

Action Ahoy

Primary English Language Arts
Study of Fictional Text
(Grades 1 & 2)



<http://clipartix.com/wp-content/uploads/2016/04/Summer-camping-clipart-dromfia-top.gif>

LEARNING LOG

Name: _____

Action Ahoy Learning Log

Copyright: Barbara J. Smith

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This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum.

All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

Acknowledgement: Many thanks to Emily Walton at Headwaters Academy for providing editorial support for this initial draft.

PURPOSE of LEARNING LOG RESOURCE:

1. To support and guide English Language Arts (ELA) Curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/extended homework activities)
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a guide for peer teachers (older student buddies)
5. To provide a learning log (evidence of learning) built in to student resources

The ELA Challenge!

Trailblazer (Got it)	225+ + points
Pathfinder (Almost)	200-224 points
Rookie (Not Yet)	< than 200 points

<u>Challenge</u>	<u>Maximum Points</u>
Word Canoe Vocabulary Quizzes	150
Perfect Semester Bonus ☺	20
Grammar Voyagers Quiz	10
Neighborhood Poem	20
Poetry Recital	20
Sentence Ending Quiz	10
Writing a Tall Tale	60
Story Telling	20
Venn Diagram (comparing action stories)	20
Learning Log Challenge (complete tasks in book)	10
Classroom Work	10
TOTAL	250 possible points



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Alignment with Ontario, Alberta and Common Core State (US) Expectations, Poetic Tools



First Thoughts - What I Know About...

A consonant _____

A vowel _____

A sentence _____

A verb _____

What I Know About fiction _____

What I Know About tall tales _____



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Essential Target (ET) - Identify simple vowel sounds & spell & define HF action words.

ET - Arrange words in alphabetical order using first two letters.

1. Word Canoe



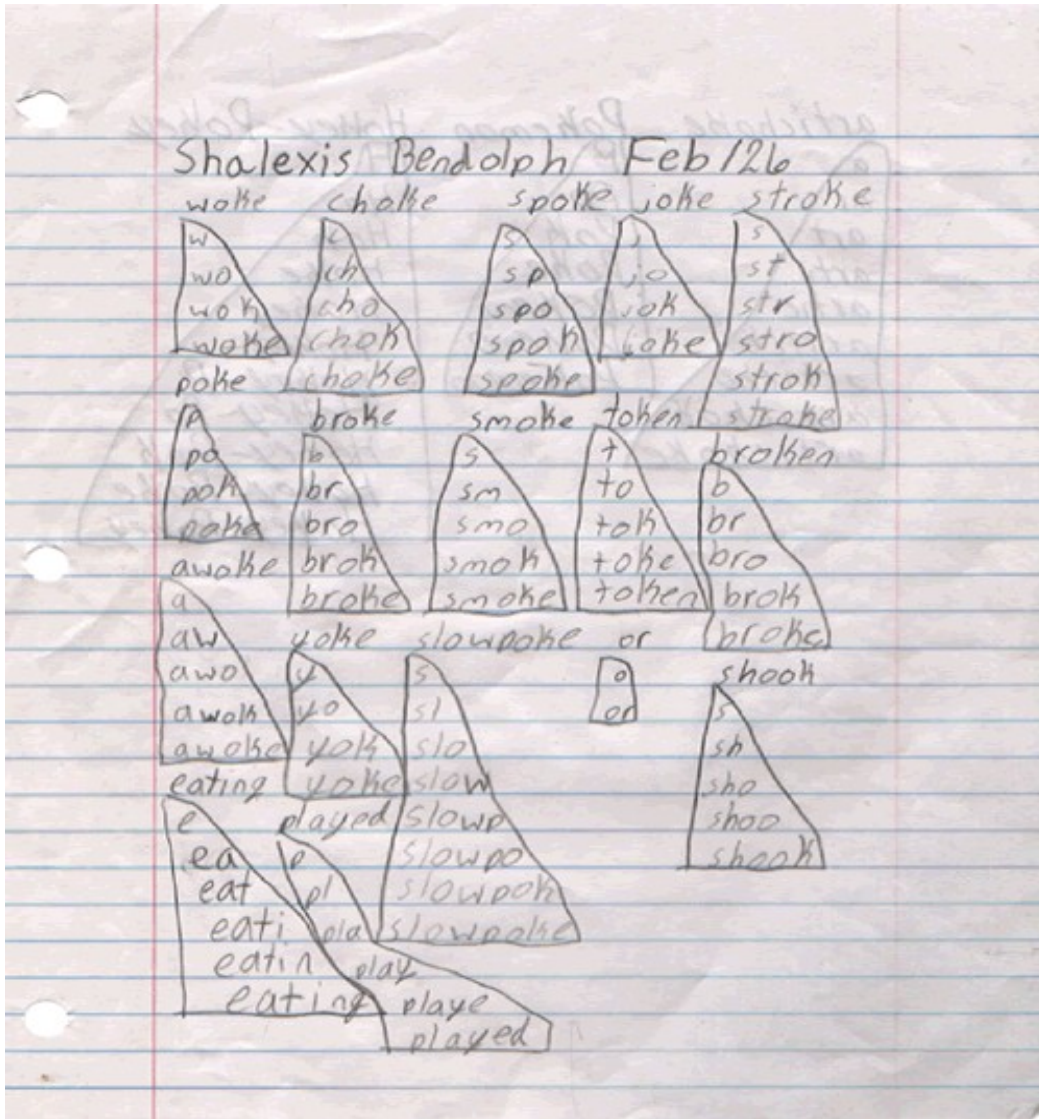
http://clipart-finder.com/data/mini/31-beaver_rowing_canoe.png

Each Monday student paddler's will spell words from the Primary list.

Students are encouraged to learn by studying in advance of quizzes and learning from mistakes, too. To help get more words into your canoe (into your head) try different ways and see which ways work best for you!

Ways to Add Words to your Canoe!

- Make a spelling tree with your words.



Write one sentence in which you use the word correctly.	Make a Word Search. Check out: http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp
Find the silent or "ghost" letters.	Draw a picture that shows the meaning of the words.
Write a story.	

- Read the following words and put them in the order you would find them in the dictionary:

buy, beg, beat, bake, bump, bent

How well did you arrange words in alphabetical order using first two letters?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Words for Portage Mondays

WEEK 1	WEEK 2
bad, dad, had, lad, mad, sad, cab, dab, lab, gag, nag, rag, sag, tag, wag, ball, call, fall, mall, tall, wall, doll, ban, can, man, pan, ran, tan	cap, gag, lap, nap, rap, tap bar, car, far, jar, tar, war gas, bass, pass, bat, cat, hat, mat, pat, rat, sat, paw, raw, saw
Week 3	Week 4
bed, fed, led, red, wed, beg, leg, peg, bell, fell, tell, who, what, when, where, why, how	who, what, when, where, why, how, bet, get, jet, let, met, set, wet, den, hen, men, pen, ten, less, mess

Week 5	Week 6
did, hid, lid, kid, big, fig, jig, pig, rig, wig, fill, hill, mill, pill, will, over, very, open, off, of	over, very, open, off, of, bin, fin, pin, tin, win, dip, hip. lip, rip, sip, tip, hiss, kiss, miss, bit, fit, hit, kit, sit
Week 7 Guide	Week 8 Guide
bob, cob, job, mob, rob, cod, nod, pod, rod, dog, fog, hog, jog, log, boss, loss, moss, toss, warm, farm, help, bird, baby, eye	warm, farm, help, bird, baby, eye, hop, mop, top, pop, dot, got, hot, not, lot, pot, rot, _cow, bow, how, now, wow, boy, toy
Week 9 Guide	Week 10 Guide
cut, hut, nut, put, cub, rub, sub, tub, bug, dug, hug, jug, rug, tug, the, one, won, buy, many	the, one, won, buy, many, fun, gun, pun, run, sun, _cup, pup, full, pull, gum, hum
Week 11 Guide	Week 12 Guide
fast, last, past, want, went, bent, rent, sent, tent, best, rest, nest, test, west, ring, king, sing, wing, wing, long, song	she, any, new, you, here, cost, lost, pull, full, bump, jump, pump, dump, lump, bust, dust, gust, just, must, rust
Week 13 Guide	Week 14 Guide
may, bay, day, pay, say, way take, bake, cake, lake, take, gave, save, made, came, game, name, same, ate, date, gate, late, ride, hide, side, wide, like, bike, hike, pike	time, dime, lime, mime, five, live, dive, hive, find, kind, mind, wind, hind, poke, woke, joke, hole, mole, pole, bone, cone, lone, tone, none

Week 15 Guide

cold, bold, hold, sold, told,
 corn, born, torn, worn, try, fly, cry,
 dry, too, two, to, our, out, into

Week 16 Guide

who, what, where, when, why,
 over, very, open, off, of, warm,
 farm, help, bird, baby, eye, the,
 one, won, buy, many, she, any,
 new, you, here, too, two, to, our,
 out, into

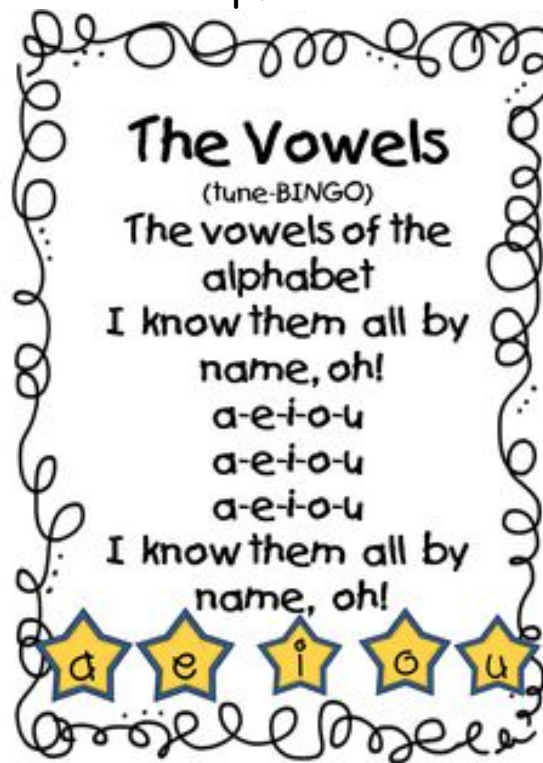
STEP OUTSIDE:

- Take a book of your choice outside to find action words.
- Take a dictionary with you, so you can look up the meaning.

Action Words from:

WORD	Meaning

- Let's sing the vowel song to the tune of "BINGO" while sitting around the school campfire:



<http://media-cache-ak0.pinimg.com/236x/d1/ca/7d/d1ca7db540d9716a5893a7f4b90890b3.jpg>

Consonants

Most words have many consonants.

Each consonant letter usually has the same sound.



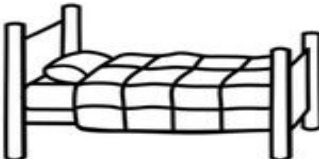

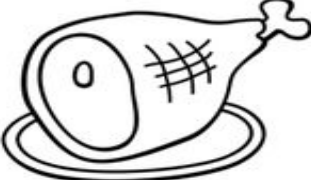

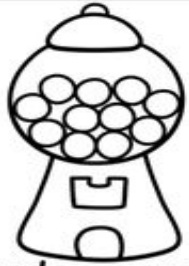


A consonant is every letter except a,e,i,o,u, and sometimes y.

TECH TIME:

- Listen to the Vowel Bat song:
<https://www.youtube.com/watch?v=f2hXa8dbK3o>

- Do the following:



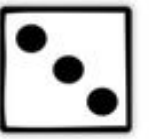
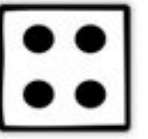
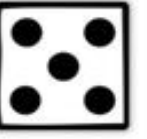

Directions: Say the name for each picture. Circle the word that matches the picture.
Color the pictures.

 <p>bag bat</p>	 <p>bat bad</p>	 <p>bet bed</p>
 <p>dig dip</p>	 <p>hat ham</p>	 <p>tot top</p>
 <p>gut gum</p>	 <p>log lot</p>	 <p>hug hut</p>

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<https://s-media-cache-ak0.pinimg.com/564x/ff/82/24/ff82243595fb39301bef85ad9daae195.jpg>

- Use the die to roll a word family.
- Start at the word cap.
- Trace each word when you roll it.

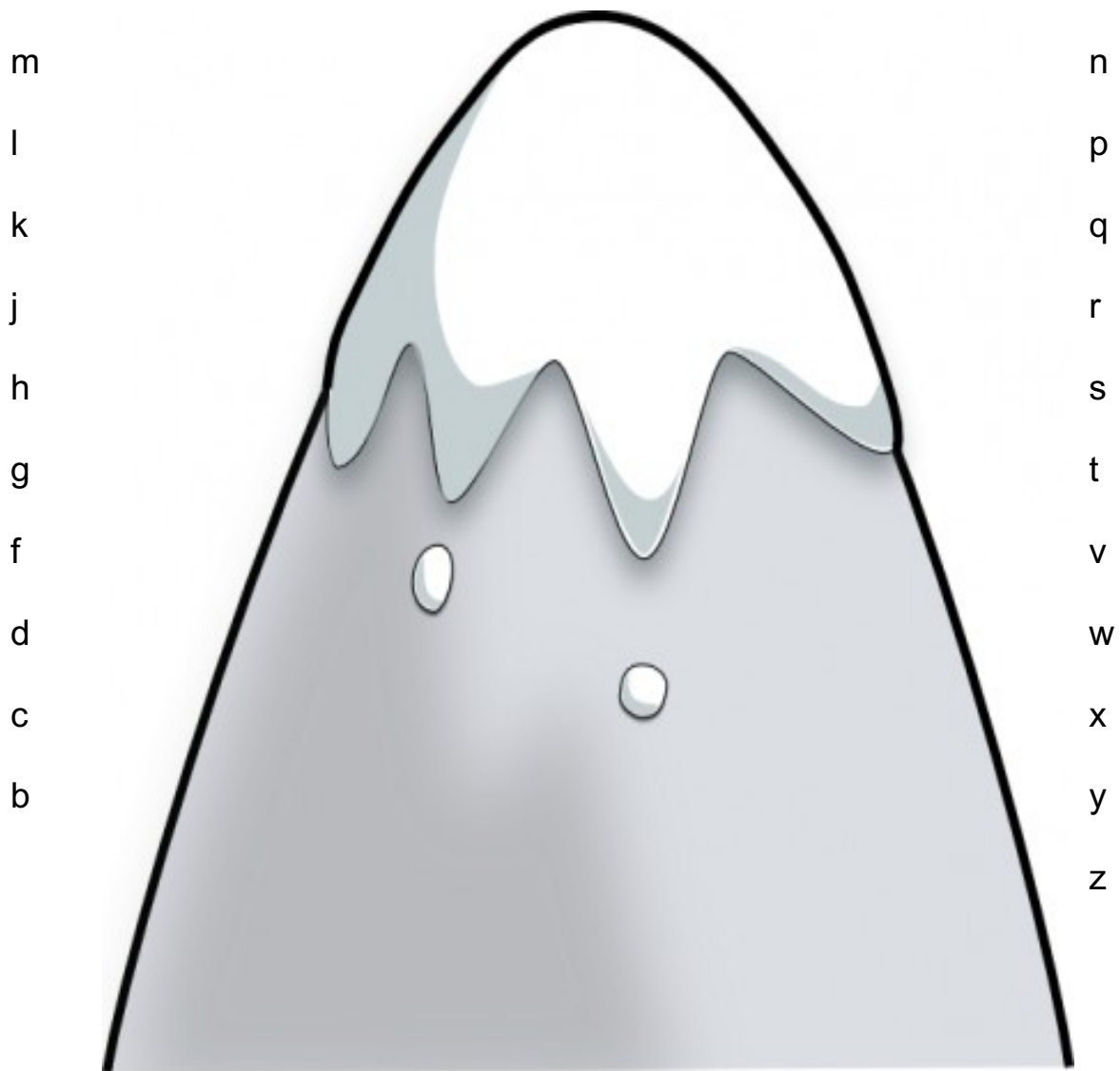
cap	bin	Pam	rid	fig	sun
rap	fin	jam	did	big	bun
sap	tin	ram	hid	dig	run
tap	pin	ham	lid	pig	fun
-ap family	-in family	-am family	-id family	-ig family	-un family
					

<https://s-media-cache-ak0.pinimg.com/564x/15/56/0d/15560d02f741107eed087266d7dd74ac.jpg>

- Take a look at the Word Mountain and circle the vowels.

WORD MOUNTAIN

a e l o u (y)



http://images.all-free-download.com/images/graphiclarge/kliponius_mountain_in_a_cartoon_style_clip_art_23574.jpg

- Use the Word Mountain to create real and original words.

Real Words	Made Up Words



How well did I do this task?	Trailblazer (like an expert) ☺	Pathfinder (like a helper) ☺	Rookie (Not Yet) ☺
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<https://i.ytimg.com/vi/AGPww06IWqw/maxresdefault.jpg>

- Now let's pay attention to the different sounds each vowel can make.
- Sing 'The Vowel Song' to the tune "My Bonnie Lies Over the Ocean".

An "a" sound is short when it's lonely.
 An "a" sounds is long with an "e".
 An "e" sound is short when it's lonely.
 Oh bring back a vowel to eat.

Bring Pat, Bring Pat
Oh bring Pat a vowel to eat, to eat
Bring Pat, Bring Pat
Oh, bring Pat a vowel to eat. <CHORUS>

An "e" sound is long with another "e"
 Not many are long with an "e"
 The "i" sound is short when it's lonely
 Oh bring back a vowel to eat. <CHORUS>

An "i" sound is long with an end "e"
 A "y" at the end can sound like "e"
 A "y" can also be long like a "i" sound
 Oh Bring back a vowel to eat. <CHORUS>

The "o" sound is short when it's lonely
 The "o" sound is long with an "e"
 Some letters make no sense at all.
 Oh bring back a vowel to eat. <CHORUS>

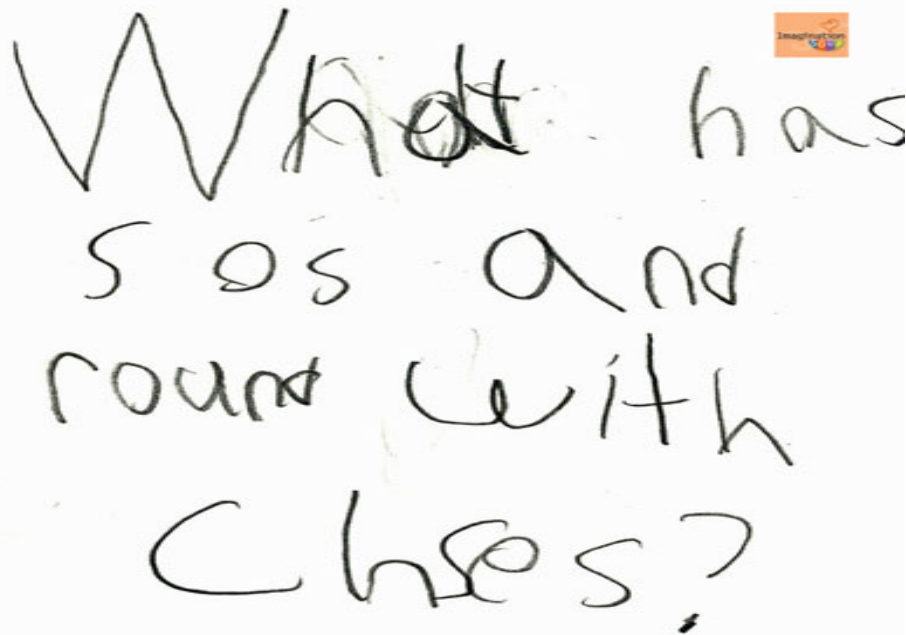
The "u" sound is short when it's lonely
 The "u" sound is long with an "e"
 Lots of words they come with exceptions
 So check out the dictionary. <CHORUS>

- Let's make some riddles using:

What has _____

and rhymes with _____?

What is it?



What has
50s and
round with
Ches?

What is it?

19xnly3cl9rt2qvk731lwbxpeay.wpengine.netdna-cdn.com/wp-content/uploads/2012/04/riddle-pizza-1.jpg

- Try a longer "what is?" poem like this one:



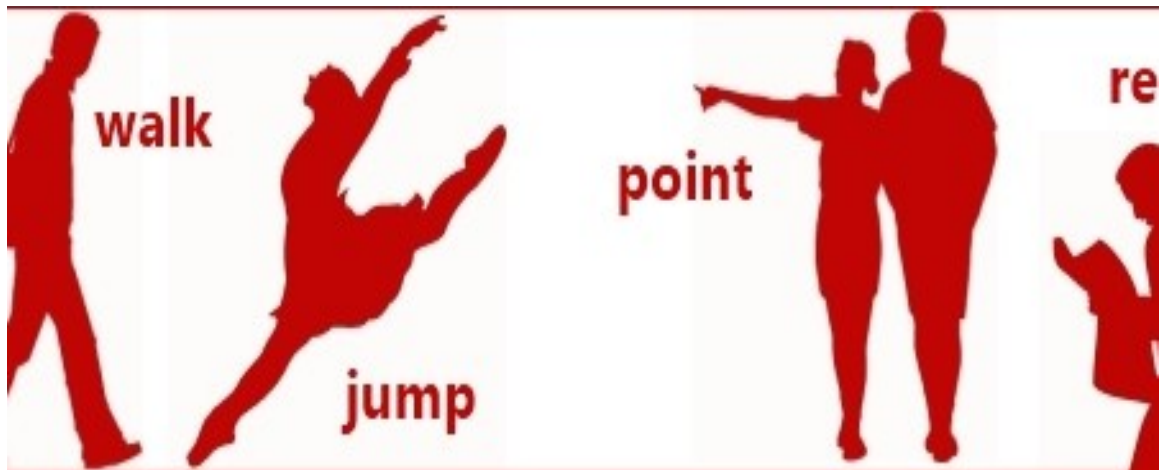
<https://s-media-cache-ak0.pinimg.com/236x/8f/1f/f4/8f1ff455f78024807556cd582d81df1e.jpg>

How well did you identify simple vowel sounds & spell & define HF action words?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET - Identify simple vowel sounds & spell & define HF action words.

Grammar Voyageurs

2. Verbs (Action Words)



- Based on the following examples, create a definition for verb.

She *jumped* over the line.

He *is* going to college.

The students *were studying* in the library.

- What do you think verbs do for a sentence?

I think verbs... _____

VERBO - The Action Verb Bingo Game.

- Look through magazines or newspapers from the area and make a list of 50 action words used to advertise places to visit in in the area.
- The words can be written on mural paper under each category:

Viewing Eating Riding Boating Other

- You will then fill the following bingo card -with word choices from the list.
- Then play VERBO!

V	E	R	B	O
		RELAX		

- Create 2 fitness stations using action words:

STEP OUTSIDE:

- Put all the fitness stations up in different areas outside and complete the actions at each station.

- Get ready for your quiz by learning the Verb Rap:

<https://www.youtube.com/watch?v=6jwYtZdUVi0&list=RD6jwYtZdUVi0#t=0>

- Now take this quiz and show your results to your teacher!

Balloon Game Quiz - Score at least 8/10

http://www.softschools.com/language_arts/grammar/verb/balloon_game/

How well did you identify simple vowel sounds & spell & define High frequency (HF) action words?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Poetry Portage



http://www.env.gov.bc.ca/bcparks/recreation/canoeing/jerry_canoe.jpg

ET -Write & recite rhyming poems with alliteration.

3. Rhyming Words

- Read Alligator Pie and circle the rhyming words.

Alligator Pie by Dennis Lee

Alligator pie, alligator pie,
If I don't get some I think I'm gonna die.
Give away the green grass, give away the sky.
But don't give away my alligator pie.

Alligator stew, alligator stew,
If I don't get some, I don't know what I'll do.
Give away my furry hat, give away my shoe,
But don't give away my alligator stew.

Alligator soup, alligator soup
If I don't get some I think I'm gonna droop.
Give away my hockey-stick, give away my hoop.
But don't give away my alligator soup.

Slang is a made-up word. It can be used in poetry to be silly or in a book to show that the character doesn't know enough to speak well.

- Find the word in *Alligator Pie* that is slang.

- What words did you like the most in *Alligator Pie*?

Nursery rhymes are full of rhyming words.

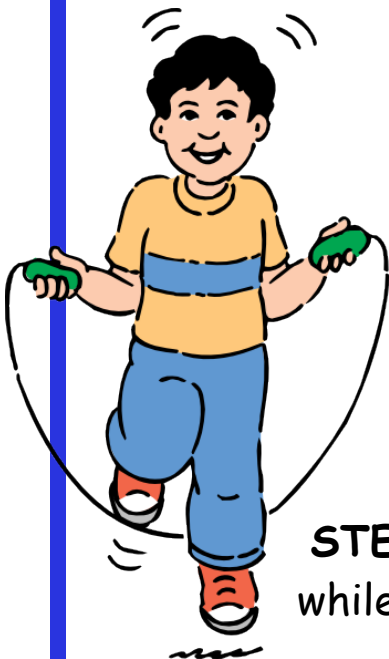
- List the rhyming words in the box below from a nursery rhyme:

- Now read nursery rhymes to your kinder buddy.

- Listen to the poem: "Rope Rhyme" and highlight the words that rhyme:

Rope Rhyme by Eloise Greenfield

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down, whenever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now,
jump right out!



<http://www.clipartkid.com/images/61/jump-rope-XoiDGO-clipart.png>

STEP OUTSIDE: Try doing the skipping rhyme while skipping!

- Record verbs (action words) from the poem beginning with each letter.

Starting letter	Verb
B	
C	
C	
G	
J	
K	
L	
S	

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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- Now read and compare two silly rhyming poems.

HOMEMADE BOAT

by Shel Silverstein

This boat that we just built is just fine –
And don't try to tell us it's not.
The sides and the back are divine –
It's the bottom I guess we forgot...



<http://image.slidesharecdn.com/poetry-shelsilverstein-140110131014-phpapp02/95/poetry-by-shel-silverstein-2-638.jpg?cb=1389359539>

Rhyming Words in Homemade Boat:

My Neighbor's Dog is Purple

My neighbor's dog is purple,
Its eyes are large and green,
its tail is almost endless,
the longest I have seen.

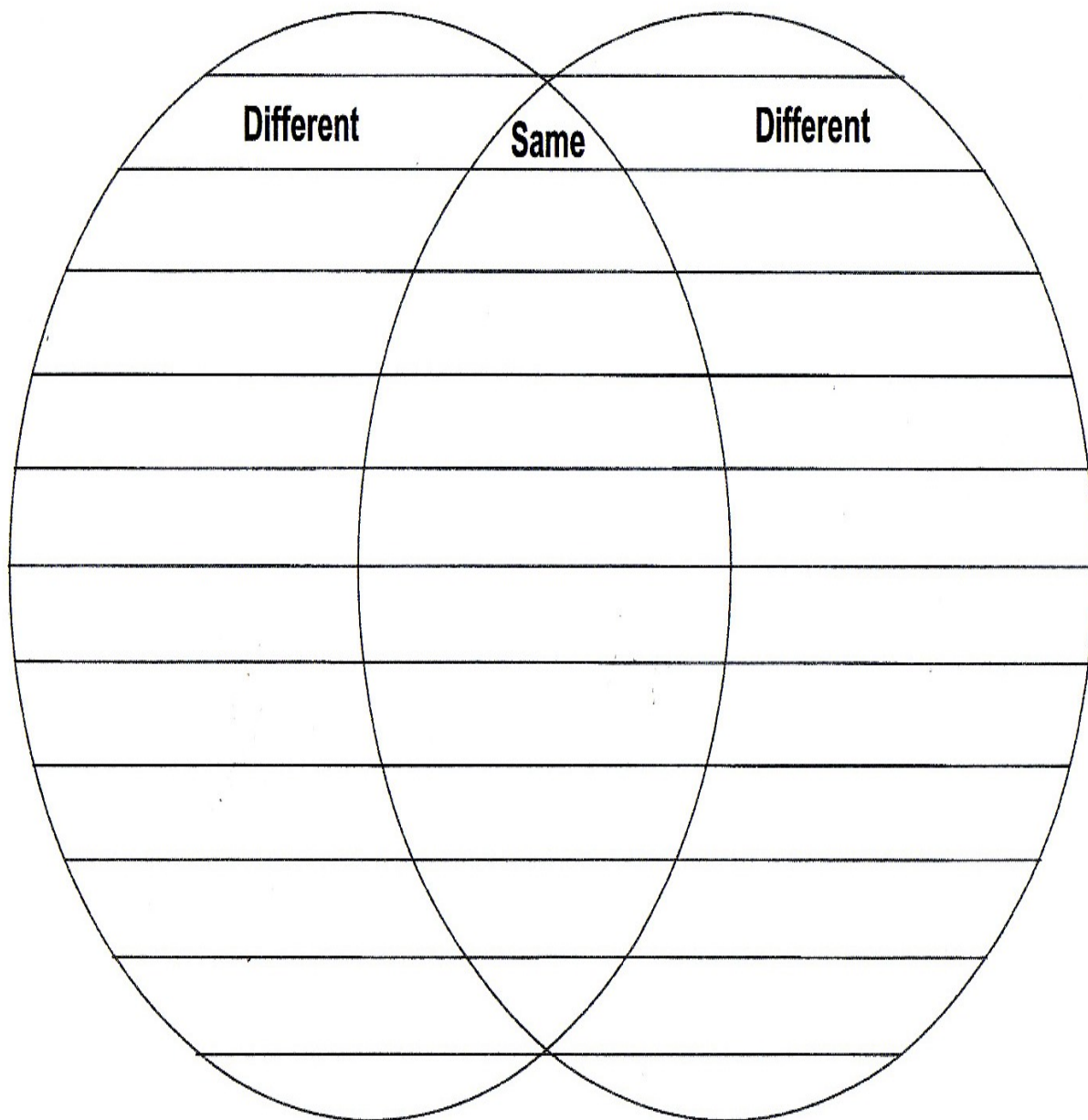
My neighbor's dog is quiet,
It does not bark one bit,
but when my neighbor's dog is near,
I feel afraid of it.

My Neighbor's dog looks nasty,
it has a wicked smile.....
before my neighbor painted it,
it was a crocodile.

<https://i.ytimg.com/vi/VbhAeWncJHA/hqdefault.jpg>

Rhyming Words in My Neighbor's Dog is Purple:

- Use the Venn Diagram to compare the two silly poems:



How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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- Circle the rhyming words in this poem about a rainy day.

RAINY DAY

I do not like a rainy day.
 The road is wet, the sky is gray.
 They dress me up, from head to toes,
 In lots and lots of rubber clothes.
 I wish the sun would come and stay.
 I do not like a rainy day.

William Wise



- Write a draft of a poem called Sunny Day.

How well did I do this task?	Trailblazer (like an expert) ☺	Pathfinder (like a helper) ☺	Rookie (Not Yet) ☺
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STEP OUTSIDE:

- Read each other's poems outside on a sunny day
- Read together the following poem about Apples:



Apples, Apples

Apples juicy,
Apples round,
On the tree or on the ground.
Apples yellow,
Apples red.
Apple pie, and juice, and bread!
Apples crunchy,
Apples sweet.
Apples are so good to eat!



<https://iselschultz.files.wordpress.com/2010/11/rainy-day1.jpg>

- Now read aloud the poem 'It's fall, That's All', and illustrate it.

It's Fall, That's All

When the days get shorter and
The nights get longer
It's fall, that's all.

When the north winds blow and
The leaves swirl around,
It's fall, that's all.

When leaves turn red and
Orange and yellow
It's fall, that's all

When the leaves turn brown
And fall to the ground
It's fall, that's all

When we rake the crunchy leaves and
Jump into a pile
It's fall, that's all.

When we have cooler weather and
We need to wear a sweater
It's fall, that's all.

4. Alliteration

Alliteration is a big word!

Poets use alliteration to make words sound special.

Tongue twisters use lots of alliteration.

What is alliteration?


- Look at the slide below and see if you can figure out what alliteration means.




Alliteration

The use of the same beginning consonant sound in a line or verse.

Example:



Peter Piper picked a 
peck of pickled peppers.

<https://s-media-cache-ak0.pinimg.com/736x/11/e8/e8/11e8e88609a3bc863c716ac1f0f0171e.jpg>

Alliteration can be used in poems that rhyme and poems that do not rhyme.

- Examine the following poems to find the alliteration, action verbs and rhyming words.

Wind Whistles

Wind whistles
Through the air
While
Talking turtles shiver
Like sea horses
While everyone is
Asleep.

The Snake by Janet Lawler

Slick and silent,
Near my toe.
Through the leaves,
I see it go.
Over sticks
I watch it glide,
Looking for a place to hide.
Slow and sliding,
Does it know
I'm scared of how it
Slithers so?
Sly and sleek, it slips
away.
I'm glad it passed by me today.

Busy Bee

Buzz among the blossoms,
Bustling, busy one
Balance on a buttercup,
Bathed in summer sun.
Itty-bitty bumble
Bold and brave, a bee;
How can one so tiny
Scare big kids like me?

https://printables.scholastic.com/content/stores/printables/media/99/9780545094399-027_p02_286x316.jpg

Rain

Rain races
Ripping like
Wind
It's restless rage
Rattles like
Rocks ripping
Though
The air.

Alliteration

Action Verbs

**Rhyming
Words**

--	--	--

- Listen for alliteration in the song: "Red Red Robin Comes Bob, Bob, Bobbin' Along":
<https://www.youtube.com/watch?v=hYKYcaeSwiA>
- Read the words and see how alliteration helps the robin stand out.

Verse 1:

I heard a Robin this morning,
 I'm feeling happy today,
 I'm going to put my cares in a
 whistle,
 Blow them all away.
 What if I've been unlucky,
 Really I ain't got a thing,
 There's a Time I'll always feel
 happy
 As happy as a King.

Verse 2:

What if I've been blue,
 Now I'm walkin' through
 Fields of flowers.
 Rain may glisten,
 But still I listen,
 For hours and hours.
 I'm just a kid again,
 Doin' what I did again.
 Singin' a song,
 When the red, red robin
 Comes bob, bob, bobbin along.

Chorus

When the red, red robin
 Comes bob, bob, bobbin along, along,
 There'll be no more sobbin'
 When he starts throbbin'
 His old sweet song:
 Wake up, wake up, You sleepy head
 Get up, get up, Get out of bed,
 Cheer up, cheer up, The sun is red
 Live, love, Laugh and be happy!

- What do you do when you feel sad?

When I'm sad I like to cheer myself up by...

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.



<http://cardsimages.info-tuparada.com/imagenes/520/542-10-tarjetas-de-cheer-up-ecards.jpg>

EXTENSION:

- Underline the verbs, circle the rhyming words and put an "a" overtop of the alliteration in the poem River Runs Free:

River Runs Free by David Windle

River runs free river runs free
along the rocky ridge and down
towards the sea
river runs free river runs free
like the wind and birds
and you and me.
as the slow sky turns
and the deep sun burns
and the dark earth
rests beneath
river runs free river runs free
like a glittering seam of stars.
as the leaves draw light
from the woven air
and the grass drinks hard
from the frozen soil
river runs free towards the sea
like a rope of silver silk.
as the quiet fish dive
and the birds alight
and the jungle
sings with life
river runs free with you and me
and the horizon calling

endless<http://www.primarypoems.com/2013/01/03/river-runs-free/ly>.



- Sing the "Who, What, When, Where, Why and How" Song:

Who, what, when, where, why and how

Why and how

Why and how

Why and how

Who what when where why and how

We are poetry builders.



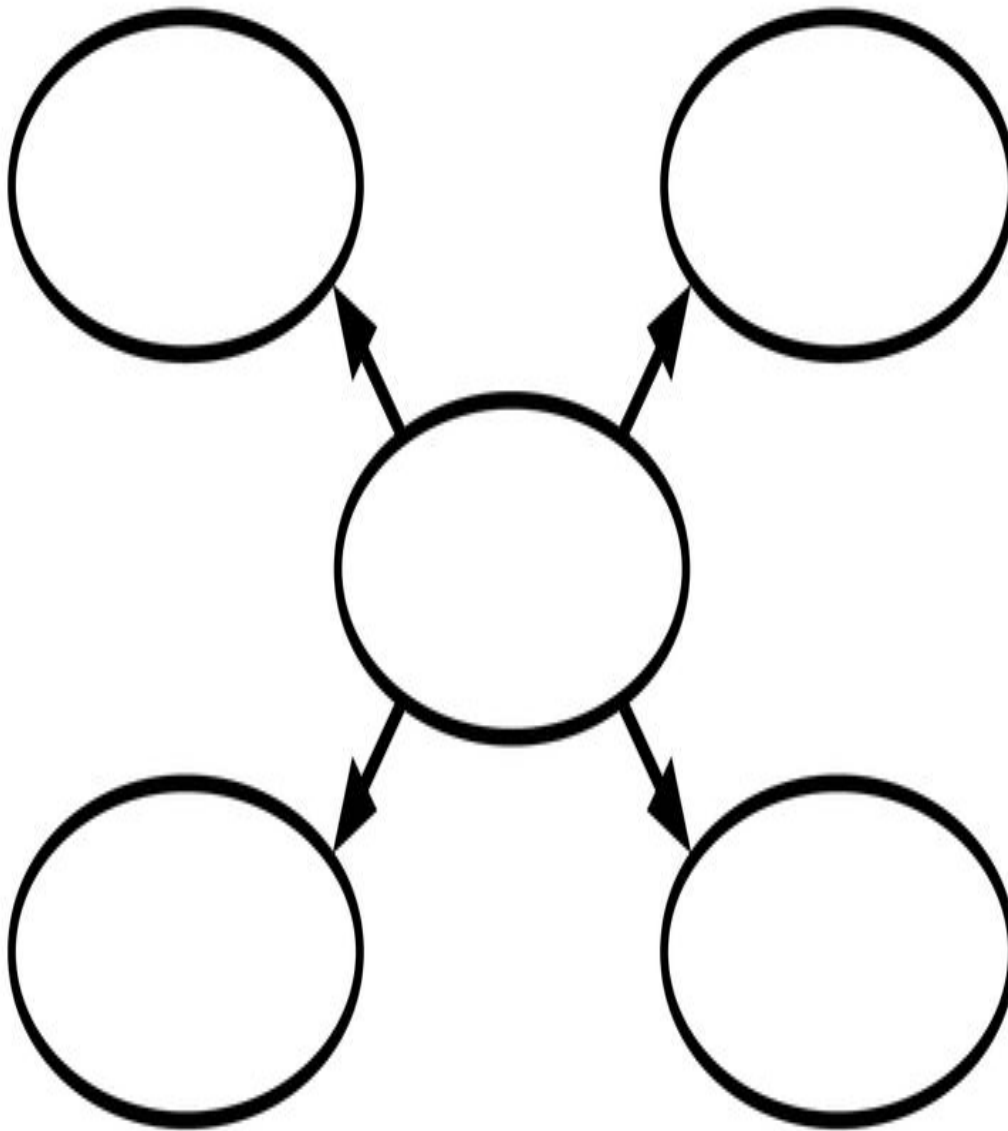
How well did I do this task?	Trailblazer (like an expert) ☺	Pathfinder (like a helper) ☺	Rookie (Not Yet) ☺
------------------------------	--------------------------------------	------------------------------------	-----------------------

Now it's time to write your own poem.

- Let's write a rhyming poem (with alliteration!) about your neighbourhood.
- Create a map of your neighbourhood.
- Label your map with words that answer the questions, who, what, when and where.

My Neighbourhood Map

- Use the map to fill in the following outline for your poem.



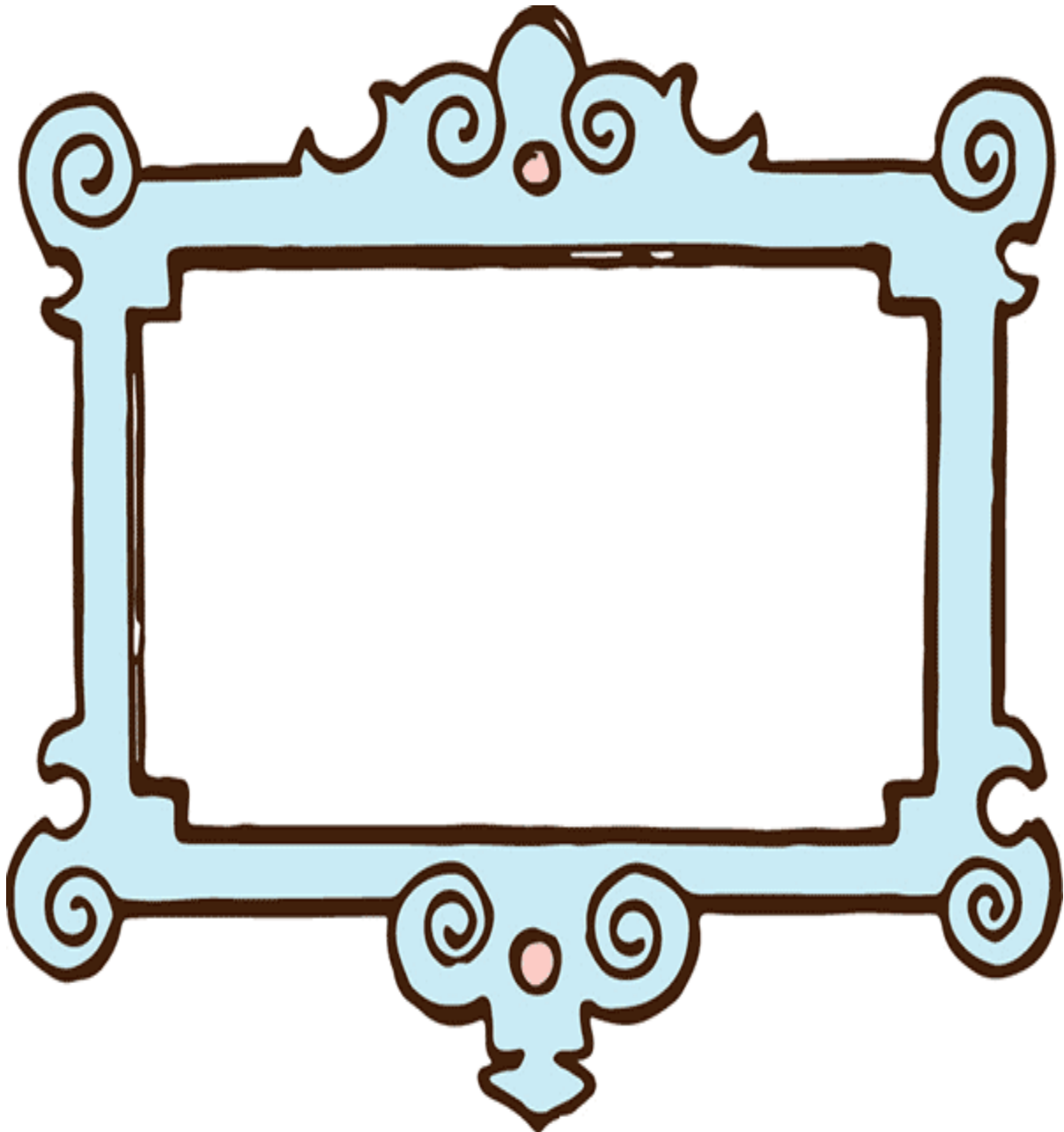
<https://s-media-cache-ak0.pinimg.com/736x/8a/a4/3a/8aa43a3a168029a91cc95348ff02c635.jpg>

How well did I do this task?	Trailblazer (like an expert) ☺	Pathfinder (like a helper) ☺	Rookie (Not Yet) ☺
------------------------------	--------------------------------------	------------------------------------	-----------------------

- Make at least one change to each line in verse.
- Now give yourself some points for your work.

Self	Neighborhood Poem	Teacher
	used powerful verbs	
	has alliteration	
	good use of rhyme	
	changes made to each line in verse	
	draft written on every other line (to make room for edits)	
TOTAL = /20 possible points		

- Now write your final copy of your poem inside the frame below.
- Illustrate your poem with images.



<http://www.clipartbest.com/cliparts/ncX/yq6/ncXyq6BcB.png>

STEP OUTSIDE: Poetry Recital (20 points)

1. You will recite one original and one other poem to your classmates at a Poetry Recital.

on: _____.

2. Choose a poem with at least 3 or 4 verses.

3. Pick a poem you really like.

4. You will use your outside voice for all to hear!

5. You may add hand and body movement, too!

6. At the end the audience will guess why you chose the poem.

7. You can wear a costume if you like.

8. Practice with a partner **MANY** times.

9. Memorize your poem for best results!

10. Listen to some oral poems read on-line:

- <http://www.poetryfoundation.org/resources/children/video>
- <http://www.poetryfoundation.org/features/video/series/detail/74646...>

- Place a ? (not yet), 1 (some), or 2 on the left to score points about your poetry reading aloud.

Self	Speaking Skills	Teacher
	stressed key words in poem	
	volume good for audience to hear	
	pace was good for all to follow	
	costume/props suited poem	
	poem was memorized. (You crushed it!)	

How well did you write & recite rhyming poems with alliteration?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)



<https://wordsandtoons.files.wordpress.com/2009/08/poetry-slam-promo.jpg>

Teacher Telegram

Dear _____,

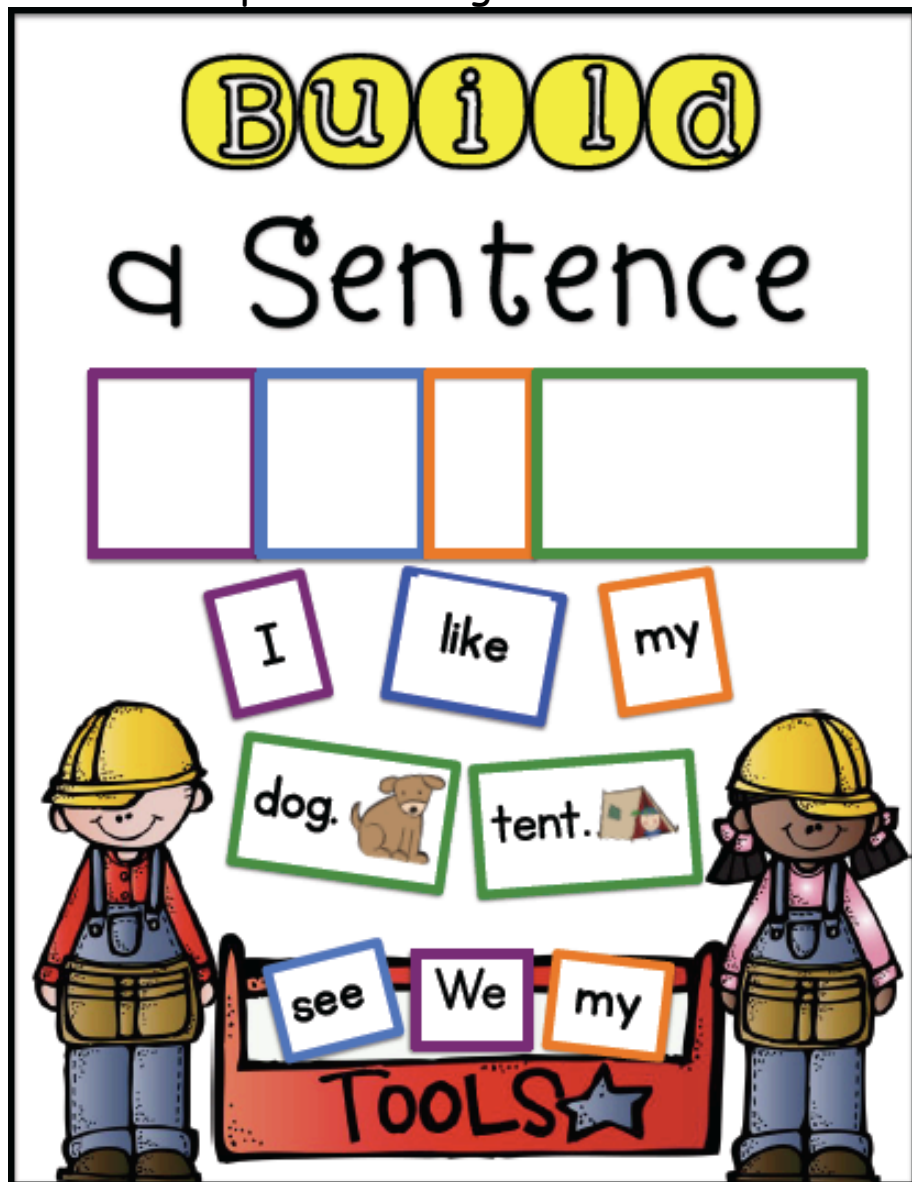
Your teacher,

Dear _____,

Your student,

Strong Sentences

Primary students know how to make sentences - that are built to last! There are four different kinds of sentences that have their own special endings.



<https://1.bp.blogspot.com/-GNcr5cOLn6Y/U0qzzMwEV9I/AAAAAAAAAN-M/cXqrPEdofn8/s1600/Screen+shot+2014-04-12+at+10.21.48+PM.png>

5. Capitals Begin Sentences

- Make a sentence with these scrambled words:

Form a sentence!

Form a sentence using these words...

plays the in pig
mud the



http://00.edu-cdn.com/files/221901_222000/221954/file_221954.gif

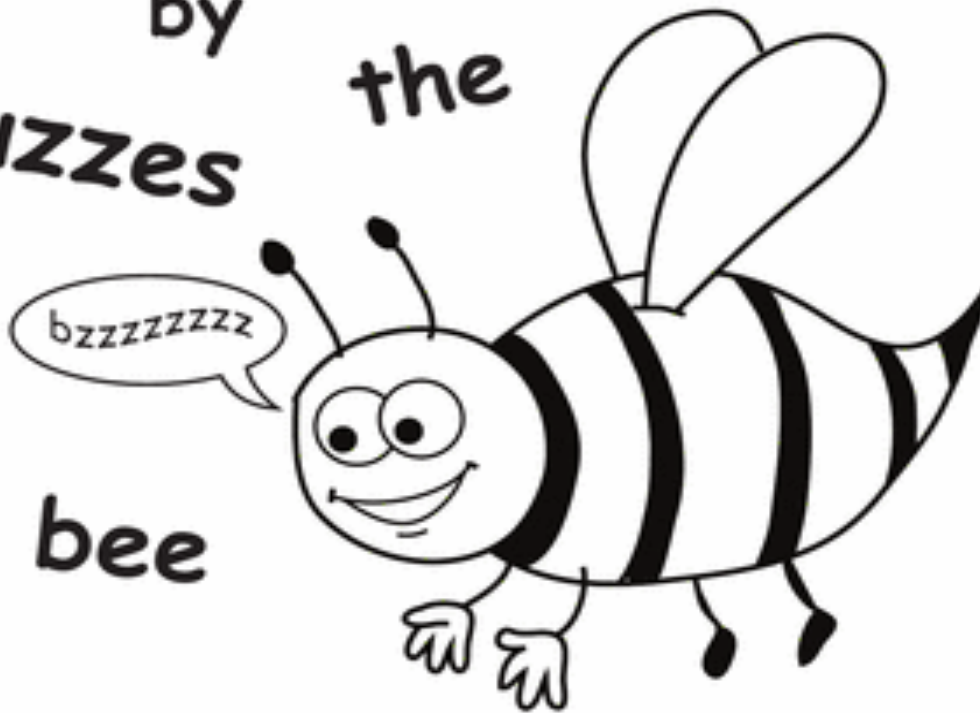
Form a sentence!

Form a sentence using these words...

by
buzzes the

bzzzzzzzz

bee



http://00.edu-cdn.com/files/221901_222000/221938/file_221938.gif

Dog Days

These sentences are written incorrectly.
Rewrite each sentence correctly.

dog runs. The



the dog rolls around



The sits dog.



the dog chews the bone



http://00.edu-cdn.com/files/61201_61300/61238/file_61238_350x440.png


























How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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- Play the *Mixed-Up Sentence Game* with people and sentence word cards.
- What's the fastest time you can make a sentence?



http://1.bp.blogspot.com/-MI8ZE4bH4Xw/UwP28-aUVhI/AAAAAADWPI/OPLx--_qEWc/s1600/mixed+up+sentence.jpg

- Print out 5 sentences using the following Sentence Builder Chart:

who	how	type	what	where
 The girl	 reads	 a funny	 airplane	 on the moon
 The monster	 flies	 a purple	 comic book	 at the school
 The horse	 sits on	 a slimy	 bicycle	 at the mall
 The boy	 rides	 a huge	 hot rod	 under the bridge
 The robot	 jumps	 a fast	 skateboard	 in the yard

<https://s-media-cache-ak0.pinimg.com/564x/62/3e/9c/623e9c9d59d49ca8e77fc7064c76b8a1.jpg>

- Watch this video:

https://www.youtube.com/watch?v=0Wrv_ZviMEc

- Now let's think about how sentences begin and end.

All sentences begin with a

_____ I T A L

_____ E R .

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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6. End Punctuation

Sentences	End with	Example
Make a statement.	. (period)	The campers paddled to the portage.
Ask questions	? (question mark)	When is the best time to go canoe tripping?
Show excitement	! (exclamation point)	The guide tripped on a root and dropped the canoe!
Give an order	. (period)	Stay low in the canoe so you won't tip.

Punctuation

I am for telling	.
I am for yelling	!
I am for asking	?

Period	Exclamation Mark	Question Mark
.	!	?

- Put the end punctuation on each sentence - to make it a complete sentence.

What is your name

My name is Max

Where are you

I am at the zoo

Be careful

Can you see the lion

I see the lion

Run away now

I am fine

Stop it right now

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
------------------------------	--------------------------------------	------------------------------------	-----------------------

<http://www.enchantedlearning.com/grammar/punctuation/endofsentence/1/index.png>

- Make each of these sentences complete by doing 2 things.

i love dogs

.....

the man jumps up

.....

we are happy

.....

my pig is very big

.....

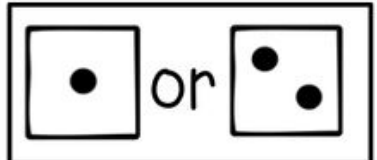
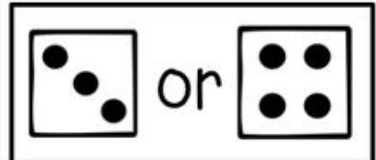
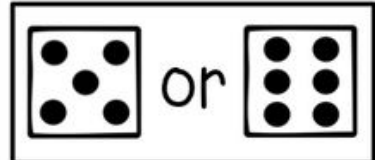
the girl hops and skips

.....

http://www.worksheeto.com/postpic/2014/09/kindergarten-sentence-practice-worksheets_679666.jpg

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
------------------------------	--------------------------------------	------------------------------------	-----------------------

- Highlight each sentence you read aloud to your teacher.

<input type="checkbox"/> Can you cut the bun?	<input type="checkbox"/> The big bug dug here.	<input type="checkbox"/> The dog ran away.
<input type="checkbox"/> My pet is at the vet.	<input type="checkbox"/> My dad can tap.	<input type="checkbox"/> Did it make a web?
<input type="checkbox"/> Dig in the mud.	<input type="checkbox"/> The red hen is fat.	<input type="checkbox"/> Where is the big bat?
<input type="checkbox"/> Here is a gob of gum.	<input type="checkbox"/> Peg's dog is fun.	<input type="checkbox"/> Jump in the box.
<input type="checkbox"/> Meg can jog to the top.	<input type="checkbox"/> The man is in the van.	<input type="checkbox"/> Get the bug in the jug.
<input type="checkbox"/> Did the hat fit Dan?	<input type="checkbox"/> Is he sad?	<input type="checkbox"/> Put the can in the bin.
<input type="checkbox"/> Jan has a big job.	<input type="checkbox"/> Where is the box?	<input type="checkbox"/> Max can tug at it.
<input type="checkbox"/> Nat can hit it!	<input type="checkbox"/> We can put it in the bin.	<input type="checkbox"/> Can you find the tag?
<input type="checkbox"/> Can I make a ham?	<input type="checkbox"/> I can play with Sam.	<input type="checkbox"/> Set it down.
<input type="checkbox"/> Dip it in.	<input type="checkbox"/> The sun is yellow.	<input type="checkbox"/> I see two red mugs.
<input type="checkbox"/> Get rid of the rat.	<input type="checkbox"/> Look at the net.	<input type="checkbox"/> Help me find his hat.
		

<https://s-media-cache-ak0.pinimg.com/736x/14/b2/9c/14b29ca65a8f2eb1a780bbfc86862736.jpg>

How well did you use period, question marks, & capitals to start sentences?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Tall Tales

7. Reading Tall Tales

- Make notes using the following symbols:

Primary Reading Clues

F = FACT

⊙ = OPINION

 = CIRCLE COOL WORDS

V = Powerful Verbs (Action Words)

CN = Interesting Common Nouns

PN = Interesting Proper Nouns

A = Alliteration

I = Imagery

? = PUZZLING WORDS

- Imagine if someone asked you to bike to 30 km in one day.

That would be a:

_____ ORDER!

- Listen to Johnny Cash and the puppets on Sesame Street sing about Tall Tales:

<http://wonderopolis.org/wonder/why-do-they-call-it-a-tall-tale/>

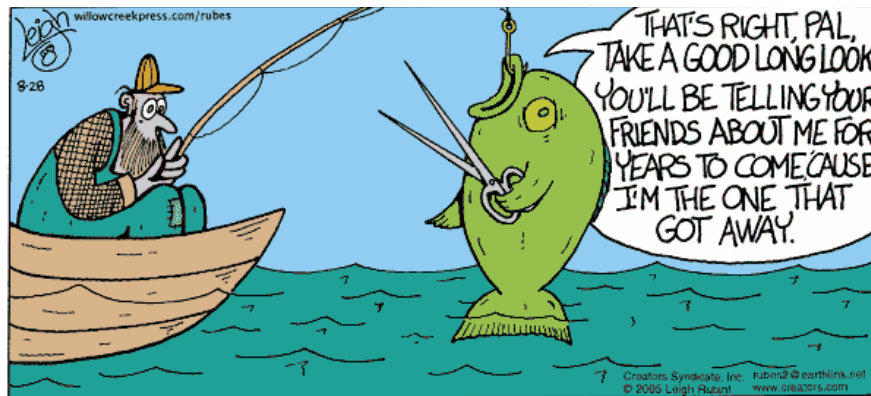
STEP OUTSIDE:

- Go outside with this Learning Log and imagine a tall tale that takes place near our school.
- Draw a picture of the tall tale (and label it) in the space below:

"That's a whopper."

A whopper means that a story is stretching the

T

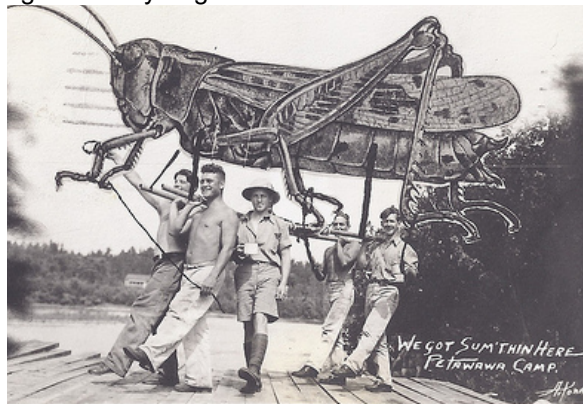


<http://www.agweb.com/assets/import/images/the%20one%20that%20didnt%20get%20away1.gif>

- Let's look at this dictionary definition of a tall tale.
- Your teacher will read it out loud.

"a story that may or may not be true, but that contains details that are hard to believe."

<http://dictionary.cambridge.org/dictionary/english/tall-tale>



https://c1.staticflickr.com/9/8262/8604232007_04560a0609.jpg

- Print these words in the left column of the table to show how each type of story is the same and not the same:

Use these words...	Tall Tale	Nursery Rhyme	Fairy Tale
<ul style="list-style-type: none"> • sentences • solves a problem • good wins over bad • not sentences • lots of action • rhyming words • special or royal people • normal people • magic • not true • sounds far fetched • can be funny • can be real but exaggerated • past down by generations as spoken 	Same:		
	Different		

- Your teacher will read aloud this tall tale:

Why the Porcupine has Quills

Long, long ago, the Porcupines had no quills. One day, a Porcupine was out in the woods. A Bear came along and would have eaten Porcupine, but he managed to get up a tree where the Bear couldn't get him.

The next day Porcupine was out again and he went underneath a hawthorn tree, and he noticed how the thorns pricked him. He broke some branches off and put them on his back, then he went into the woods. Along came Bear and he jumped on Porcupine, who just curled himself up. The Bear just left him alone because the thorns pricked him so much.



<https://s-media-cache-ak0.pinimg.com/564x/51/b9/9f/51b99ffd6c16ba91d9750372c6393cac.jpg>

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
------------------------------	--------------------------------------	------------------------------------	-----------------------

Wenebojo was watching them. He called to Porcupine and asked "How did you think of that trick?" Porcupine told him that he was in danger when Bear was around. Then Wenebojo took some thorns and peeled the bark off of them until they were all white. Then he got some clay and put it all over Porcupine's back and stuck the thorns in it. Wenebojo used his magic to make it into a proper skin, and told Porcupine come with him into the woods.

When they got there, Wenebojo hid behind a tree. Wolf came along and saw Porcupine and jumped on him, but the new quills pricked at him and Wolf ran away. Bear was also afraid of the quills and Porcupine was safe. That is why Porcupines have quills. <https://www.mpm.edu/wirp/ICW-141.html>

- Now read about:

Mark Anthony Jacobson, a famous aboriginal artist, who paints many colourful images about how we are with nature (animals, birds and fish). He writes about being inspired by the past stories of the Ojibwa people.



http://4.bp.blogspot.com/-cT46gHV8pE8/TyxiajdZ8hI/AAAAAAAAACEc/S-c3VaSh_zg/s1600/Porcupine+Clan.png

The Objibwa Porcupine Clan is called "Gaag Dogem". They are known for their warrior strengths and protective abilities. They teach:

"Try not be afraid to ask for help when you don't know what to do. There are many who will know how to help you. It is okay to...ask questions. That is all part of growing up. It is how we all learn about life."

In Africa, there is a different tall tale about the porcupine.

- Look and listen to the following:

<https://www.youtube.com/watch?v=5BUDy0-3mfw> (African tale)

- Try to come up with a tall tale for one or more questions.

Why do polar bears have white fur?	Why do rabbits have big ears?
Why do monkeys have fingers?	Why do cats have claws?
Why do giraffes have long necks?	Why do owls have big eyes?
Why do turtles have shells?	Why do snakes have fangs?
Why do many insects have green bodies?	Why do frill-necked lizards have a frill?
Why do birds have hollow bones?	Why do ducks have webbed feet?
Why do frogs have eyes near the top of their heads?	Why do elephants have flat feet?

http://margdteachingposters.weebly.com/uploads/2/7/1/6/9/2769233/3036232_orig.jpg?316

- Choose one question and draw and label a picture that you can use to tell your made-up tall tale to the class.
- You can make up your own question, too!
- Don't forget to put a title on your picture.

Question:

Why do _____

?

Picture to help with Tall Tale Story Telling

WHY _____

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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ET - Wait for turn to talk during class discussions.

ET - Use others' names when speaking.

8. Classroom Chats

- Compare the stories during a Classroom Chat:

Classroom Chats

TODAY

Porcupines look like....

FEEL

In the Ojibwa Tall Tale

In the African Tall Tale

ACTION

In the Ojibwa Tall Tale

In the African Tall Tale

LIFE LESSONS

In the Ojibwa Tall Tale

In the African Tall Tale

WHAT IF?

In the Ojibwa Tall Tale

In the African Tall Tale

Famous Tall Tales



- Take a look at these stamps made about famous tall tales.
- Choose a word that you think describes what these characters might have done.
- Talk about what you predict might be happening in each story using this word:

<https://s-media-cache-ak0.pinimg.com/236x/77/66/08/7766088484bcc7173ddcd4a0b0ca710.jpg>

Paul Bunyan

Mighty Casey

Pecos Bill

John Henry

EXTENSION:

- Listen to the story of John Henry.
- <http://www.loving2learn.com/SuperSubjects/ReadingandLanguage/FavoriteStories2/JohnHenry.aspx>

- Read about Annie Oakley

Annie Oakley

Born - August 13, 1860; Ohio; Died November 3, 1926



Annie Oakley <real name Phoebe Ann Mosley>, American markswoman...she was often called “Little Sure Shot.”...As a child, she hunted game with such success that, according to legend, by selling it ...she was able to pay off the mortgage on the family farm. When she was 15 she won a shooting match in Cincinnati with Frank E. Butler... They were married (probably in 1876), and until 1885 they played...circuses as “Butler and Oakley”...In April 1885, Annie Oakley...joined “Buffalo Bill” Cody’s Wild West Show. Billed as “Miss Annie Oakley, the Peerless Lady Wing-Shot,” she was one of the show’s star attractions for 16 years...Oakley’s...feats of marksmanship were truly incredible. At 30 paces she could split a playing card, and she hit dimes tossed into the air...She was a great success on the Wild West Show’s European trips. In 1887 she was presented to Queen Victoria...A train wreck in 1901 left her partially paralyzed for a time, but

she recovered and returned to the stage to amaze audiences for many more years.

<https://www.britannica.com/biography/Annie-Oakley-American-markswoman>

Tall Tales and the Great Lakes

- Trace around the map of the Great Lakes.



<https://archive.epa.gov/emap/archive-emap/web/gif/greatlak.gif>

Tall Tales and a Few Facts

...I picked up a book about the natural history of the Great Lakes... My mind wandered and I started to think about something Michael said a few days ago. A flock of geese was sitting on the frozen harbor, huddled together. Michael recalled a folktale, which he thought was a Paul Bunyan tale. In the story, Bunyan was asked to free a flock of birds that had been frozen to the water. Bunyan, with his legendary strength, lifted the whole flock of birds still attached to the ice, and carried them many miles away. He set them all down and formed one of the Great Lakes...

Imagine, if you can, the excitement that was caused by the birth of Paul Bunyan! It took five giant storks, working overtime, to deliver him to his parents. He...grew so fast the after one week he had to wear his father's clothes...Paul's clothing was so large they had to use wagon wheels for buttons. They used a lumber wagon drawn by a team of oxen as a baby carriage...He would eat forty bowls of porridge...On his first birthday his father gave him a pet blue ox named Babe...

When Paul was short of help, he trained some enormous ants to do all kinds of logging work. They weighed over 2,000 pounds and...did the work of 50 ordinary men.

Lucy, the Purple Cow, was a champion producer and furnished Paul's dairy products. She was contented so long as the grass was green, so in the winter Paul fitted her with green glasses to make the snow look like grass. The year of the two winters it got so cold her milk turned to ice cream before it hit the pail. That was the winter Paul invented the double-deck ice cream cone.



http://paulbtalltale.weebly.com/uploads/1/5/8/6/15868636/5489155_orig.jpg

STEP OUTSIDE:

- Look at the landscape and think of a tall tale that can explain something in the nature around us.
- Let's read about the local tall tale of Wiarthon Willie.

Wiarthon Willie

Wiarthon Willie was a Canadian groundhog who lived in the community of Wiarthon in Bruce County, Ontario. Every February 2, on Groundhog Day, Willie took part in the local *Wiarthon Willie Festival*. His role is to predict whether there will be an early spring...

The story of Wiarthon Willie dates back to 1956. A Wiarthon resident named Macklemore McKenzie wanted to showcase his childhood home to his many friends...A year later, about 50 people arrived for the festival...

Wiarthon Willie himself is a more recent addition to the festivities... Willie appeared on the scene in the 1980s. Wiarthon Willie's predictive powers are...claimed locally to be accurate...around 90 per cent of the time, although scientific studies show groundhog predictions to have a success rate of more like 37 per cent.



<http://www.clipartkid.com/images/546/on-groundhog-day-you-can-find-free-groundhog-clipart-to-use-too-3UTSYK-clipart.jpg>

The original Warton Willie lived to the...age of 22, and was found dead...two days before Groundhog Day in 1999. The organizers ...marked Groundhog Day by revealing "Willie" in a coffin. He had been dressed in a tuxedo, had coins over his eyes, and a carrot between his paws...

The new Warton Willie is also known as "Wee Willie," and is another albino groundhog...The actual number of different groundhogs known as "Warton Willie" is unknown, as previous replacements were not reported; however, the average life span of a groundhog is four to nine years.

Groundhog Day in Warton is a major celebration, with dances, parades, ice hockey tournaments, curling bonspiels, pancake breakfasts, darts and snooker tournaments, sleigh rides, a Monte Carlo Night and a fish fry. Around 10,000 people are said to attend. It has been called "one the most popular events in Ontario"...

Other towns throughout North America are known to have winter-predicting groundhogs:

- Punxsutawney Phil (Pennsylvania)...
- Staten Island Chuck (New York)...
- Balzac Billy (in Alberta)...
- Gary the Groundhog (Kleinburg, Ontario)
- Dundas Donna (Toronto, Ontario)
- Fred "la marmotte de Quebec"

https://en.wikipedia.org/wiki/Warton_Willie

- Put a "T" if this statement is true for tall tales or an "F" if you think it is false.

True or False:

___ Tall tales use many exaggerations.

___ Tall tales have magic in them.

___ The main character in a tall tale has a problem to solve.

___ The main character in a tall tale is bigger than life and has super-human abilities.

___ The plot of a tall tale is funny and impossible.

___ In the end of a tall tale, the main character solves a problem, overcomes an obstacle and/or defeats a "bad guy."

___ A tall tale includes lots of action.

Classroom Chats

TODAY

Groundhogs look like....

FEEL - How did you feel about Wiarnton Willie?

ACTION - What actions happen in the story?

LIFE LESSONS - Are there any lessons to be learned?

WHAT IF? - Talk about what if something else happened in the tale.

How well did you wait for turn to talk during class discussions?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

How well did you use others' names when speaking?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET - Write a tall tale & change the ending of an existing fairy tale.

9. Writing Twisted Tales

Twisted Tales:

- Take a tall tale or fairy tale and change its' ending.
- Draw and label two pictures to help you tell two tales, one with the old ending, and the other with the new ending.

TALL TALE/FAIRY TALE:

OLD ENDING

NEW ENDING

- Share your tale and twisted tale with the class.

How well did you write a tall tale & change the ending of an existing fairy tale?

Trailblazer
(Expert)

Pathfinder
(Apprentice)

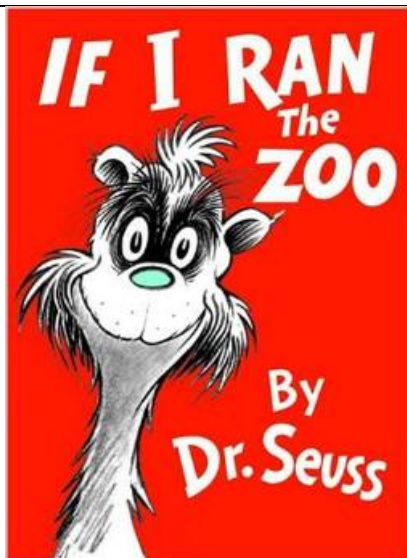
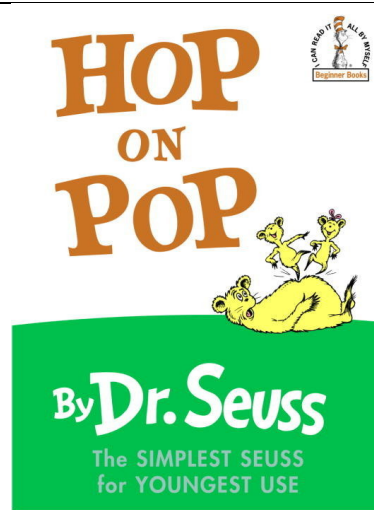
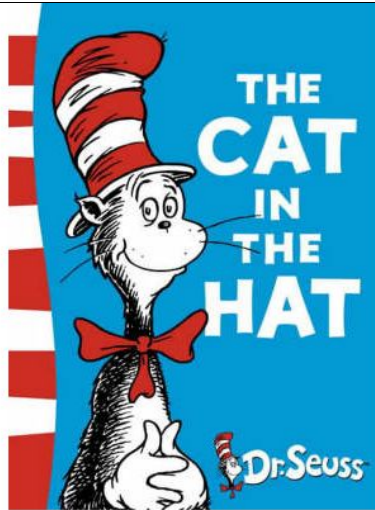
Rookie
(Not Yet)

Tall Tales Have Action

- Listen to a tall tale from your library and answer these questions about the action in the story. (Your teacher will record your ideas.)

Who is doing the action?	
What is the action?	
When did the action happen in the story?	Beginning middle or end?
Where did the action happen?	
Why did the action happen?	
How did the action happen?	

- Look at the following Dr. Seuss Book covers.
- Choose a word to guess what action might be in each book.



Action in the Area

- Choose action words from the box and print them under the pictures that match.

pick bike ski paddle



How well did I
do this task?

Trailblazer
(like an expert)
☺

Pathfinder
(like a helper)
☺

Rookie
(Not Yet) ☺

Original Tall Tale

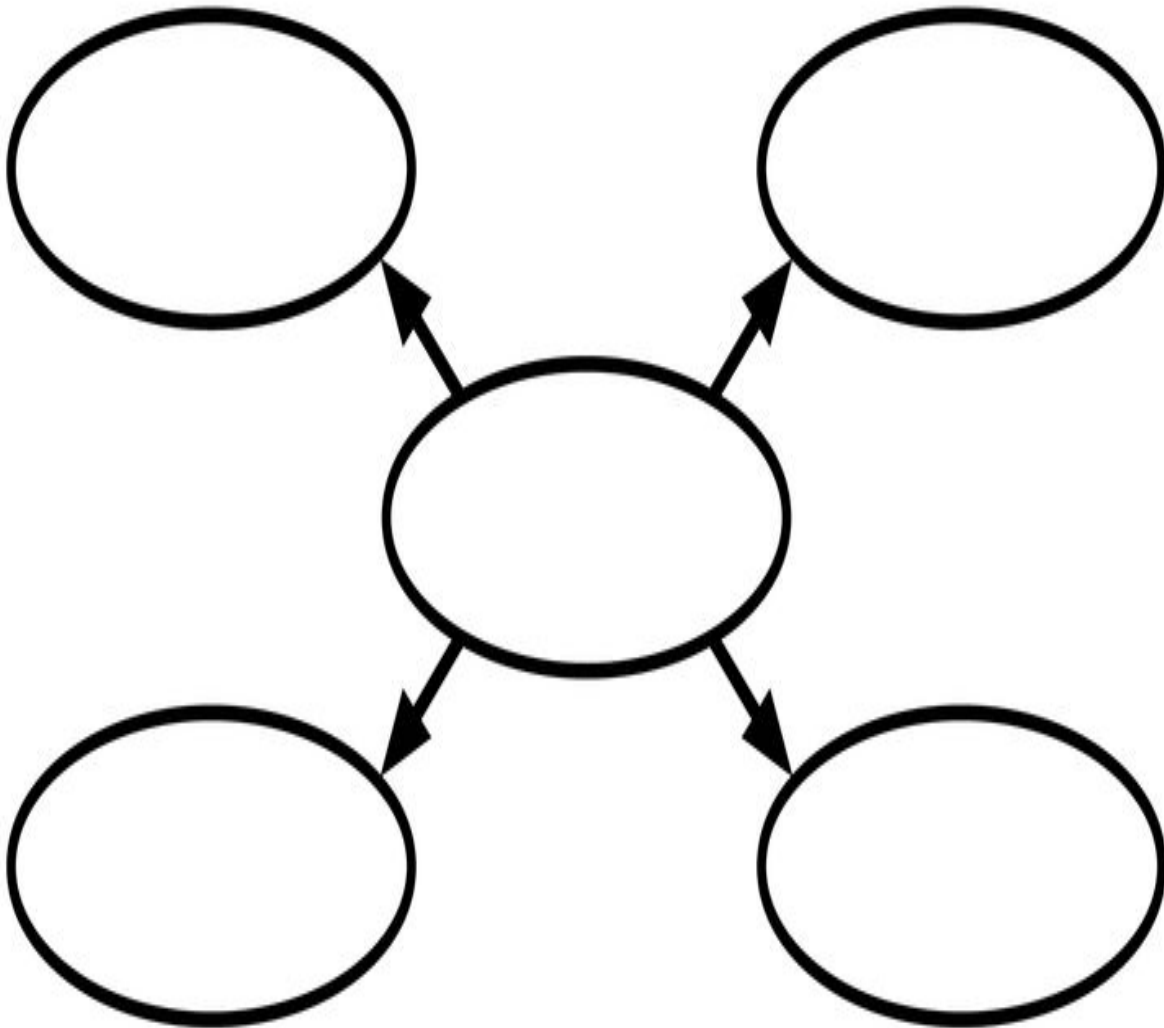
- Now it's time to write your own tall tale.
- Sing the "story builders song" again to help you think about ideas for your story.

Step 1. Picture the ideas

- Draw an image of your tall tale story that answers the questions: who, what, when and where.

My Tall Tale Story

- Use the map to fill in the following outline for your story.

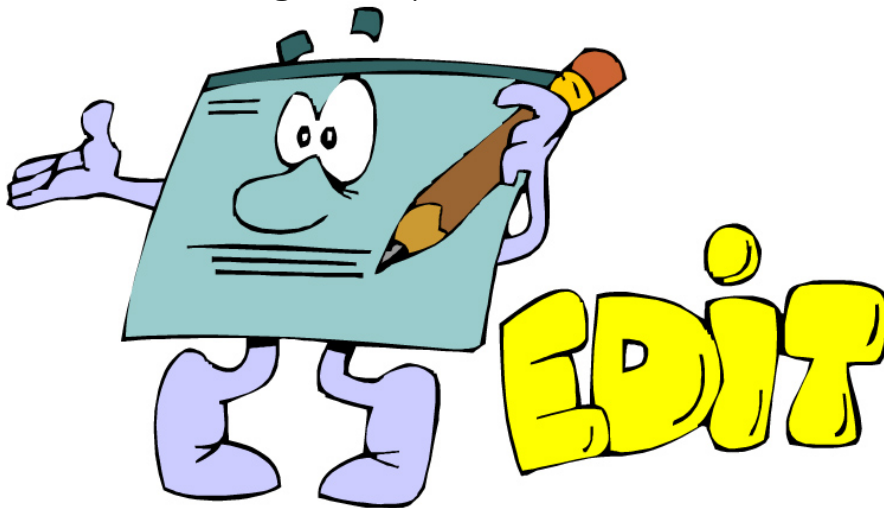


<https://s-media-cache-ak0.pinimg.com/736x/8a/a4/3a/8aa43a3a168029a91cc95348ff02c635.jpg>

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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STEP OUTSIDE:

- Now go back and edit (add more details and make changes to your map).
- Then make changes to your web outline.



<http://ianbrooksauthor.com/wp-content/uploads/2016/01/editing.jpg>

Step 2. Draft First Sentences

- Now it is time to write your first draft of your story.
- Make sure your tall tale has:

Beginning, middle and end
Action
A problem
A hero or shero that is has exaggerated abilities
A solution
Creative ideas
Cool setting
Uses words that create images

How well did I do this task?	Trailblazer (like an expert) ☺	Pathfinder (like a helper) ☺	Rookie (Not Yet) ☺
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Step 3 - Edit your draft

Word Alert - Take a look at the word choices and use a thesaurus to make changes so you can score some more points on the Word Alert Chart.

WORD ALERT CHART

List 3 Action Verbs

List 7 words that paint an image

Teacher Score:

/10 points

*When you have at least 8 points you can move on to the "Speak and Listen" task!

Step 4. Advise and Revise - You and a classmate will take turns reading your tall tale drafts. Find as many ways as you can to make changes to most sentences in your draft.

- First read your draft out loud (slowly), so you or your partner can edit as you read.
- Then your partner will read your draft out loud so you can find more places to edit.

Score Your Draft!

Self Score	2 = got it	1 = Almost	NY = Not Yet	Teacher
THIS TALL TALE				
	is original			
	has an interesting setting			
	has a hero or shero who has special skills			
	has a smooth beginning, middle and end			
	has good words that paint a picture for reader			
	uses great action verbs			
	has a clear introductory and concluding sentence			
	has at least one change made to each sentence			
	uses accurate punctuation (capitals, periods, question marks...)			
	is double-spaced			
TOTAL =		out of 40 points		

- Now give yourself some points for your work
- Then show your teacher who will fill in points, too.
- When you have reached at least 32 points, you can move on to make your final tall tale.

Step 5 - Final Copy

- Print your polished copy on every line on long skinny paper.
- Create a captivating title!
- This paper will be the body of your hero or shero. See example below:



<https://s-media-cache-ak0.pinimg.com/564x/14/88/39/14883987d4a2d1a4716bc4a410b7628e.jpg>

- Then make the head and feet of your hero or shero using coloured paper and a pencil.
- After using the pencil to make details of the head and feet you can trace overtop of the pencil with magic marker.
- Hand in your tall tale to your teacher who will give out more points for your work.

Tall Tale - FINAL COPY

2 = Got it!
 1 = Almost
 NY = Not Yet

This tall tale...	
has a captivating title	
used periods, question marks, and/or exclamation marks properly	
used accurate spelling and use of capitals	
stayed on task and completed work on time	
printed neatly on EVERY LINE	
TOTAL	/10 points

10. Story Telling

ET - Use interested body look during class talks & dramatic play.

- Now prepare to tell your tall tale during Story Telling Week or during Morning Assemblies.
- Why do we need to speak and share our tall tales?
- Circle the letter(s) below that answer this question:

We practice speaking skills so we can:

- (a) tell stories in sentences
- (b) add sound to words in stories
- (c) solve problems together
- (d) answer questions and be heard by all
- (e) ask questions and be heard by all
- (f) talk in pairs, in a group and in class
- (g) let others know we have something to share
- (h) make friends



<http://www.brandstories.net/wp-content/uploads/2013/07/Brand-Storyteller.png>

- You will now be a story teller AND
- You will also have different jobs as an audience member.
- As a story teller, you will tell your story and then lead a brief discussion afterwards.

1. How to tell your tall tale...

- Use the words first, then, next and finally, to tell your story in four parts.

First

Then

Next

Finally

- Put a check beside each "I will" statements to show that you will practice and perform your tall tale well.

I will tell my story using the words "First" at the beginning, "Then" and "Next" in the middle. and "Finally" at the end.

I will use words that are kind to all people.

I will use words that are interesting for my audience.

I will use interesting words from books.

I will stay on topic when telling my story.

I will not repeat ideas.

I will speak with a voice that all can hear.

I will look at each audience member.

I will "act out" my character to add some excitement to my story.

I will make my voice sound like the hero or shero.

I will wear a costume or use props that fit the story.

2. How to lead the discussion after storytelling...

- Ask each audience member to share their ideas.
- Thank the audience member for sharing.
- Respond to what each audience member shares.
- Stay on topic.
- Do not repeat ideas.
- Speak with a voice that all can hear.
- Look at each audience member.
- Smile and make the audience member feel important.

3. How to be an audience member...

Be P O L I T E by:

Being Q _____ and Listen to each tall tale.

Keeping your _____s on the storyteller.

Not MOVING around during story telling.

Do not _____ TERRUPT CLASSMATES.

_____ I N G ☺

4. How to do each audience job...

Before the story

- After viewing the picture on one final copy, what do you predict the story will be about?

I predict _____ story will be about....

- Draw and label a picture of your prediction:

- Select a different "role" from the popsicle stick jar of "roles".

MAIN IDEA CHECKER:

What is the main idea of the story?

Is this story like another story you have heard?

Have you had anything like this happen to you before?

COOL VOICE and ACTION CHECKER:

Did the story teller's voice make you like the hero/ shero?

Did the story teller's face help you feel for the hero/shero?

WHY CHECKER:

What do you think the story teller wants you to learn or believe?

CRYSTAL BALL CHECKER:

What do you think might happen next in the story?

NEW WORD ALERT CHECKER:

Did the storyteller use words from stories we have read this year?

WHAT IF CHECKER:

What would the story be like if the story teller told it from the mother or father of the hero or sheros point of view?

RESPECT CHECKER:

Listen to the story to make sure the words chosen were kind words.

Did the story teller use words that helped or hurt people?

FICTION CHECKER:

How do you know the story is fiction?

- How did you enjoy the story telling activity? Circle:

(a) *I liked it...*

(b) *It was Okay...*

(c) *I didn't like it...*

because....

- Place a ? (not yet), 1 (some), or 2 on the left to score points for your storytelling.

Self	Speaking Skills	Teacher
	stressed key words in tall tale	
	volume good for audience to hear	
	pace was good for all to follow	
	costume/props suited story	
	tall tale was memorized (you crushed it!)	

How well did you use interested body look during class talks & dramatic play?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Action Stories

ET - Predict how action stories might end.

Fiction is any piece of writing that is not a true story.
Fiction is a made-up story or poem.

- Draw a picture of the kind of book you find in a:

Fiction Book

STEM Library Book

- Print the first line of a STEM book and the first line of a fiction book.

First line of STEM Book:

Handwriting practice lines for the first line of a STEM book. The page contains ten sets of primary-ruled lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

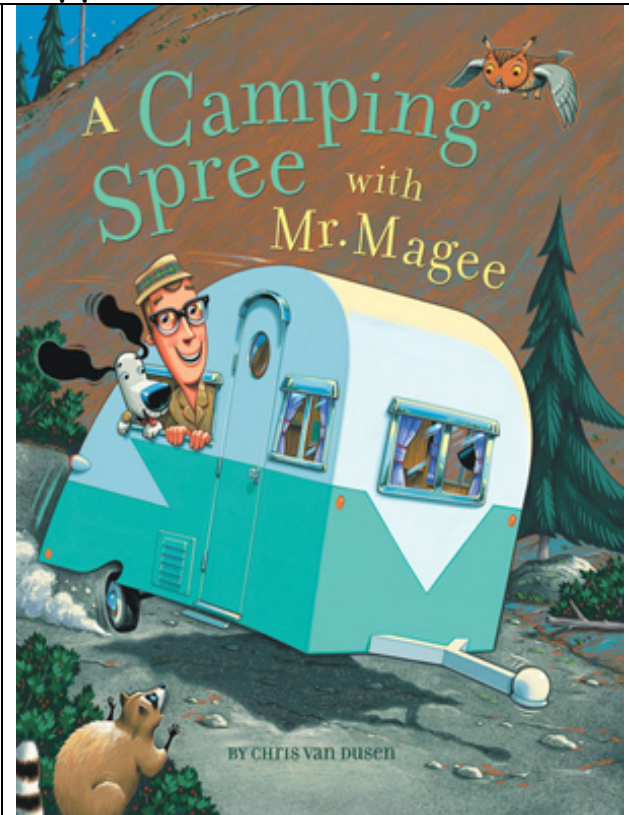
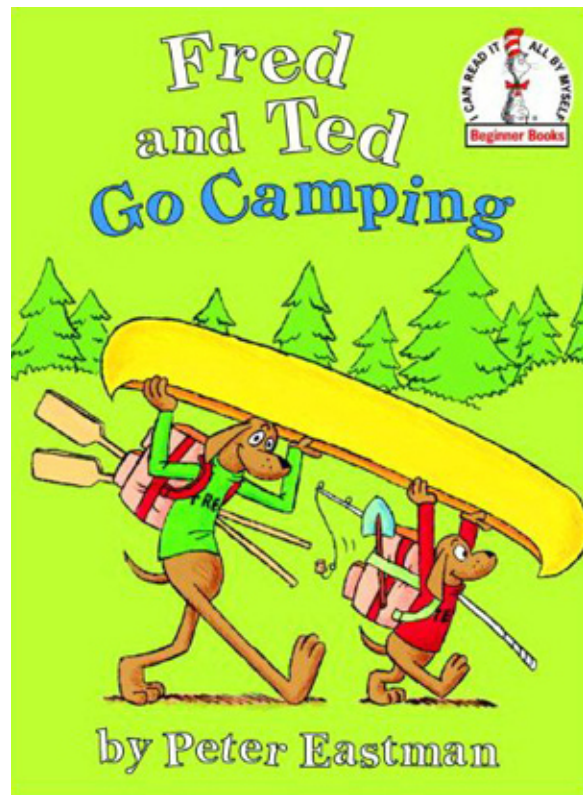
First line of Fiction Book:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times.

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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- Why do you think "Once upon a time..." might be the start of a fiction book? Talk about it with a classmate.

- Look at the book covers of the following fiction stories and predict what you think might happen in each book.



Blank space for prediction notes for 'Fred and Ted Go Camping'.

Blank space for prediction notes for 'A Camping Spree with Mr. Magee'.

How well did you predict how action stories might end?

Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Your teacher will read a summary about the two books to see if your predictions were close or not...

Fred and Ted Go Camping, by Peter Eastman

Fred and Ted—beloved canine stars of P. D. Eastman’s Big Dog...Little Dog are back in an all-new Beginner Book written and illustrated by P.D.’s son, Peter Eastman! In this story Fred and Ted go camping, and as usual, their uniquely different approaches to doing things (such as packing equipment, setting up camp, and fishing techniques) have humorous—and sometimes surprising—results.

A Camping Spree with Mr. Magee

A Camping Spree With Mr. Magee, by Chris Van Dusen
Mr. Magee and his trusty dog, Dee, are enjoying a peaceful camping trip when all of a sudden they find themselves plunging down a mountain and teetering on the edge of a huge waterfall! How will they find their way out of this slippery situation? Chris Van Dusen, the creator of Down to the Sea with Mr. Magee, has filled this new adventure with charming illustrations and a playful, rhyming text.

- What do you think is an important part of each story?

Fred and Ted Go Camping	A Camping Spree with Mr. Magee.

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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Teacher Story - Your teacher will read an action story.

- After the story retell it using the words:
 "In the beginning of the story..."
 "In the middle of the story..."
 "At the end of the story..."

- Then complete these sentences:

The problem in this story is _____

I wonder if..._____

This story reminds me..._____

The ending of this story made me feel..... _____

What do you think the author wants us to be like? _____

What do you think these questions mean?

- Is there another side to this story?
- Would the story be different if a different character were telling it?

EXTENSION: Create a group story to share using puppets for characters you make in art class:

- How well did the story teller use props to help tell the story?

STEP OUTSIDE: Listen to *The Camping Trip* action story written by a Grade 2 student.

- Try and follow along with the reader.
- Make a class list of the action words and the words that help paint a picture in your head.

The Camping Trip *by Larshi, Grade 2*

One day a school went for a four-day camping trip. When they got to the camping site it was dark, they relaxed and had their dinner and went to bed.

The next day they woke up very early. After they had breakfast they decided to go tramping. They walked very far, and later a group of children saw a cave and they were excited and curious to see what was inside. So, the children went inside the cave. When they went further on, they saw a river.

The kids walked and walked until they saw some lights. The lights were only glow worms.

Meanwhile the other kids and their teachers were still having a walk in a different area. The children spent a long time in the cave and enjoyed the pretty lights of the glow worms.

Just then the children noticed that there was a bear sleeping in a dark corner behind the glow worms. One of the child screamed “lets run away”! So, all of the children ran away.

They were hoping that the other children and their teachers were waiting outside for them. But they were not there. Luckily one of the children had brought a compass. So, they could tell which way they had come from.

They were sad because they had missed the walk with their teachers and the classmates. The teachers checked if all of the children were there or not. Mrs Tilt said “I have lost three students from my class”.

Then Mr. Tom said I have lost two students from my class. Miss Wilson said “we are missing five kid’s altogether”. Mrs. Wright said they might be back at camping side. So all of the children and the teachers walked back to the camping side.

When they got to the camping side the children and the teachers saw all the five missing students. Mrs. Wright asked “where have you been all that time”! One of the children explained their exciting time in the cave and we all ran out of when we saw a bear. Mrs. Wright said tomorrow you must stay with the rest of the school mates.

Later the teachers arranged a barbeque dinner with meat, fish and sausages.

After some time they all went into their tents for sleep. The next day they went rowing and 12 people could fit in one canoe. After they finished rowing they had a skipping race. A girl in grade 2 named Lilly won the race.

The last two days the children had number of group activities. The children were grouped into four groups. First monkey bars next the flying fox then the children had to go down the slide. After lunch they had an egg and spoon race. The last day we had a marathon race. A group called super stars were the fastest and they won. The whole trip was so exciting and they returned home that evening. <http://www.write4fun.net/view-entry/77096>

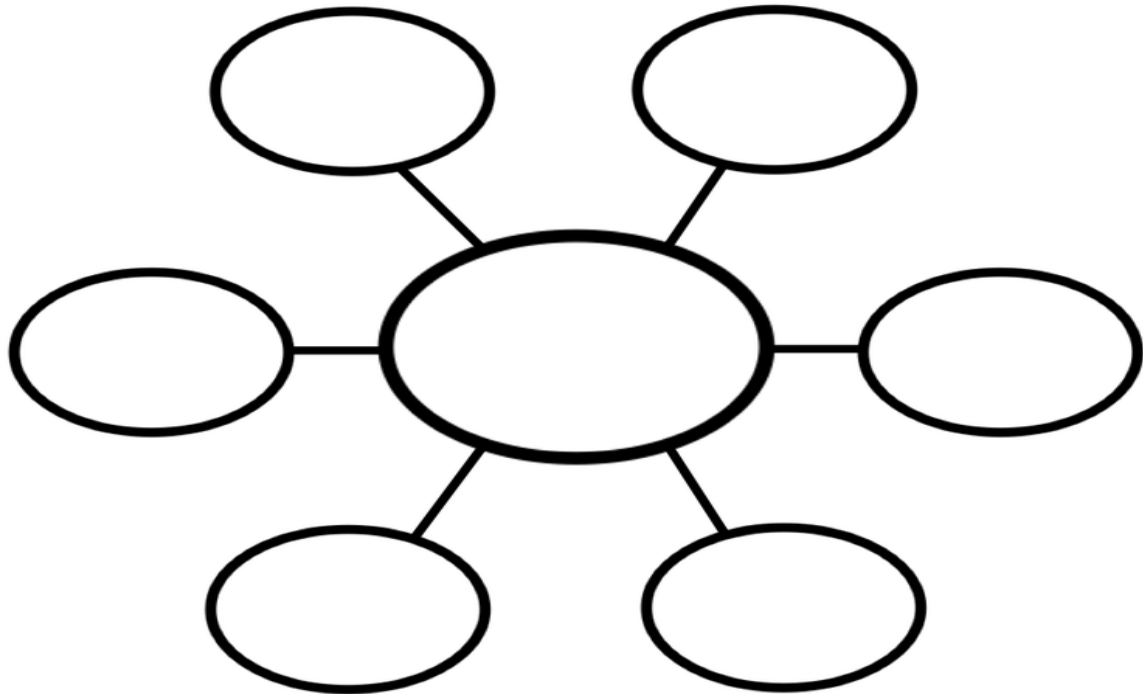
- Illustrate the story in the spaces in between the text.
- Circle the words that show action.
- There were words that the writer left out. Edit them back in.
- The author talks about the camp "side". What do you think she meant?

C a m p _____

Were you surprised by anything in this story?

Yes or No

- Create a web to show the events in this story:



<http://eal4-5.weebly.com/uploads/1/4/8/2/14821962/1630743.png?745>

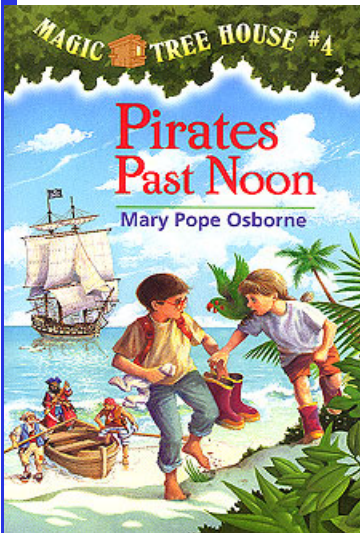
- Discuss in a small group:
 - (a) What else could have happened to the children who ran away from the rest of the class?
 - (b) How did the girls' actions show how they were feeling?

They _____ because they were feeling

- (c) Do you think the teacher was fair to the kids who ran away?
- (d) How would you change the ending of this story?

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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- It's time to read and compare stories. Read these summaries and decide which one you think might have a more interesting adventure.

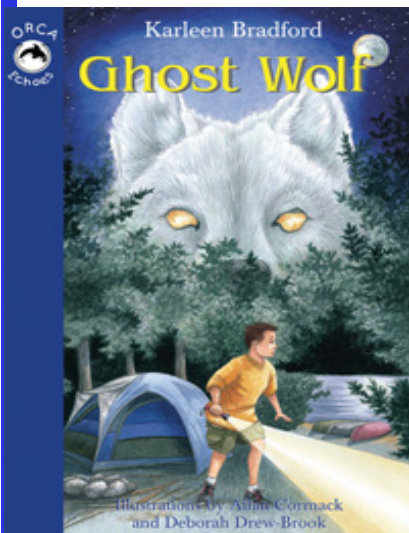


Pirates Past Noon

by Mary Pope Osborne

This is a *Magic Tree House* perennial favorite, and how could it not be... it involves pirates and adventure and buried treasure! In this book, Jack and Annie are whisked back in time to a deserted island and right in the midst of a pirate treasure hunt. With the usual drama and suspense characteristic of this series, the two kids need to solve a dilemma (in this case, finding the buried treasure)

without getting into too much trouble (being captured by pirates)!

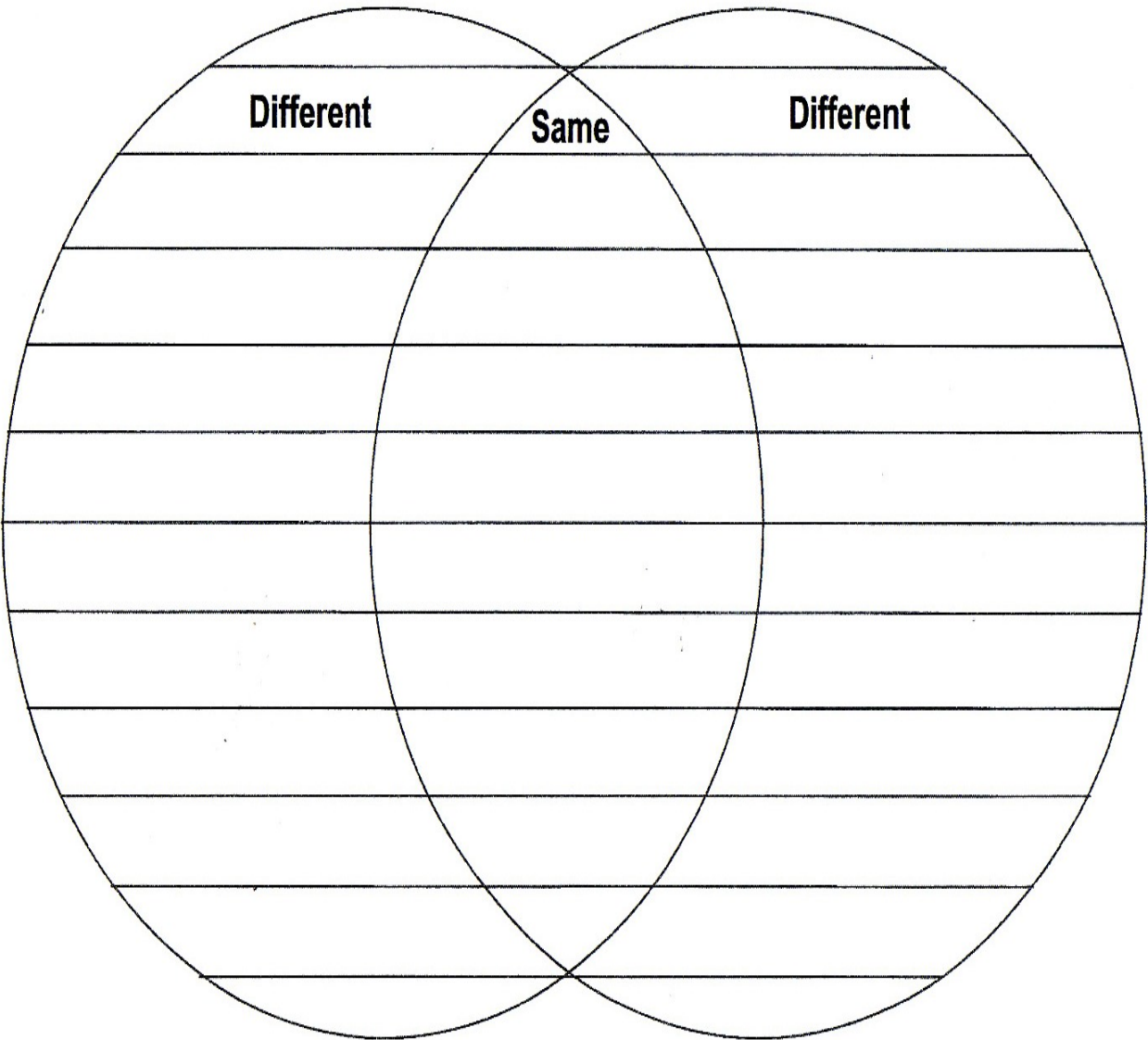


Ghost Wolf by Kathleen Bradford

For the first time in his life, Matt knew terror. He had heard of being frozen with fear. Well, now he was. He could not move. He tried hard to see into the darkness. He tried to hear if the wolf was coming nearer. But he could see nothing. All he could hear was the sound of raindrops landing all around him. Then, right in front of him, a white form took shape. Matt is desperate to fit in at

summer camp. One night he gets lost when he goes off on his own to retrieve a forgotten life preserver. A wolf appears and Matt overcomes his fears and follows it. He finds a half-wolf, half-dog pup whose mother is dead. Is the big wolf who guides him the same wolf that his father rescued years before from a trap?

- Read or listen to the two stories and then fill in the following Venn Diagram (for 20 points) about what is the same and different:



How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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After Thoughts - What I Know About...

A consonant _____

A vowel _____

A sentence _____

A verb _____

What I Know About fiction _____

What I Know About tall tales _____

How well did I do this task?	Trailblazer (like an expert) 😊	Pathfinder (like a helper) 😊	Rookie (Not Yet) 😊
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Teacher Telegram

Dear _____,

Your teacher,

Dear _____,

Sincerely your student,

Learning Log	Points
Printing is neat	
Diagrams are neat	
Diagrams are well labeled	
Work is complete	
Creative ideas are used	
TOTAL (up to 10 points)	

Classroom Work	Points
Worked well on task with other students during paired or group activity	
Worked well on own	
Helped others when needed	
Used books and materials with care	
Tried some extension activities	
TOTAL (up to 10 points)	

Appendix A: Ontario Ministry of Education and Training ELA Expectations

ELA 1A: GRADE 1 ORAL COMMUNICATION

ELA1A.1.1 identify purposes for listening in a few different situations, formal and informal

ELA1A.1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction

ELA1A.1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

ELA1A.1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

ELA1A.1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

ELA1A.1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction

ELA1A.1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker

ELA1A.1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience

ELA1A.2.1 identify a few purposes for speaking

ELA1A.2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

ELA1A.2.3 communicate ideas and information orally in a clear, coherent manner

ELA1A.2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience

ELA1A.3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

1B. GRADE 1 READING

ELA1B.1.1 read a few different types of literary texts

ELA1B.1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes

ELA1B.1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction

ELA1B.1.4 demonstrate understanding of a text by retelling the story..., including the main idea

ELA1B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

ELA1B.1.7 identify the main idea and a few elements of texts, initially with support and direction

ELA1B.1.8 express personal thoughts and feelings about what has been read

ELA1B.1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

ELA1B.2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story

ELA 1B.3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts

ELA1B.3.2 predict the meaning of and solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
- syntactic (language structure) cues

ELA1B.3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader

1C - GRADE 1 WRITING

ELA1C.1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction...

ELA1C.1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

ELA1C.1.4 sort ideas and information for their writing in a variety of ways, with support and direction

ELA1C.1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns

ELA1C.1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose

ELA1C.2.1 write short texts using a few simple forms

ELA1C.2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience

ELA1C.2.3 use familiar words and phrases to convey a clear meaning

ELA1C.2.4 write simple but complete sentences that make sense

ELA1C.2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers

ELA1C.2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (

ELA1C.2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

ELA1C.3.1 spell some high-frequency words correctly

ELA1C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings

ELA1C.3.3 confirm spellings and word meanings or word choice using one or two resources

ELA1C.3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

ELA1C.3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of...verbs to tell what they do and feel...

ELA1C.3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference

ELA1C.3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

ELA1C.4.3 select pieces of writing they think show their best work and explain the reasons for their selection

2A. GRADE 2 ORAL COMMUNICATION

ELA2A.1.1 identify purposes for listening in a variety of situations...to exchange ideas in a small-group discussion; to enjoy and understand poetry

ELA2A.1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts

ELA2A.1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story..., including the main idea and several interesting details

ELA2A.1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

ELA2A.2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions

ELA2A.2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns

ELA2A.2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

ELA2A.2.7 use a few different visual aids,

2B. GRADE 2 READING

ELA2B.1.1 read some different literary texts

ELA2B.1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes

ELA2B.1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts

ELA2B.1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details

ELA2B.1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

ELA2B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

ELA2B.1.7 identify the main idea and some additional elements of texts

ELA2B.1.8 express personal thoughts and feelings about what has been read

ELA2B.1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives

ELA2B.2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale

ELA2B.2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts

ELA2B.3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts

ELA2B.3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including: • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues; common spelling patterns; words within words; visual features of words such as shape or size)

ELA2B.3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience

2C. GRADE 2 WRITING

ELA2C.1.1 identify the topic, purpose, audience, and form for writing

ELA2C.1.2 generate ideas about a potential topic, using a variety of strategies and resources

ELA2C.1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

ELA2C.1.4 sort ideas and information for their writing in a variety of ways, with support and direction

ELA2C.1.5 identify and order main ideas and supporting details, using graphic organizers...and organizational patterns

ELA2C.1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary

ELA2C.2.1 write short texts using several simple forms

ELA2C.2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience

ELA2C.2.3 use familiar words and phrases to communicate relevant details

ELA2C.2.4 use a variety of sentence types

ELA2C.2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

ELA2C.2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies

ELA2C.2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

ELA2C.3.1 spell many high-frequency words correctly

ELA2C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

ELA2C.3.3 confirm spellings and word meanings or word choice using a few different types of resources

ELA2C.3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence...

ELA2C.3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: verbs in the simple present and past tenses; joining words

ELA2C.3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference

ELA2C.3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout

ELA2C.3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

Portfolio

ELA2C.4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

Appendix B: Alberta English Language Arts Expectations

GRADE 1

AELA1.1.1 Discover and Explore

Express ideas and develop understanding

- share personal experiences that are clearly related to oral, print and other media texts
- talk with others about something recently learned
- make observations about activities, experiences with oral, print and other media texts

Experiment with language and forms

- experiment with different ways of exploring and developing stories, ideas and experiences

Express preferences

- express preferences for a variety of oral, print and other media texts

Set goals

- choose to read and write for and with others

AELA1.1.2 Clarify and Extend

Consider the ideas of others

- listen and respond appropriately to experiences and feelings shared by others

Combine ideas

- group ideas and information into categories determined by an adult

Extend understanding

- ask questions to get additional ideas and information on topics of interest

AELA1.2.1 Use Strategies and Cues

Use prior knowledge

- use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning
- use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
- use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
- use knowledge of print, pictures, book covers and title pages to construct and confirm meaning

Use comprehension strategies

- use language prediction skills to identify unknown words within the context of a sentence
- use a variety of strategies, such as making predictions, rereading and reading on
- talk about print or other media texts previously read or viewed
- identify the main idea or topic of simple narrative and expository texts
- identify by sight some familiar words from favourite print texts
- identify high frequency words by sight
- read aloud with some fluency and accuracy, after rehearsal
- self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

Use textual cues

- preview book cover, pictures and location of text to assist with constructing and confirming meaning
- use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading

Use phonics and structural analysis

- segment and blend sounds in words spoken or heard
- use phonic knowledge and skills to read unfamiliar words in context
- use analogy to generate and read phonically regular word families
- associate sounds with letters and some letter clusters

AELA1.2.2 Respond to Texts

Experience various texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
- illustrate and enact stories, rhymes and songs
- remember and retell familiar stories and rhymes

Construct meaning from texts

- relate aspects of stories and characters to personal feelings and experiences
- retell interesting or important aspects of oral, print and other media texts
- tell or represent the beginning, middle and end of stories
- tell, represent or write about experiences similar or related to those in oral, print and other media texts
- tell what was liked or disliked about oral, print and other media texts

Appreciate the artistry of texts

- identify how words can imitate sounds and create special effects
- experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts

AELA1.2.3 Understand Forms, Elements and Techniques

Understand forms and genres

- distinguish differences in the ways various oral, print and other media texts are organized

Understand techniques and elements

- know that stories have beginnings, middles and endings
- tell what characters do or what happens to them in a variety of oral, print and other media texts

Experiment with language

- demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play

AELA1.2.4 Create Original Text

Generate ideas

- generate and contribute ideas for individual or group oral, print and other media texts

Elaborate on the expression of ideas

- change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts

Structure texts

- write, represent and tell brief narratives about own ideas and experiences
- recall and retell or represent favourite stories

AELA1.4.1 Enhance and Improve

Appraise own and others' work

- ask or respond to questions or comments related to the content of own or others' pictures, stories or talk

Revise and edit

- rephrase by adding or deleting words, ideas or information to make better sense
- check for obvious spelling errors and missing words

Enhance legibility

- print letters legibly from left to right, using lines on a page as a guide
- use appropriate spacing between letters in words and between words in sentences

Expand knowledge of language

- identify and use an increasing number of words and phrases related to personal interests and topics of study
- experiment with letters, sounds, words and word patterns to learn new words

Enhance artistry

- use words and pictures to add sensory detail in oral, print and other media texts

AELA1.4.2 Attend to Conventions

Attend to grammar and usage

- speak in complete statements, as appropriate
- write simple statements, demonstrating awareness of capital letters and periods

Attend to spelling

- use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing
- spell phonically irregular high frequency words in own writing
- use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- know that words have conventionally accepted spellings

Attend to capitalization and punctuation

- capitalize the first letter of names
- identify periods, exclamation marks and question marks when reading, and use them to assist comprehension

AELA1.4.3 Present and Share

Present information

- present ideas and information to a familiar audience, and respond to questions

Enhance presentation

- add such details as labels, captions and pictures to oral, print and other media texts

Use effective oral and visual communication

- speak in a clear voice, with appropriate volume, to an audience

Demonstrate attentive listening and viewing

- ask questions to clarify information
- be attentive and show interest during listening or viewing activities

AELA1.5.1 Respect Others and Strengthen Community

Appreciate diversity

- share personal experiences and family traditions related to oral, print and other media texts

Relate texts to culture

- talk about other times, places and people after exploring oral, print and other media texts from various communities

Celebrate accomplishments and events

- share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments

Use language to show respect

- use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns

AELA1.5.2 Work within a Group

Cooperate with others

- work in partnerships and groups
- help others and ask others for help

Work in groups

- ask questions and contribute ideas related to class investigations on topics of interest
- take turns sharing ideas and information

Evaluate group process

- recognize personal contributions to group process

GRADE2

AELA2.1.1 Discover and Explore

Express ideas and develop understanding

- contribute relevant ideas and information from personal experiences to group language activities
- talk about how new ideas and information have changed previous understanding
- express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts

Experiment with language and forms

- use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information

Express preferences

- explain why particular oral, print or other media texts are personal favourites

Set goals

- recognize and talk about developing abilities as readers, writers and illustrators

AELA2.1.2 Clarify and Extend

Consider the ideas of others

- connect own ideas and experiences with those shared by others

AELA2.2.1 Use Strategies and Cues

Use prior knowledge

- use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning
- connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning
- use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning

Use comprehension strategies

- use knowledge of oral language to predict words when reading stories and poems
- apply a variety of strategies, such as asking questions, making predictions...
- identify the main idea or topic
- identify by sight an increasing number of high frequency words and familiar words from favourite books
- read aloud with fluency, accuracy and expression
- figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge

Use textual cues

- preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
- use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading

Use phonics and structural analysis

- apply phonic rules and generalizations to read unfamiliar words in context
- apply knowledge of long and short vowel sounds to read unfamiliar words in context
- associate sounds with some vowel combinations and letter clusters to read unfamiliar words in context

Use references

- put words in alphabetical order by first letter
- use picture dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

Experience various texts

- engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as puppet plays, songs...
- identify favourite kinds of oral, print and other media texts
- model own oral, print and other media texts on familiar forms

Construct meaning from texts

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- retell the events portrayed in oral, print and other media texts in sequence
- suggest alternative endings for oral, print and other media texts
- discuss, represent or write about interesting or important aspects of oral, print and other media texts
- express thoughts or feelings related to the events and characters in oral, print and other media texts

Appreciate the artistry of texts

- identify and use words and sentences that have particular emotional effects
- identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights

AELA2.2.3 Understand Forms, Elements and Techniques

Experiment with language

- demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations

AELA2.2.4 Create Original Text

Generate ideas

- use own and respond to others' ideas to create oral, print and other media texts

Elaborate on the expression of ideas

- add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts

Structure texts

- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions

AELA2.3.4 Share and Review

Share ideas and information

- share, with familiar audiences, ideas and information on topics
- clarify information by responding to questions

Review research process

- answer questions, such as "What did I do that worked well?"

AELA2.4.1 Enhance and Improve

Appraise own and others' work

- identify features that make own or peers' oral, print or other media texts interesting or appealing

Revise and edit

- revise words and sentences to improve sequence or add missing information
- check for capital letters, punctuation at the end of sentences and errors in spelling

Enhance legibility

- print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately
- use margins and spacing appropriately

Expand knowledge of language

- develop categories of words associated with experiences and topics of interest
- use knowledge of word patterns, word combinations and parts of words to learn new words

Enhance artistry

- choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts

AELA2.4.2 Attend to Conventions

Attend to grammar and usage

- write complete sentences, using capital letters and periods
- identify verbs, and use in own writing

Attend to spelling

- use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing
- use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing
- use the conventional spelling of common words necessary for the efficient communication of ideas in writing

Attend to capitalization and punctuation

- use capital letters for proper nouns and at the beginning of sentences in own writing
- use periods and question marks, appropriately, as end punctuation in own writing

AELA2.4.3 Present and Share

Present information

- present ideas and information by combining illustrations and written texts

Enhance presentation

- clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments

Use effective oral and visual communication

- speak in a clear voice, with appropriate volume, at an understandable pace and with expression

Demonstrate attentive listening and viewing

- ask relevant questions to clarify understanding and to have information explained
- show enjoyment and appreciation during listening and viewing activities

AELA2.5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
- ask for and provide clarification and elaboration of stories and ideas

Celebrate accomplishments and events

- participate in shared language experiences to acknowledge and celebrate individual and class accomplishments

Use language to show respect

- adjust own language use according to the context, purpose and audience

AELA2.5.2 Work within a Group

Cooperate with others

- identify ways that class members can help each other

Work in groups

- stay on topic during class and group discussions

Evaluate group process

- recognize own and others' contributions to group process

Appendix C – Common Core State Standards (US) Expectations

Common Core Primary ELA Expectations

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

[CCSS.ELA-Literacy.RL.1.4](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[CCSS.ELA-Literacy.RL.1.5](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.1.7](#)

Use illustrations and details in a story to describe its characters, setting, or events.

[CCSS.ELA-Literacy.RL.1.9](#)

Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.RL.1.10](#)

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Print Concepts:

[CCSS.ELA-Literacy.RF.1.1](#)

Demonstrate understanding of the organization and basic features of print.

[CCSS.ELA-Literacy.RF.1.1.a](#)

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:

[CCSS.ELA-Literacy.RF.1.2](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[CCSS.ELA-Literacy.RF.1.2.a](#)

Distinguish long from short vowel sounds in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2.c](#)

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2.d](#)

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

[CCSS.ELA-Literacy.RF.1.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-Literacy.RF.1.3.a](#)

Know the spelling-sound correspondences for common consonant digraphs.

[CCSS.ELA-Literacy.RF.1.3.b](#)

Decode regularly spelled one-syllable words.

[CCSS.ELA-Literacy.RF.1.3.c](#)

Know final -e and common vowel team conventions for representing long vowel sounds.

[CCSS.ELA-Literacy.RF.1.3.f](#)

Read words with inflectional endings.

[CCSS.ELA-Literacy.RF.1.3.g](#)

Recognize and read grade-appropriate irregularly spelled words.

Fluency:

[CCSS.ELA-Literacy.RF.1.4](#)

Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.RF.1.4.a](#)

Read grade-level text with purpose and understanding.

[CCSS.ELA-Literacy.RF.1.4.b](#)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

[CCSS.ELA-Literacy.RF.1.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Production and Distribution of Writing:

[CCSS.ELA-Literacy.W.1.5](#)

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CCSS.ELA-Literacy.W.1.6](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Comprehension and Collaboration:

[CCSS.ELA-Literacy.SL.1.1](#)

Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.1.1.a](#)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.1.1.b](#)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-Literacy.SL.1.1.c](#)

Ask questions to clear up any confusion about the topics and texts under discussion.

[CCSS.ELA-Literacy.SL.1.2](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-Literacy.SL.1.3](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.SL.1.4](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-Literacy.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[CCSS.ELA-Literacy.SL.1.6](#)

Produce complete sentences when appropriate to task and situation.

Conventions of Standard English:

[CCSS.ELA-Literacy.L.1.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.1.1.e](#)

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

[CCSS.ELA-Literacy.L.1.1.j](#)

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

[CCSS.ELA-Literacy.L.1.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.1.2.b](#)

Use end punctuation for sentences.

[CCSS.ELA-Literacy.L.1.2.d](#)

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

[CCSS.ELA-Literacy.L.1.2.e](#)

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.1.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases...

[CCSS.ELA-Literacy.L.1.4.a](#)

Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.1.5](#)

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Grade 2

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.2.1](#)

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

[CCSS.ELA-Literacy.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-Literacy.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

Craft and Structure:

[CCSS.ELA-Literacy.RL.2.4](#)

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

[CCSS.ELA-Literacy.RL.2.5](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.2.7](#)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[CCSS.ELA-Literacy.RL.2.9](#)

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.RL.2.10](#)

By the end of the year, read and comprehend literature, including stories and poetry...

Phonics and Word Recognition:

[CCSS.ELA-Literacy.RF.2.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-Literacy.RF.2.3.a](#)

Distinguish long and short vowels when reading regularly spelled one-syllable words.

[CCSS.ELA-Literacy.RF.2.3.b](#)

Know spelling-sound correspondences for additional common vowel teams.

[CCSS.ELA-Literacy.RF.2.3.e](#)

Identify words with inconsistent but common spelling-sound correspondences.

[CCSS.ELA-Literacy.RF.2.3.f](#)

Recognize and read grade-appropriate irregularly spelled words.

Fluency:

[CCSS.ELA-Literacy.RF.2.4](#)

Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-Literacy.RF.2.4.a](#)

Read grade-level text with purpose and understanding.

[CCSS.ELA-Literacy.RF.2.4.b](#)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

[CCSS.ELA-Literacy.RF.2.4.c](#)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Production and Distribution of Writing

[CCSS.ELA-Literacy.W.2.5](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CCSS.ELA-Literacy.W.2.6](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Comprehension and Collaboration:

[CCSS.ELA-Literacy.SL.2.1](#)

Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.2.1.a](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.2.1.c](#)

Ask for clarification and further explanation as needed about the topics and texts under discussion.

[CCSS.ELA-Literacy.SL.2.2](#)

Recount or describe key ideas or details from a text read aloud or information presented orally

[CCSS.ELA-Literacy.SL.2.3](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.SL.2.4](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CCSS.ELA-Literacy.SL.2.5](#)

add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

[CCSS.ELA-Literacy.SL.2.6](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Conventions of Standard English:

[CCSS.ELA-Literacy.L.2.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.2.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.2.2.d](#)

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

[CCSS.ELA-Literacy.L.2.2.e](#)

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

[CCSS.ELA-Literacy.L.2.3](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-Literacy.L.2.3.a](#)

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.2.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

[CCSS.ELA-Literacy.L.2.4.a](#)

Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.2.4.e](#)

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

[CCSS.ELA-Literacy.L.2.6](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts

Appendix D: Growing Glossary of Poetic Vocabulary Terms

Alliteration -Repeating the consonant sounds at the beginnings of nearby words, such as the “p” sound in the words “My puppy makes pizza” in the poem My Puppy Makes Pizza.

Exaggeration -To overstate something; to claim that it is bigger, better, faster, smellier, etc. than is actually true.

Imagery - The use of vivid or figurative language to represent objects, actions, or ideas. Language and poetic techniques used to create mental pictures and cause emotions in the reader

Nursery Rhyme -A short, rhyming poem for young children, often telling a short story or describing an interesting character like Mother Goose rhymes

Oral Tradition - The spoken preservation of a people's cultural history and ancestry, from one generation to the next, often by storytellers.

Poem -A written composition, often using rhythm, rhyme, metaphor, and other such artistic techniques to express an idea, feelings, or a story.

Poet -A person who writes poems.

Poetry - Literature written in verse, as opposed to prose...

Recite - To repeat or utter aloud something rehearsed or memorized, especially before an audience

Repetition - Using the same word, phrase, line, or stanza two or more times in a poem

Rhymes -Having the same sound at the end of two or more words such as pine / fine, nickel / pickle,.... Poems, songs, nursery rhymes and hip hop use this technique to make it easy to remember the words. Poems use the repetition of the **same or similar sounds** at the end of two or more words most often at the ends of lines.

Sensory – Relating to the 5 senses or sensations from seeing, hearing, tasting, touching and smelling.

Theme -The main idea, topic, or subject of a poem.

Tone – the feeling **the author** creates in a story, poem. It can be serious, funny, angry, etc.

Verse - A section or line of a poem

Visualize – things that can be pictured in the mind