

Teacher's Corner

Using Literature as a teaching tool helps students answer the who, what, where, when, why and how in stories with rich content and strong vocabulary elements. As students respond to Literature verbally or in written form, it helps them demonstrate key understandings as they explore details and themes that are relevant in our world. The following common core questions can be used to generate further discussions and writing assignments.

AMAZING ANNABELLE / APRIL CELEBRATIONS

Chapter One

- Why is it important to listen to directions when doing various tasks? Should you ever try to do things your own way? Why or why not?
- Do you think you're more of a leader or follower, or both? Share your answer with a friend.

Chapter Two

- How do you celebrate Earth Day in your school, class or at home?
- How do you feel about getting extra work assignments at school and why?

Chapter Three

- Who are some people who have encouraged you in school or at home and what kinds of things did they say?
- Have you ever boldly stood up to someone to defend your actions or the actions of someone else? If so, share your experience with a friend.

Chapter Four

- Have you ever tried to write a poem or song about an animal? Try it, you might like it!
- If you had to create an animal as a project what would it be and why?

Chapter Five

- What games are you very good at playing and why?
- Make a list of games you like and games you don't like that much.

Chapter Six

- If you had to create an Earth Day poster what would it look like?
- Annabelle is a perfectionist. Do you think you are or could be a perfectionist? Why or why not?

Chapter Seven

- Which April Holidays do you celebrate at your home and how do you celebrate?
- Why is it important to respect the different cultures and other differences of people?

Chapter Eight

- List some ways you can get inspiration to help you complete a project?
- What are some activities you do together as a family?

Chapter Nine

- Have you ever worn a special outfit for a special holiday or occasion? If so, explain when this occurred to a friend.
- Why did Annabelle feel a little responsible for all the wonderful poems the students wrote with their posters?

Chapter Ten

- If you had to pick out an animal shirt from the store what animal would it be and what words would be written on the shirt to go with the animal?
- Why was Kaitlyn upset during the Animal Show and how was her problem solved?

Lesson Plan for:

Amazing Annabelle Earth Month & Animal Celebrations

Title of Lesson: Animal Poetry and Rhymes

Common Core Standard:

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Objective:

I want the students to know facts about animals. I want the students to understand that they can use their creative mind and write a poem or rhyme about an animal incorporating the facts they already know. I want the students to be able to create their own poem and rhyme about an animal of their choice.

Materials Needed:

- Amazing Annabelle Earth Month & Animal Celebration Book
- Rhyming Dictionaries
- Special paper
- laptop computers

Lesson Application:

After the students read and review chapters four, eight and ten of Amazing Annabelle Earth Month & Animal Celebrations book, the class will engage in a discussion about how Mrs. Mitchell's class is preparing for an Animal Show. Just as Mrs. Mitchell's class was preparing for an Animal Show, your class can be preparing for one too! Or you can just do the animal poetry lesson. The students will pick their animal and begin to

do a little research on their animal using the computer. After they have many facts listed about their animal, the teacher can share some of the poems the students came up with in Mrs. Mitchell's class. The teacher can explain to the students what poetry is and even brainstorm a poem on chart paper about an animal with the whole class. The teacher can introduce the use of a rhyming dictionary to find rhymes for the poem. At this point, the teacher can divide the class into groups of twos so they can work on creating their animal poem with a partner on special paper. They will take turns working on each other's poem using their creative mind and a rhyming dictionary. When the poems are complete, they can type the poems on computer using different fonts. They can also use the computer to find and print out a picture of their animal to go with their poem. The last step would be to share their poems and pictures with the class.

Assessment:

Walk around during the creative writing process and take anecdotal notes of what you see and hear. Look at final projects and presentations.

