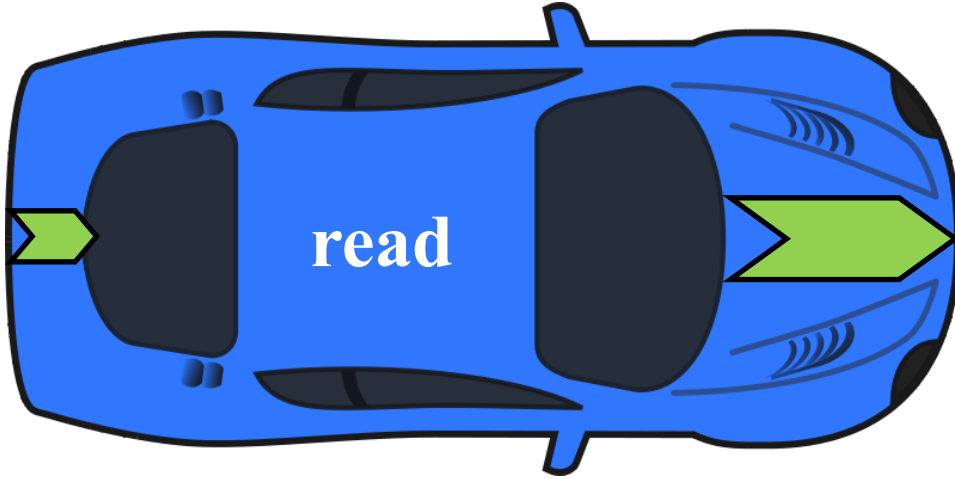
Answer Key

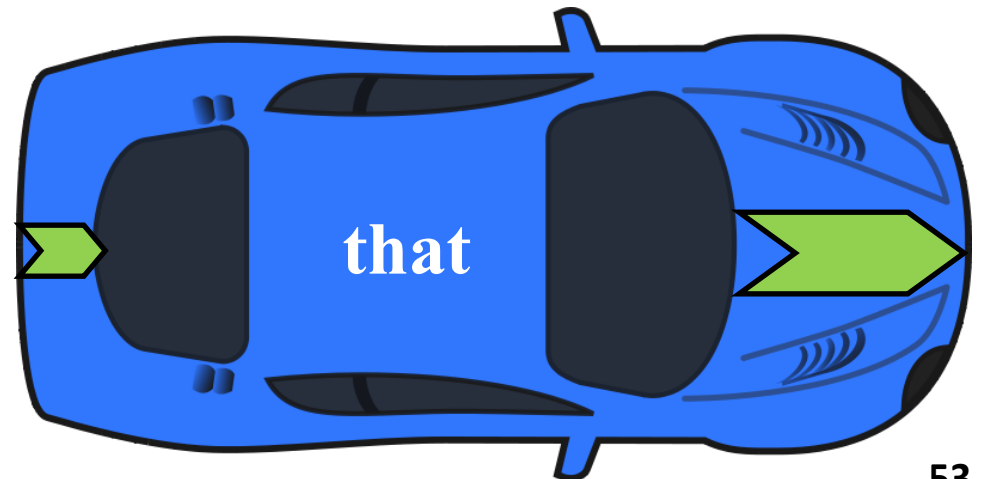
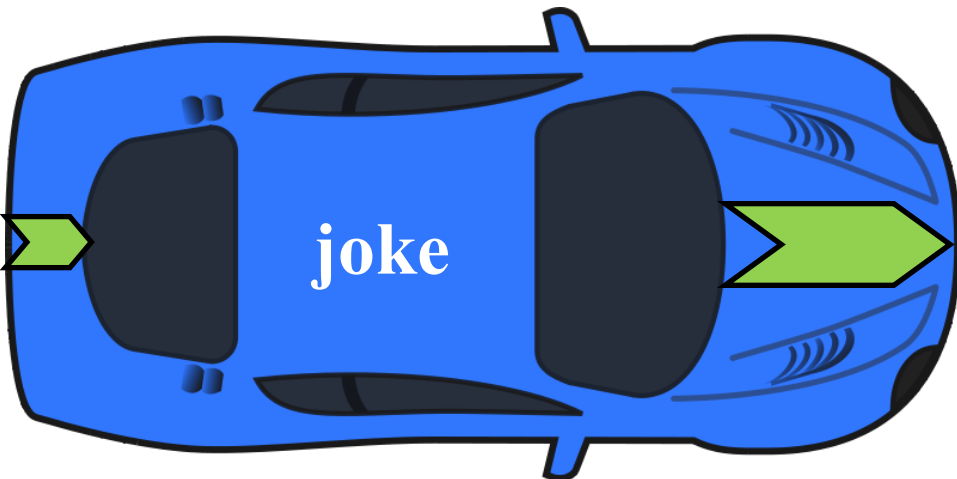
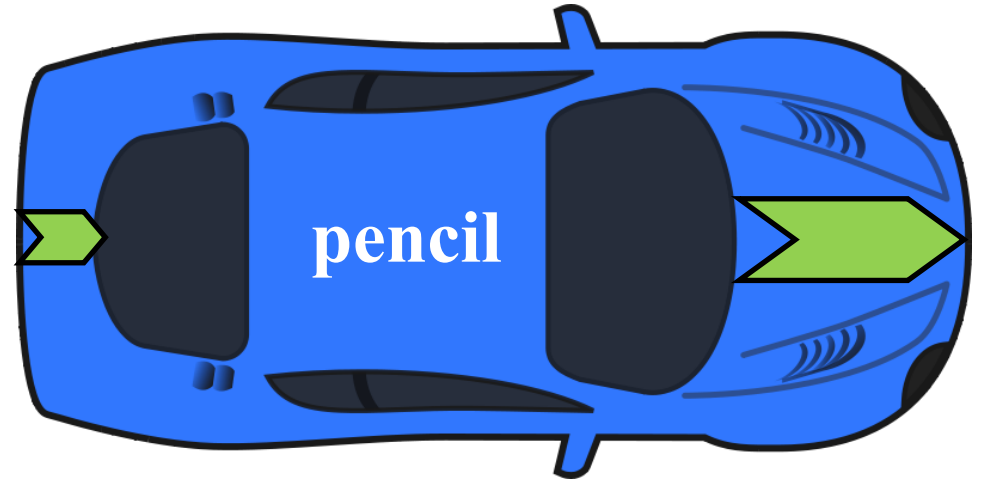
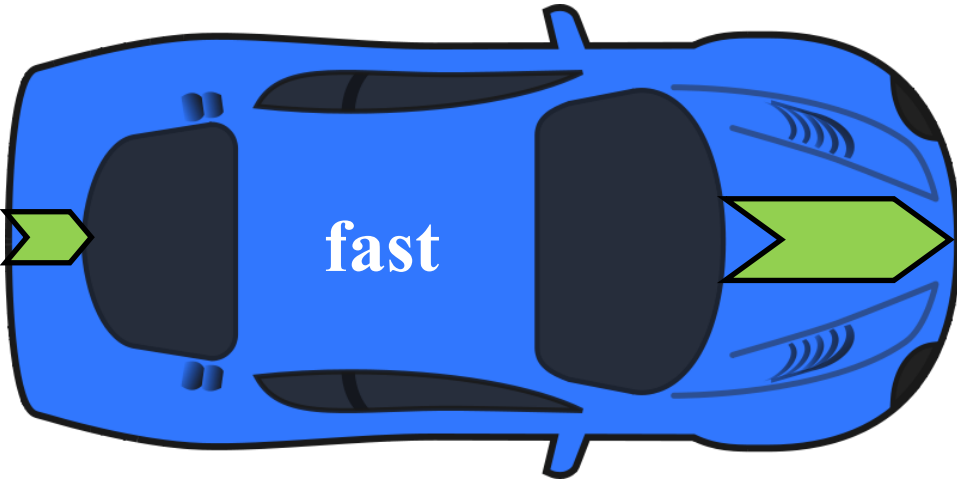
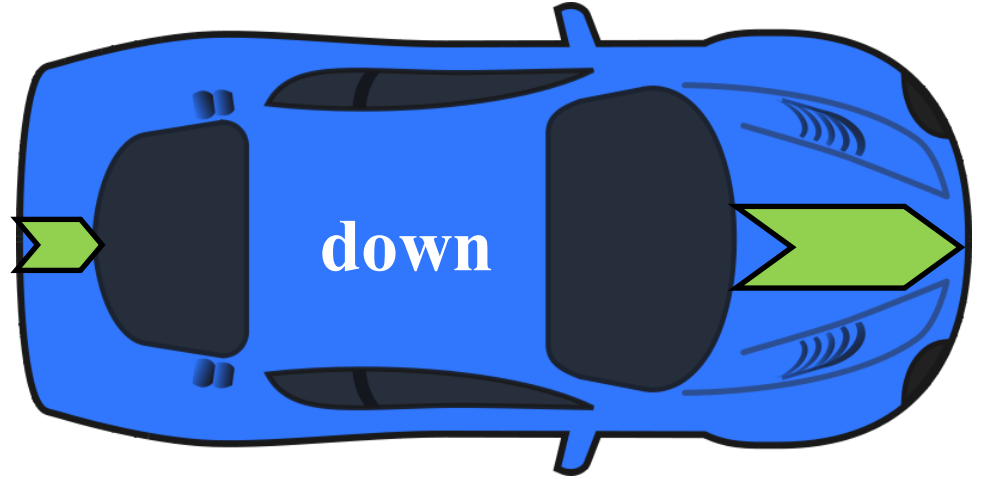
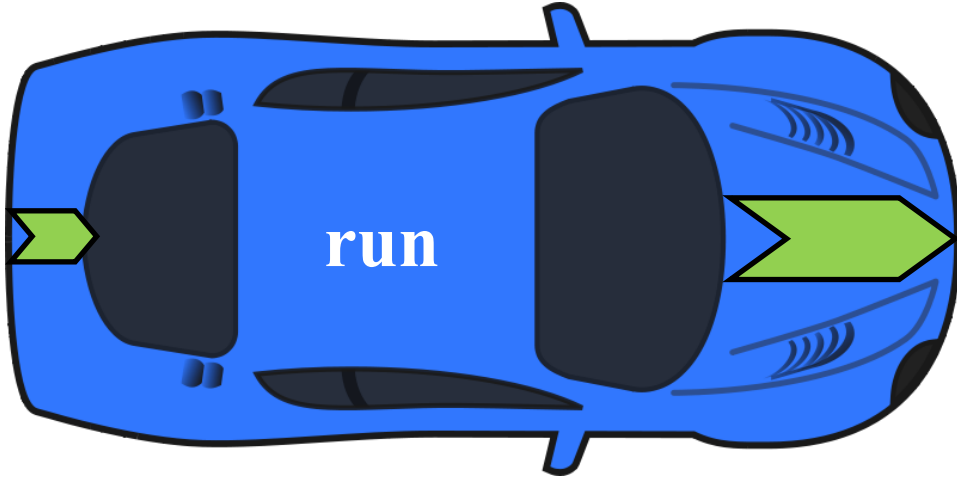
Contraction	Word Pair
You'll	you, will
I'm	I, am
Don't	do, not
Wouldn't	would, not
Couldn't	could, not
Won't	will, not
I'll	I, will
Shouldn't	should, not
Can't	can, not
You're	you, are
We're	we, are
That's	that, is

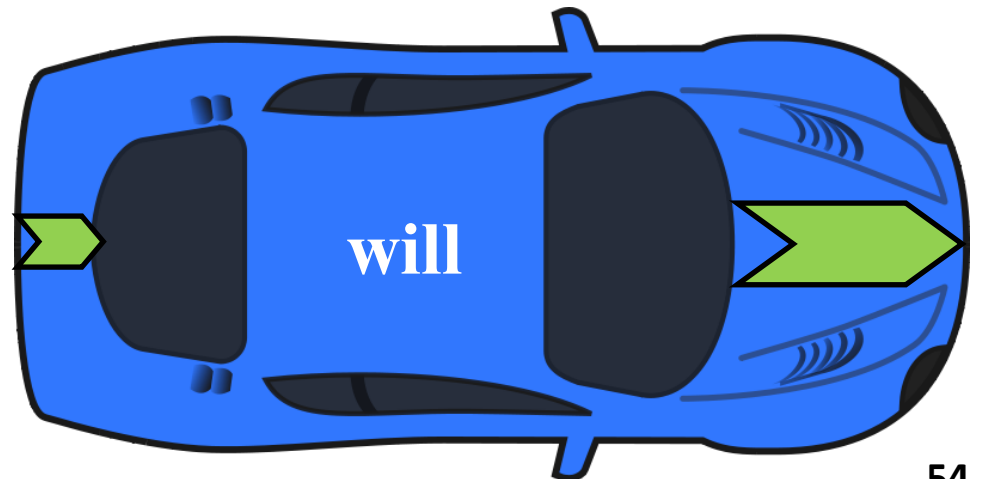
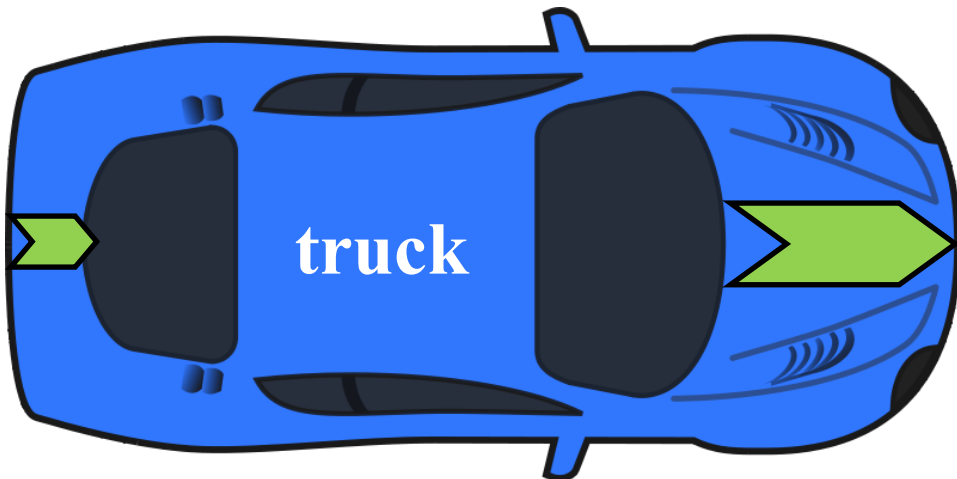
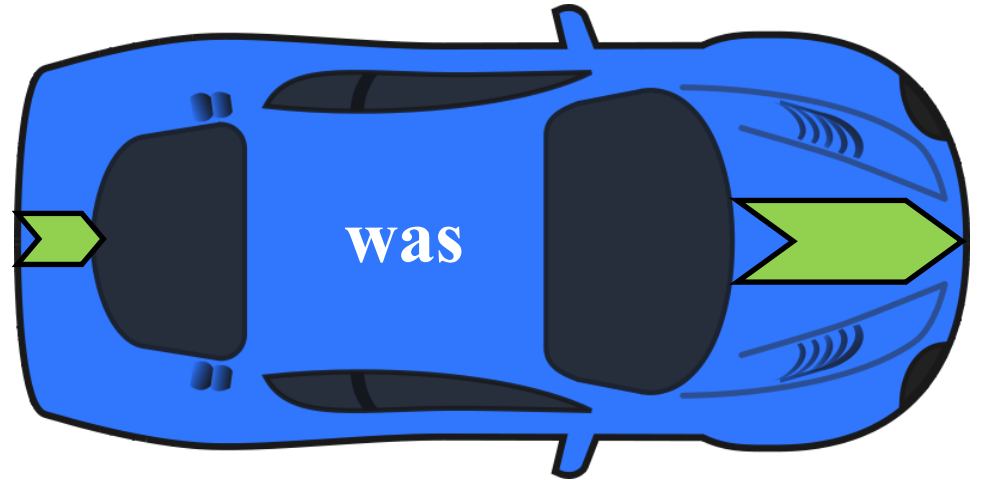
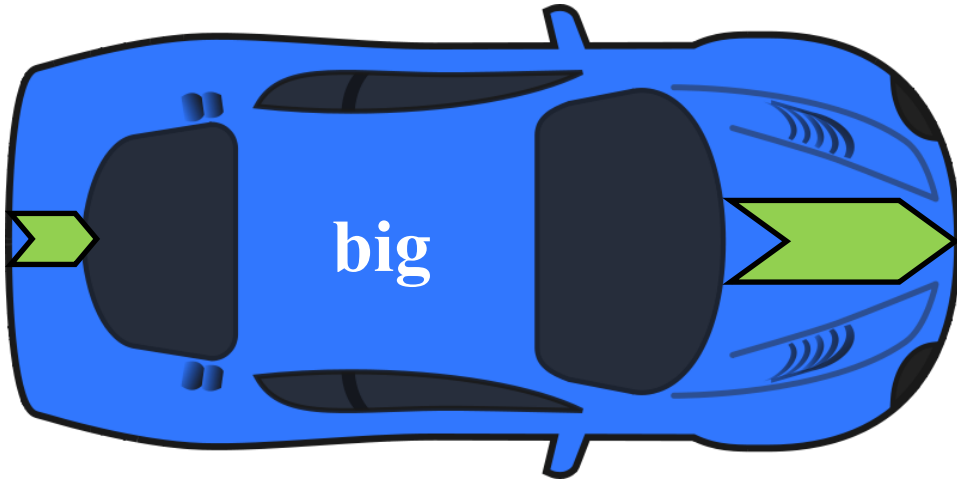
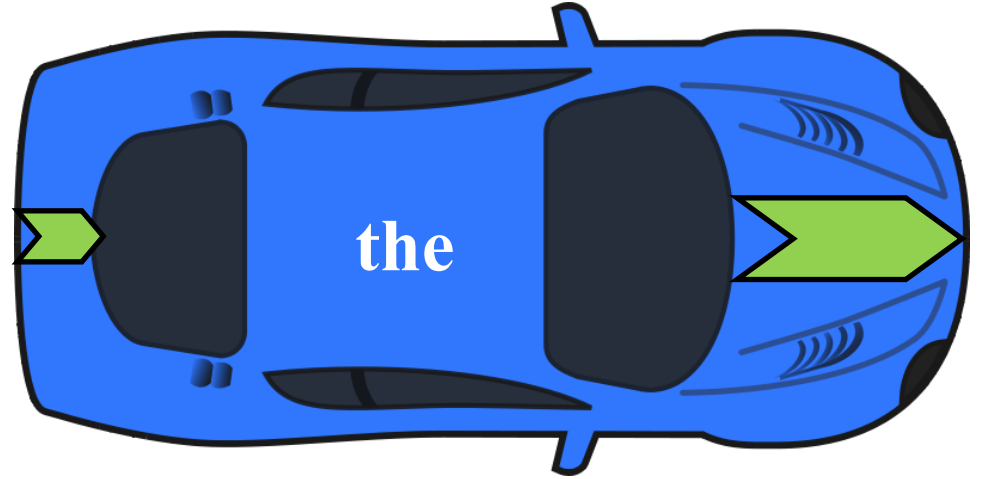
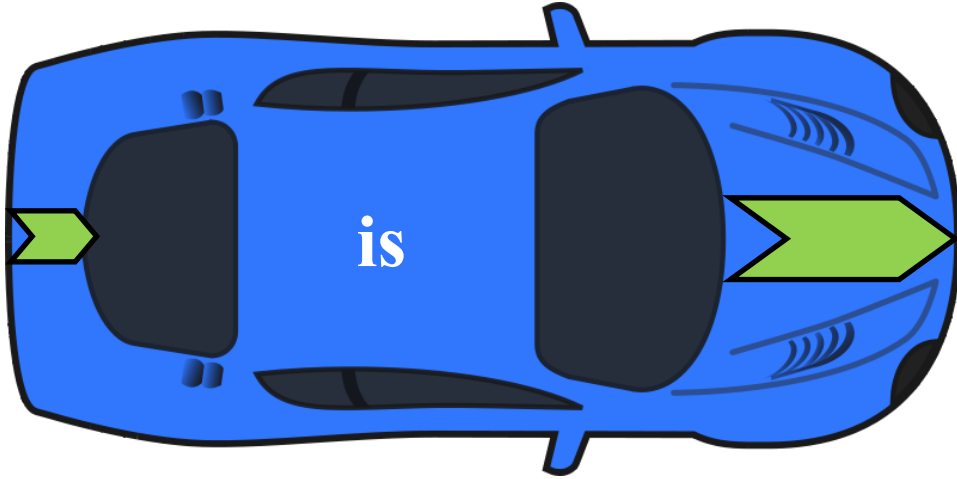


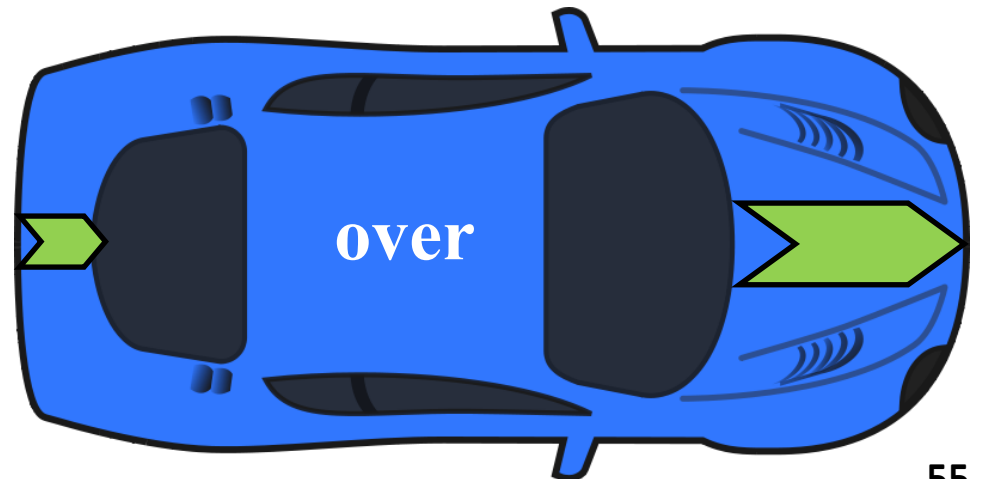
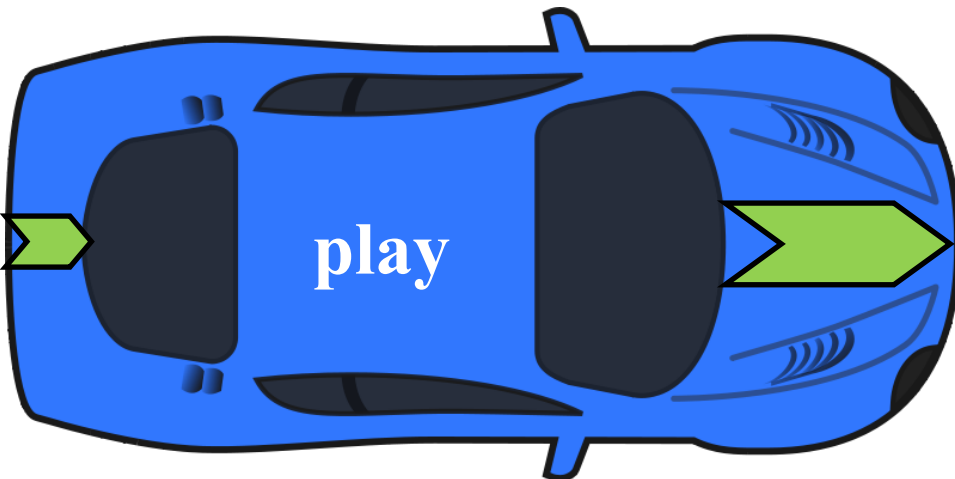
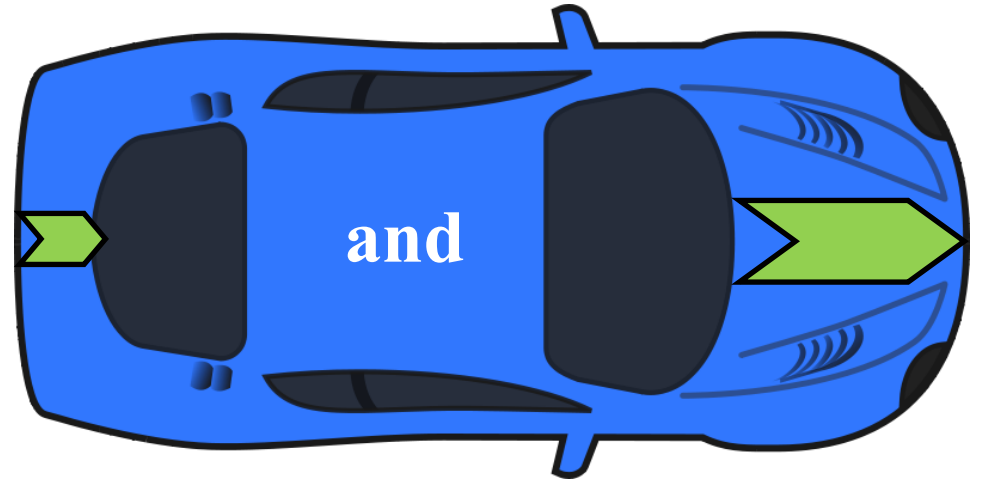
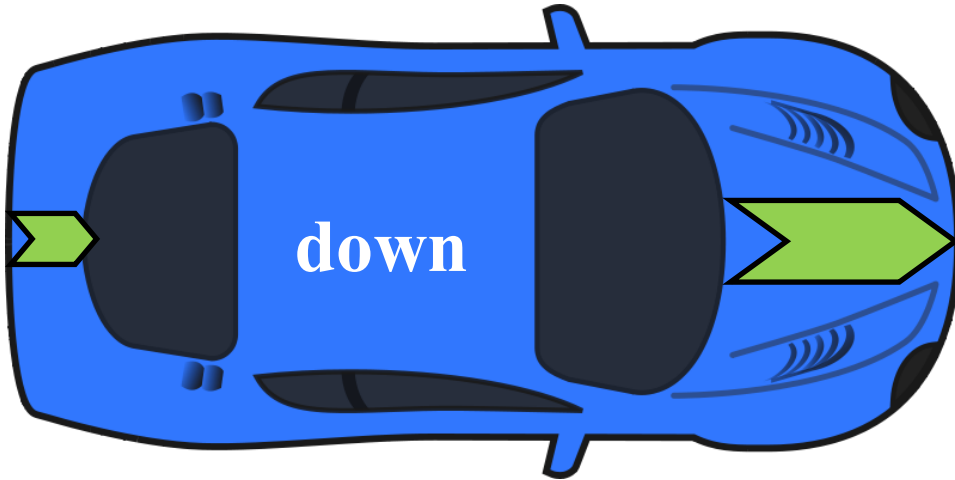
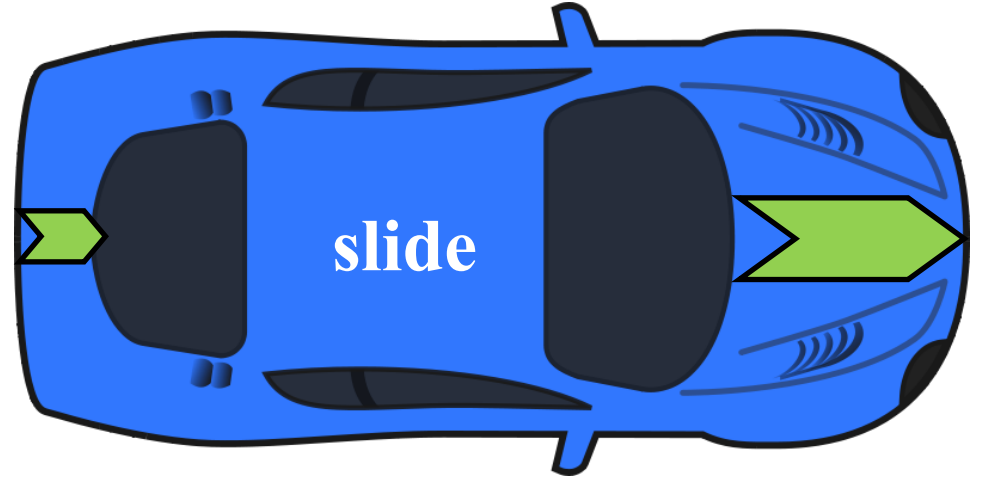
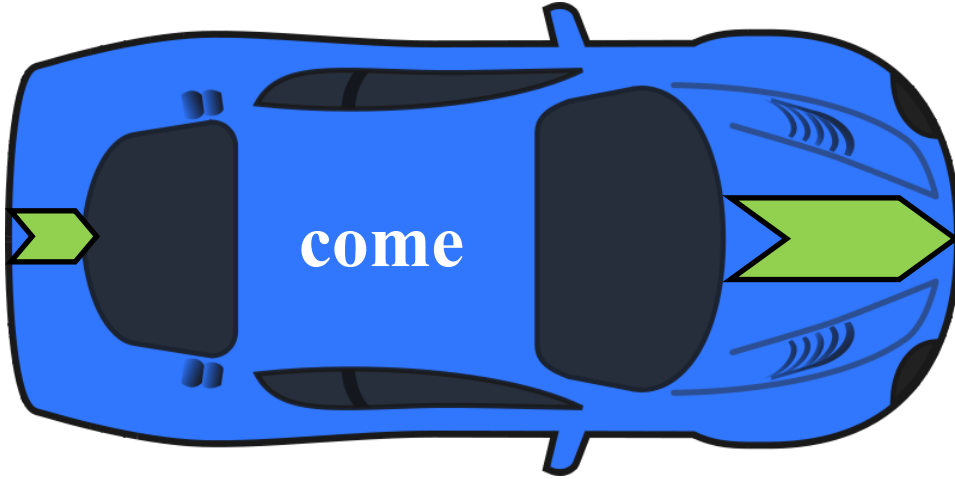


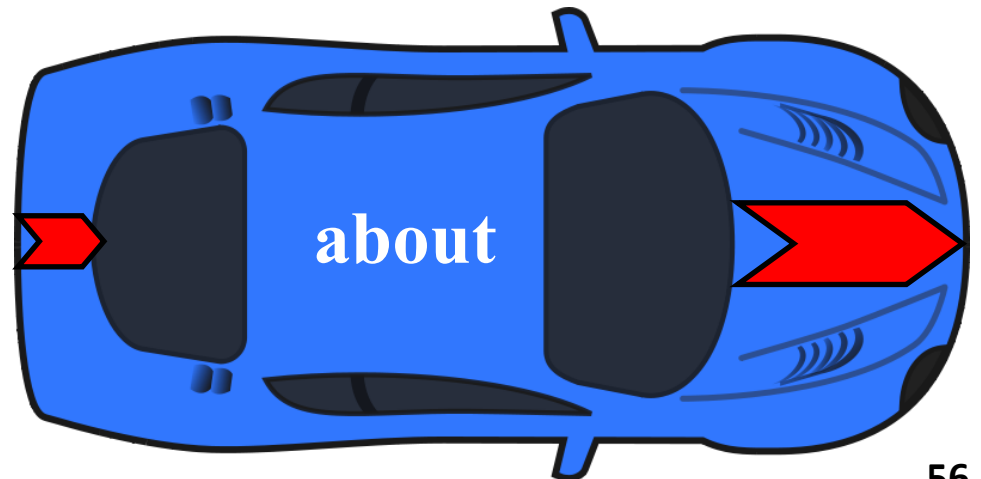
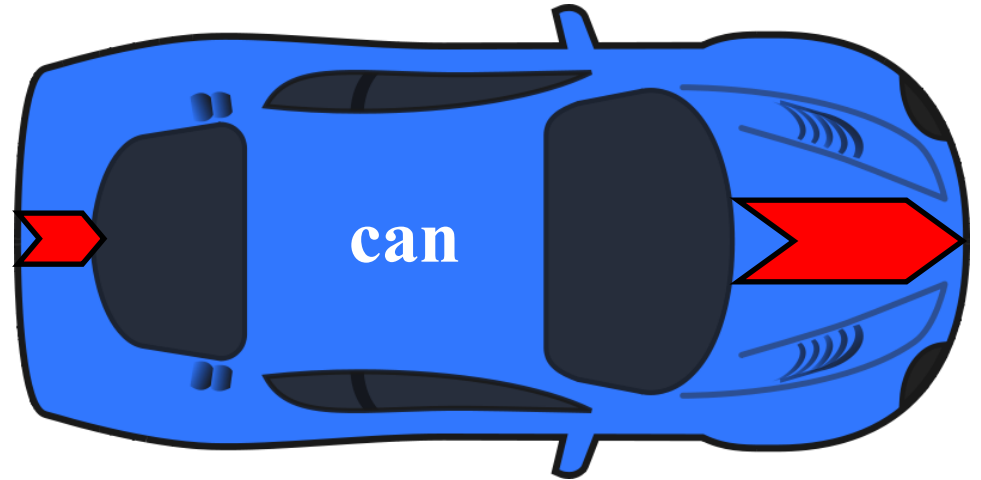
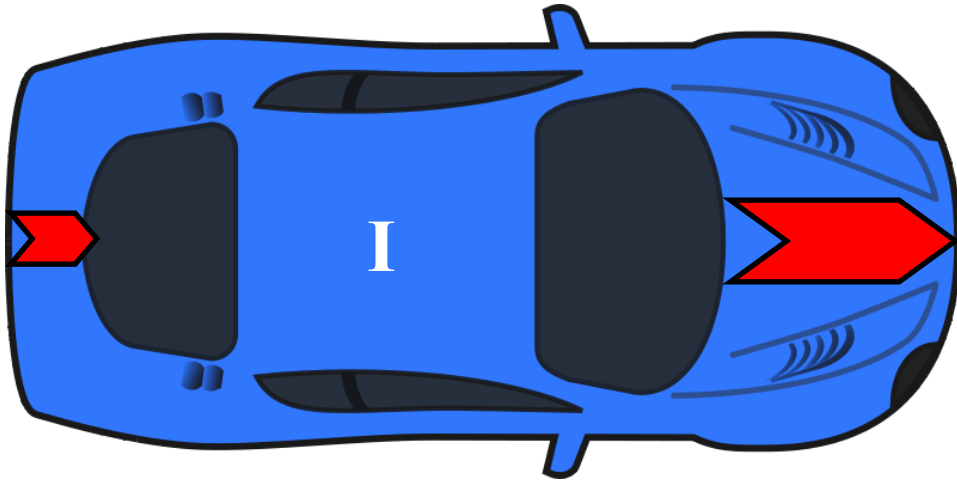
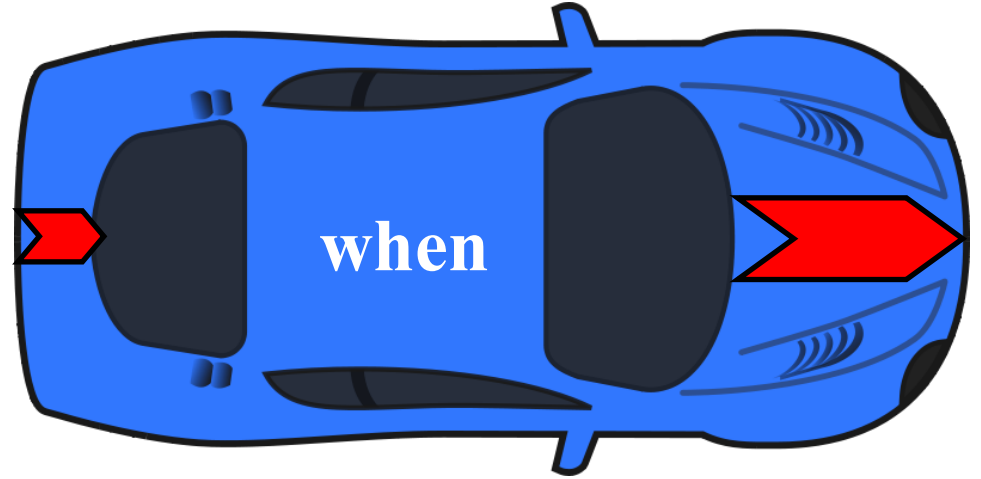
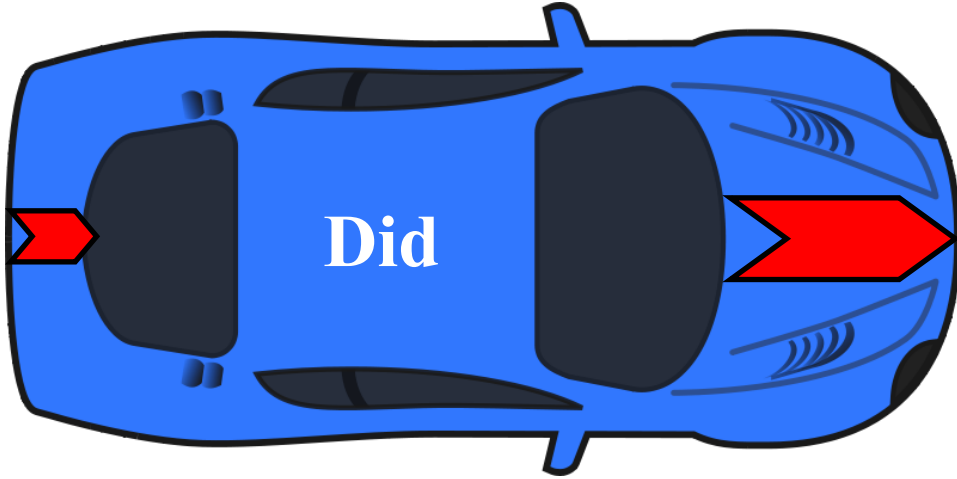


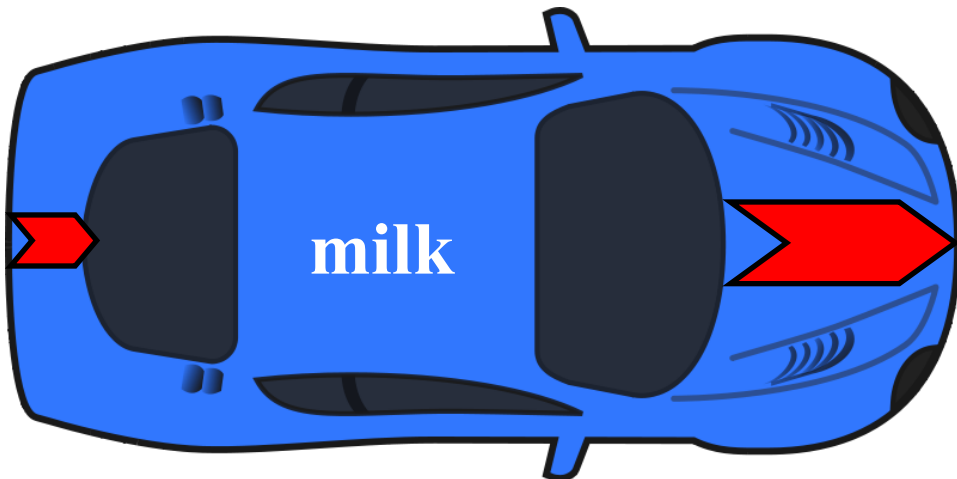
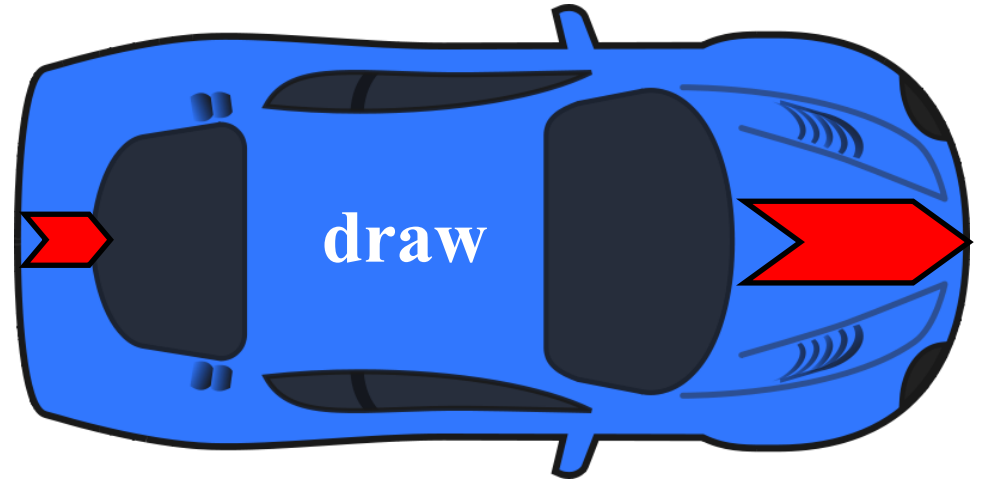
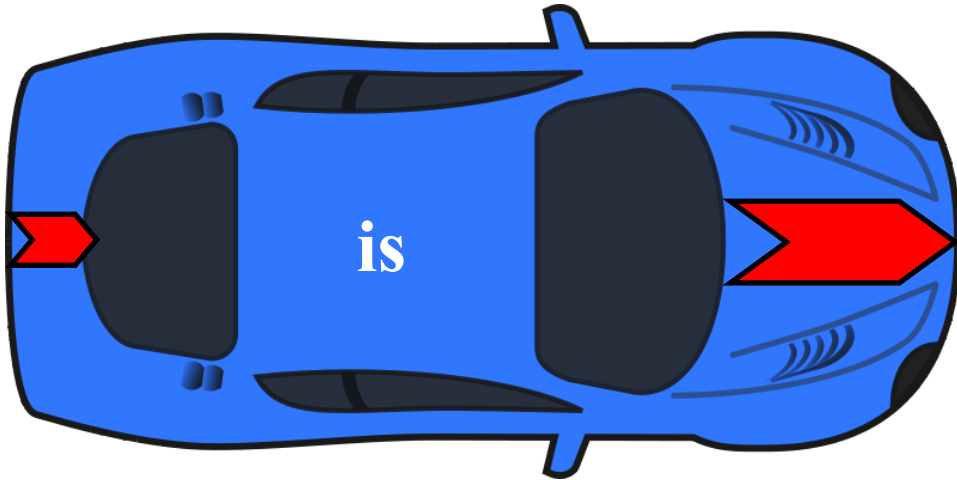
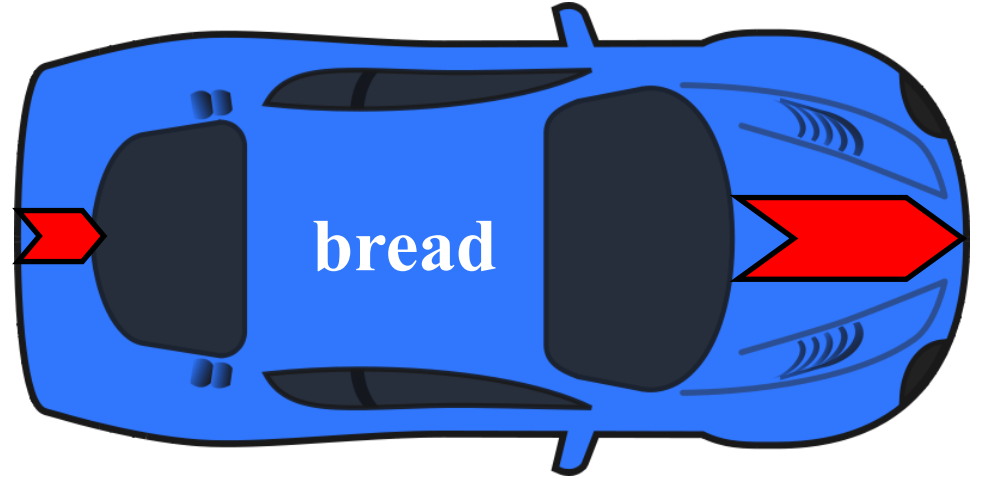


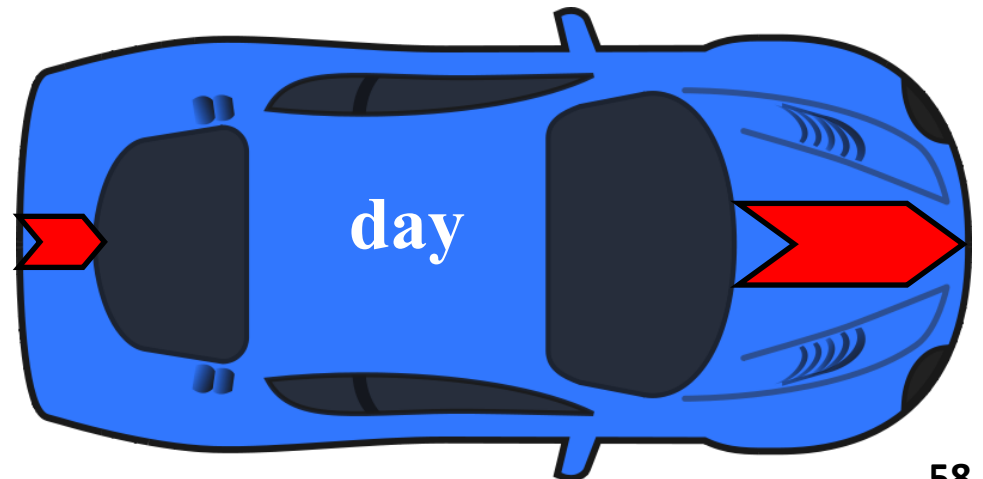
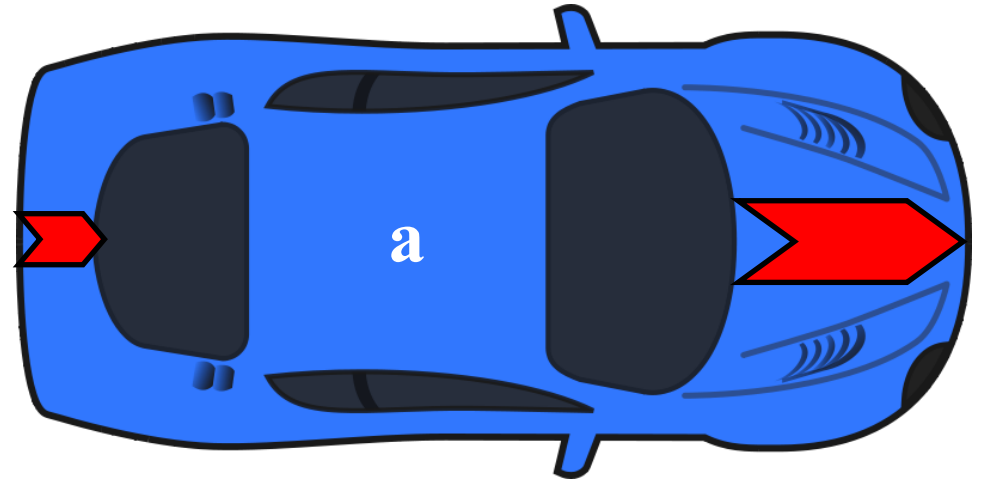
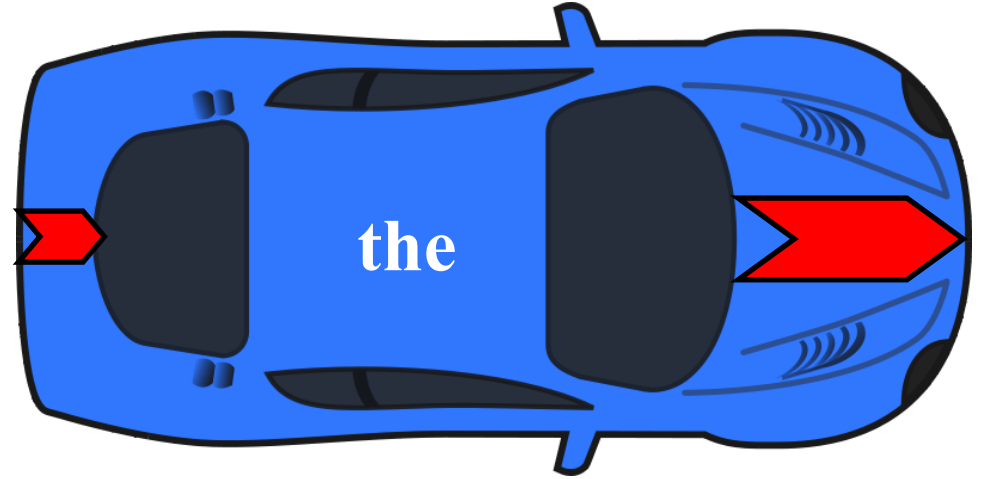
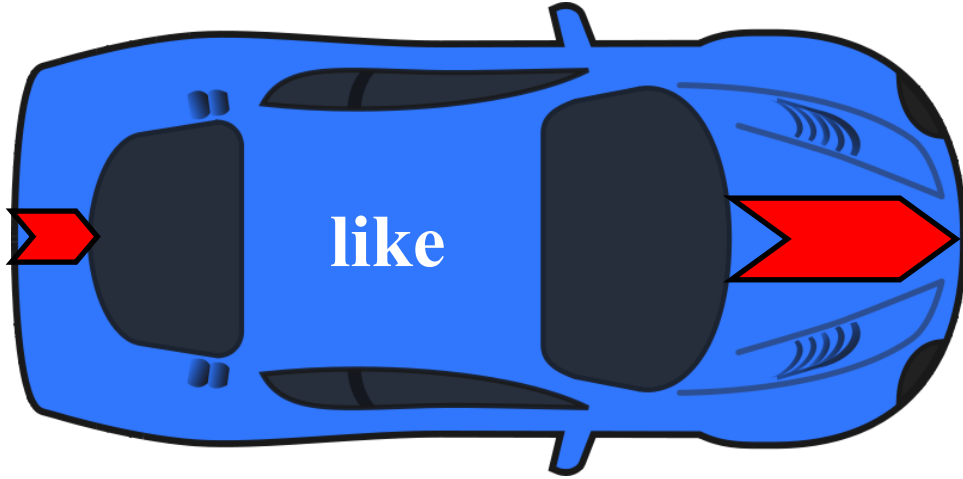


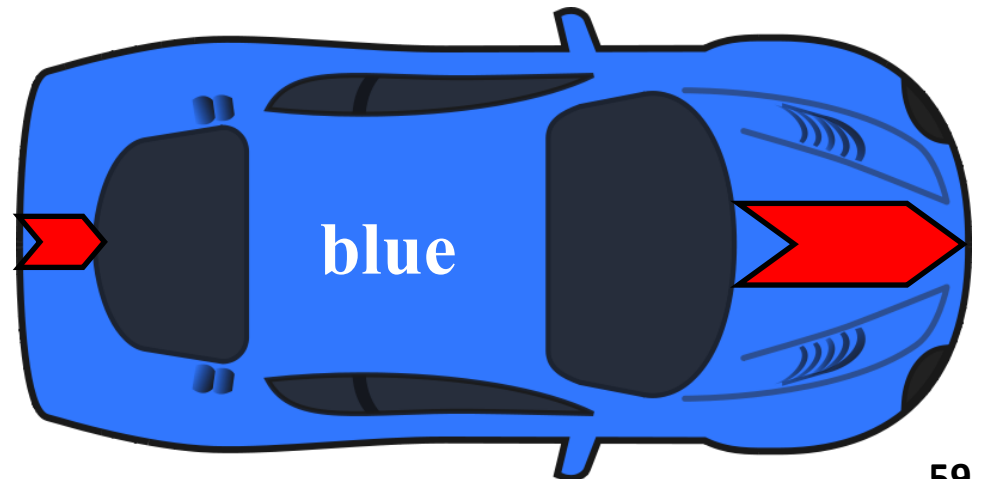
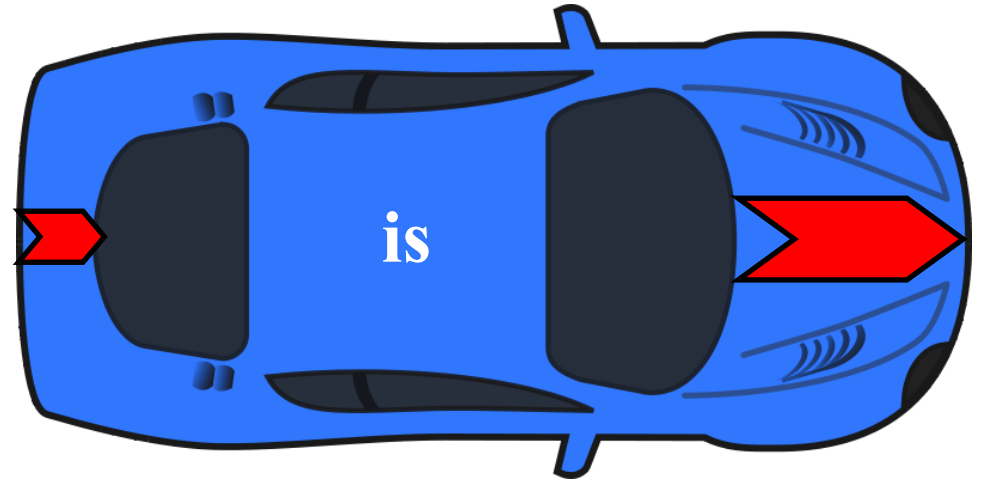
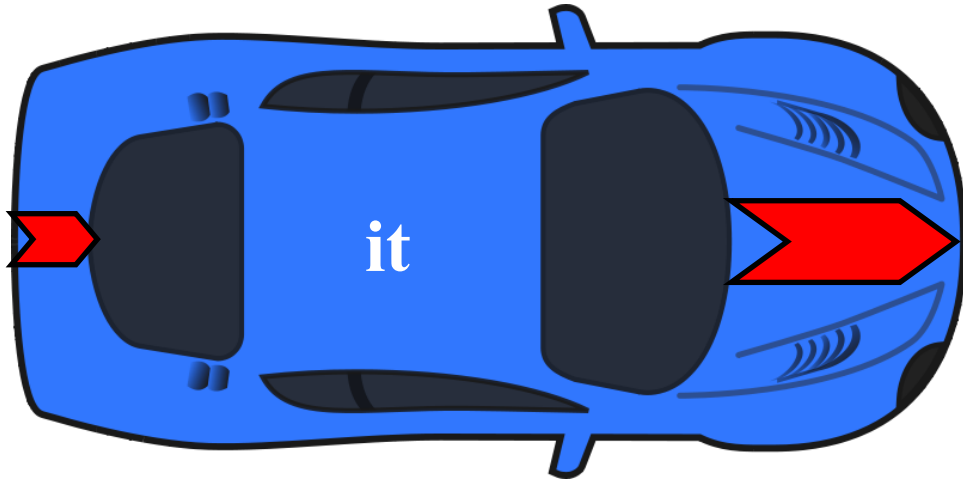
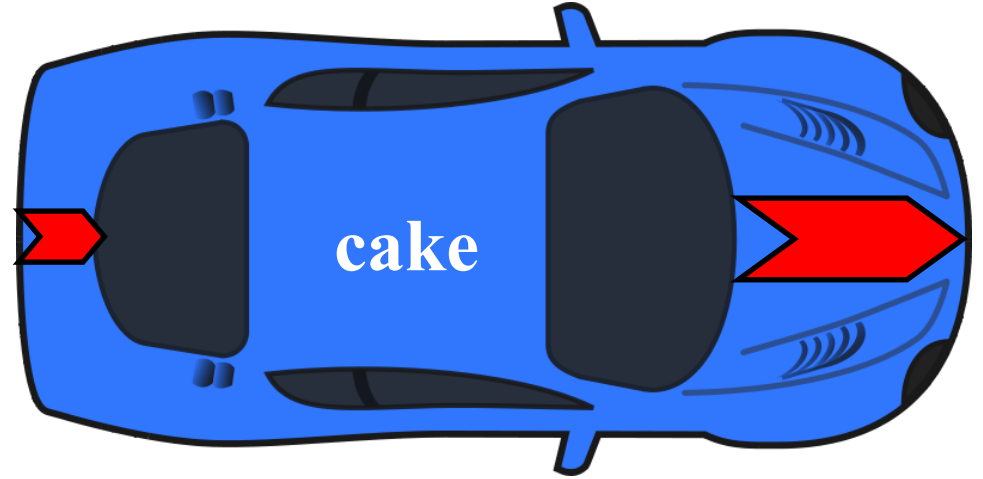
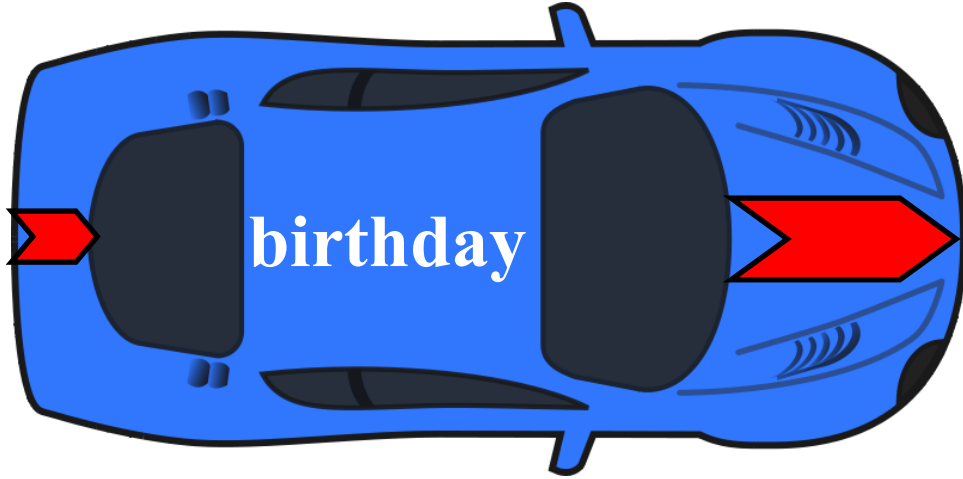


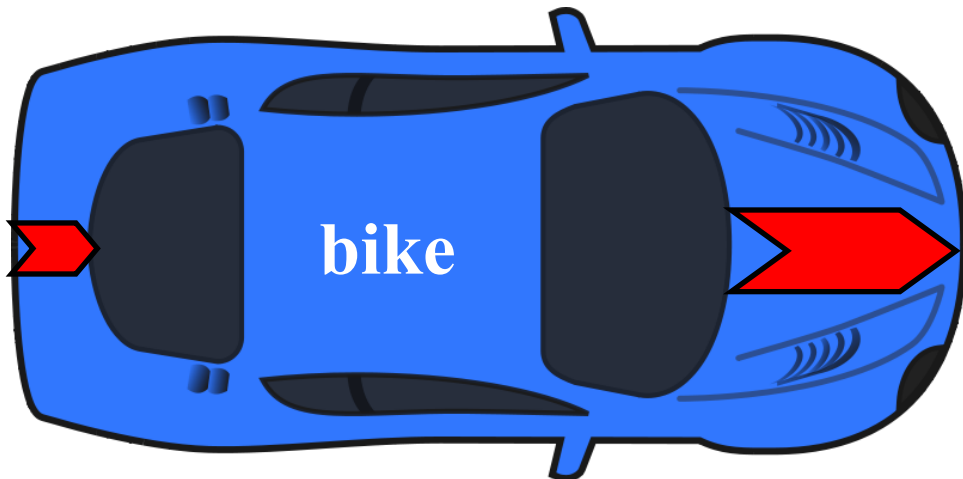
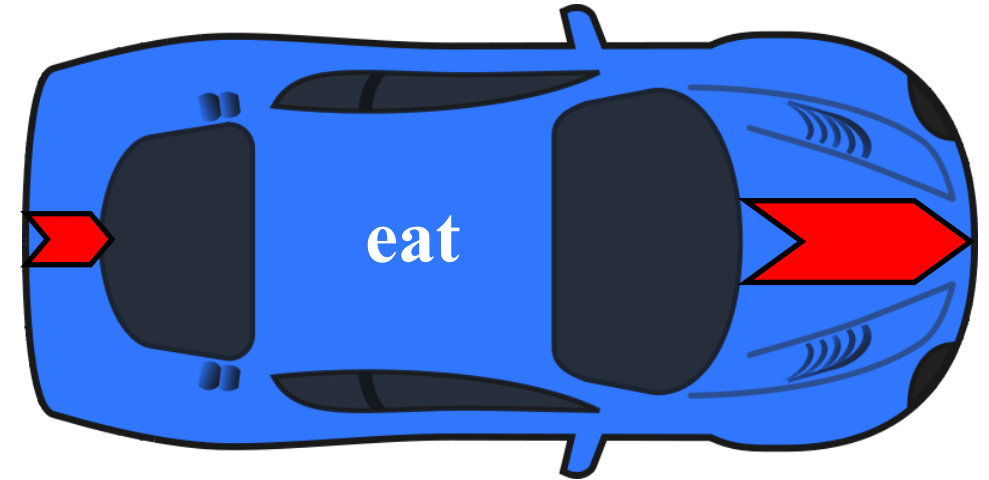
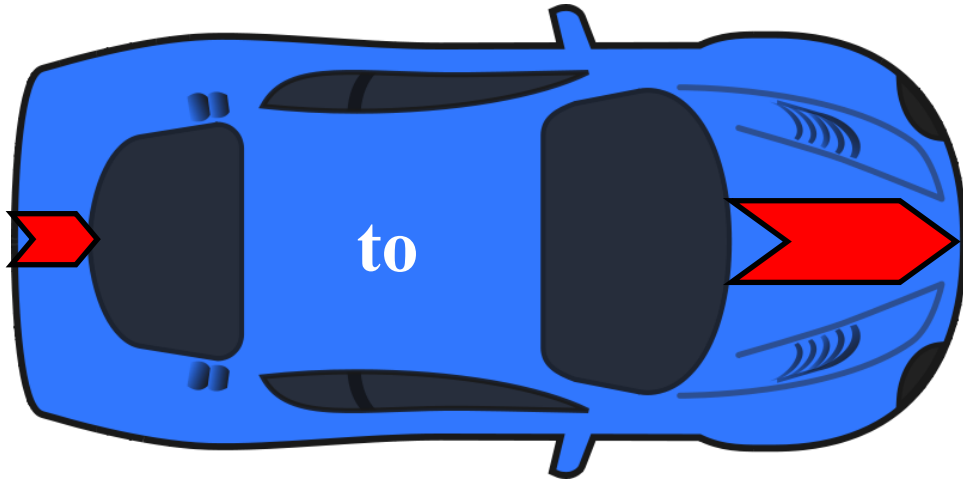
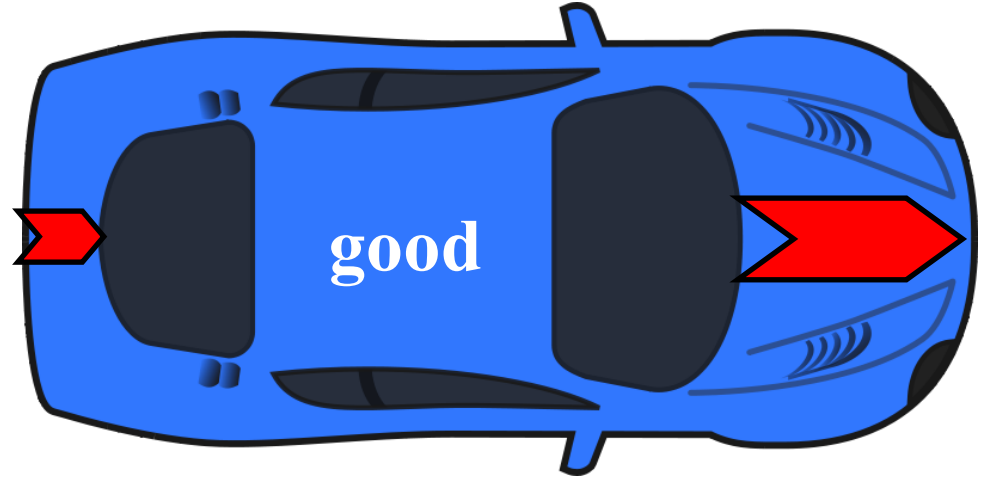


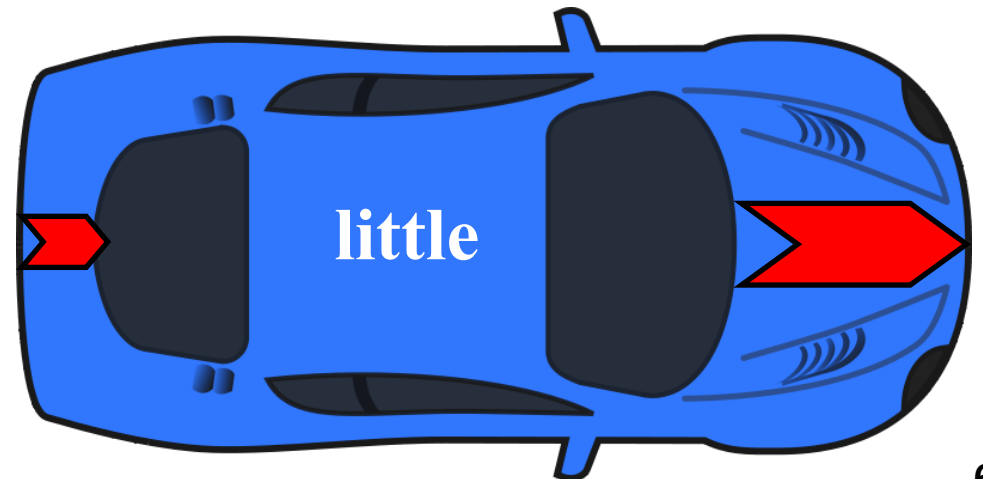
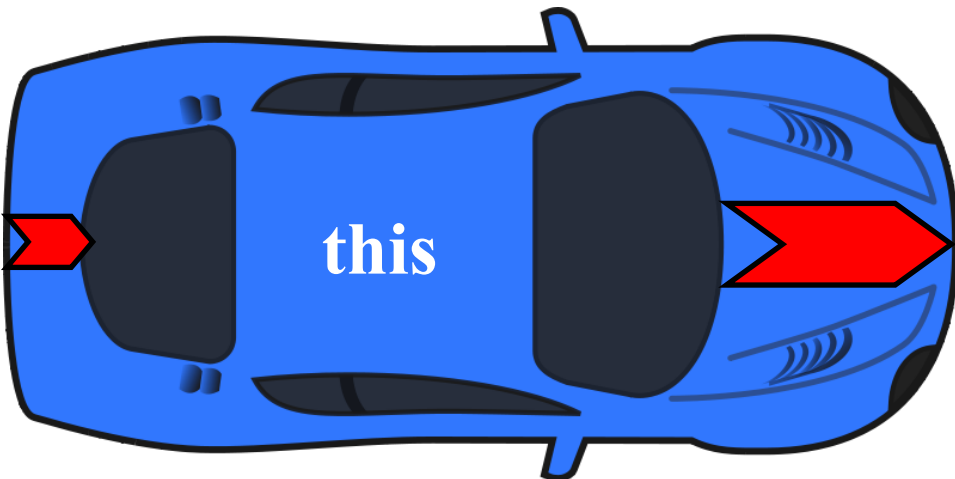
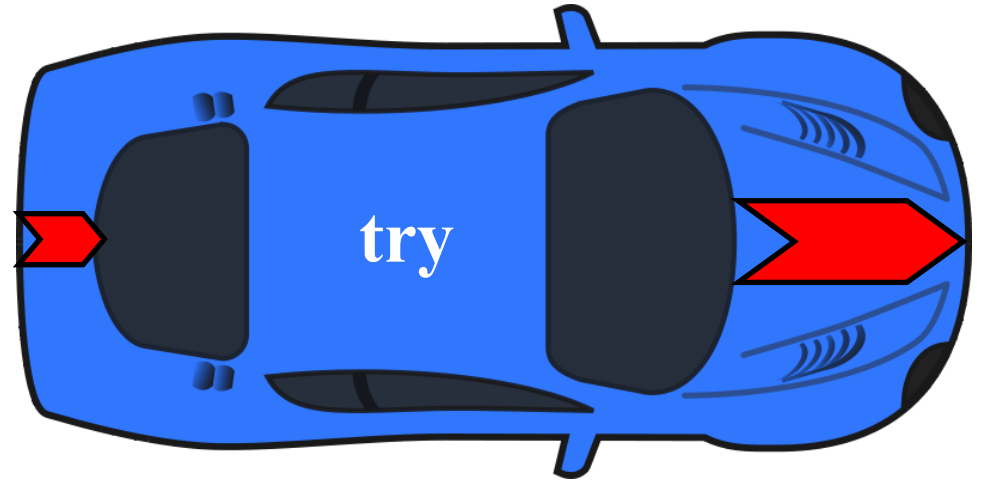
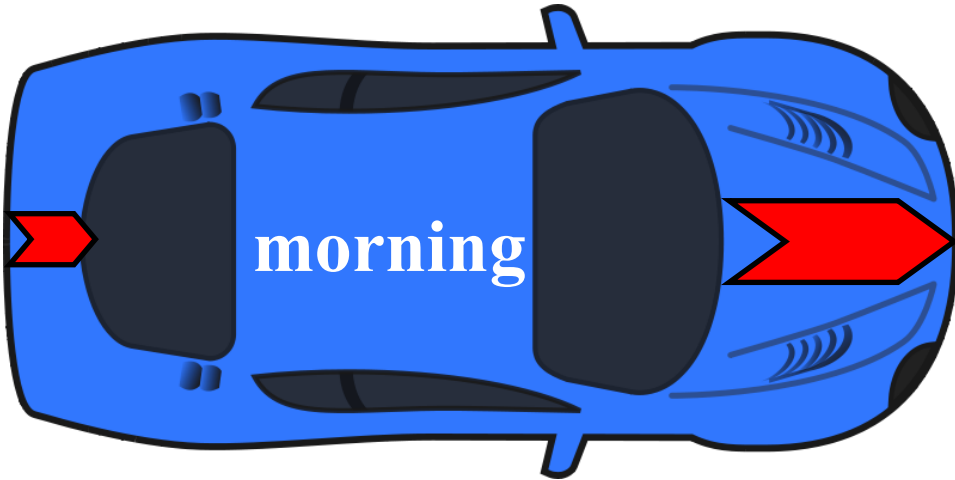
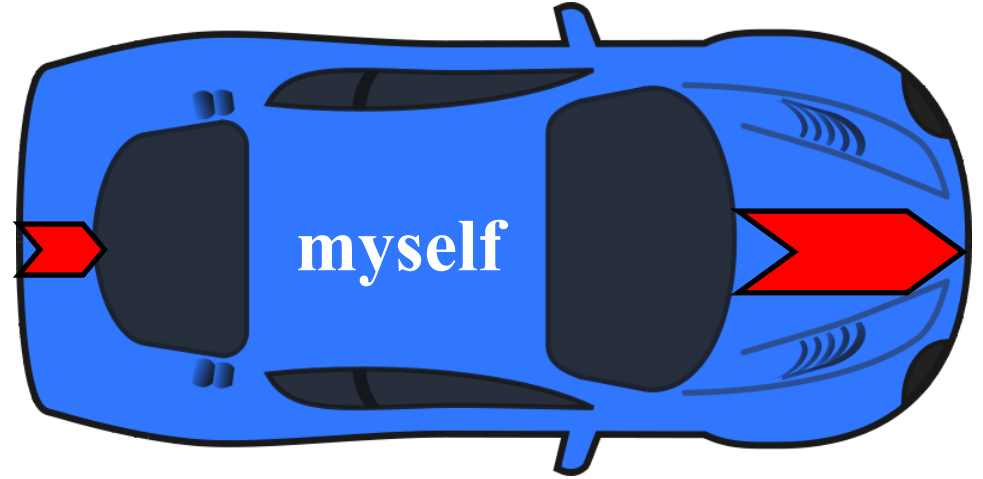
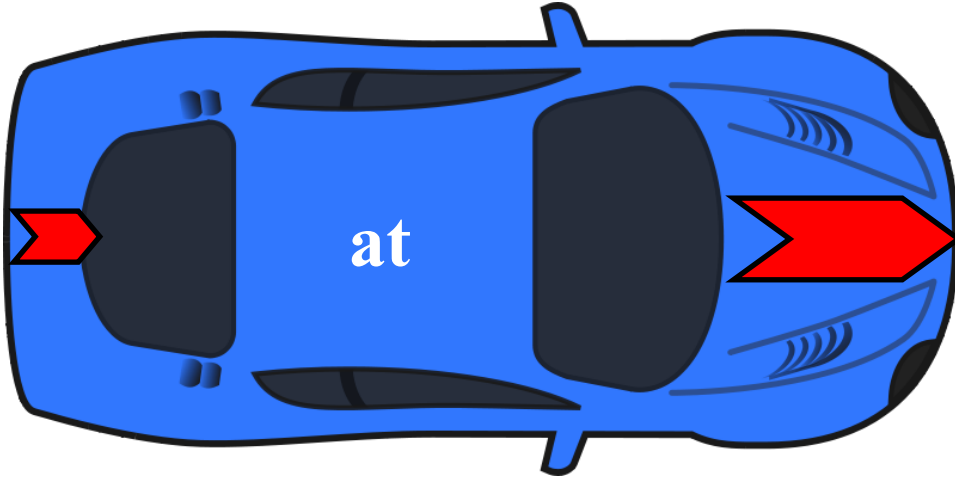


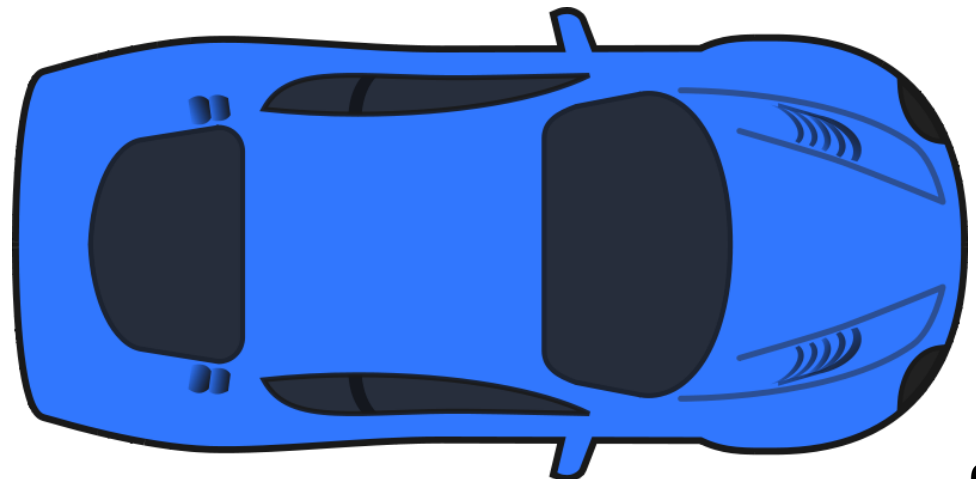
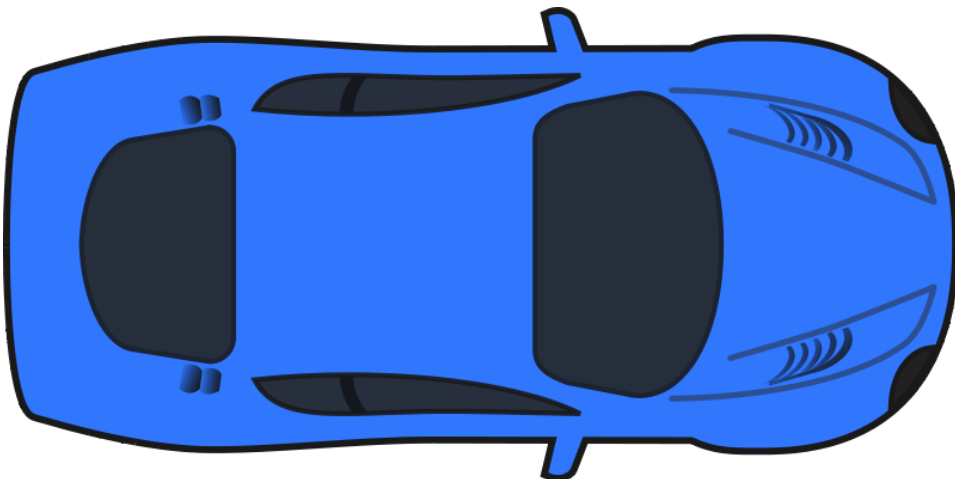
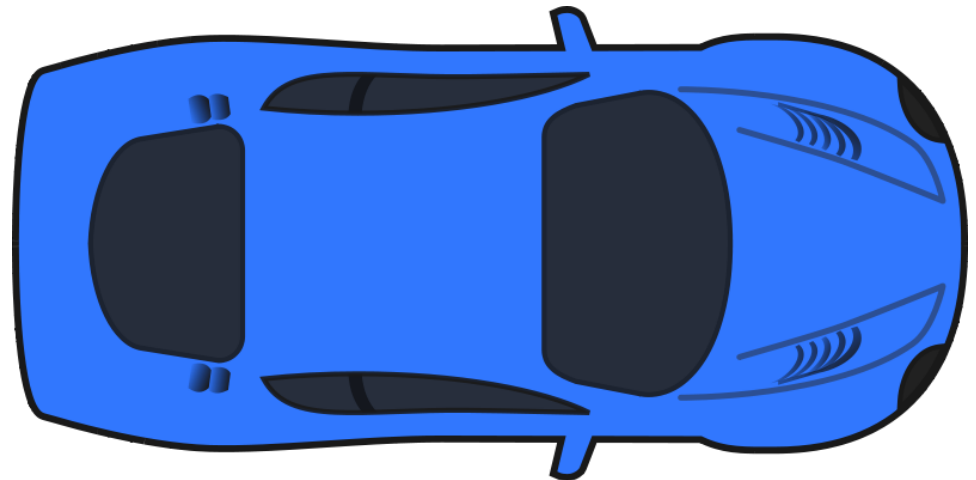
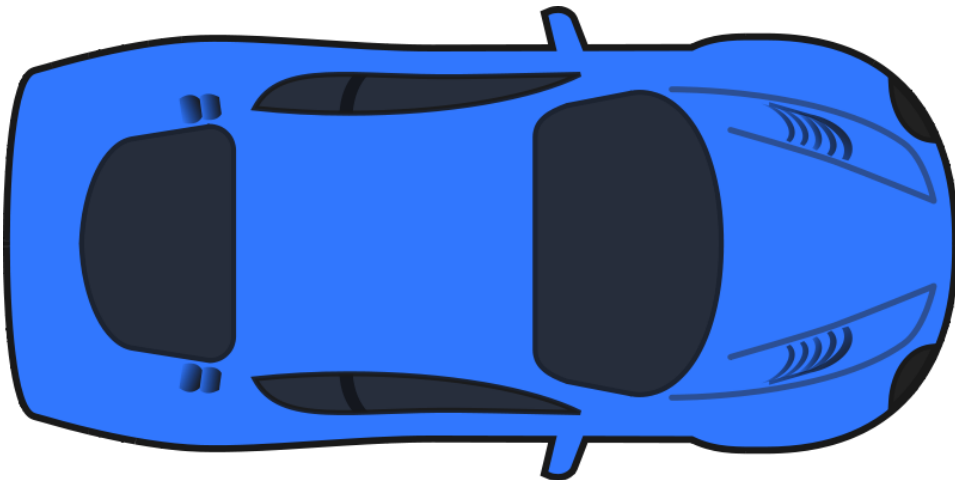
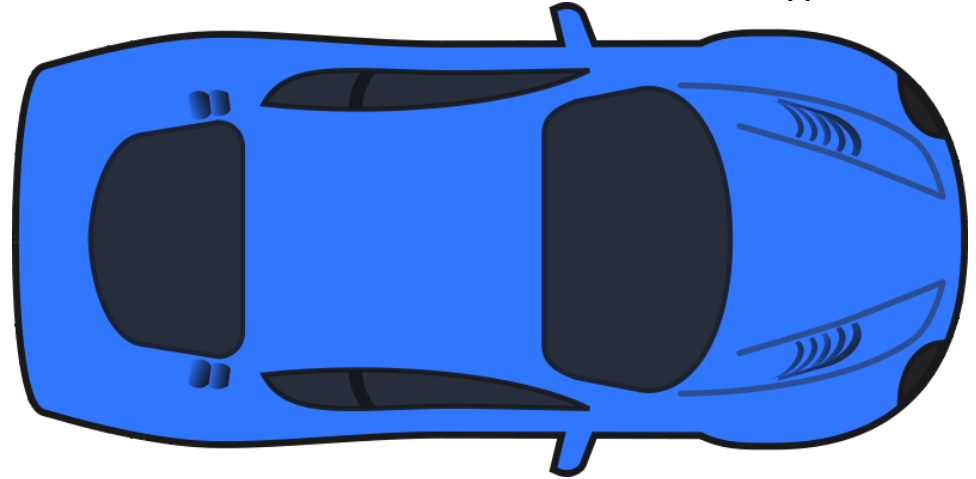
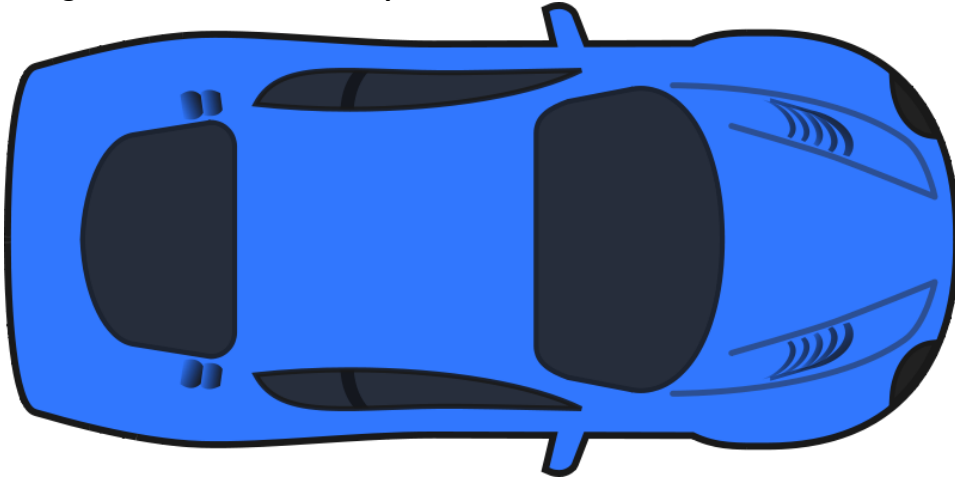












Too Hard



Just Right



Too Easy



Uphill Books

- 5+ words you don't know
- reading sounds bumpy
- you don't understand
- hard to stay focused

Just-Right Books

- 2-3 words you don't know
- you understand most parts
- enjoyable
- mostly smooth-a few bumps

Downhill Books

- 0-1 words you don't know
- perfectly smooth-no bumps
- no reading muscles working

Synonyms

Synonyms are words that mean the same thing.

Draw a line connecting the word on the left to its synonym on the right.

Complete only ONE.

Leave the rest for your teammates!

wealthy

cheerful

scared

smart

tired

woman

big

quick

cry

pretty

lady

sleepy

delighted

large

fast

rich

beautiful

intelligent

frightened

weep

Antonyms

Antonyms are words that have opposite meanings.

Write the opposite word. Complete only ONE.

Leave the rest for your teammates!

	happy		
	night		
	hot		
	work		
	wet		
	fast		
	old		

Homophones

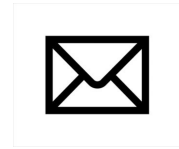
Homophones are words that sound the same, but are spelled differently and have different meanings.

Circle the correct homophone to complete the sentence.
Complete only ONE and leave the rest for your teammates!

- I just (ate / eight) a lot of (meat / meet) for dinner.



- I can't (wait / weight) to get your letter in the (mail / male).



- My mom bought (two / to) pounds of delicious (beats / beets).



- Jack is spending the (week / weak) with his (ant / aunt).



- We (won / one) (hour / our) first basketball game!



- Would you like to (where / wear) a (pear / pair) of my mittens?



- Mr. Johnson's (son / sun) is an (l / eye) doctor.



Pen Pal Postcard

Hook: *What's a pen pal? Learn about cities all over the world through the eyes of someone just like you. Scramble a few sample postcards and guess the vacation destination just by looking at the picture!*

Activity:

- Write and decorate a postcard to your pen pal (real or imaginary). Choose a city from around the world or have the child identify a friend or family member in a different country. Look at the map for inspiration!
- Start your postcard just like a letter "Dear Friend," and review basic letter writing techniques.
- Write to your pen pal and describe where you live and what you like to do.
- Research where your pen pal lives and ask them questions about their city. Tell them some of the facts you learned and describe the clothes, food or animals in your pen pal's country. Decorate the front of your post card with a picture that illustrates where your pen pal lives.

Check for Understanding:

- Scramble the postcards and guess where each person's pen pal is located. Check to see if you're right!
- Find a travel buddy in the room and prepare for an imaginary journey. Where are you two headed?

Differentiated Instruction:

Ages 5-7: *Have students use a postcard template to fill in the blanks and practice their handwriting.*

Ages 7-9: *Write a complete letter to your pen pal about who you are and where you live.*

ELL: *Draw pictures of your home country on the front of a postcard. Write down or verbally give clues so we can guess where you're from!*

Big Idea:

Practice writing to a pen pal and use descriptive language to describe where you live!

Setup:

Suggested Read Aloud: books about friendship

- * *My New Friend is So Fun! (An Elephant and Piggie Book) (Willems, 2014)*
- * *A Pen Pal for Max (Rand, 2005)*
- * *Same, Same But Different (Kostecki-Shaw, 2011)*

Materials

- ⇒ Stickers or stamps to decorate postcards
- ⇒ Markers or colored pencils
- ⇒ Sample postcards
- ⇒ Print out postcard templates
- ⇒ World Map

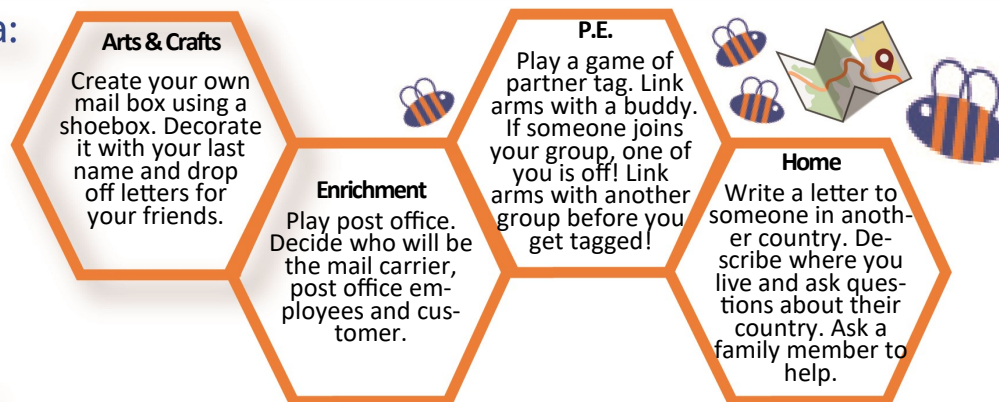
Buzz Words:

- Pen Pal
- Postcard
- Stamp
- Country

Extending This Idea:



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Imaginary Monsters

Hook: Fold a piece of paper into thirds like an accordion and the student starts by drawing the monster's head at the top. Fold the section back so your neighbor can't see and he/she will draw the monster's body. Pass to the next person who will draw the feet. Unfold the paper to reveal the whole monster!

Activity:

- Ask, "What does it mean to have an imaginary friend as a travel buddy? What does the word imaginary mean?"
- Review how to write a journal entry in the *first person*—write an example on the board. Give examples of first person writing—I, me, my—and connect to popular books like *Diary of Wimpy Kid* or *Amelia's Notebook*.
- Write a journal entry and pretend you are the monster! Include key details like your Name, Home, Favorite Food, Appearance, Hobbies, and Favorite Books.
- If students need help describing their monster, write a "monster word bank" on the board with descriptive adjectives like: furry, fuzzy, bumpy, scaly, big, small, tall, short, etc.

Check for Understanding:

- Present your monster to the class and tell your monster story! Choose categories and vote on for the friendliest, silliest, adventurous, etc. (all positive attributes)

Differentiated Instruction:

Ages 5-7: Create adjective flashcards and mix/match vocabulary words to describe your monster.

Ages 7-9: Design a monster trap and make sure you can describe how it works detail.

ELL: Print out examples from popular movies like *Monsters, Inc.* or *Home*. Have scholars pull from a word bank to describe what they see in the picture.

Big Idea:

Use descriptive words to imagine what a monster looks like and share your monster with the group!

Setup:

Suggested Read Aloud: books about monsters, imaginary friends, or diaries

- * *The Adventures of Beekle: The Unimaginary Friend* (Santat, 2014)
- * *How to Catch a Monster* (Bollenbach, 2013)
- * *Where the Wild Things Are* (Sendak, 2009)
- * *Diary of a Spider* (Cronin, 2005)

Materials

- ⇒ Paper
- ⇒ Pencils
- ⇒ Handouts from Appendix C

Buzz Words:

Journal/Diary

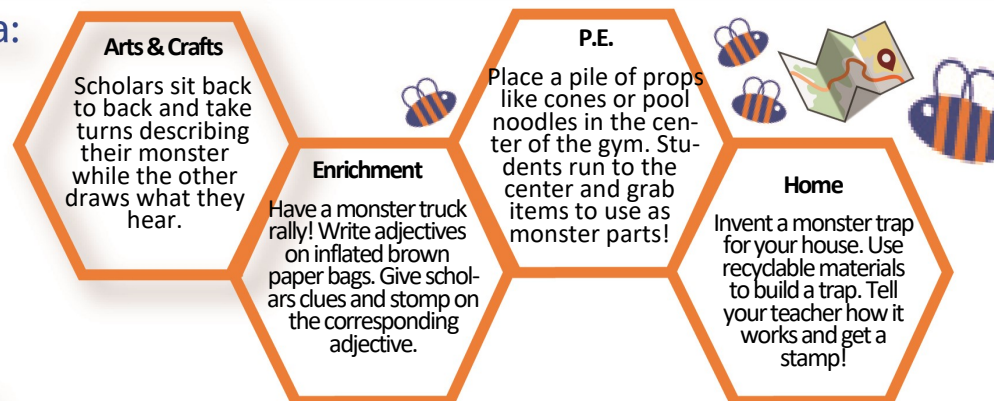
First Person Writing

Adjective/Descriptive Words

Extending This Idea:



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Action Heroes

Hook: Introduce the group to the cast of superheroes who will help us become SUPER READERS! Use your finger to point to each word, and “Wolverine that text!” Mix and match the superheroes with each super reader strategy and encourage teamwork to figure it out!

Activity:

- Create your own action-packed comic book story using lots of action verbs. Brainstorm a list of common action verbs like fight, grab, roll, fly, etc.
- Read a comic book together and review how the story is written and how you’re supposed to read it.
- Identify when the narrator is introducing something, when the characters are speaking or just thinking and when there is a sound like “whoosh” or “pow!”
- Have students work in small groups to create their own comic book story.
- Write the narrator’s introduction, the dialogue between characters and any sound word.
- Act it out!

Check for Understanding:

- Play a game of “action verb charades” as a whole group or divide into pairs.

Differentiated Instruction:

Ages 5-7: Adapt the comic book for puppet theater and follow along with the text as characters speak

Ages 7-9: Trade with another group and help to rewrite or edit their story so it’s more clear.

ELL: Focus on sound words like “pop” or “whoosh” and place sounds at the appropriate time in the story

Big Idea:

Practice strategies for super readers and create your own action-packed comic book ending.

Setup:

Suggested Read Aloud: action-packed books

- * *The Day I Lost My Superpowers* (Escoffier, 2014)
- * *Ten Rules of Being a Superhero* (Pilutti, 2014)
- * *Ladybug Girl* (Soman, 2010)

Materials

- ⇒ Print and cut strategies for super readers
- ⇒ Print or purchase a comic book as an example
- ⇒ Handouts from Appendix C

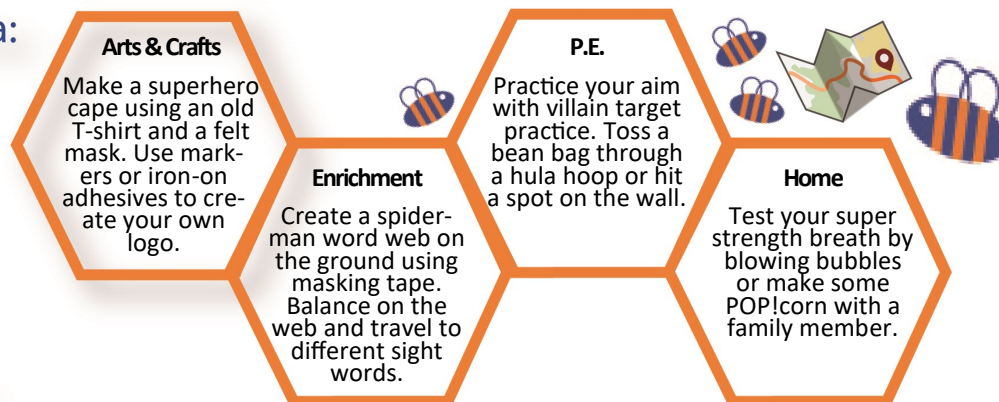
Buzz Words:

- Super Reader Strategies
- Action Verbs
- Sound words
- Dialogue

Extending This Idea:



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Road Trip!

Hook: Create the ultimate road trip playlist for your next car ride. Vote on your favorite songs from different genres like Pharell’s “Happy” or “Life is a Highway” by Rascal Flatts. What’s your favorite musical genre—pop, country, hip-hop? What’s your favorite book genre—fiction or non-fiction?

Activity:

- Divide children into groups of 4-5 and begin planning your cross-country road trip from Los Angeles (Hollywood) to your home.
- Identify what you need and sort items into different categories like, luggage, entertainment, snacks, etc.
- Map your group’s journey from the West Coast to the East Coast and pick at least 5 cities you will stop in. Use the map’s key to determine how far you’re going and how many times you will need to fill up your gas tank. Calculate how much money you’ll be spending on gas and food.

Check for Understanding:

- Assign each scholar an amount of money ranging from \$1-\$5 and write this number on a small piece of paper. Call out an amount of money necessary to buy a specific item (toothpaste, tank of gas) between \$5-\$15 and scholars form groups whose numbers add up to the number called.

Differentiated Instruction:

Ages 5-7: Offer opportunities for imaginary play and use objects like fake money for role-play.

Ages 7-9: Give each group a starting budget and push students to use more complex multiplication without the use of a calculator.

ELL: Use objects or pictures to sort into the different categories and focus on learning new vocabulary.

Big Idea:

Work together as a team to make decisions about what to bring on your imaginary road trip.

Setup:

Suggested Read Aloud: books about car travel and/or families

- * *The Relatives Came* (Rylant, 1985)
- * *Going Places* (Reynolds, 2014)
- * *Fred and Ted’s Road Trip* (Eastman, 2011)

Materials

- ⇒ Map of the US
- ⇒ A map key with scale for distance and cost of gasoline
- ⇒ Worksheet or template for budgeting

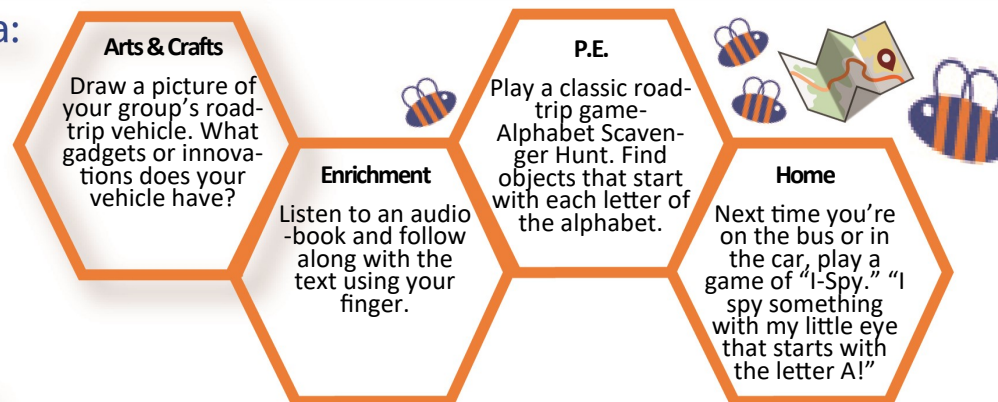
Buzz Words:

- Genre
- Fiction/Non-fiction
- Budget
- Scale
- Key

Extending This Idea:



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Animal Escape

Hook: Get ready rangers! It's your first day working at the Zoo and the animals have escaped! Can you help bring them back to their habitats? Travel the earth's grasslands, rainforest, frozen arctic and wooded forests to find each animal in hiding.

Activity:

- "Let's do some research so we know where to look for each animal. How do we know what books give us real facts and what's a made up story? (We look for non-fiction books in the library, not fiction)"
- Draw a KWL (Know, Want to Know, Learn) chart of the missing zoo animals and ask students to share basic facts about each animal: elephant, lion, monkey, toucan, polar bear, penguin & grizzly bear.
- Divide the room into 4 different habitats and hide the animals in their appropriate habitat (paper cut-out or small toys)
- Give students clues on where to find each animal and children will make a map of where they found each animal so the animals don't get lost again!

Check for Understanding:

- Play a game of Animal Cracker BINGO. Call out clues and students will match each animal with the correct habitat.

Differentiated Instruction:

Ages 5-7: Group books that students already know into different categories. Read aloud short passages for scholars to categorize as fiction or non-fiction

Ages 7-9: Research animal habitats on the computer or in the library.

ELL: Describe what you see in each animal's habitat and practice using new vocabulary words

Big Idea:

Explore animal habitats and use informational texts to gather more information about zoo animals.

Setup:

Suggested Read Aloud: books about the zoo, informational texts about animals

- * *The View at the Zoo* (Bostrom, 2015)
- * *The Secret Path* (Butterworth, 2011)

Materials

- ⇒ Informational texts about zoo animals
- ⇒ Visuals for each habitat
- ⇒ Cut out animals or gather toys—elephant, lion, monkey, toucan, polar bear, penguin, grizzly bear
- ⇒ World Map
- ⇒ BINGO game board
- ⇒ Animal crackers

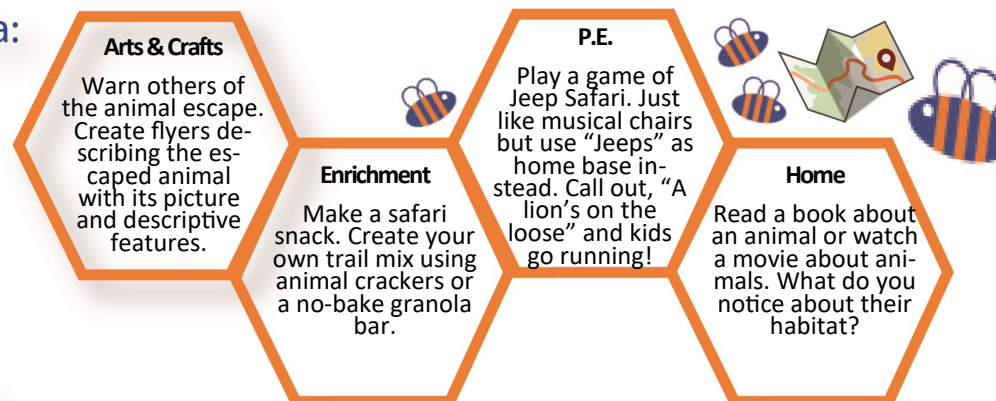
Buzz Words:

- Habitat
- Informational Text
- Fiction
- Non-fiction

Extending This Idea:



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Life Size Scrabble

Hook: Have 5 letter tiles in front of the group and make silly nonsense words with them, having everyone read the silly sounds!

**This activity is meant to jump start kids playing life size scrabble on their own during free choice without staff involvement. You can also utilize Roll-A-Word to support this activity.*

Activity:

- Give an example of a REAL word instead of nonsense word from your 5 tiles. Ask the group what other words they could make with the tiles you have
- Pass out the tiles evenly among all the kids, start with 2-3 tiles per person if possible. If they cannot make a word with the tiles they have, encourage them to find a partner who has letters to make a word
- Ask the kids to call out or write down their words as they make them
- Challenge them to make longer words (5 letters, 6 letters, etc) by combining groups
- After the groups have made many words, ask them to choose one and put it on the life size scrabble board
- If you have an older group, show them how to connect their words on the scrabble board with overlapping words

Check for Understanding:

- Ask groups to share 2 words they created and write on the board. Try to make buzz words!

Differentiated Instruction:

Ages 5-7: Focus on making words rather than connecting them on the scrabble board

Ages 7-9: Challenge the groups to connect their words on the scrabble board with overlapping letters

ELL: Encourage them to copy down the words onto a piece of paper as the team makes them

Big Idea:

Practice teamwork to spell words. Extra points if they are buzz words from the week!

Setup:

Suggested Read Aloud: books about teamwork

- * *Swimmy (Lionni, 1973)*
- * *Stone Soup (Muth, 2003)*

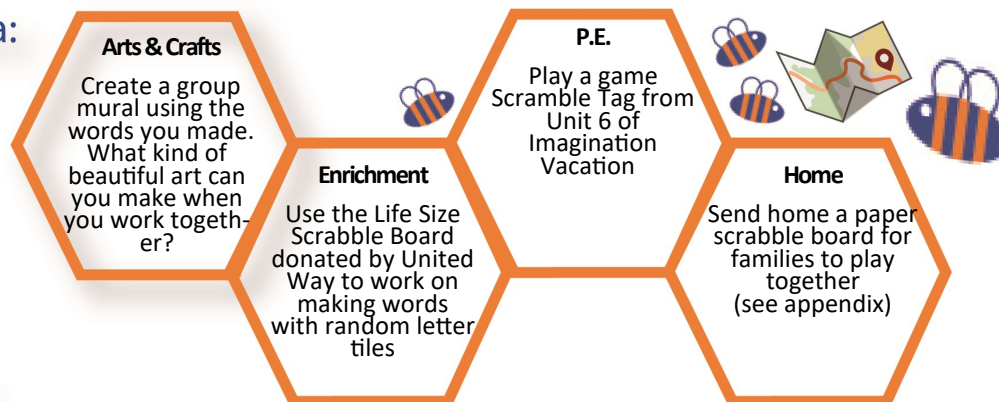
Materials

- ⇒ Scrabble letter tiles, regular or life sized
- ⇒ Paper to write words
- ⇒ Pencils

Extending This Idea:



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Buzz Words:

- Teamwork
- Scrabble

Implementation Form: _____

(Name of activity)

Use this form to plan how you would implement an activity in your group!

Introduction: How can you prompt students to begin thinking about the “big idea” and “take-aways?” How does activity connect with group’s prior learning/knowledge? What questions could you ask?

Time Breakdown:

- Whole Group Time:
- Small Group Time:
- Individual Time:

Check for Understanding: How will you know if students have mastered the big idea?

Differentiation: What additional support will members of your group need? How will you accommodate?

Big Idea:



Setup:

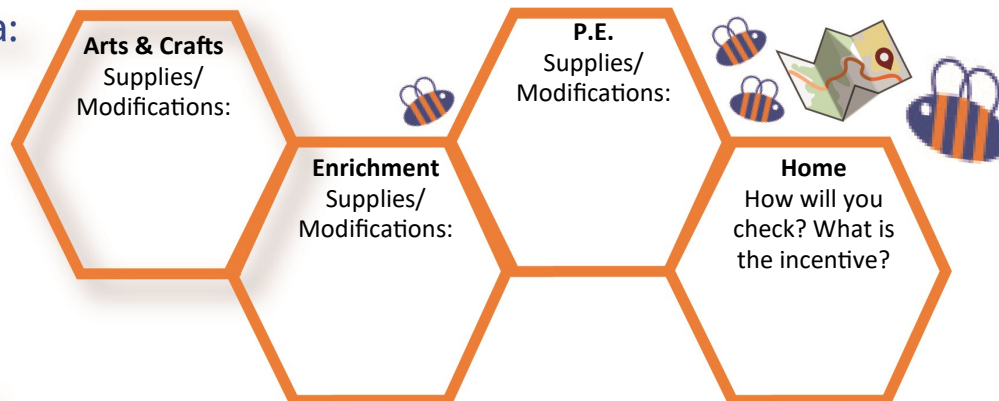
What prompts or questions can you ask during the **read aloud** to keep the conversation going?

How will you get the materials needed / adapt to what’s available?

Extending This Idea:



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Buzz Words:

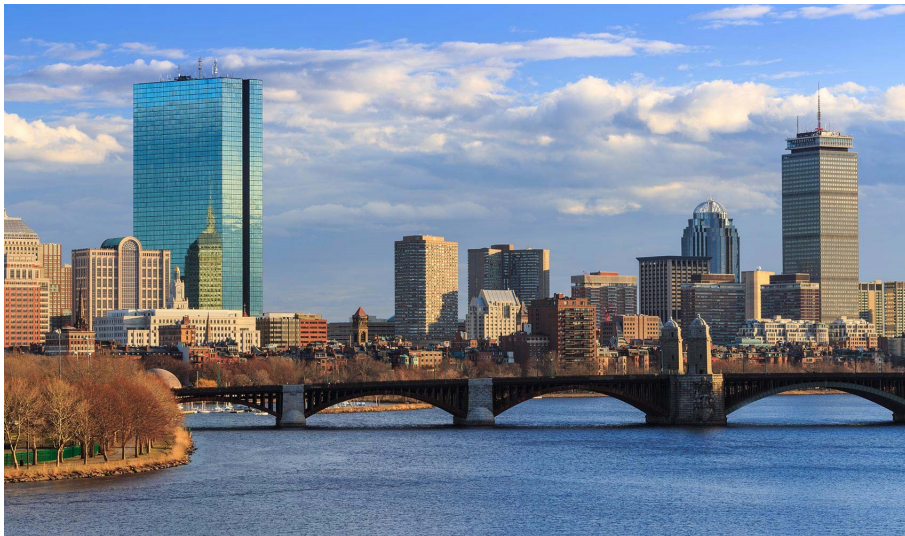
How will you review Vocabulary?



Answer: San Francisco, California



Answer: Sydney, Australia



Answer: Boston, Massachusetts



Answer: London, England



Answer: Paris, France



Answer: Rio de Janeiro, Brazil



Answer: Vietnam



Answer: Dominican Republic

Today's Date: _____

Dear _____,

My name is _____. I am _____ years old. How old are you?

I live in _____, Massachusetts. I like my neighborhood because

_____.

What is your neighborhood like? We have a lot of good restaurants in my neighborhood. My favorite food is _____.

My favorite thing to do is _____.

This summer I really want to _____.

What do you like to do? I learned a lot about where you live. I learned

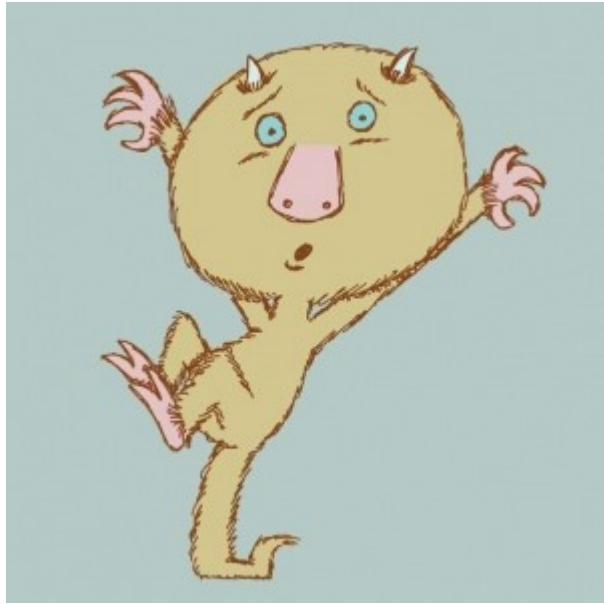
_____.

_____.

Please write back and tell me about yourself. I hope to hear from you soon!

Sincerely,

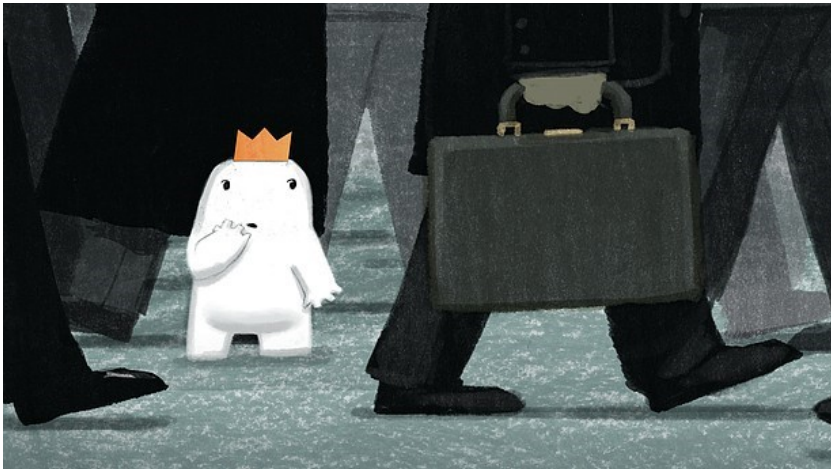
A postcard template with a decorative border. At the top center, the word "POSTCARD" is written in a bold, serif font. To the left and right of "POSTCARD" are ornate, symmetrical flourishes. In the top right corner, there is a rectangular box labeled "STAMP". A vertical line runs down the center of the postcard, separating the address area on the left from the message area on the right. The message area contains three horizontal lines for writing.



From the book: *Leonardo the Terrible Monster*



From the movie: *Home*



From the book: *The Adventures of Beekle (The Unaminy Friend)*



From the book: *Where the Wild Things Are*

Monster Adjectives

Adjectives describe nouns. They tell us what something looks like, feels like, smells like, tastes like and sounds like.

Words that describe the size/shape	Words that describe the color
tiny	green
teeny	red
mini	yellow
large	blue
enormous	light
huge	dark
gigantic	bright
square	silver
oval	gold
big	purple
short	orange
tall	neon
long	violet



Words that describe how many	Words that describe how it looks	Words that describe the texture
one	shiny	bumpy
two	striped	scaly
three	spotted	hairy
four	beautiful	fuzzy
five	cute	furry
six	scary	pointy
seven	plain	gooey
eight	fancy	sticky
nine	happy	fluffy
ten	cheerful	feathery
millions	frightening	smooth
hundreds	confused	rough

Diary of a Monster — A Day in the Life



Write a diary entry in the first person and use "I" to tell the story. Pretend you are the monster and tell us your:

- 1) Name
- 2) Home
- 3) Favorite Food
- 4) Hobbies
- 5) Favorite Books

Monster Award



This certifies that

is the

most _____ **monster.**

Signed _____

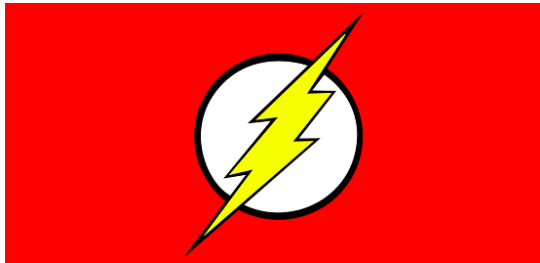


**Super readers are like Superman.**

They use their X-ray vision to look for clues in the text and illustrations.

**Super readers are like Captain America.**

They use all of their energy and strength to read with stamina.

**Super readers are like The Flash.**







They read with speed, fluency and accuracy.

**Super readers are like Robin.**

They read with lots of expression.

**Super readers are like The Hulk.**

They think green and go back and reread for understanding.

	<p>Super readers are like Iron Man.</p> <p>They use resources and technology to help them understand what they read.</p>
	<p>Super readers are like Spider-Man.</p> <p>They spin and flip vowel sounds if a word doesn't sound right the first</p>
	<p>Super readers are like Wolverine.</p> <p>They use their finger to point to each word.</p>
	<p>Super readers are like Batgirl.</p> <p>They look for word chunks or word parts that they already know.</p>
	<p>Super readers are like Elastigirl.</p> <p>They stretch out words sound by sound and then snap them back together again.</p>
	<p>Super readers are like Wonder Woman.</p> <p>They wonder if what they read looked right and made sense.</p>





Run



Jump



Fly



Roll



Climb



Wrestle



Scream



Crush



Crash

Superhero Story Planning Sheet

The Superhero



The Villains



Super powers

Where is the trouble?

What do the bad guys do?

Superhero saves the day! How?

Click to download and print: [Comic Book Templates](#)





Pack the Car!

What do you need to bring?

Sort items into the categories below.

Luggage	Entertainment	Snacks	Miscellaneous




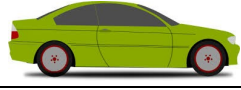


Plan your Trip!

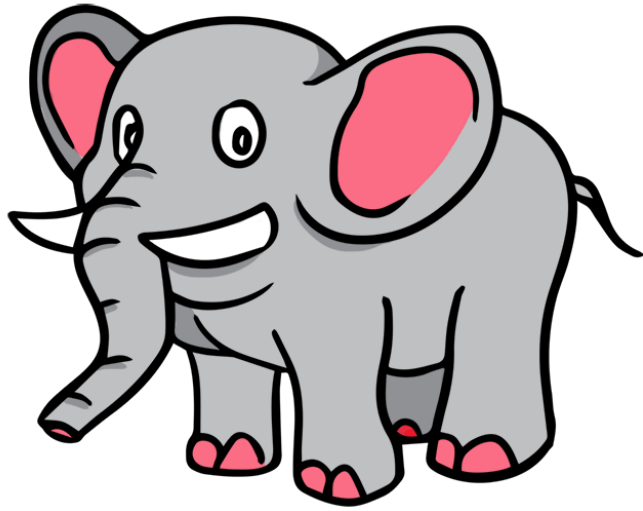
1. How many stops are you making? _____
2. What cities are you stopping in? _____
3. What car did you chose? _____
4. How many miles in total will you drive? Use the map's key to figure it out! _____

Calculate the amount of money you spent on gasoline.

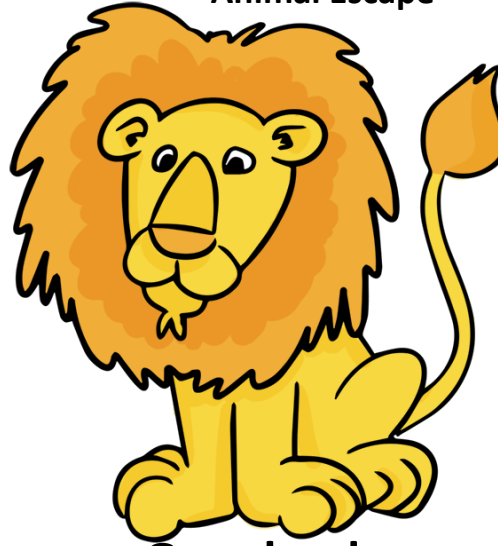
1. Use the chart to determine the **cost per tank** for your car: _____
2. Determine how many times you will need to fill up your gas tank. Divide the **miles per tank** from the **total miles** traveled. Use a calculator if you need help! _____
3. Figure out how much you will spend on gasoline for the entire trip. Multiply the number of times you fill up your tank by the cost per tank. _____

	<i>Convertible</i> 	<i>SUV</i> 	<i>Mini Van</i> 	<i>Sedan</i> 
<i>Miles per tank</i>	409	308	400	595
<i>Cost per tank of gasoline</i>	\$39.47	\$83.72	\$59.80	\$35.58

Know	Want to Know	Learn



Grasslands



Grasslands



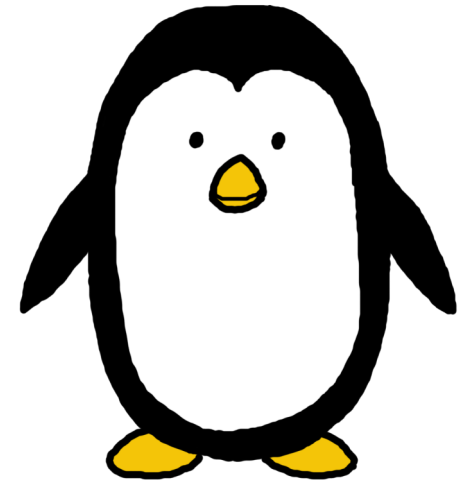
Rainforest



Rainforest



Frozen Artic




Frozen
Artic




Wooded Forest

African Elephant	Lion	Orangutan	Toucan	Polar Bear	Emperor Penguin	Grizzly Bear
<p>The ears’ large surface area helps radiate excess heat under the harsh African sun.</p> <p>Elephants’ ears, used in conjunction with the soles of their feet and their trunk, aid in the ability to hear sounds over long distances.</p> <p>African elephants ingest plants and fruits, walk for miles, and excrete the seeds in fertile dung piles. In this way, new plants can grow in different areas and can cross fertilize.</p> <p>African elephants also dig holes to expose underground springs. This allows smaller animals to access water in drier times.</p>	<p>Males and females take on very different roles in the pride. Male lions spend their time guarding their territory and their cubs. Female lions are the primary hunters of the group. They are smaller and more agile than males</p> <p>Lions usually hunt at night. Their prey includes antelopes, buffaloes, zebras, young elephants, rhinos, hippos, wild hogs, crocodiles and giraffes</p> <p>African lions are considered vulnerable of extinction .They are threatened by loss and fragmentation of habitat.</p>	<p>The Orangutan lives on the islands of Borneo and Sumatra in Indonesia.</p> <p>The Orangutan eats tropical fruit and also leaves, bark and insects at times.</p> <p>Orangutans can be found at higher elevations and near lowland swamps. They will sleep in trees as well as move through the trees in search of fruit.</p> <p>Documented tool use among orangutans includes fashioning crude “hats” out of leaves for rain protection, as well as building a roof of leaves over their bed nests to keep the rain out.</p> <p>Human encroachment on the island rainforests is pushing the orangutan ever closer to extinction in the wild</p>	<p>Toucans use their colorful bills to catch tasty morsels and pitch them to one another during a mating ritual fruit toss.</p> <p>But the toucan's bill is useful as a feeding tool. The birds use them to reach fruit on branches that are too small to support their weight, and also to skin their pickings.</p> <p>Toucans nest in tree holes. They usually have two to four eggs each year, which both parents care for. Young toucans do not have a large bill at birth—it grows as they develop and does not become full size for several months.</p>	<p>Polar bears live along shores and on sea ice</p> <p>When sea ice forms over the ocean in cold weather, many polar bears, except pregnant females, head out onto the ice to hunt seals. Polar bears primarily eat seals.</p> <p>In fall pregnant polar bears make dens in earth and snowbanks, where they'll stay through the winter and give birth to one to three cubs. In spring the mother emerges from her den followed by her cubs. During that time she will protect them and teach them how to hunt.</p> <p>They are found in Canada (home to roughly 60% of the world's polar bears), the U.S. (Alaska), Greenland, Russia, and Norway (the Svalbard archipelago).</p>	<p>Emperors are the largest of all penguins</p> <p>These flightless animals live on ice and in the frigid surrounding waters.</p> <p>They huddle together to escape wind and conserve warmth.</p> <p>Females lay a single egg and then promptly leave it behind. They undertake an extended hunting trip that lasts some two months!</p> <p>Male emperors keep the newly laid eggs warm, but they do not sit on them, as many other birds do. Males stand and protect their eggs from the elements by balancing them on their feet and covering them with feathered skin known as a brood pouch.</p>	<p>In North America, grizzly bears are found in western Canada, Alaska, Wyoming, Montana, Idaho and a potentially a small population in Washington.</p> <p>Grizzly bears are omnivores, and their diet can vary widely. They may eat seeds, berries, roots, grasses, fungi, deer, elk, fish, dead animals and insects.</p> <p>There were around 50,000 grizzly bears in North America. Today, there are an estimated 1,800 grizzly bears remaining .</p> <p>Most of these bears are located in the Northern Continental Divide Population (including Glacier National Park) and the Yellowstone Population. Alaska is home to a healthy grizzly (sometimes called brown bear) popula-</p>

B I N G O

Grasslands	Rainforest	Frozen Artic	Grasslands	Wooded Forest
Rainforest	Frozen Artic	Wooded Forest	Grasslands	Rainforest
Wooded Forest	Grasslands		Rainforest	Frozen Artic
Frozen Artic	Wooded Forest	Rainfor-	Frozen Artic	Grasslands
Grasslands	Frozen Artic	Grasslands	Wooded Forest	Rainforest

E 1	E 1	E 1	E 1	E 1	E 1	A 1
A 1	A 1	A 1	A 1	I 1	I 1	I 1
O 1	O 1	O 1	O 1	N 1	N 1	N 1
R 1	R 1	R 1	T 1	T 1	T 1	L 1
L 1	S 1	S 1	U 1	U 1	D 2	D 2
G 2	G 2	B 3	C 3	M 3	P 3	F 4
H 4	H 4	V 4	W 4	Y 4	K 5	J 8

Double Letter Score						Double Letter Score
Double Word Score						Double Word Score
Double Letter Score						Double Letter Score

Instructions

1. Cut out the letter tiles
2. Give 4 letter tiles to each person (5 if playing with 2 people)
3. The person with the closest birthday goes first. They use their letter tiles to make a word that touches the star center of the board. They can use 2-all of their tiles.
4. Player 1 draws new tiles for the tiles they used.
5. Player 2 goes, connecting to the Player 1's word.
6. If someone can not make a word, they can pass or draw an extra tile.
7. Continue until all letters are used.

Scoring

During each play, you should add up the numbers on the letter tiles in the word made on the board. Include numbers on ALL letters in the word.

If you play on one of the "double letter score" or "double word score" multiply just that letter or the whole word by 2.

Example

B 3
A 1
T 1

Player 1 plays "BAT" and scores 5 points (3+1+1 = 5)

B 3	E 1	D 2
A 1		
T 1		

Player 2 plays "BED" by only putting down E and D. Player 2 scores 6 points (3+1+2 = 6)

B 3	E 1	D 2
A 1		O 1
T 1		

Player 1 plays "DO" and scores 3 points (2+1 = 3)

Alphabet Collage

Hook: The “collage” was invented by Pablo Picasso, a Spanish artist who created some very unique art during his 92-year career. Check out some examples of “collages” and create your own using different letters of the alphabet!

Activity:

- Assign each child a different letter of the alphabet (A - Z).
- Pass out age-appropriate magazines or newspapers for scholars to look through and find objects that start with their given letter.
- Glue photos onto a large piece of construction paper to create your own alphabet collage!

Check for Understanding:

- Post student artwork around the room and have a “gallery walk.”
- Students rotate, stopping every 30 seconds to contemplate each collage and what they liked best.
- Remember, artwork is a form of expression so be respectful of everyone’s feelings!

Differentiated Instruction:

Ages 5-7: Read a story about home and create a collage about your own home or neighborhood.

Ages 7-9: Challenge students to find photos that rhyme with a particular word—use a Dr. Seuss book or other rhyming books for inspiration.

ELL: Ask students to pull out pictures with a certain color scheme and create a rainbow collage.

Big Idea:

Create your own mixed media collage inspired by the words and letters you see everyday!

Setup:

Suggested Read Aloud: books about children’s art or the alphabet

- * *Jamaica Louise James* (Hest, 1997)
- * *The Dot* (Reynolds, 2003)
- * *Dr. Seuss books*

Materials:

- ⇒ Construction Paper
- ⇒ Age-appropriate magazines, catalogues, or newspapers
- ⇒ Scissors
- ⇒ Glue sticks
- ⇒ Tape

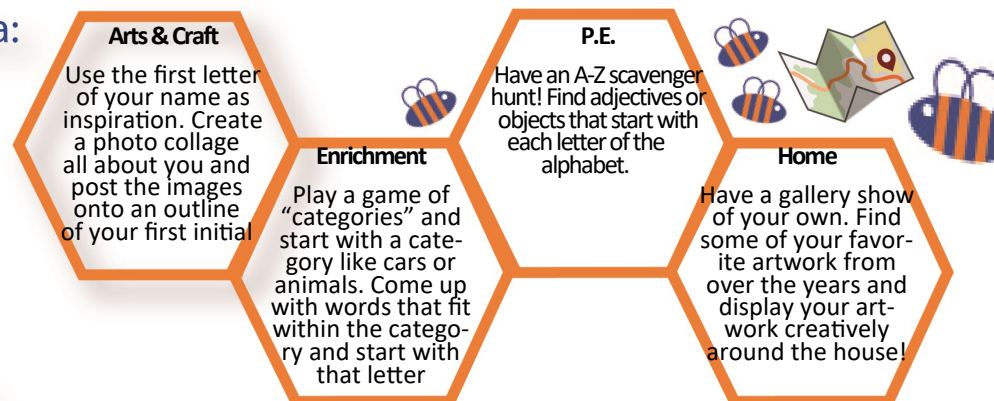
Buzz Words:

Unique
Collage
Gallery

Extending This Idea:



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Quilt of Many Colors

Hook: Read a story about a quilt or show an example of a quilt pattern from the artist and author of *Tar Beach*, Faith Ringgold. What shapes and colors do you see? Each square is made separately and put together in the end to create a masterpiece! Create your own quilt square and give us clues about where your family is from!

Activity:

- Ask students to close their eyes and imagine they are flying over the place where they were born. Take them on an imaginary flight over the city and point out landmarks below like schools, houses, highways, bridges and skyscrapers. Imagine the sights, sounds, smells before opening your eyes.
- Create your own story quilt and use your hometown, native country or where you're family is from as inspiration. Draw pictures of your story's setting (plants, foods, clothing, etc.) and characters (people in your family) along the perimeter of the paper while leaving the interior square blank.
- In the center, write a list of clues about your story quilt's setting and characters. But don't give it away! Let's see if we can guess where your story takes place. Attach the quilt squares together to create a, "Quilt of Many Colors."

Check for Understanding:

- Play a game of 20 questions and have each person present their quilt square while the class asks yes/no questions to guess where their story takes place.


Differentiated Instruction:

Ages 5-7: Choose a read-aloud book so that have everyone creates a quilt square using the same text.

Ages 7-9: Encourage creativity and adapt the lesson to be more abstract. Have children choose symbols or patterns to represent items from their culture and create a quilt "key" to identify each item.

ELL: Practice describing each picture and explain how the picture relates to your culture with a partner.

Big Idea:



Design your own story quilt with a unique pattern of shapes and colors and use teamwork to put it all together!

Setup:

Suggested Read Aloud: books about a family's heritage

- * *The Quilt Story* (DePaola)
- * *Stichin' and Pullin': A Gee's Bend Quilt* (Cabrera, 2008)
- * *Tar Beach* (Ringgold, 1996)

Materials:

- ⇒ Cut-out shapes in three different colors (blue, green, red)
- ⇒ Blank quilt squares or template
- ⇒ Glue sticks
- ⇒ Markers/crayons

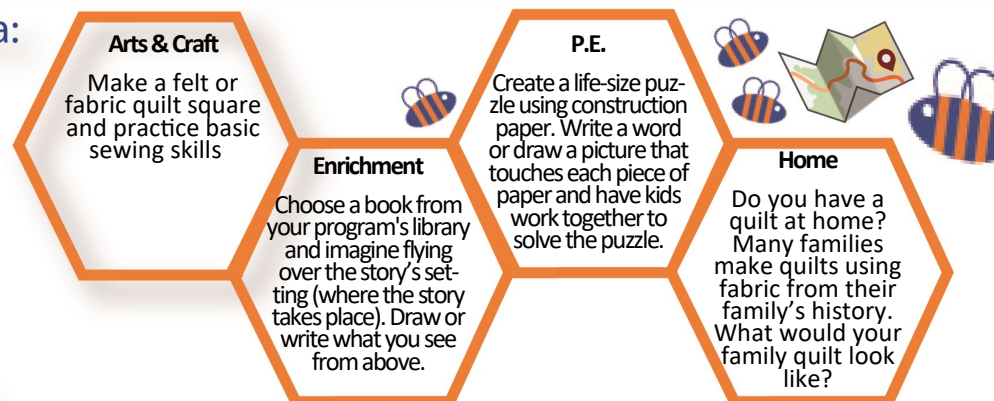
Buzz Words:

Unique
Pattern
Key
Shapes
Perimeter

Extending This Idea:



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Reading Recipes

Hook: Lay out the supplies necessary to sharpen a pencil or make a sun butter and jelly sandwich. Ask students to give you instructions and pretend as though you've never done this before. Do exactly as they say and they'll soon realize that giving instructions is a lot harder than it looks!

Activity:

- Ask for some of the group's favorite foods and recipes and write down their responses on the board.
- Review what a recipe should look like: a list of ingredients, supplies and explicit step by step instructions. It's a lot like a science experiment, in order for something to happen, you first need to do this.
- Let's practice reading recipes and following instructions to make a healthy snack inspired by the cuisine of Mexico and Latin America (point on the map).
- Divide into small groups and assign each group member a role: recipe reader, clean up captain, task manager (make sure all group members get a turn to stir or add ingredients).
- Have a taste test — practice keeping detailed notes and use new vocabulary to describe the taste of each group's dish.

Check for Understanding:

- Present your findings to the group and vote on the recipe that tasted the best!

Differentiated Instruction:

Ages 5-7: Assign roles within each group so stronger readers are leading the group.

Ages 7-9: Look at the map and brainstorm foods from around the world. Create a recipe book from countries around the world.

ELL: Practice new vocabulary words and match tangible objects with the written recipe.

Big Idea:

Work in teams to read and write healthy recipes from diverse cultures around the globe

Setup:

Suggested Read Aloud: books about foods from different cultures

- * *Tortillas and Lullabies* (Reiser, 1998)
- * *The Secret Footprints* (Alvarez, 2002)

Materials:

- ⇒ Food supplies for the hook or modify to "how to sharpen a pencil"
- ⇒ Kid-friendly recipes and food supplies for: Guacamole, Corn Tortillas and Salsa Fresca
- ⇒ World Map

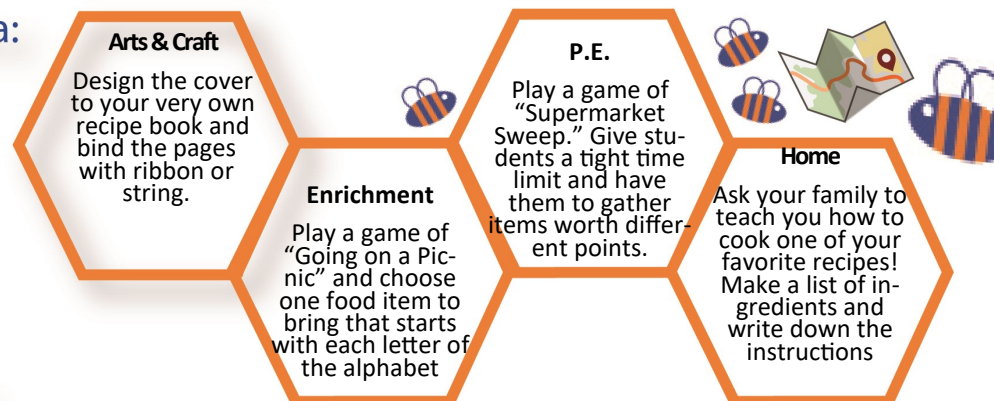
Buzz Words:

- Recipe
- Cuisine
- Ingredients
- Fractions

Extending This Idea:



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Rain Dance

Hook: Today, you will be creating a “rain stick” - an instrument used by Native Americans during ceremonies to signal that the rain is coming. Let’s make a rainstorm as a group—rub your hands, snap your fingers, clap your hands, and stomp your feet to make thunder!

Activity:

- Many cultures all around the world celebrate the summer rain in times of drought. Native Americans make instruments to add nature sounds and rhythm to their ceremonies. Create your own rain stick instrument and learn a new language using Native American symbols!
- Create a rain stick using everyday materials like a cardboard construction tube filled with dried beans and a sound filter (a coil of tinfoil). Cap and secure each end with construction paper and a rubber band.
- Write a hidden message along the body of the rain stick using Native American symbols and learn the language of cryptography—a language of secret code.
- Come up with a legend or story to go along with your secret message.

Check for Understanding:

- Give your rain stick to a partner and see if they can crack the code!

Differentiated Instruction:

Ages 5-7: Use a drum or rain stick to practice counting the syllables in each word of your sentence

Ages 7-9: Write a longer version of your story and describe the climax in detail—the peak of action

ELL: Act as your partner’s translator and use the symbols handout to copy and transcribe each word imbedded in the secret message.

Big Idea:

Explore the traditions of Native American cultures by creating a rain stick that tells a story!

Setup:

Suggested Read Aloud: books about rain

- * *Big Rain Coming* (Germein, 2000)
- * *The Legend of the Bluebonnet* (DePaola, 1996)
- * *Bringing the Rain to Kapiti Plain* (Aardema, 1992)

Materials

- ⇒ Construction paper
- ⇒ Rubber bands
- ⇒ Cardboard tubes
- ⇒ Dried beans or kernels
- ⇒ Tin-foil
- ⇒ Markers and decorations

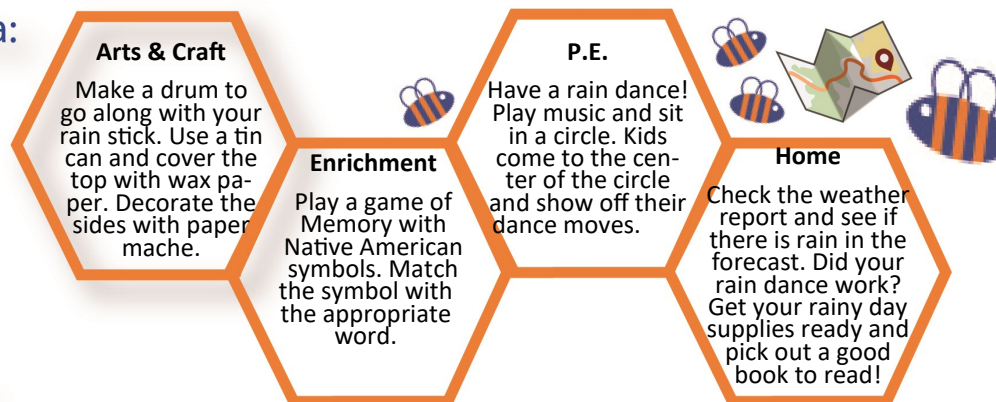
Buzz Words:

- Symbol
- Drought
- Tradition
- Ceremony
- Cryptography

Extending This Idea:



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Implementation Form: _____

(Name of activity)

Use this form to plan how you would implement an activity in your group!

Introduction: How can you prompt students to begin thinking about the “big idea” and “take-aways?” How does activity connect with group’s prior learning/knowledge? What questions could you ask?

Time Breakdown:

Whole Group Time:

Small Group Time:

Individual Time:

Check for Understanding: How do you know if students have mastered the big idea?

Differentiation: What additional support will members of your group need? How will you accommodate?

Big Idea:

How will you communicate the big idea?

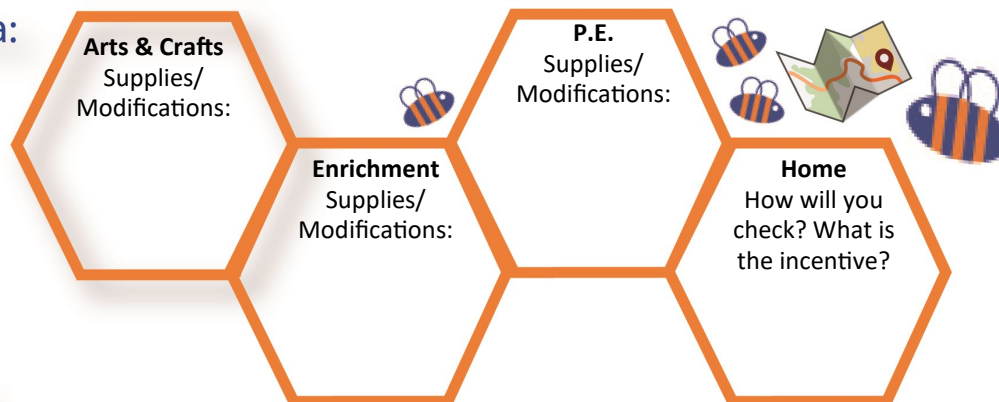


Setup:

What prompts or questions can you ask during the **read aloud** to keep the conversation going?

How will you get the materials needed / adapt to what’s available?

Extending This Idea:



Buzz Words:

How will you review Vocabulary?



Quick and Easy Guacamole

INGREDIENTS

5-6 ripe peeled avocados, halved and pitted
2 teaspoons kosher salt
2 tablespoons lime juice

DIRECTIONS

1. Scoop pulp from avocados; place in a small bowl.
2. Sprinkle with salt, and mash with a fork until almost smooth.
3. Stir in lime juice.

Enjoy with tortilla chips!

Quick and Easy Salsa

Ingredients:

- 28-ounce can of whole peeled tomatoes drained
- 1/3 cup chopped green pepper
- 1/3 cup chopped onion
- 3 garlic cloves chopped
- 1/4 cup chopped fresh cilantro
- 2 small jalapeño peppers canned
- 2 teaspoons salt
- 2 teaspoons pepper
- 2 teaspoons chili powder (optional)
- 2 teaspoons cumin (optional)

Directions:

1. Wash your hands before you begin.
2. Chop all of the ingredients.
3. Mix ingredients in a large bowl.
4. Clean up and enjoy your salsa with tortilla chips.

Quick and Easy Tortillas

Ingredients:

- 1 3/4 cups masa harina
- 1 1/8 cups of water

Directions

1. In a medium bowl, mix together masa harina and hot water until thoroughly combined.
2. Turn dough onto a clean surface and knead until pliable and smooth. If dough is too sticky, add more masa harina; if it begins to dry out, sprinkle with water.
3. Cover dough tightly with plastic wrap and allow to stand for 30 minutes.
4. Preheat a skillet or *George Forman* grill to medium-high.
5. Divide dough into 15 equal-size balls. Using a rolling pin or your hands, press each ball of dough flat between two sheets of plastic wrap.
6. Immediately place tortilla in preheated pan and allow to cook for approximately 30 seconds, or until browned and slightly puffy.
7. Turn tortilla over to brown on second side for approximately 30 seconds more, then transfer to a plate. Repeat process with each ball of dough.
8. Keep tortillas covered with a towel to stay warm and moist until ready to serve.

Recipe: _____

Ingredients:

Draw a Picture!

1. First: _____

2. Next: _____



3. Then: _____

4. Last: _____




How does the dish taste?

(Circle one)

Why? _____

How does the dish **smell**? 

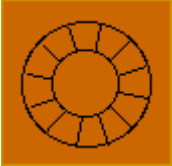
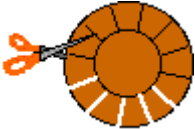

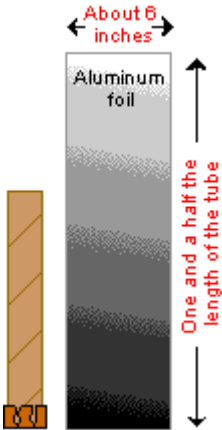
How does the dish **look**? 

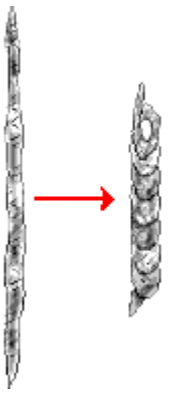


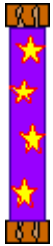

How does the dish **taste**? 

Word Bank:



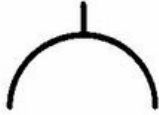



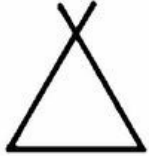




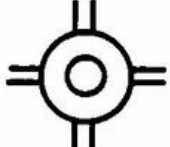


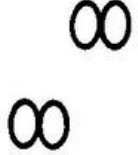





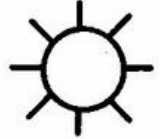

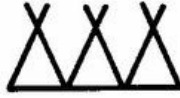



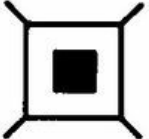

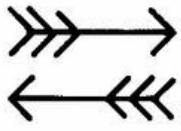

appealing/unappealing	colorful /colorless	attractive/unattractive
appetizing/unappetizing	hot/cold	flakey
crispy	flavorful	creamy
dry	chewy	rich
yummy	salty	delicious
		goosey
		juicy
		savory
		mushy
		bland
		tart
		sour
		sweet

Rain Stick Instructions:

	<p>Trace around the end of your tube onto a piece of brown paper (or construction paper). Draw a bigger circle around that circle and then draw a lot of spokes between the two circles.</p>
	<p>Cut along the spokes.</p>
	<p>Put glue on the spokes and glue the cap onto one end of your tube.</p>
	<p>Cut a piece of aluminum foil that is about one and half times the length of your tube and about 6 inches wide.</p>

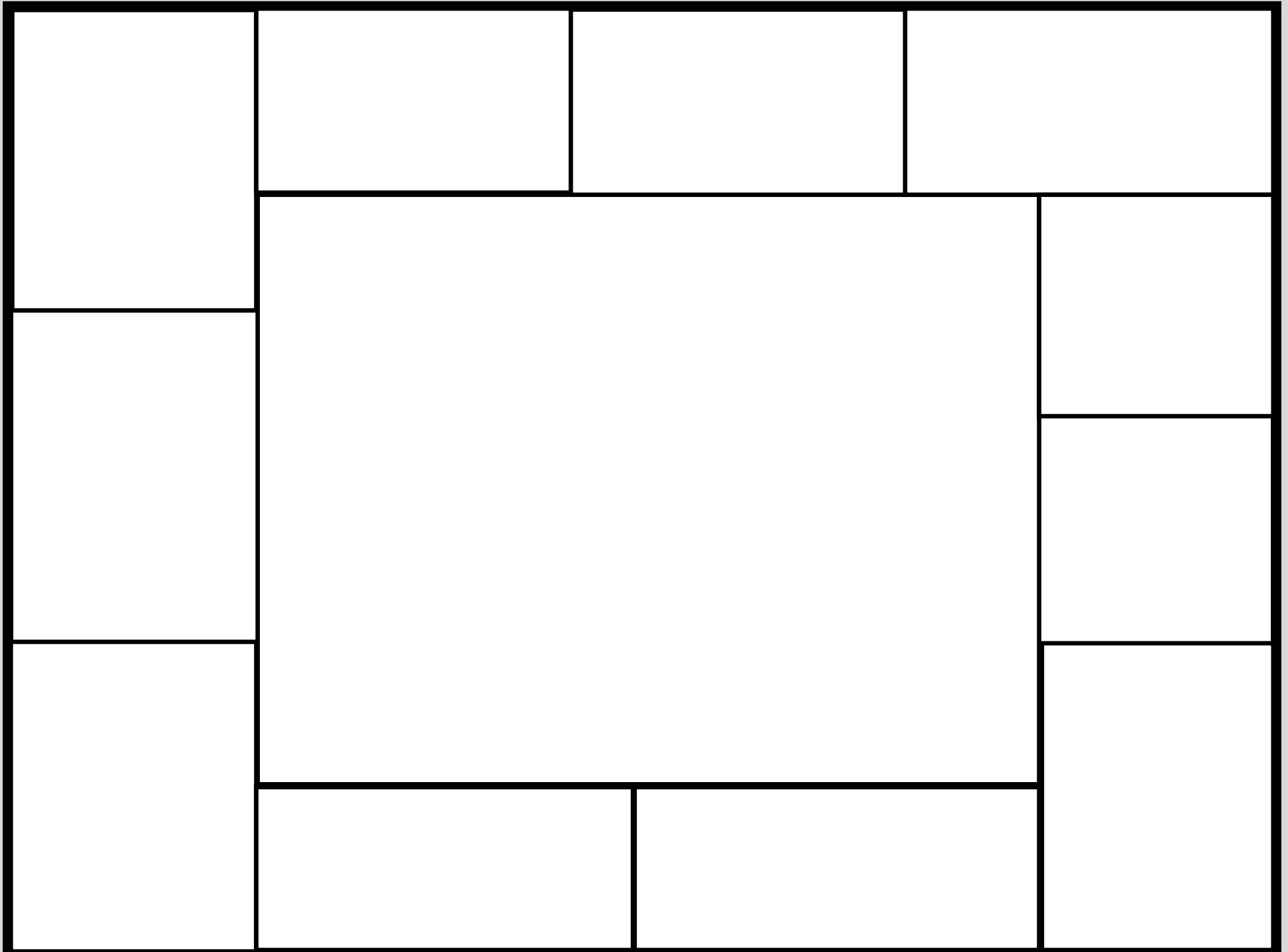
	<p>Crunch the aluminum foil into two long, thin, snake-like shapes. Then twist each one into a spring shape.</p>
	<p>Put the aluminum foil springs into your tube. Pour some dry beans, dry rice, or unpopped popcorn into your tube. The tube should only be about 1/10 full. You can experiment to see how different amounts and different types of seeds and beans change the sound.</p>
	<p>Make another cap from brown paper (the same as the first three steps) and cap your tube.</p>
	<p>Optional: Decorate the tube by covering it with brown paper or construction paper, and then making designs with crayons or markers (or cut-out paper or stickers). Rainforest designs are nice, especially brightly-colored butterflies, frogs, and flowers.</p> 

Click to download and print: [Native American symbols](#)

 moon	 morning	 noon	 evening	 lightning
 rainbow	 teepee	 blossom	 rain	 campfire
 hunt	 happy	 spring	 fast	 deer
 bird tracks	 man	 woman	 river	 summer
 sun	 sad	 camp	 horse tracks	 mountain
 friendship	 good luck	 good crops	 war	 bear



Story quilts by Faith Ringgold from her book, *Tar Beach*



Same, Same But Different

by Jenny Sue Kostecki-Shaw

Summary: Elliot and Kailish are pen pals and want to be friends, but they are so different, so they find out ways they are similar too.

Big Idea



People's lives might look different, but they're the same too.

Activity

- Read *Same, Same but Different* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Pair the children up and then, using butcher paper, have each trace the other one (with crayons or pencils)
- Each child will fill in their traced body with drawings/ words that describe them. You can ask "If you would describe yourself using this picture and not talking, what would you draw?"
- If you don't have butcher paper or the space to do this, use a single sheet of paper with their name written in block letters in the middle and drawing/words around the edge.

Check for Understanding

Share the art as a group. Ask: How are we the same? How are we different?

Differentiated Learning

ELL: Brainstorm descriptive words ahead of time and write on board

Pre Questions

- Have you ever had a pen pal?
- Would you like to have a pen pal? Why or why not?
- Do you think their lives are going to be the same or different? What makes you think that?

During Questions

- What are some different ways people can get to school? How do you get to school?
- How are their families different and the same?

Post Questions

- Why do you think the author titled the book "Same, Same but Different"?
- What are some facts you would share with your pen pal?

Additional Reading

Whoever You Are by Mem Fox

The Colors of Us by Karen Katz

Materials

- ◇ Butcher paper or construction paper
- ◇ Coloring utensils
- ◇ Examples of staff

Yoga

You can google YouTube videos or printouts to hold up for the children



Art

Create your own stamp

Family

Share your family's favorite food at a dinner event

Cooking

Ask parents to send in their favorite recipes and try them throughout the summer

Buzz Words

- Different
- Pen Pal
- Culture

Visit www.bostnet.org/literacy for more information

Same, Same But Different

by Jenny Sue Kostecki-Shaw

Summary: Elliot and Kailish are pen pals and want to be friends, but they are so different, so they find out ways they are similar too.

Activity

- Ask the group to summarize what happened in *Same, Same but Different* as a reminder
- Each child will write a letter to their new pen pal within the site
- Discuss how to write a letter (Dear _____, and Sincerely, _____)
- A few different ways to do this:
 - Create class mailboxes so kids in different groups can write to one another throughout the week/summer
 - Gather the letters and then mix them up, pass them out, and have people guess whose letter they received
 - Split into partners and have them write about each other (practice speaking, listening, and writing)

Differentiated Learning

K-1: Have pre-printed questions (What is your favorite book) or ask them to draw something specific (draw your family)

ELL: Provide sentence structure or specific questions: "I would rather play in _snow/water_ because _____."

Check for Understanding

Did they write in complete sentences and use correct grammar? Did they use correct writing letter format?

Literacy Objectives

Writing: Practice writing in complete sentences.

Big Idea



People's lives might look different, but they're the same too.

Write about ourselves and learn about peers.

Additional Reading

Whoever You Are by Mem Fox

The Colors of Us by Karen Katz

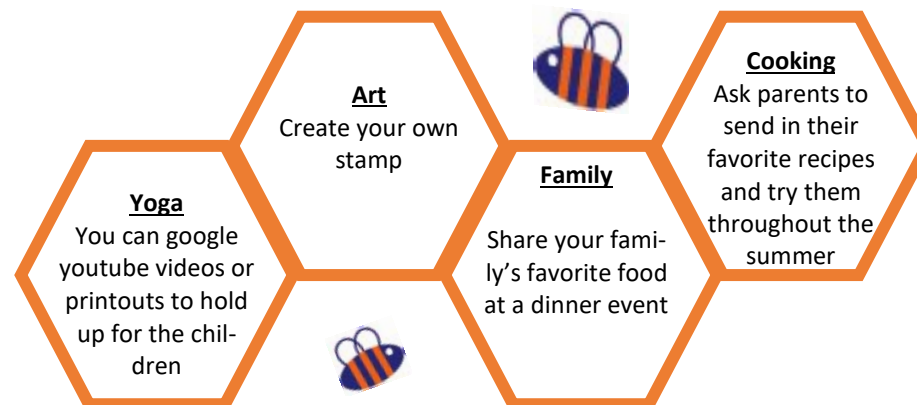
Materials

- ◇ Paper
- ◇ Writing utensils
- ◇ Envelopes
- ◇ Brainstorming questions
- ◇ *Same, Same but Different* to spark ideas for what to write about

Buzz Words

-  Different
- Pen Pal
-  Culture

Visit www.bostnet.org/literacy for more information



Kumak’s Fish: A Tall Tale From the Far North

by Michael Bania

Summary: Kumak wanted to catch a fish for dinner but it was too big to reel in so his family and the village helped him reel in his catch. There were so many fish that the whole village had a feast.

Big Idea



When the whole community works together there are great outcomes.

Activity

- Read *Kumak’s Fish* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Name some people or places in our community (police, summer camp, teachers, my house, hospital, park, etc)
- Why are they important?
- Each person creates a picture of one person/ place in the community and cuts it out.
- Put them all together for a group mural (butcher paper, bulletin board, door, etc)

Check for Understanding

Why is community important?

Differentiated Learning

ELL: Use partner share strategies when having the group discussion.

Pre Questions

- What is a “tall tale”? (A story that is an exaggeration of what happened or a story that is mostly true with some make-believe parts)
- What clues from the picture can you see that describe what the “far north” might be like?

During Questions

- Who has gone fishing? Tell us about it.
- Why do the villagers help Kumak?
- What made this a tall tale?

Post Questions

- Why do the villagers help Kumak?
- Do they have to help him?
- Why would they help?
- What is a community?
- How are you part of a community?
- What connects the people in the village or communities?
- What do you gain from being a member of community?
- Does everyone contribute to a community in one way or another?

Additional Reading

Beatrice’s Goat by Page McBrier (community)

Berry Magic by Teri Sloat and Betty Huffman (Inuit)

Materials

- ◇ Butcher paper
- ◇ Construction paper
- ◇ Scissors
- ◇ Coloring utensils

Buzz Words

-  Arctic
- Inuit
- Family
-  Community
- Village

Visit www.bostnet.org/literacy for more information

Art

Make an eskimo/ inuit; Print out pictures of faces and create coats from cotton balls



Art

Create a map of your summer camp

Home

Send home a deck of rhyme go fish from literacy extension activity



Human Knot

Stand in circle and everyone grabs a different person’s hand who is not next to them. Untangle yourselves

Kumak's Fish: A Tall Tale From the Far North

by Michael Bania

Summary: Kumak wanted to catch a fish for dinner but it was too big to reel in so his family and the village helped him reel in his catch. There were so many fish that the whole village had a feast.

Big Idea



Rhyming and identifying common sounds will build literacy skills.

Activity

- Ask the group to summarize what happened in *Kumak's Fish* as a reminder
- Kumak caught hundreds of fish with his amazing hooking stick. Today we are going to catch a different kind of fish! By playing Go Fish, but with a twist!
- Give one page to each child (or half depending on size of group)
- Have each child spend about 20 minutes coloring their page and cut it out
- Collect the colored cards to create a new deck
- Allow children to play for remainder of time
 - Like Go Fish, but have to collect by rhymes
 - If you have Wish, Eye, Jog, Sun, then you choose one and ask "Do you have a card that rhymes with wish?"
 - If the person has a card that rhymes with wish (ie: fish, dish) then they must give it to you
 - You can collect in pairs or groups of four, just decide at the beginning
- Keep the deck with you to use a quick game!

Differentiated Learning

K-1: Pages 3-11, non readers can use pictures to sound out and understand the words

2-5: All pages, ask kids to respond back out loud with rhyming word "Yes, I have dish that rhymes with wish"

ELL: Listening for rhyme sounds using pictures rather than reading

Check for Understanding

Are they using the correct rhyme?

Literacy Objectives

Rhyming

Practice rhyming words with a fun game.

Additional Reading

Beatrice's Goat by Page McBrier (community)

Berry Magic by Teri Sloat and Betty Huffman (Inuit)

Materials

- ◇ Rhyme Go Fish full deck
- ◇ Cardstock print outs of Rhyme Go Fish deck
- ◇ Coloring utensils
- ◇ Scissors

Buzz Words

-  Arctic
- Inuit
- Family
-  Community
- Village

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Human Knot

Stand in circle and everyone grabs a different person's hand who is not next to them. Untangle yourselves

Art

Make as an eskimo/inuit; Print out pictures of faces and create coats from cotton balls

Home

Send home a deck of rhyme go fish from literacy extension activity

Art

Create a map of your summer camp

Waiting for the Biblioburro

by Monica Brown

Summary: Children in rural Colombia want to read new books, but they do not have access to a library, so Luis Soriano makes a traveling library on two burros (a biblioburro!) to bring books to the children of rural Colombia.

Activity

- Read *Waiting for the Biblioburro* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Each child starts with a piece of lined paper to write on and a pencil. They have 1-2 minutes to start a story & when the time is up, they pass their paper to the person next to them. Can do as a group in a big circle or multiple stories at smaller tables.
- Depending on the number of children, continue switching until the stories can be long enough to make sense and have an ending. Make sure the kids know when they have to wrap up their story! Usually 4-5 people contributing is a good amount of time.
- Everyone can read their stories aloud or keep them and read them throughout the week during transitions.
- Also can be done in the computer lab to practice typing. Just switch computers.

Check for Understanding

Did the story connect? (Even if it was silly!)

Differentiated Learning

K-1: Tell story out loud in circle or comic strips

ELL: Use partners so they can share ideas! Or use comic strips for the group and each person fills in one box in the strip. Story sparks available for ideas!

Pre Questions

- Imagine a world without books, what does it look like?
- How are stories told?
- Can kids know how to read if they don't have books?
- Where do you get your books from?

During Questions

- How did the kids react to the biblioburro?
- How do you think Luis felt after he was done delivering the books?

Post Questions

- Why do you think he decided to make the biblioburro?
- Do you ever make up your own stories?

Note

If you plan to do the extension activity, consider doing part 1 extension after the read aloud instead of the group story. Or do all of it!

Big Idea



Some people in the world do not have easy access to books. We can create our own stories to share with one another.

Additional Reading

My Librarian is a Camel by Margriet Ruurs

That Book Woman by Heather Henson

The Boy Who Loved Words by Roni Schotter

Materials

- ◇ Pencil
- ◇ Lined paper
- ◇ Story sparks

Buzz Words

- Book/Libro
- Stories/Cuentos
- Library/Biblioteca
- Donkey/Burro

Visit www.bostnet.org/literacy for more information

Art

Draw a cover for your book that will get someone excited to read it



Tech

Use "What Happens Next?" field trip activity to create more stories

Read Aloud

Choose another book from additional reading to read

Technology

Type story on the computer. Can also use graphic design to make cover for book



Waiting for the Biblioburro

by Monica Brown

Summary: Children in rural Colombia want to read new books, but they do not have access to a library, so Luis Soriano makes a traveling library on two burros (a biblioburro!) to bring books to the children of rural Colombia.

Activity

Part 1: Time to plan the story

- Use various worksheets depending on age:
 - Comic strips for minimal writing but focus on drawing and understanding story progression
 - Story Map worksheet for brainstorming
 - One Page Story as a practice paper
 - Write a group story: The staff member will write down the story as it's told. Have children sit in a circle and one person starts the story. Whenever the storyteller says "and", the story moves along to the next child.

Part 2: Write the story

- Finalize the stories the kids had started to create.
- For group story: have story split into number of pages equal to number of children in the group. Staff member will write the words on the page. Each child will illustrate their page.
- Comic strips: Final copy made.
- Full story: Use pre-made blank books to finalize story.
- Take home copy is tied together with string, one copy of each is saved, stapled, & kept in the library for others to read.

Differentiated Learning

K-1: Group story, comic strips, one page story for young writers

2-5: Comic strips, full story, or group story

ELL: Comic strips or work with partners

Check for Understanding

Ask everyone to share their story aloud or with a partner.

Literacy Objectives

Writing

Storytelling

Use imaginations to write a story with beginning, middle, and end.

Big Idea



Some people in the world do not have easy access to books. We can create our own stories to share with one another.

Additional Reading

My Librarian is a Camel by Margriet Ruurs





That Book Woman by Heather Henson

The Boy Who Loved Words by Roni Schotter

Materials

- ◇ 6 frame comic strip
- ◇ One page story
- ◇ Story map
- ◇ Pencils
- ◇ Coloring utensils
- ◇ Story sparks
- ◇ Pre-made blank books
- ◇ Group story written out on pages equal to number of children

Buzz Words

-  Book/Libro
-  Stories/Cuentos
-  Library/Biblioteca
-  Donkey/Burro

Visit www.bostnet.org/literacy for more information

Technology

Type story on the computer. Can also use graphic design to make cover for book

Art

Draw a cover for your book that will get someone excited to read it

Tech

Use "What Happens Next?" field trip activity to create more stories

Read Aloud

Choose another book from additional reading to read

Energy Island

by Allan Drummond

Summary: A small group of people in Samsø, Denmark wanted to use renewable energy, but most of the population did not, so when the windmill provided power when the electricity went out, everyone changed their mind.

Big Idea



Learn about a unique island in Denmark and understand what renewable energy is.

Activity

- Read *Energy Island* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Read aloud the green bar titled “Wind Energy” (only read what you think your group can understand)
- Ask: Have any of you ever seen a windmill?
- Using the “Wind Wheel Template”, make a wind wheel for each student
- Have them color the template first, then cut out

Check for Understanding

What are some examples of renewable energy that we learned about today?

Differentiated Learning

Kinders: You may need to cut out the square ahead of time for the wind wheel

Pre Questions

- How do cars go? What makes them work?
- What is different about an electric car? Why do you think people would want to do that?
- What is an example of renewable energy?

During Questions

- Why do you think they say “hold on to your hats”? What makes you think that? (pg 2)
- Why do you think the grown ups didn’t want to change to renewable energy?

Post Questions

- What does it mean for energy to be renewable?
- Who in the community uses renewable energy? What did you see?

Additional Reading

Catch the Wind, Harness the Sun: 22 Super-Charged Projects for Kids by Michael Caduto

Spinner the Winner by Mike Ormsby and Stuart Packer

Materials

- ◇ Wind Wheel Template printed on cardstock or other heavier paper for each child
- ◇ Base of wind wheel material for each child - straw, pencil
- ◇ Brad to attach to straw for each child
- ◇ Coloring utensils

Buzz Words

Denmark
 Renewable Energy
 Wind Electricity

Cooking

Learn about using solar energy to cook by making Sun S’mores



Literacy

Make posters to hang around camp that promote being green

Home

Make a family goal to be more environmentally friendly at home

Technology

Find a carbon footprint calculator & determine your footprint



Energy Island

by Allan Drummond

Summary: A small group of people in Samsø, Denmark wanted to use renewable energy, but most of the population did not, so when the windmill provided power when the electricity went out, everyone changed their mind.

Activity

- What are some ways to save energy at camp?
- As a group, come up with ideas for ways to save energy at home or at camp and write them on the board. This should take about 5-10 minutes. (Some ideas: Turn off lights when we're not in the room, turn off computers when not using them, walk or bike to camp instead of driving, use re-usable bags at the grocery store or when bringing things to camp)
- How can we share this information with our families or the other campers? Have them come up with ideas. The plan is to make posters to hang around camp, but if they have a great idea - roll with it!
- Split into groups of 2-3 to create posters to hang around camp.
- Write key words on the board for all levels of learners

Differentiated Learning

3-5: Let them brainstorm in their own small groups

Check for Understanding

Did they come up with ideas that are environmentally friendly? Were they able to write the ideas on their poster?

Literacy Objectives

Speaking

Writing

Sharing their ideas with the group and translating them into writing.

Big Idea



Come up with ideas how to use energy more wisely. Practice sharing ideas, translating them into writing, and working as a group.

Additional Reading

Catch the Wind, Harness the Sun: 22 Super-Charged Projects for Kids
by Michael Caduto

Spinner the Winner by Mike Ormsby and Stuart Packer

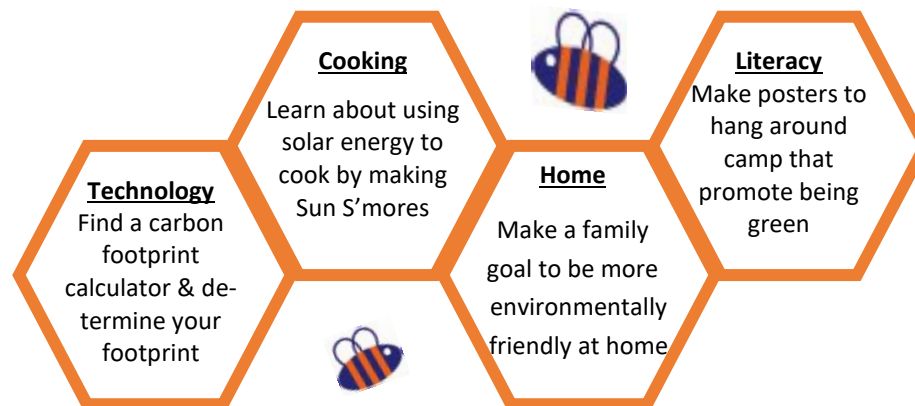
Materials

- ◇ Chalk or marker to write ideas on the board
- ◇ Large poster paper
- ◇ Coloring utensils
- ◇ *Energy Island* for more information about renewable energy

Buzz Words

-  Denmark
-  Renewable Energy
-  Wind Electricity

Visit www.bostnet.org/literacy for more information



Babushka Baba Yaga

by Patricia Polacco

Summary: Baba Yaga is a famous witch in Russian folklore that eats children. Baba Yaga wishes to be a babushka and have a grandchild to take care of, but the villagers are scared of her, so she has to disguise herself. She is accepted in the end.

Big Idea



Understand what folklore is. Connect the story to their own life and be able to vocalize that similarity.

Activity

- Read *Babushka Baba Yaga* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Make your own babushka scarf
- Use “Babushka Scarf Directions” PDF for specifics
- You can have the kids wear the scarves for dramatic play, display the scarves, or keep them as a display for the extension activity

Check for Understanding

What is a babushka?

Differentiated Learning

None

Pre Questions

- What does folklore mean? What is an example?
- What stories have your family told you that wasn’t read from a book?

During Questions

- Do you think anyone will notice that she is Baba Yaga? Why or why not?
- Why do you think Baba Yaga leaves Victor?
- Baba Yaga is Victor’s babushka even though she isn’t actually his grandma. Does anyone want to share who is like Babushka Baba Yaga to you?

Post Questions

- How did Baba Yaga disguise her ears so no one would notice her?
- What did you notice about the scarves in the story?
- Which of the scarves was your favorite?

Additional Reading

One Grain of Rice by Demi

Little Red Riding Hood by James Marshall

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

Materials

- ◇ Tissue paper (or other paper/fabric that you can color/paint and make into a head scarf)
- ◇ Yarn
- ◇ Scissors
- ◇ Coloring utensils
- ◇ Hole punch

Buzz Words

 Folklore

 Grandchildren

Writing/Tech

Write down or type a folktale your family has told you

Home

Ask an adult about a folktale they know and bring back to share

Literacy

One page story: Who is your babushka?

Art

Draw what you think Baba Yaga looks like

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Summary: Baba Yaga is a famous witch in Russian folklore that eats children. Baba Yaga wishes to be a babushka and have a grandchild to take care of, but the villagers are scared of her, so she has to disguise herself. She is accepted in the end.

Big Idea



Understand what folklore is. Connect the story to their own life and be able to vocalize that similarity.

Activity

- Babushka is a grandmother in Russia, but Baba Yaga isn't actually Victor's grandmother, but she still cares and takes care of him. Who is like a babushka to you and why?
- After everyone gets a chance to share who their babushka is, have them use the "one page story" template or lined paper to write about their babushka.
- Have them share with the group or with a partner.
- Display along with their babushka scarves they made

Check for Understanding

Who is your babushka and why?

Literacy Objectives

Writing

Speaking

Connecting story elements to their life

To write and share with group who their babushka is and why.

Additional Reading

One Grain of Rice by Demi

Little Red Riding Hood by James Marshall

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

Materials

- ◇ Paper or one page story template; 1 per child
- ◇ Pencils
- ◇ Coloring utensils

Differentiated Learning

K-1: Draw a picture or use sentence structure with picture

ELL: Provide sentence structure.

"_____ is like a babushka to me because _____."

"The reasons why _____ is like a babushka to me is _____."

Art

Draw what you think Baba Yaga looks like

Writing/Tech

Write down or type a folktale your family has told you

Home

Ask an adult about a folktale they know and bring back to share

Read Aloud

Read *Babushka Baba Yaga* and make a headscarf to wear

Buzz Words

 Folklore

 Grandchildren

Four Feet, Two Sandals

by Karen Lynn Williams & Khadra Mohammed

Summary: Lina and Feroza are both refugees and want to wear the sandal they find, but they each only have one sandal and two feet, so they become friends and share the sandal. Lina leaves for America in the end. They promise to still be friends.

Big Idea



Some people need to leave their homeland for safety and are called refugees, but friendship can develop in the hardest times.

Activity

- Read *Four Feet, Two Sandals* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Using the shoe template, have children draw a pair of shoes (two of the same). Make sure they only draw on the front.
- Turn them face down & spread across the room and play a game of shoe memory! Each person takes a turn, flips over two shoes and if they are the same, they get to keep them. If they are different, flip them back over and it is the next person's turn. The goal is to remember where each match is so they can flip both over on their turn.

Check for Understanding

Are they remembering where the matching shoe is?

Differentiated Learning

Choose the appropriate discussion topic depending on your groups age and maturity

Pre Questions

- What is a refugee?

During Questions

- From what we know about refugees, why do you think Lina is trying to grab new clothes?
- Why do you think the girls decide to share the sandal?

Post Questions

- See Extension Activity

Note

This activity can vary greatly depending on the age and maturity of your group. Please also consider if you have any refugees in your summer camp and how the information presented could affect them and how the other kids interact with them.

Consider doing the discussion immediately after the book, and then "Sandal Memory" game in separate rotation.

Additional Reading

The Librarian of Basra by Jeanette Winter

Materials

- ◇ Shoe Template
- ◇ Coloring utensils

Buzz Words

- Refugee
- Sandal
- Afghanistan
- Pakistan
- Resettled

Visit www.bostnet.org/literacy for more information

Community Service

How might you make a refugee feel welcome in your community?

Art

Draw a picture of a time you helped a friend or a friend helped you

Other

The UN Refugee Agency website has a variety of lesson plans

Literacy

Group discussion about friendship or refugees

Four Feet, Two Sandals

by Karen Lynn Williams & Khadra Mohammed

Summary: Lina and Feroza are both refugees and want to wear the sandal they find, but they each only have one sandal and two feet, so they become friends and share the sandal. Lina leaves for America in the end. They promise to still be friends.

Big Idea



Some people need to leave their homeland for safety and are called refugees, but friendship can develop in the hardest times.

Activity

Refugee Discussion

- What do you think life would be like in a refugee camp? What types of things do you think you could live without if you had to leave your home?
- If you had to leave your home, what are the 5 things you would bring with you? Remember, you have to be able to carry it all!
- Can have them answer out loud in a large group: write on the board putting marks next to the more popular ones.
- Split into groups of 3 and have them decide as a group ONE thing and then share with the staff/whole group.
- Why did you choose those particular items? What do you think Lina and Feroza would have chosen?

Friendship Discussion

- Think of a time when someone **shared** something special with you. Tell us about it. What do you have that you can share with others? What are ways you can share with others? Sharing does not always mean sharing a “thing.” We can share music, time to take a walk, or time to talk.
- What does it mean to be a **good friend**? How do Lina and Feroza show their friendship for each other? How can you be a true friend? Sometimes being a friend means having to give up something that is important to you.

Differentiated Learning

Choose the appropriate discussion topic depending on your group’s age and maturity

Provide sentence structure for ELL students:
“I was a good friend to ___ when I ____.”

Check for Understanding

Did everyone share or discuss with a small group?

Literacy Objectives

Speaking

Listening

Practice sharing about their own lives and their ideas

Additional Reading

The Librarian of Basra by Jeanette Winter

Materials

◇ None

Buzz Words

Refugee

 Sandal

Afghanistan

 Pakistan

Resettled

Visit www.bostnet.org/literacy for more information



I Lost My Tooth in Africa

by Penda Diakite

Summary: Amina wants to lose her tooth in Africa but when she does she gets a chicken instead of money so she takes care of the chicken.

Big Idea



Children around the world have different stories about the tooth fairy. Use your imagination and share ideas.

Activity

- Read *I Lost My Tooth in Africa* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Go over some other things people do with their lost teeth from around the world
- What do you think the tooth fairy does with all the teeth she collects?
- Draw a picture—have children share their picture and explain what they believe the tooth fairy does with all the teeth she collects

Check for Understanding

Did they come up with a creative idea for what the tooth fairy does with teeth? Were they able to voice that idea aloud?

Differentiated Learning

Consider if your group believes in the tooth fairy.

Pre Questions

- Who has lost a tooth?
- What did you do with your tooth when you lost it?
- What do you think children in Africa do with their lost teeth?

During Questions

- Tell me about a relative who lives far away.
- Has anyone ever visited them? Tell me about it.
- What do you notice about how Amina's family eats dinner? Is it similar to your family or different?

Post Questions

- What do you think children around the world do with their lost teeth?
 - Spain: El Raton de los Dientes (a mouse who collects teeth) takes the tooth from under the pillow and replaces it with a gift (not always money)
 - Japan: Upper teeth get thrown straight at the ground and lower teeth go up into the air so the adult teeth grow straight. There's no tooth fairy there!
 - Argentina: El Raton de los Dientes is thirsty from all the teeth-collecting, so children leave their lost tooth in a glass of water which El Raton drinks and then leaves a gift

Additional Reading

Throw Your Tooth on the Roof: Tooth Traditions from Around the World by Selby Beller

Materials

- ◇ Paper
- ◇ Drawing utensils

Buzz Words

-  Chicken
- Africa
-  Mali

Visit www.bostnet.org/literacy for more information

Technology

Research what children in different countries do with their lost teeth

Outside

Do a scavenger hunt for hidden teeth! Create a map or write clues

Literacy

Write stories about when you lost a tooth

Math

Make a class graph of lost teeth. How many kids have lost 1, 2, 3, 4, etc?

I Lost My Tooth in Africa

by Penda Diakite

Summary: Amina wants to lose her tooth in Africa but when she does she gets a chicken instead of money so she takes care of the chicken.

Activity

- Print out tooth shaped template or hand out papers.
- Have students write about an experience losing a tooth. Some ideas:
 - Where they lost it
 - How they lost it
 - Who helped them (if anyone)
 - Where they left the tooth for the tooth fairy
 - What the tooth fairy left in place of the tooth
 - How they felt before they lost their tooth and how they felt after
 - How their mouth feels to have a space where a tooth once was
- Allow kids to illustrate their story
- Share with the group

Differentiated Learning

K-1: Have them draw a picture and describe aloud.

ELL: Work in partners rather than individually or use sentence structure. "When I lost my tooth I felt ___ because ___."

Check for Understanding

Did they remember to include a beginning, middle, and end to their story? Did they use complete sentences and correct grammar?

Literacy Objectives

Speaking

Writing

Share their life experiences through writing and talking out loud to the group.

Big Idea



Practice writing a story about real life experience using descriptive words and then sharing that story aloud.

Additional Reading

Throw Your Tooth on the Roof: Tooth Traditions from Around the World by Selby Beller

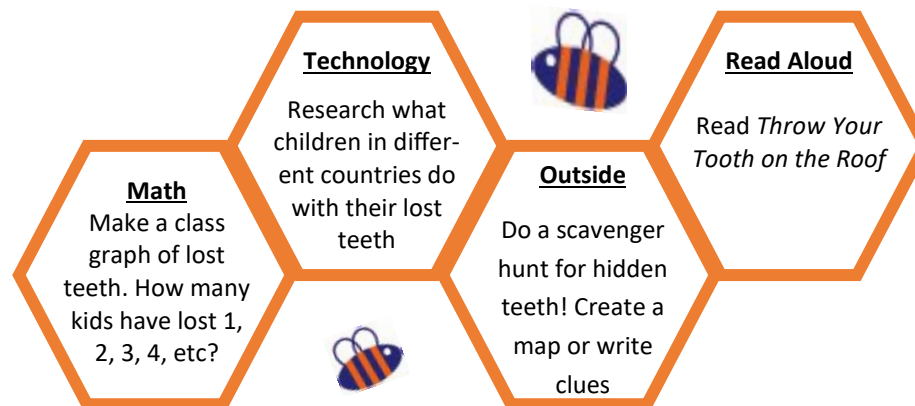
Materials

- ◇ Paper or tooth cut outs
- ◇ Pencils
- ◇ Coloring utensils

Buzz Words

-  Chicken
-  Africa
-  Mali

Visit www.bostnet.org/literacy for more information



The Great Kapok Tree

by Lynne Cherry

Summary: The man wants to cut down the tree, but the animals want to protect their home, so they tell the man why the rainforest is important and the man decides to not cut down the great Kapok tree.

Big Idea



Millions of different animals live in the rainforest and it is important to protect their habitat.

Activity

- Read *The Great Kapok Tree* aloud to the group utilizing the pre, during, and post questions that work best for your group
- We are going to make our own rainforest!
- Ask: What are some animals we met in *The Great Kapok Tree* that we can add to our rainforest? Write ideas on the board.
- What are other animals that we know live in the rainforest? (You can look on the map for more ideas)
- Let everyone choose an animal from the list to draw or create

When everyone is finished, ask them to put their animal in the correct layer of the rainforest. If they don't know, ask what layer they think & why—doesn't need to be perfect.

Check for Understanding

Who can list the 4 layers of the rainforest? What was the name of the rainforest we read about today?

Pre Questions

- (Play a soundtrack of a rainforest, let them listen for about 30 seconds) What do you think we are listening to? What makes you think that?
- What is a rainforest? (A rainforest is a very warm and wet forest. It's called a rainforest because of how much rain it gets each year)

During Questions

Keep playing the rainforest sounds throughout the read aloud if you want!

- Do you think the man will chop down the tree? Why or why not?
- Look at the map in the front and back—what do you notice? Why do you think the author chose to include it in the book twice?

Post Questions

- Why do you think it is important to save the rainforests?

Additional Reading

Doyli to the Rescue: Saving Baby Monkeys in the Amazon by Cathleen Burnham

The Rainforest Grew All Around by Susan K. Mitchell

Materials

- ◇ Green butcher paper if available or construction paper
- ◇ Scissors
- ◇ Construction paper to color
- ◇ Pencils
- ◇ Glue
- ◇ Coloring utensils

Buzz Words

- Amazon
-  Rainforest
- Canopy
-  Layers

Visit www.bostnet.org/literacy for more information

Art

Make posters for how you can help save the rainforest at camp



Music

Make music that sounds like the rainforest

Tech

Research different animals from the rainforest and make trading cards about them

Dramatic Play

Create costumes for each animal to use in reader's theater



The Great Kapok Tree

by Lynne Cherry

Summary: The man wants to cut down the tree, but the animals want to protect their home, so they tell the man why the rainforest is important and the man decides to not cut down the great Kapok tree.

Activity

- You can stretch this activity as long as your group is engaged. Extend by making costumes, making props, performing at lunch for the whole camp, or performing it 15 minutes before closing time so parents can come watch.
- Assign children different animals. You can let them pick themselves or draw from a hat.
- Put children in pairs to memorize their page or practice
- Staff will read the book except for the speaking parts of the animals. When it's an animal's turn they will crawl/jump/slither out to the tree and speak their part.
- Remind everyone to be supportive because being on stage can be scary, but they can all do it together!
- Some options for performing:
 - Video record (permission from parents) and upload to your social media
 - Perform at lunch or circle time
 - Perform at the end of day for parents
 - Perform for another group
 - Perform for administrators

Differentiated Learning

K-1: Do fewer animals so kids can go in pairs

ELL: Have them play the man or boy (few lines), put them in a group of animals who speak together, have them be the director

Check for Understanding

Follow up discussion about how the play went: What was your favorite part? What part was difficult? How did you remember your lines?

Literacy Objectives

Speaking
Reading, if choose to read rather than memorize
Understanding the plot progression of the story
Practice speaking to the group

Big Idea



Millions of different animals live in the rainforest and it is important to protect their habitat.

Practice speaking in front of a group.

Additional Reading

Doyli to the Rescue: Saving Baby Monkeys in the Amazon by Cathleen Burnham

The Rainforest Grew All Around by Susan K. Mitchell

Materials

- ◇ *The Great Kapok Tree*
- ◇ Large construction paper tree if you've made it, or something to symbolize the tree
- ◇ Any props or dramatic play materials that are useful
- ◇ Printed pages of lines cut out

Buzz Words

-  Amazon
- Rainforest
-  Canopy
- Layers

Visit www.bostnet.org/literacy for more information



Zen Shorts

by Jon J. Muth

Summary: Stillwater shares his three zen shorts (short stories) with his friends. Uncle Ry and the Moon Uncle Ry wanted to give something to the robber, but all he had was his robe, so he gave the robe to the robber because being generous is important. The Farmer’s Luck Everyone thought the farmer was unlucky, but then he was lucky because his son didn’t go to war. Luck can change very quickly. A Heavy Load The older monk carried a woman across a puddle and she didn’t thank him. The younger monk was angry but then he learned how forgiveness makes you feel happier.

Big Idea



It is important to be generous, luck can change very quickly, and forgiveness will make you feel happier.

Activity

- Read *Zen Shorts* aloud to the group utilizing the pre, during, and post questions that work best for your group
- Be sure that everyone understands the “moral” from each short.
- Pick the zen short that reminded you of something in your life and paint a picture of that event
- Share with a partner or the staff why you chose what you painted and how it relates
- If kids are having trouble, ask them direct questions:
 - Can you think of a time you shared something with someone or they shared something with you?
 - Is there a time you thought you were unlucky but then it was okay because you were still happy?
 - Is there a time you were angry with a person but then forgave them and felt happier?

Check for Understanding

How does your painting relate to the zen short?

Differentiated Learning

Ask direct questions if children are having trouble understanding the moral of each short.

Pre Questions

- What do you think “zen” means? (see the back of book)
- What does mediating mean? What does it look like?

During Questions

Uncle Ry & The Moon

- How do you think the robber felt when Uncle Ry welcomed him into his home?
- Who was generous in this story?
- Why do you think Uncle Ry gave away his only robe?

The Farmer’s Luck

- Why was the son lucky to have a broken leg?
- What do you do when you feel unlucky?
- Do you know anyone that has bad luck but is still happy? If luck is not necessary to be happy, then what is?

A Heavy Load

- How did the older monk feel after carrying the young woman across the water?
- How did the younger monk feel after they left?
- When is a time you have felt really angry? When did you start to feel better?
- Do you know anyone that never talks about being angry? Do you know anyone that always seems angry? Which one of those people seem happier?

Additional Reading


Zen Ties by Jon J. Muth

Zen Socks by Jon J. Muth

Materials

- ◇ Watercolor paint
- ◇ Watercolor paper
- ◇ Paint brushes
- ◇ Cups of water
- ◇ Paper towels

Buzz Words

-  Zen
- Forgiveness
-  Generous
- Luck

Visit www.bostnet.org/literacy for more information

Meditate

There are a lot of resources online for tips on meditating with children



Discussion

Google “Teaching Children Philosophy Zen Shorts”



Writing

Talk about other morals that are common in stories. Write a new story

Zen Shorts

by Jon J. Muth

Summary: Stillwater shares his three zen shorts (short stories) with his friends. Uncle Ry and the Moon Uncle Ry wanted to give something to the robber, but all he had was his robe, so he gave the robe to the robber because being generous is important. The Farmer's Luck Everyone thought the farmer was unlucky, but then he was lucky because his son didn't go to war. Luck can change very quickly. A Heavy Load The older monk carried a woman across a puddle and she didn't thank him. The younger monk was angry but then he learned how forgiveness makes you feel happier.

Activity

- Remind everyone which zen story they painted if they've forgotten.
- Write stories to go along with the painting.
- For older kids, encourage them to write the story like Stillwater told it. You can look back at the book for ideas.
- Give everyone paper and a pencil and have them write a story that goes along with their painting.
- Ask them to share with the group or partner share.

Differentiated Learning

K-1: Ask them to share the story out loud with the group rather than writing. Talk about each after: Have you ever had a similar experience?

ELL: Provide sentence structure. Let them practice writing in their first language (using academic language rather than conversational).

Check for Understanding

Do their stories match with the moral from *Zen Shorts*?

Literacy Objectives

Writing

Connecting story to own life

Practice academic writing in complete sentences with correct grammar

Big Idea



It is important to be generous, luck can change very quickly, and forgiveness will make you feel happier.

Additional Reading

Zen Ties by Jon J. Muth

Zen Socks by Jon J. Muth

Materials

- ◇ Paintings from read aloud activity
- ◇ Paper to write story
- ◇ Painting supplies if paintings were not completed
- ◇ *Zen Shorts* for kids to look at and see the writing style for the stories

Buzz Words

- Zen
-  Forgiveness
- Generous
-  Luck

Visit www.bostnet.org/literacy for more information

Meditate

There are a lot of resources online for tips on meditating with children

Read Aloud

Read one of the additional books by Jon J. Muth

Discussion

Google "Teaching Children Philosophy Zen Shorts"

Writing

Talk about other morals that are common in stories. Write a new story

My Painted House, My Friendly Chicken, and Me

by Maya Angelou

Summary: Thandi shares what her life is like including her colorful house, what her family is like, and why her best friend is a chicken. Thandi wants to share her story with a friend so she tells us about herself and considers us her friend.

Big Idea



Children around the world may seem like they have very different lives but they often are similar to us in some ways.

Activity

- Read *My Painted House, My Friendly Chicken, and Me* aloud to the group utilizing the pre, during, and post questions that work best for your group
- The Ndebele people are known for painting their houses with colorful shapes. Today you will get a chance to make your own pattern.
- Put out examples for everyone to look at for ideas (from book or online)
- Point out how they have straight edges and encourage everyone to use rulers

Check for Understanding

What are some things that Thandi talked about that make her village different than our community? In what ways are they the same?

Differentiated Learning

Coloring pages rather than free drawing

Pre Questions

- What do you think makes a chicken friendly?

During Questions

- Why do you think her best friend is a chicken?
- What color are your homes? Would you prefer to have a colorful home like Thandi? Why or why not?
- What do you think the city people think with Thandi and her family come to town. What makes you think that?

Post Questions

- Remind me, what do you think makes a chicken friendly? Did any of you guess correctly?
- How is Thandi's life like yours? How is it different?
- What would Thandi think of your life? Do you think she would think it was strange?

Additional Reading

Beatrice's Goat by Page McBrier



Bintou's Braids by Suzanne Diouf

Mama Panya's Pancakes by Mary and Rich Chamberlain

Materials

- ◇ Examples printed
- ◇ Coloring page printed for each child "Ndebele Coloring Pages"
- ◇ Coloring utensils
- ◇ Rulers
- ◇ Pencils
- ◇ Paper

Buzz Words

-  South Africa
- Ndebele
-  Pattern

Visit www.bostnet.org/literacy for more information

Art

Use feathers to paint like the Ndebele do

At Home

Give questions to ask at home for kids to learn about their parents

Technology

Look up what homes look like in other parts of the world

Literacy Extension

Tell Thandi about your life

My Painted House, My Friendly Chicken, and Me

by Maya Angelou

Summary: Thandi shares what her life is like including her colorful house, what her family is like, and why her best friend is a chicken. Thandi wants to share her story with a friend so she tells us about herself and considers us her friend.

Activity

- Recap: What are some things that Thandi talked about that make her village different than our community? In what ways are they the same?
- Today you are going to write a book about your life as if you were telling Thandi what your life is like.
- What are some things Thandi tells us about her life? (who her best friend is, about her brother, what she wears to school, her house, what her family wears, what she does when she comes home from school)
- You can choose any three (or more!) things you want to write about your life and draw a picture of it too.
- At the end, have everyone share their story out loud or with a partner.
- Other options:
 - Define which parts of life to write about, then you can give clear sentence structure: "My house is ____." "My best friend is ____ because ____."
 - Write a book as a group
 - Mimic book pattern by providing structure for them to draw: Here is my house, here is my pet...

Differentiated Learning

K-1: Draw their story and encourage them to write any key words they may know in the picture (ie: dog or their name). Provide structure with pattern writing (Here is my house, Here is my family, Here is my pet)

ELL: Provide sentence structure on the board. Depending on level, can be similar to K-1 or "My best friend is ____ because ____." Partner share instead aloud in group.

Check for Understanding

Were they able to write about their life coherently? Were they able to share that information out loud with the group or partner?

Literacy Objectives

Writing: Write about their own life.

Big Idea



Children around the world may seem like they have very different lives but they often are similar to us in some ways.

Additional Reading

Beatrice's Goat by Page McBrier



Bintou's Braids by Suzanne Diouf

Mama Panya's Pancakes by Mary and Rich Chamberlain

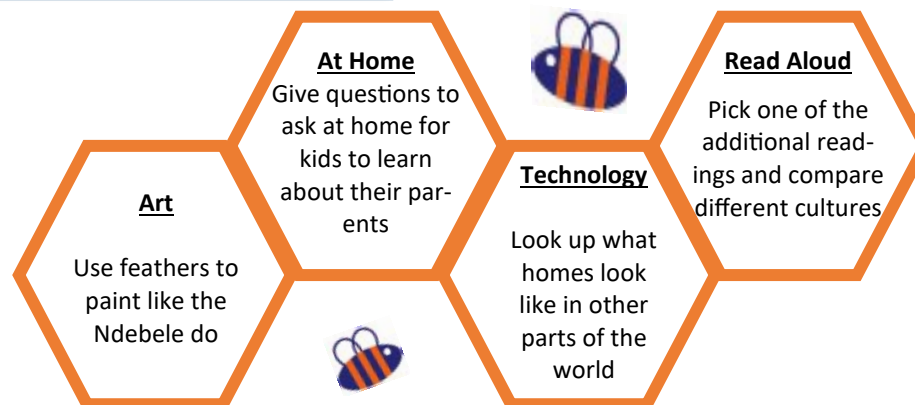
Materials

- ◇ Lined Story sheets
- ◇ Pencils
- ◇ Coloring utensils

Buzz Words

-  South Africa
- Ndebele
-  Pattern

Visit www.bostnet.org/literacy for more information



BOOK-BASED PLANNING FORM

Name of book: _____

Educator: _____ Age Group: _____

ABOUT THE BOOK:

Themes in this book:

Vocabulary words from this book:	
Vocabulary Word	3-5 word definition
1.	
2.	
3.	
4.	
5.	

READ-ALoud PLANNING:

Visual aid for read-aloud:	Tactile (touch) or Kinesthetic (movement) aid for read-aloud:

QUESTIONS I WILL ASK THE GROUP:

BEFORE THE READ ALOUD	DURING THE READ ALOUD	AFTER THE READ ALOUD
1.	1.	1.
2.	2.	2.
3.	3.	3.

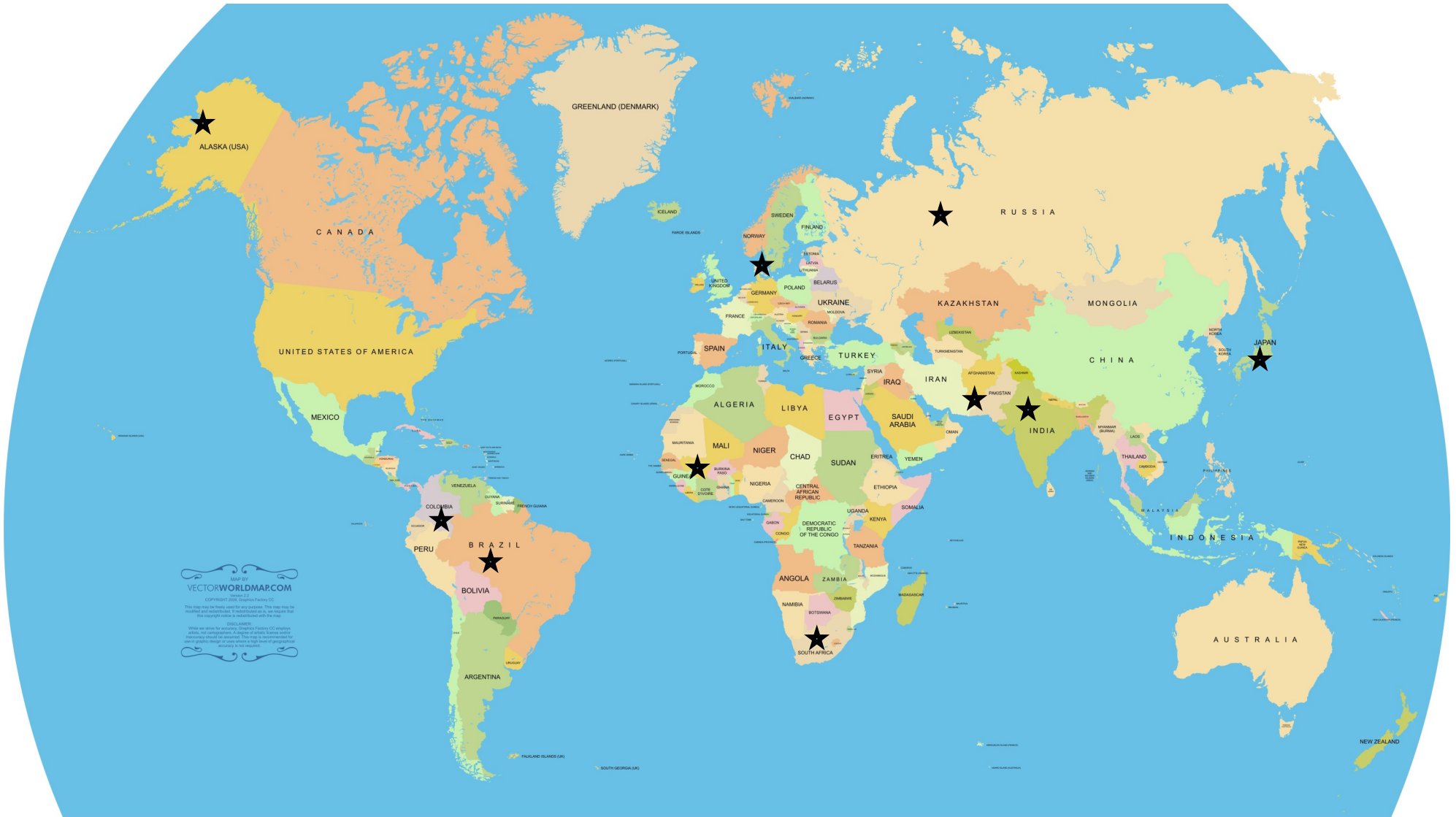
BRIDGING ACTIVITIES: (CHOOSE 2) GYM GAME, SNACK, CRAFT, STEM, LITERACY SKILL, TRANSITION GAME/WAY TO LINE UP, OTHER

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MATERIALS NEEDED:

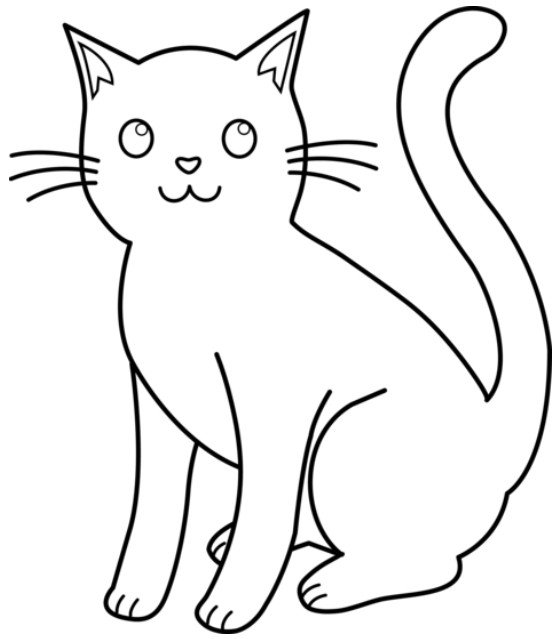
NOTES:

World Map with Read Aloud Settings Marked

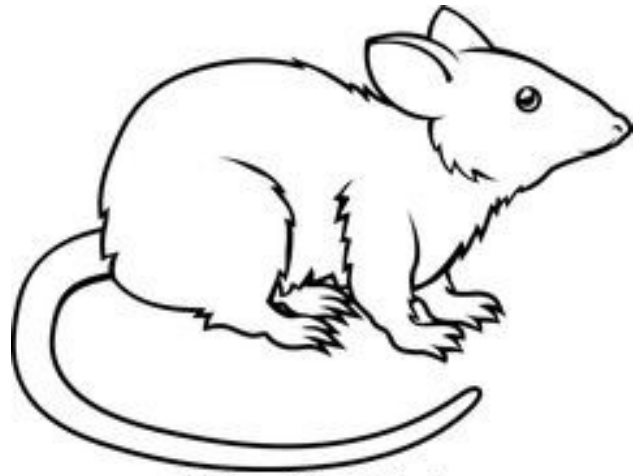


Pages 137-159

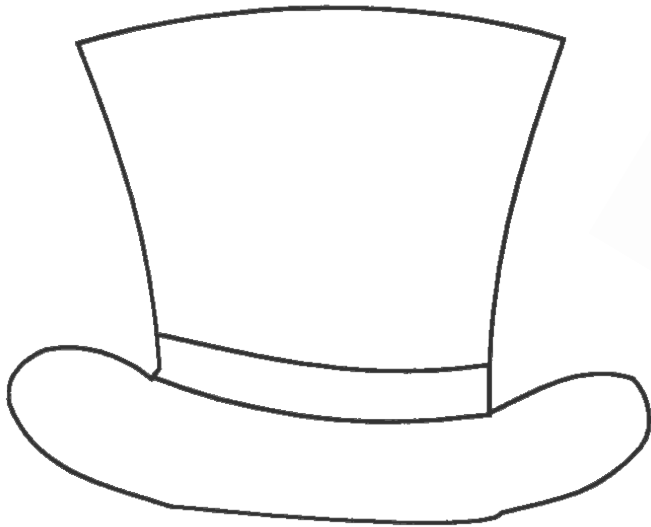
Rhyme Go Fish



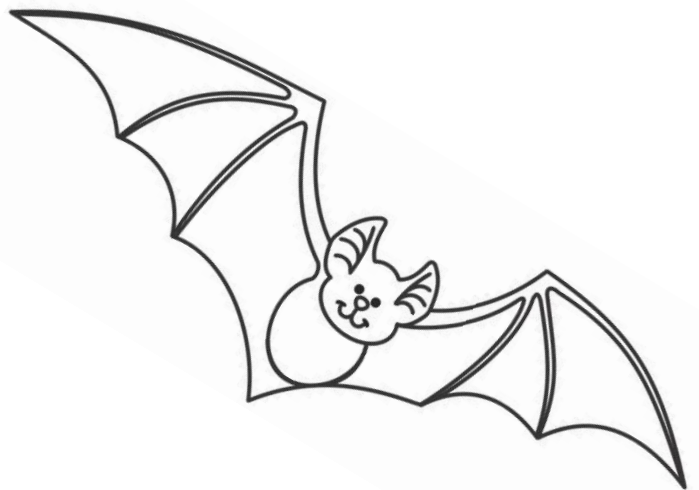
Cat



Rat



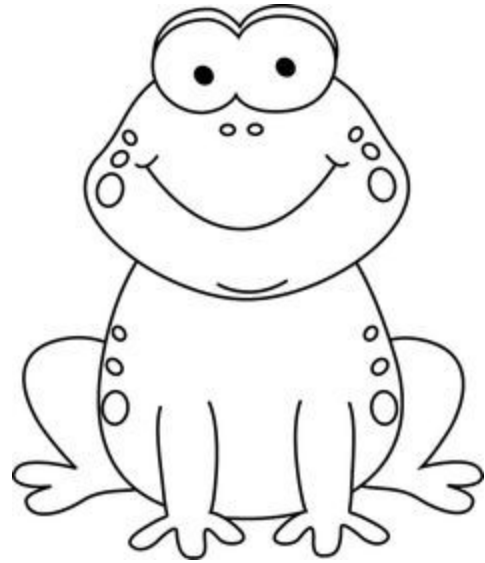
Hat



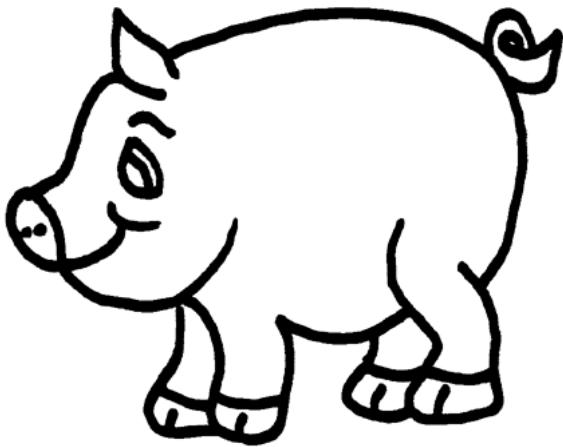
Bat



Dog



Frog

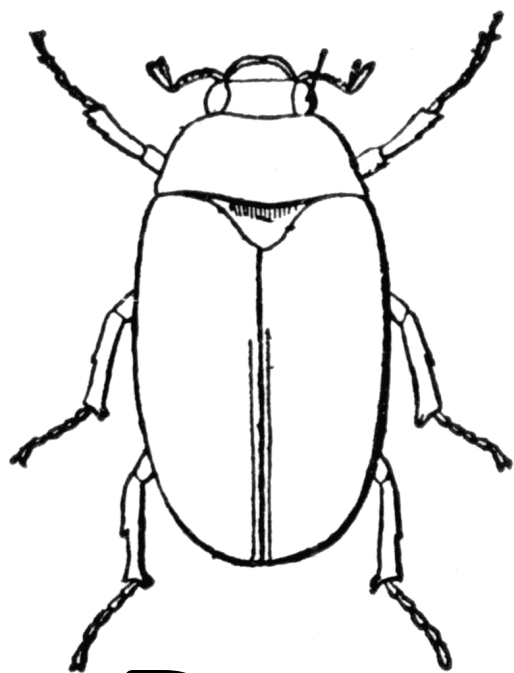


Hog



twistynoodle.com

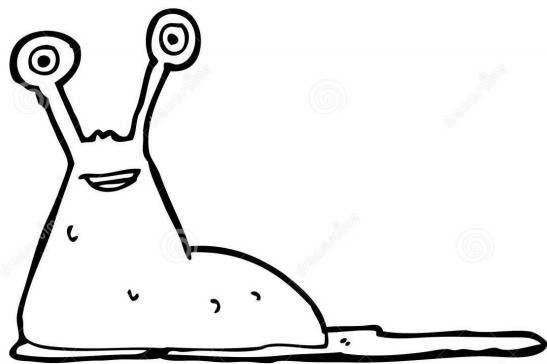
Jog



Bug



Mug



Slug



Hug



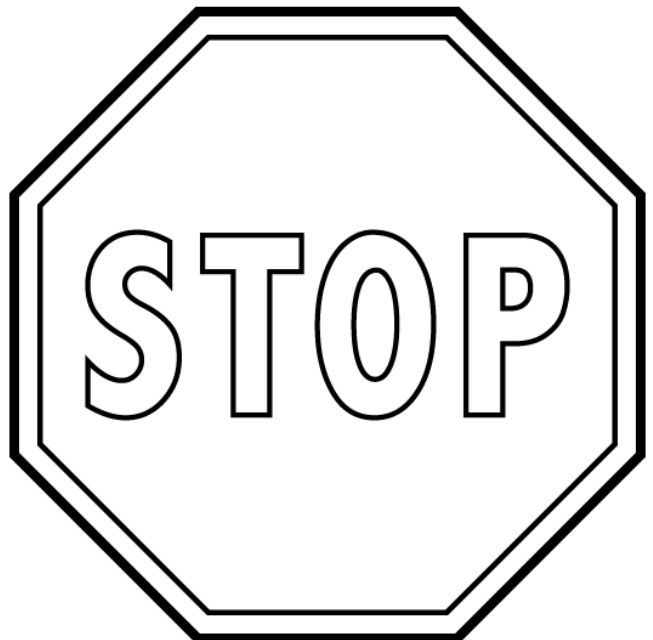
Top



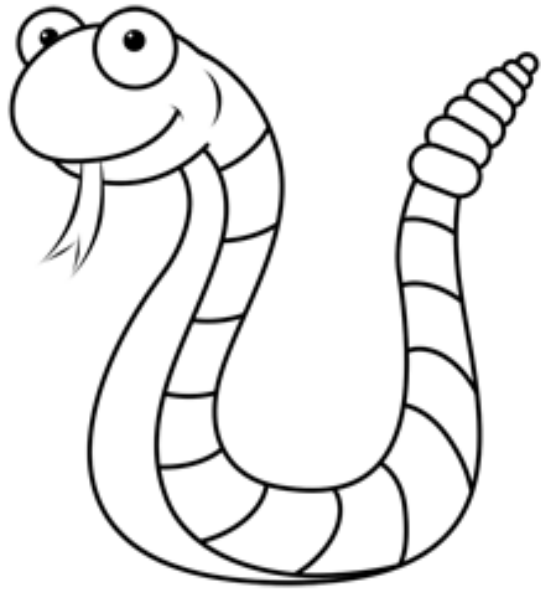
Cop



Mop



Stop



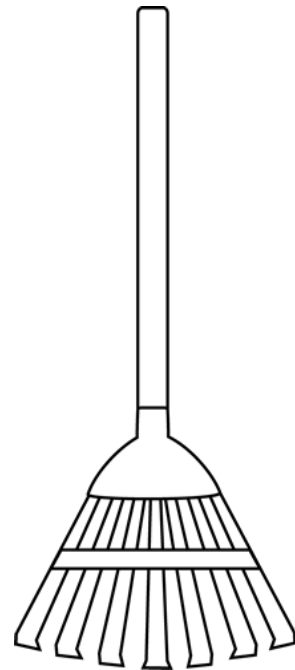
Snake



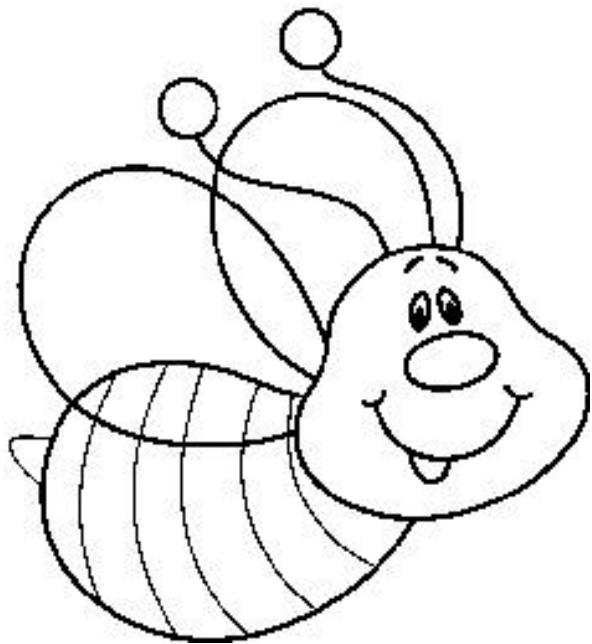
Cake



Shake



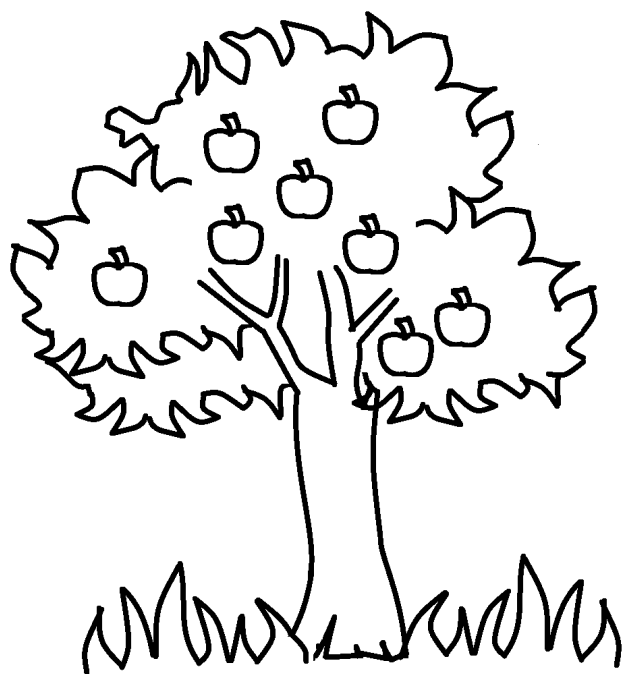
Rake



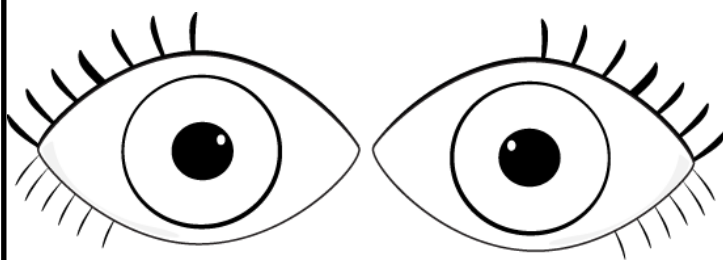
Bee



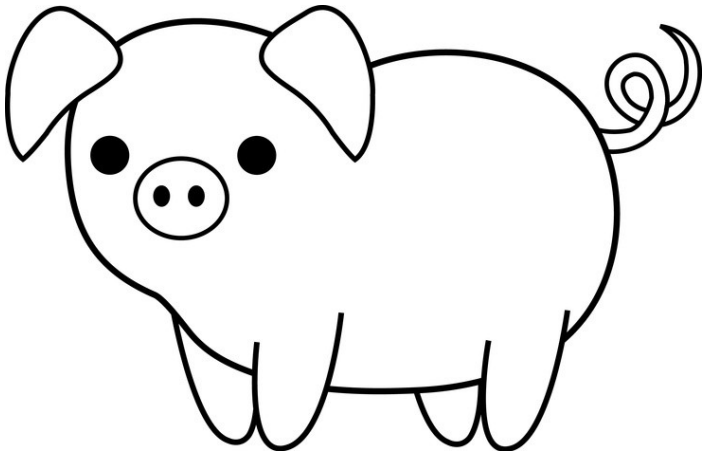
Three



Tree



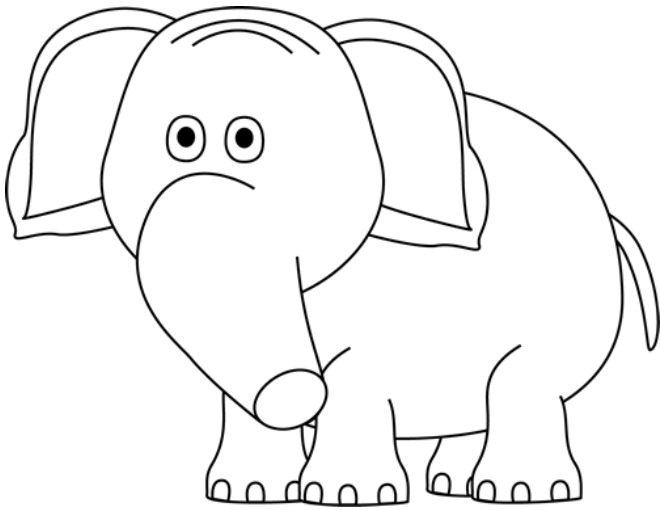
See



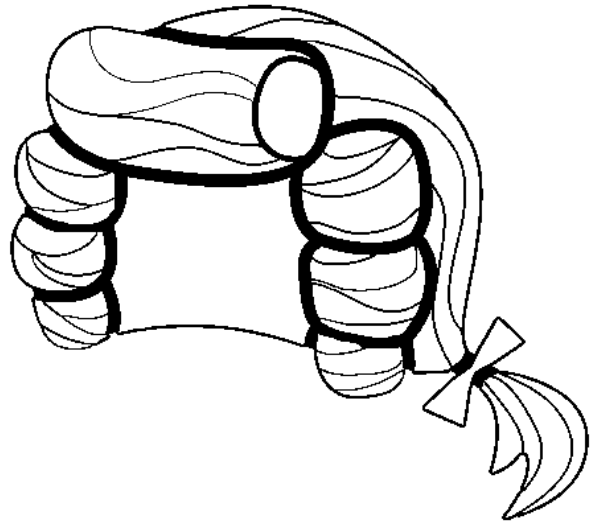
Pig



Dig



Big



Wig



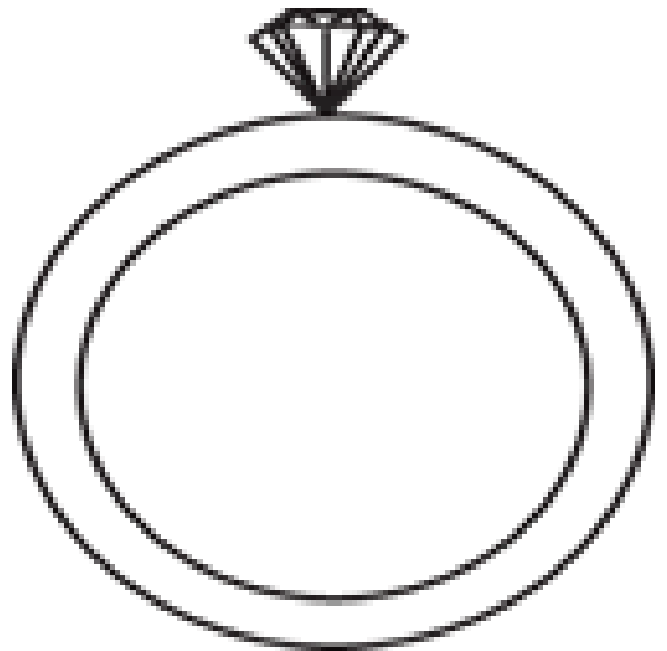
King



Swing



Sing



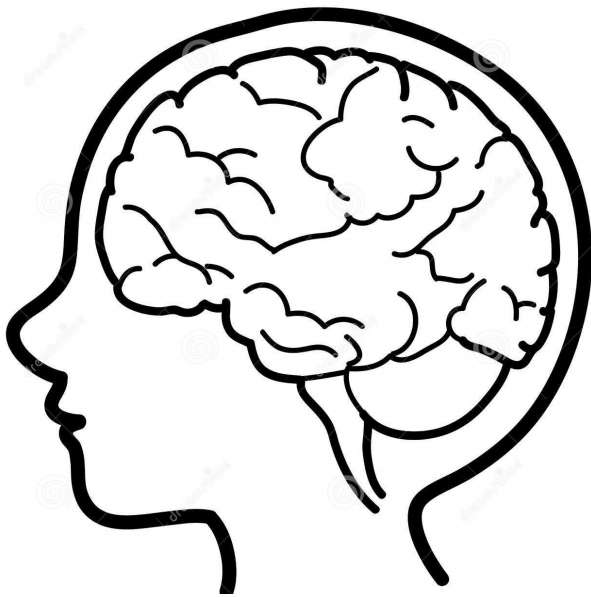
Ring



Rain



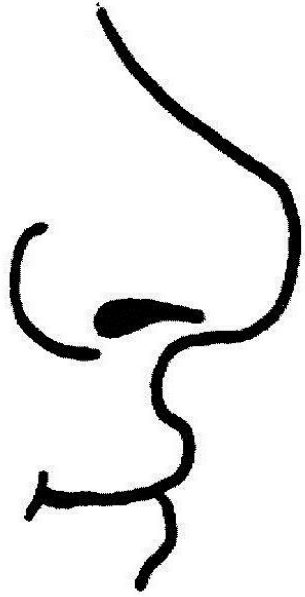
Train



Brain



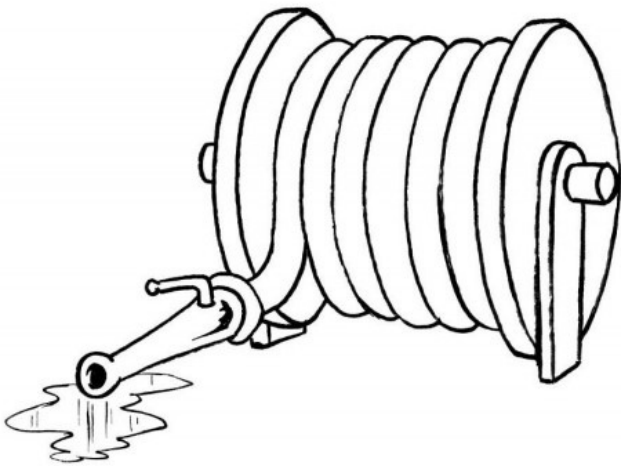
Plane



Nose



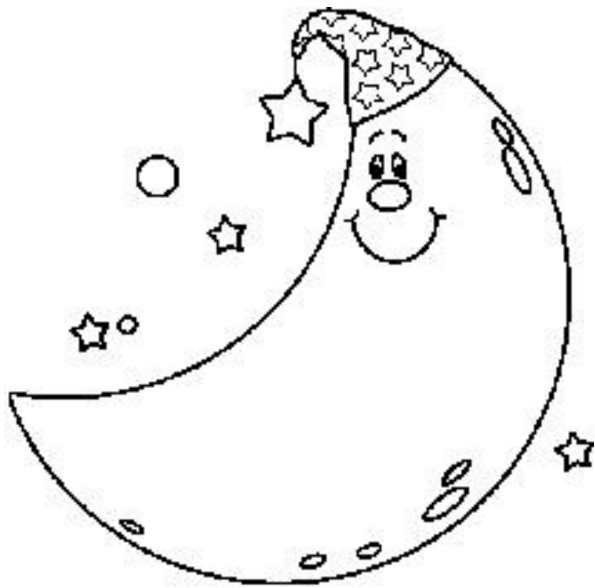
Toes



Hose



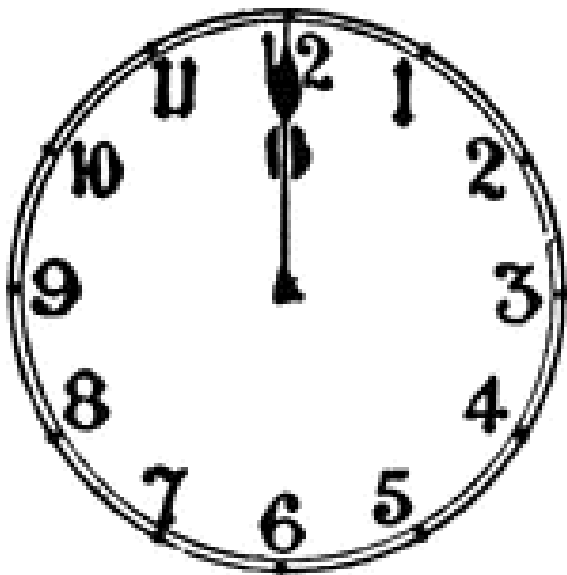
Rose



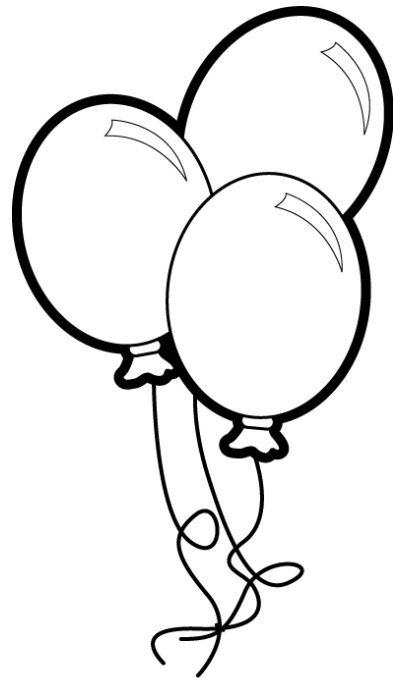
Moon



Spoon



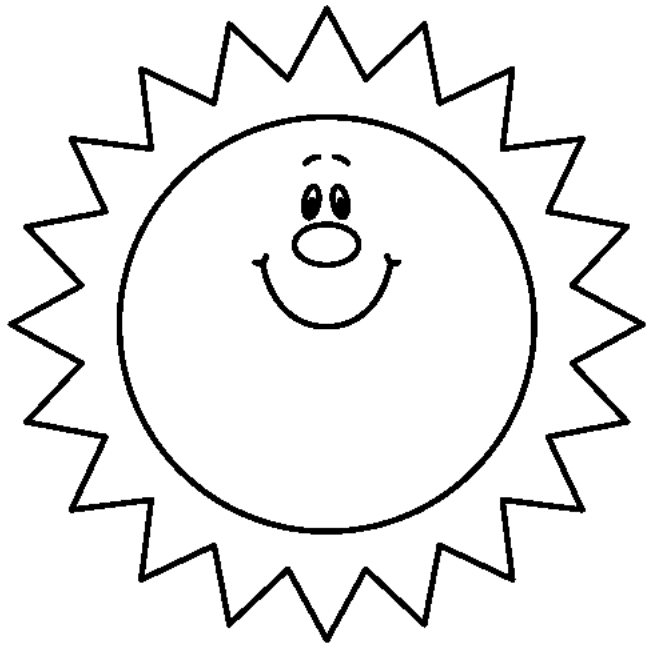
Noon



Balloon



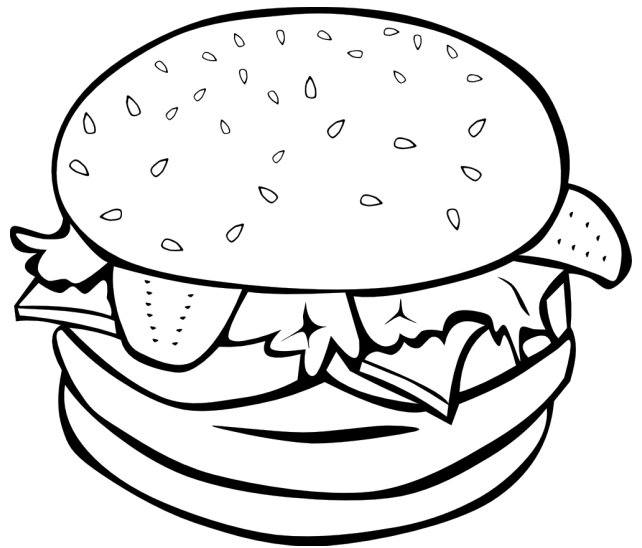
One



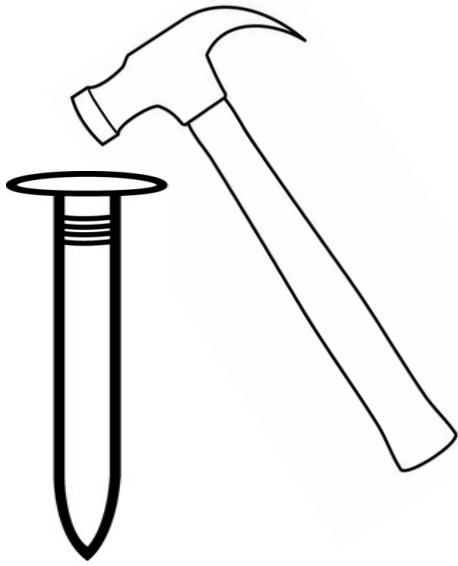
Sun



Run



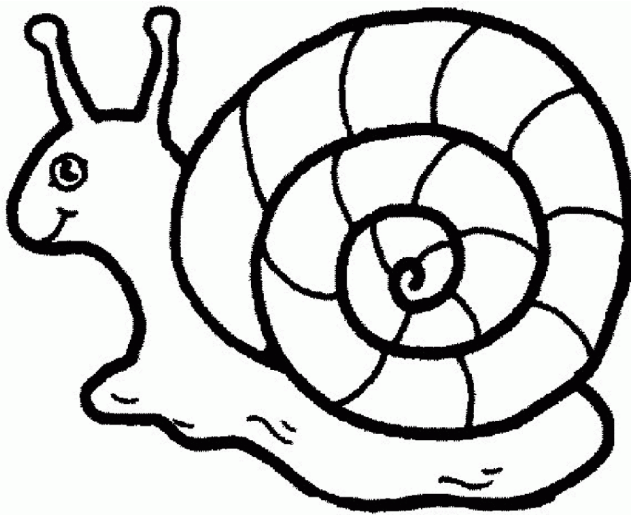
Bun



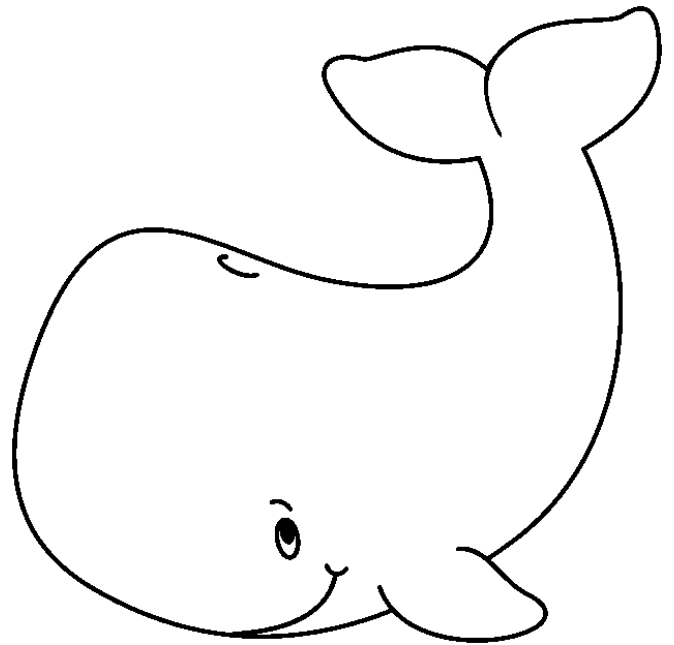
Nail



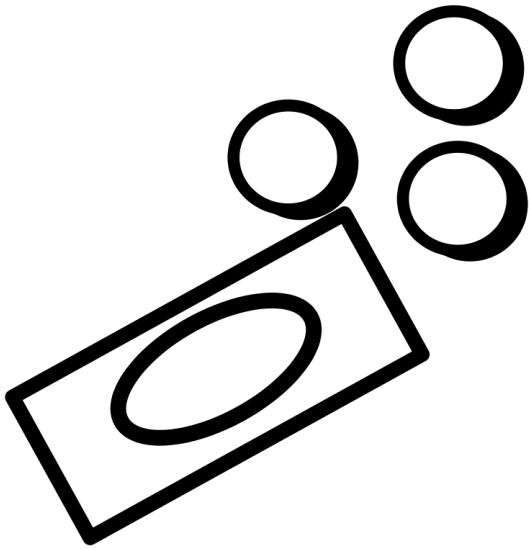
Jail



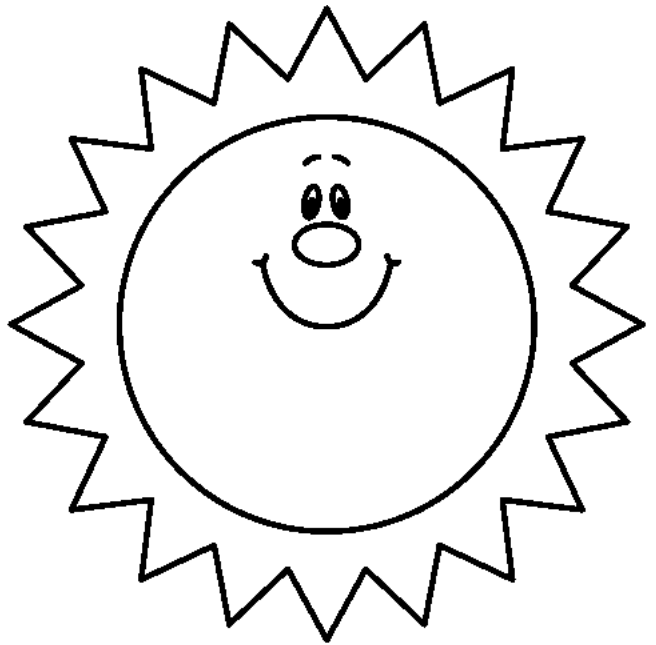
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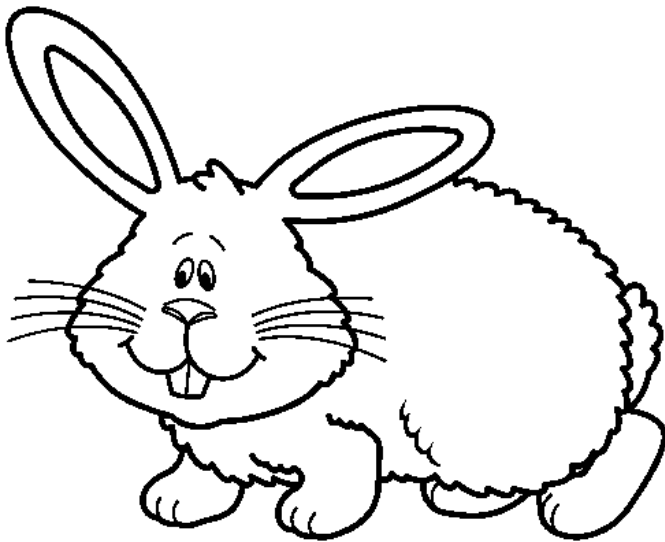
Whale



Money



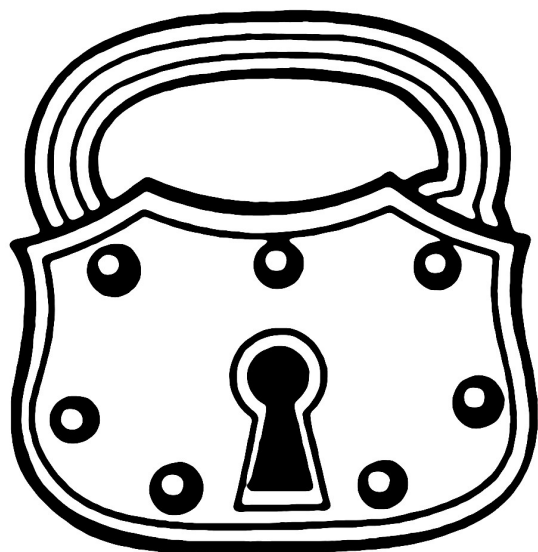
Sunny



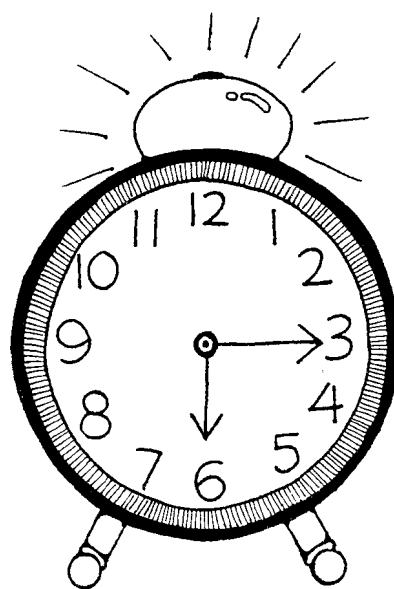
Bunny



Honey



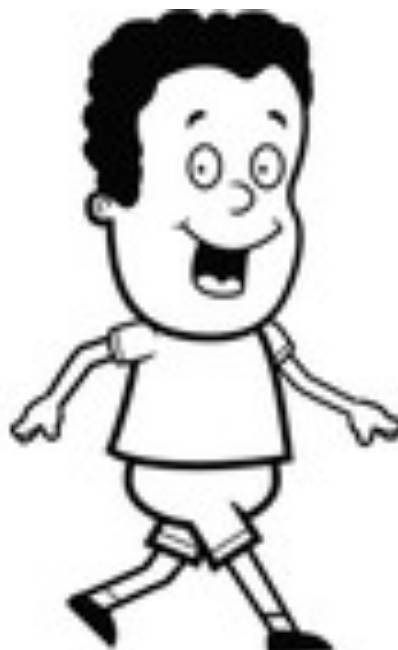
Lock



Clock



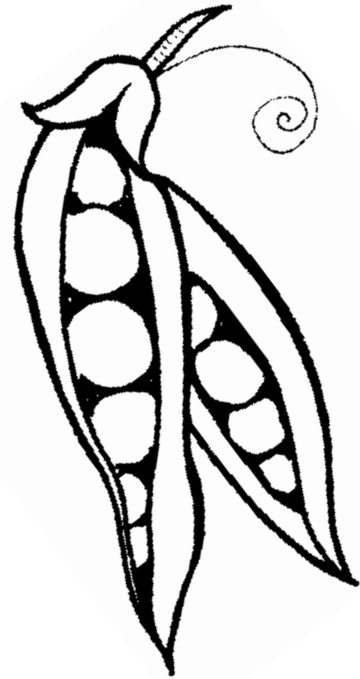
Talk



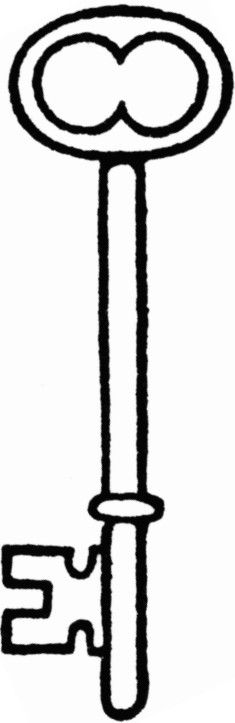
Walk



Flea



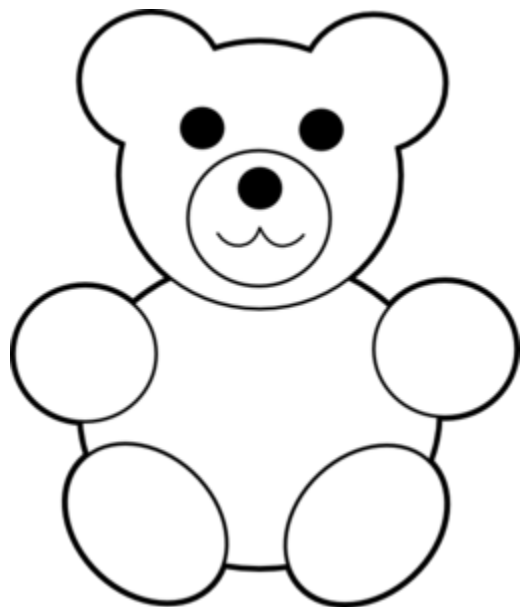
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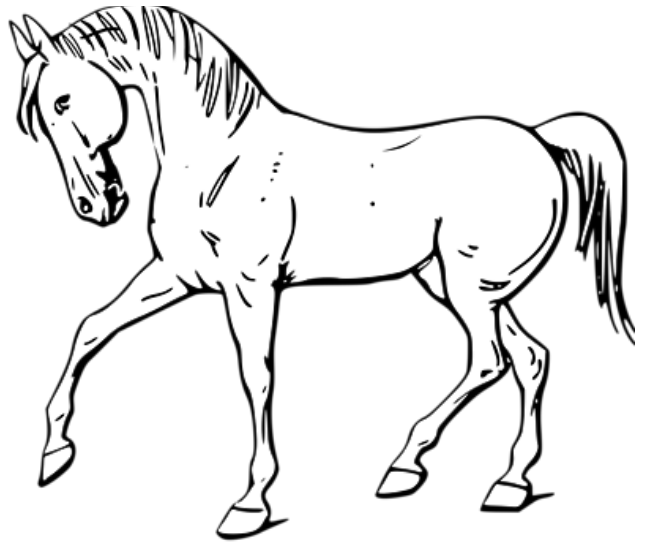
Key



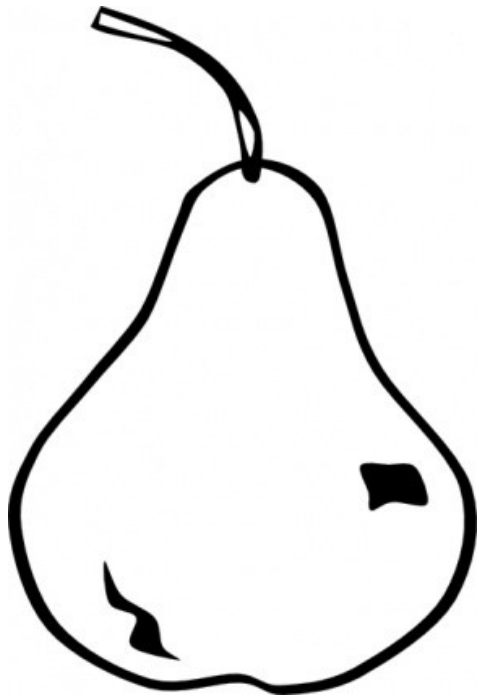
Ski



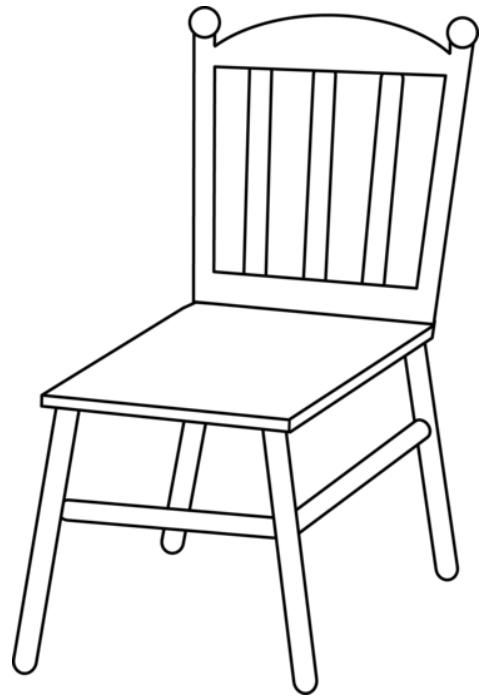
Bear



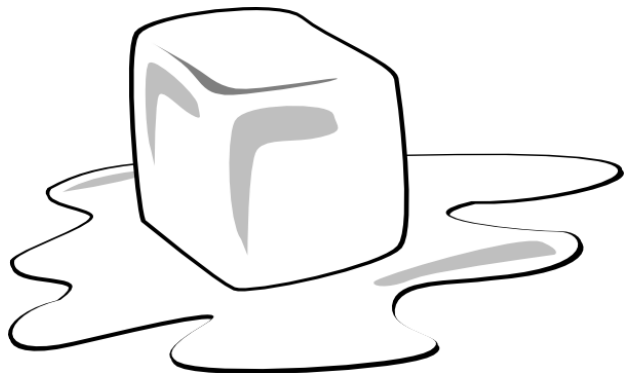
Mare



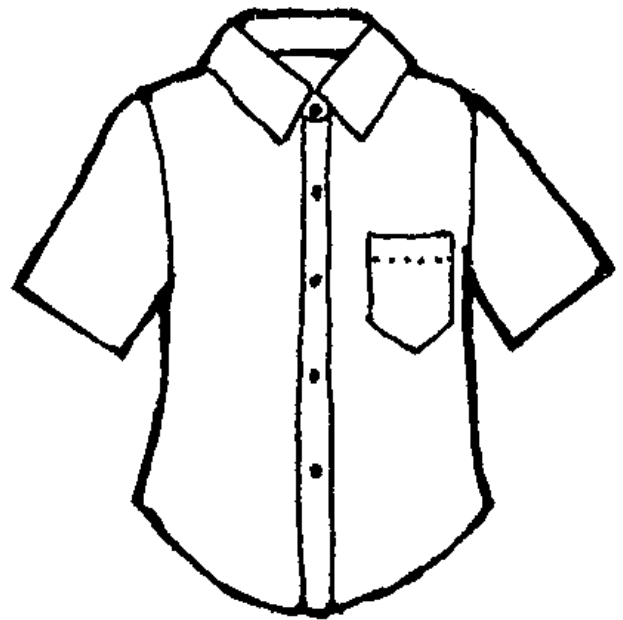
Pear



Chair



Froze



Clothes



Bulldoze



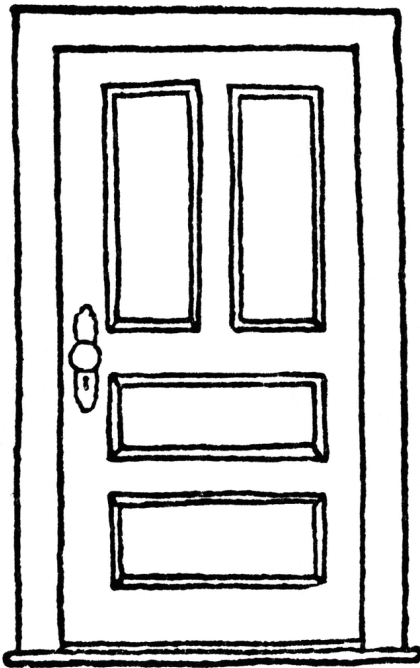
Blows



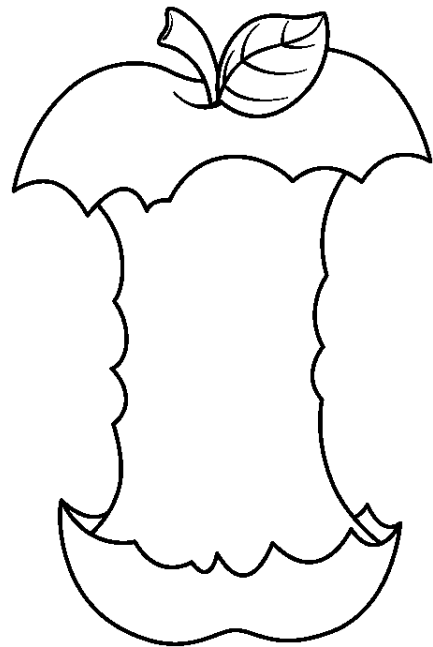
Roar



Four



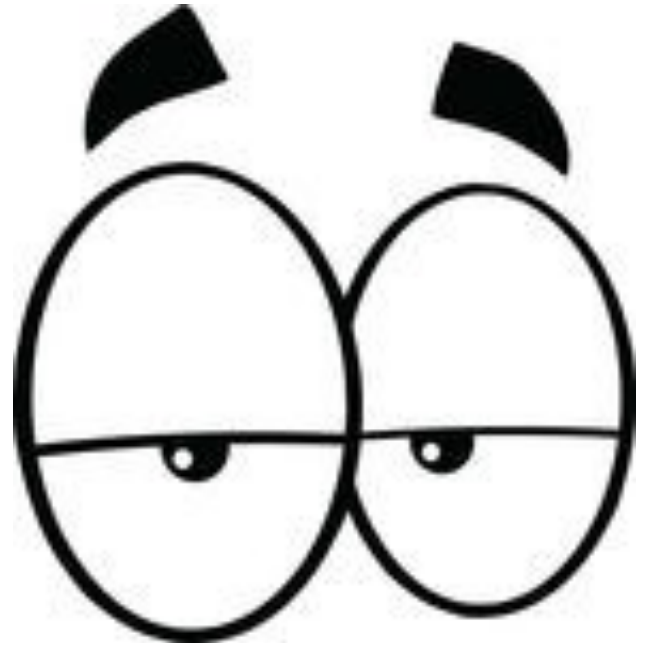
Door



Core



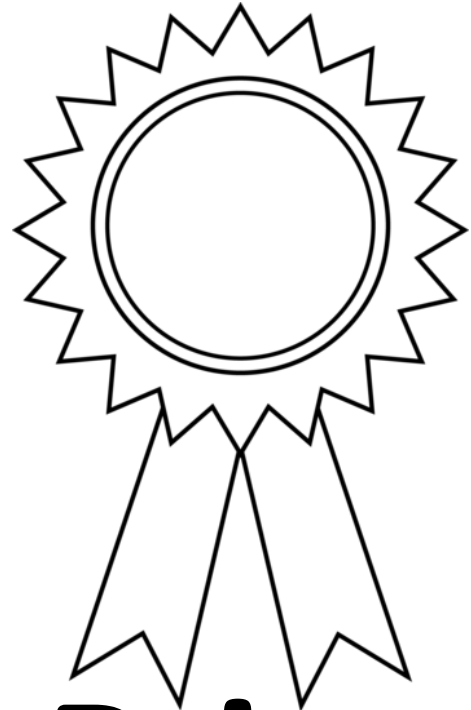
Wise



Eyes



Pies



Prize

Handwriting practice lines consisting of four columns. Each column contains a solid vertical line on the left, a dashed vertical line in the middle, and a solid vertical line on the right.

A large, empty rectangular box intended for writing a story.

Name _____ Date _____ Book Title _____

Story Map

Characters:	Setting:	
Beginning:	Middle:	End:













Story Sparks

*From Show Me A Story by Emily K. Neuburger and The Mysterious Harris Burdick by Chris Van Allsburg

WHO

Choose a character

What are they like?

Elf	Tree	Carnival worker	Scared	Talkative	Inspiring
Farmer	Monster	Soldier	Angry	Cursed	Forgiving
Family of birds	Baby	Lizard	Curious	Messy	Successful
Superhero	Rock star	Astronaut	Shy	Creative	Adventurous
Dolphin	Mermaid	Wise elder	Jealous	Nurturing	Lucky
Truck driver	House	Artist	Creepy	Rebellious	Sensitive

WHERE

Choose a place

What is it like?

Train	Radio Station	Airport	Musty	Hot	Buggy
House	Theater	Moon	Cold	Peaceful	Spooky
Closet	Boat	Beehive	Protected	Dangerous	Magical
Playground	Rooftop	Museum	Luxurious	Messy	Mysterious
Campground	Mountaintop	Cave	Enchanted	Crooked	Polluted
School	Castle	Fairy House	Glowing	Spectacular	Steep

WHEN**Choose an event**

Vacation	Birthday	Party
Walk in the woods	Graduation	Day at the fair
Holiday	Bike ride	Picnic
The Olympics	Day at the park	Boat ride
Camping trip	Marathon	At camp
Going to a movie	Field trip	Falling asleep

Choose a time

Far in the future	1 hour from now	When dinosaurs roamed
Before cars	When you were a baby	Before computers
You're in college	People lived in caves	King Arthur ruled
Humans live on the moon	Yesterday	Tomorrow
When your mom was two	The staff were kids	In 10 years
The Renaissance	Last year	Ice age

She hid the envelope in a book at the bottom of a drawer in her desk where she knew nobody would find it...

She wondered what was around the next bend on this dark and twisty road. They had been walking for hours...

He was digging in the center of the garden when his trowel hit something hard...

Curiosity got the best of him, and he decided to get into the car and drive over to learn more for himself...

The lightning crashed and the house went dark...

He was wasting time at the store when he noticed two people looking at him strangely...

The airplane was about to take off. She was feeling sad to leave her friends and family, but excited about her new adventure...

A tiny voice asked, "Is that him?"...

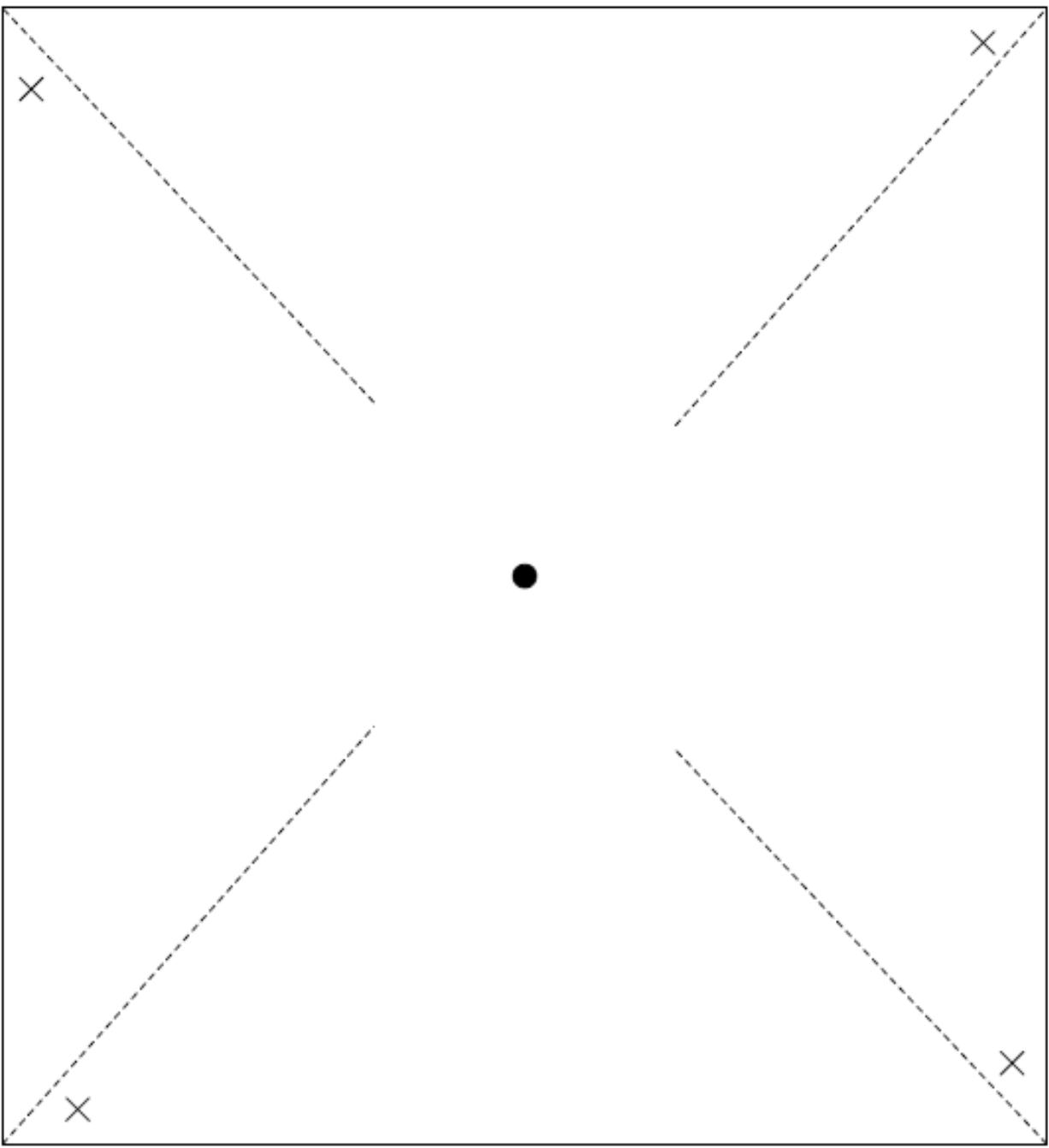
Two weeks passed and it happened again!

So it's true he thought, it's really true.

It all began when someone left the window open.

3, 2, 1, lift off!

MAKE A WIND WHEEL



Materials: scissors, pins, pencils or straws

1. Cut in at each corner.
2. Take the corners marked X and fold up to center.
3. Pin all corners to the center.
4. Pin on eraser of pencil or plastic straw.

Teacher: Run this on heavy paper such as oak tag.

Your wind wheel
should look like
this:



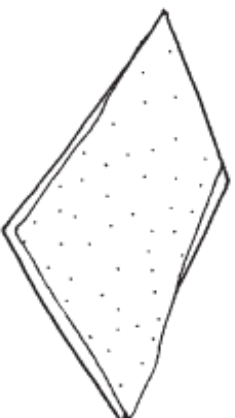


Babushka Scarves (Language Arts/Dramatic Play)

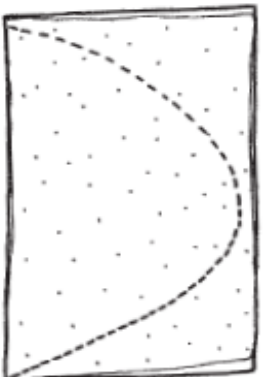
Have students examine the colorful clothing in the story. Then guide them in making their own babushka scarves to wear as they retell the story, tell their own babushka stories, or role-play babushkas in the drama center.

- Remove the backing from a two-foot-long sheet of clear self-adhesive covering.

- Firmly press a sheet of tissue paper to the sticky side of the covering. (Note: wrinkles give the scarf a natural look and tears can be patched with extra tissue.)



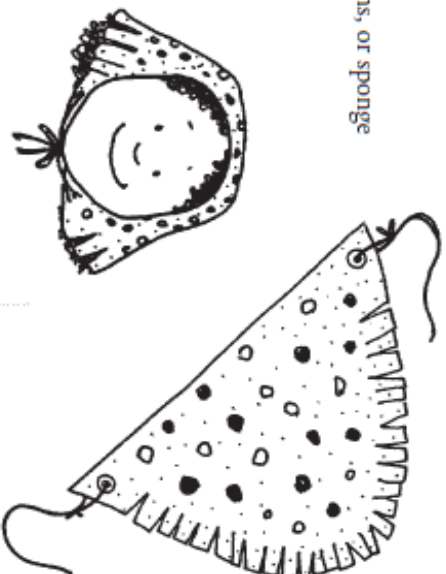
- Cut the covering into a scarf shape, as shown.



- Decorate the tissue side with markers, paint pens, or sponge prints.

- Fringe the curved edges and punch holes in the corners.

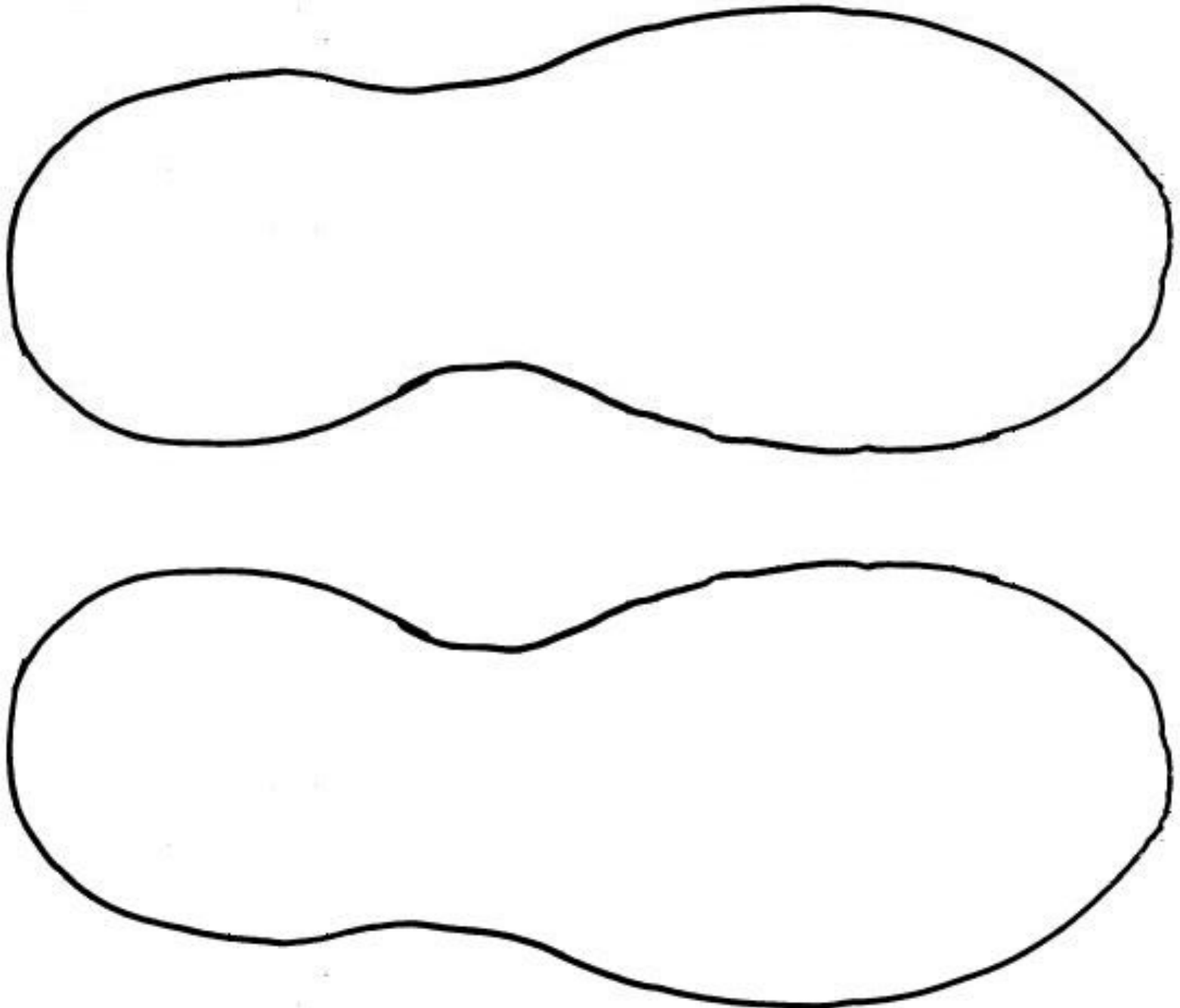
- Affix paper reinforcements over the holes, and then add ribbon ties.



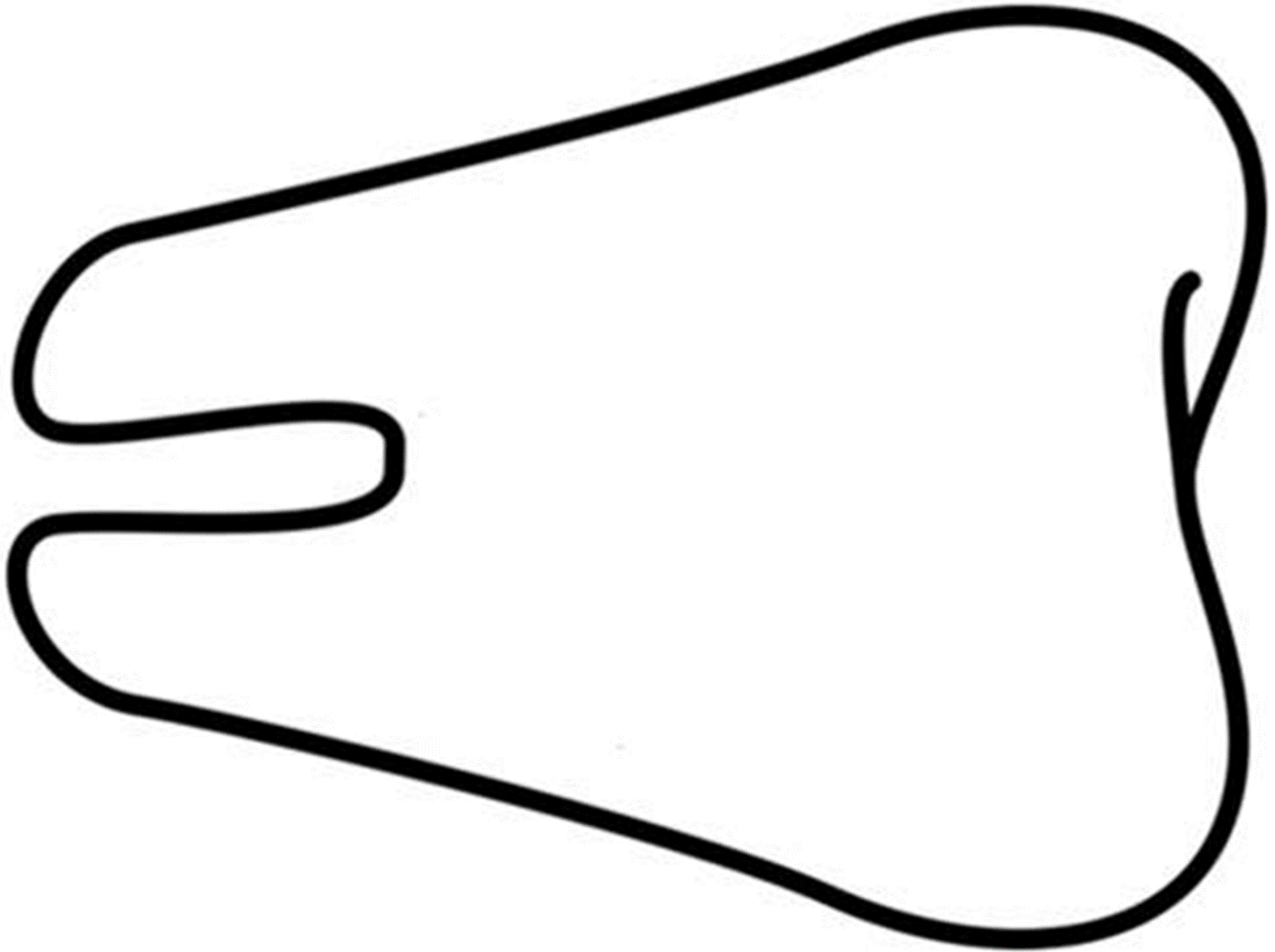
Babushka Boastfest (Language Arts)

In the book, the babushkas gathered and told stories of their grandchildren. To add an interesting twist to such a boastfest, have children gather to share stories of their grandmothers or other adult female friends. Conclude the bragging session by asking children to create written or illustrated tributes to their real or adopted babushkas. If students made the babushka scarves (above), you might display each child's story on a backdrop of his or her scarf.

Four Feet, Two Sandals Memory Shoes

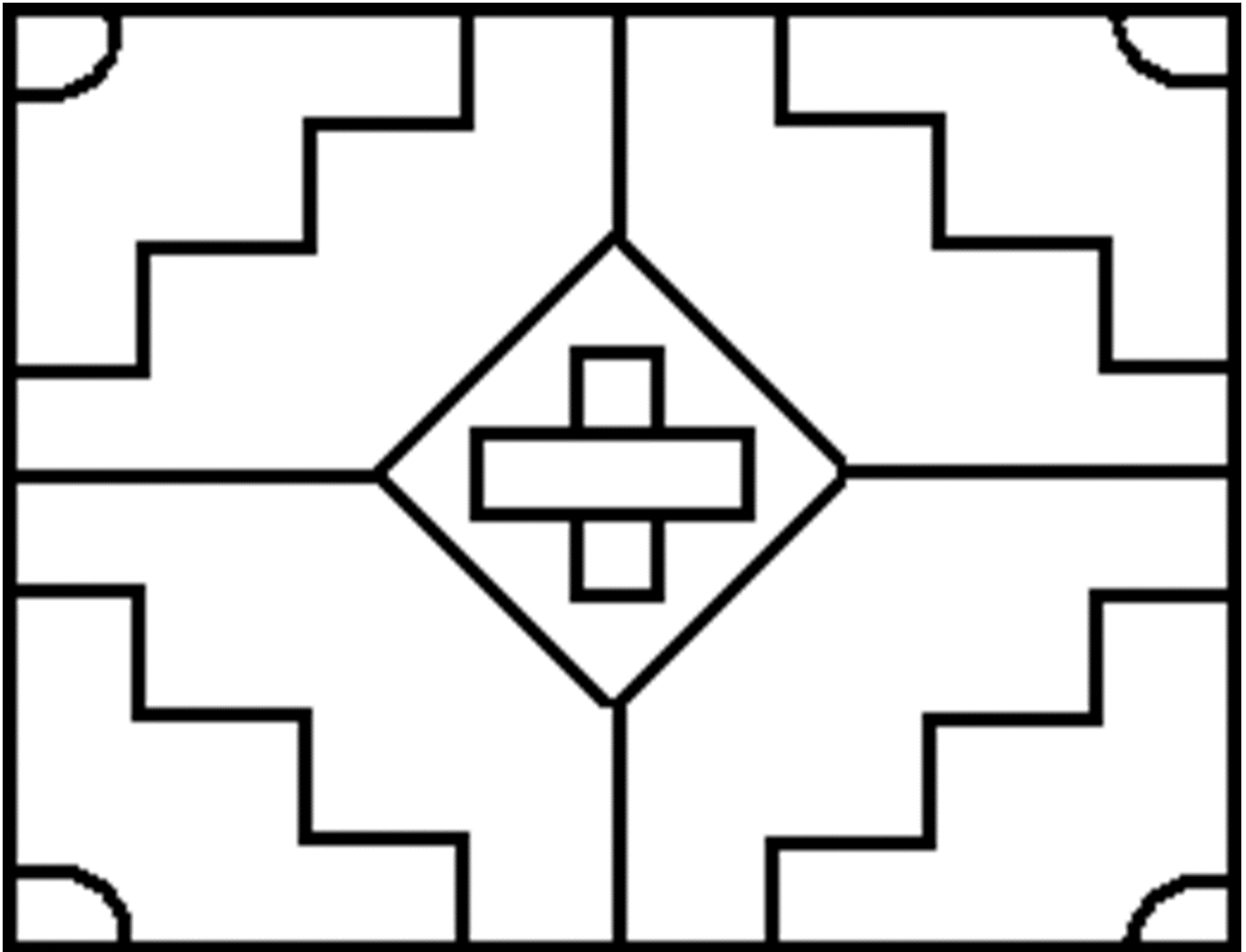


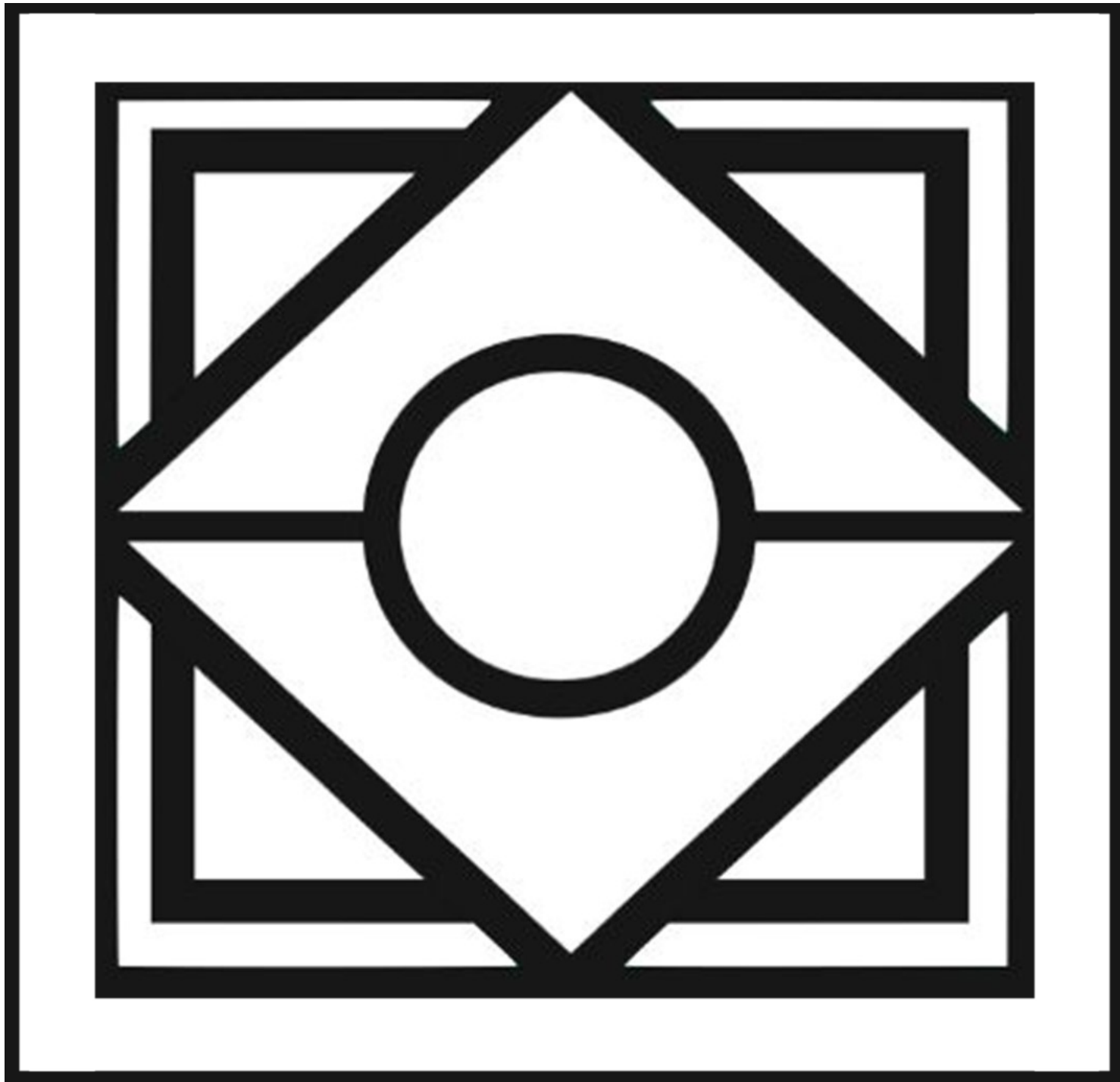
I Lost My Tooth in Africa



I Lost My Tooth in Africa story frame

The image shows a story frame template. It consists of a large, irregularly shaped outline that resembles a wide, open book or a large sheet of paper. The interior of this shape is divided into two main sections by a vertical line down the center. The left section is smaller and contains two vertical lines, creating two columns. The right section is larger and contains eight vertical lines, creating eight columns. The entire shape is outlined in black. The background is white.





Rhyme Freeze Tag

Literacy Objective

Practice rhyming and exercise.

Imagination Vacation:

Field Trip



Materials

None

Differentiated Learning

3rd-5th: Choose one word at the beginning that will be the rhyme word to unfreeze (ie: dog). When a player is tagged to be unfrozen they can call out any word that rhymes with dog but not repeating a word that's already been said. This will have a clearly defined end to the game.

Activity

- Set boundaries for the tag game either with cones or saying boundaries out loud
- One player is "it" and will try to tag everyone
- If someone is tagged they are "frozen" and can't move
- This is like freeze tag, but in order to be unfrozen, the frozen player must be unfrozen by player B, player B will say a word (ie: cat) and then frozen player must say a word that rhymes (ie: fat)
- Staff member can periodically stop, yell out a word, and the frozen people can be unfrozen by saying different words that rhyme

Check for Understanding

Are the kids using correct rhymes?



Verb Relay Race

Literacy Objective

Understand what a verb is, practice reading and vocab, and exercise!

Imagination Vacation:

Field Trip



Materials

None required; 2 sets of verb note cards or copy to popsicle stick, Marker for beginning and end of the race

Differentiated Learning

K-1: Read the verb aloud or pair with older child
ELL: Read verb aloud

Activity

- What is a verb? A verb is a word that describes an action, for example—jump or hop. Can you think of any other verbs?
- Mark the beginning and turn around point with cones or other markers
- Divide into two equal teams and stand in a line at the start line
- Each group has a set of verb note cards; one person on each team will do the action written on the card back & forth & then tag the next person in line who will do what is on their card
- Other option: Don't use the pre-made cards, have the kids yell out verbs as they go

Check for Understanding

Remind me, what is a verb?
Ask them to show you the action for different verbs.

Visit www.bostnet.org/literacy
for more
information

What Happens Next?

Literacy Objective

Practice storytelling, understanding story structure, and voice ideas.

Imagination Vacation:

Field Trip



Materials

None

Note

Some people can be frustrated with collaborative storytelling, they have to give up control. Be sure to point out that group storytelling makes a different story than any one person would come up on their own! Make sure you praise everyone's unique contributions and ideas. At the end you can ask: How would you have ended the story?

Activity

- Everyone sits in a circle and the staff member begins telling the story. When they say "and" the next person in the circle continues the story.
- Other options:
- If you have kids who like acting, have one person stand in the middle and act out the story as it's being told.
- Instead of a circle, do it popcorn style so there is less pressure.
- Various ways to end the story: staff ends the story, each person goes once, continue until the natural end of the story.

Check for Understanding

Did each child voice this idea? It is about imagination, speaking and listening!



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Sentence Starters

Literacy Objective

Speaking, sharing ideas, and getting to know one another.

Imagination Vacation:

Field Trip



Materials

None

Differentiated Learning

ELL: Providing sentence structure is very helpful for them when practicing English.

Activity

- Everyone sits in a circle and the staff gives a prompt (see below)
- Everyone goes around and answers, expanding as much as they want. Allow the kids to ask questions or react to one another—the whole point is to get them talking!
- Let different people ask questions, or the staff can always start.
- Examples:

I like people who..., The funniest thing I ever saw was..., I'd like to have..., My favorite music is..., The best gift I ever received was..., In the future..., I wish..., I could not live without..., Everybody should..., If I had \$1million, I would...

Check for Understanding

Did everyone get a chance to speak and share their opinion?

Visit www.bostnet.org/literacy for more information

Preposition Following the Leader

Literacy Objective

Understanding the meaning of different words that are prepositions and connecting actions with the words

Imagination Vacation:

Field Trip



Materials

None

Differentiated Learning

This is best for younger groups

Activity

- This is a play on following the leader. You play the game by lining up behind a leader, that leader directs the line where to go. Everyone has to follow the leader and sing the song. If you don't know the song, look it up online.
- Staff should be the leader first to demonstrate, but then choose one person to be the leader and have the leader change often.
- Begin singing "We're following the leader, the leader, the leader, we're following the leader wherever s/he may go!" Then the leader calls out an action (ie: Around the tree!) and the rest of the group responds back "We're following the leader, the leader, the leader, we're following the leader around the tree!" And the line goes around the tree.
- Can add action verbs "Marching around the tree" "Hopping inside the fort"
- Ideas: Under a picnic table, over the balance beam, across the field, through the puddle, behind the bush, beside the monkey bars, down the slide, up the ladder.

Check for Understanding

Are they using the prepositions and doing the correct action?

Scrabble Word Tag

Literacy Objective

Identify letters and practice spelling

Imagination Vacation:

Field Trip



Materials

Post its with letters of the alphabet on them, paper, and pencils

Differentiated Learning

K-1: Put letters in alphabetical order instead of spelling words

Activity

- Give each child a post it with a letter to wear; if you have fewer children playing, give them each multiple letters
- Two children are "it" (ideally these people both have vowels so neither team is stuck without vowels)
- Designate "jails" that belong to each of the kids who are it; one on each end of the playing field
- As players are tagged, they go into the jail belonging to whoever tagged them
- Once children have all been tagged, each team (group in jail) uses their letters to make various words. They should write these down if possible.
- After 5 minutes, ask groups to share. Whichever has more words, wins!
- Not all letters need to be used in each word.
- No post its? Have kids use the first letter of their names!
- Adjustment: If during the game, people in jail make a word and tell the staff, they get back into the game.

Check for Understanding

Are they spelling words correctly?

5 Frame Storytelling

Literacy Objective

Practice storytelling, understanding story structure, and voice ideas.

Imagination Vacation:

Field Trip



Materials

5 Frame Story deck, printed & cut out

Differentiated Learning

None

Activity

- Let each child or group pick 5 cards
- They create a story with those 5 images as inspiration
- You can let them think about and then share or just start imagining
- Great 10 minute filler!

Check for Understanding

Was there a beginning, middle, and end to the story?



Human Alphabet

Literacy Objective

Practice letters and work as a team.

Imagination Vacation:

Field Trip



Materials

None

Differentiated Learning

None

Activity

- Players stand in medium sized area
- Staff member (or chosen child) call out a letter
- Players must find a partner, lay on the ground, and make the letter with their bodies
- To make competitive: the last group to make the letter is out
- Begin calling out short words, players have to find a group, lay on the ground, and spell the word with their bodies

Small space, transition, or quiet time

- Players make the letter using their fingers—may need a partner to not!
- Begin calling out short words, players have to spell the words with the people near them.

Check for Understanding

Making correct letters?

Visit www.bostnet.org/literacy

for more
information

Animal Observation

Literacy Objective

Writing and translating observations into words.

Imagination Vacation:

Field Trip



Materials

Paper, pencils, printed out worksheets

Differentiated Learning

K-1: Use drawing worksheet or ask out loud as a group

ELL: Give them sentence structure for each question or with partners

Activity

- Set the stage for the activity - everyone should be quiet so they don't surprise or scare the animals.
- Have everyone choose an animal they want to observe, this is great at the aquarium or zoo so they can watch the animal for an extended period of time. It can be done at the park too, but you risk the animal running away.
- They can either use the worksheets to fill out or just observe quietly for a few minutes and then ask follow up questions:

What did the animal do in the first minute?

What did the animal do in the second and third minute?

What did the animal do when it met other animals?

What did you think the animal would do but it didn't?

Did the animal do anything that surprised you?

What did the animal do that you wouldn't have seen if you observed for a shorter period of time?

Check for Understanding

Do their observations make sense?

Literacy Scavenger Hunt

Literacy Objective

Practice letter sounds and spelling. Or understand adjectives.

Imagination Vacation:

Field Trip



Materials

Alphabet or Adjective Scavenger Hunt (# per child or small groups), pencils

Differentiated Learning

K-1: Use adjective scavenger hunt as a group; Do the scavenger hunt as a group by practice sounds (We are looking for something that starts with B, what sound does B make?)

ELL: Partner or do as a group

Activity

- Allow the kids to work alone or in groups of up to 3
 - Give each group a paper and pencil
 - They have 20 minutes (or whatever time) to find items that start with A-Z or fit with the adjectives. They have to see the items and they cannot be people.
 - Cannot repeat items for adjective scavenger hunt
- No Materials?
- Call out letters or adjectives, then let the groups find something and bring it back
 - "Find items that start with all the vowels"
 - "Find as many things as you can that start with the letter ___ in 5 minutes!"

Check for Understanding

Did the use correct words?

Visit www.bostnet.org/literacy for more information

Alligator Alphabet

Literacy Objective

Identify letters and practice spelling
Or create a story using vocab words

Imagination Vacation:

Field Trip



Materials

Pieces of paper with letters on them. Suggested letters:
E E A A O O I I S S T T N R H H L D U C M F P G W Y

Differentiated Learning

K-1: Use more vowels so they can spell shorter words or pictures with words written beneath

ELL: Use paper to write out words after spelling with the tiles

Activity

- Split into 4 even groups in the corners of the gym or playing area
- Staff member puts 6 of the letter tiles in the middle of the play space
- Staff calls out an action word (march, hop, run, skip) and one player from each team does that action to the middle, picks up one letter tile, and brings it back to their team
- Staff calls out what new letters are being added to the middle (there should always be 6) so teams can talk about which letters they want to get
- Cycle continues until all letter tiles have been used
- Teams then use their letter tiles to make words

*Want to work on *writing/storytelling*? Play this game with words instead of letters (cat, run, castle) and at the end have the teams write or tell a story using the words.

Check for Understanding

Are teams making words appropriate for their grade level?

Hula Hoop Storytelling

Literacy Objective

Use transition words, practice story structure, and speak in front of the group

Imagination Vacation:

Field Trip



Materials

Hula hoops, sport spot markers, or alternative that marks space
Paper with transition words attached to each hoop

Differentiated Learning

Have kids brainstorm transition words so they are age appropriate

Activity

Before doing this activity, kids should have an understanding of transition words. You can bring attention to them while reading stories, use comic strips to have kids deliberately put them in between the comic frames, or have the group summarize a book or story and call out the first, then, finally words. You can also practice by using this activity to summarize a read aloud.

- Tell a quick story about your life to the group using transition words. For example: *First I went to the beach, then I went swimming, afterwards I made a sandcastle.* Ask the group what transition words they heard.
- Have a volunteer read the transition words that are on the hula hoops or markers.
- Demonstrate your story by hopping between the hula hoops. Starting in the first hoop and reading “First” *I went to the beach*, hopping to the second hula hoop “then” *I went swimming*, etc.
- Have each child tell a story using the transition words.

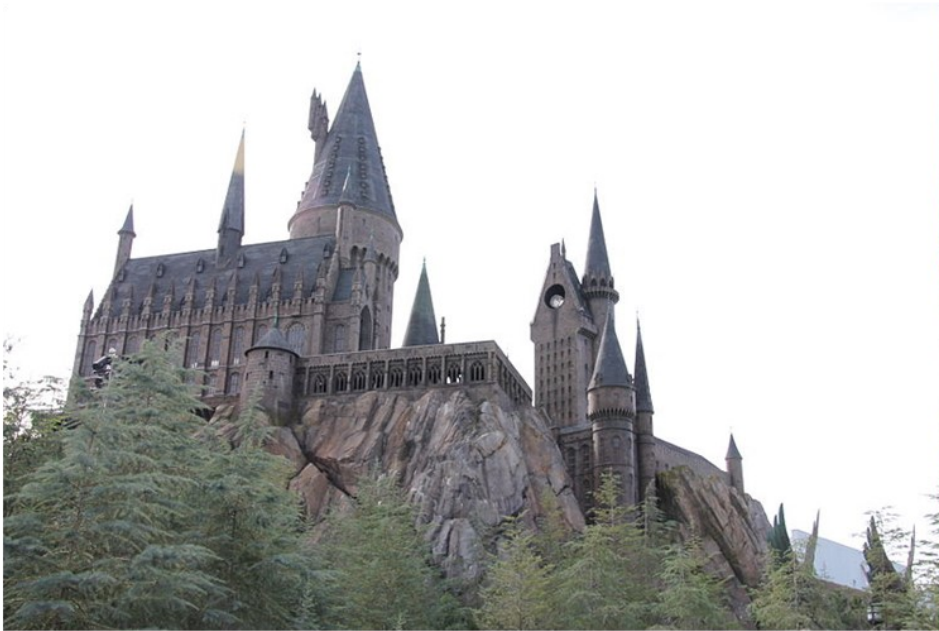
See BOSTnet’s YouTube channel for an example

Check for Understanding

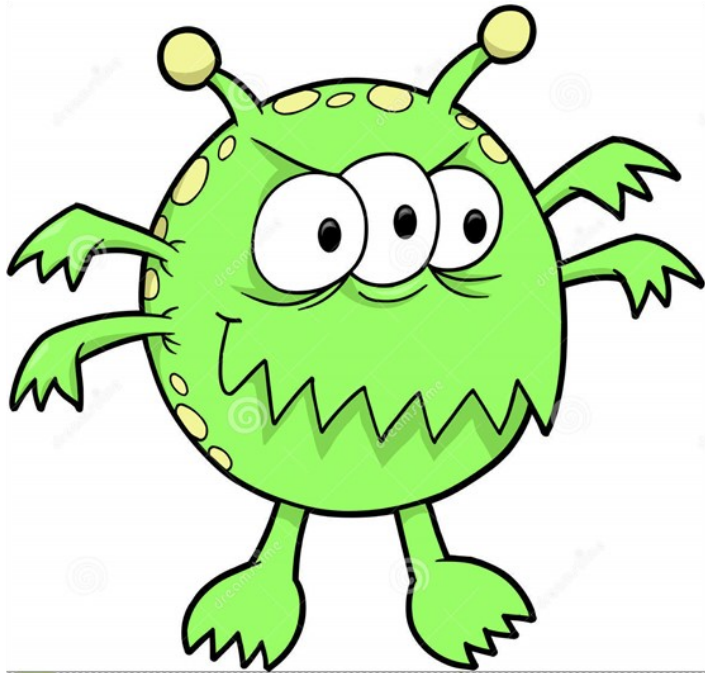
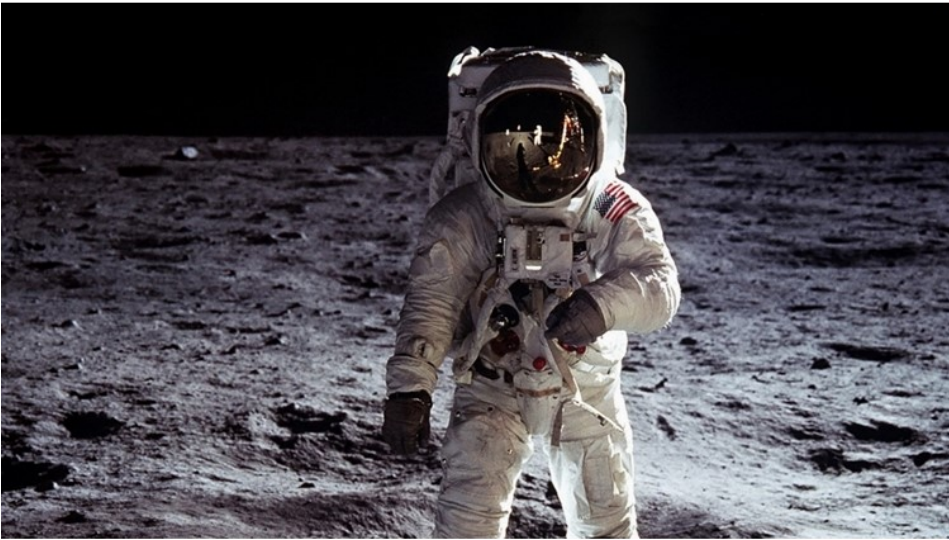
Was their story in order and did they use transition words?

Visit www.bostnet.org/literacy for more information

Run	Hop
Walk	Dance
Spin	Tip Toe
March	Skip
Leap	Crawl
Gallop	Roll











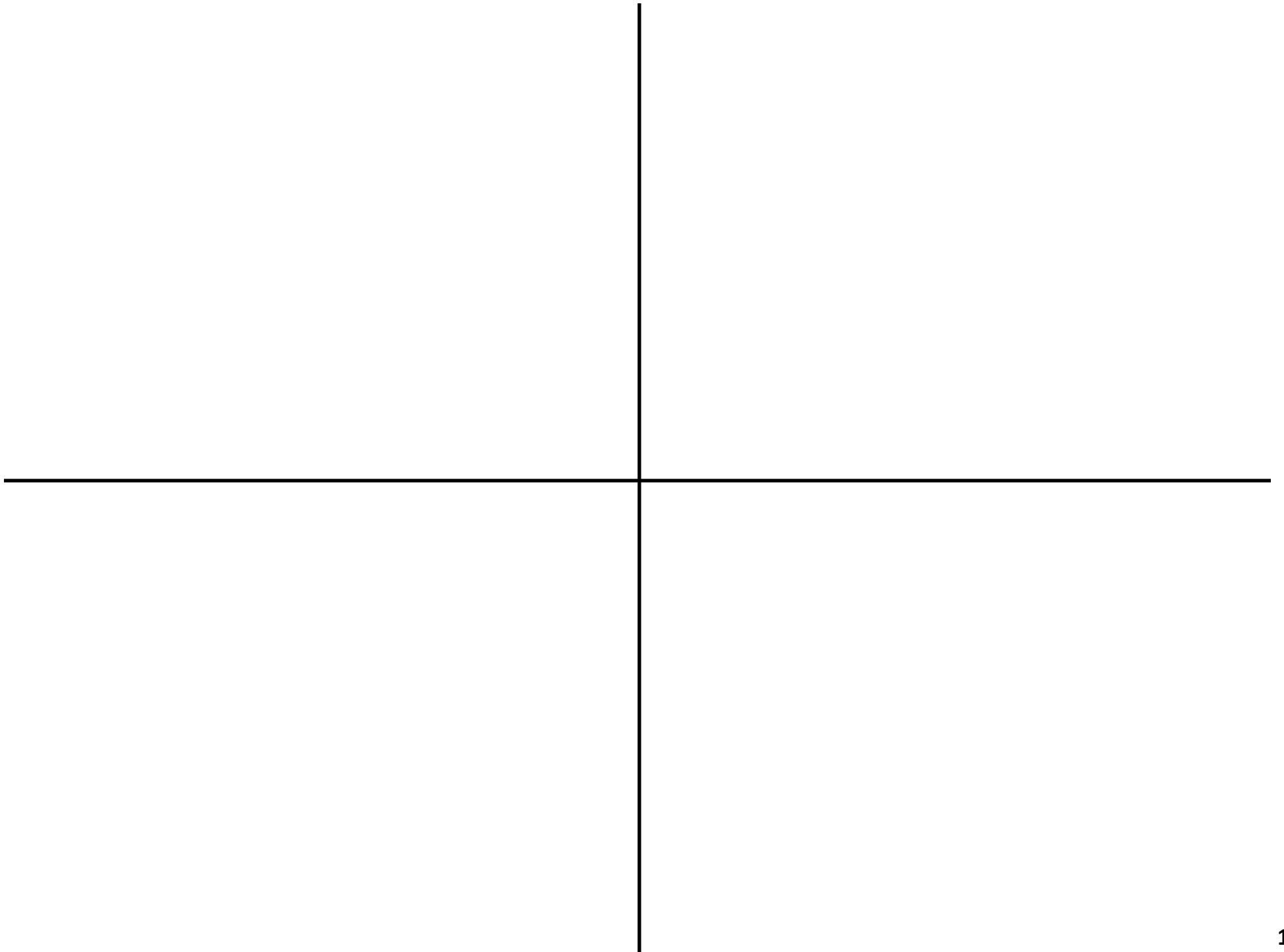








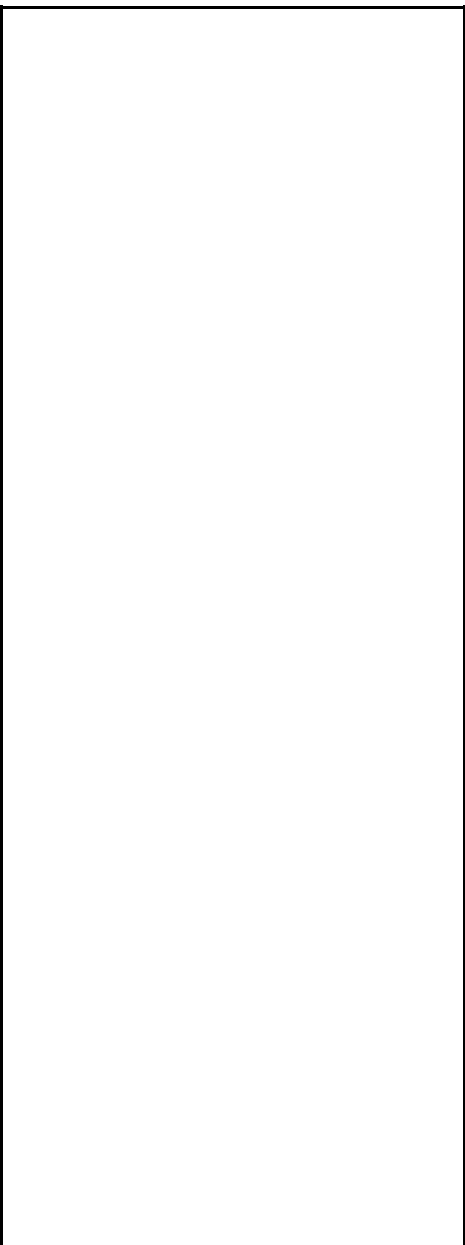




Animal Scavenger Hunt

Choose one animal and observe it carefully. Watch your animal for at least three minutes and try to answer the questions.

Draw the animal here



Observations

What habitat does this animal live in?

What did your animal do during the first minute?

What did your animal do during the second and third minutes?

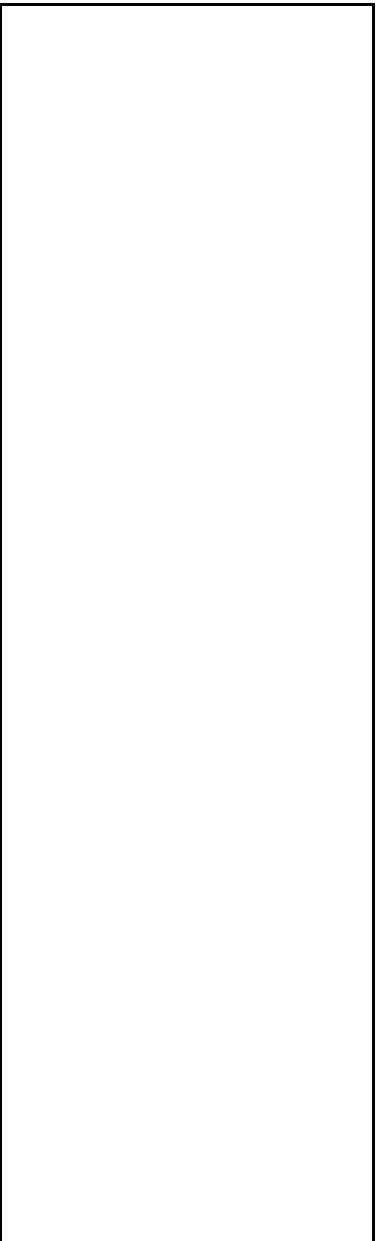
What did the animal do when it met other animals?

What did the animal do that surprised you?

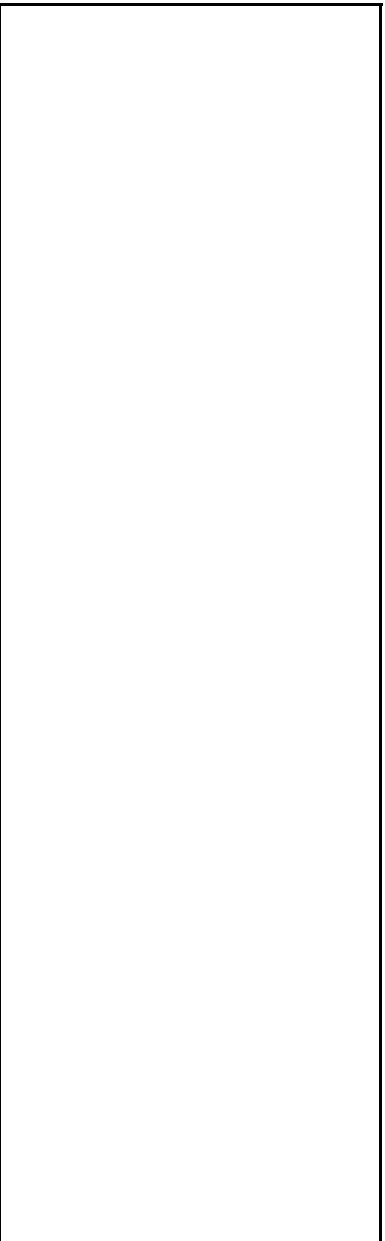
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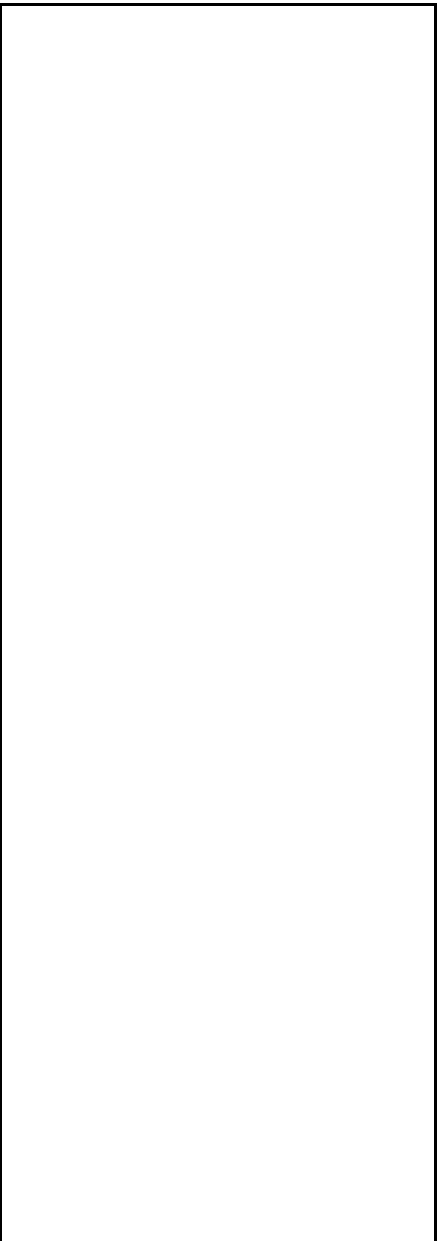
Draw the animal here



Draw the animal's habitat here



Draw something the animal did that surprised you



Alphabet Scavenger Hunt

Find an item that begins with each letter of the alphabet.

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Adjective (Descriptive Word) Scavenger Hunt

Find things that are described by the adjectives below.

Red _____

Soft _____

Sticky _____

Smelly _____

Cold _____

Yellow _____

Bumpy _____

Shiny _____

Wet _____

Round _____

Long _____

Flat _____

Fuzzy _____

Silly _____

E

E

A

A

O

O

I

I

S

S

T

T

N

R

H

H

L

D

U

C

M

F

P

G

W

Y

First

In the first place

At first

Before

Initially

Second

Also

Afterwards

Later

Next

Then

Third

Lastly

In conclusion

Finally

To sum up
