



Kansas READ Month is celebrated each January.

This booklet is a collection of teaching ideas to use with children's literature during Kansas READ Month, 2009 or throughout the year.

The books used in these lessons come from the Bill Martin Jr. Picture Book Nomination and Award List.

A special thanks is given to the undergraduate elementary education students from Emporia State University who developed the activities along with editors Tara Azwell and Elizabeth Dobler.

**Laura Turner**  
**Grades K-2**

Ernst, L. (1998). *Stella Louella's runaway book*. New York: Simon & Schuster.  
Stella loses her library book and goes on a search through town to try and figure out where it is because it is due that day.

**Materials:** paper and pencil

**Objective:** Students will identify details in the story to determine which book Stella checked out from the library, by completing a description idea graphic organizer.

**Overview:** When reading a mystery story, such as *Stella Louella's Runaway Book*, you are able to piece together information to try and figure out the solution. In this particular book, Stella's library book is passed from person to person. When Stella finds these people, they tell her one major detail from the library book. If you piece together all of these details that the people told Stella, you're able to figure out that Stella's library book was *Goldilocks and the Three Bears*.

**Procedure:** During reading, have students independently try and figure out what the "runaway book" is by writing down clues as they are given on a similar graphic organizer as the one below.

<i>Stella Louella's Runaway Book</i>
1. They go on a walk.
2. There is a little girl.
3. The book had a classic case of unlawful entry.
4. There was a part about porridge.
5. There was a chair that was broken.
6. The little girl tries out beds.
7. Someone took a nap.
8. Bears finally returned home.
9. The bears discovered the girl.
Stella's library book: <i>Goldilocks and the Three Bears</i>

After reading, have the students share the details they got and ask them if they know what book Stella checked out from the library. If the students still are unsure of what book it is, read the story of *Goldilocks and the Three Bears*.

**Camalia Slaughter**  
**Grades 1-2**

Ehlert, L. (2005). *Leaf man*. San Diego, CA: Harcourt.  
Leaf Man is blown all over in different directions by the wind and nobody knows where he will end up except for the wind.

**Materials:** leaves (all shapes, sizes, and colors), small sticks, pinecones, nuts, glue, scissors, construction paper

**Objective:** Students will make their own leaf person using the materials provided.

**Overview:** The magnificence of nature can be an inspiration to endless creativity. Using simple items found in nature the students can create their own creative masterpiece.

**Procedure:** Have each student pick the leaves that they want to use for the body of their person and what color paper to mount the person on. Then explain to the children that they can cut and rearrange to assemble the person however they would like. Next let the children pick what sticks, pinecones, nuts, and construction paper they want to use to add details to their person such as eyes and a nose. The students could also draw a body and glue leaves inside to fill in the shape. After the children finish their leaf person they can be hung as a bulletin board idea or taken home to be shared.

**Resource:**

[www.kinderart.com/recycle/leaf.shtml](http://www.kinderart.com/recycle/leaf.shtml)

**Emily Parsons**

**Grades 1-2**

Cox, J. (2005). *Don't be silly Mrs. Millie*. Tarrytown, NY: Marshall Cavendish.

When the students go to school their teacher Mrs. Millie tends not to say the correct words for different things in the classroom. The children find it funny and tell Mrs. Millie the word she should have said.

**Materials:** crayons or markers and paper

**Objective:** The student will, after reading the book, pick two unknown words, write the word, the definition, and a picture that shows the word meaning.

**Overview:** In this book there are several different words that a child may not know. This is a great time for the students to learn some new vocabulary by making a page that says the new vocabulary word, the definition, and has a picture.

**Procedure:** Have each student select a word from the text that they do not know the meaning of. Have the students talk with one another to learn what the word means. The student will write the word at the top of the page. At the bottom of the page the student will write the definition. In the middle of the page the student will draw a picture of the vocabulary word. After the students finish their vocabulary sheets they can be hung up on a bulletin board or taken home and shared with their family and friends.

**Resource:**

Johns, J.L. & Lenski, S.D. (2005). *Improving reading: Strategies and Resources*. Dubuque, IA: Kendall/Hunt Publishing.

**Jill Laws**

**Grades K-1**

Rosenthal, A. (2005). *Little pea*. San Francisco: Chronicle Books.

Little pea does not like eating candy for supper but he has to eat all of it before he can have his spinach for dessert.

**Materials:** paper, crayons, markers

**Objective:** Students will create a picture of a type of food they do not like to eat.

**Overview:** Eating healthy food is important. We should eat the food that is good for us before we can have dessert or a special treat. Using art for students to show their dislike of food is an easy way to show others what they do not like.

**Procedure:** Have each student draw a picture of their least favorite food. This could include a type of food they have had to eat before their dessert. After the students are finished with their drawings, they will explain to the class what type of food they do not like to eat and why. The drawings can be displayed at school or taken home to be shared.

**Kelsey Gunkle**  
**Grades K-2**

Wheeler, L. (2006). *Castaway cats*. New York: Atheneum.  
When a ship is capsized numerous cats are stranded on an island and must figure out how to survive.

**Materials:** pencils and paper

**Objective:** Students will write a paper about what they would do if they were stranded on a deserted island.

**Overview:** After reading the book, students will discuss what types of things the cats did to survive on the island. Then they will talk about what they would do if they were stranded on a deserted island by writing a paper.

**Procedure:** Read the book to the entire class and afterwards have a discussion about the survival techniques used by the cats. Ask the students which techniques they think are more important. Give them a guiding question for their paper that says “If you were stranded on a deserted island what survival techniques would you use”.

**Petra Elmore**  
**Grades K–2**

Krebs, L. (2003). *We all went on safari: A counting journey through Tanzania*. Cambridge, MA: Barefoot Books. Children take a safari through Tanzania and count the different types of animals they see. At the end, the book has information on the animals and the people of Tanzania, a list of Swahili names and their meanings, facts about Tanzania, and how to count in Swahili.

**Materials:** story page sheets, pencils, crayons

**Objective:** After reading *We All Went on Safari*, the student will write and illustrate a page for their assigned number for a class book about going on a trail ride.

**Overview:** *We All Went on Safari* tells a story about a trip through Africa’s grasslands. As a class, students will tell the story of a trip through Kansas’s prairies to share with the students in Tanzania. The book will be based on a trail ride through Kansas. Following the pattern of *We All Went on Safari*, students will write and illustrate one page of a class counting book.

**Procedure:** Assign each student a number to be used in the counting book. Give students story pages for them to write on and illustrate. Together with the students, identify the pattern in the book *We All Went on Safari*. Choose a similar pattern to use in your book. On the bottom of the story pages, print the text that remains the same and have students fill in the blanks. The following is an example of a four-line pattern to use with each page. The italicized portions are what could be printed on the story pages beforehand.

- Line 1: *We all went on a trail ride*
- Line 2: Description of where or time of day\*
- Line 3: Animal the student saw
- Line 4: Student’s name *counted* their number.\*

Example story page:  
We all went on a trail ride,  
Through a swaying field of golden wheat,  
We gazed at the flying meadowlarks,  
Petra counted thirteen.

\*For an added challenge, try to make the last words of lines 2 and 4 rhyme.

**Andy Linn**  
**Kindergarten**

Cronin, D. (2000). *Click, clack, moo cows that type*. New York: Simon & Schuster.  
When a farmer's cows go on strike, the farmer must negotiate.

**Materials:** socks, graphic organizer – sequential (beginning, middle, and end of story), art/craft materials for making sock puppets

**Objective:** Students will respond to the literature by re-telling the story in small groups. Each student will participate in the re-telling by acting as a character from the story.

**Overview:** Students will fill out a sequential organizer which identifies title and elements of plot for *Click, clack, moo*. The students will write a brief summary of the beginning, middle, and end of the story using the organizer. In response to having read the story and recalling their organizer, the students will re-tell the story using sock puppets.

**Procedure:** Each student will choose their favorite animal from the book, choosing between cows, ducks and chickens. After making their selections, the students will create sock puppets which represent their chosen character. Once their puppets are ready, the children will group into threes with a member of each group representing either a chicken, cow, or duck. The children will be given time to prepare and afterwards, each group will take a turn in re-telling the story. Students will each take turns in the re-telling within their groups, allowing each character to tell the beginning, middle or end of the story. After the students have presented, their sock puppets can become part of a classroom display or taken home to be shared.

**Amanda Fritts**  
**Grades K-2**

Zweibel, A. (2007). *Our tree named Steve*. New York: Puffin.  
A father writes a letter to his children after a storm knocks their favorite tree over and reminds the children of all the memories they have made with their tree. He also tells them that even though their tree is gone, it is still with them in their memories.

**Materials:** paper, markers, crayons, colored pencils

**Objective:** After hearing the story, students will create an illustration that includes the tree, Steve, and one thing that they would use Steve for if he were their tree.

**Overview:** Children are often fascinated with trees and nature. Students can use the experiences they have had with trees to illustrate what they would do with Steve if he were their tree.

**Procedure:** Have each student imagine what they would do with Steve if he were their tree. Explain that the students will have the chance to illustrate exactly what they would use Steve for if they had him in their own

backyard. Have students use markers, crayons, etc... to illustrate at least one activity they would use Steve for if they could have him at their house. Examples might include Steve holding a swing, using Steve for climbing, building a tree house on Steve, etc... After the students finish their illustrations, they can share them with the class and then hang them on a bulletin board in the classroom.

**Tiffany Holtz**  
**Grades K-2**

Rosenthal, A. (2005). *Little pea*. San Francisco, CA: Chronicle Books.  
Little Pea must eat all of his candy before he can have spinach for dessert.

**Materials:** one piece of candy per child (optional), slips of paper listing an action

**Objective:** The students will sequence events according to basic story structure of beginning, middle, and end.

**Procedure:** Give each student a slip of paper with an action written on it (explained below). Have the students arrange themselves in order from the beginning of the book to the end of the book. Discuss and probe while the students move. To make more challenging, have the students do so without talking.

\*\*Slips of paper and correct order: (Needs to be adapted to how many students there are in the classroom).

Introduce Little Pea, Mama Pea, and Papa Pea.

Little Pea likes to roll down hills.

Little Pea likes to hang out with his Pea Pals.

Little Pea likes to fling off a spoon with Papa Pea.

Little Pea likes snuggling with Mama Pea at bedtime.

Little Pea does not like candy.

On Monday Little Pea has to eat red candy.

On Tuesday Little Pea has to eat orange candy.

On Wednesday Little Pea has to eat yellow candy.

On Thursday Little Pea has to eat purple and pink polka-dotted candy.

On Friday Little Pea has to eat striped candy.

On Saturday Little Pea has to eat swirly candy.

On Sunday Little Pea has to eat rainbow candy.

Little Pea's parents tell him he must eat 5 pieces of candy before dinner.

Little Pea has 5 pieces of candy left.

Little Pea has 4 pieces of candy left.

Little Pea has 3 pieces of candy left.

Little Pea has 2 pieces of candy left.

Little Pea has 1 piece of candy left.

Little Pea has 0 pieces of candy left.

Little Pea gets dessert...spinach!

Little Pea licks his dessert plate clean.

After the students are able to place themselves in correct order, read the book again. Once the student's action has been called have him/her sit down.

**Amy Reutlinger**  
**Grades K-2**

Cox, J. (2005). *Don't be silly, Mrs. Mille*. Tarrytown, NY: Marshall Cavendish.

Mrs. Millie is a kindergarten teacher that loves to make her students laugh. She substitutes words like goats when she really means coats. Her students correct her and laugh. It is fun for everyone.

**Materials:** paper and pencils

**Objective:** Students will write a short story about their school day with capital letters at the beginning of sentences and punctuation at the end.

**Overview:** Students go to school five days a week, and this activity provides students a chance to describe what happens at school.

**Procedure:** The teacher will read the story to the students. Then the teacher will have the students get out a piece of paper and a pencil. The teacher will explain that they are going to write a story about their school day and how it usually goes. Then the students and the teacher will brainstorm a day at school. After brainstorming have students write their description. Completed papers can be shared with parents.

**Libia Fernandini**  
**Grades 1-2**

Harriet, Z. (2003). *A dozen ducklings lost and found*. Boston, MA: Houghton Mifflin.

When a mother duck loses her babies during a walk in the country, she feels a great sense of separation until she is reunited with them later.

**Materials:** pencils, paper, handout

**Objective:** Students will list the main points contained in the story by completing the “retelling glove.”

**Overview:** The importance of separation and reunion between family members (both human and animal) has been a topic of inspiration for many authors. Using the “retelling glove” strategy students can summarize the main points contained in the story.

**Procedure:** Have each student explain the story orally after he/she has organized his/her thoughts by completing the “retelling glove.” For each finger on the glove, the student retells one element of a story including characters, setting, initiating event, climax, resolution. Explain that anyone can summarize a story according to her/his point of view as long as analyzing and thinking about the subject.

**Resource:**

Johns, J.L. & Lenski, S.D. (2005). *Improving reading: Strategies and resources*. Dubuque, IA: Kendall/Hunt.

**Jeremy Michelbook**  
**Grades K-2**

Scillian, D. & Scillian C. (2004). *S is for sunflower: A Kansas alphabet*. Chelsea, MI: Sleeping Bear Press.

The authors used the alphabet as a guide to teach readers about Kansas history. There are some great facts in this book that children will love to read about.

**Materials:** 3 x 5 pieces of paper (enough for each student to get 7 pieces each), pencils, markers, stapler

**Overview:** After reading the book, *S is for Sunflower*, the students will create a booklet of facts they found interesting to share with friends and family.

**Procedure:** Hand out to each student, seven 3x5 pieces of paper. Have the students write on the front of each piece of paper a letter from the word “Kansas.” The students can take the piece they have left and write Kansas Facts on the front and decorate it any way they choose. Then have the students pick out six facts from the book that they found interesting or liked. On the back of each piece of paper, students will write down a fact. After they have done this, the students will put their booklet together so that the cover is on the front and then each piece goes behind it so that it spells Kansas. Staple the left side of the booklet. Now the students have a book of interesting facts about Kansas that they can share with their friends and family.

**Resource:**

Pierce, P. (2005). Kansas teacher guide. *Gale Cengage Learning*. Retrieved April, 2008  
<http://gale.cengage.com/DiscoverAmerica/guides/KansasTeacherGuide.pdf>.

**Hannah Nielsen**  
**Grades K-2**

Ehlert, L. (2005). *Leaf man*. New York: Harcourt.  
A story about the possible travels of an imaginary “leaf man”.

**Materials:** paper, leaves, printing ink/ tempera paint, paint rollers/brushes

**Objective:** Students will make a leaf collage print of their own imaginary leaf man or leaf creature and orally or in writing explain where their creation would go if he or she traveled somewhere.

**Overview:** Leaves are an amazing aspect of nature all around us. They come in many shapes and sizes that often remind us of something else. Using their own creative imagination, students can turn ordinary leaves into their own extraordinary leaf art project.

**Procedure:** Have each student make a collage print of their own leaf man or leaf creature. Students can rub paint onto leaves and then print them on separate paper to create their projects. Explain that their leaf man or creature can be whatever they can imagine and that they will need to write/explain (depending on grade level) where their leaf man or creature would go if they could travel anywhere.

**Jessica France**  
**Grades 1-2**

Stevens, J. (1995). *Tops and bottoms*. New York: Scholastic.  
Hare and Bear become business partners, but all Bear wants to do is sleep throughout harvest. Hare tricks Bear several times when it comes to picking either the tops or bottoms of the crops so that Hare ends up with the better half. After the third time, Bear realizes what Hare is doing. He does not want to be business partners with Hare anymore and never sleeps through a harvest again.

**Materials:** baggies and word sort

**Objective:** Using a word sort, the student will place words into groups based on their vowel sounds.

**Overview:** Using word sorts, students can group different words from the book into their appropriate categories.

**Procedure:** Hand each student a baggie of previously cut long A, short A, and r-controlled words by using words found in the book. Have the students sort the words in the appropriate categories.

Sample Word Sort

Long A: shape, take, wake, lay, placed, became, lazy

Short A: half, family, radishes, back, gathered tassels, happily

R-controlled: harvest, hard, partners, smart, far

After the students finish their word sorts have them partner up and go down each category saying the words aloud. Also have them check to see if they have the same words in each category. If they do not have words in the same category have them discuss where they think that word should be placed.

**Amy Schneider**  
**Grades 1-2**

Aston, D. (2006). *An egg is quiet*. San Francisco, CA: Chronicle Books.

This book encourages children to discover the different traits of an egg, the size, colors, textures, and protection. It gives actual facts about animal eggs. Labeled pictures represent several different animals' eggs.

**Materials:** markers/crayons, construction paper, notebook paper

**Objective:** Students will individually construct an egg that represents them and will write a paragraph describing the egg's unique size, shape and design.

**Overview:** Each egg in the book represents a different animal and therefore has different characteristics about it that make it unique, much like how each of us have several characteristics that make us unique.

**Procedure:** After reading the book have the students as a class list several characteristics of the eggs in the book while discussing how they are alike and different. Then give each student a piece of construction paper and have them create an egg that represents themselves. For instance, if their favorite color is red, and they like to play soccer they could have a red shaped like a soccer ball with soccer ball markings on it. Encourage the students to explore different sizes, shapes and designs. Once each student is finished with their egg, have them write a brief paragraph explaining how the characteristics of the egg represent them. Then hang up the eggs for display in your classroom.

**Ashley Brooks**  
**Grades 1-2**

McPhail, D. (2002). *The teddy bear*. New York: Henry Holt.

A teddy bear, lost by the little boy who loves him, still feels loved after being rescued by a homeless man.

**Materials:** pencil, paper, crayons, scissors

**Objective:** Students will draw a picture of their favorite. Students will write 2-3 sentences about how they would feel if they ever lost their toy and what they would do.

**Overview:** Students will respond to the story by putting themselves in the little boy's shoes and explain what they would do.

**Procedure:** Have each student draw a picture of their favorite toy or stuffed animal. Then have them write 2-3 sentences about how they would feel if it was ever lost. Also, have them answer the following question: Would you have let the old man keep your toy like the boy did?

**Cierra Hartshorn**  
**Grades K-2**

Scillian, D. (2004). *S is for sunflower: A Kansas alphabet*. Chelsea, MI: Sleeping Bear Press.  
This is an alphabet that can be used for primary and upper grades. It is an alphabet book where each letter says something about Kansas.

**Materials:** paper and pencils, crayons and/or markers, book binding machine or other way to bind book, stapler

**Objective:** After reading the book *S is for Sunflower* and being assigned a letter from the alphabet the students will be able to think of a word that begins with that letter that has to do with their school and write three complete sentence about the word that includes the letter the word and about the word or why.

**Overview:** The students will be creating an alphabet book about their school.

**Procedure:** After reading the book, assign a letter or letters to each student. The student must think of a word about the school that starts with their letter. Then have the students write three sentences about the word. The first sentence follows this format:

(letter of the alphabet) is for (their word chosen).

Example: P is for playground.

After the students have three sentences, proofread the sentences and have them copy the sentences on a paper that will be used to construct the book. After they have written their sentences have them illustrate their page. Any examples the students want to see can be taken from the book *S is for Sunflower*.

**Sarah Francis**  
**Grades 1-2**

Thomas, S. M. (2006). *Take care, good knight*. New York: Dutton.  
The three little dragons have agreed to take care of the old wizard's cats while he is away, but their inability to read his instructions causes problems until their friend, the Good Knight, saves the day.

**Materials:** paper, pencils, markers/crayons

**Objective:** The students will make a connection from the book to how they have helped someone in their lives, by writing a paragraph describing what they did and drawing a picture.

**Overview:** After writing a short paragraph about a time when they helped someone, the student will draw a picture that shows what they did to help that person.

**Procedure:** Have each student write 3-5 sentences describing a time when they were able to help someone who was in need. The student will then draw a picture that shows them helping that person or what types of things they did to help. After the students have completed both of these activities, the teacher can create a “How We Help Others” bulletin board and hang the students artwork and paragraphs on it. This way the other students can read and look at other ways that their classmates have helped others.

### **Emily Wassenberg Grades 2-3**

Palatini, M. (1995). *Piggie Pie!* New York: Clarion Books.

Gritch the Witch has a craving for piggie pie but does not have any piggies in her home to make the pie. This is the story of her search for piggies at a local farm.

**Materials:** paper plates, scissors, marker, crayons, stick or sturdy straws, reader’s theatre script, masking tape, various scrap items, bottled glue

**Objective:** The student will create a mask to match the character s/he liked the best and will perform a reader’s theatre piece using their mask and a reader’s theatre script.

**Overview:** Children love to dress up and act out stories. By creating simple masks, students can perform a shortened version of the text.

**Procedure:** After rereading and discussing the book with students, have each student choose the character s/he liked the best. Then instruct the student to create a mask, using the supplies provided, for that character (see instructions below). After the students have created their masks, have them get in groups based on their masks. Each group should have one witch, one duck, one cow, one chicken, one farmer, and one wolf. Since there may not be even amounts of each character, students may need to share lines or participate in more than one theatre. Allow each group to perform their play in front of the class.

Mask Directions:

1. Prior to this activity, cut paper plates in half and cut two eye holes in each.
2. Allow students to decorate their mask according to the character they chose using markers, crayons, and other scraps available.
3. Have students attach a stick or straw onto the back edge of their paper plate using masking tape.
4. Allow the masks to dry overnight before students use them in their play.

**Nikaela Swarner**  
**Grades 2-3**

Thomas, S. (2006). *Take care, good knight*. New York: Penguin Group.  
Three little dragons were asked by an old, old wizard to watch his cats while he is gone. The dragons come to find out that they do not know how to read which creates problems, until the Good Night saves the day.

**Materials:** old magazines, scissors, glue, markers/crayons/color pencils, paper

**Objective:** Students will be able to orally describe what alliteration is and write a sentence using alliteration. Sentences need to have five to seven words that begin with the same sound (alliteration).

**Overview:** This lesson will help students with the understanding of what alliteration is and how to apply it. Alliteration is something that can be used to enrich students writing.

**Procedure:** Each student will be assigned a letter in the alphabet. With that letter the students will create a sentence using alliteration. They will cut words out of a magazine and glue them on a sheet to create their sentence. Students will also draw a picture to go along with their sentence. Example sentence: Sally sells sea shells by the sea shore. (Include a picture.) When the students are finished the class will have an alliteration alphabet to hang in the classroom. \*Depending on the number of students in the class some students might have to do two letters.

**Darcy Lindbloom**  
**Grades 2-3**

Scillian, D. (2004). *S is for sunflower: A Kansas alphabet*. Chelsea, MI: Sleeping Bear Press.  
This is an alphabet book that involves all kinds of interesting facts about time periods, places, people, animals, etc. that are in Kansas.

**Materials:** sunflower cut-out, crayons, black marker

**Objective:** The student will identify, using their sunflower cut-out, the five facts about the state of Kansas that they consider to be the most interesting or important.

**Overview:** The students will be overwhelmed with all of the interesting and important facts about Kansas after reading this magnificent book. The students will have the opportunity to tell the class which ones they thought were the most interesting.

**Procedure:**

- After reading the book aloud, the students will be given a diagram of a sunflower to be cut out.
- As a class come up with a few extraordinary facts either about the town in which they live in or the state of Kansas that were not in the book. The teacher will write those on the board for all of the students to preview.
- The teacher will then instruct the students to use a black marker and write the five facts that they thought were the most important on each petal of the sunflower.
- The students will then be able to color and glue together the parts of the sunflower to complete it.
- Each student will have their own opportunity to stand up in front of the class, at the end of the day, and present their sunflower and explain why they picked the five interesting facts that they did.
- A sunflower garden of facts can be constructed on the bulletin board to showcase interesting Kansas facts.

**Abigail Chappell**  
**Grades 3-4**

Stevens, J. (1995). *Tops and bottoms*. San Diego, CA: Harcourt Brace.

**Materials:** paper, pencils

**Objective:** Students will write an “I Am” poem to explore the goals, personality, and actions of either Bear or Hare.

**Overview:** “I Am” poems help students to examine characters in detail and probe for deeper information. The assignment could be more challenging if students are given specific criteria. For instance, they may be told that their poem must include two inferences about why the character behaved as s/he did. Or they may be told that their poem must include the goals, attempts, and outcomes for the character about which they are writing.

**Procedures:** The students will read an example “I Am” poem about a character from another book. For “I Am” poems, the poem begins with “I am \_\_\_\_\_” and the character’s name. All of the other lines begin with “I.” Below is an example which includes the goals, attempts, and outcomes for Bear.

I am Bear.

I am very lazy.

I sleep all the time.

I want to rest while Hare grows my food.

I sleep through three planting seasons.

I get tricked by Hare all three times.

I finally learn my lesson and begin to plant and harvest my own food.

I never become a business partner with Hare again.

I am Bear.

**Resources:**

Tompkins, G.E. (2006). *Literacy for the 21st century*. Upper Saddle River, New Jersey: Pearson.

**Amanda Richards**  
**Grades 1-2**

Beaumont, K. (2005). *I ain't gonna paint no more!* San Diego, CA: Harcourt.

The book is written to the tune of “It Ain’t Gonna Rain No More” and includes numerous rhymes to describe the actions of a little boy as he paints numerous parts of his body.

**Materials:** magnetic word strips, tempera paint in various colors (water colors could also be used), outline of a person (two sheets; one sheet is the front of the person, one is the back)

**Objective:** Students will identify rhyming word sets using magnetic word strips. Students will express themselves through art by painting the body parts identified in the rhyming sets on an outline of a human body.

**Overview:** Art inspires and engages students in learning. Through this activity students can express themselves through art and connect that with learning by identifying the rhyming words from the text.

**Procedure:** Have the following rhyming word sets made into magnetic word strips: red, head, rest, chest, harm, arm, stand, hand, black, back, egg, leg, complete, and feet. Place the word strips on a cookie sheet or other magnetic surface in an abstract style for the students to manipulate in order to identify the correct rhyming sets. Each rhyming set will include a body part. After the students identify a set have them express themselves through art by painting the body part on their human body outline that is in that specific set. Have the students continue to identify the rhyming sets and paint the corresponding body part until all of the rhyming word sets have been identified.

Reinforce the identification of rhyming words by having the student say each word in each rhyming set after they have completed the activity.

**Amy Edmondson**  
**Grades K-2**

Beaumont, K (2005). *I ain't gonna paint no more!* San Diego, CA: Harcourt.

When a kid decides to get a little too creative with paint, his mom puts the paints away. Not only does he get paint on the walls, he can't resist putting one more dab in some surprising places. This can be sung to the tune of "It Ain't Gonna Rain No More."

**Materials:** pencil, paper, crayons, markers, or colored pencils

**Objective:** The student will create a page for a class book based on the format of *I Ain't Gonna Paint No More!*, by using different rhyming words and. S/he will also make illustrations for their page.

**Overview:** This book follows the format of a song and songs are like poems. With certain poems rhyming words are necessary. Finding different rhyming words can help students when writing a song or poem, which can be made into a story.

**Procedure:** Have each student copy the main phrases of the book, which are shown below. Explain that this is a song which is like a poem and sometimes rhyming words are necessary. Also tell the students that illustrations can explain a lot about your song, poem, or story. It is important to put enough thinking and effort into the page to make it interesting to your readers. Follow the format: I ain't gonna \_\_\_\_\_ no more, no more. I ain't gonna \_\_\_\_\_ no more.

Another example:

I did find a squid on the beach, on the beach,  
I did find a squid on the beach.  
I screamed and I yelled and the ocean swelled  
When I did find a squid on the beach.

I did find a squid on the beach, on the beach,

I did find a squid on the beach.  
I screamed and I yelled and the ocean swelled  
When I did find a squid on the beach.

**Alexandra Weis**  
**Grades K-2**

Beaumont, K. (2005). *I ain't gonna paint no more!* New York: Scholastic.

A child goes wild painting everything in sight. His mom tells him no more painting, but he ends up painting all over his body.

**Materials:** chalk

**Objective:** Students will have their bodies traced on the sidewalk with chalk, and then while reading the book a second time through, they will color each body part the book introduces, a different color.

**Overview:** Instead of your typical “Head, Shoulders, Knees, and Toes” by Tony Chestnut, try this creative way to introduce the different body parts to K-2 students.

**Procedure:** Each student will be traced on the sidewalk either by a teacher, or a peer, and will be asked to color the different body parts of their silhouette as the book talks about them. If the students are able, they can label the different parts as well. Each student can make their silhouette as personal as they would like. While reading the book, there are great opportunities for the students to join in on the reading and make it a fun outdoor activity!

**Amelia Mosebey**  
**Grades 3-4**

Simon, S. (1999). *Crocodiles & alligators*. New York: Harper Collins.

This book describes the differences and similarities of species found in the family crocodilian.

**Materials:** paper and pen or pencil

**Objective:** The students will compare and contrast crocodiles and alligators by creating a Venn diagram.

**Overview:** There are many different species in the crocodilian family. This book introduces many of them and tells as well as shows with pictures the differences between the species.

**Procedure:** Each student will make their own Venn diagram to compare crocodiles and alligators.

1. Students will read the book.
2. Students will make 2 circles overlap on their pieces of paper.
3. Students will label one circle “Crocodiles” and one “Alligators”.
4. Students will label the overlap “Both”.
5. Students will fill out each section of the diagram with facts they have read.

**Christina Harralson**  
**Grades 3-4**

Woodson, J. (2004). *Coming on home soon*. New York: Penguin.

Ada Ruth is staying with her grandma while mama takes a job in Chicago during World War II. She misses her mother, who loves her more than rain and snow.

**Materials:** pencils and paper

**Objective:** Students will write a letter that Ada Ruth could send to her mother to express how she is feeling while her mother is away.

**Procedure:** After reading the story, each student will write a letter that Ada Ruth could send to her mother telling how she feels and how much she is missing her. Before writing the letters explain to the students how you want them to set up the letter using this kind of format.

**Lauren Turner**  
**Grades 3-4**

McKissack, P. & Pinkney, J. (2001). *Goin' someplace special*. New York: Atheneum.

**Materials:** large white paper, pencils, markers, map of downtown Nashville

**Objective:** Students will create a map of all the places Trisha Ann visited within the book and then compare their maps to an actual map of downtown Nashville.

**Overview:** Trisha Ann visited many places within the book in downtown Nashville. By having students create their own maps, and comparing it to an actual map they will be able to understand her journey to the special place.

**Procedure:** Have each student create a map according to the places that Trisha Ann visited in the book. Explain important details that need to be on maps so others can read them. When students have completed their maps, have them compare their maps to an actual map of downtown Nashville to note the similarities and differences. After the students finish their maps and comparisons they can be shared with the rest of the class.

**Mica Burtin**  
**Grades 3-4**

McKissack, P. & Pinkney, J. (2001). *Goin' someplace special*. New York: Atheneum.

A young girl ventures out alone to find 'someplace special.' The girl comes into contact with the racial issues that faced the United States during the time setting of the book.

**Materials:** a copy of the book for each student

**Objective:** Given a specific character, the student will say the lines of their specific character focusing on emotion.

**Overview:** Using the text in the book, the students can reenact the scenes that are told in the story.

**Procedure:** Divide the class into groups of 9. There are 9 characters in the story that have lines. Assign each student a character. Characters needed: Tricia Ann, Mama Frances, Mrs. Grannell, Jimmy Lee, Mr. John Willis, Hotel Manager, Blooming Mary, Hickey, Hickey's sister. After reading through the text once, have the students switch roles with another cast member and read the story again. Do this until each cast member has the same amount of chances at speaking the lines. After each student has participated have the groups share one time the theatre production to the class.

**Krista Hahn**  
**Grades 3-4**

Frank, J. (2004). *The toughest cowboy*. New York: Simon & Schuster.  
This book describes how “the roughest pack of cowpokes” were tamed by a dog named “Foofy”.

**Materials:** pencils and paper

**Objective:** After reading the book, students will compose a story about what they would do after they were tamed if they were cowboys.

**Overview:** Students will be writing a story about what they would do if they were a tamed cowboy just like the guys in the book.

**Procedure:** Have each student write a story that is similar to the ending of the book. It should state what they would do if they were a cowpoke that had been tamed. For example, Grizz made “Grizz-B’s”, and Lariat opened a gift shop. After the students finish their stories have them share with the class.

**Amee Martin**  
**Grades 3-4**

Scillian, D. (2004). *S is for sunflower: A Kansas alphabet*. Chelsea, WI: Sleeping Bear Press.  
Clever poems and informative text celebrate the traditions, locations, natural treasures and famous people of Kansas.

**Materials:** markers and construction paper

**Objective:** Students will create a booklet on facts about Kansas from the book *S is for Sunflower*.

**Overview:** The facts on Kansas are endless and very interesting to students. By creating a book, students will have interesting facts about Kansas along with their own personal book and drawings.

**Procedure:** Have each student create a booklet by folding construction paper in half and stapling a few pieces together in the middle. Then have the students write on the cover page, “Facts about Kansas” and their name. Next, have the students look up interesting facts from the book, *S is for Sunflower* and write them in their book. Students can even draw pictures in their books to represent different facts.

**Audrey Fette**  
**Grades 3-4**

Pitzer, S. (2006). *Not afraid of dogs*. New York: Walker Publishing.  
Daniel must confront his fear of dogs when his mom dog takes care of his aunt’s pet. Daniel overcomes his fear by comforting the dog when it is scared of a thunderstorm.

**Materials:** paper, pencil, colored pencils or crayons

**Overview:** The students will write and illustrate a cinquain poem that expresses their feeling about dogs.

**Procedure:** Each student will write a cinquain poem, following the correct format. Then they will illustrate their poem to help express their feelings. Display the poems and illustrations on a classroom bulletin board to show that everyone has a different feeling/opinion about dogs.

Cinquain Poem format

Line 1: One word to name the subject

Line 2: Two words to describe it

Line 3: Three words of action about it

Line 4: Four-word phrase about it

Line 5: One word that name the subject in a new way

Example

Dog  
Family pet  
Cute, loveable, playful  
Licks to show love  
Friend

**Katie Perryman**  
**Grades 3-4**

George, J.C. (2006). *Luck*. New York: Harper Collins.

After being saved by a young girl, a sandhill crane joins his family along with many other cranes on a migration from Canada to the Platte River.

**Materials:** map of the United States and/or world, paper, pencils

**Objective:** Students will create a bird out of paper and identify a migration pattern on a map for their bird to travel.

**Overview:** Birds are fascinating creatures, not only because of their unique sounds, but also because of their movement pattern. Using a simple map, students can understand migration on a basic level by mapping out a bird's flight and using a little imagination.

**Procedure:** Have each student draw a bird on a blank sheet of paper and cut it out. Explain that everyone can create a movement map by just drawing dotted lines. Just glue down the bird and draw either a set of arrows or dotted lines showing the path the bird is flying. Example: A bird is migrating from Hawaii to Kansas – what path is it going to take to get there?

Sample Explanation:

The bird flies up to California and across to Kansas.

After the students finish their bird migration, the project will be displayed on a class bulletin board and later taken home.

**Nicholas Morgan**  
**Grades 3-4**

Palatini, M. (2005). *The three silly billies*. New York: Simon & Schuster.

Three goats try to cross a bridge but do not have enough money to pay a "troll" fee. When more characters show up with the same problem, everyone pools their money together and devise a plan to finally cross the bridge.

**Materials:** pencils, paper, 2 quarters, 2 dimes, 5 nickels, 5 pennies

**Objective:** Students will count out the exact amount of money the Three Silly Billies have throughout the story and exactly how much more they need to pay the “troll.”

**Overview:** This story has so many different puns, play on words, humor and also very basic financial skills. Students in upper elementary grades should have a basic idea of counting money, saving money, and knowing how much money they have or will need to purchase something.

**Procedure:** Explain to students that having basic financing skills are very important even at a very young age. Try to scrounge up enough change so that when reading the book you can call on students to count out money the Three Silly Billies have saved and how much more money they need to cross the bridge. Here are the times in the book when more characters show up with more money to add to the “car pool.”

Three Silly Billies – 1 quarter, 1 dime, 3 nickels (50 cents saved, 50 more cents to cross)

Three Bears – 1 dime, 1 nickel (65 cents saved, 35 more cents to cross)

Little Red Riding Hood – 1 quarter, 1 nickel, 3 pennies (98 cents saved, 2 more cents to cross)

Jack – 2 pennies (100 cents saved, 0 more cents to cross)

Everything should add up properly. You could have certain students play the part of characters in the story or do this activity as an entire class. Either way, students should enjoy this humorous book and learn some basic math/financing skills in the process.

### **Amber Woods Grades 3-4**

Uhlberg, M. (2005). *Dad, Jackie, and me*. Atlanta, GA: Peachtree Publishers.

This book is about the bond a father and son form over baseball which happens to be Jackie Robinson’s first season in the major leagues.

**Materials:** pencils and paper

**Objective:** Students will fluently read their part during a Reader’s Theatre.

**Overview:** Oral reading is a great way to practice fluency. Students will be learning how to communicate to an audience through written text.

**Procedure:** Break the class into groups of 4 or 5 and assign each group about 5 pages. Read the book silently. Discuss the contents of the story. Reread. Students develop a script. Either using the entire section or by choosing a single scene from their section. Assign the parts and rehearse the play. Have each group perform for the rest of the class. Students should have plenty of time to rehearse their part before performing in front of the class. They are required to read from their scripts, thus developing fluency. The “performance” may be videotaped, with the proper permission, to play back for students and to show parents how well their student is doing, at parent/teacher conferences.

**Resource:**

Johns, J.L. & Lenski S.D. (2005). *Improving reading: Strategies and resources*. Dubuque, IA: Kendall/Hunt.

**Katisha Von Lintel**  
**Grades 3-4**

Krebs, L. (2003). *We all went on safari: A counting journey through Tanzania*. Cambridge, MA: Barefoot Books.

A group of Maasi people take a safari through the Tanzanian wilderness, describing each animal that they see along the way. Readers are introduced to the language of Swahili and facts about Tanzania and its animals in this fun book of rhyming and alliteration.

**Materials:** construction paper and crayons/colored pencils

**Objectives:** Students will create one stanza for a class poem about their state’s animals. Students will create an illustration to accompany their writing.

**Overview:** It is important to understand people and animals associated with many regions. Following the pattern demonstrated by the book, students can explore the wildlife of their own region by writing a class poem.

**Procedure:** After participating in the shared reading of the book, assign students with an animal familiar to the region in which they are living. Also, assign a number to each student. Animals can be repeated if necessary. Next, have students follow the format of the book in order to write one stanza about their animal. The first line of all stanzas should be identical. The teacher alone or the class as a whole can develop the first line. The second and fourth lines should rhyme and the description of the animal should use alliteration. The last line should follow this format: “Student Name counted Assigned Number .” Have students write their stanza on a piece of construction paper and then illustrate it using colored pencils or crayons.

Book Example	Example for Kansas Animals
We all went on safari, When the day had just begun. We spied a lonely leopard. Arusha counted one.	We traveled through the grasslands, Went by a cottonwood tree. We saw some antsy antelope. Katisha counted three.

After the students have completed their stanzas, combine them in numerical order and read the poem aloud to the class. Last, compare and contrast the animals found in your region with the animals and culture found in Tanzania.

**Lindsay Murphy**  
**Grades 3-4**

Scillian, D. & Scillian, C. (2004). *S is for sunflower: A Kansas alphabet*. Chelsea, MI: Sleeping Bear Press. This book takes you through the alphabet and each letter represents a historical place, figure, or period in Kansas.

**Materials:** pencil, white construction paper (8.5” x 11”), crayons/colored pencils, black markers

**Objective:** Students will create a classroom alphabet book about their home town or county.

**Overview:** Students will work in groups of 4 to create a classroom alphabet book for their home town or county.

**Procedure:** Put students into groups of 4. Assign each group 5-6 letters from the alphabet. Determine as a class if you want to make an alphabet book for your home town or county. Students will work in their groups to research historical topics or things in the community beginning with their assigned letters. Then they will write a 3-5 sentence paragraph in black marker for each assigned letter describing what it stands for. They can draw an illustration to go with the letter and topic. Encourage students to illustrate the entire page and make it as colorful as possible. They may also think of more than one thing to represent each letter if they would like to do so. Once each group has completed their assigned pages then you can bind the pages together to form your class alphabet book. Read the book aloud to the class. Lead a class discussion on new things students discovered about their community.

**Jenna Hoag**  
**Grades 3-4**

Gonyea, M. (2005). *A book about design: Complicated doesn't make it good*. New York: Henry Holt.  
A simple book with vibrant pictures makes the concepts of design come to life.

**Materials:** book or copied printouts of each chapter, pre-made card board patterns of necessary shapes, various bright-colored felt, sticky/Velcro board for felt shapes, scissors, markers, Zip-lock bags, folders, or envelopes

**Objective:** Given a chapter from the book, each group of students will present their re-creation of the concepts/illustrations to the entire class with equal participation of group members.

**Overview:** The vibrant pictures that change from page to page will become tangible using felt representations that the students will manipulate during a group reading of their assigned chapter.

**Procedures:** Place the students into teams of two or three. Assign each team or group a chapter from the book. Students will use the pre-made card board patterns to trace/cut out the shapes needed onto the necessary colors of felt. Shapes should be similar to the ones in the book and reflect the illustrations/design concepts. Each group will present their tangible re-creation of the chapter to the class while everyone reads along (with equal participation by each member). Note: the chapter can be read by a group member or the entire class. Place shapes into labeled Zip-lock bags, folders, or envelopes (with the correct chapter numbers). Put into book nook for use during reading time and/ or inside recess

**Molly Vosburgh**  
**3rd-4th grade**

Fleming, C. (2003). *Boxes for Katje*. New York: Melanie Kroupa Books.  
Katje, a young Dutch girl, receives packages from her American friend. The packages help Katje and her family and friends get through some difficult times in Holland after WWII.

**Materials:** pencils and paper

**Objective:** After reading the book *Boxes for Katje* by Candace Fleming, students will write a letter to a pen pal of the teachers choosing including a heading, greeting, body, closure, and signature.

**Overview:** Using a friendly letter format, students will get the opportunity to write to someone with a different lifestyle and culture other than their own. They will learn how to write a letter and learn about someone else who is the same age as them. It will teach them about differences and similarities and would be a great lesson to incorporate into a multicultural unit.

**Procedure:** Each student will write a letter to a pen pal in another city, state, or country of the teacher's choosing. Explain that they will write to the other student telling them about school, their family, and their favorite things to do as well as anything else that they would like to include. Format:

- Heading: include the date and the address.
- Greeting: Dear reader, etc.
- Body: the letter including the information listed above.
- Closing: Sincerely,
- Signature: name of the writer

**Resource:**

Brainerd, A. (2005). Boxes for Katje. Retrieved April 24, 2008, from Homeschool Share Web site:  
[http://www.homeschoolshare.com/boxes\\_for\\_katje.php](http://www.homeschoolshare.com/boxes_for_katje.php)

**Kathryn Donley**  
**Grades 3-4**

Sweet, M. (2005). *Carmine: A little more red*. Boston: Houghton Mifflin.  
While a little girl who loves red--and loves to dilly-dally--stops to paint a picture for her grandmother, her dog Rufus meets a wolf and unwittingly leads him directly to Granny's house.

**Materials:** paper and pencils/pens

**Objective:** Students will write a haiku that explains the meaning of a vocabulary word from the book *Carmine: A Little More Red*.

**Overview:** Haikus are very short, succinct poems. In the story, Carmine writes one about her Granny. Students can use the haiku format to concisely define the vocabulary words found in the book.

**Procedure:** Have each student choose a vocabulary word from the book *Carmine: A Little More Red*. Some examples of vocabulary words found in the book are: beware, clutter, dilly-dally, exquisite, haiku, indeed, knoll, lurking, mimic, nincompoop, reckoned, surreal, voila, and yodel. Then, use the following haiku as an example and to explain the haiku format:

Haikus are poems;  
Five-Seven-Five syllables  
Compact in three lines.

Another example could be:

The wolf was lurking,  
Which means creeping or hiding,  
In the deep, dark woods.

After the students write their haikus, the poems can become part of a classroom dictionary. The students should be encouraged to refer to it and use the vocabulary words in their own writing.

**Jessica Harte**  
**Grades 3-4**

Palatini, M. (2005). *The three silly billies*. New York: Simon & Schuster.  
Three billy goats, unable to cross a bridge because they cannot pay the toll, form a car pool with the Three Bears, Little Red Riding Hood, and Jack of beanstalk fame to get past the rude Troll.

**Materials:** pencil, story map worksheet

**Objective:** Students will fill out the story map worksheet to review the setting, characters, problem and events that take place in the book.

**Overview:** Many characters attempted to cross the bridge but the troll doesn't budge. Using the parts of the story students can recall the problem and the solution.

**Procedure:** Students will read the story as a class. After reading the book, students will work individually to fill in the boxes on the worksheet.

**Resource:**

Johns, J.L. & Lenski, S.D. (2005). *Improving reading: Strategies and resources*. Dubuque, IA: Kendall/Hunt.

**Sheryl Little**  
**Grades 4-5**

Simon, S. (1999). *Crocodiles and alligators*. New York: Harper Collins Publishers.  
This expository text tells about the history of the crocodylian species, its physical characteristics, its lifestyle, and the differences between crocodiles and alligators.

**Materials:** pencil, paper, pictures of animals, construction paper and colored pencils

**Objective:** The students will construct a food chain consisting of crocodylians' prey, enemies, and friends.

**Overview:** Friend, Foe, or Food? Crocodylians are not at the top of the food chain, and they also do not prey on anything smaller than they are. Using colored pencils and paper, the students will display the food chain that surrounds crocodylians.

**Procedure:** Using the book as a reference, the students will create three lists: the crocodylians' prey, animals that can kill a crocodylian, and friends of crocodylians. They will then draw a food chain on construction paper with colored pencils, including the crocodylian's foes at the top, the prey at the bottom, and friends out to the side.

**Example:**

**Foes**

Lions – Tigers – Hippopotami  
|  
Crocodylians – Egyptian Plover (**Friend**)  
|  
Antelope – Fish – Small Mammals – Turtles – Birds

**Food**

**Extra Time?**

For an additional activity, have students choose their "five favorite facts" to write on the back of their food chain. This can be used in a class reference book or displayed around the classroom.

**Sylvia Lechien**  
**Grades 4-5**

Palatini, M. (2005). *The three silly billies*. New York: Simon & Schuster.  
The three billie goats cannot afford to pay the toll to cross the mean Troll's bridge, so they form an alliance with the Three Bears, Jack from Jack and the Beanstalk, and Little Red Riding Hood.

**Materials:** reader's theater books

**Objective:** The students will read fluently using Reader's Theater with less than three miscues during the reading of their part.

**Overview:** This folktale has been retold many ways; however this version is new and inventive. Student can read the lines of their character fluently.

**Procedure:** Students will be broken up into groups of five with each student portraying two characters. For each character the student will be required to use two different voices. After practicing a week, we will visit the second grade classrooms and perform our skits for them.

**Sandra Klingensmith**  
**Grades 4-5**

Simon, S. (1999). *Crocodiles & alligators*. New York: HarperCollins.  
Readers are taught differences between crocodiles and alligators.

**Materials:** pencils and paper having two circles overlapping in a Venn diagram

**Objective:** After reading the text, students will list differences and similarities between crocodiles and alligators by recalling information from his or her comprehension of the material.

**Overview:** Crocodiles and alligators have differences and similarities. After reading the article, the students will list likenesses, differences, and similarities between crocodiles and alligators at the appropriate location of an overlapping two-circle Venn diagram.

**Procedure:** Prior to the activity, a Venn diagram with two overlapping circles is constructed for the students' use. One of the circles is labeled "alligators", the other labeled "crocodiles", and the circle overlapping area of the circles is labeled "both". The students are to record characteristics the crocodiles and alligators do not share in the circle that has the animal's name. Characteristics shared by the alligator as well as the crocodile are recorded in the overlapping area that says "both". By noticing which of these traits the animal practices, a person can determine whether this animal is a crocodile or alligator.

**Jennifer Nelson**  
**Grades 4-6**

Raven, R. (2005). *Let them play*. Chelsea, MI: Sleeping Bear Press.

**Materials:** poster board, assorted paints, paint brushes, book, pencil, water, cups, paper towels

**Objective:** After reading the story *Let Them Play*, the student will paint their favorite part of the book on poster board and write a paragraph on the back of the poster board explaining their painting.

**Overview:** This book describes what it was like to try to play Little League in 1955. The students will paint a picture showing their favorite part of the book.

**Procedure:**

1. Read the book.
2. Group the students in fours.
3. Cover the tables with paper towels.
4. Set up the supplies at each group.
5. Have the students paint their favorite part of the book.
6. On the back of the poster board, have the students write a paragraph explaining their picture.
7. Let the students share their painting with the rest of the class.

**Kim Greer**  
**Grades 4-6**

Scillian, C. & Scillian, D. (2004). *S is for sunflower: A Kansas alphabet*. Chelsea, WI: Sleeping Bear Press. This is an alphabet book. This book incorporates Kansas's history with each letter of the alphabet. There are different facts regarding famous leaders, important places and landmarks through out Kansas. This is an expository text with a different way to share Kansas's history.

**Materials:** twenty six pieces of white construction paper, colored pencils, magazines, newspapers, scissors, an assorted variety of colored construction paper, markers, a word processor to type the text for the finished product.

**Objective:** The students will respond to the literature by writing and illustrating a page of the class' alphabet book. Each student's page will show how history, culture, and events have helped shaped America.

**Overview:** History, events, and culture have helped shaped America. Using the knowledge the students have accumulated through out the school year, students will each create a page for the class alphabet book about America.

**Procedure:** Have the class create their own alphabet book. Each student will write and illustrate one page of the book. Depending on the amount of students, a certain student might be designated to two letters of the alphabet. Instead of each letter representing something about Kansas's history, have each letter represent something about American history and culture. Students may apply the knowledge they have learned through out the year. They may apply any cultural, historical, or current event aspect they feel has significance to America. Students will be encouraged to be creative and represent the letter they have been given however they feel fit. Some students may collage while others draw their illustration.

**Mary Dague**  
**Grades 4-6**

Birtha, B. (2005). *Grandmama's pride*. Morton Grove, IL: Albert Whitman. Every summer Sarah Marie visited her Grandmama with her mother and younger sister. Grandmama lived in the South, and Sarah Marie never questioned some of her peculiar habits until the summer she learned how to read.

**Materials:** paper and pencils

**Objective:** Students will participate in an activity that shows how unfair discrimination can be. Then they will write a short reaction on how the activity made them feel.

**Overview:** Assess students’ prior knowledge about discrimination—what it was, who was behind it, who it was against, etc. Discuss moral issues of discrimination—is it fair, is it still in use today, if it is then where, etc.

**Procedures:** Using a physical attribute such as hair or eye color, divide the students into similar groups. Rearrange the desks so there are only enough for the chosen group—i.e. if there are 6 brunettes in your classroom have only 6 desks. Let the brunettes go first in line and sit in the desks while everyone else must wait or sit on the floor. Keep this routine for a few minutes and then switch to blondes or redheads.

After every student has been part of the “dominate race,” allow everyone to sit back in their desks. Have them write a reaction that tells how they felt when they were the dominate race and how they felt when they were being discriminated against.

**Kimberly Egidy**  
**Grades 4 - 5**

Simon, S. (1999). *Crocodiles and alligators*. New York: HarperCollins.  
Describes key features and behaviors of crocodiles and alligators.

**Materials:** pencils and paper

**Objective:** The students will create and fill out a KWL chart (know, want to know, and learned).

**Overview:** Many times crocodiles and alligators are confused with one another. Students can evaluate what they know, what they want to know, and what they have learned to compare and contrast differences in the reptiles.

**Procedure:** Before reading the book, have each student create a KWL chart. Have each student fill out the first column of what they already know about Crocodiles and Alligators, and the second column of what they want to know. After reading the book, have the student fill out the column of what they have learned about each reptile and then they can look back to compare their information.

Example chart:

What I already know	What I want to know	What I learned
They both lay eggs.	What is the difference between the two?	Alligators have more powerful jaws than Crocodiles.
Can hold their breath.		

After the students have finished their chart, they can put them on the bulletin board so they can compare their charts.

**Sarah Watts**  
**Grades 4-5**

Perkins, L. R. (2003). *Snow music*. New York: Greenwillow Books.

**Materials:** paper and pencils

**Objective:** Students will write 4 or 5 sentences about the sounds that they hear in the winter.

**Overview:** The sounds we hear everyday can be interpreted as music. Students can reflect on the sounds that they hear everyday as they try to interpret those sounds as music.

**Procedure:** Explain to the students that many people believe the sounds of everyday life can have a rhythm and be interpreted as music. Talk about the rhythm the book *Snow Music* had and the noises in the book that became music. Ask the students to write 4 or 5 sentences about the sounds that they hear during the winter time or sounds that remind them of winter.

Dear Mama,

How are you? I miss you so much. Do you know when you are coming home? I hope that you are enjoying your time out there. I love you!

Love,  
Ada Ruth

Once the students finish writing their letters you could hang them up on a bulletin board for everyone to see.