

Tadpoles

A Closer Look at Early Reading

Early readers are developing abilities to investigate topics that interest them. Consequently, students are curious about the connections between books and other parts of their lives. The *Tadpoles* Teacher Guide serves to fuel further exploration of language arts. By using this guide, you have an opportunity to tap into high student interest while exposing students to broader issues.

Participation in these lessons will lead students to make global connections and understand higher-level concepts, such as classification and technological design. Students will become aware of some of the issues involved in cooperating and solving problems with others. They will realize that they can make a positive difference through their actions.

The lesson plans in this guide are tailored for grades K–1 and address various subjects, such as science, language arts, performing arts, mathematics, and social studies. Each lesson plan is designed to stand alone. As such, they do not need to be presented in sequential order. Helpful reproducible worksheets appear at the end of the guide. The book titles referenced in this guide include:

At the End of the Garden

My Auntie Susan

Bad Luck, Lucy!

My Big, New Bed

Bertie and the Big Balloon

Pirate Pete

Five Teddy Bears

Runny Honey

I'm Taller Than You

Sam's Sunflower

Leo's New Pet

Sammy's Secret

Little Troll

Stroppy Poppy

Mop Top

As students investigate the topics addressed in the guide and become more aware of a range of problem-solving approaches, they will sharpen their critical thinking skills to work towards creative solutions to worldwide problems. We invite you to jump in and ask questions with your class as you have fun learning more about exploration through reading.



National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p>Add It Up!</p>	<p>Mathematics Students should connect number words and numerals to the quantities they represent, using various physical models and representations. Students should understand the effects of adding and subtracting whole numbers. Students should use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.</p>
<p>Dog or Frog?</p>	<p>Language Arts Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.</p> <p>Mathematics Students should count with understanding and recognize “how many” in sets of objects. Students should sort, classify, and order objects by size, number, and other properties.</p> <p>Science Students should develop an understanding of the characteristics of organisms.</p>
<p>Here We Grow</p>	<p>Mathematics Students should understand how to measure using nonstandard and standard units. Students should use tools to measure.</p> <p>Science Students should develop an understanding of the life cycles of organisms.</p> <p>Social Studies The learner can describe personal changes over time, such as those related to physical development and personal interests.</p>
<p>I Know Where</p>	<p>Language Arts Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Mathematics Students should describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance. Students should find and name locations with simple relationships such as “near to” and in coordinate systems such as maps.</p>

Lesson Plan Title	Correlation to National Standards
Work It Out	<p>Language Arts Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>Social Studies The learner can give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.</p>
Shape Up	<p>Mathematics Students should recognize, name, build, draw, compare, and sort two- and three-dimensional shapes. Students should describe attributes and parts of two- and three-dimensional shapes. Students should recognize geometric shapes and structures in the environment and specify their location.</p>
In the Middle	<p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>
Way to Go	<p>Language Arts Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Mathematics Students should solve problems that arise in mathematics and in other contexts.</p> <p>Science Students should develop abilities of technological design.</p>

For state specific educational standards, please visit <http://www.crabtreebooks.com/>.

Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Add It Up!	Math	<ul style="list-style-type: none"> • number words and numerals • addition
Dog or Frog?	Language Arts Math Science	<ul style="list-style-type: none"> • characteristics of animals • sorting • spelling
Here We Grow	Math Science Social Studies	<ul style="list-style-type: none"> • growth • measurement
I Know Where	Art Language Arts Math	<ul style="list-style-type: none"> • interpreting and drawing maps • navigating space
Work It Out	Art Language Arts Performing Arts Social Studies	<ul style="list-style-type: none"> • cooperation
Shape Up	Math	<ul style="list-style-type: none"> • two-dimensional shapes
In the Middle	Language Arts	<ul style="list-style-type: none"> • short vowel sounds • paraphrasing
Way to Go	Art Math Science	<ul style="list-style-type: none"> • transportation • technological design

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Add It Up!	1 class period	add equal plus	Check reproducibles for accuracy.
Dog or Frog?	1 class period	bird cat dog frog monkey	Check reproducibles for accuracy.
Here We Grow	1 class period	foot grow inch	Evaluate reproducibles for understanding of major concepts.
I Know Where	1–2 class periods	far left map near right	Review students' maps for accuracy and neatness.
Work It Out	1–2 class periods	selfish unselfish	Evaluate student performances for participation and understanding of major concepts.
Shape Up	1 class period	circle rectangle square triangle	Check reproducibles for accuracy.
In the Middle	1 class period	vowel	Assess reproducibles and students' oral reading for accuracy.
Way to Go	1–2 class periods	air land travel water	Evaluate reproducibles and presentations for creativity and understanding of basic concepts.

Add It Up!

A Lesson on Addition

Content

Students will strengthen their understanding of number words, numerals, and quantities. Students will then apply this knowledge to solve addition problems.

National Standards

The following standards will be addressed in the lesson:

Mathematics

Students should connect number words and numerals to the quantities they represent, using various physical models and representations.

Students should understand the effects of adding and subtracting whole numbers.

Students should use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical

Visual-Spatial

Prerequisites

Have students read the books *Five Teddy Bears* and *My Big, New Bed* before starting the lesson. Cut colored construction paper into small squares so that each student will have twelve squares of a single color. Also cut two small squares of white paper for each student.

Materials

- *Five Teddy Bears* and *My Big, New Bed* books
- chalkboard and chalk or whiteboard and markers
- small squares of colored construction paper (12 per student)
- small squares of white paper (2 per student)
- student copies of the *Add It Up!* reproducible

Instructional Procedure

Anticipatory Set

Read the book *Five Teddy Bears* with students. Each time a new number word appears in the text, write the word and the corresponding numeral on the board. Then, tell students that you want to draw that number of squares. Have them tell you to stop when you have drawn the correct number of squares.

Class Discussion

On the board, write the word *plus* next to a plus sign and the word *equal* next to an equal sign. Have students turn to page 5 of *My Big, New Bed*. Point out that the teddy bear is alone on the bed, and draw a stick figure on the board. Ask: *What happens on page 6?* (The boy gets on the bed.) Draw another stick figure next to the first one, a plus sign between them, and an equal sign to the right. Ask: *How many are on the bed?* (two) Draw two stick figures after the equal sign. Note that the number of stick figures is the same on each side of the equal sign. Write the following equation below the stick figures: $1 + 1 = 2$. Explain that the teddy bear plus the boy—or 1 plus 1—equals 2 on the bed. Follow the same steps for each illustration through page 15.

Objectives

The student will be able to...

- recognize number words and their corresponding numerals
- use objects to show the quantities represented by numerals
- add numbers with sums of up to 6

Activity

Write the word *add* on the board, and tell students that they will be adding numbers together. Give each student 12 squares of construction paper in a single color and 2 squares of white paper. On the white paper, have students draw a plus sign and an equal sign. Write the following equation on the board: ■ + ■ ■ =. Ask students to arrange their squares in the same way. Ask: *How many colored squares are there all together?* (three) Draw three squares after the equal sign, and have students arrange their squares to match. Ask: *How many squares are before the equal sign?* (three) *How many squares are after the equal sign?* (three) Distribute the *Add It Up!* reproducibles. Direct students' attention to the first equation. Read the equation aloud, and point out that 3 is equal to the number of squares. Have students solve the remaining equations using their squares and symbols.

Accommodations and Extensions

On student copies of the *Add It Up!* reproducible, draw squares above each numeral as in the first two equations.

As an extension, write the following equations on the board:

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

Ask students to copy the equations and solve them.

Closure

Ask students what happens when a soccer team scores a goal or a tee-ball team scores a home run. (The team gets a point.) Write the number 1 on the board. Tell students to imagine that the team then scores three more points. Ask: *How could you figure out the team's total score?* (Add three to one.) Write the following equation on the board: $1 + 3 =$, and have students give the answer. (4) Then, tell students to imagine the team scores two more points. Ask: *How could you figure out the team's total score?* (Add two to four.) Have students dictate the equation to you and solve it. ($4 + 2 = 6$) Explain that no matter how many goals or home runs the team scores, the points can be added together to find the total score. Have students discuss other times they might need to add numbers. If they have trouble getting started, ask them to think about playing games or using money.

Assessment

Check reproducibles for accuracy.

Dog or Frog?

A Lesson on Animal Characteristics

Content

Students will investigate and compare the characteristics of several animals. Students will also practice their spelling skills by writing the names of the animals.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

Mathematics

Students should count with understanding and recognize “how many” in sets of objects.

Students should sort, classify, and order objects by size, number, and other properties.

Science

Students should develop an understanding of the characteristics of organisms.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Naturalistic



Visual-Spatial

Prerequisites

Have students read the books *At the End of the Garden* and *I'm Taller Than You* to familiarize themselves with different kinds of animals before starting the lesson.

Materials

- *At the End of the Garden* and *I'm Taller Than You* books
- chalkboard and chalk or whiteboard and markers
- photographs of a dog, cat, bird, frog, and monkey
- student copies of the *Dog or Frog?* reproducible

Instructional Procedure

Anticipatory Set

Ask students if they have pets. Invite those who do to describe their pets, including the animals' names, appearances, and behaviors. Ask students who do not have pets to describe a pet they would like to have, tell why they would like to have that animal, and share the name they would give to their pet.

Class Discussion

Have students page through the books *At the End of the Garden* and *I'm Taller Than You*. Ask them to identify the animals pictured in the books. (fox or dog, squirrels, worm, birds or robins, mice, bugs or beetles, frogs, giraffe, turtle or tortoise, monkey, hyena, zebra, hippo, elephant)

Objectives

The student will be able to...

- describe and compare the characteristics of animals
- group animals by shared characteristics
- spell the names of several animals

Activity

Part I: Describe and Compare Animals

Draw a five-column chart on the board with the headings *dog, cat, bird, frog, and monkey*. Show students a photograph of a dog. Ask them to describe the animal, including its size, color, and other features. Write student responses in the first column of the chart. Then, show them a photograph of a cat. Have them describe the animal, and write their responses in the second column. Ask students to compare cats and dogs. Ask: *How are a dog and a cat alike?* (Both have fur, four legs, and tails.) *How are a dog and a cat different?* (A dog barks, but a cat meows. Most dogs are bigger than cats.) Follow the same procedure with the remaining photographs, asking students to compare all the animals to each other.

Next, challenge students to group animals with similar characteristics. Ask: *How many of the animals have fur, and which are they?* (three: dog, cat, monkey) *How many have feathers?* (one: bird) *How many have four legs?* (three: dog, cat, frog) *How many have eyes?* (all five) *How many have tails?* (four: dog, cat, bird, monkey) Then, have students complete the *Dog or Frog?* reproducible.

Part II: Animal Guessing Game

Divide the class into pairs. Have students play a game in which one partner thinks of an animal from Part I and the other asks questions in order to guess the animal. Explain that students may ask only yes-or-no questions. Add that the student asking questions must get at least three “yes” answers before he or she is allowed to guess the animal. Have partners take turns asking and answering questions.

Accommodations and Extensions

Review the sounds of letters and help students sound out animal names. Read aloud the spellings of the animal names as students complete the reproducible.

As an extension, have students invent an animal, name it, and draw a picture of it. Ask them to describe their animal to the class.

Closure

Ask students what kind of animal they would like to be. Ask: *How would you look different from how you look now if you were that animal?* (I would have fur, wings, four legs, a tail, fins, sharp teeth.) *What could you do as that animal that you cannot do now?* (fly, run very fast, live underwater)

Assessment

Check reproducibles for accuracy.

Here We Grow

A Lesson on Growth and Measurement

Content

Students will strengthen their understanding of growth and measurement by comparing organisms at different stages in their life cycles.

National Standards

The following standards will be addressed in the lesson:

Mathematics

Students should understand how to measure using nonstandard and standard units.

Students should use tools to measure.

Science

Students should develop an understanding of the life cycles of organisms.

Social Studies

The learner can describe personal changes over time, such as those related to physical development and personal interests.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Naturalistic



Visual-Spatial

Prerequisites

Have students read the books *Sammy's Secret* and *Sam's Sunflower* before starting the lesson. Purchase or make a height chart for students and post it in the classroom.

Materials

- *Sammy's Secret* and *Sam's Sunflower* books
- 12-inch rulers
- chalkboard and chalk or whiteboard and markers
- height chart
- crayons or colored pencils
- student copies of the *Here We Grow* reproducible

Instructional Procedure

Anticipatory Set

Invite students to describe babies, including things that babies can and cannot do. Have them list things they can do now that they could not do when they were babies.

Class Discussion

Tell students that living things—including plants, animals, and people—change as they grow. Ask how Sammy is different from the other cats. (Sammy is smaller than the other cats.) Ask: *What can the other cats do that Sammy cannot do?* (The other cats can run faster, jump higher, and climb farther.) *What can Sammy do that the other cats cannot do?* (Sammy can climb in a window.) Have students discuss the ways Sammy tries to grow faster. (He hangs from a door, stretches, and rolls up in a ball.) Explain that plants, animals, and people need time to grow.

Have students open *Sam's Sunflower* to page 6. Point out the seeds in the illustration. Tell students that each sunflower plant begins as a small seed. Ask: *How do the plants look on page 10?* (The plants are small. They have a few leaves and no flowers.) *How do they look on page 12?* (They are bigger. They have more leaves and flowers that are closed.) *How do they look on page 17?* (They have open flowers.)

Objectives

The student will be able to...

- describe stages of growth for plants, animals, and people
- measure in inches and feet using a ruler and a height chart

Activity

Distribute the rulers. Ask students to describe the markings on the rulers. (The ruler has lines and numbers from 1 to 12). Write the words *inch* and *foot* on the board, and explain that people use inches and feet to measure how long or tall something is. Explain to students that the space between the end of the ruler and the number 1 is one inch long. Add that the space between the end of the ruler and the number 2 is two inches long. Ask: *How long is the space between the end of the ruler and the number 3?* (three inches) *How long is the space between the end of the ruler and the number 8?* (eight inches) Have each student measure a pencil or other small object and say how long it is in inches. Then, explain to students that the whole ruler is one foot long. Write $12 \text{ inches} = 1 \text{ foot}$ on the board. Point out that students may need to use both feet and inches to measure something big. On the board, draw a vertical line 30 inches long, and label the length every 6 inches. Explain that the line is 2 feet plus 6 inches long. Next to the line, write *2 feet, 6 inches*.

Distribute the *Here We Grow* reproducible and the crayons or colored pencils. Divide the class into pairs, and have students take turns measuring each other on the height chart. Ask them to write their own height on their copy of the reproducible. Students who are waiting to be measured can begin their drawings.

Accommodations and Extensions

Measure students instead of having them measure each other, and help them to write their heights on the reproducible. Read aloud the text on the reproducible, and make sure students understand the directions and the measurements.

As an extension, show students how to measure objects longer than a foot using their rulers. Ask them to measure various objects in the classroom, and have them work together to measure the length of the room.

Closure

Ask students to describe some of the ways plants change as they grow. (Plants get bigger, they grow more leaves, and some have flowers that open.) Then have them discuss ways people change as they grow. (People get bigger, they learn more, and they can do more things.) Ask: *On your ruler, show me how long a foot is.* (the whole ruler) *Show me how long an inch is.* (from the end of the ruler to the number 1)

Assessment

Evaluate reproducibles for understanding of major concepts.

I Know Where

A Lesson on Maps

Content

Students will gain a better understanding of maps by interpreting and drawing them. Students will also use direction words to navigate space.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mathematics

Students should describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance.

Students should find and name locations with simple relationships such as “near to” and in coordinate systems such as maps.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic



Logical-Mathematical



Visual-Spatial

Prerequisites

Have students read the book *Pirate Pete* before starting the lesson. On poster board, prepare a large map of the classroom. Cut symbols from construction paper to represent desks, tables, bookcases, and other features. Use one color to make all copies of a given symbol. Choose one feature to leave off the map, such as the teacher’s desk. Cut a symbol for it that students can place on the map. Create a map legend.

Materials

- *Pirate Pete* books
- poster board
- colored construction paper
- scissors
- chalkboard and chalk or whiteboard and markers
- yarn
- reusable adhesive putty
- crayons or markers
- student copies of the *I Know Where* reproducible (1 per group)

Instructional Procedure

Anticipatory Set

Play a game of Simon Says to review the direction words *left*, *right*, *forward*, *backward*, *near*, and *far*. Have students perform actions such as stepping to the left, jumping forward, standing near or far from their chairs, and so on. Model each action for students.

Class Discussion

Write the word *map* on the board. Ask students to turn to pages 8 and 9 of the book *Pirate Pete*. Explain that a *map* is a drawing of a place that shows where different things are. Pirate Pete is looking at a map of an island. Point out the hut symbol and ask students to describe what it looks like. (a little house) Explain that the picture means there is a hut or little house on that part of the island. Follow the same steps for the tree stump, the hill, and the palm trees. Then note that the *X* marks the place where the treasure is buried. Draw students’ attention to the dotted line. Ask: *What do you think the line is for?* (The line tells Pirate Pete how to find the treasure.)

Objectives

The student will be able to...

- interpret a simple map
- use direction words to navigate space
- work in small groups to draw a map

Activity

Part I: Reading Maps

Display the map of the classroom. Show students the symbol for a table on the map legend. Point to one copy of the symbol on the map and ask what it stands for. (a table) Walk to the specific table it represents and explain that the symbol stands for that table. Point to another copy of the table symbol on the map and ask students to identify which table it represents. Discuss each symbol in the legend, asking volunteers to match copies of the symbols with the objects they represent. Encourage the whole class to help the volunteers find the objects. Then, ask students what is missing from the map. (the teacher's desk) Show them the symbol you prepared for it and have a volunteer paste it onto the map. Ask: *Which things on the map are near each other?* (The round table is near the teacher's desk. Our desks are near each other.) *Which things are far away from each other?* (The small bookcase is far away from the round table. The square table is far away from the teacher's desk.)

Invite a student to mark a path on the map using yarn and reusable adhesive putty. Have the student use direction words such as *left, right, forward, backward, near,* and *far* to guide another student along the path. Allow each student in the class to either mark or follow a path.

Part II: Making Maps

Take the class to the playground, library, or other location. Distribute the *I Know Where* reproducible. Have students work in groups of two or three to draw a map of the area. Explain that the maps should be neat so they can be read easily.

Accommodations and Extensions

Have students draw their own maps of the classroom rather than of a different location.

As an extension, show students different kinds of maps, such as street, political, and geographical maps. Lead a discussion about the similarities and differences among the maps and how each one might be used.

Closure

Hang students' maps in the classroom. Point out different features and have students identify them. Ask: *What can a map help you do?* (A map can help me find my way around, know where things are, and know how far apart things are.)

Assessment

Review students' maps for accuracy and neatness.

Work It Out

A Lesson on Conflict and Cooperation

Content

Students will learn about conflict and cooperation by analyzing stories and performing a puppet show.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Social Studies

The learner can give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

National Standards

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic



Visual-Spatial

Prerequisites

Have students read the books *Stroppy Poppy* and *Little Troll* before starting the lesson.

Materials

- *Stroppy Poppy* and *Little Troll* books
- student copies of the *Work It Out* reproducible
- crayons or markers
- scissors
- paper lunch bags (1 per student)
- glue sticks

Instructional Procedure

Anticipatory Set

Write the words *selfish* and *unselfish* on the board, and ask students what *selfish* means. (wanting things for yourself, only doing what you want to do, not sharing) Point out that *unselfish* means the opposite: it means being helpful and nice to people. Have students give examples of selfish and unselfish behavior.

Class Discussion

Explain that someone who is *stroppy* or *cross* gets angry easily. Read *Stroppy Poppy* through page 13 while students follow along. Ask: *Is Poppy selfish or unselfish?* (selfish) *What does she do that is selfish?* (She will not help her family. She wants everything her own way.) Read to the end of the book. Ask: *How does Poppy change?* (She is unselfish now.) *Why does she change?* (Her family will not play a game with her. They act like she does.) *What does Poppy do that is unselfish?* (She helps her family. She is nice instead of being angry all the time.)

Then, read *Little Troll* through page 15 while students follow along. Ask: *Are the Bully Goats selfish or unselfish?* (selfish) *What do they do that is selfish?* (They make a lot of noise. They keep Little Troll awake.) Read to the end of the book. Ask: *How do the Bully Goats change?* (They are unselfish now.) *Why do they change?* (They fall in the river and Little Troll saves them.) *What do they do that is unselfish?* (They help fix the bridge. They are quiet.)

Objectives

The student will be able to...

- analyze conflicts among characters and people
- make a puppet
- work in small groups to perform a puppet show

Activity

Part I: Making Masks

Distribute the *Work It Out* reproducible, crayons or markers, scissors, paper lunch bags, and glue sticks. Divide the class into groups of three or four. In half the groups, assign each student one of the following characters from *Stroppy Poppy*: Poppy, Mum, Dad, Granny. In the remaining groups, assign each student one of the following characters from *Little Troll*: Little Troll, Little Bully Goat, Middle-sized Bully Goat, Great Big Bully Goat. In a group of three, the character of Granny or one of the Bully Goats may be excluded. Ask students to draw the character's face on the reproducible and cut it out; be sure to supervise students as they use scissors. Tell them to lay the paper bag so the flap is on top and the opening is facing them. Have them glue the drawing to the flap.

Part II: A Puppet Show

Ask each *Stroppy Poppy* group to act out a scene from the book with their puppets in which the characters are being either selfish or unselfish. If students have difficulty, guide them through the scene they have chosen. Then, have each *Little Troll* group act out a scene from the book with their puppets in which the characters are being either selfish or unselfish. Encourage all the groups to be expressive in their performances. After each scene, have students talk about who was being selfish or unselfish, and why.

Accommodations and Extensions

Divide students into groups of two or three. Take the part of either Poppy or Little Troll in each puppet show. Have the groups refer to the illustrations and rehearse their parts before performing the puppet shows.

As an extension, ask students to create their own puppet show about selfish and unselfish behavior. Have them act it out for the class.

Closure

Ask students how being selfish affects other people. (Being selfish makes other people mad. People do not like someone who is selfish. Being selfish is not fair.) Ask them how being unselfish affects other people. (Being unselfish makes other people happy. People like someone who is unselfish. An unselfish person helps others.)

Assessment

Evaluate student performances for participation and understanding of major concepts.

Shape Up

A Lesson on Shapes

Content

Students will strengthen their geometry skills by identifying, describing, and matching two-dimensional shapes.

National Standards

The following standards will be addressed in the lesson:

Mathematics

Students should recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.

Students should describe attributes and parts of two- and three-dimensional shapes.

Students should recognize geometric shapes and structures in the environment and specify their location.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Logical-Mathematical



Visual-Spatial

Prerequisites

Have students read the book *Leo's New Pet* before starting the lesson. Cut a large circle, triangle, square, and rectangle from paper that contrasts with the classroom's blackboard or whiteboard. Tape the shapes to the board.

Materials

- *Leo's New Pet* books
- paper
- scissors
- tape
- chalkboard and chalk or whiteboard and markers
- ruler
- student copies of the *Shape Up* reproducible

Instructional Procedure

Anticipatory Set

Ask students to name the shapes on the board as you point to each one. (circle, triangle, square, rectangle) Have them page through *Leo's New Pet* and identify as many shapes as they can. Challenge them to find shapes within other shapes.

Class Discussion

Remove the circle from the board, rotate it 90 degrees, and replace it. Ask: *What shape is this now?* (a circle) Tell students that a circle looks the same no matter which way it is turned. Ask: *How many sides does a triangle have?* (three) Rotate the triangle 90 degrees. Ask: *What shape is this now?* (a triangle) If students have difficulty answering, number the sides and ask which shape has three sides. (a triangle) Tell students that each side of a square is the same length. Rotate the square 90 degrees. Measure the sides and write the lengths on the board. Ask: *What shape is this now?* (a square) If students say "a diamond," ask them what shape has four sides that are all the same length. (a square) Ask: *How is a rectangle the same as a square?* (Both have four sides.) *How is a rectangle different from a square?* (A rectangle has two long sides and two short sides.) Rotate the rectangle 90 degrees. Ask: *What shape is this now?* (a rectangle) *How do you know?* (It has four sides. Two of the sides are long, and two are short.)

Objectives

The student will be able to...

- recognize and describe two-dimensional shapes
- identify shapes in the environment

Activity

Ask students to look around the classroom for circles, triangles, squares, and rectangles. Have each student follow these steps:

1. Locate a shape.
2. Trace the shape's outline. (Help students trace shapes they cannot reach.)
3. Name the shape.
4. Explain what makes the shape a circle, triangle, square, or rectangle.

Then, distribute the *Shape Up* reproducible and have students complete it.

Accommodations and Extensions

Make two copies of the reproducible for each student. Cut out one set of shapes. Show students how to match a cut-out shape to a picture in the first column. Then, have them turn the shape until it matches a picture in the second column.

As an extension, ask students to create a drawing that includes at least one circle, triangle, square, and rectangle. Have them share their drawings with the class and identify the shapes they used.

Closure

Ask: *What shape has four sides that are all the same length?* (a square) *What shape is round and looks the same no matter how it is turned?* (a circle) *What shape has four sides, two of which are longer than the others?* (a rectangle) *What shape has three sides?* (a triangle)

Assessment

Check reproducibles for accuracy.

In the Middle

A Lesson on Short Vowel Sounds

Content

Students will reinforce their understanding of short vowel sounds. They will practice their reading skills by decoding words and paraphrasing stories.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Prerequisites

Have students read the books *Mop Top* and *Bad Luck, Lucy!* before starting the lesson.

Materials

- *Mop Top* and *Bad Luck, Lucy!* books
- chalkboard and chalk or whiteboard and markers
- student copies of the *In the Middle* reproducible

Instructional Procedure

Anticipatory Set

Explain to students that vowel sounds are the speech sounds that are made when you say the letters *a*, *e*, *i*, *o*, or *u*. Have students identify some examples of vowels in the titles of the books *Mop Top* and *Bad Luck, Lucy!*

Class Discussion

Distribute the *In the Middle* reproducible. Tell students they will be practicing the short sounds of the vowels *a*, *e*, *i*, *o*, and *u*. Write a lowercase letter *a* on the board. Model tracing the letter with your index finger as you pronounce the short vowel sound. Have students trace the letter on the reproducible twice as they simultaneously repeat the sound. Write the word *bat* on the board. Model tracing each letter with your index finger as you sound out the word. Have students trace the word twice as they sound it out. Use the same procedure for the remaining vowels. Then, read aloud the following words and ask students to complete each one by writing a vowel on the line: 1. *net*, 2. *pin*, 3. *cup*, 4. *mad*, 5. *hot*. Encourage them to sound out the word as they complete it. If students are having difficulty, review the consonant sounds *b*, *c*, *d*, *h*, *m*, *n*, *p*, and *t* as needed while students work on the reproducible.

Objectives

The student will be able to...

- identify the short vowel sounds of *a*, *e*, *i*, *o*, and *u*
- read words containing short vowel sounds

Activity

Have students sit in a circle. Tell them that the class will work together to read the books *Bad Luck, Lucy!* and *Mop Top*. Explain that you will read most of the words while they follow along, but they will take turns reading some words. Explain that you will walk around the circle as you read and when you tap a student's shoulder, it will be his or her turn to read the next word. Begin with *Bad Luck, Lucy!* Have students read the following words whenever they occur: *bad, Dad, Mum, but, cat, not*. If students have difficulty, encourage them to trace the letters, sounding out the word as they do so. Stop on pages 11, 17, and 21, and ask students to paraphrase the story. Then read *Mop Top*. Have students read the following words whenever they occur: *mop, top, had, him, Mum, but, Dad, cap*. Stop on pages 9, 13, 17, and 23, and ask students to paraphrase the story.

Accommodations and Extensions

Read all the words in the books aloud. Pause after the listed words, and have students take turns tracing and sounding them out.

As an extension, repeat the activity with one of the other *Tadpoles* books, such as *My Big, New Bed*. Have students follow along as you read the book aloud. Have them read the words with short vowel sounds aloud, such as *Dad, bed, Ted, dog, and cat*.

Closure

Write the following words on the board, and challenge students to suggest words that rhyme with them: *hat* (cat, mat); *peg* (leg, egg); *lid* (did, kid); *top* (hop, pop); *bun* (fun, run).

Assessment

Assess reproducibles and students' oral reading for accuracy.

Way to Go

A Lesson on Transportation

Content

Students will gain a better understanding of vehicles and transportation. Students will then use this knowledge to design a vehicle.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mathematics

Students should solve problems that arise in mathematics and in other contexts.

Science

Students should develop abilities of technological design.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Logical-Mathematical



Visual-Spatial

Prerequisites

Have students read the books *My Auntie Susan*, *Bertie and the Big Balloon*, and *Pirate Pete* before starting the lesson.

Materials

- *My Auntie Susan*, *Bertie and the Big Balloon*, and *Pirate Pete* books
- chalkboard and chalk or whiteboard and markers
- photographs of a modern car, train, ship, submarine, hot air balloon, and airplane
- crayons or colored pencils
- student copies of the *Way to Go* reproducible
- world map or globe

Instructional Procedure

Anticipatory Set

Write the word *travel* on the board. Tell students that *travel* means “to go from one place to another.” Ask students how they traveled to school today. (rode a bus, walked, took a subway, rode in a car) Ask them whether they have ever gone far away and, if so, how they traveled there. (My family flew to Florida in an airplane. My uncle and I rode in a car to my grandparents’ house.)

Classroom Discussion

Write the words *land*, *air*, and *water* on the board and read them aloud. Have students turn to page 7 of *My Auntie Susan*. Ask: *How is Auntie Susan traveling?* (She is riding a bike.) Note that a bike travels on land, and point to the word *land*. Have students turn to pages 12–13 of *Bertie and the Big Balloon*. Ask: *How is Bertie traveling?* (He is flying with a balloon.) Note that a balloon travels in the air, and point to the word *air*. Have students turn to page 7 of *Pirate Pete*. Ask: *How is Pirate Pete traveling?* (He is sailing on a ship.) Note that a ship travels in water, and point to the word *water*.

Objectives

The student will be able to...

- describe and compare modes of transportation
- design a vehicle

Activity

Part I: Traveling Today

Show photographs of a car and a train. Ask: *How are a car and a train alike?* (They both travel on land.) *How are they different?* (A train travels on tracks, but a car travels on roads. A train can carry more people than a car can.) Show photographs of a ship and a submarine. Ask: *How are a ship and a submarine alike?* (They both travel in water.) *How are they different?* (A ship travels on the water, but a submarine can travel under the water.) Show photographs of a hot air balloon and an airplane. Ask: *How are a hot air balloon and an airplane alike?* (They both travel in the air.) *How are they different?* (An airplane has wings, but a balloon does not. An airplane can carry more people than a balloon can.)

Part II: Traveling Tomorrow

Distribute the *Way to Go* reproducible. Read aloud the words *air*, *land*, and *water*. Have students imagine and draw something that can travel in two of those environments. Tell them to circle the places their invention can travel. Ask them to present and explain their drawings to the class.

Accommodations and Extensions

Have students draw one of the vehicles from Part I, using the photograph as a reference. Ask them to circle where it can travel.

As an extension, have students compare their vehicles and discuss the advantages of each one. For example, which would work best in the ocean? Which can carry the most people? Which can fly farthest?

Closure

Point to each of the following locations on a wall map or globe, and ask students to name three ways they could travel there: Australia (ship, submarine, airplane), Mexico (car, train, airplane), a neighboring state (car, airplane, hot air balloon).

Assessment

Evaluate reproducibles and presentations for creativity and understanding of basic concepts.

Add It Up!



Add the numbers. Write the answer on the line.

$$\begin{array}{c} \blacksquare \\ 1 \end{array} + \begin{array}{c} \blacksquare \blacksquare \\ 2 \end{array} = \underline{\quad 3 \quad}$$

$$\begin{array}{c} \blacksquare \blacksquare \\ 2 \end{array} + \begin{array}{c} \blacksquare \blacksquare \\ 2 \end{array} = \underline{\quad \quad}$$

$$1 + 3 = \underline{\quad \quad}$$

$$3 + 3 = \underline{\quad \quad}$$

$$4 + 1 = \underline{\quad \quad}$$

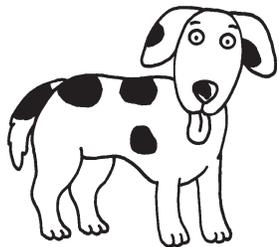
$$1 + 5 = \underline{\quad \quad}$$

$$2 + 3 = \underline{\quad \quad}$$

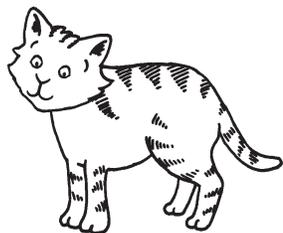
Dog or Frog?



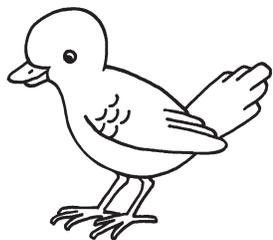
Name the animal. Write a letter on each line.



 d



 c



 b



 f



 m

Here We Grow

 Draw a baby. Draw yourself now.

 Write how tall you are on the lines. Circle who is taller.

Me

Who is taller?

baby me

Baby

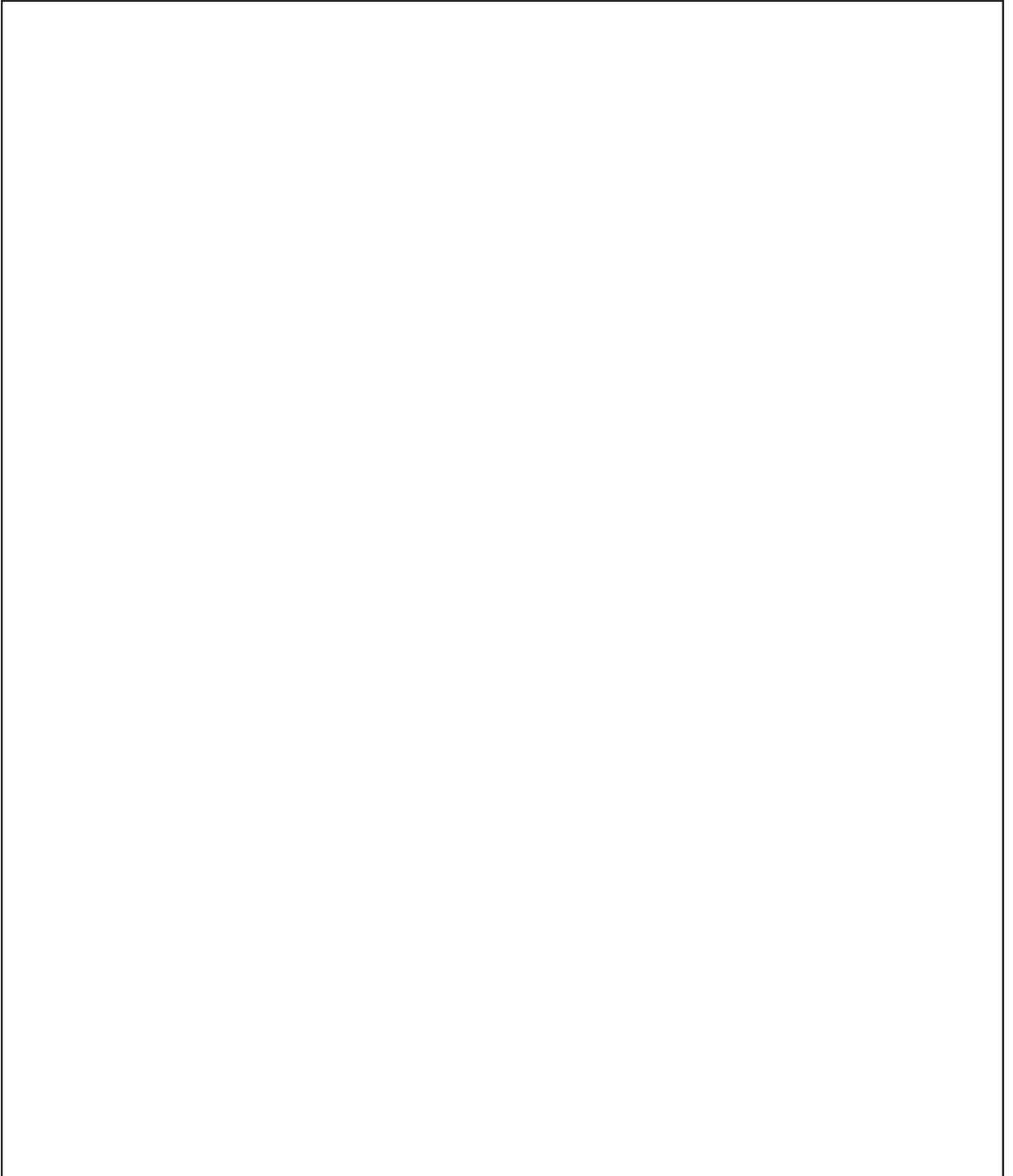
A **baby** is
1 foot, 8 inches tall.

I am
___ feet, ___ inches tall.

Name _____ Date _____

I Know Where

 Draw a map.



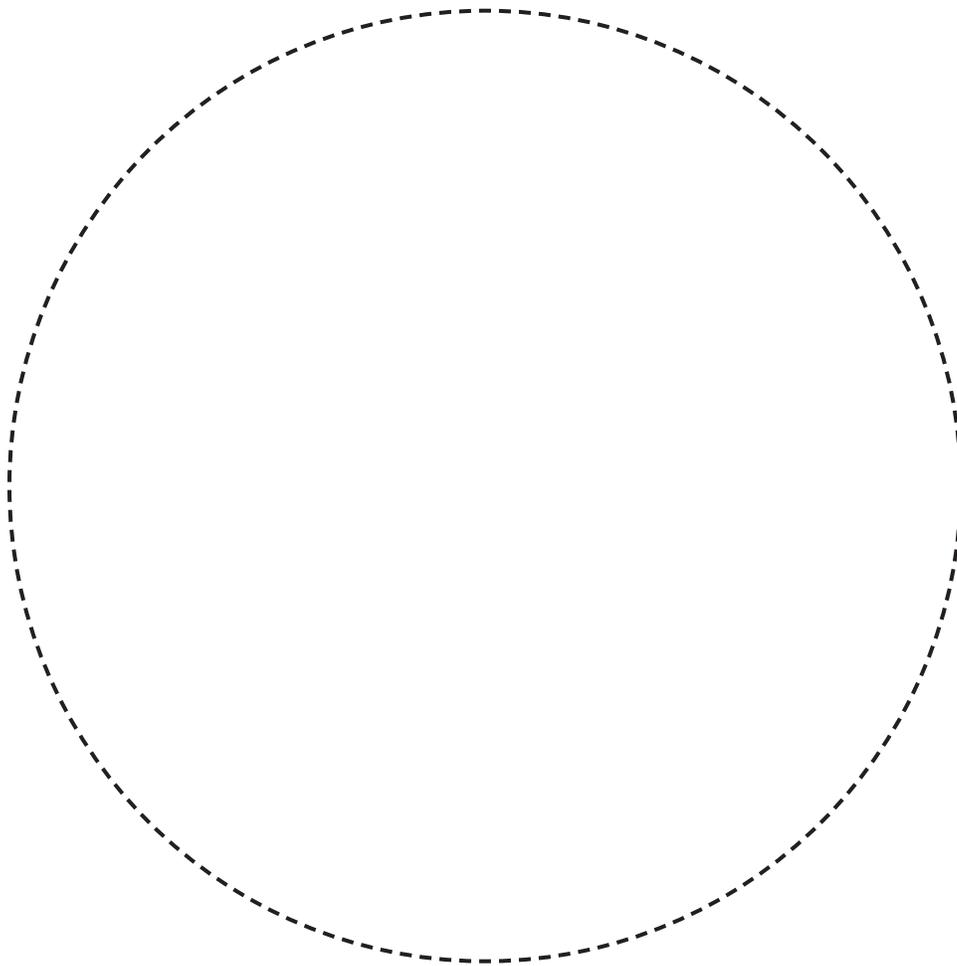
Work It Out



Draw a face for your puppet.



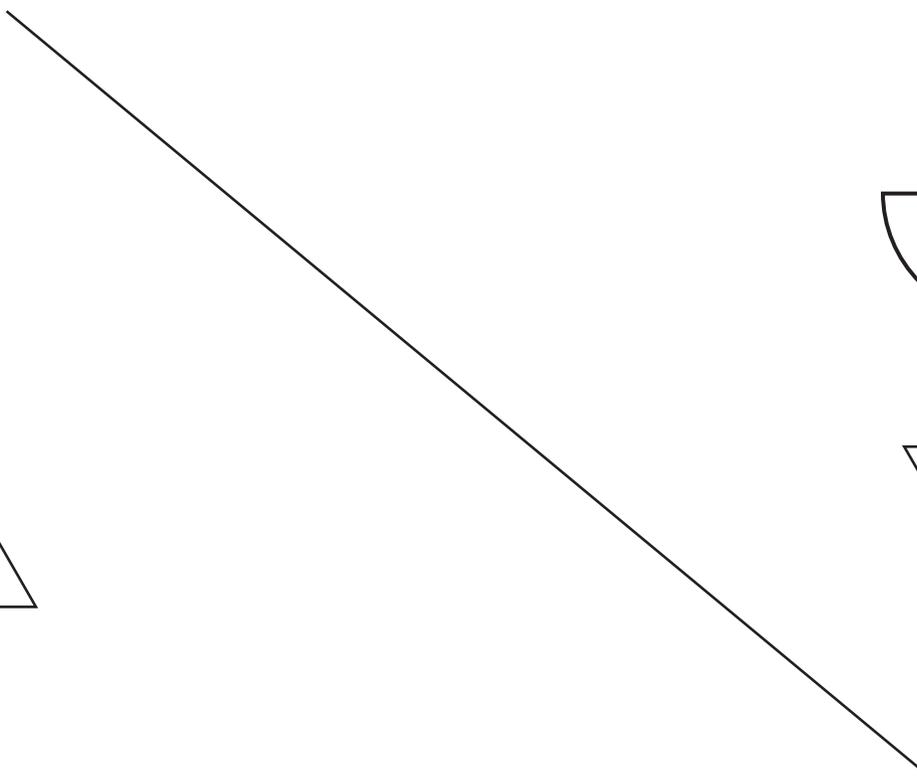
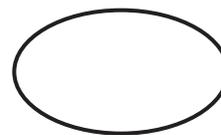
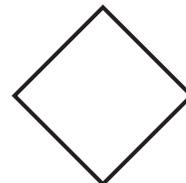
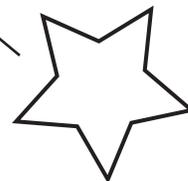
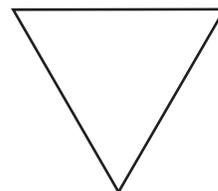
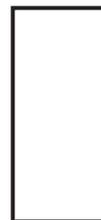
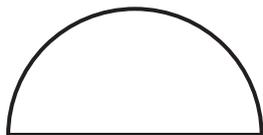
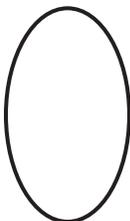
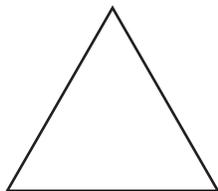
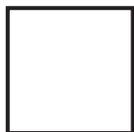
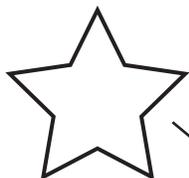
Cut it out. Glue it to the bag.



Shape Up



One shape is turned. Match the shapes.
Draw a line between them.



In the Middle

Trace each letter and word with your finger. Sound it out.
Listen to the word.

a bat

o nod

e hen

u cut

i tip



Write a letter on the line.

1. n__t

4. m__d

2. p__n

5. h__t

3. c__p

Way to Go

 Draw something you could travel in. Where can it travel?
Circle *two*.

air

land

water

