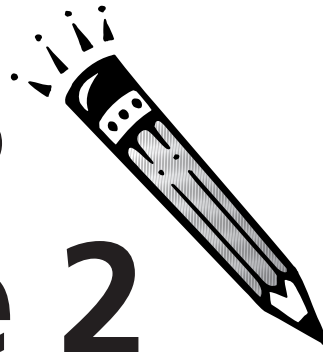


Blackline Masters for Grade 2



Activity Masters

Graphic Organizer Masters

Name _____

1. A Healthy Meal

Goal: Plan and present a healthy meal.

Find the Facts

Work with a partner to plan a healthy meal.

- Research the food pyramid to find out what you need to make your meal healthy.
- Your meal should have three courses: a soup or salad, a main dish with two side dishes, and a dessert.
- Look in cookbooks and other recipe books to get ideas.
- Choose what you will make for each course.

Plan Your Meal

- Make a shopping list of all the things you will need.
- Draw a picture of what each course will look like when it is cooked.
- Under each picture, write two sentences about why this course is healthy. Include what parts of the food pyramid it belongs to.

TIPS

- Pick foods that you would like to make.
- Keep your meal simple and fun.

Show What You Know

Make a poster that shows your meal. Glue your pictures to the poster. Draw a picture of the food pyramid, and list and draw some of the ingredients. Present your poster to the class. Explain what each course is, why you chose it, and how it is healthy.

Name _____

2. Chinese Dragon

Goal: Write a short story.

What if Dragon from *Dragon Gets By* showed up at a Chinese New Year parade?

- If you do not know about Chinese New Year celebrations, research them in an encyclopedia.
- Use a story map to plot out the beginning, middle, and end of your story.
- Draw pictures that help tell your story.
- Write a title for your story.

TIPS

- Reread *Dragon Gets By*.
- First think about what you want to happen in your story, and then use a story map.

3. Silly Sentences

Goal: Use pieces of a sentence to create a complete sentence.

This game is played with a partner. On strips of paper, both you and your partner write down five silly sentences.

Cut the strips of paper into pieces. Be sure that you do not cut a word in the middle. Place all the pieces into a paper bag. Taking turns, each of you chooses a piece. Decide if it is the beginning, middle, or end of the sentence. Build as many silly sentences as you can.

TIPS

- Make your sentences complete.
- Be sure that your final sentences make sense.

Name _____

1. Fantastic Adventures!

Goal: Change a real-life story into a fantasy story.

My True Story

Think about a true event that happened to you.

- Make a list of people in your story.
- Make a list of the events in your story. Write down the events in the order in which they happened.

Think about your favorite fantasy story.

- What kinds of characters did it have?
- What happened that could not happen in real life?

Think about the kinds of fantasy details you can add to your story.

My Fantastic Adventure

Make your real-life story into a fantasy story.

- Think about the events in your story. How could you make them more fantastic?
- Think about how you could change the other people in your story.

TIPS

- Choose a real-life story that is a little bit boring so you can add lots of fantasy elements.
- Be as funny as you want.

Show What You Know

Think about how you might present your new story to the class. You might make a picture book of the tale or act it out with your classmates.

Name _____



2. *Rats on the Roof*

Goal: Understand the lesson in a story.

Choose one of the stories in *Rats on the Roof and Other Stories* that teaches you a lesson. Answer these questions:

- What was the problem?
- What was the solution?
- Do you have a different solution?
- What is the problem-solving lesson in the story?

Write a short paragraph that tells the title and the lesson of the story.

TIPS

- Think about the story's problem and solution.
- Think about what you might do in the same situation.

3. What's Inside?

Goal: Express your inner thoughts using thought bubbles.

Look at the picture on page 46 of *Julius*. What does Maya think is inside the crate? How do you know? Imagine that you received a crate. Draw a picture of yourself looking inside a crate. Draw three things that you think could be in the crate in thought bubbles above your head. Write a sentence explaining your thoughts.

TIPS

- Make a list of things you wish were in the box. Choose the best three.
- Be sure your sentences are clear.

Name _____

1. Silly Animal Rhymes

Goal: Make a silly rhyme book showing how one action leads to another.

Why Did It Happen?

Reread the story *Mrs. Brown Went to Town*. What are some actions that caused other things to happen? Use a cause-effect chart to list the cause and effect of

- Mrs. Brown's first trip to the hospital
- the bed falling through the floor

What Happened and Why?

Write six silly rhymes about animals that show how one action can lead to another. Each rhyme should have two sentences. One is the cause. One is the effect. Use another cause-effect chart to draft your rhymes.

TIPS

- Make a list of six animals before you start.
- Make a list of rhyming words to help you.

Show What You Know

Make a book of silly rhymes.

- Write and draw a picture of each rhyme on a piece of drawing paper.
- Make a cover for your book that has a title and a picture.
- Punch holes in the pages. Tie the pages together.

Invite classmates to read your book.

Name _____

2. My Day at the Farm

Goal: Write a journal entry about a visit to a farm.

Imagine that you are spending a day on a real farm. Write a journal entry about your visit. If necessary, find out about farm life before you write.

- Write about what you saw and did.
- Write about how you felt.

TIPS

- Think about the animals you might see.
- Think about the chores you can do to help the farmer.

3. What Comes Next?

Goal: Predict a pattern.

Use shape tiles to create a pattern and ask a classmate to predict what comes next.

- Create a pattern using shape tiles like this one:



- Ask a classmate to add the next shape to continue your pattern.



- Switch roles, and let a classmate create a pattern for you to add to.

TIPS

- Remember that patterns can be created by shape, number, and color.
- Be sure that you can continue the pattern before asking a classmate.

Name _____

1. Campfire Songs

Goal: Write a new campfire song using the tune of a familiar song and perform for an audience.

Find Your Tune

In a small group, make up your own campfire song.

- Make a list of songs that have tunes you like.
- Choose the tune of one song to use for your new song.
- Choose a tune you all know.
- List lots of things you might take, see, and do on a camping trip.

TIP

- Pick a familiar tune that you know well.
- Try to make your lyrics rhyme so that it is easier to remember them.

Write Your Song

Using the tune you chose, write lyrics for your campfire song.

- Each of you should write a verse about one thing on your list.
- The group should work together to write the chorus. The chorus is repeated after each verse.
- Order the verses of the song so that they make sense.
- Practice singing your song.

Share Your Song

Sing your song for the class. Each member of the group will sing his or her own verse and the whole group will sing the chorus.

Name _____

2. What I Like About Nature

Goal: Write and explain your opinion about nature.

- Make a list of ten things you like about nature.
- Using your list, write a paragraph called *Why I Like Nature*.
- Share your paragraph with a classmate.

TIP

- Think about the things you can see and do in nature.
- Use the word *I* since you are giving your opinion.

3. Country and City

Goal: Compare and contrast living in the country versus living in the city.

- Make a Venn diagram. Label one circle *Country*, the other *City*, and the middle area *Both*.
- Think about what you know about nature from reading the selection. Write these facts inside the *Country* circle. Add other things you know about nature to the circle.
- Write facts about cities inside the *City* circle.
- Fill the middle area with things about both.

TIPS

- Look for *differences*.
- Look for how things are alike to fill in the part that tells about both.

Share your observations with the class.

Name _____

1. Park Ranger Club

Goal: Organize a club and make a plan to keep a local park clean.

How to Help

Working with a partner, create a club that works to keep a park in your community clean. Make a chart with two columns; label the first *What needs to be done* and the second *How can we do it?* Brainstorm with your partner ideas to fill in your chart. Reread the selection to help you find other ideas.

Create a Club

Create a club to help with the cleanup tasks. Make up a name for your club. Think about how many members and what items you will need. Make a special badge with a logo for your club.

Include the club name on the badge. Make a flyer to attract members. Your flyer should include the name of the club and some of the ways you want to help keep the park clean.

Share What You Know

Present your club idea to the class. Wear your badge. Show your poster to your class and describe the club. Tell classmates why you think the club is important.

Ask your classmates to suggest other ideas for the club. Answer their questions. Ask how many people would join your club.

TIPS

- Only include main ideas on your flyer.
- When you talk to the class, speak slowly and clearly.

Name _____



2. Chibi

Goal: Write a new story scene.

Chibi disappeared during a typhoon. What do you think happened during that time? Review where Chibi was and what he was doing just before and then after the typhoon came. Imagine what happened to Chibi during the typhoon. Write one paragraph about Chibi's adventures during the typhoon. Write another paragraph about how Chibi found his way back.

TIP

- Each paragraph should be about one main event.
- The first sentence tells what the paragraph is about.

3. Fact or Opinion?

Goal: Distinguish between facts and opinions.

Play this game with a classmate.

- Choose an animal or plant from the selection, and write three facts and three opinions about it.
- Copy each fact and opinion on an index card. On the back write *fact* or *opinion* to show which it is.
- Lay the cards sentence-side-up. Ask your partner to decide which are facts and which are opinions. Turn the card over to show if he or she is right.

TIPS

- Facts can be proven.
- Opinions usually use the words *I think* or *I feel*.

Name _____

1. My Picture Book of Animals

Goal: Make a picture book that gives details about different animals.

Start Your Book!

Create a picture book of animals. Choose four of the animals from *Around the Pond: Who's Been Here?* for your own picture book. Read about the animal in an encyclopedia. As you read, make notes about each animal: *Kind of Animal*, *Kind of Home*, *What It Likes to Eat*, and *Why It Is Important*.

TIPS

- Choose animals that interest you.
- Look for the same information for each animal.
- Write that information in the same order for each animal.

Publish Your Book!

- Draw and cut out a picture of each animal.
- Use construction paper for your book. Glue a different animal picture to each page.
- Under the picture write the information learned.
- Write why the animal is important.
- Make a cover for your book with a title and your name.
- Bind your book by punching holes in each page and tying the pages together with string.

Share What You Know

Present your picture book to the class. Look at all the books. Read notes about animals that you do not know.

Name _____

2. Web of Life

Goal: Use webs to categorize and classify animals.

- Make a list of ways animals are involved in people's lives.
- Put each way in the center circle of a web.
- In the surrounding circles, list all the different animals that fit into that category.

TIP

- Each web should be about one idea.
- Think of how animals are alike in the ways they help people.

3. Animal Track Guide Book

Goal: Make an animal track guide book.

Working in a small group, make a list of ten pond animals. Find each animal's track or footprint in an encyclopedia or other source. Make a page for each animal track, including:

- a sketch of the track
- the name of the animal that makes that track
- a picture, drawn or cut from a magazine, of the animal

Punch holes in each page and bind your book together with string. Share your book with the class.

TIPS

- Have the best artist in your group draw the sketches.
- Give each member of your group a different animal to look up.

Name _____

1. Celebrate!

Goal: Develop a plan for your own community celebration.

Plan the Event

Invent a celebration for your school community. Look at a calendar to choose a day for your community celebration. Answer these questions:

- What kind of celebration will it be?
- How will it celebrate your community?
- Where will it take place?
- Will there be a show? Will there be food?

TIP

- Make sure the activities fit the location.
- Plan games and activities that everyone will enjoy.
- Give descriptive details.

Plan Some Fun

Plan games that everyone could play. List at least five simple games. How do you play these games? Write a description of each game.

Announce the Event



Make a poster that announces your event. Start by describing the celebration and telling where it will be. Write one sentence for each of these: shows, food, games. Invite people to the event in the last sentence. Draw a picture showing something about your event. Show the poster to a classmate. Then talk about the celebration.

Name _____

2. Winter Count

Goal: Summarize a story in pictures.

Native Americans often used pictures to tell stories. Look at the pictures in *Chinatown*. Think about the places the boy and his grandmother visit and what they do.

Think of pictures to use to tell the story. For example:  is the boy and  is his grandmother. Start in the top corner of the page. Use your pictures to tell the story. Draw a thick line between parts of the story to show it's a new event. Read your story to a classmate.

TIPS

- Use only main ideas for the parts of your story.
- Add details only if necessary.

3. Community Candles

Goal: Create a set of candles that shows community values.

Some African Americans celebrate Kwanzaa. At this celebration they light seven candles. Each candle stands for an important community value. Make your own community candles. Write down seven values you think are important in a community, like *kindness* and *sharing*. Cut different-colored candle shapes out of construction paper. Glue them to a sheet of drawing paper. Write a value on each candle. Show and explain your candles to a classmate.

TIPS

- Try to think of ways people need to act to work together.
- Choose the color of each candle to go with the word.

Name _____

1. Firefighters

Goal: Plan to explain to another class how firefighters work.

Be Prepared!

In a small group, plan what you are going to tell. Write a main idea and details about

- what a firehouse is like
- what firefighters do to be ready
- what happens when an alarm comes in

TIPS

- Each member of your group should present a different topic.
- Speak slowly and clearly when telling about your topic.

Plan Your Talk

Plan how you are going to tell your information.

- You might make a poster. Look at the picture on page 295 to help you show what a firehouse is like. Use information from *A Trip to the Firehouse* to help you add details and labels.
- Decide if there is something else you want to show.
- Decide who is going to tell about each topic.
- Decide who will prepare the things you will show.

Share What You Know

Share with the class what you have learned about firefighters. Have each person talk about his or her topic. Answer questions from your audience.

Name _____



2. *Solo Girl*

Goal: Use the details of a story to create a rhyme.

Read the story *Solo Girl*. With a partner, write down details from the story. Use these details to create new rhymes for jumping rope. Think about the rhythm of jumping rope before you write.

TIPS

- Brainstorm words that rhyme before you write.
- Be sure your rhymes fit this rhythm.

3. Dear Firefighters

Goal: Write a thank-you letter to firefighters.

Look at the pictures in *A Trip to the Firehouse*. Imagine that you were there, too. Now thank the firefighters. First, think about

- the things you learned
- the way the firefighters helped you to learn

Then, write the letter. Follow these steps:

- Use the *Five Parts of a Friendly Letter* lesson on pages 292–293 of your book as a model.
- In the body of the letter, explain why you are thanking the firefighters.

TIP

- Thank the firefighters for what they did for you.
- Use the checklist to review your finished letter.
- Sign the letter with your name.

Name _____

1. *Cinco de Mayo* Celebration

Goal: Learn about *Cinco de Mayo* and make a poster about it.

Learn About It

Working with a partner, make a poster that shows the ways *Cinco de Mayo* is celebrated. First, read the description of *Cinco de Mayo* on page 328 of *Big Bushy Mustache*. Then, find more facts about it in an encyclopedia. Make notes to answer these questions:

- How do people celebrate the holiday?
- What kinds of food do they eat?
- What kinds of clothes or costumes do they wear?

TIPS

- Check your notes to get the facts to write on your poster.
- Look at pictures in an encyclopedia for ideas.

Make Your Poster

- Write some of the facts you learned about the celebration.
- Draw pictures of the costumes, food, and other clothing. Look at the Mexican costumes on pages 329 and 332 of *Big Bushy Mustache* for ideas.
- Draw any other items used to celebrate *Cinco de Mayo*.

Present Your Poster

Present your poster to the class. You and your partner can take turns telling your class about the different things on your poster.

Name _____

2. Find a Solution

Goal: Write a problem-solution paragraph that solves a neighborhood problem.

Imagine that you have been asked to solve a problem. Your problem is how to keep a community playground clean. Write a problem-solution paragraph. In your paragraph,

- tell what the problem is
- explain why the problem must be solved
- describe ways to solve the problem

TIPS

- Make a list of ways to keep the playground clean before you write.
- Use exact nouns to make your writing clear.

3. School Poetry

Goal: Write a rhyming poem about something you do at school.

Choose an activity you do everyday at school and write a rhyming poem about it. Before you write, make a poetry chart that lists rhyming words and interesting language you can use. Think about using a simile. Share your poem with a classmate.

TIPS

- Be sure to use interesting language, rhythm, and rhyme in your poem.
- Include descriptions of the activity to give your reader a clear picture.

Name _____

1. Life in Pictures

Goal: Use clues in *Jamaica Louise James* to plan to tell about her pictures.

TIPS

- Begin words of titles of paintings with capital letters.
- To find clues, read what people say in the story and look at the illustrations.

Art in the Subway

In the story Jamaica creates paintings about the things she sees. Find the clues about what Jamaica sees and paints. Then make a chart to explain Jamaica's subway paintings. First, look at her eight paintings on pages 386–391. Then, on a large sheet of drawing paper, make a chart with three columns.

Label the columns *Title*, *Painting Details*, and *Story Clues*. Think about an interesting title for each painting. Write it in the *Title* column. Describe what you see in each painting. Write two or more sentences in the *Details* column.

Find Clues

Complete your chart as you search for all the clues. Write the clue and page number where it was found in the *Clues* column.

Art Tour

Take a classmate on a tour of the pictures in the subway. You will need your chart and the story. First, point out the paintings in the subway station, one at a time, and give the title. Next, describe the painting. Finally, tell where Jamaica got the ideas for her paintings.

Name _____

2. My Neighborhood Gallery

Goal: Make pictures for your own neighborhood art gallery.

Make three or more pictures for your own neighborhood art gallery.

- Draw pictures of some people, places, and things in your neighborhood.
- Give each picture a title.
- Under each picture, write two or three sentences describing why you chose to draw each thing.
- Share your art with a classmate.

TIPS

- Be sure to add any important details to your pictures.
- Make sure your sentences describe the reasons behind your pictures.

3. Community History

Goal: Write a short report on your community's history.

Find out about the history of your community. Write a short report that tells about

- what person or group of people founded your community and when
- important community events, people, and places

TIPS

- Organize your report into main ideas and details.
- Include drawings or pictures of important events, people, or places.

Name _____

1. Officer's Helper

Goal: Write and draw conclusions about important safety tips. Present them to the class.

Choose Your Tips

Imagine that you are Officer Buckle's helper. Make a list of school things that you could write safety tips about.

Think about

- things around the classroom
- things in the school yard, library, cafeteria, and gym

Write five safety tips about these school things.

Drawing Conclusions

For each safety tip on your list, write at least one conclusion that states why the tip is important. Make a poster that lists your tips and conclusions. You might draw a picture of Gloria doing a trick for each safety tip.

Share Your Tips

Make a badge for yourself that says "Safety Helper" on it. Wear your badge when you give your presentation about safety to your class. Show your poster to the class. Talk about each of your tips and the conclusions you made about why they are important.

TIP

- When writing your tips, think about things you do everyday.
- Don't rush your presentation; speak slowly and clearly.

Name _____

2. Interview a Firefighter

Goal: Write interview questions to ask a firefighter.

Firefighters, like police officers, are also concerned with safety. Imagine a firefighter is coming to talk to your school and you are asked to interview him or her for your school newspaper. Write ten questions you would ask. Practice asking your interview questions to a classmate.

TIPS

- Ask questions clearly and politely.
- Use *Who? What? Where? When? Why? and How?*

3. Puppy Needs a Home

Goal: Make a poster to help find a home for Gloria the puppy.

Imagine that you have lots of puppies to give away. One of these puppies is Gloria. Make a poster to find her a good home. First, fill in a web. One part should be about how Gloria looks.

The other should be about how special she is. Then, make your poster. Be sure to include

- a drawing and description of Gloria as a puppy
- information about where to find Gloria

TIPS

- Tell about what the puppy likes to do.
- Write interesting information on your poster so people will want Gloria.

Name _____

1. Insect Scientist

Goal: Categorize different insects into two groups.

Insects I Know

You need two sheets of large drawing paper. Draw and label a large word web on each sheet of paper. Label one web *Insects with Wings* and the other one *Insects without Wings*. Next, expand your web. Write names of insects that you already know. It is important to draw large circles. You will add more information later. Then, find out about each insect in an encyclopedia. Draw a sketch of each insect next to its name and write two details about each insect.

Add More Insects

Add new insect names to your webs. Find the word *insects* in the encyclopedia. Make a list of insect names that you discover. Choose four new insects and add them to your webs. Find out about the new insects in the encyclopedia. Draw the insects inside the web and write two details about each insect.

Present Your Findings

Present what you have learned about insects to the class. Attach your web posters to the board with tape so they can be seen by your whole audience. Explain how the groups of insects are the same or different. Answer questions from your audience.

TIPS

- Write details about how insects look, where they live, or what they eat.
- Remember: a spider is not an insect.

Name _____



2. *A Toad for Tuesday*

Goal: Retell a story using a story map.

Reread *A Toad for Tuesday*. Fill in the story map. Be sure to include: a title, the characters, the setting, the problem, what happens, and the ending. Use your story map to retell the story to a classmate.

TIPS

- There is one main event in each chapter.
- Focus on the main problem and what happens.
- Write the most important details.

3. Ants and Spiders

Goal: Find out why the spider is not called an insect.

- Draw a large ant. Look at pictures in *Ant* to help you.
- Check your drawing. Did you draw the correct number of body parts?
- Label the ant's body parts. Look in the encyclopedia.
- Find *spider* in an encyclopedia. Draw a large spider and label its body parts. Write down in what category a spider is classified.

TIPS

- Count body parts and sections before you draw.
- Use your research to draw conclusions.

Write a few sentences about why a spider is not an insect. Include three things that are different.

Name _____

1. Story Sticks

Goal: Use story sticks to tell a tale you made up.

Organize the Story

Make your own story sticks to help you retell a story. If in *Responding*, you wrote a folk tale, you can use that story. If you didn't, make up a story that explains why an animal acts the way it does. Use a story map to help you organize details.

Illustrate Your Sticks

Look at your story map. Choose the most important event from the beginning, middle, and end of your story to draw on your sticks. You will make three sticks. Use oaktag strips. Number one side of your sticks 1, 2, and 3. First, draw stick figures for animals and events in your story on a sheet of paper. Then draw on your sticks.

Start at the top and draw down in a column. On stick 1, draw the event from the beginning of the story. On stick 2, draw the event from the middle. On stick 3, draw the event from the end. Decorate your sticks by cutting feather shapes from tissue paper. Attach them to the top of the sticks.

Story Time

Retell the story using your sticks. Check the number on the back to help you use them in the correct order. Show one story stick at a time.

TIP

- Use stick drawings to save space.
- Choose the main idea of each section for your sticks.
- Speak slowly and clearly.

Name _____

2. Leaders

Goal: Research and write about how a great leader solved problems.

Choose a leader to read about, or read about one of these leaders: Barbara Jordan, Benito Juarez, or Abraham Lincoln. You can use a book from the classroom bookshelf or an encyclopedia. Make notes about

- where and when the person lived, and his or her job
- what the problem was, and how he or she solved the problem

Using your research, write a short paragraph about how the leader solved a problem.

TIPS

- Include important information about the leader you chose.
- Include the problem and the solution.

3. Animal Interview

Goal: Interview one of the animals from *The Great Ball Game*.

Working with a partner, each of you chooses one of the animals from *The Great Ball Game*. You will take turns interviewing each other. One person will be the interviewer, and the other the animal he or she chose. Think of five interview questions to ask your partner's animal. Practice asking your questions and having your partner answer them as the animal. Then, switch roles.

TIPS

- Make up questions for the animal your partner chose.
- Use *I* and *me* when answering questions.

Name _____

1. Big Family

Goal: Create a family tree.

Who's Who?

If you completed the Theme Challenge Activity and chose a family photograph to describe, use that photograph. If not, choose a photograph of people and imagine they are a family. Look up *family tree* in an encyclopedia. Make a list of family words. Write a name for each person. Decide how the people are related. Draw a family tree. Write the name of each person on the tree.

Who's Who? Clues

Prepare a game to play with a classmate. Make a clue list about your imaginary family tree. Write two clues for each person on the tree. Copy your family tree on a separate sheet of paper, but do not write any names on it.

TIP

- Be sure your photograph has different ages, and five or more people.
- Use *his*, *her*, and *their* in the clues.

Play Who's Who?

Give the empty family tree to a classmate. Tell him or her to listen to your clues and write names on the tree. Read the first clue on your list. Wait for your classmate to write on the tree. If your classmate can't figure out a clue, give him or her the second clue about that person. Check to see if he or she matched your clues with your imaginary family.

Name _____

2. Time With My Family

Goal: Write an opinion paragraph.

Think about something that you like to do with your family. Write an opinion paragraph that tells

- what the thing is
- when and whom you do it with
- why you like it

Share your paragraph with a classmate.

TIPS

- Start with a sentence that tells your topic and opinion.
- Give reasons for your opinion.
- Use words like *I think, I feel, and best.*

3. Hero Beads

Goal: Tell why someone in your family is special.

Choose someone in your family. Think about why this person is special. Fill in a web about this person with words that tell why the person is special.

Make hero beads for this person. Cut triangles and rectangles from paper. Write a word from your web in the middle of each shape. Glue beads onto a long piece of ribbon to make a necklace.

TIP

- Think of many words that fit that person. Choose the best ones.
- Tell what you think about this person.

Name _____

1. New Countries

Goal: Find out about two countries and present what you learn.

Cultures

Choose two countries you want to learn about. Use a K-W-L chart. Find the countries on a globe.

Read about the countries in an encyclopedia. Make notes on index cards to answer these questions:

- What language do the people speak?
- What food do they grow?
- What are some popular foods?

Symbols

Find a picture of the country's flag and draw it on an index card. Write the country's name on the card. Find a picture of the country's money and draw a coin or bill on an index card. Write the name of the money on the card.

Present Your Countries

Decide how you want to present your information. You could do one of the following:

- Make a poster that shows pictures and facts about the two countries.
- Give an oral report using your index cards.
- Create a picture book describing each country.

TIP

- List important information about each country.
- Organize information before you present it.

Name _____



2. *Granddaddy and Janetta*

Goal: Tell about a story using a Text Organization Chart.

Look at the chart on page 30 in your Practice Book. Make a similar chart:

- Label the chart *Granddaddy and Janetta*.
- Write these page numbers: 3, 8, 12, 20, and 24.

Reread the story. Stop reading when you come to a page on your chart. When you stop, you will see a picture. What is the main idea of the picture? Write one sentence in the chart that tells the main idea. Write details about the main idea in the other column.

TIPS

- Tell only the important events.
- Tell how the characters solved problems.

3. *Yummy Bakery Food*

Goal: Find the foods that belong to a group.

The family in *Jalapeño Bagels* owns a bakery. Bakers use flour to make bagels. Flour comes from grains. Look up *grains* in an encyclopedia. Fill in a word web about grains. Write the names of grains in your web.

Compare your web to a classmate's web. Add any new information to your web.

TIPS

- Use a food pyramid to help you.
- Add as many circles as you need to your web.

Name _____

1. Amusement Park

Goal: Create ideas for a special amusement park based on classmate interviews.

Favorite Rides

Do your classmates have a favorite ride at an amusement park? Find out by talking to them. First, prepare an interview worksheet. Make a chart with three columns. Label the columns: *Name*, *Ride*, and *Notes*.

Next, interview classmates. Write classmates' names in the first column. Write the name of their favorite ride in the middle column. Write notes about the ride in the last column.

TIPS

- Make notes about how each ride works.
- Organize your park so it's easy to get around.
- Tell why people should go to your park.

The Park

Create an amusement park with everyone's favorite rides. Draw a map of the park with all the rides on a poster. Label each ride with fun names. Give your park a catchy name.

Share What You Know

Present your poster to the class and explain the rides and special attractions.

Name _____

2. Carousel of Sounds

Goal: Write an opinion paragraph.

Look at the animals on Alex's carousel. Make a web that shows the animal names and noises. What do you think about a carousel with animal sounds? Write an opinion paragraph explaining why you think animal sounds would be good or bad on a carousel. Share your paragraph with a classmate.

TIPS

- Say the sounds out loud to yourself to see if they would be good for the carousel.
- Support your opinion with ideas and examples.

3. Animal Fact Files

Goal: Make fact files on carousel animals.

Look at the animals in *Carousel*. Make a fact file for two of the animals. Find information on your animals. Write three interesting facts about each animal on index cards. Include a drawing of the animal. Write one sentence about why this animal would or would not be good for a carousel.

TIPS

- Choose important and interesting facts about the animals.
- Use what you know about carousels to form opinions and make judgments.

Name _____

1. Weather News

Goal: Present a weather report.

Weather Words

Think about the different kinds of weather that happen during different seasons. Fill in four word webs, one for each season—*summer, autumn, winter, and spring*. Choose one word from each web. Think of a symbol for each word. Write the word next to its symbol. This will be your key.

TIPS

- Describe one day at a time.
- Use time words.
- Include details in your report.

How's the Weather?

Prepare a weather report about your weather. Use chart paper to make a weather chart. Draw lines to make seven columns. Label the columns with the days of the week. Find today in your chart. Draw a weather symbol for the weather today. Think of the weather before today. Draw symbols on those days.

Predict the weather for the rest of the week. Draw symbols. Draw your key at the bottom of your chart to explain your symbols.

Share What You Know

Pretend you are a *meteorologist* who tells about the weather on the news. Practice saying your weather report aloud. Use a ruler or pointer to point to days and symbols on your chart as you speak. Give your weather report to a small group of children.

Name _____

2. Special Event

Goal: Write a personal narrative about a special event in your life.

Think about one special event in your life. Write a personal narrative about it. Use a chart or story map to plan your narrative. Think of an interesting beginning. Write details to describe what happened. End the story by telling how the event worked out or how you felt. Draw a picture of the event. Write a catchy title for your story.

TIPS

- Write as if you were talking. Use *I* and *me*.
- Tell the story in order using *first*, *next*, and *last*.
- Write about a true event.

3. Pretty Patterns

Goal: Discover what makes a pattern.

Patricia Polacco uses patterns in her illustrations for *Thunder Cake*. A *pattern* is an arrangement of shapes that is repeated. Make some patterns with a classmate. Look at the clothes people are wearing in *Thunder Cake* and examine the patterns. Draw the same pattern on a sheet of paper. Talk about each pattern you make. Is there repetition? Then make patterns of your own.

TIPS

- Repeat the same shapes.
- Repeat the same arrangement of shapes.

Name _____

1. Talented Me

Goal: Write about a talent you have.

My Talent

How do you use your talent?
Use a web to think about what you do.

- Write your talent in the center.
- Include details about your talent in the other circles.
- Describe your feelings about your talent.

TIPS

- Write one step of the activity at a time.
- The captions must match the drawings.

Tell How You Do It

Write directions on how you express your talent.

- Write what your talent is and what you need in the first sentence. This can include people, feelings, and inspiration.
- Then write the steps you take to express your talent. Remember to use time-order words.
- Draw a picture to go with each step. Write captions under your pictures.

Display Your Talent

Glue your instructions on a piece of poster board. Then decide how you are going to decorate your poster. Display your talent poster in the room. Answer any questions classmates may have about learning your talent.

Name _____

2. Grandma Moses

Goal: Find author's viewpoint clues.

Anna Mary Moses was called *Grandma Moses* because she was 70 years old when she started painting. Look at her paintings in an encyclopedia or on the Internet. Choose two paintings and look at the details. Make a chart like this:

What the Artist Painted	How the Artist Might Have Felt

Write about what you see in the paintings in the first column. In the second column write how the painter might have felt about the scene.

TIPS

- The title of the painting is a clue.
- Think about what colors can tell about feelings.

Phonics
Reader

3. Jade's Drumming

Goal: Write an invitation.

Make an invitation for your classmates to come to Jade's show. Include the time and place for the show.

Write the information on a piece of folded construction paper. Decorate it with pictures.

TIPS

- Look at details in the illustrations.
- Include descriptive words.

Name _____

1. School Marching Band

Goal: Find out about marching bands and create one for your school.

Musical Instruments

Find out about marching bands in the encyclopedia. Look under the heading *band*. Take notes.

- Write names of musical instruments.
- Write how the band marches.

Then look up each of the musical instruments you listed. Find out what musical family each instrument belongs to. Draw a picture of what each instrument looks like.

The Band

Make a poster that shows your school band. Make a list of which instruments will be in your band. Choose a fun name for your band. Write it at the top of your poster. Decide how many musicians will be in the band. Choose an instrument for each musician. Draw a picture of each band member playing an instrument.

Share Your Poster

Present your marching band to the class. Show your poster and describe the instruments using the notes you took from your research. Answer any questions your classmates have about your band or its instruments.

TIPS

- Take good notes to use in your presentation.
- Choose instruments that your band can carry.

Name _____



2. *Spotlight on Cody*

Goal: Find Cody's talents and put them in a chart.

Read the story *Spotlight on Cody*. Cody thinks he does not have any talents. Help him find his talents. Use a *Noting Details* chart, like the one on page 234 of your Practice Book. Write Cody's talents in the chart as you read.

Write the page number where you found the talent. Write notes about how Cody used his talents. Share what you found with a classmate.

TIPS

- Find examples of Cody's talents.
- Note important details only.

3. Sign Language

Goal: Sign the names of instruments.

Play this game with a classmate. First, you need a copy of the alphabet in sign language.

- Make a list of five musical instruments.
- Spell out the instruments for a classmate using the sign language alphabet.
- See if your classmate can name the instrument you signed.
- Switch roles and play again.

TIPS

- Practice signing the instruments before you play.
- Sign slowly so that your classmate can see each letter.

Name _____

1. Talent Show

Goal: Plan a class talent show.

Talented Classmates

Everyone in your class has a special talent. First, prepare a survey. Make a chart with three columns. Label the columns, *Name*, *Talent*, and *Details*. Ask your classmates about their talents. Write their names in the first column. Write their talents in the second column. Ask classmates to tell you the exact thing they would do. Write that in the *Details* column.

TIPS

- When conducting your survey, ask one question at a time.
- Take notes when classmates are talking.
- Organize your ideas on your poster.

Plan the Show

Think of a theme for your show. Categorize your talents into different groups; for example, *dancers*, *singers*, and *musicians*. You should have an "other" category for talents that cannot be grouped. Make a poster for your show. Draw a picture about the show. Write the place, date, and time of the event. On the side of the poster, list your categories of talent. Under each category, list the names of the children performing and what they will perform. Use the information from your survey to help you.

Add New Ideas

Present your idea for the show to a classmate. Show your poster and describe the show and its categories.

Name _____

2. Newspaper Article

Goal: Write a newspaper article.

In the story a reporter comes to the school to write about the school's mural. He writes an article titled "Children Show School Pride." What do you think he said? Imagine that you are that reporter. Write the article he might have written. Be sure to use details from the story.

TIPS

- Think about how the title of the article fits the topic.
- Answer the questions *Who? What? When? Where? How?* and *Why?* in your article.

3. School Comic Strips

Goal: Create a school comic strip.

Look at the school comic strips on pages 456–457 of your book. Plan and write your own school comic strip.

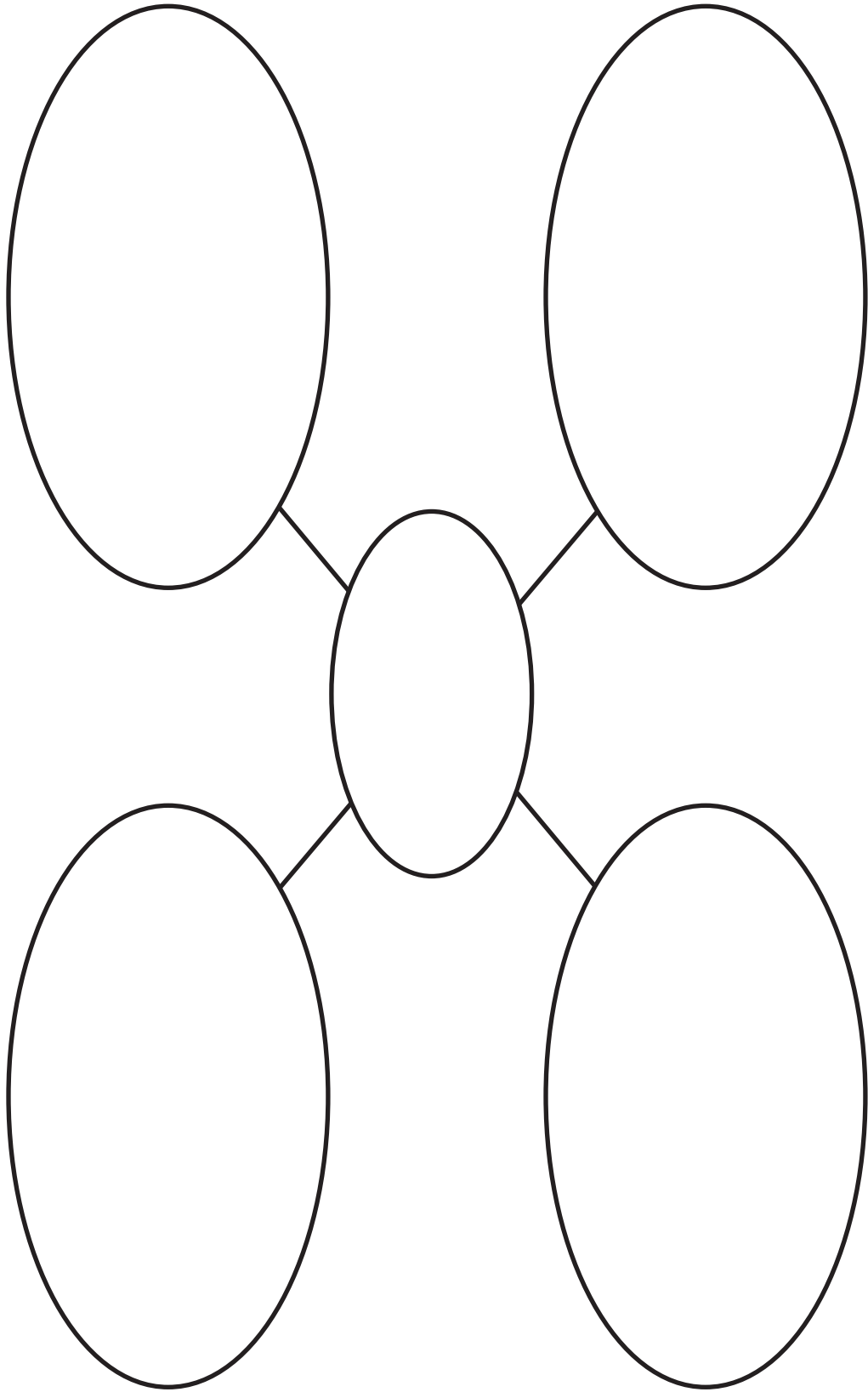
- Think of something that happened to you at school.
- Plan the characters you want to put in your comic strip.
- Write the dialogue you want your characters to say in each panel.
- Draw your comic strip. Write the dialogue in speech balloons above each character's head.

Share your comic strip with a classmate.

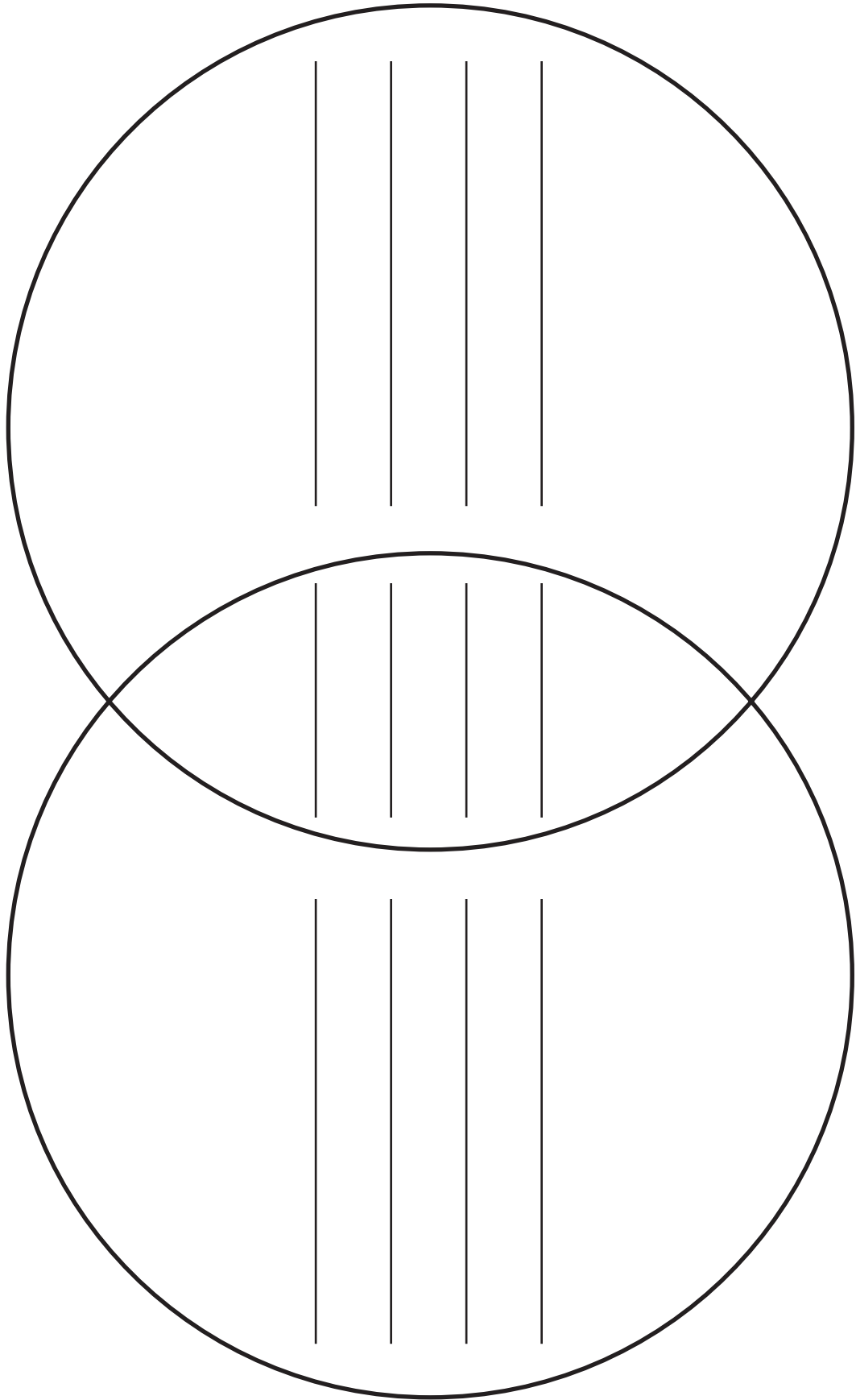
TIPS

- Pick an event that is short and funny.
- Show the action in your pictures.

Web



Venn Diagram



Story Map

Title: _____

Who (Who is in the story?)

Where (Where does the story take place?)

Beginning (What happens?)

Middle (What happens?)

End (What happens?)


K-W-L Chart

What I <u>K</u> now	What I <u>W</u> ant to Learn	What I <u>L</u> earned

Main Idea and Details Chart

Title: _____

Topic



Main Idea



Details



Noting Details Chart

Details Chart

Statement: _____

Page: _____ Details: _____

Statement: _____

Page: _____ Details: _____

Statement: _____

Page: _____ Details: _____

Cause and Effect Chart

Cause (Why does it happen?)		Effect (What happens?)
<hr/> <hr/> <hr/>	→	<hr/> <hr/> <hr/>
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