

A Hodgepodge of Literature

Grade Level or Special Area: Second Grade

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Length of Unit: 6 lessons, varying lengths

I. ABSTRACT

The students will have an opportunity to explore different kinds of literature that includes poetry, fiction stories, tall tales, and sayings and phrases. The students will develop an understanding of characters, sequence, visualization, and interpretation of literature through a variety of activities.

II. OVERVIEW

A. Concept Objectives

1. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
2. Students read and recognize literature as a expression of human experience.(Colorado Model Content Standard, for Language Arts Standard 2)
3. Students apply complex thinking skills when reading, writing, speaking, listening, and viewing. (Colorado Model Content Standard, for Language Arts Standard 7)

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Poetry (p. 44)
 - a. Smart (Shel Silverstein)
2. Language Arts: Fiction (p. 45)
 - a. *Beauty and the Beast*
 - b. *Charlotte's Web* (E.B. White)
 - c. *The Magic Paintbrush* (a Chinese folktale)
 - d. Johnny Appleseed
3. Language Arts: Sayings and Phrases (p. 46)
 - a. Cold Feet

C. Skill Objectives

1. The student will create a picture to represent the poem "Smart".
2. The student will describe the similarities and differences between the Beauty and the Beast movie and *Beauty and the Beast* book.
3. The students will identify the setting of *Charlotte's Web*.
4. The students will identify at least three characters from *Charlotte's Web*.
5. The students will identify 1-2 adjectives for each character identified from *Charlotte's Web*.
6. The students will illustrate the setting and characters identified from *Charlotte's Web*.
7. The students will create a representation of one type of magic paintbrush.
8. The students will write two or more sentences to describe what the magic paintbrush will create and why.
9. The students will list 3 exaggerations from "Johnny Appleseed".
10. The students will list 3 real aspects from "Johnny Appleseed".
11. The students will define "Cold feet"
12. The student will write an example of "Cold feet" from prior experience.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Demi. *Liang and the Magic Paintbrush*. New York, New York: Henry Holt and Company, Inc., 1980. 0-8050-0801-2.
 - 2. Hirsch Jr., E.D. *What Your Second Grader Needs to Know*. New York, New York: Dell Publishing, 1998. 0-385-31843-X.
 - 3. White, E.B. *Charlotte's Web*. New York, New York: Scholastic, Inc., 1952. 0-590-30271-X.
- B. For Students
 - 1. Introduction to sayings and phrases (Kindergarten and 1st grade)
 - 2. Vocabulary: character (1st Grade)
 - 3. Johnny Appleseed (Kindergarten)

IV. RESOURCES

- A. *Where the Sidewalk Ends*, by Shel Silverstein (Lesson One)
- B. *Beauty and the Beast*, by Troll (Lesson Two)
- C. *Beauty and the Beast*, movie (Lesson Two)
- D. *Charlotte's Web*, by E.B. White (Lesson Three)
- E. *Liang and the Magic Paintbrush*, by Demi (Lesson Four)
- F. *Johnny Appleseed*, by Steven Kellogg (Lesson Five)
- G. *What Your Second Grader Needs to Know*, by (Lesson Six)

V. LESSONS

Lesson One: Seeing With Your Eyes Closed (30 minutes per poem)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
 - b. Students read and recognize literature as a expression of human experience. (Colorado Model Content Standard, for Language Arts Standard 2)
 - 2. Lesson Content
 - a. Poetry
 - i. Smart (Shel Silverstein)
 - 3. Skill Objective(s)
 - a. The student will create a picture to represent the poem studied.
- B. *Materials*
 - 1. *Where the Sidewalk Ends* by Shel Silverstein
 - 2. Copy of the poem "Smart" for each student (Appendix A)
 - 3. Scissors for each student
 - 4. Glue stick for each student
 - 5. Markers, crayons, or colored pencils for each student
 - 6. Poetry books for students (optional)
 - 7. Pencils needed for each student if poetry books are not used
 - 8. White board marker
- C. *Key Vocabulary*
 - 1. Stanza – a group of lines of verse forming a division of a poem
 - 2. Rhyme – similarity in the sounds of word endings
- D. *Procedures/Activities*
 - 1. **(Optional) Prior to this lesson**, the teacher can have each student label and draw a picture to create a cover for a poetry book, laminate the cover and a blank sheet

of construction paper for the back, and bind 16-20 blank pieces of white paper together for a book. These will be used each time the students are introduced to a new poem.

2. Read the poem “Smart” to the class from *Where the Sidewalk Ends*.
 3. Pass out a copy of the poem to each student. (Appendix A)
 4. Read the poem out loud together as a class.
 5. Discuss the key vocabulary words as it relates to the poem. Ask the students how many stanzas does the poem have? (5) What sets of rhyming words do you see? (son-one, Lou-two, see-three, store-four, cheeks-speaks)
 6. Have the students close their eyes. Tell them they are to create a picture of what is happening in the poem in their brain. Read the poem out loud to the students.
 7. Have students open their eyes and tell the pictures they saw as you were reading the poem. List the pictures that the students give on the board.
 8. Each student will cut out the poem and paste in the poetry book or use the poem just as it is. If you use the poem as it is, you may need to get a folder or bind all poems at some point.
 9. Each student will need to draw one picture to represent the poem. The poem should be in the center with the picture drawn around it.
 10. Have students talk about the picture they drew to represent the poem.(time permitting)
- E. *Assessment/Evaluation*
1. The students will be evaluated by the discussion of pictures used for the poem to determine if the skill objectives have been met.

Lesson Two: It’s what is on the inside that counts! (30-45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
 - b. Students read and recognize literature as a expression of human experience.(Colorado Model Content Standard, for Language Arts Standard 2)
 - c. Students apply complex thinking skills when reading, writing, speaking, listening, and viewing. (Colorado Model Content Standard, for Language Arts Standard 7)
2. Lesson Content
 - a. Fiction
 - i. *Beauty and the Beast*
3. Skill Objective(s)
 - a. The students will describe the similarities and differences between the book *Beauty and the Beast* and the movie Beauty and the Beast.

B. *Materials*

1. Book students are familiar with such as *Jack and the Beanstalk*
2. *Beauty and the Beast* by Troll
3. Video of Beauty and the Beast
4. Listing of similarities and differences between Beauty and the Beast video and *Beauty and the Beast* (Appendix B)
5. 2 different colored white board markers
6. Venn diagram (Appendix C)
7. Rubric for Venn diagram (Appendix C1)
8. Pencils for each student will be needed for each lesson in this unit

- C. *Key Vocabulary*
1. merchant – person who direct large scale trades
 2. adjective – part of speech used to define something
 3. setting – the background on which something is set (where and when)
 4. Venn diagram – diagram to compare and contrast at least 2 things, consisting of at least 2 intersecting circles
- D. *Procedures/Activities*
1. Pick a book or story that students have already such as *Jack and the Beanstalk*. Review with the students the characters, setting, and sequence of the story.
 2. Show a movie version of Beauty and the Beast. **If you watch the movie over several days, please wait to finish the lesson until the entire movie has been seen.**
 3. Introduce the vocabulary words – setting, adjective. Identify the setting from the movie. Have students give at least one adjective for at least 2 or more characters from the movie.
 4. Take one colored marker and make a list on the board of the characters, events, setting, adjectives, etc. that took place in the movie.
 5. Introduce the vocabulary word – merchant.
 6. Read the book *Beauty and the Beast* by Troll. You may have a different version that you like to read in your classroom. You may use any version as long as it is different from the movie in at least 5 ways.
 7. Take a different colored marker than used for the movie to make a list of the characters, events, setting, adjectives, etc. from the book on the board.
 8. Discuss with students the vocabulary word Venn diagram. Do an example of students liking recess vs. math. Show students that you will fill in the middle for those students who like both recess and math but the parts that do not overlap for those students that only like one or the other.
 9. Hand out the Venn diagram to the students. (Appendix C) Have a student read the directions at the top of the page. Ask the students to give an example for each area of the diagram.
 10. The students will correctly complete a Venn diagram with characteristics from the movie and the book to show similarities and differences.
- E. *Assessment/Evaluation*
1. The students will be assessed by correctly completing the Venn diagram. A Rubric is provided (Appendix C1).

Lesson Three: Defining Character (45-60 minutes) Daily Objectives

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
 - b. Students read and recognize literature as a expression of human experience.(Colorado Model Content Standard, for Language Arts Standard 2)
 - c. Students apply complex thinking skills when reading, writing, speaking, listening, and viewing. (Colorado Model Content Standard, for Language Arts Standard 7)
2. Lesson Content
 - a. Fiction
 - i. *Charlotte’s Web* (E.B. White)
3. Skill Objective(s)
 - a. The students will identify the setting of *Charlotte’s Web*.

- b. The students will identify at least three characters from *Charlotte's Web*.
 - c. The students will identify 1-2 adjectives for each character identified from *Charlotte's Web*.
 - d. The students will illustrate the setting and characters identified from *Charlotte's Web*.
- B. *Materials*
- 1. *Charlotte's Web* by E.B. White
 - 2. List of activities during reading of book (Appendix D)
 - 3. 12 X 18 white or light construction paper – at least one sheet per student
 - 4. markers, colored pencils, or crayons for each student
 - 5. 1 piece of notebook paper or each student
 - 6. Rubric for the puzzle (Appendix E)
 - 7. Test over *Charlotte's Web* (Appendix F)
 - 8. Key for test (Appendix F1)
- C. *Key Vocabulary*
- 1. Humble – not proud; near the ground
 - 2. Radiant – emitting energy
- D. *Procedures/Activities*
- 1. **Prior to the lesson** read *Charlotte's Web* to the class. This will take time over several weeks to complete. You may choose to do other activities while you are reading the book. Please see Appendix D for possible ideas for ideas of activities prior to completing this lesson. The lesson time frame is based on the activity itself, not on reading the book.
 - 2. Review with the students setting, character, and sequence of events. When talking about characters introduce key vocabulary to describe Wilbur. Ask for adjectives for other characters in the story.
 - 3. Pass out a piece of notebook paper to each student. Have each student write the setting of the story. It could be the fair or the farm.
 - 4. Tell each student to think of the characters of the story that you have talked about as a class. They will need to pick at least three characters from the story. Have the students write down the names of at least three characters from the book.
 - 5. After each student has written down 3 characters, ask them to think of words that describe each of them. For example, Charlotte is kind, helpful, etc. Each student needs to come up with 1-2 adjectives for each character that is listed on their paper.
 - 6. Give each student a piece of construction paper. Ask them to illustrate a picture of the setting where the story took place. The students will also need to draw at least 3 characters in their setting to complete their picture. Tell the student to come up with 1-2 adjectives for each character. Have the students write the adjectives that describe each character somewhere on the character itself when they draw them in the setting.
 - 7. The students will take their picture and cut into at least 18 pieces to create a puzzle. You will need to show students how this is done. The students can be evaluated on the puzzle, the multiple choice test or both.
- E. *Assessment/Evaluation*
- 1. The students will be evaluated by the completed puzzle. There is a rubric provided (Appendix E).
 - 2. The Students will be evaluated by a multiple choice test (Appendix F). A Key is provided (Appendix F1).

Lesson Four: A Kind Heart Soars (60-75 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
 - b. Students apply complex thinking skills when reading, writing, speaking, listening, and viewing. (Colorado Model Content Standard, for Language Arts Standard 7)
2. Lesson Content
 - a. Fiction
 - i. *The Magic Paintbrush* (a Chinese folktale)
3. Skill Objective(s)
 - a. The students will create a representation of one type of magic paintbrush.
 - b. The student will write 2 or more sentences to describe what the magic paintbrush will create and why.

B. Materials

1. *Liang and the Magic Paintbrush*, by Demi
2. 12 X 18 white construction paper – 1 sheet per student
3. feathers
4. toilet paper rolls
5. different kinds of ribbon, string
6. scissors for each student
7. glue for each student
8. different kinds of buttons or beads
9. markers, crayons
10. foam shapes or other miscellaneous arts and crafts
11. 3-5 containers for sand
12. 3 plastic containers for pudding
13. 3 containers for clay or play dough
14. 3 boxes of different kinds/colors of pudding
15. 3-5 bags of different color sand
16. 3-5 pieces of clay or play dough
17. 15 popsicles sticks
18. 2-4 cans of shaving cream
19. Rubric for magic paint brush (Appendix G)

C. Key Vocabulary

1. greedy – excessive desire for wealth
2. emperor – ruler of an empire
3. beggar – someone who begs for food, clothes, etc.
4. medium – the material an artist works with

D. Procedures/Activities

1. **Note: This lesson can be broken up into 2 different lessons based on time constraints. You can do 2-7 at one time and 8-13 at a later time.**
2. **Prior to the lesson**, please prepare the pudding as indicated on the boxes. You will also need to collect miscellaneous arts and crafts for the students to use. The amount and items listed under materials are ideas but you may allow students to work with other items than are listed. It is important to give different types of items to include different texture and shapes.
3. Read the book *Liang and the Magic Paintbrush*.
4. As a class, recreate the story in sequence.
5. Review and define the key vocabulary words from the story.

6. Explain to the students that they will be working with different mediums to create letters or pictures.
 7. Divide the class into 2 groups. One group will sit at their desk and create a picture using shaving cream. **Please be aware that a little goes a long way. It may smell up your room.**
 8. Put the containers of pudding, sand, and clay around the room in stations. The other group will rotate through all three mediums as the rest of the class works with the shaving cream. You can substitute some items. It is important to give different consistencies for the students. You will need to switch the groups so the group working with shaving cream may rotate through the other stations. The students who rotated through the stations of pudding, sand, and clay can now go back to their desk and work with shaving cream.
 9. Once all students have experimented with each type of medium, have all students return to their seats. The shaving cream may take a little effort to get off the desk but it makes them very clean.
 10. Put all arts and crafts supplies for making the magic paintbrush in a central location so students can go up when needed to get items.
 11. Pass out a piece of 12 X 18 construction paper to each student. Tell the students they will now have an opportunity to make their own magic paintbrush.
 12. Each student will need to come to the arts and crafts area and pick up items to use. It is at teacher discretion the amount of materials that each student may choose based on the number of students and the amount of supplies.
 13. After creating the magic paintbrush, each student needs to write at least 2 sentences next to the paintbrush about what they will create with the brush and why.
 14. Have the students read their sentences and show their magic paintbrush to the class. (time permitting)
- E. *Assessment/Evaluation*
1. The students will be evaluated on the paintbrush and sentences using a rubric (Appendix G).

Lesson Five: That Can't be True (45-60 minutes)

Daily Objectives

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
 - b. Students read and recognize literature as a expression of human experience.(Colorado Model Content Standard, for Language Arts Standard 2)
 2. Lesson Content
 - a. Fiction: Tall Tales
 - i. Johnny Appleseed
 3. Skill Objective(s)
 - a. The students will identify 3 exaggerations from “Johnny Appleseed”.
 - b. The students will identify 3 real aspects from “Johnny Appleseed”.
- B. *Materials*
1. *Johnny Appleseed* by Steven Kellogg
 2. 1 sheet of red apples per student (Appendix H)
 3. 1 sheet of blue apples per student (Appendix H)
 4. 1 Johnny Appleseed worksheet per student (Appendix I)
 5. scissors for each student

6. glue stick for each student
 7. 2 different colored markers
 8. Rubric for Tall Tale sheet (Appendix R)
 9. Optional: Appendix J-Q for other tall tales
- C. *Key Vocabulary*
1. exaggeration – to go beyond the truth
- D. *Procedures/Activities*
1. **Prior to the lesson**, copy Appendix H on two different colors of paper. One should be a real color apples could be and another should be one that would be an exaggeration.
 2. Read *Johnny Appleseed* by Steven Kellogg.
 3. As a class retell in the story in sequence.
 4. Take 1 colored marker to make a list of things that were real in the story.
 5. Introduce and discuss the vocabulary word exaggeration.
 6. Take the other colored marker and make a list of things in the story that are exaggerations.
 7. Pass out Johnny Appleseed Worksheet, (Appendix I) and both apple pages(Appendix H)
 8. Tell the students they are going to help tell the story of Johnny Appleseed by creating an apple tree.
 9. The students will write an exaggeration on each of the 3 blue apples (not possible) and a truth on each of the red apples (possible).
 10. The student will glue the apples on their tree. The students will need to glue the truthful parts on the tree because they it could “grow” and the apples that are exaggerations should not “grow” on the tree. They will need to label the tree with the title of Johnny Appleseed.
 11. Optional: You can have the students complete the apples and make a big tree as a bulletin board to showcase the students work in the hallway.
 12. The other tall tales can be done the same way. You may use hammers for John Henry to write the truths and exaggerations (Appendix J). You can have students complete the sheet and place the hammers around the object you might hammer in and exaggeration around the object you would not (Appendix K). You can use lassos for Pecos Bill (Appendix L). The students can rope a cow or the moon (Appendix M). You may use an ax for Paul Bunyan to cut down trees or buildings (Appendix N and O). You may use a train for Casey Jones to ride on the tracks or off (Appendix P and Q).
- E. *Assessment/Evaluation*
1. The students will be evaluated by a rubric to determine if the skill objectives have been met. (Appendix R).

Lesson Six: Could you repeat that? (25 per saying/phrase)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado Model Content Standard, for Language Arts Standard 1)
 - b. Students read and recognize literature as a expression of human experience.(Colorado Model Content Standard, for Language Arts Standard 2)
 2. Lesson Content
 - a. Sayings and Phrases
 - i. Cold Feet

3. Skill Objective(s)
 - a. The students will define “Cold feet”
 - b. The student will write an example of “Cold feet” from prior experience.
- B. *Materials*
 1. *What Your Second Grader Needs to Know*, by E. D. Hirsch Jr.
 2. Cold feet saying and phrase sheet (Appendix S)
- C. *Key Vocabulary*
 1. literal – true in the usual sense of the words
- D. *Procedures/Activities*
 1. **Prior to the lesson**, take Appendix S and turn the copy over. You will need to trace the outline so that you have a two sided sheet. Cut the example portion from page 2 of Appendix S before it is sent down to be copied for the students.
 2. Ask students if they know what Cold Feet means. (Take all answers that are given) Talk with students about what literal means and ask if they think cold feet means actually having cold feet.
 3. Read the example for “Cold feet” from *What Your Second Grader Needs to Know*.
 4. As a class define what Cold Feet actually means.
 5. Ask the students for examples of when they have had cold feet. If they can not come up with any examples, prompt them for things like taking tests, doing new things, meeting new people, coming to school for the first time, etc.
 6. Pass out the saying and phrase sheet. (Appendix S) Discuss with the students that all sayings and phrases will have a picture and usually a color for each. Cold feet is printed on light blue paper with a foot.
 7. Students will need to write the definition on one side. On the other side, the students will need to write an example of when they had cold feet.
 8. Students may share their example with the class if time permits.
 9. All sayings and phrases can be done the same way. See the list for color and picture (Appendix T). It has been my experience that creating the saying and phrases is best done by the cut and paste method. If you find clip art that works, print the picture and trace on the second side. Use word to make an example side and the side with “Cold feet means ___” so you can just paste it inside the picture.
 10. Once all are done, you can cut them out and create a mobile for them.
 11. Students will be evaluated by a checklist to see if they have a definition and example for “Cold feet”. You can use the check list for all of the sayings and phrases covered in second grade.
 12. Optional: You can have each student create a mobile with the saying and phrases. Each student can be evaluated on the mobile.
- E. *Assessment/Evaluation*
 1. The students will be evaluated by a checklist to determine if the skills objectives have been met. (Appendix U)
 2. The students can be evaluated by the mobile using a rubric. (Appendix V)

VI. CULMINATING ACTIVITY (20 minutes)

- A. The students will complete a web layout about what they have learned about literature. It covers all of the items in this unit (Appendix W). The key is provided (Appendix W1). If your class does all the poems, sayings and phrases, tall tales and stories, you can adjust the web for each area covered. A blank layout is provided for students to complete (Appendix X). There is also an example of adaptations for doing all of the items covered for tall tales (Appendix Y). You may also want your students to form groups and reenact one of the aspects of literature that was covered in this unit. They could create a skit and have other students guess the story, tall tale, poem or saying.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Smart Poem
- B. Appendix B: Similarities/Differences for *Beauty and the Beast*
- C. Appendix C: Venn Diagram and Rubric
- D. Appendix D: List of Activities for *Charlotte's Web*
- E. Appendix E: Rubric for Puzzle
- F. Appendix F: *Charlotte's Web* Test and Key
- G. Appendix G: Magic Paintbrush Rubric
- H. Appendix H: Apple Sheet
- I. Appendix I: Johnny Appleseed Worksheet
- J. Appendix J: Hammer Sheet
- K. Appendix K: John Henry Worksheet
- L. Appendix L: Lasso Sheet
- M. Appendix M: Pecos Bill Worksheet
- N. Appendix N: Ax Handle Sheet
- O. Appendix O: Paul Bunyan Worksheet
- P. Appendix P: Train Sheet
- Q. Appendix Q: Casey Jones Worksheet
- R. Appendix R: Rubric for Tall Tale
- S. Appendix S: Cold Feet Saying
- T. Appendix T: Saying and Phrases Guidelines
- U. Appendix U: Checklist for Saying and Phrases
- V. Appendix V: Rubric for Saying and Phrases Mobile
- W. Appendix W: Culminating Activity and Key
- X. Appendix X: Blank Web Layout
- Y. Appendix Y: Tall Tales Web Example

VIII. BIBLIOGRAPHY

- A. *Beauty and the Beast*. United States: Troll Communications L.L.C., 1981. 0-8167-5277-X.
- B. Demi. *Liang and the Magic Paintbrush*. New York, New York: Henry Holt and Company, Inc., 1980 0-8050-0801-2.
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Appendix A

Smart

My dad gave me one dollar bill
'Cause I'm his smartest son,
And I swapped it for two shiny quarters
'Cause two is more than one!

And then I took the quarters
And traded them to Lou
For three dimes—I guess he don't know
That three is more than two!

Just then, along came Old blind Bates
And just 'cause he can't see
He gave me four nickels for my three dimes,
And four is more than three!

And I took the nickels to Hiram Coombs
Down at the seed-feed store,
And the fool gave me five pennies for them,
And five is more than four!

And then I went and showed my dad,
And he got red in the cheeks
And closed his eyes and shook his head -
Too proud of me to speak!

by Shel Silverstein

Appendix B
Similarities/Differences for *Beauty and the Beast*

<u>Beauty and the Beast</u> movie	Both the book and the movie	<i>Beauty and the Beast</i>
Father is inventor Daughter called Belle Talks about spell Belle has no sisters Servants have turned into objects There is singing	Beast – ugly or not liked by people or scares people Magic mirror Beast changes into a prince Father switches places with daughter Beast lives in castle/palace There is a rose in the story	Father is a merchant Daughter called Beauty Beauty has 3 sisters There are no servants There is no singing Magic ring

The students answers may vary from those listed above.

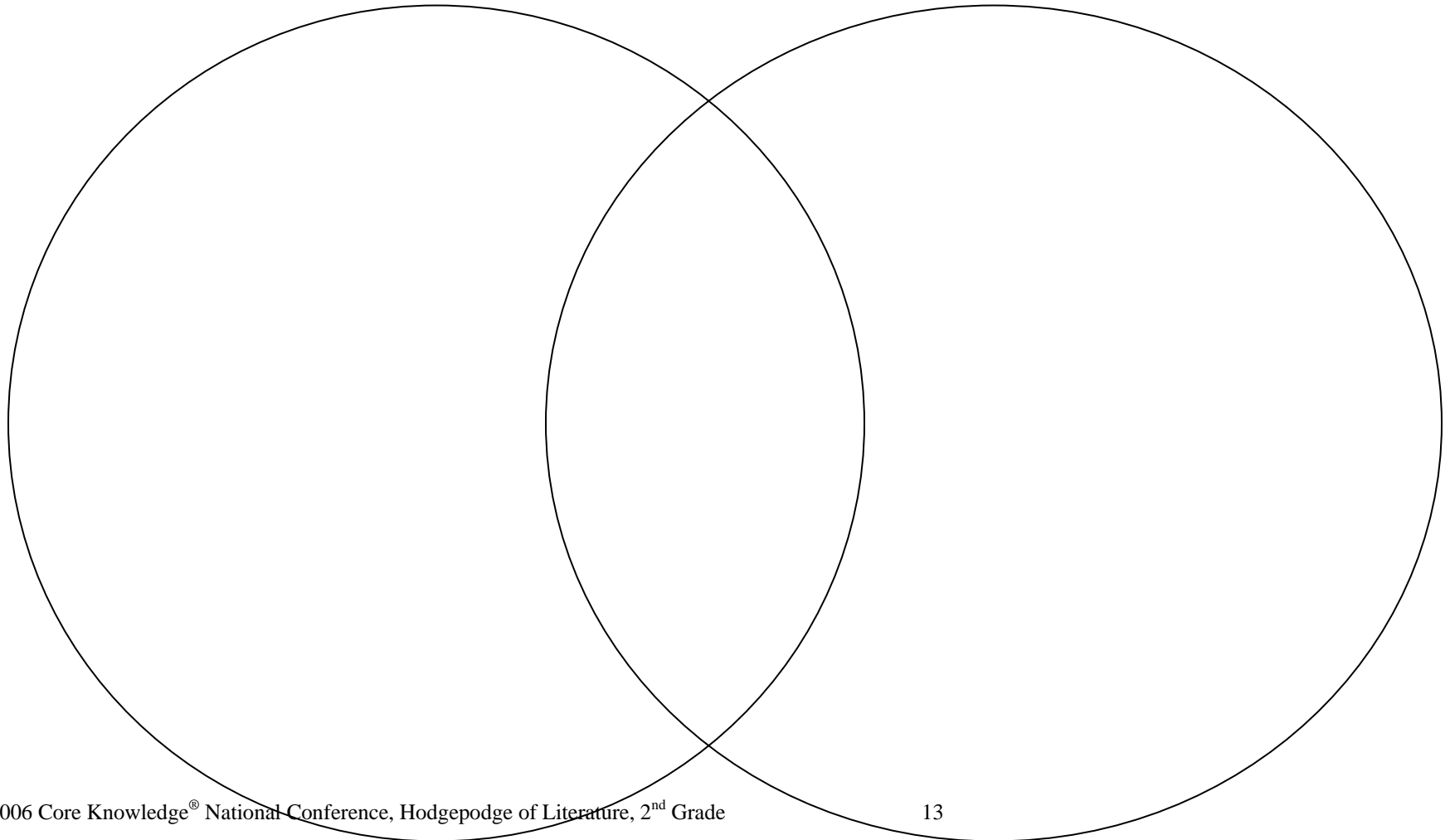
Appendix C
Venn Diagram

Name _____

Complete the diagram with information about *Beauty and the Beast* from both the movie and the book. List three characteristics for each area.

Movie

Book



Appendix C1

Rubric for Venn diagram of *Beauty and the Beast*

Name: _____

	1	2	3	4	Total
Student lists characteristics of <u>Beauty and the Beast</u> movie	Student gives no characteristics	Student gives one characteristic	Student gives two characteristics	Student gives three characteristics	____/4
Student lists characteristics of <i>Beauty and the Beast</i>	Student gives no characteristics	Student gives one characteristic	Student gives two characteristics	Student gives three characteristics	____/4
Student lists similarities between the movie and the book	Student give no similarities	Student gives one similarity	Student gives two similarities	Student gives three similarities	____/4
Student completes diagram correctly	Student has between 0-2 characteristics and similarities in the correct place	Student has between 3-5 characteristics and similarities in the correct place	Student has between 6-8 characteristics and similarities in the correct place	Student has all characteristics and similarities in the correct place	____/4
				Total	____/16 ____ Grade

Appendix D

Charlotte's Web Activities

Journal Writing

- How did you feel when Fern had to give away Wilbur?
- Would you like to talk to the animals in the barn and why?
- How would you have saved Wilbur's life?
- Would Templeton be your friend and why?
- What were the words that Charlotte wrote in her web about Wilbur?
- How did you feel when Charlotte died at the end?
- How would you feel if none of Charlotte's children had stay?

Independent Activities

- Students create an alphabet for events in the story.
- Students pick 5 events and create a comic strip.
- Students can write a different end to a chapter or the entire story.
- Students can do a scavenger hunt through the book to find nouns, verbs, adjectives, sentences, questions, etc.
- Students make a timeline and decide where they would like to "drop in" on the story and why.

Group Activities

- Students act out a chapter or part of the book.
- Students create an advertisement to get support for saving Wilbur's life.
- Students take scenes from the book and draw illustrations for it.
- Students create a skit around friendship.
- Students write a newspaper detailing events that have happened in the story.

Appendix E
Rubric for Puzzle

Name: _____

	1	2	3	4	Total
Student shows characters	Student shows no characters	Student shows one character	Student shows two characters	Student shows three characters	____/4
Student write one adjective about each character	Student gives no adjectives	Student gives one adjective	Student gives two adjectives	Student gives three adjectives	____/4
Puzzle pieces	Student has less than 10 puzzle pieces	Student has 10-14 puzzle pieces	Student has 15-19 puzzle pieces	Student has at least 20 puzzle pieces	____/4
Student completes setting	Unable to identify setting	Setting needs some clarification	Setting is adequate	Setting is excellent	____/4
Neatness	People and objects do not have details	People and objects have some details	People and objects have adequate details	People and objects show accurate details	____/4
				Total	____/20

_____ Grade

Appendix F
Charlotte's Web Test

Name: _____

1. Wilbur is a _____.
 - a. horse
 - b. gander
 - c. pig
2. Fern lives on a _____ .
 - a. fair
 - b. farm
 - c. street
3. Charlotte writes _____ in her web.
 - a. words
 - b. letters
 - c. numbers
4. Fern's father wants to _____ Wilbur.
 - a. keep
 - b. kill
 - c. sell him
5. Wilbur shares _____ with Templeton.
 - a. his straw
 - b. his knowledge
 - c. his food

T/F Write a T for each true statement and an F for each false statement.

- ___1. Charlotte and Wilbur were friends.
- ___2. Fern had a brother named Avery.
- ___3. Templeton ate a rotten egg.
- ___4. Mrs. Arable nursed Wilbur when he was a baby.
- ___5. Charlotte made an egg sac with hundreds of babies.

Name two characters in the story. Write an adjective to describe each.

- 1.
- 2.

Appendix F, page 2

Write the answer to the following questions in complete sentences.

Tell the setting of the story.

How did Wilbur feel when he was at the fair?

Tell how the egg sac got back to the farm.

Would you have wanted to be friends with Charlotte, Wilbur or both? Why?

Appendix F1
Charlotte's Web Test Key

Fill in the blank worth 1 pt apiece

1. pig
2. farm
3. words
4. kill
5. his food

T/F worth 1 point a piece

1. True
2. True
3. False
4. False
5. True

Name two characters in the story. Write an adjective to describe each. – 4 pts.

1. Charlotte – kind, helpful
2. Wilbur – sweet, innocent, sad

There maybe other answers given – accept all that are reasonable

Short Answer – need to be in complete sentences

Tell the setting of the story – worth 3 pts.

Setting – spring and on a farm

How did Wilbur feel when he was at the fair? worth 5 pts.

sad, happy, excited nervous – accept any reasonable answers

Tell how the egg sac got back to the farm. – worth 3 pts.

Wilbur got Templeton to get the egg sac down. He put it in his mouth to take back to the barn.

Would you have wanted to be friends with Charlotte, Wilbur or both? Why? worth 10 pts.

Accept all reasonable answers that have supporting reasons.

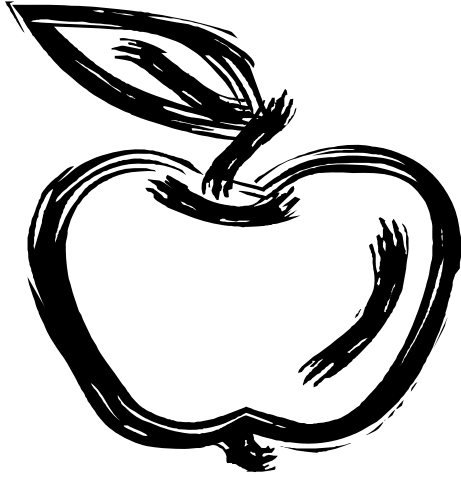
Appendix G

Rubric for Magic Paintbrush Project

Name: _____

	1	2	3	4	Total
Sentences	Student gives no sentences	Student gives one sentence	Student gives two sentences	Student gives three sentences	____/4
Capitalization and punctuation	Student uses 0 or 1 capital or punctuation mark in sentences	Student uses a combination of 2 capitals or punctuation marks in sentences	Student uses a combination of 3 capitals or punctuation marks in sentences	Student uses 2 capitals and 2 periods in sentences	____/4
Creativity	Student does not use color and design	Student shows adequate use of color and design	Student shows satisfactory use of color and design	Student shows outstanding use of color and design	____/4
Material use	Student does not use a variety of materials	Student uses 2-3 different kinds of materials	Student uses 4-5 different kinds of materials	Student uses 6 or more different kinds of materials	____/4
				Total	____/16

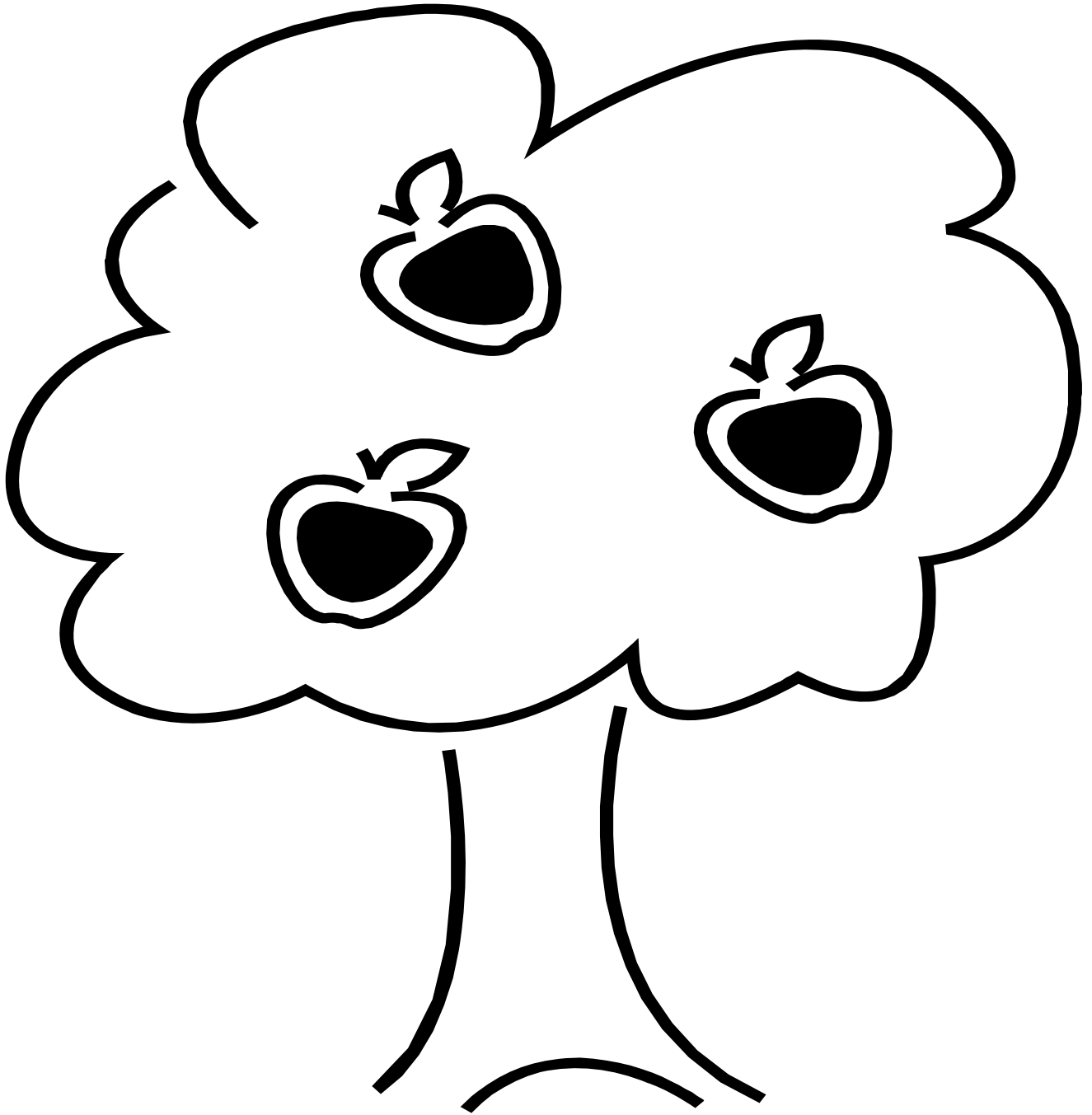
Appendix H
Apple Sheet



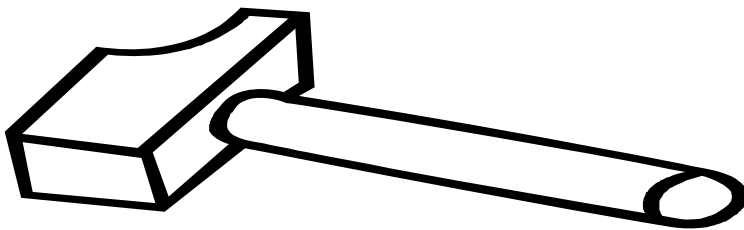
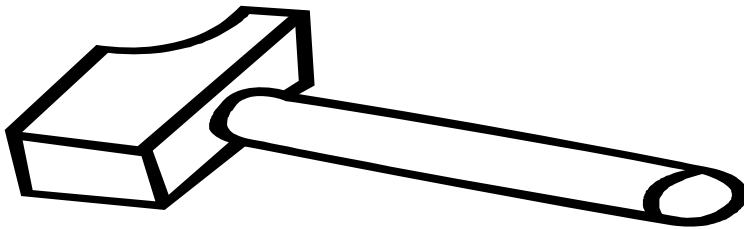
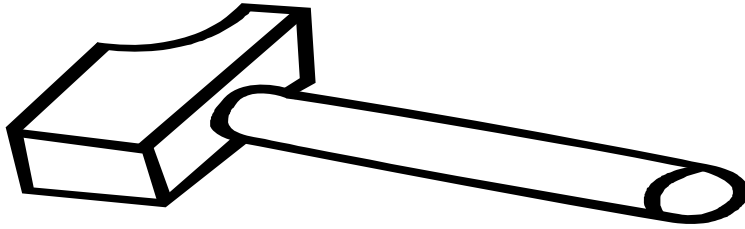
Appendix I
Johnny Appleseed Sheet

Name: _____

Place your apples with exaggerations on the page but not in the tree. Place your true statements on the tree. Please write a title for your tall tale.



**Appendix J
Hammer Sheet**



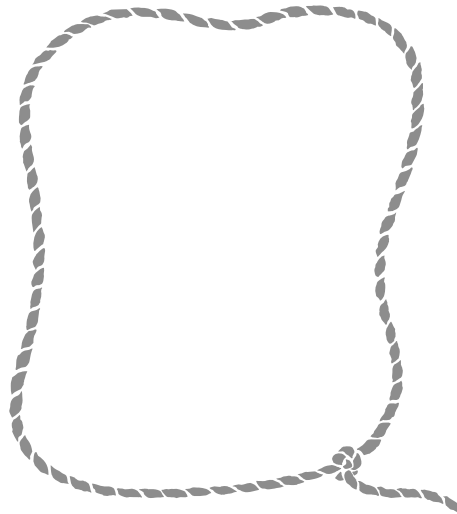
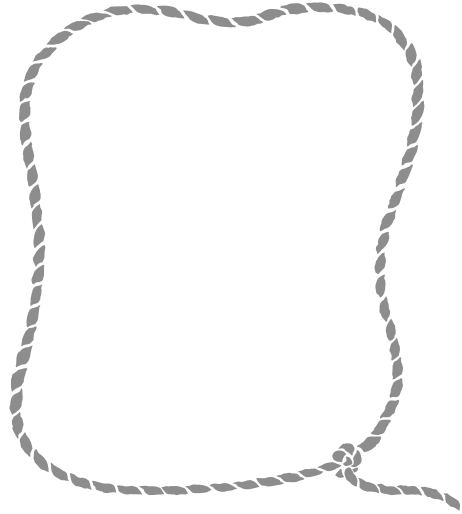
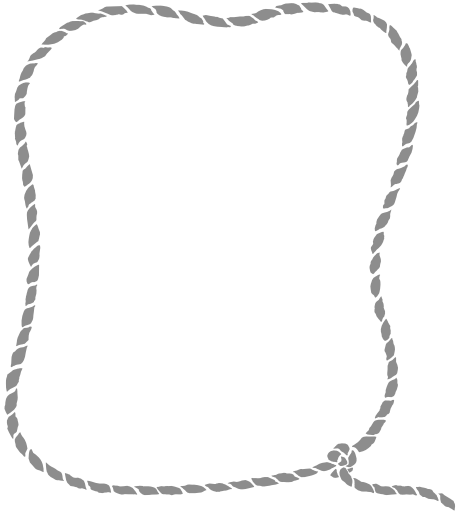
Appendix K
John Henry Worksheet

Name: _____

Place your hammers with exaggerations around the item that you might hammer. Place your true statements around the picture that you would not hammer. Please write a title for your tall tale.



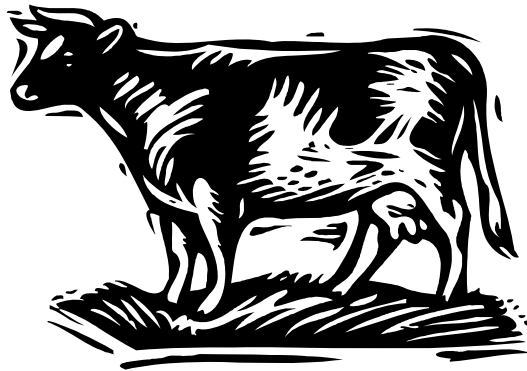
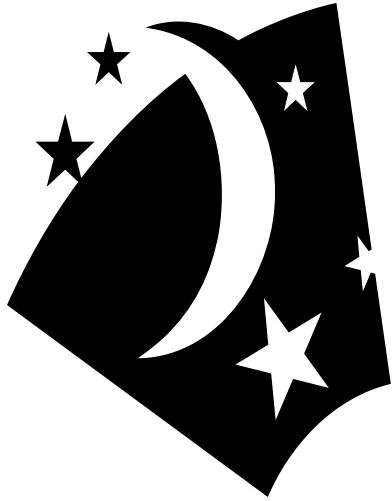
Appendix L
Lasso Sheet



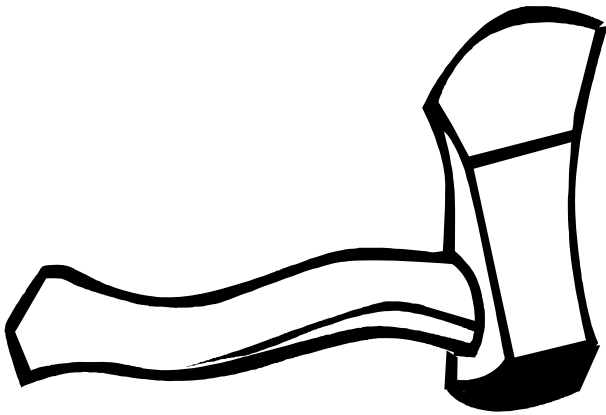
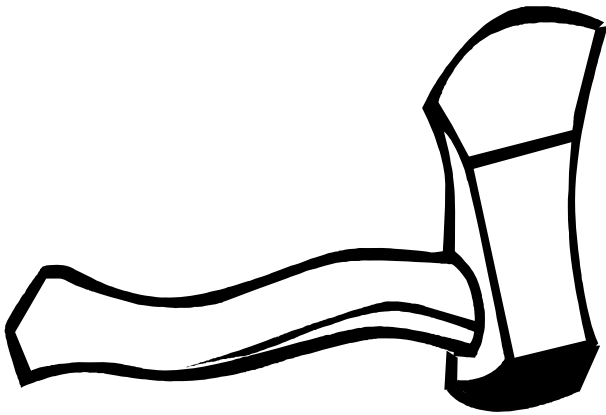
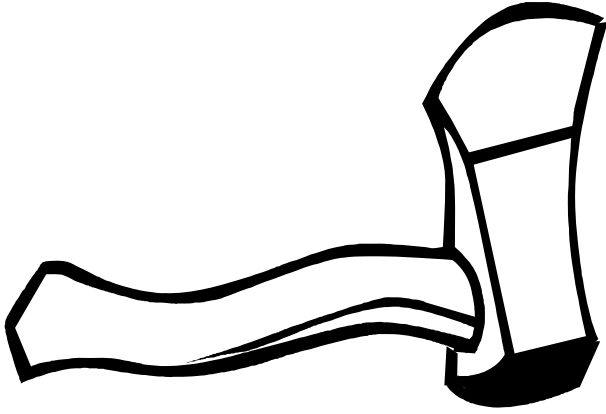
Appendix M
Pecos Bill Worksheet

Name: _____

Place your lassos with exaggerations around the item that you do not lasso. Place your true statements around the picture that you could lasso. Please write a title for your tall tale.



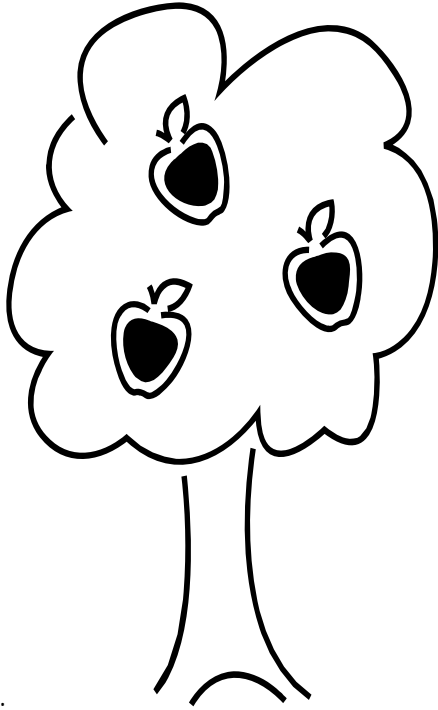
Appendix N
Ax Handles Sheet



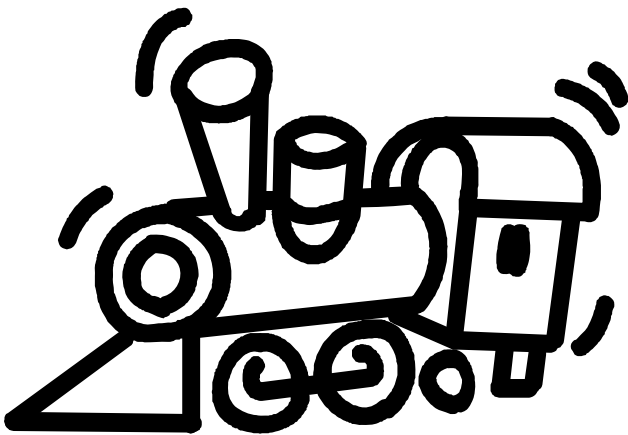
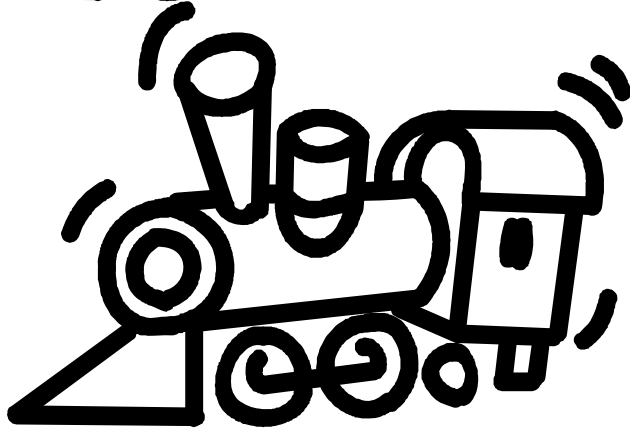
Appendix O
Paul Bunyan Worksheet

Name: _____

Place your ax handles with exaggerations by the item that you do not cut. Place your ax handles with true statements by the picture that you could cut. Please write a title for tall tale.



Appendix P
Train Sheet



Appendix Q
Casey Jones Worksheet

Name: _____

Place your trains with exaggerations off the track. Place your true statements on the railroad tracks. Please write a title for your tall tale.

Appendix R

Rubric for Tall Tale

Name: _____

	1	2	3	4	Total
Student lists exaggerations	Student gives no exaggerations	Student gives one exaggerations	Student gives two exaggerations	Student gives three exaggerations	____/4
Student lists factual points	Student gives no factual parts	Student gives one factual part	Student gives two factual parts	Student gives three factual parts	____/4
Student has Title	Student give no title	Student gives title with no capitals correct	Student gives title with at least 1 capital correct	Student gives title with all correct capitals	____/4
Student completes the picture correctly	Student places 0-1 objects in the correct place	Student places 2-3 objects in the correct place	Student places 4-5 objects in the correct place	Student places all objects in the correct place	____/4
				Total	____/16 <hr/> Grade

Appendix S
Cold Feet Saying - Front



Appendix T
Saying and Phrases Guidelines

Saying or Phrase	Color of Paper	Picture to use
Cold feet	Blue	Foot
Back to the drawing board	Light green	Chalkboard
Better late than never	Hot pink	Clock
Don't cry over spilled milk	White	Spilled milk bottle
Don't judge a book by its cover	Lime green	Book
Easier said than done	Purple	Mountains
Eaten out of house and home	Pale yellow	House with bite missing
Get a taste of your own medicine	Purple	Medicine bottle
Two heads are better than one	White	One side Lincoln - one side Washington portrait
In hot water	Red	Boiling water
Keep your fingers crossed	Light green	Hand with fingers crossed
Practice what you preach	Orange	Podium
Get up on the wrong side of the bed	Blue	Bed
Turn over a new leaf	White - each side colored different color by students	Leaf
Where there's a will there's a way	Red	Train
You can't teach an old dog new tricks	Beige	Dog

Appendix U
Checklist for Saying and Phrases

Name: _____

Saying or phrase	Definition given	Example given
Cold feet		
Back to the drawing board		
Better late than never		
Don't cry over spilled milk		
Don't judge a book by its cover		
Easier said than done		
Eaten out of house and home		
Get a taste of your own medicine		
In hot water		
Keep your fingers crossed		
Practice what you preach		
Get up on the wrong side of the bed		
Turn over a new leaf		
Where there's a will there's a way		
You can't teach an old dog new tricks		
Two heads are better than one		

Appendix V

Rubric for Saying and Phrases Mobile

Name: _____

	1	2	3	4	Total
Definitions	Student gives 0-4 definitions	Student gives 4 -7 definitions	Student gives 8-11 definitions	Student gives 12-16 definitions	____/4
Examples	Student gives 0-4 examples	Student gives 4-7 examples	Student gives 8-11 examples	Student gives 12-16 examples	____/4
Examples relate to experience	Student give 0-4 that relate	Student give 4-7 that relate	Student give 8-11 that relate	Student give 12-16 that relate	____/4
Completes correctly	Student has between 0-4 saying ad phrases on mobile	Student has between 5-9 saying and phrases on mobile	Student has between 10-15 saying and phrases on mobile	Student has all saying and phrases on mobile	____/4
				Total	____/16 <hr style="width: 50px; margin: 0 auto;"/> Grade

**Appendix W
Culminating Activity**

What is the lesson that we should learn in *Beauty and the Beast*?

What was the poem "Smart" about?

Name at least one exaggeration from *Johnny Appleseed*.

Name two characters in *Charlotte's Web* that were friends.

Language Arts

Would you like to be Liang from *Liang and the Magic Paintbrush* and why?

Which piece of literature when you like to be a part of and why?

Tell what cold feet means and give one example.

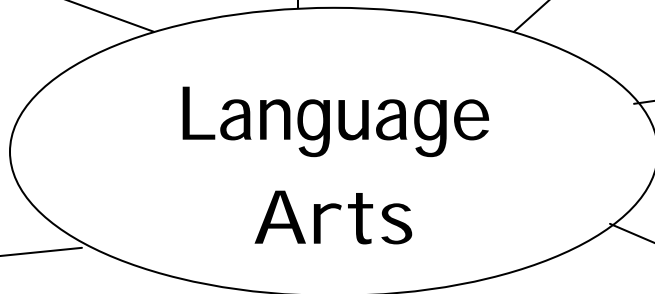
**Appendix W1
Culminating Activity Key**

What is the lesson that we should learn in *Beauty and the Beast*?

Don't judge people by how they look.

What was the poem "Smart" about?
Trading money and having less than what started with.

Name two characters in *Charlotte's Web* that were friends.
Fern, Wilbur, Charlotte, Templeton, Arables, Lurvy, Zuckermans.



Name at least one exaggeration from *Johnny Appleseed*.

Answers may vary.
Accept all that are covered in the book.

Would you like to be Liang from *Liang and the Magic Paintbrush* and why?

Answers will vary.
Accept all if there is support for position

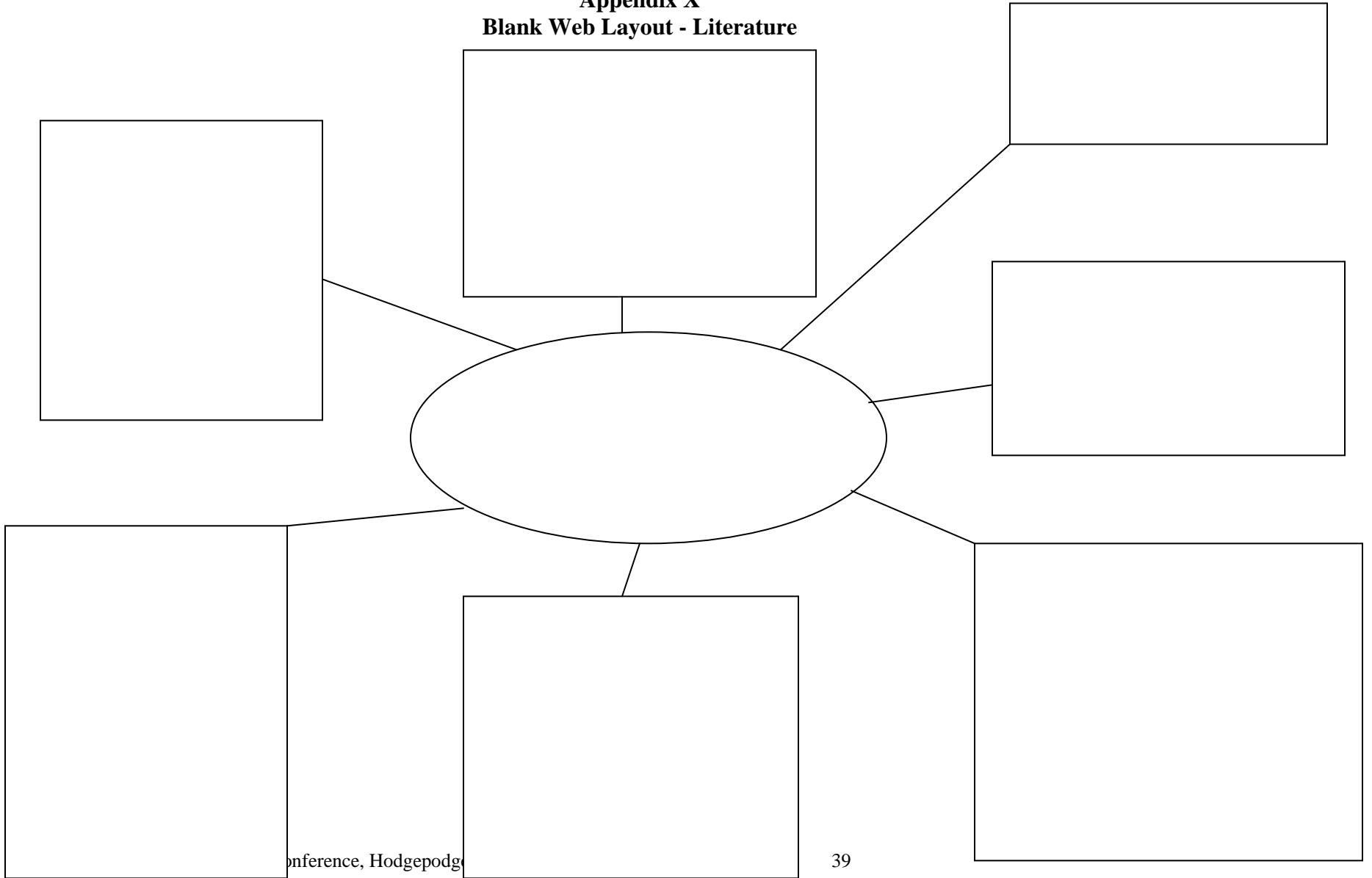
Which piece of literature when you like to be a part of and why?

Answers will vary. Accept all if there is support for position.

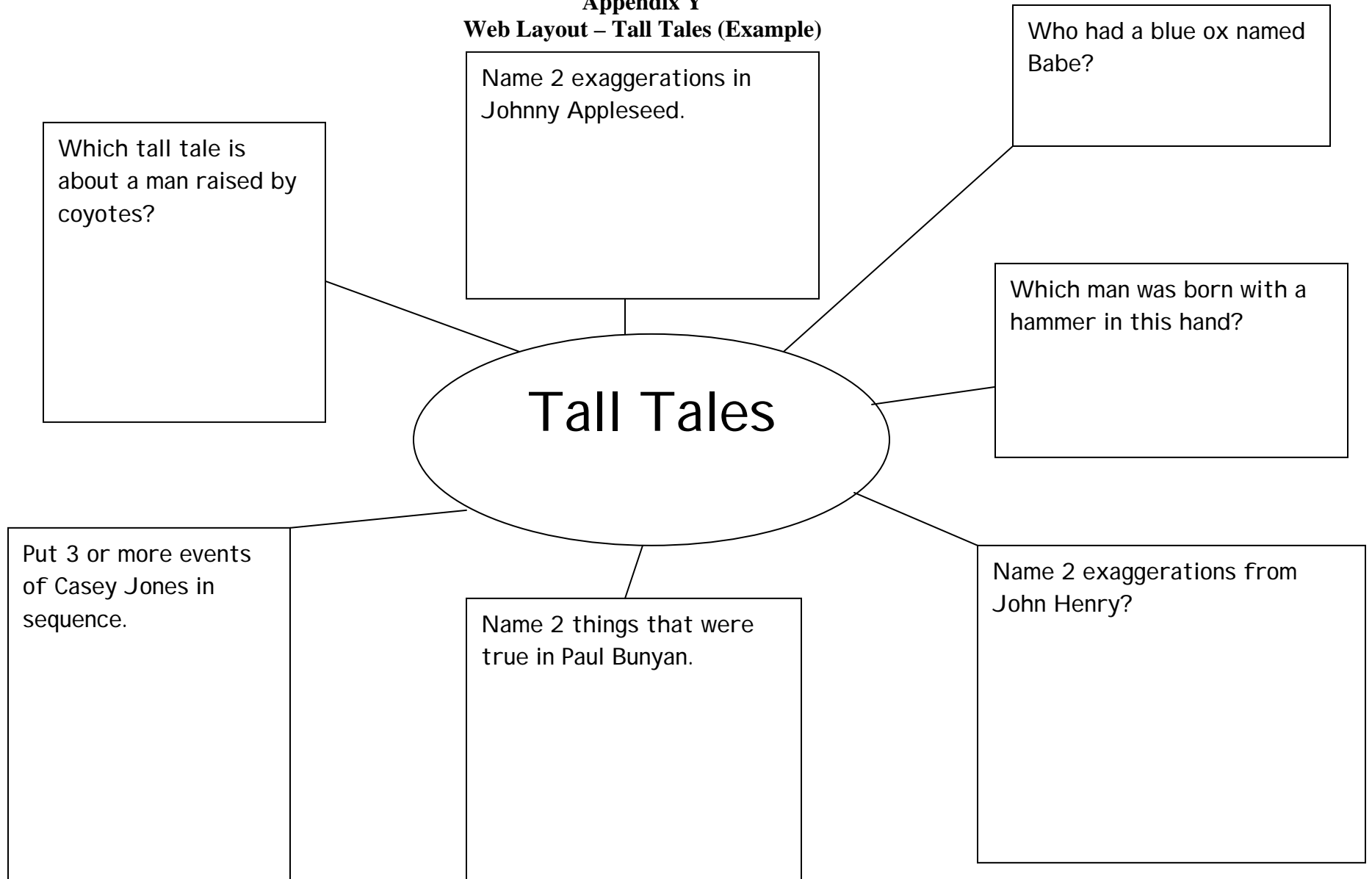
Tell what cold feet means and give one example.

Being scared to do something.
Accept any reasonable examples

Appendix X
Blank Web Layout - Literature



Appendix Y
Web Layout – Tall Tales (Example)



Which tall tale is about a man raised by coyotes?

Name 2 exaggerations in Johnny Appleseed.

Who had a blue ox named Babe?

Which man was born with a hammer in this hand?

Tall Tales

Put 3 or more events of Casey Jones in sequence.

Name 2 things that were true in Paul Bunyan.

Name 2 exaggerations from John Henry?