

THEMATIC UNIT

Related to ELA Prototypes



Theme: **Respecting the Environment**

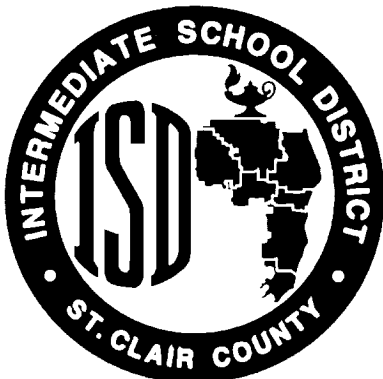
Suggested for: **Second Grade**

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~Thematic Units~

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The units are a representation of what each group of teachers thought was important to your grade level and to the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING TEXT** (#3) that are included in the prototypes. We also noted the title(s) we used for **FRAYER'S MODEL** (#1).

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

CROSS TEXT QUESTIONS were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

OTHER ACTIVITIES (#4) are poems, plays, articles, reader's theater presentations and related suggestions to further develop understanding of the themes.




It is our sincere hope these packets are useful to you and your students

Happy reading and writing!

Teacher Suggestion Page

Respecting the Environment

Respecting the environment will tie together well with Earth Day or Arbor Day. This could be the last prototype that is done for the school year. There are a lot of activities that can be done with this theme and you may want to look some up on the Internet.

-  Before doing the note taking for the listening selection the students should be familiar with the shapes that go with retelling. It may be helpful to make each shape a different color. Triangle-Red, Rectangle-Blue, and Circle-Yellow
-  It would be helpful to use the House Organizer before beginning the prototype. The kids must be shown how it is used before they should be expected to do it on their own.
-  Examples for most activities have been included. This does not mean that yours will look just like them. Students will come up with a lot more ideas and Those ideas should replace the examples given.

ELA Prototype Materials

- **Thematically related texts**
- **Fruyer's Model examples**
- **Writing from knowledge and experience using narrative strategies**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers; and are not to be considered the "right" answers. We wanted to provide examples of other teachers' thinking through Fruyer's Profundity and cross text questions to guide you through your own thinking.

The sequence of instruction would be to introduce the theme through using the Fruyer's Model of concept attainment. Have students write from knowledge and experience. Think through each reading selection using the profundity scale creating a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

Thematically Related Text Sets – Respecting the Environment

Grade 2

Code Key: Suggested Uses and Genres

1 – Frayer’s Model 3 – Listening F – Fiction NF – Non-Fiction

CODE	TITLE	AUTHOR	COMMENTS
1 & 2 F	The Lorax	Dr. Seuss	Profundity/Writing
1 & 4 F	The Great Kapok Tree	Lynne Cherry	Retelling
2 NF	Will We Miss Them? Endangered Species	Alexandra Wright	Profundity/Writing
2 F	Where Once There Was A Wood	Denise Fleming	Cross-text questions
3 F	A River Ran Wild	Lynne Cherry	Note taking
4 NF	The Rain Forest	Lisa Blau	Reader’s Theater
4 NF	Can Kids Save the Earth?	Melvin Berger	Note Text Features: Index, Table of Contents, and Captions
4 F	The Wartville Wizard	Don Madden	Analyzing story/Retell
4 P/F	For the Love of our Earth	P.K. Hallinan	Choral Reading
4 P	“Homes Everywhere” from <i>Daily Poetry</i>	Carol Simpson	Activities Included
4 F	<i>The Berenstain Bears Don’t Pollute (Anymore)</i>	Stan Berenstain	Earth Empathy
4 NF/P	The Tale of a Garbage Barge	Beverly McLoughland	Discussion

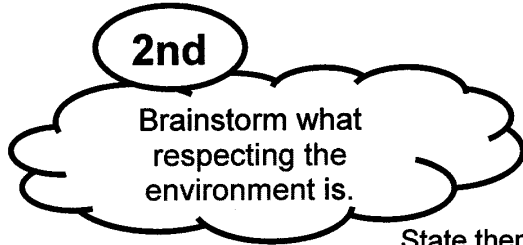
2 – Paired Text 4 – Other Lessons

P – Poetry S – Songs

How to Use Frayer's Model to Develop Student Understanding of Themes

Respecting the Environment is...

Respecting the Environment is not...

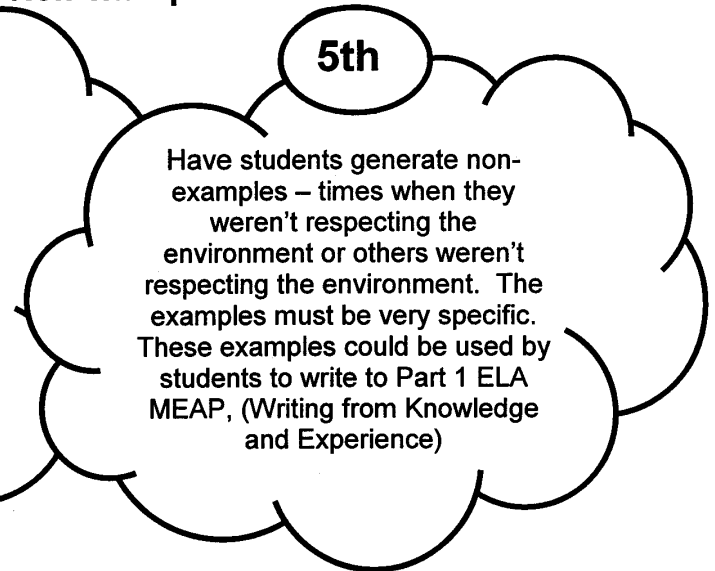
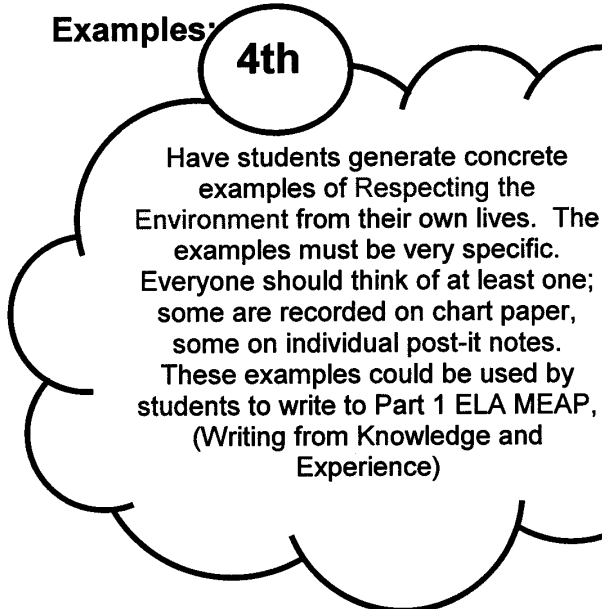


State theme in center oval



Examples:

Non-examples:



6th Read a book about “Respecting the Environment” that is not in the prototype. Have students listen for clear examples and non-examples of Respecting the Environment. Use names and situations specific to the reading selection, when recording the examples.

7th Have students identify clear examples from the 1st reading selection to record on the chart.

8th Have students identify clear examples from the 2nd reading selection to record on the chart.

9th Have students listen for clear examples and non-examples of Respecting the Environment during part three of the prototype to record on the chart.

10th Students who need help can use the clear examples from this chart when writing to Part II ELA MEAP, (Response to Reading).

Example of Frayer's Model

Respecting the Environment is...

Planting things
Picking up trash
Recycling
Leaving animals alone
Protecting endangered animals

Respecting the Environment is not...

Throwing trash on the ground
Killing animals
Destroying the rainforest
Pollution
Hogging space for living



Examples:

Ruth saw a candy wrapper on the ground and picked it up and threw it away.

We recycle cans and paper at our school.

Our class planted trees on Arbor Day.

Ben adopted a whale.

Non examples:

My mom left her car running while she ran into the store. It made the air dirty.

Bob saw a man throwing a stove in the ditch.

Mike threw his bottle of milk on the ground.

... from *The Lorax* by Dr. Seuss

The Lorax tried to protect the Truffula Trees.

The Once-ler gave the boy a seed to plant a new Truffula Tree.

The Once-ler told the boy how to take care of the tree.

The Once-ler cut down all the trees.

The Once-ler dumped goo in the pond, so the Humming-Fish had to leave.

The Once-ler made smog in the air and the Swomee-Swans had to fly far away.

...as you continue through the prototype add examples from each of the reading and listening selections.

Respecting the Environment is...

Respecting the Environment is not...



Examples:

Non examples:

Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson, and Ray Woods, the authors of *Profiles in Writing 2002*, have granted permission to us to offer you information from the book. These will help you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

attributes of **writing**

Note

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

Focus on Content and Ideas

Organization

Voice/Style,

and

Conventions.

focus on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

organiza·tion

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

Voice/style

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

con·ven·tion(s)

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

profiles prompt

Topic

A Special Place

Thinking About The Topic

Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

Writing About The Topic

Write about a special place.

You might, for example, do one of the following:

- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination.
Your writing will be read by interested adults.

grade two (A Special Place)

Are you a scard of
hanted houses? Well to
day yelt hear about
one. It all started last
year october seventh.
Me and my sister ther
was a hanted house.
At the middet school.
my mom dropt me of
we went into the
adtareum. And then I
got to the entrens. I
was nerves. I looked
up ther was a sine it
said deith is benth
you. The door opend.
I took a deep breth. I

took my first step
and the door shout.
The first thing I seen
was smoke. When the
smoke whent away. I
seen a tomb. Some
thing poped out it was
a drakyata. It had blod
on it. Then some body
jumped up to me
with a knife. I was
scard to jellybeans!
Then I went thron
a cave and at the
end ther was the
ekit. Now you know
abute hanted houses

focus on content

- ✓ focuses on topic
- ✓ develops with specific details

organization

- ✓ includes a beginning, middle, and end
- ✓ beginning hooks the reader
- ✓ sequence – a clear timeline

Voice/style

- ✓ voice evident
- ✓ uses different approach
- ✓ builds suspense
- ✓ includes creative metaphor – “scard to Jellybeans”
- ✓ uses powerful verbs

con·ven·tion(s)

- ✓ mixes invented and standard spelling

attributes **grade two**

focus on content

- ✓ focuses (stays on one topic)
- ✓ includes supporting details (age and topic appropriate)
- ✓ develops with **specific** details
- ✓ picture (if present) matches writing and enhances meaning
- ✓ title relates to story
- ✓ demonstrates use of prior knowledge and experience
- ✓ story builds
- ✓ describes – not just a listing
- ✓ complete thoughts are evident
- ✓ ideas are clear
- ✓ makes a strong case with reasons/details
- ✓ fluent

or **gan** **i** **za** **tion**

- ✓ has a clear beginning, middle, and end
- ✓ has a summary and conclusion
- ✓ demonstrates idea of paragraphs/actually paragraphs
- ✓ shows sense of story
- ✓ includes good lead sentence
- ✓ beginning “hooks” the reader
- ✓ ending tied to the beginning
- ✓ uses universal ending
- ✓ flows smoothly
- ✓ uses sense of time
- ✓ sequences (use of transition words)
- ✓ sequence – a clear timeline
- ✓ uses question to organize/develop

Voice/style

- ✓ engages reader/voice is evident
- ✓ expresses emotion/insight, conveys feelings
- ✓ awareness/sense of audience
- ✓ uses a variety of sentences
- ✓ creative approaches – use of imagination
- ✓ use of humor
- ✓ simile/figurative language
- ✓ variation of sentence beginnings
- ✓ reader could picture events
- ✓ dialogue
- ✓ reflective
- ✓ descriptive language
- ✓ natural language
- ✓ “I” – centered
- ✓ looking at things from different perspectives
- ✓ description – sounds, smells, visual
- ✓ unusual perspective/different approach
- ✓ uses snapshots
- ✓ uses forecasting
- ✓ naming
- ✓ risks with unfamiliar words
- ✓ builds suspense
- ✓ uses powerful verbs
- ✓ uses thoughtshots

con·ven·tion(s)

- ✓ visible attention to revision
- ✓ takes risks with punctuation: end, commas; exclamation marks; and contractions and apostrophes
- ✓ shows consistent understanding of capitalization
- ✓ indents paragraphs
- ✓ correctly punctuates quotations
- ✓ accurate spelling of high frequency words
- ✓ takes a risk with spelling of difficult words
- ✓ uses invented spelling progressing towards standard spelling
- ✓ writes legibly
- ✓ uses pronouns correctly
- ✓ progress toward standard punctuation, grammar, and spelling is evident

strategies used by **narrative writers**

The next step in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

strategies used by narrative writers (cont.)

Second Grade

My favirot place is Chicago **namimg** . I like to go shopping at the american girl store. My apartment room wasn't all that big. But I still liked there apartments. I think Chicago has a lot of entertainment. Like dolphin shows. But when I stayed there I didn't want to leave. Why? Because I was so use to hearing the taxies and the trains going by **snapshot-sound** . There was nice air that blew against my face and hair. When I put my hand up high and walked at the same time it felt like I was being blowen away **specific actions** . I thought like it was almost a permanet home **simile** to me even though I was on vacation **thoughtshot** . Sometimes I got so used to it I said home sweet home or mom dad can we live here like stay forever. But they would always say. No! I had a weary feeling in my stomach. That this is the place I'll live when I grow up **foreshadowing** . I couldn't help of thinking of what I thought. So then the day came to leave my favirot place **compresing time** . I was very sad but I had to go home nobody in my family was as sad as me. I don't think they called it there favirot place but I knew I did. So that's how it became my favirot place **effective conclusion** .

Third Grade

The Friendship Trick (prompt: Friendship)

One day I heard my dad say we were going to Ceter Point **namimg** with our best friends the Cronkcrights. When we got their we whent on some rids. Then our firnd decided to go on the Geminy. I Thought it looked big But they told me it was a calm ride. When we started down the first hill my friend Adam who was riding with me started telling me what the ride was rilly like. I curled up by my Adam with a chile down my spine **snapshot** . Adam was trying to calm me down. I clushed my hands on his shirt **snapshot** as if ther was no chain holding the roller coster **explode a moment, simile** . I was screeming at the top of my lungs as my friend worked so hard calm me down. On the thried hill I was laying on Adam crying and screeming like we were going to crash **humor** . On the finel drop I started to calm down. When we got off I was still cyring and everyone looked at me in fright as if the same thing would happen to them **specific action, comparing** . When we got back together with our parents I was still frightend. They asked me wats wrong. I told them what happened and they felt bad. Sometimes he trickes me But we are still friends **effective ending** .

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one. It all started last
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was a hanted house.
At the middel school.
my mom dropt me of
we went into the
ndtareum. And then I
got to the entrens. I
was nerves I looked
up ther was a sine it
said deith is benth
you. The door opend.
I took a deep breth. I

took my first step
and the door shout.
The first thing I seen
was smoke. When the
smoke whent away. I
seen a tomb. Some
thing poped out it was
a drakya. It had blod
on it. Then some body
jumped up to me
with a knife. I was
scard to jellybeans!
Then I went throv
a cave and at the
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strategies used by **narrative writers** (cont.)

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Third Grade

The Friendship Trick (prompt: Friendship)

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Using Profundity in the Second Grade Classroom

Using profundity in the second grade classroom requires extensive modeling by the teacher. This is most effective when the children are exposed to repeated reading of the text over a span of several days.

First Reading

The teacher reads the book to students for enjoyment.

Second Reading

The teacher reads the book, stopping to model a discussion about the actions of one particular character and why the character did what s/he did.

Third Reading

The teacher reads the book, stopping to model a discussion about whether the actions of the character were right or wrong and what the character got as a result of his/her actions.

Fourth Reading

The teacher reads the book, and models a discussion about the theme (lesson learned) of the book and links that to the children's lives.

Later Experiences with Different Books

Later, children are ready to participate in the discussions themselves. As they get better at being insightful and understand the process, they are ready to begin discussing profundity across texts, that is, comparing and contrasting the actions of characters in two different books.

****A note about Frayer's Model****

This activity is most meaningful to children when extended throughout the unit, allowing children to add to the different lists as they learn more about the topic. It is also valuable to apply Frayer's Model to a variety of texts.

Thematically Related Text Sets – Respecting the Environment

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>Will We Miss Them? Endangered Animals</p> <p>By: Alexandra Wright</p> <p>Characters: Humans</p>	<p>People kill animals for souvenirs.</p> <p>They destroy the animal habitats.</p> <p>They learn about endangered animals.</p>	<p>To benefit themselves.</p> <p>To make room for industry.</p> <p>So the animals will not become extinct.</p>	<p>Wrong-because it is illegal to kill endangered animals.</p> <p>Wrong-because it takes away the animal's home.</p> <p>OR</p> <p>Right-we need room to grow.</p> <p>Right-because they learn how to protect the animals.</p> <p>Right-because he was using it for a resource. OR</p> <p>Wrong-because it was not his to cut down.</p> <p>Wrong-because he wasn't considering others.</p> <p>Right-because he is trying to correct his mistake and do the right thing.</p>	<p>Money; Power; Angry reactions</p> <p>Money; Power; Space; Upset environmentalists</p> <p>Knowledge; Empowerment; Hope</p>		<p>We need to protect animals and our environment.</p> <p>OR</p> <p>We need to educate ourselves to help save the animals or we will miss them.</p>	
<p>The Lorax</p> <p>By: Dr. Seuss</p> <p>Character: Once-ler</p>	<p>Once-ler cut down a Truffula Tree.</p> <p>He ignored the Lorax's advice.</p> <p>He gave the boy a Truffula Tree seed.</p>	<p>He wanted to make a thneed.</p> <p>He wanted to grow his business bigger.</p> <p>Once-ler wanted to let everyone enjoy the Truffula Trees.</p>	<p>Right-because he was using it for a resource. OR</p> <p>Wrong-because it was not his to cut down.</p> <p>Wrong-because he wasn't considering others.</p> <p>Right-because he is trying to correct his mistake and do the right thing.</p>	<p>A business; Pride; Excitement</p> <p>Money; Bigger business; Power; Worried</p> <p>Hopeful for the future</p>		<p>Don't use up all the resources.</p> <p>OR</p> <p>We need to take care of the environment.</p>	

CROSS TEXT QUESTIONS FOR “WHERE ONCE THERE WAS A WOOD” AND “WILL WE MISS THEM? ENDANGERED SPECIES”

Q. How did the lands change in both of the stories?

A. In both stories people started taking over the area that once belonged to the animals. Trees were cut down and land was cleared for human use.

Q. Were the animals affected the same way in both stories?

A. In the book, *Where Once There Was a Wood*, the animals were moved out of their homes. In the book, *Will We Miss Them? Endangered Species*, some animals were moved from their homes, but some were killed and used for their parts.

Q. Do you agree that the needs and wants of people are more important than the needs of wild animals? Why or why not?

A. We disagree. All of nature (environment, people and animals) exists in a state of balance that we must try to keep.

Q. If the lesson learned in both books was the same what was the lesson?

A. People can learn to protect animals by taking care of the environment.

Q. If each book taught a different lesson what were the lessons learned?

A. Both books had the same lesson.

Q. Do you agree or disagree that the theme of these two stories is “respect the environment?” Why?

A. We agree. Both books showed what could happen to animals when their habitats are destroyed. People need to learn to take care of our world.

Using the House Organizer - Respecting the Environment

Reading and Writing: Applying Ideas to a Task (Part 2b)

Students will write a response to a position question relating to a theme. The position taken by a student must be supported with clear examples from two texts that have been read. The House Organizer is a tool to help students think about their responses.

In Part 2a the stories *Where Once There Was a Wood* and *Will We Miss Them? Endangered Species* were read. As students worked through profundity they did some in-depth thinking about the stories and the related theme.

Below are examples of questions that could be used with these two texts:

Should people stop building new houses and factories to protect animal habitats?

Do you agree that clearing land for farms is more important than saving rainforests?

Can kids really help to protect the environment?

Each response should include: A yes or no answer. Tell why you agree or disagree. Use examples from both texts to support your thinking. Make a connection between the two texts, to your own life, or to another text.

Teaching tips:

- Show me: Model using the house organizer for the students. Using an overhead transparency or large chart the teacher writes responses while thinking aloud for the students.
- Help me: Students supply responses and support in a group setting as the teacher guides and encourages them. Use a large chart to record responses.
- Let me: Students work independently, using individual organizers. The teacher might check student work in progress.

House Organizer Sample

Name _____

Date _____

Respecting the Environment

Question: Should people stop building new houses and factories to protect animal habitats?

State Your Position	
<p>Yes, people should stop building new buildings and save the land for animals. There are already enough houses and factories. These stories show how we destroy animal habitats and animals when we build.</p>	
Support from <i>Where Once There Was a Wood</i>	Support from <i>Will We Miss Them? Endangered Species</i>
<p>Houses now sit where a meadow, trees, and a creek were. The animals that lived there had to move when their homes were destroyed.</p>	<p>Bald eagles, elephants, pandas and grizzly bears are endangered animals because people have cleared the land where they live. Big trees and plants that they need are gone.</p>
Make a Connection	
<p>People need homes and businesses and factories. But animals need homes, too. In both of these stories we can see what happens to animals when their homes are destroyed. People need to learn to share the land with animals. There are many empty buildings that could be reused or torn down so we could use that land, saving animal habitats.</p>	

House Organizer

Name _____

Date _____

**State
Your Position**

Support from Selection 1

Support from Selection 2

Make a Connection

**Related
Language Arts
Activities:
Before, During and After
Prototypes**

Listening For Understanding (Part 3)

Respecting the Environment

(Keep the theme of respecting the environment in your mind as you listen to the story)

Concentrate on listening to *A River Ran Wild*, by Lynne Cherry. As you listen think about the actions of the native people and what you could learn from them. What could you learn from the paleface people?

Think about what the story has to do with helping the environment and/or animals.

After listening to the story you will have a few minutes to make some notes on the next page.

If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about “A River Ran Wild.”

Teacher note

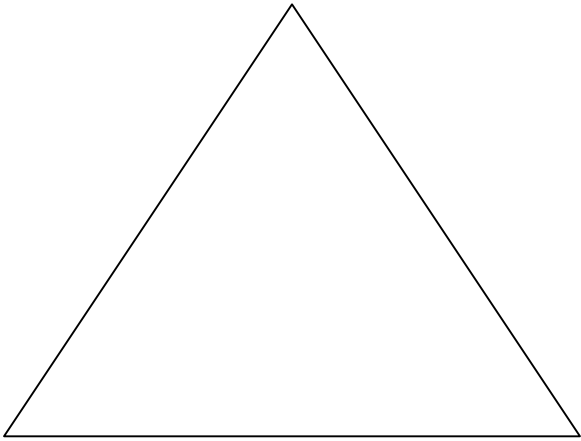
The next page will help your children organize the story elements. It is also a guide to early note taking. They must first be familiarized with the meaning of the shapes.

Name _____

Date _____

Note-Taking

Characters



Setting

Problem

4

**Important
Events**

Solution

①

②

③

④

Retelling Steps Using the GO! Chart

[Adapted from: *The Power of Retelling ~ Developmental Steps for Building Comprehension* by Vicki Benson and Carrice Cummins]

Standard Retelling Steps:

Day 1 1. Predictions / Vocabulary

Before reading have students make predictions based on title and the cover of the book.

Give children vocabulary that is used in the story to help guide predictions.

A prediction should be logical, derived from the given information. The teacher should always ask the child why and refer to story structure i.e. setting, characters, problem and solution.

Then children should be able to add vocabulary words that they think they may see in the text. (READ STORY)

Day 2 2. Confirm or disconfirm predictions based on the reading.

3. Understandings / Interpretations / Connections

In these two columns the students will be analyzing and organizing the story.

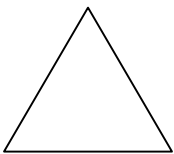
Understandings: The teacher should challenge the students to support their understandings from the story and continually refer back to the book.

Interpretations: When interpreting the story the children will reach a deeper understanding by questioning the story. Some questions will be what they were wondering during reading but others will extend beyond the story.

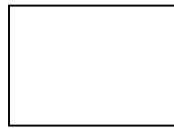
Connections: In this column children will relate the text to a personal experience, another text or a worldview.

Day 3 4. Retelling

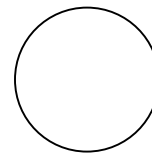
Now it is time to put the story back together. The shapes will help guide the students in analysis and organization of the story. (Teacher may have to work with the shapes prior to this story)



The triangle symbolizes the beginning, because we usually find the characters, the setting, and the problem there. Each point represents one of the story elements.



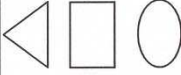
The rectangle symbolizes the middle, because we usually find the events that take place that lead to the resolution of the problem. Enter one event for each corner.



The circle symbolizes the end and the idea, "what goes around comes around." This is where the solution to the problem is discovered.


Name _____ Title The Wartville Wizard

Date _____ Author Don Madden

Predictions	Vocabulary	Understandings	Interpretations	Connections	Retelling
<p><i>I think this story is going to be about...</i></p> <p>~ An old man that goes around and picks up litter because it looks like he is carrying a bag of trash.</p> <p>~ Collecting cans to get money for something because there is a can on the cover</p> <p>~ A town called Wartville that has a wizard in it for some reason because the words are used in the title.</p>	<p><i>I might find these words in the story...</i></p> <p>(given)</p> <p>wizard trash slobs collecting power stick</p> <p>(List vocabulary the kids think they might see in the book.)</p> <p>magic garbage gather messy polluted</p>	<p><i>I noticed...</i></p> <p>~ the man was doing all the clean up in the town and he was getting angry with all the slobs in the town.</p> <p>~ he got power to make the trash go back to the person who was being the litter bug.</p> <p>~ the people thought they were sick in the story when the trash started sticking to them because they went to see the doctor.</p> <p>~ the old man made the people realize that it was their trash, so he didn't get arrested</p>	<p><i>I wonder...</i></p> <p>~ how much trash would stick to our class from the playground</p> <p>~ how the old man got the power and how did he know he had it because all of a sudden he began using it</p> <p>~ if the people will stay neat and tidy because they were really messy for a long time in the book</p> <p>~ what the old man will do now that he doesn't have anything to yell or pick-up</p>	<p><i>This reminds me of... because...</i></p> <p>~ This reminds me of one of my friends because she always throws things on the ground when we are outside.</p> <p>~ This reminds me of the book, "Where does the Garbage Go?" because he describes how messy things can get if we don't take care of our earth just like this book.</p> <p>~ This reminds me of the park I went to last week because it had garbage all over it like Wartville.</p>	 <p>The old man that lived in Wartville took care of all the garbage around town. He was constantly picking up after the townspeople. One day he finally got sick of picking up after all the slobs. He went out into a clearing and found out he had the power over trash. He decided to make all the trash go back to the person that dropped it. The people of the town thought something was wrong with them. Barbette saw that the old man was magic and told the townspeople. They had a meeting to decide what they wanted to do. Finally, they went to the old man and wanted to arrest him, but he told them that it was all their trash. They stopped littering all over town and the old man was happy.</p>

Name _____ Title _____

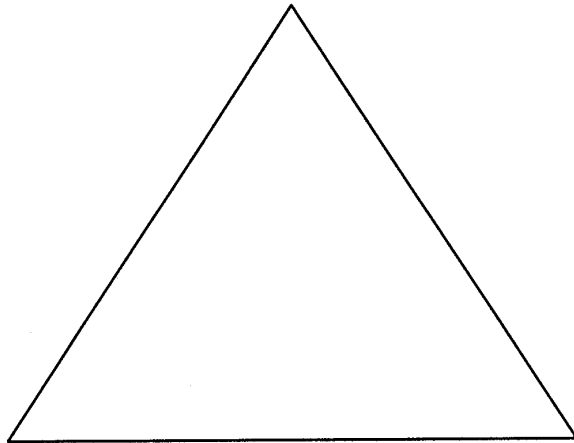
Date _____ Author _____

Predictions	Vocabulary	Understandings	Interpretations	Connections	Retelling
					

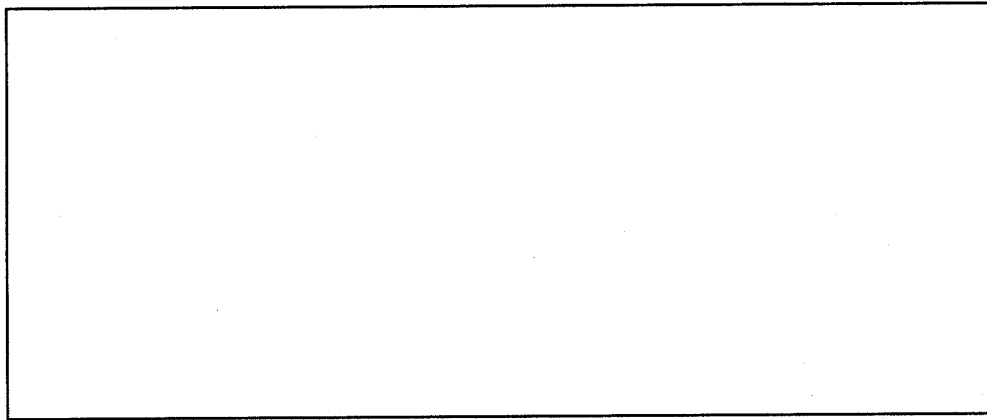
Go Map

Name _____

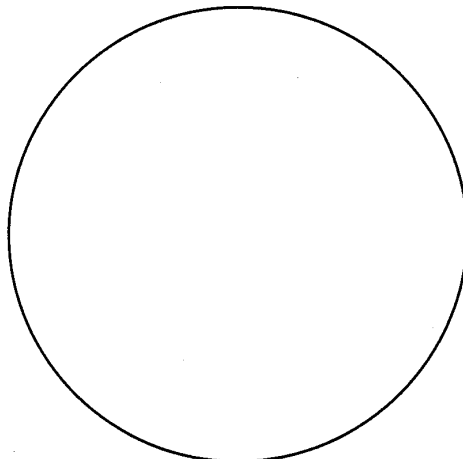
Story _____



Beginning



Middle



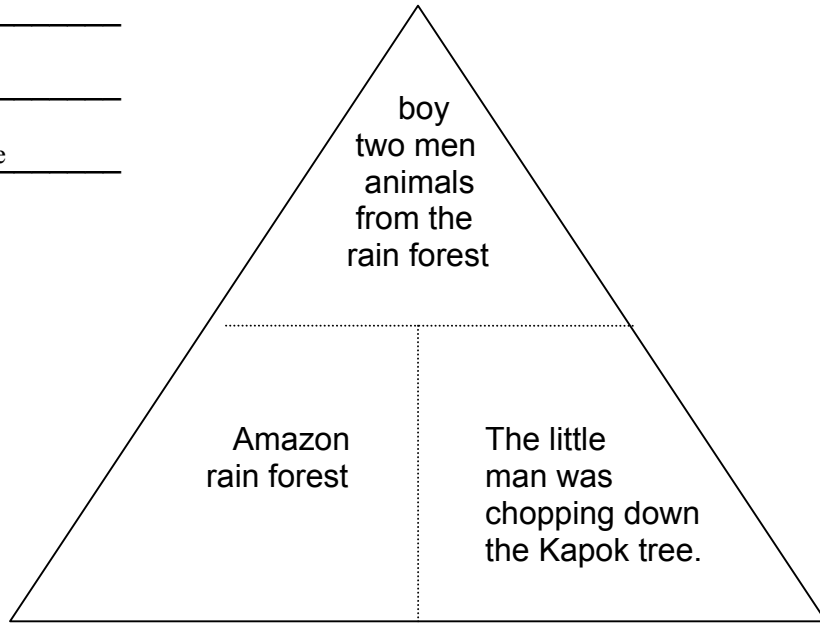
End

Characters

Name _____

Date _____

Title The Great Kapok Tree



Setting

Problem

4
E
V
S
P
S

<p>①</p> <p>The little man got tired and fell asleep under the tree.</p>	<p>②</p> <p>The monkeys chattered to the sleeping man about how the forest will become a desert if he keeps cutting down trees.</p>
<p>③</p> <p>The tree frogs told the little man how they would be homeless if he chopped down the tree.</p>	<p>④</p> <p>The child from the Yanomamo tribe told the man to look around the rain forest and see the beauty.</p>

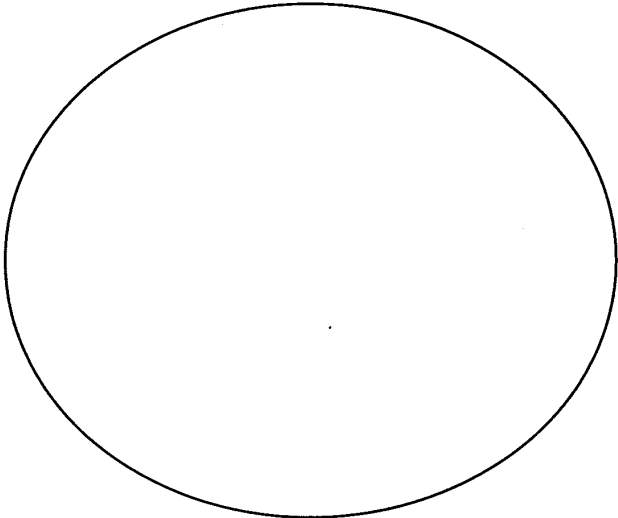
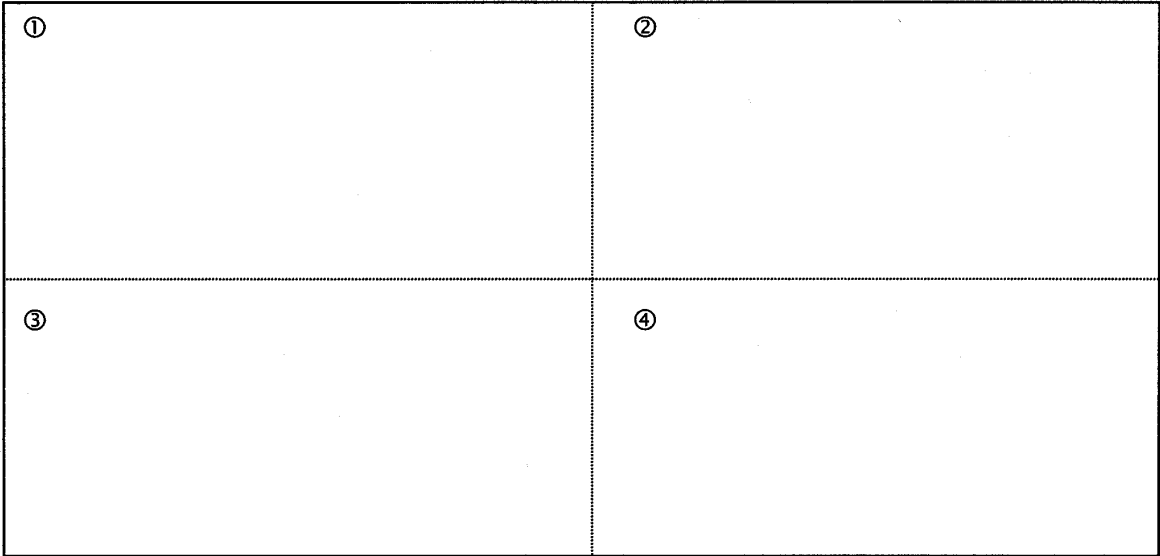
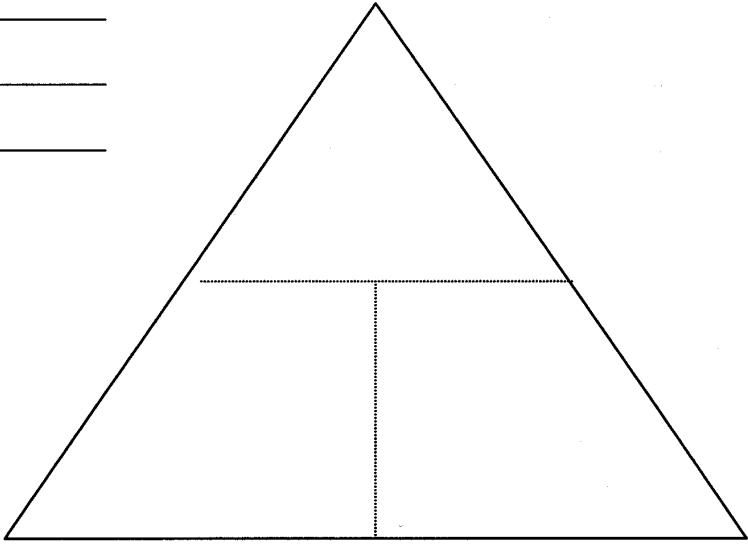
Solution

The man saw all the animals and the boy when he woke up and decided not to cut down the tree.

Name _____

Date _____

Title _____



What is Reader's Theater?

Reader's Theater is minimal theater in support of literature and reading. There are many styles of reader's theater, but nearly all share these traits:

No full memorization. Scripts are held during performance.

No full costume. If used at all, costumes are partial and suggestive, or neutral and uniform.

No full stage sets. If used at all, sets are simple and suggestive. Narration provides the framework for dramatic action. Reader's Theater was developed as a convenient and effective means to present literary works in dramatic form. This is still its primary use, though many scripts now published are original dramatic works rather than literary adaptations.

Originally popular on college campuses, Reader's Theater has now moved to the lower grades, where it is seen as a key tool for creating interest in reading. Kids love to do it, and they give it their all – more so because it's a team effort, and they don't want to let down their friends! And if the script is based on an available book, they will definitely want to read it. What's more, reader's theater is a simple activity for the teacher, since it requires no setup apart from the reproduction of scripts.

Reader's Theater has been found effective not only for language arts, but for social studies as well. Performing multicultural literature is one of the best ways for students to become interested in and familiar with other cultures.

Internet Resources:

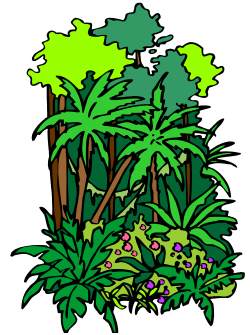
www.lisablau.com

www.aaronshp.com

The Rain Forest



A Reader's Theatre Script by *Lisa Blau*



Narrator #1
Narrator #4

Narrator #2
Narrator #5

Narrator #3
Narrator #6

Narrator #2: Good Morning! Welcome to our presentation called, "*The Rain Forest*".

Narrator #4: The rain forest is a forest of tall trees in a region where it is warm all year and the rainfall is plentiful.

Narrator #6: Rain forests can be found in regions of Africa, Asia, South America, and Central America.

Narrator #1: Rain forests stay green throughout the year. There are more kinds of trees in a rain forest than any other area in the world.

Narrator #3: The tallest trees in the rain forest grow as tall as 200 feet.

Narrator #5: The tops of trees form a covering of leaves called the upper canopy.

- Narrator #2:** The tops of the smaller trees form a layer called the lower canopy.
- Narrator #4:** The trees of the rain forest provide fruit, lumber, and many other useful products including important medicines.
- Narrator #6:** Many animals make their homes in the rain forest. Some of these animals spend their lives in the trees and never descend to the ground.
- Narrator #1:** Bats, gibbons, monkeys, squirrels, parrots, and toucans eat the fruits and nuts found in the upper and lower canopies.
- Narrator #3:** Several kinds of anteaters, monkeys, opossums, and porcupines also live in the rain forest.
- Narrator #5:** Some animals live on the floor of the rain forest. Antelope, deer, hogs, tapirs, and many kinds of rodents live on the forest floor.
- Narrator #2:** Chimpanzees, jaguars, butterflies, spiders, and ants are abundant in the rain forest.
- Narrator #4:** People have destroyed large areas of the rain forests by clearing the land for farms, cities, and mining.

Narrator #6: Scientists estimate that over 20 acres of rain forests are destroyed every year.

Narrator #1: The destruction of the rain forest will lead to the elimination of hundreds and thousands of species of plants and animals.

Narrator #3: It is up to all of us to find ways to help save the rain forests.

Narrator #5: We hope you have enjoyed learning about the rain forest.

All: The End.



Earth Empathy

(Learning about things we can do to care for the environment.)

Materials

- *The Berenstain Bears Don't Pollute (Anymore)*, by Stan Berenstain
- Shovel, plastic gloves, paper bags, magazines, scissors, glue,
- Crayons, small flag or stick, parent note

Objectives (the children will):

- Listen to a story about disregard for the earth's environment.
- Discuss these problems and where / how they exist.
- Create shopping bag montages using magazine pictures and crayon drawings.
- Take a "clean-up" walk around the school or in the neighborhood.
- Bury biodegradable and non-biodegradable items and assess the results.

Lesson Preparation

- Write a short note to parents to inform them of the planned "clean-up" walk.
- Collect magazine and paper shopping bags (preferably with handles).
- Designate an area for the "clean-up" walk and a spot for burying a few trash items.

Lesson

- Read *The Berenstain Bears Don't Pollute (Anymore)* and / or another related book to the children.
- Discuss the problem of disregard for the environment and where/how this is seen on the school grounds and in the community. Talk about different ways that we can help.
- Pass out magazines, paper bags and scissors and tell children to find as many examples of "disregard for the earth" that they can (air pollution, littering, etc.). These should be cut and pasted on the bags, along with drawings they might make.
- Explain that one thing the class can do to help is to keep their own schoolyard and community clean. Explain the "clean-up" walk.
- When everyone has on plastic gloves take the "clean-up" walk. Children put trash into their bags. Closely monitor the items picked up for safety.
- When finished talk about what was found. Discuss biodegradable and non-biodegradable trash. Use specific examples in the discussion.
- Help students separate trash into these two categories. Take examples of both (an apple core, lettuce, plastic or paper cup, and a pop can) back outside.
- Bury the items and mark the spot with a flag or some means to identify it. Ask children to predict what will happen to each item in about one month.
- After a month has passed, dig up the trash. Help children to analyze why some objects decomposed or "rotted" and why others remained unchanged.

Related Books

- *The Lorax*, by Dr. Seuss
- *Wump World*, by Bill Peet
- *Someday a Tree*, by Eve Bunting
- *The Great Trash Bash* by Loreen Leedy

Homes Everywhere

By

Carol Simpson



Living creatures need a home,

A place to call their own.

A den, a nest, a web, a barn,

Or even under a stone.

A shell, a box, a hole in a tree,

A home can be anywhere.

Remember when you're out exploring

To treat nature's homes with care.

Extended Activities

This lesson introduces homes of all kinds. People homes, animal homes, and even some homes you never thought about before. The poem and its related activities will help students become more aware of all the homes around them when they step outside the door.

Letter / Sound Associations

Locate and underline the letter “c” each time it appears in the poem. Determine whether the letter makes a hard “k” sound or soft “s” sound. Find all the words that have a long vowel sound and see if you can determine which long vowel rule applies in each situation. Many words have consonant blends. Find those blends, underline or circle them, and try to name other words that contain the letter “x” and say the words aloud. What two consonants blend together to make that letter sound (“ks”)? Look in a dictionary to find words that begin with “x.” You will not find many. Then check how many pages of words you find that begin with “b” or “s.” You will find many more.

Vocabulary

Locate and underline or circle all words that name places, which might be a home for one of nature’s creatures. Find prepositional phrases in the poem. The apostrophe is used in two different ways in the poem. Locate the apostrophes and tell which one is used to show ownership and which one denotes a contraction word. Note the commas in a series as presented in the third and fifth lines of the poem.

Rhyming Words

The rhyming pattern is ABCBDEFE. Find the rhyming pairs and underline them in like colors. Note the spelling pattern differences. List other words that contain those same spelling patterns. Note the placement of the rhyming words at the ends of some of the lines of print.

Word Families

Many word families could be presented by using the words in this poem. Try the following:

“eat” (treat, seat, meat, beat, heat, wheat, etc.)

“ace” (place, race, lace, space, face, grace, etc.)

Making Words

Making Words is an active, hands-on, manipulative activity in which children discover sound-letter relationships and learn how to look for patterns in words. They also learn that changing just one letter or even the sequence of the letters changes the whole word. As the teacher spells words at the pocket chart, students play along at their desks.

1. Use the word list (or make up your own letters and words).
 - a. Words that you can sort for the pattern(s) you want to emphasize
 - b. Little words and big words so that the lesson is a multilevel lesson
 - c. Words that can be made with the same letters in different places (e.g., *ten*, *Net*) so children are reminded that when spelling words, the order of the letter is crucial
 - d. A proper name or two to remind them where we use capital letters
 - e. words that most of the students have in their listening vocabularies
2. Write all the words on index cards and order them from shortest to longest.
3. Place your set of large letter cards in a pocket chart.
4. Make sure every child has a set of letters.
5. Hold up and name the letters on the large letter cards, and have the children hold up their matching small letter cards.
6. Write the numeral 2 (or 3, if there are no two-letter words in your lesson) on the board. Tell them to take two letters and make the first word. Use the word in a sentence after you say it.
7. Have a child who has the first word made correctly make the same word with the large letter cards in the pocket chart. Encourage anyone who did not make the word correctly at first to fix the word when they see it made correctly.
8. Continue having them make words, erasing and changing the number on the board to indicate the number of letters needed. Use the words in simple sentences to make sure the children understand their meanings. Remember to cue them as to whether they are just changing one letter, changing letters around, or taking all their letters out to make a word from scratch. Cue them when the word you want them to make is a proper name, and send a child who has started that name with a capital letter to make the word with the big letters.
9. Before telling them the last word, ask, "Has anyone figured out what word we can make with all our letters?" If so, congratulate them and have one of them make it with the big letters. If not, say something like, "I love it when I can stump you. Use all your letters and make **garbage**."
10. Once all the words have been made, take the index cards on which you have written the words, and place them one at a time (in the same order children made them) in the pocket chart. Have children say and spell the words with you as you do this. Use these words for sorting and pointing out patterns. Pick a word and point out a particular spelling pattern, and ask children to find the others with that same pattern. Line these words up so that the pattern is visible.
11. To get maximum transfer to reading and writing, have the children use the patterns they have sorted to spell a few new words that you say.

g a r b a g e

Letters needed:

a a e b g g r

Three letter words:

bag

rag

bar

are

ear

Four letter words:

gear

grab

brag

Six letter word:

garage

Final word:

garbage

More words can be made these are just the ones that aid in doing the word sort.

ear
gear

bag
rag
brag

Transfer:

hear

flag

Discuss how this is related to the theme “Respecting the Environment”

The Tale of the Garbage Barge

[By Beverly McLoughland]

Listen to the tale of a barge named *Mobro*
That was heading out from New York's shore.
It was hitched to a tug and was loaded down with garbage
Since the landfills couldn't hold any more.

*Heave ho and the fair winds blow;
Where in the world will the garbage go?*

North Carolina had agreed to take it.
So the captain, the crew, and all the flies
Were jolly as can be as they sailed the rolling sea.

But when they docked, they were in for a surprise.
The governor of the state had changed his mind of late
And was holding his nose from the smell.
He said: "Thank you, everyone, but we've got garbage by the ton,
And we don't need your garbage here as well."

They sailed to Georgia and they sailed to Florida,
But all they ever heard was: "No!"
It was "No!" in Mississippi, it was "No!" in Louisiana.
It was "No!" again in Mexico.

After two months at sea, the *Mobro* headed home.
The captain, all the flies, and the crew.
They docked on New York's shore where they waited three months more
While the courts decided what to do.

"Burn the garbage," they said. This caused pollution
And left behind tons of ash.
It was buried somewhere in the landfills there,
Which already overflowed with trash.

That's the end of the tale of the barge named *Mobro*,
But it is the start for planning what to do.
Recycling garbage is one big answer,
Yet we need other answers, too.

*Heave ho and the fair winds blow;
Where in the world will the garbage go?*

(Discuss Ideas with children and talk about ways they can help)