
Many Ways to Learn

Musical-Rhythmic



Verbal-Linguistic



Naturalist



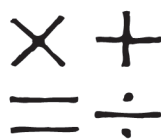
Visual-Spatial



Intrapersonal



Logical-Mathematical



Interpersonal



Bodily-Kinesthetic



Sharon Roop
Kristen Watson
Kelly Caldwell

Dedicated with love
to our very patient husbands: Tod, Craig, and Perry;
to the Queen of Babies, Cassady Mae,
who was with us from the beginning;
and
to our friends and family members who offered their constant support.

Special thanks to:
Colleen Dixon, Vicki Gooding, and Kathy Clement
for allowing us to include some of their wonderful ideas about
Ezra Jack Keats and Runaway Stories.

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Contents

Introduction

The Theory of Multiple Intelligences	iv	Unit Planning and Using Understanding	viii
How This Book Works	v	Goals	
Note from the Authors	vi	Putting It All in Place With the Multiple Intelligences	ix

Month-by-Month Themed Units

 September Favorites	1	 February Authors	75
 October Apples and Pumpkins	15	 March Weather	93
 November Harvest	29	 April Ecology	105
 December Runaway Stories	43	 May Careers	119
 January Soup	57	 June Friendship	131

Part II: Appendix

Model Frameworks	144	Setting Up Your Classroom	153
Blank Model Frameworks	145	Assessment	156
Teacher Multiple Intelligences Inventory	148	Bibliography	161
Sample Grid	150	About the Authors	164
Creating a Multiple Intelligences Unit	151		

The Theory of Multiple Intelligences

M*any Ways to Learn* gives the primary educator examples and models of ways to incorporate the understanding of multiple intelligences in the classroom. Teaching this way will ultimately allow children to personalize their own education and become better thinkers by creating an atmosphere that fosters lifelong learning.

Children come to our classrooms with many kinds of intelligence. This book is written for the many educators who want to

- celebrate the uniqueness of each child
- help develop all of the intelligences
- create their own themes and units using activities that support the multiple intelligences theory

The format of the book is simple. We have selected ten themes, one for each month of the school year. These themes engage children in a wide range of hands-on activities. Each theme integrates different aspects of the primary curriculum: math, science, social studies, language arts, and so on.

Each theme was selected with the following criteria in mind. Is it a contemporary theme? Is it a broad and useful theme—one that will foster connections to other themes? Does it focus learning—challenging and stretching the learner?

Each unit is a rich resource of ideas. In tailoring a unit to fit particular needs, teachers can flesh out any number of the activities and make them work within their own classrooms. All activities can be revised to fit individual teaching styles and goals. Units can also be used, in their entirety or in part, as part of another ongoing unit.

It is not necessary for children to work with all of the intelligences every day or even every week. However, incorporating variety into lessons helps children develop their potential.

Teachers may present lessons in a number of different ways as they work through the models presented in this book. By varying teaching styles, you can provide more learning opportunities for children to excel in many different ways.

How This Book Works

This book is made up of ten thematic units. Each unit begins with an opener, which states the *Key Question* for the unit. The *Key Question* serves as a focal point for learning and discussion throughout the unit. The opener also introduces the unit blackline masters. When applicable, suggestions are included for books that work well with the blackline masters. Although specific titles and authors are listed, in most cases substitutions can be made. The opener ends with a suggested list of vocabulary for the unit.

Next, a two-page *Framework* presents a variety of activity ideas organized by the kind of intelligence each develops. Many of the activities listed in the *Framework* are described in more detail in the *Sample Unit*, which describes activities we have tried in actual classroom settings.

Four to six blackline masters follow the *Sample Unit*. Some blackline masters are for students, and contain teacher directions. Other blackline masters are only for the teacher. At the end of each unit are pages of games, songs, fingerplays, and a bibliography of books featuring each unit's theme.

The appendix includes blank *Frameworks* for designing your own units, an outline for setting up your own classroom, a sample grid for curriculum mapping through the intelligences, planning questions for creating Multiple Intelligences units, a *Teacher Multiple Intelligences Inventory*, assessment information and samples, as well as an extensive bibliography for multiple intelligences.

One Way to Work Through the Book

Familiarize yourself, if necessary, with the theory of multiple intelligences. Read the

brief Note from the Authors that appear on the following two pages. You can also use the bibliography of additional resources included in the appendix.

Identify where your own multiple intelligences strengths lie. Use the informal *Teacher Multiple Intelligences Inventory* in the appendix (page 148). Understanding your own multiple intelligence strengths helps you appreciate the mix of intelligences in each of your students. You might also like to

- become familiar with the *Framework Models* (page 144) and the kinds of activities that exercise each intelligence;
- use the *Creating a Multiple Intelligences Unit* on page 151 to create multiple intelligence units of your own; and
- refer to *Setting Up Your Classroom* on pages 153–154 to foster the development of all the intelligences in your students.

When you are ready to begin making your own plans, spend time with the *Framework* at the beginning of each unit. There you will find a wealth of specific, theme-related ideas for activities for each kind of intelligence.

Unit Planning

As you plan your own units, develop a habit of creating activities that represent each intelligence. Use the *Sample Grid* (page 150) for curriculum mapping. Collaborate with teachers specializing in curriculum areas, such as science, math, and art, as well as other teachers at your grade level. This type of planning sustains combined efforts to increase learning in an authentic way.

Note from the Authors

Discover the special ways that children have of being smart, and begin to offer an individualized learning environment that will increase excitement about the lesson and strengthen each child's intelligences.

—Sharon Roop, Kristen Watson, Kelly Caldwell

In his book *Frames of Mind*, published in 1983, Howard Gardner introduced the theory of multiple intelligences. This theory developed from his work with Project Zero, a research group at the Harvard Graduate School of Education. In *Multiple Intelligences: The Theory in Practice* (1992), Dr. Gardner states his basic premise: "Individuals have not one fixed intelligence with which to make decisions, learn, and operate in the world; but at least eight intelligences that can be broadened and developed with experiences over time."

These eight intelligences are: linguistic (word smart), logical-mathematical (number/reasoning smart), spatial (picture smart), musical-rhythmic (music smart), bodily kinesthetic

(body smart), interpersonal (people smart), intrapersonal (self smart), and naturalist (nature smart). The words in parentheses are used by Dr. Thomas Armstrong, who wrote *7 Kinds of Smart* in 1993. We included them to help name the various intelligences as our primary children might name them. In his writings, Dr. Armstrong coined the use of the word *smart* to parallel the word *intelligence* as Gardner uses it.

In addition to Howard Gardner's work, we found *Seven Ways of Knowing: Teaching for Multiple Intelligences* by Dr. David Lazear very helpful. His descriptions of the seven ways of knowing provide further definition and understanding for using what we know about how people learn best.

Verbal-Linguistic



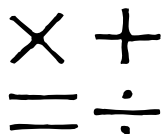
Verbal-Linguistic Intelligence deals with words and both spoken and written language. Children strong in this intelligence enjoy reading, writing, and word games.

Musical-Rhythmic



Musical-Rhythmic Intelligence deals with recognizing patterns in tone, sounds, rhythms, and beats. Children strong in this intelligence enjoy singing, humming, and tapping out a beat.

Logical-Mathematical



Logical-Mathematical Intelligence deals with numbers, patterns, inductive and deductive thinking, and reasoning. Children strong in this intelligence enjoy calculating, questioning, and experimenting.

Interpersonal



Interpersonal Intelligence deals with relationships and communicating with others. Children strong in this intelligence enjoy joining clubs, working with others, and leading.

Visual-Spatial



Visual-Spatial Intelligence deals with the sense of sight and the ability to visualize and create mental images. Children strong in this intelligence enjoy constructing, drawing, visualizing, and puzzles.

Intrapersonal



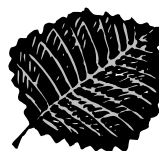
Intrapersonal Intelligence deals with awareness of self and metacognition. Children strong in this intelligence enjoy quiet activities, journaling, and meditating.

Bodily-Kinesthetic



Bodily-Kinesthetic Intelligence deals with physical movement and that part of the brain that controls bodily motion. Children strong in this intelligence enjoy dancing, touching, and moving.

Naturalist



Naturalist Intelligence deals with a keen awareness of the natural world, such as plants and animals as well as things that are nonnatural, such as manufactured items. Children strong in this intelligence enjoy caring for pets, watching things grow, and being outdoors.

Unit Planning and Using Understanding Goals

As you plan a lesson, develop a pattern of creating activities in each of the boxes that represent the intelligences.

Collaborate with other teachers. Use the Sample Grid in the appendix for curriculum mapping to help with this collaboration.

The first responsibility of the educator who is planning lessons using multiple intelligences is to state the instructional objective of the lesson. While traditional objectives state what the child will learn, multiple intelligences theory encourages the teacher to develop key concepts, processes, and skills in each lesson that will help children learn. These are called *understanding goals*. Such learning goals can be

supported by a key statement or a question. In this book, we offer a key question to focus children's learning:

- **Theme: Apples and Pumpkins**

Key Question: How do things grow and change with the seasons?

- **Theme: Friendship**

Key Question: What is friendship?

- **Theme: Careers**

Key Question: What can we discover about the many careers open to us?

Putting It All in Place With the Multiple Intelligences.

Multiple Intelligences

Familiarize yourself with the concept.

Identify your strengths.

Take the Teacher Multiple Intelligences Inventory.

Select a theme.

Familiarize yourself with the activities. Note the ones that appeal to you, while meeting the needs of your class.

PLAN PLAN PLAN

Aim for a variety of activities that cover as many of the intelligence areas as possible. We've included a sample unit with each month's theme. It is tempting to try to squeeze too many activities into your daily plan. Instead, select a few activities and focus on them to give the children time to do them well.

Aim for BALANCE

It is not necessary to do an activity from each area every day. Consider that the areas that are your strengths will be easier for you to do. Pull in mentors, colleagues, and support staff to help.

Remember to enjoy!

Part I

Month-by-Month Themed Units



The Foundations of the Theory of Multiple Intelligences

It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.

—Howard Gardner (1987)

September Favorites



Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for September: ***How does knowing our favorites help us to get to know ourselves and each other?***

Use of Blackline Masters and Stories for September

- Read aloud *Guess Who My Favorite Person Is* by Byrd Baylor.
- Have children learn about each other through **My Favorite Things About Myself** list (Page 6). Help them start to think about others by completing **My Favorite Things About My Favorite Person** (page 6).
- Read aloud *Giant Jam Sandwich* by John Vernon Lord.
- Use **Our Favorite Foods** graph (page 7) as a guide to copy headings on a board or flip chart.
- Create a Class Favorites Journal to send home. Parents can help their children write their selections.
- Create a Wallpaper Book of Favorites using the **Sentence Strips** (page 9). When beginning new units, refer to these books.
- Read aloud *The Happy Day* by Ruth Krauss as a lead-in to talking about feelings.
- Teach children about primary and secondary colors as they complete **Color Me!** (page 20).
- Read aloud *Amazing Grace* by Mary Hoffman.

Vocabulary Words

red, yellow, green, black, brown, purple, blue, orange, one, two, three, four, five, six, seven, eight, nine, ten, things, people, animals, foods, toys



September Framework

Musical-Rhythmic



- Have children write a song or a rap about favorite things to do on a rainy day.
- Play singing games (pages 11–12).
- Have children replace the standard lyrics from the song “These Are a Few of My Favorite Things” with favorites of their own and then sing that as a group.
- Give children a topic and have them go around the circle, each chanting their favorite item in the category.

Naturalist



- Using lists from brainstorming sessions about favorite things, categorize items by color, material, texture, and whether the favorite thing is edible or inedible.
- *Sort kinds of foods as they are entered into **Our Favorite Foods** graph (page 7).
- Talk about what colors are found in nature. Talk about how the use of color helps certain animals to adapt and survive in the wild.

Verbal-Linguistic



- Read aloud and discuss *Guess Who My Favorite Person Is* by Byrd Baylor.
- *Ask children to complete **My Favorite Things About Myself** and **My Favorite Things About My Favorite Person** (page 6).
- *Help children brainstorm a list of favorite things. Have them make a Wallpaper Book of Favorites using the instructions on page 8.
- Have children bring in their favorite books to read.
- Create a Class Favorites Journal (page 4).
- Read aloud and discuss *Giant Jam Sandwich* by John Vernon Lord, and *The Happy Day* by Ruth Krauss.

Intrapersonal



- Send home the Class Favorites Journal to be completed with the help of a parent.
- *Have children decide their favorite things about themselves and others. Help them complete **My Favorite Things About Myself** (page 6).
- Cut each child’s first initial from construction paper. Distribute the initials. Have them create collages of their favorite things around their initials.
- Put one of your favorite things in a brown paper bag and tie it with a string. Ask children to guess what is in the bag.

*denotes blackline master available

Key Question

How does knowing our favorites help us to get to know ourselves and each other?

Select some of these activities to help develop each of the intelligences in your children.

Visual-Spatial



- *Use **Color Me!** (page 10) to help children discover how primary colors mix with other colors to form secondary colors.
- *Ask children to illustrate their own Wallpaper Book of Favorites (page 8).
- Have children be creative with their favorite numbers. Draw them in different ways, turning them into people or animals.
- Make book jackets for their favorite books.
- Ask children to make a map of their favorite amusement park, zoo, or other favorite place.

Interpersonal



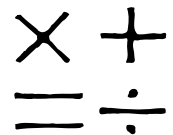
- Make a Class Favorites Journal.
- *Expand the **Our Favorite Foods** graph (page 7) to survey other classes and grades about their favorite foods. Discuss similarities and differences with your class.
- *Compare lists from My Favorite Things About Myself and My Favorite Things About My Favorite Person activities.
- Bring in favorite foods to share, remembering to stay away from any foods which children may be allergic to, such as peanuts.

Bodily-Kinesthetic



- Play any of the singing games or Classroom Basketball (page 11).
- Divide the class into pairs. Have one partner lie on the floor and form the letters of his or her name with his or her body. Have the partners help form the letters correctly, comparing them to those on classroom charts.
- Take pictures of the activity and turn them into an alphabet book. Use the book throughout the year as the class works with letters.
- Have children take turns acting out their favorite songs, poems, stories, or movies. Have the class guess the titles.

Logical- Mathematical



- *Have the class complete the **Our Favorite Foods** graph (page 7).
- Make My Favorite Number posters. On one side of the poster, children give three clues about their favorite number. For example: "number of wishes," "number of pigs," and "age of my younger sister." On the other side is a large drawing of the secret number, decorated as they wish. Have children guess their classmate's favorite numbers. (In this case, the answer is 3.)



Sample Unit

Favorites

We used this unit as our opening unit of the school year. Here is a one-week plan, starting about one week into the school year.

Day One

Circle Time: Get your children enthused about the unit right away. Talk about what makes each of us unique and special. Then, to begin to build cohesiveness in the classroom, focus on what we have in common.

- **Read Aloud:** *Guess Who My Favorite Person Is* by Byrd Baylor.
- **Reading/Writing Workshop:** Discuss the story, making sure all children understand it. Engage children in a discussion of their favorite people. Have children share who their favorite people are. Have children tell about their experiences with these favorite people. Have children complete **My Favorite Things About My Favorite Person** (page 6).
- **Opportunities Time:** Explain that the class is going to begin a Class Favorites Journal. The journal should be a spiral-bound notebook that you provide, which will be taken home by a different child each night. Select eight to ten topics to include in the journal. Write one topic at the top of each of the first eight to ten pages (or allow more room, if necessary). Down the left margin of the page for each new topic, number zero to however many children are in the class. Fill in your favorite thing, based on the topic, opposite the number zero. At home, each child can fill in his or her favorite opposite the next available number. Someone at home can help those children

needing assistance reading the topics or writing their responses.

- **Music:** Play the ***In Which Hand?*** singing game (page 11).

Day Two

Circle Time: Share your entries and the first child's entries from the Class Favorites Journal. Continue assigning it to a different child each night.

- **Read Aloud:** *Giant Jam Sandwich* by John Vernon Lord.
- **Reading/Writing Workshop:** Discuss the story, making sure all children understand it. Engage children in a discussion of their favorite foods, writing them down as they are mentioned on a board or a large flip chart. Have the children draw and then label a picture of their favorite food.
- **Opportunities Time:** Have children finish their favorite food drawing and then move into talking about graphs.
- **Math:** Explain what a graph can tell us. Create a class graph using ***Our Favorite Foods*** graph (page 7) and the list of favorite foods created earlier in class. Talk about the graph with the class. Remind children how to find specific information on a graph and how to make generalizations. Ask them to brainstorm as many summary statements as possible about the graph, such as "Most kids liked _____." or "No one liked _____."
- **Poetry:** Read aloud "Eat-It-All Elaine" by Kaye Starbird.
- **Music:** Play the ***I'm Selling Lollipops*** singing game (page 12).

Day Three

Circle Time: Share another child's entries from the Class Favorites Journal.

- **Read Aloud:** Ahead of time, pick a child's favorite book from the Class Favorites Journal to read aloud to the class. Let the class know whose favorite book this is, and thank the child for coming up with such a good book to share. Ask the children what made it someone's favorite book. Was it anyone else's favorite? Let them get excited about the idea that now they're going to make a book of their own.
- **Project:** Have each child create a Wallpaper Book of Favorites (page 8). Read the instructions and have children cut apart and glue the sentence strips to create their own books. Allow time for each child to illustrate his or her book.
- **Play:** Classroom Basketball (page 11).

Day Four

Circle Time: Begin the morning by asking children how they feel today. Are they feeling silly or serious? Talk about moods and feelings with the children so that they will be able to discuss the upcoming story. Explain happy versus sad, excited versus relaxed, and so forth. Have children brainstorm a list of other feelings.

- **Read Aloud:** *The Happy Day* by Ruth Krauss
- **Reading/Writing Workshop:** Discuss the story. Ask children, *What makes you happy? What makes you feel good? Does the yellow sun make you feel warm and safe? Does the blue ocean make you feel calm and content?*

Do certain kinds of colors make you feel good?

- **Opportunities Time:** Talk about color. Ask children what their favorite colors are. Ask how different colors make them feel. Introduce the blackline master, ***Color Me!*** (page 10), and have the children color in the shapes with markers and experiment with their own plastic wrap, cellophane or tissue squares. On the overhead projector, show how colors can mix to form another color. Discuss primary and secondary colors.

Day Five

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Amazing Grace* by Mary Hoffman
- **Reading/Writing Workshop:** Talk about the story. What makes Grace amazing? What makes your children amazing? List responses on chart paper, and have children complete ***My Favorite Things About Myself*** list (page 6).
- **Opportunities Time:** Review the responses from the lists they just completed. Try to find the most common as well as the most unusual responses. Move the focus of the discussion from things they like about themselves to things they seem to have in common with their classmates. Introduce the idea of finding the best in each other.
- **Music:** Play the Donut Game, which is a singing game (page 11).



Name _____

My Favorite Things About Myself

.....

1. _____

2. _____

3. _____

4. _____



Name _____

My Favorite Things About My Favorite Person

.....

1. _____

2. _____

3. _____

4. _____

Our Favorite Foods

GRAINS bread, cereal, pasta, rice, bagels	MEATS, FISH, AND NUTS chicken, beef, fish, eggs, peanut butter	FRUITS apples, melons, juice, dried fruits	VEGETABLES celery, beans, peas, carrots, broccoli	DAIRY milk, cheese, yogurt, pudding	SWEETS cakes and cookies



Teacher: Discuss what graphs are, what they tell us, and how they can be used. Distribute enlarged copies of the graph. Form small groups and ask each child in the group to write his or her name in the column where a favorite food fits. After all the graphs are completed, have the class share results. The **Daily Food Pyramid** (page 62) from the January Soup unit may be a helpful reference for more in-depth information on the food groups.





Instructions for Making a Wallpaper Book

Materials

- $8\frac{1}{2}$ " x 11" sheet of wallpaper per child
- 8 $5\frac{1}{2}$ " x $8\frac{1}{2}$ " sheets of newsprint per child
- Sentence Strips (page 9)
- glue
- safety scissors
- stapler
- markers
- crayons

1. Ahead of time, cut one $8\frac{1}{2}$ " x 11" sheet of wallpaper for each child's cover.
2. Fold the wallpaper in half, height-wise, creating a crease. Cut the sheet in half along the crease.
3. Cut eight $5\frac{1}{2}$ " x $8\frac{1}{2}$ " pieces of newsprint paper per child to use for the interior pages. (A paper cutter may help this task go faster.)
4. Distribute one copy of the **Sentence Strips** blackline master to each child. Help children cut the sentence strips apart. Have them glue one sentence strip to the bottom of each page. (Modeling the cutting and pasting of one sentence strip may make it go more smoothly.)
5. Have children neatly stack the eight sheets of newsprint (with the glued-on sentence strips) in the order they want. Ask children to place the stack between the two pieces of wallpaper. (Make sure that children have placed their pages in the same direction. Help them staple each book twice along the left side to bind the book.)
6. Have children illustrate each interior page.
7. Have children use permanent markers to write the title, "My Favorites" on the cover. Ask them to draw cover illustrations. (If young children use permanent markers, supervise carefully to avoid getting permanent marker on desktops.)

Sentence Strips

cut here

Here are some of my favorite clothes.

cut here

Here are some of my favorite foods.

cut here

Here are some of my favorite letters.

cut here

Here are some of my favorite numbers.

cut here

Here is one of my favorite pets.

cut here

Here is one of my favorite places.

cut here

Here are some of my favorite things to do.

cut here

Here are some of my favorite _____.

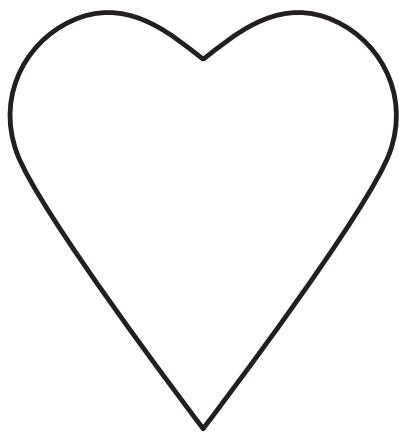
cut here



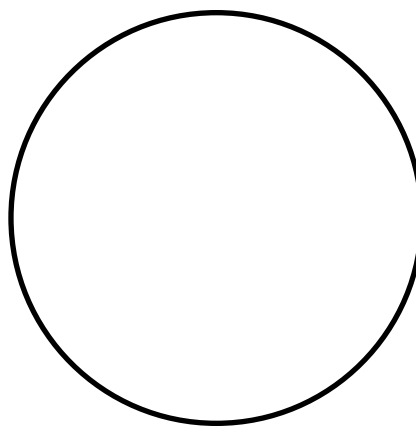
Name _____

Color Me!

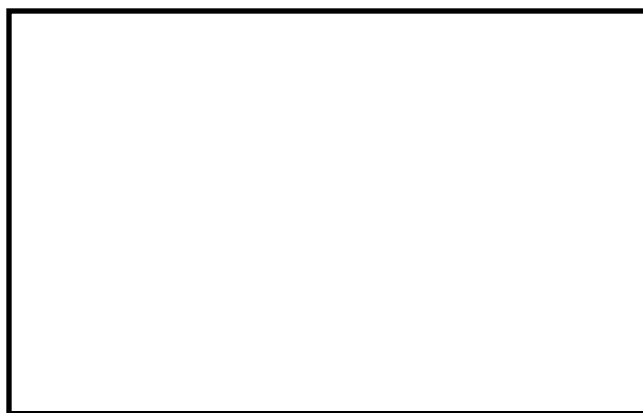
.....



Color me yellow.
Put red plastic wrap over me.
What color am I now?



Color me red.
Put blue plastic wrap over me.
What color am I now?



Color me blue.
Put yellow plastic wrap over me.
What color am I now?

Teacher: Prepare yellow, blue, and red squares of cellophane, plastic wrap, or thin tissue for each child. If possible, demonstrate this activity on the overhead first to show how mixing two colors creates another color. Example: Lay a yellow piece of cellophane on the overhead, then place a red one on top of it to make orange. Watch the delight as children discover that blue over red makes purple, and so on. Talk about how different colors make us feel. Have children begin by coloring the basic shapes.



Games for September

Favorites

Classroom Basketball

Ask children to sit in a circle. Put a waste can in the middle of the circle. Take turns throwing a playground ball into the waste can. If a child makes a “basket”, everyone claps, and it is the next child’s turn. That child then retrieves the ball, either from the basket or elsewhere, and takes a turn throwing the ball. Children learn to play a game with rules, to wait for their turn, and to be encouraging to one another.

Donut Game – (A singing game)

Lyrics for the Donut Song

Down around the corner in the
bak’ry shop,
There were *eight* little donuts with
sugar on top.
Along came *Billy* all alone, and *Billy*
took the purple one home.

Before play begins, cut eight donut shapes out of eight different colors of construction paper. Ask children to sit in a circle. Place the paper donuts in the center of the circle on the floor. As the song is sung and a random child’s name is called, he or she selects a donut. The song continues to name the color of the donut selected by each child until the donuts are gone.

Repeat the song until eight different boys and girls are holding the eight donuts. Play this game enough times so that each child gets a turn.

In Which Hand? – (A singing game)

Lyrics for In Which Hand?

In which hand is a Val-en-tine?
In which hand is a Val-en-tine?

Before play begins, cut out a shape small enough to hide in the palm of your hand that is appropriate to the current season. For example, make it a leaf shape for the Fall, or a heart shape for February. Ask children to sit in a circle. Standing inside the circle, the teacher hides the shape in one hand behind his or her back while singing the song. Bringing both hands to the front, and moving around the inside of the circle, the teacher asks the children to guess which hand has the shape. Continue singing the song, allowing each child to guess. Use this game as a math game if you have discussed games of chance, or the concept of probability, with your class.

I'm Selling Lollipops – (A singing game)

Lyrics for I'm Selling Lollipops

I'm selling lollipops, I'm selling
 lollipops,
Sweet sugar candy from the corner
 shop.
I'm selling lollipops, I'm selling
 lollipops.
No one will ever know where I stop!

Before play begins, make six paper lollipops. Use a circular piece of paper attached to a tongue depressor for each lollipop. Ask children to sit in a circle. Choose a child to skip around the inside of the circle while all the other children sing the song. The skipping child stops and

gives a paper lollipop to the child closest to her or him when the first color word is sung (red). That child then accepts the lollipop and lines up behind the original child, and they continue to sing the color words while handing out the lollipops. The first few times we play this game, I model being “it” and we play it enough times so that everyone gets a turn to get a lollipop.

Other games for the classroom or game center

bingo
checkers
chess
Doggy, Doggy, Where's Your Bone?
Duck, Duck, Goose
Heads-Up 7-Up
jacks



Poems, Fingerplays, Songs, and Chants for Favorites

“Antonio”

by Laura E. Richards
from *Piping Down the Valleys Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

“My Favorite Word”

by Lucia and James L. Hymes, Jr.
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk de Regniers,
et al.

“Eat-It-All Elaine”

by Kaye Starbird
from *Piping Down the Valleys Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

“The Very Nicest Place”

by Anonymous
from *Read Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

“My Teddy Bear”

by Margaret Hillert
from *Read Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

“My Teddy Bear”

by Marchette Chute
from *Read Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

“Keziah”

by Gwendolyn Brooks
from *Read Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

“Mud”

by Polly Chase Boyden
from *Read Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

“Honey, I Love”

by Eloise Greenfield
from *Honey, I Love and Other Love Poems*
Written by Eloise Greenfield
Pictures by Diane and Leo Dillon

“The Little Turtle”

by Vachel Lindsay
from *Read Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

“The Steam Shovel”

by Rowena Bennett
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk de Regniers,
et al.

“Who Has Seen the Wind?”

by Christina G. Rossetti
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk de Regniers,
et al.

“Lorax”

by Dr. Seuss
Illustrated by Dr. Seuss

“Cereal”

by Shel Silverstein
from *Falling Up*
Written by Shel Silverstein

“To Catch a Fish”

by Eloise Greenfield
from *Pass It On*
Compiled by Wade Hudson
Illustrated by Floyd Cooper

“Elephants at Play”

Author Unknown
from *A Poem a Day*
By Helen H. Moore



Authors' Favorite Books

Kelly's Favorite Books

Amazing Grace
Mary Hoffman

Chrysanthemum
Kevin Henkes

Cloudy With A Chance of Meatballs
Judi Barrett

Froggy Gets Dressed
Jonathan London

Guess How Much I Love You
Sam McBratney

The Happy Day
Ruth Krauss

If You Give a Mouse a Cookie
Laura Joffe Numeroff

It's Pumpkin Time!
Zoe Hall

Little Blue & Little Yellow
Leo Lionni

Little Rabbit's Loose Tooth
Lucy Bate

Moosetache
Margie Palatini

On Market Street
Arnold Lobel

The Seven Silly Eaters
Mary Ann Hoberman

Tops & Bottoms
Janet Stevens

Will You Be My Valentine?
Steven Kroll

Kristen's Favorite Books

Amazing Grace
Mary Hoffman

Alexander and the Terrible, Horrible, No Good Very Bad Day
Judith Viorst

The Giant Jam Sandwich
John Vernon Lord

Guess Who My Favorite Person Is
Byrd Baylor

Something Special for Me
Vera Williams

The Tub Grandfather
Pam Conrad

The Tub People
Pam Conrad

The Very Lonely Firefly
Eric Carle

Where the Wild Things Are
Maurice Sendak

Sharon's Favorite Books

Amazing Grace
Mary Hoffman

Chicken Soup With Rice
Maurice Sendak

Dancing With the Indians
Angela Shelf Medearis

The Doorbell Rang
Pat Hutchins

Draw Me a Star
Eric Carle

Jack and the Beanstalk
Traditional Fairy Tale

Lilly's Purple Plastic Purse
Kevin Henkes

Marshmallow
Clare Turlay Newberry

No Peas for Nellie
Chris L. Demarest

Owl Babies
Martin Waddell

The Princess and the Pea
Traditional Fairy Tale

The Rough-Faced Girl
Rafe Martin



October

Apples and Pumpkins

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for the month of October: ***How do things grow and change with the seasons?***

Use of Blackline Masters and Stories for October

- Take children on a walk on a brisk fall day. Help them record their observations on ***My Fall Walk*** (page 20).
- Read aloud *The Seasons of Arnold's Apple Tree* by Gail Gibbons.
- Read ***The Little Red House Riddle*** (page 21). Cut apart an apple so that children see its seeds, feel its texture, and smell its distinct fragrance.
- Investigate pumpkins and apples. Use the ***Apple/Pumpkin Venn Diagram*** (page 22) to help children sort items.
- Read aloud *Picking Apples and Pumpkins* by Amy and Richard Hutchings, to continue learning about the growing process.
- Read aloud *Pumpkin Pumpkin* by Jeanne Titherington.
- Make the ***String of Stages*** (pages 23–24) for a pumpkin.
- Have each child create a book called ***My Pumpkin Seed Story*** (page 25). Children may color the pictures and put them in the correct order.
- Read aloud *The Pumpkin Patch* by Elizabeth King. Take children on a field trip to see pumpkins or apples growing.

Vocabulary Words

red, green, yellow, orange, seed, roots, leaf, leaves, stem, vine, sprout, flower, tree, fall, autumn



October Framework

Musical-Rhythmic



- Play the Musical Apple Pass game (page 26).
- Role-play the information in the song from “Johnny Appleseed” by Stephen Kellogg.
- Have children write a song or rap about apples and/or pumpkins. Record their musical creations on tape.
- Lead the class in singing “A-P-P-L-E” [(page 27)] (to the tune of “B-I-N-G-O”) and other October songs.

Visual-Spatial



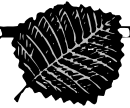
- *Create a **String of Stages** (pages 23–24).
- *Color the illustrations from **My Pumpkin Seed Story** (page 25).
- Make a triorama of *The Seasons of Arnold’s Apple Tree* by Gail Gibbons.
- Make apple prints or do still-life drawings.
- Have children compare leaf shapes from different trees and compare the colors of leaves from the same tree.
- Draw a variety of leaf shapes from leaves collected during a fall walk.

Verbal-Linguistic



- *Make an 8-page book called **My Pumpkin Seed Story** (page 25) showing the stages of a pumpkin’s growth.
- *Tell **The Little Red House Riddle** (page 21).
- Write notes to Johnny Appleseed as if he were travelling across the country today.
- Brainstorm apple and pumpkin words.
- Research the history of the Jack-O’-Lantern and turn it into a story for the class.
- Read aloud and discuss *The Seasons of Arnold’s Apple Tree* by Gail Gibbons.
- Read aloud and discuss *Picking Apples and Pumpkins* by Amy and Richard Hutchings.
- Read aloud and discuss *The Pumpkin Patch* by Elizabeth King.

Naturalist



- *Take a walk outside and record observations on the **My Fall Walk** (page 20).
- *Cut a pumpkin and an apple in half. Use the **Apple/Pumpkin Venn Diagram** (page 22) to compare them.
- *Construct a **String of Stages** (pages 23–24).
- Read aloud **The Little Red House Riddle** (page 21), cutting the apple in half and examining it with the class.
- Sort apples and pumpkins by size, color, and weight.
- Tell how the growing season of apples or pumpkins might be different in another part of the world.
- Plant pumpkin seeds or bake pumpkin seeds and then ask children to taste them.

*denotes blackline master available

Key Question

How do things grow and change with the seasons?

Select some of these activities to help develop each of the intelligences in your children.

Intrapersonal



- *Invite children to draw a picture of themselves and their classmates on their fall walk. They can use the information they collected for **My Fall Walk** activity (page 20) to enhance their drawings.
- Have children investigate how plants in their yard or apartments grow.
- Have children write a journal entry or draw a picture about a class trip to the pumpkin patch or apple orchard.
- Ask children to compare and contrast themselves to an apple or a pumpkin.

Interpersonal



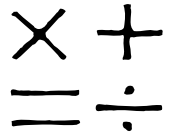
- Play Pin the Nose on the Jack-O'-Lantern (page 26).
- Play Jump Rope Chant (page 26).
- Make a cooperative mural of a magical pumpkin patch that grows pumpkins and other favorite childhood things.

Bodily-Kinesthetic



- *Cut an apple horizontally to see the star inside after telling *The Little Red House Riddle* (page 21) to the class.
- Take a walk outside with the class to awaken their senses to the beauty of nature and the events in nature which happen in the fall.
- Play the Apple Relay (page 26) with your class.
- Have children pretend they are apple trees or pumpkins growing in a pumpkin patch. Have them enact the various stages of life.
- Have children act out climbing a tree to pick an apple.
- Have the class compare the parts of an apple tree with the parts of a human being.
- Plant pumpkin seeds in the classroom and monitor their growth.

Logical-Mathematical



- *Use the **Apple/Pumpkin Venn Diagram** (page 22) to show how apples and pumpkins are alike and different.
- Play Red Apple, Green Apple (page 26).
- Sort different kinds of apples by size, color, and weight. Make predictions. Make a graph of the results.
- Using pumpkin candy, practice counting, adding, and subtracting.
- Make a classroom graph of favorite kinds of apples.
- Use string to predict the girth of a pumpkin. Find the answer by wrapping the string around the pumpkin. Was it too long, too short, or just right?

*denotes blackline master available



Sample Unit

Favorites

We did this unit during two weeks in October. Here is a detailed plan for one week.

Day One

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *The Seasons of Arnold's Apple Tree* by Gail Gibbons.
- **Opportunities Time:** Take children on a walk on a brisk fall day. Help children become aware of all the changes that fall brings. Encourage them to touch trees, pick up leaves, look for animals, and listen for all the sounds to be heard. When you get back indoors, hand each child an apple so they have something to draw upon for the taste portion of the exercise. Perhaps provide a range of different kinds of apples to discuss how varieties of the same fruit can taste differently. Let them talk about their experience. Use vocabulary and ask questions that will expand their ability to compare and contrast things: "You saw a tree? Was it rough or smooth? Were the branches long and straight or curled and gnarly?"
Using **My Fall Walk** chart (page 20), help children record, either through words or drawings (or both), what they saw, heard, smelled, and touched.
- **Math:** Create a graph based on the numbers of things seen on the walk outdoors.
- **Read Aloud:** *The Little Red House Riddle* (page 21), ending with the cutting of the apple in half.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Opportunities Time:** Dissect a pumpkin. Supervise children as they take an active role in carving the lid and pulling out the interior guts of the pumpkin. Using an enlarged version of the **Apple/Pumpkin Venn Diagram** (page 22), have your class compare and contrast apples with pumpkins. Explain to the children that anything that is common to the two plants goes in the overlapping sections of the apple and the pumpkin. Anything unique to a plant goes on either the apple side or the pumpkin side of the diagram. Explain that even though they both have seeds, they grow differently. Explain how each grows.
- **Math:** Have a variety of apples and pumpkins on display in the classroom. Ask the children to sort them by size, color, or weight.
- **Read Aloud:** *Picking Apples and Pumpkins* by Amy and Richard Hutchings. Talk about the story to make sure all children understand it. Ask children to retell the story in their own words.
- **Play:** Red Apple, Green Apple (page 26). Allow enough time with this activity for children to create a full set of rules and then play the game.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Math:** Use string to predict the girth of a pumpkin. Find the answer by wrapping another piece of string around the pumpkin. Compare the two strings. Was your child's predicted length too short? too long? just right?
- **Visual:** Watch a video that shows how pumpkins change during the growing process. Perhaps your media center will have one, or sometimes the local library will have something suitable.
- **Read Aloud:** *Pumpkin Pumpkin* by Jeanne Titherington. Talk about the story.
- **Opportunities Time:** Create a ***String of Stages*** (page 23) with your class. Reinforce the concepts of growth and change in nature. Suggest that some children may want to "act out" the stages of pumpkin growth.
- **Play:** Apple Relay (page 26).

Day Four

Circle Time: Share, do calendar, and so forth.

- **Opportunities Time:** Have each child create their own book called ***My Pumpkin Seed Story***. Have them to color the pictures, cut out the boxes, and put them in the correct order, now that they know the sequence of how a pumpkin grows.
- **Play:** ***Pin the Nose on the Jack-O'-Lantern*** (page 26).

Day Five

Circle Time: Share, do calendar, and so forth

- **Field Trip:** Take a field trip to a pumpkin patch or an apple orchard. While riding on the bus, read aloud *The Pumpkin Patch* by Elizabeth King, and then sing "A-P-P-L-E" (page 27) to the tune of "B-I-N-G-O." Remind children to be aware of using their five senses. Ask them to retell the growing cycle of the pumpkin.
- **Projects:** Upon returning from the pumpkin patch or the apple orchard, gather a variety of craft materials and a large piece of butcher paper. Allow children to make a cooperative mural of their trip using the craft materials.



Name _____

My Fall Walk

.....

What I saw: _____

What I heard: _____

What I smelled: _____

What I touched: _____

Teacher: Take children for a walk on a brisk fall day. Ask, *How is the day different from a summer day?* Have children describe what they see, smell, feel, and hear. Back in the classroom, give each child an apple and have children write or draw what they observe. Discuss what children know about fall.



The Little Red House Riddle

Teacher: Hide one red apple, a sharp knife, and a napkin. Hide them within reach so children are surprised and yet the flow of the activity is not broken. Read the story aloud. As you read, stop to ask children to make predictions about what will happen next and whether they can solve the riddle yet.

Once upon a time there was a little boy who was tired of all his toys and tired of all his picture books and tired of all his play. "What shall I do?" he asked his mother. His mother, who always knew beautiful things for little boys and girls to do said, "You should go on a journey and find a little red house with no doors and with a star inside."

The little boy's eyes grew big with wonder. "Which way shall I go," he asked, "to find a little red house with no doors and a star inside?"

"Down the lane and past the farmer's house and over the hill," said his mother. "Come back as soon as you can and tell me all about your journey." So the little boy started out. He had not walked very far down the lane when he came to a merry little girl dancing along in the sunshine. "Do you know where I shall find a little red house with no doors and a star inside?" the little boy asked her.

The little girl laughed. "Ask my father, the farmer," she said. So the little boy went where the farmer himself stood in the doorway looking out over the pastures and grainfields.

"Do you know where I shall find a little red house with no doors and a star inside?" the little boy asked the farmer.

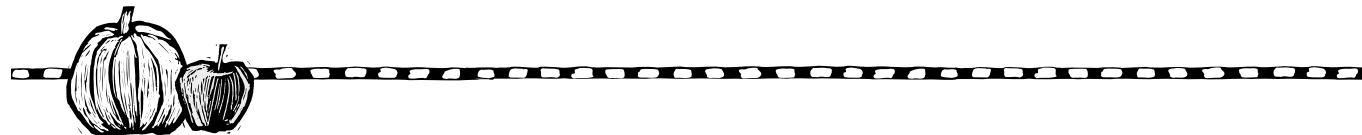
The farmer laughed, too. "I've a great many years and I never saw one," he chuckled, "but ask Granny, who lives at the foot of the hill. She knows how to make popcorn balls and red mittens. Perhaps she can direct you to it."

So the little boy went further still until he came to the place where Granny was sitting and knitting. "Please, Granny do you know where I can find a little red house with no doors and a star inside?" he asked.

Granny laughed a little and then said, "I should like to find that little house myself. It would be warm when the frosty nights come and the starlight would be prettier than a candle. But ask the wind who blows about so much and listens at all the chimneys. Perhaps the wind can direct you to the little house."

So the little boy took off up the hill. He called to the wind and finally the wind pushed him down to the end of a trail, into a beautiful garden. At the end of the garden was a lovely tree. The boy looked down and saw several large red apples.

Teacher: Now ask, *Can you guess where the little red house with no doors and a star might be?* Cut an apple in half horizontally so that there is a top half and a bottom half, revealing the star, which is really the seeds in the fruit of the apple. Pass the two parts around so that all of the boys and girls can see the star. Encourage children to notice the apple's seeds, feel its texture, and smell its distinct fragrance.



Apple/Pumpkin Venn Diagram



Teacher: Bring in pumpkins and apples of differing sizes, shapes, and colors. Choose a large pumpkin and cut it in half. Have children help you clean it out using their hands. Encourage them to talk about what the pumpkin's insides feel and smell like. Collect as many of its seeds as possible. (Bake the pumpkin seeds later and share them with the class.) Talk about the sequence in which this pumpkin grew from one tiny seed to a whole pumpkin.

Cut an apple in half and compare the apple seeds to the pumpkin seeds. Record children's answers on a Venn Diagram like this one as you brainstorm. For a life-size version of this lesson, copy the pattern onto the floor using chalk or tape. Have children represent different characteristics of apples and/or pumpkins, and let them decide where to stand.



String of Stages

The **String of Stages** is a tool for reinforcing what children have learned about how pumpkins grow. Use the pumpkin dissection activity and the **Apple/Pumpkin Venn Diagram** to teach the stages of growth.

Create your own **String of Stages** as you talk about how children will create their own **String of Stages**. Hang the model where they can see it as they work. The idea is to help children be successful. Ask children to use their **String of Stages** to retell what they have learned about the growing process.

Children might store their completed **String of Stages**, as well as their Pumpkin Seed Stories, in an orange plastic pumpkin, which they can later use for "Trick or Treating." Or they can color a paper plate orange and staple one-half of another paper plate to the back as a pocket to store their work. Use the shapes on page 24 as a guide.

Step 1 The seed

Cut this shape from brown paper.

Step 2 The sprout

Cut a two inch piece of green pipe cleaner. (Save the rest of the pipe cleaner for the stem.)

Step 3 The plant

Cut this shape from green paper.

Step 4 The flower

Color the outside of a round-bottomed coffee filter the color of a flower. Fold it in half and then in half again, forming a point on the bottom. Twist the longer piece of pipe cleaner around the point. This is the stem.

Step 5 The green pumpkin

Cut this shape from green paper.

Step 6 The orange pumpkin

Cut this shape from orange paper. If you wish, have children draw lines (on both sides of the paper) to make it look more realistic.

Step 7 The Jack-O'-Lantern

Add a face to the back side of the orange pumpkin.

Step 8 Create the **String of Stages**.

Use a hole punch to make a hole at the top of each shape.

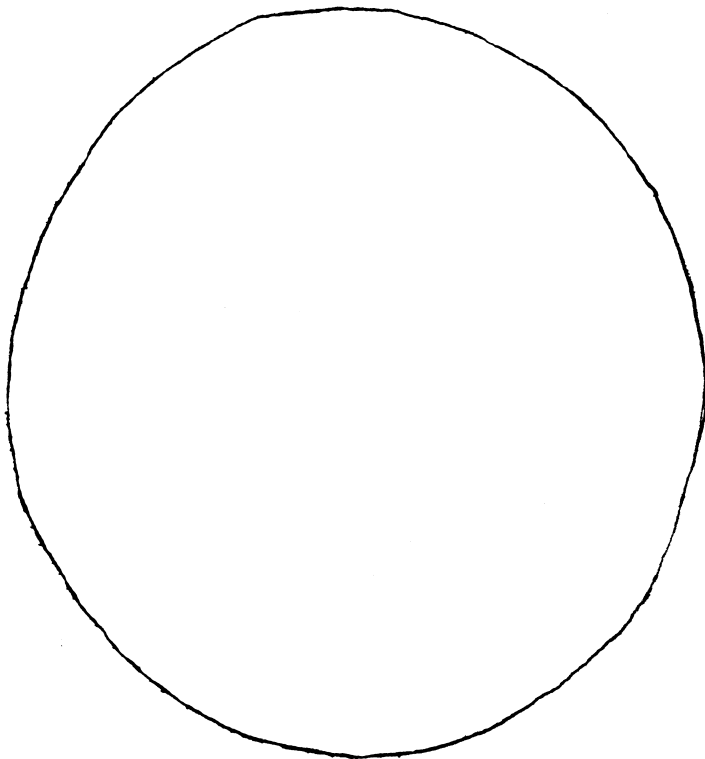
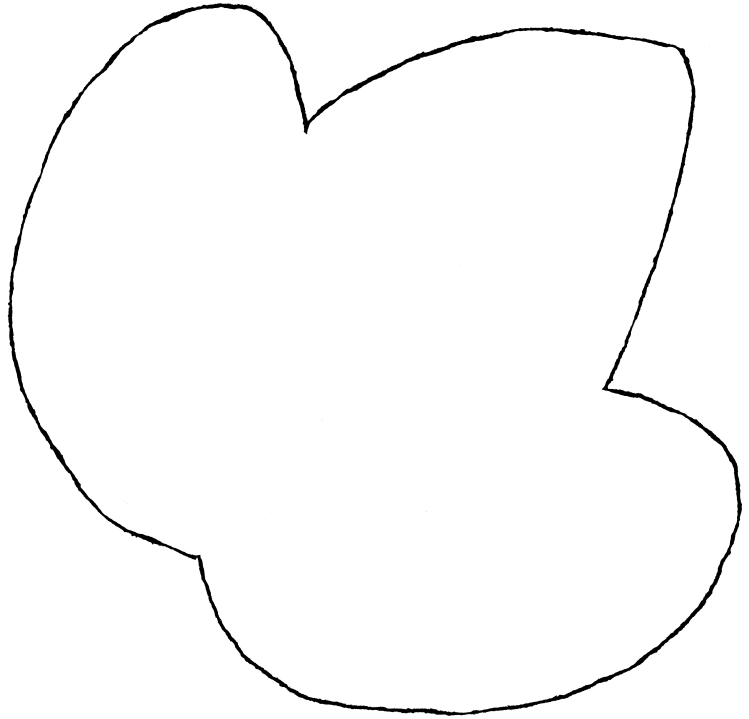
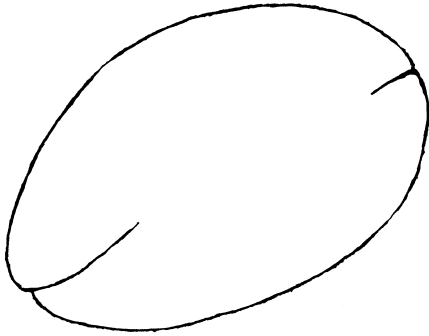
Step 9 Stack the pieces in the following order.

1. Pumpkin, with Jack-O'-Lantern side down
2. The green pumpkin
3. The flower
4. The plant
5. The sprout
6. The seed

Step 10 Take a 12-inch piece of yarn and run it through the holes in each piece, looping it once as each shape is added to hold them in place. To attach the sprout, twist it once around the string as close to the end of the pipe cleaner as possible. Hold the string end-to-end. The string now shows the stages of growth of a pumpkin.

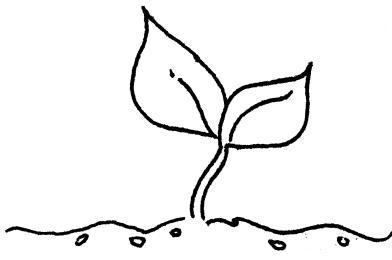


Patterns for String of Stages





My Pumpkin Seed Story



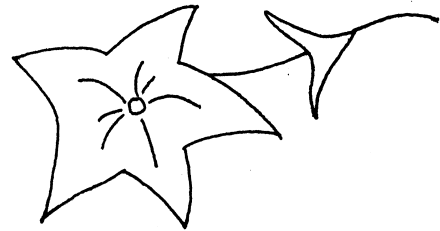
a pumpkin sprout



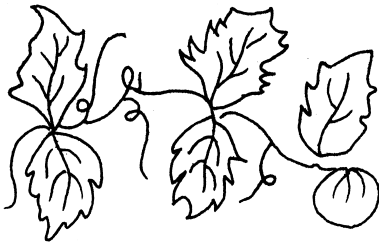
a Jack-O'-Lantern



My Pumpkin Seed Story
by _____



a pumpkin flower



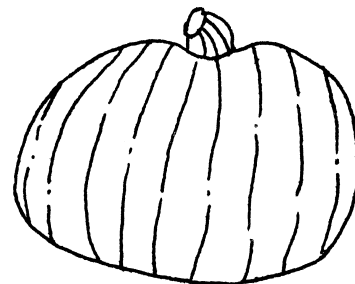
a green pumpkin



a pumpkin seed



a pumpkin plant



a big orange pumpkin

Teacher: Have children color the illustrations on page 24, cut the squares apart, and put the pages in the proper order to show how a pumpkin changes over time. Staple the pile twice along the left side to create a book called *My Pumpkin Seed Story*.



Games for October

Apples and Pumpkins

Red Apple, Green Apple

This is a delightful way to get children to be creative and take some initiative. Ahead of time, cut out a large tree with branches and leaves from construction paper and paste it on poster board. Cut out red and green apples.

Supply a spinner, die, and markers.

Lay the tree on the floor and pretend to be looking for the instructions. When you do not find them, ask, *How we can play without the instructions?* It never fails—children will make up the rules for the game and have a great time doing it.

Apple Relay

Divide the class into two teams, forming two lines. Set up four large baskets, one at each end of each line. The two baskets in front of the lines should be filled with the same number of apples. The other two baskets should be empty.

The first child in line takes one apple out and quickly walks down to deposit the apple in the empty basket. Then he or she goes back to his or her place in line, and the next person goes. The first team to fill up its basket wins.

Pin the Nose on the Jack-O'-Lantern

Carve out a very large pumpkin with eyes and a mouth. Do not carve out the nose. Cut one triangular shape representing the pumpkin's nose for each child. Attach a rolled piece of tape to the back of each "nose."

Blindfold one child at a time and spin him or her around three times. Then have the child stick the nose shape onto the jack-o-lantern. Whoever gets the nose closest to where it should be wins! (The winner can be given the honor of carving out the nose under your supervision if time allows.)

Jump Rope Chant

For this chant, use the name of the child who is jumping for the blank space. Repeat, replacing names to match the jumpers.

Who stole the pumpkin from the
pumpkin patch?

_____ stole the pumpkin from the
pumpkin patch.

Who me?

Yes you!

Couldn't be!

Then who?

Musical Apple Pass

Have players stand in a circle facing the center. Give an apple to one player. Instruct him or her to pass to the player on his or her left when the music starts. When the music stops, the player with the apple moves to the center of the circle. The player in the center remains there until the next player is caught with the apple. That person then moves into the center, and the person who was in the center returns to the circle.



Poems, Fingerplays, Songs, and Chants for Apples and Pumpkins

"A-P-P-L-E"

(to the tune of BINGO)

I know a fruit that grows on trees,
And apple is its name, oh!

A-P-P-L-E,
A-P-P-L-E,
A-P-P-L-E,

And apple is its name, oh!
It may be sweet or may be tart,
It's red or green or yellow!

A-P-P-L-E,
A-P-P-L-E,
A-P-P-L-E,

And apple is its name, oh!
A McIntosh or Granny Smith,
A Winesap or Delicious!

A-P-P-L-E,
A-P-P-L-E,
A-P-P-L-E,

And apple is its name, oh!
Make applesauce or apple juice
Or apple pie with apples!

A-P-P-L-E,
A-P-P-L-E,
A-P-P-L-E,

And apple is its name, oh!

"Apple"

by Nan Fry
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S.D. Schindler

"Farmer Brown"

Farmer Brown had five red apples
Hanging in his tree.
Farmer Brown had five red apples
Hanging in his tree.
He picked one apple
And ate it hungrily.
Then...Farmer Brown had four red apples
Hanging in his tree.
(Continue singing, reducing the number of
apples Farmer Brown has by counting back.)

"Five Red Apples"

Author Unknown
from *Rhymes for Fingers and Flannelboards*
By Louise Binder Scott

"Oh! I Ate Them All"

by Shiki
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S. D. Schindler

"Apples"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"Way Up High"

'Way up high in the apple tree,
Two little apples were smiling at me.
I shook that tree as hard as could be,
Down came the apples all over me!

"Our Tree"

by Marchette Chute
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk de Regniers, et al.
Illustrated by S. D. Schindler

"The Pumpkin"

by Robert Graves
from *Piping Down the Valleys Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

"Pumpkin, Pumpkin"

by Jaime Lucero
from *A Poem a Day*
By Helen H. Moore

"October"

by Maurice Sendak
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel



Authors' Favorite Books

Apple Books

An Apple a Day!
Jennifer Storey Gillis

Annie Ate Apples
Lynette Ruschak

Apple Batter
Deborah Turney Zagwyn

The Apple Bird
Brian Wildsmith

The Apple Pie Tree
Zoe Hall

Applesauce
Shirley Kurtz

An Apple Tree Through the Year
Claudia Schnieper, et al.

Down the Road
Alice Schertle

Johnny Appleseed
Steven Kellogg

The Little Red House Riddle
(see page 21)

My Apple Tree
Harriet Ziefert

The Seasons of Arnold's Apple Tree
Gail Gibbons

A Song for Lena
Hilary Horden Hippely

Ten Apples Up On Top
Theo. LeSeig

Pumpkin Books

Apples and Pumpkins
Anne Rockwell

The Biggest Pumpkin Ever
Steven Kroll, et al.

Five Little Pumpkins
Iris Van Rynbach

Grumpy Pumpkins
Judy Delton

It's Pumpkin Time
Zoe Hall

Jeb Scarecrow's Pumpkin Patch
Jana Dillon

Picking Apples & Pumpkins
Amy and Richard Hutchings

Pooh's Pumpkins
Isabel Gaines

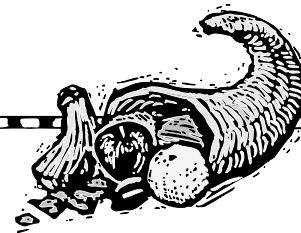
The Pumpkin Blanket
Deborah Turney Zagwyn

The Pumpkin Patch
Elizabeth King

Pumpkin, Pumpkin
Jeanne Titherington

Pumpkins
Mary Lyn Ray

The Vanishing Pumpkin
Tony Johnston



November Harvest

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for November: ***What can we discover about the fall harvest?***

Use of Blackline Masters and Stories for November

- Use **Harvest Leaves** (page 34) to brainstorm harvest words.
- Read aloud *Autumn Harvest* by Alvin Tresselt. As you read the story, stop periodically to ask if children have noticed things about fall that the writer describes.
- Use **Harvest Clock Faces** (page 35) to work with telling time.
- Read aloud the poem “Turkey Rap” by Vera Refnes.
- Read aloud *Celie and the Harvest Fiddler* by Valerie Flournoy.
- Use the **Harvest Story Math Problems** (page 36) for a harvest-based math activity.
- Emphasize the use of harvested foods as you have each child create **A Harvest Menu** (page 39).
- Discuss the first Thanksgiving. Have children talk about what they are grateful for. Then have them write about or draw what they have mentioned, and create a textured handprint.
- Select poems to share from *The Circle of Thanks: Native American Poems and Songs of Thanksgiving* by Joseph Bruchac.

Vocabulary Words

Thanksgiving, pilgrims, Native Americans, turkey, Plymouth Rock, Mayflower, fish, corn, farm, farmer, harvest, planting, sweet potatoes, squash, turnips, soil, thankfulness



November Framework

Musical-Rhythmic



- Sing songs about harvest time with the class. (You may need to consult your music specialist for some assistance.)
- Teach or learn a harvest song by showing children the musical score and matching words to notes.
- Have children move like turkeys to “Here We Go Round the Farmer’s Yard” (sung to the tune of “Here We Go Round the Mulberry Bush”).

Visual-Spatial



- Create flannel board items of things that are harvested in your area (corn, pumpkins, beans, and so forth).
- Play a concentration game with your students using harvest pictures.
- Make a harvest puzzle by enlarging a picture and cutting it into parts.
- Have children make a collage picture using various kinds of seeds or grains.

Verbal-Linguistic



- *Brainstorm a list of harvest words using **Harvest Leaves** (page 34).
- Make up a play about a family during harvest time.
- Read aloud *Autumn Harvest* by Alvin Tresselt.
- Read aloud *Celie and the Harvest Fiddler* by Valerie Flournoy.
- Help children write poems about harvest time.
- Have children write letters to farmers asking them about a normal day on the farm.
- Create a harvest dictionary with the class.

Naturalist



- Dissect a pumpkin with the class, then sort and label all parts.
- Work with the class to name the parts of a plant (stem, leaves, and seeds).
- Create a cross-section model of a pumpkin or plant. Have children name each part and tell what they know about each part.
- Sort popcorn, Indian corn, and field corn with your class.
- Have children observe what fresh fruits and vegetables are available at the grocery or farmer’s market.
- Keep a class journal of weather changes.

*denotes blackline master available

Key Question

***What can we discover
about the fall harvest?***

*Select some of these activities
to help develop each of the intelligences
in your children.*

Intrapersonal



- Make an edible apple turkey by creating feathers from toothpicks pushed into an apple, filling the toothpicks with raisins and marshmallows, then drawing a turkey head and inserting the head into the apple.
- Ask children to write a journal entry about how their family celebrates harvest-time holidays.

Interpersonal



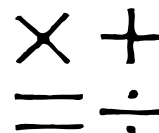
- *Have the class make up **A Harvest Menu** (page 38) featuring foods from the harvest.
- Lead the class in making cornbread and discuss the origin of each ingredient in cornbread.
- *Brainstorm harvest words to be added to the **Harvest Leaves** (page 34).
- Go on a hayride and sing harvest songs.

Bodily-Kinesthetic



- Have children load bales of hay in a wagon. (For the young child, a small wagon and a half bale of hay could be put in the classroom. Also, the “hay” could be cardboard building blocks.)
- Play charades by acting out harvest activities. Have children guess what activity is taking place and why the activity is important to the harvest.
- Using clay, help children make food for the fruit and vegetable stand.
- Walk through a pretend cornfield (put paper corncobs on the floor and move to the music).

Logical-Mathematical



- *Use the **Harvest Story Math Problems** (pages 36–37) for math activities.
- *Complete the **Harvest Clock Faces** (page 35) showing times for the activities of a farmer.
- *Add prices to **A Harvest Menu** (page 38).
- Use a tape measure or yardstick to determine the length of a wagon.
- Put real corn stalks in the classroom to count ears on stalk, rows of corn, or to estimate kernels in a row.



Sample Unit

Harvest

We did this sample unit for one week in a first- and second-grade multi-age class.

Day One

Circle Time: Share, do calendar, and so forth. Use the **Harvest Leaves** (page 34) to record a brainstorming session for words about harvesting. Focus on the meaning of *harvest*, when harvest is, where it takes place, and what gets harvested. Connect with what children already know, and motivate them through experiences they have had.

- **Read Aloud:** *Autumn Harvest* by Alvin Tresselt. As you read the story stop periodically to ask children if they notice different things about fall that the writer has described. Ask them to talk about their own fall experiences and favorite activities.
- **Reading/Writing Workshop:** Discuss the story *Autumn Harvest* and see if children can add any words to **Harvest Leaves** (page 34).
- **Opportunities Time:** Use the harvest Sorting Game (page 40) to continue learning about what is grown and when it is harvested, and how things from the harvest are a part of holiday celebrations throughout the year.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Celie and the Harvest Fiddler* by Valerie Flournoy

- **Reading/Writing Workshop:** Discuss the story *Celie and the Harvest Fiddler* making sure that all children understand it.
- **Opportunities Time:** Use **Harvest Clock Faces** (page 35) to work with telling time. The activities under each clock can lead to a discussion about a farmer's day.
- **Projects:** Make musical instruments for rhythmic beats from paper plates and cups. Decorate the outside of the cup using markers or applying various colors of electrical tape or glued-on images. Put a mixture of seeds or dried peas or beans inside and glue the plate to the cup. The plate can be trimmed after the glue has set. Get together in groups and play a rhythm or write a song about working during harvest time.
- **Poetry:** Read aloud "Turkey Rap" by Vera Refnes.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Fall Harvest* by Gail Saunders.
- **Reading/Writing Workshop:** Discuss the story *Fall Harvest*. Ask children to retell the story and add any new words to the **Harvest Leaves** (page 34) list.
- **Opportunities Time:** Use **Harvest Story Math Problems** (pages 36–37) for a harvest-based math activity.
- **Projects:** Using quick-drying clay, have children make items for a pretend farmer's market. Have children describe what they are making, and what kind of food could be

made with it. Provide them with either real fruits and vegetables as models or photographs of fruits and vegetables. Have children make their sculpted pieces as realistic as possible, taking into consideration texture, color, and scale in relation to other vegetables whenever possible.

- **Play:** Create a farmer's market within the classroom, complete with price tags, signs, and pretend fruits for sale. The addition of hay bales and barrels will help to give the feel of a true market.

Day Four

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *A Child's Story of Thanksgiving* by Laura Rader
- **Reading/Writing Workshop:** Discuss the story *A Child's Story of Thanksgiving*. Have children talk about the way they celebrate Thanksgiving. Ask them what their favorite part of the day is. Is it the big meal they get to eat? Have the day focus on the meaning of Thanksgiving. Research and give as factual as possible an account of the first Thanksgiving. Describe the adventures of the Pilgrims, talk about why they came to America, and show pictures of the ships they arrived on. Ask children what they know about Pilgrims, Plymouth Plantation, Massachusetts, and Plymouth Rock. If any of them have visited historic Plymouth Plantation, ask them to tell about their adventures.

- **Opportunities Time:** Emphasize the use of harvested foods as you have each child create **A Harvest Menu** (page 38). Have children draw pictures to accompany their selections. Ask them to add prices to the menu for a math activity.

- **Poetry:** Select poems to share from the book *The Circle of Thanks: Native American Poems and Songs of Thanksgiving* by Joseph Bruchac.

- **Play:** "Hide the Pumpkin" (page 40).

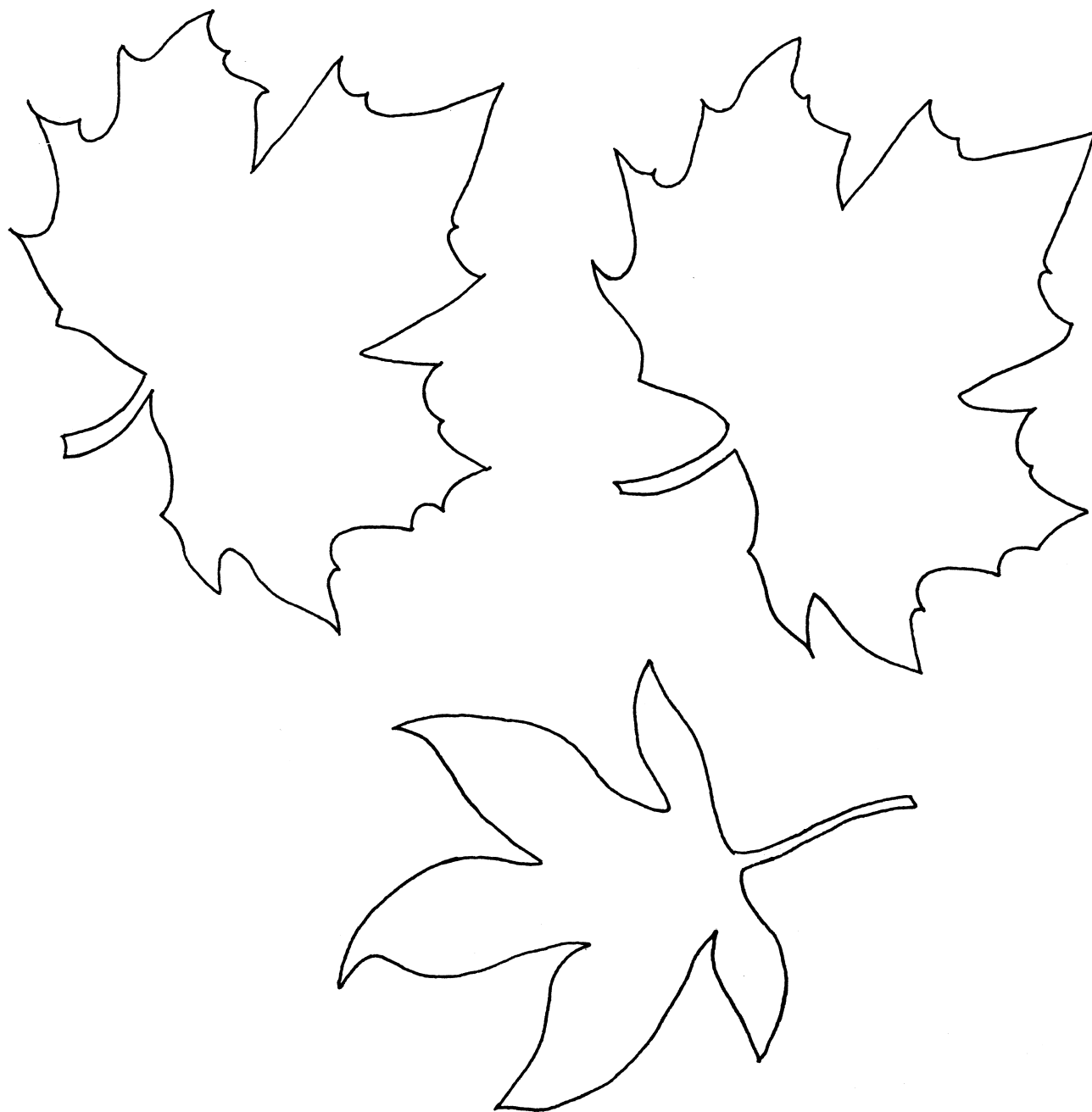
Day Five

Circle Time: Share, do calendar, and so forth. Use this day to review what they have learned about harvesting and the daily activities of a farmer. Ask them to brainstorm how their own lives are affected by the work of others.

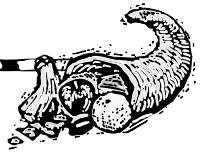
- **Projects:** Focus on the idea of being thankful or grateful. What would their lives be like without these people or things? Give them a few examples of things or people for which you are grateful. Then use the **Turkey Full of Thankfulness** activity (page 39) to display their list of things for which they are grateful.
- **Play:** Drop the Wishbone (page 40)



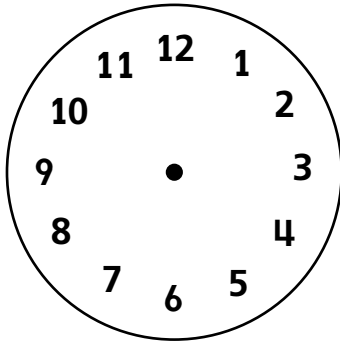
Harvest Leaves



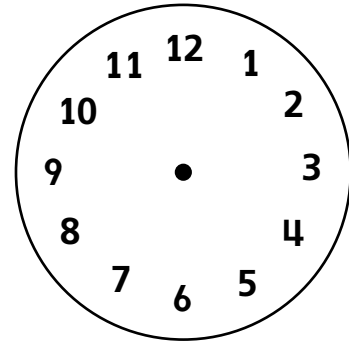
Teacher: Help children learn about the fall harvest by enlarging and using these harvest leaves to record a brainstorming session for harvest words. Focus on the meaning of the word *harvest*, when the harvest is, where it takes place, and what is harvested. Connect with what children already know and motivate them through experiences they have had. Be sure to follow the rules of brainstorming. (Any word someone contributes is acceptable. Children should not pass judgment, laugh, or comment about any contribution.) Display the enlarged leaves somewhere in the room for reference and spelling. Encourage children to add harvest words.



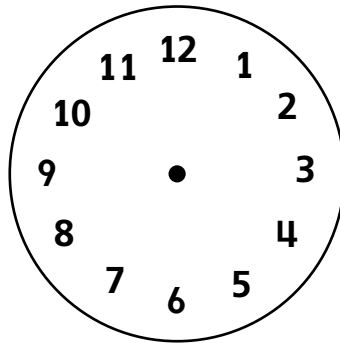
Harvest Clock Faces



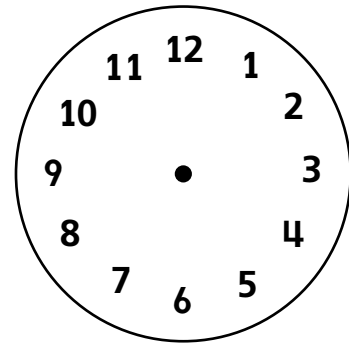
wake up



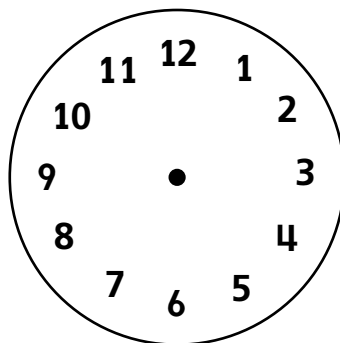
milk the cow



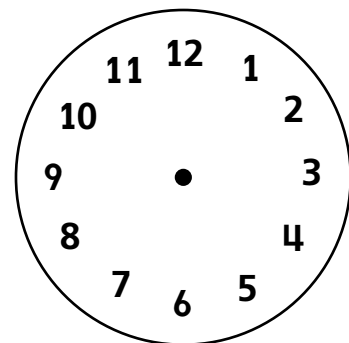
work in the fields



have lunch



bring in the cows



go to bed

Teacher: Have children add hands to the clockfaces and share their work. The questions under each clock can lead to a discussion about what each task entails and why it might be better to be done in the morning or later in the day. Ask children what their favorite part of the farmer's day is. Would they like to be farmers? Why or why not?

Harvest Story Math Problems

Teacher: Have children work in pairs to read each story. Then ask them to cut apart the strips and the illustrations. Have children solve the problems, then use the illustrations with their own math problems.



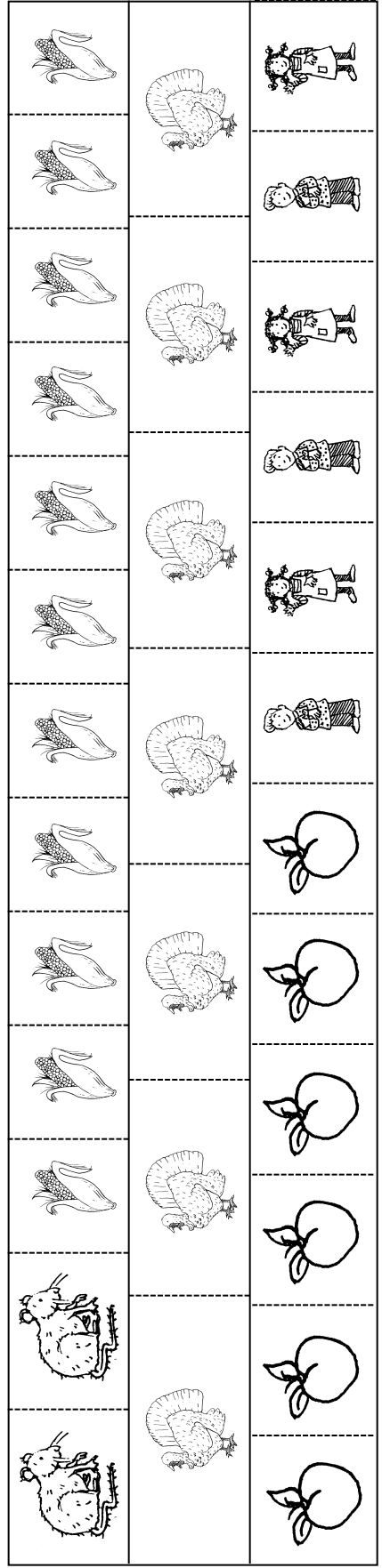
A mouse had 3 ears of corn.



The mouse found 3 more ears.



How many ears of corn does the mouse have now?



Math Story #2



Emma saw 4 turkeys.



One ran away.



How many turkeys does Emma see now?



Math Story #3



There are 5 children.



Each one wants an apple.



How many apples do they need?





Name _____

A Harvest Menu

.....

Main dish: _____

Vegetable: _____

Drink: _____

Dessert: _____

Teacher: Emphasize the use of harvested foods as you help children create their own harvest menu. For example, for “drink,” ask them to name a fruit juice and list their suggestions on the board. Have children draw pictures to accompany their selections. You may want to use this activity to lead into a discussion of how and where some of the different foods they choose are grown, where they are sold, and how they are prepared.



Turkey Full of Thankfulness

Teacher: As Thanksgiving approaches, use this activity to tie in to your discussion of the first Thanksgiving. First, brainstorm with the children to focus their attention on what they are thankful for.

Materials

- sheets of 2" x 2" paper, 1 per child
- sheets of 8 $\frac{1}{2}$ " x 11" paper, 1 per child
- feathers, 4 per child
- one 3" x 3" sheet rough sandpaper per child
- markers or crayons
- safety scissors
- glue

Directions

1. Have children write something they are thankful for on the 2" x 2" square of white paper.
2. On the larger sheet of paper, have students trace around one hand placed flat with fingers extended and spread apart. Tell children to cut carefully along the outline. Children can help each other do this.
3. Have children cut the sandpaper in the approximate shape of their palm. This will be the body of the turkey.
4. Glue the sandpaper square to the body portion of their turkey.
5. Glue one feather to each outlined finger, representing the feathers of the turkey. (Do not glue feathers to the outline of the thumb.)
6. Use crayons or markers to color the head of the turkey (the section where children traced their thumbs).
7. Finally, glue the white 2" x 2" square over the sandpaper area. The sandpaper area should be larger than the white square so that children can feel the sandpaper around the card.

After children complete their Turkeys Full of Thankfulness, use the turkeys to lead into a discussion about texture. Have children talk about and compare the soft feathers to the rough sandpaper. Expand the discussion to the textures in their environment, like the bark of trees, their pets' fur, their desks, and their own clothing.



Games for November

Harvest

Drop the Wishbone

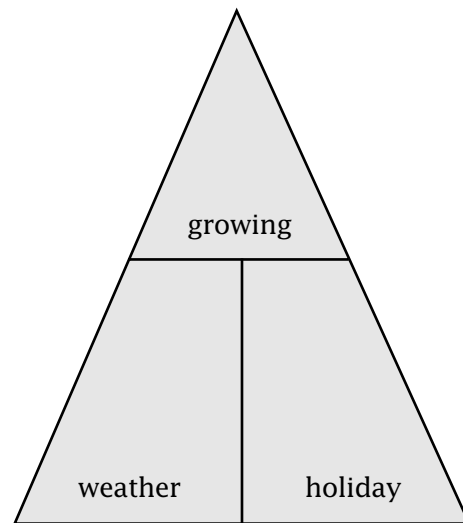
Have children sit in a circle. Choose one child to walk around the outside of the circle, carrying a wishbone (real or made from paper). When that child drops the wishbone behind another child, the sitting child picks it up and chases the other child. (This is a variation of **Drop the Hanky**.)

Hide the Pumpkin

One child covers his or her eyes. Another child hides the pumpkin somewhere in the room. The child covering his or her eyes tries to find the pumpkin. As he or she moves closer to the pumpkin, clue-givers take turns calling out pumpkin products (pie, Jack-O'-Lanterns, soup, and so on). If the child moves farther away, the clue-givers call out nonpumpkin products (soda, pudding, crayons, and so forth). For the younger child, clap if close and snap fingers if farther away. A real or a plastic pumpkin may be used.

Sorting Game

Collect various harvest-themed pictures. Draw a big triangle on a very large sheet of paper. Divide it into three sections as shown below. Have children take turns sorting the pictures onto the proper classifications.



For example, in the growing section children might place corn husks. In the holiday section, a photograph of a Thanksgiving celebration might be glued in place. The weather section might have pictures of rain or snow.



Poems, Fingerplays, Songs, and Chants for Harvest

"One Little, Two Little, Three Little Corncobs"

(tune of "One Little, Two Little, Three Little Indians")

One little, two little, three little corncobs,
four little, five little, six little corncobs,
seven little, eight little, nine little corncobs,
ten corncobs in the farmer's field.

"Harvest Home"

by Arthur Guiterman
from *The Random House Book of Poetry for Children*

Selected and Introduced by Jack Prelutsky
Illustrated by Arnold Lobel

"Turkey Rap"

by Vera Refnes
from *KinderCapers (Fall Semester)*
by Vera Refnes and Enid Milhouse
Illustrated by Sandra Thornton

"Thanksgiving"

Author Unknown
from *A Poem a Day*
By Helen H. Moore

"Thanksgiving"

by Aileen Fisher
from *Celebrating America*
Compiled by Laura Whipple
Art provided by the Art Institute of Chicago

"Harvest"

by Carl Sandburg
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S. D. Schindler

"Thanksgiving Magic"

by Rowena Bastin Bennett
from *The Random House Book of Poetry for Children*
Selected and introduced by Jack Prelutsky
Illustrated by Arnold Lobel

"Thanksgiving"

by Ivy O. Eastwick
from *The Random House Book of Poetry for Children*
Selected and introduced by Jack Prelutsky
Illustrated by Arnold Lobel

"My Hand"

by Sharon Roop
My hand can be a turkey,
As cute as cute can be.
It's just a picture of a hand,
A turkey I can not be!

"Thanksgiving Dinner"

by Aileen Fisher
from *Celebrating America*
Poetry compiled by Laura Whipple
Art provided by the Art Institute of Chicago

"Thanksgiving"

by Maude Burnham
from *Rhymes for Fingers and Flannelboards*
By Louise Binder Scott

"Five Little Pilgrims"

Author Unknown
from *Rhymes for Fingers and Flannelboards*
By Louise Binder Scott

"Now in Late Autumn"

by Taigi
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S. D. Schindler

"The Harvest Moon"

by Ted Hughes
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S. D. Schindler

"Autumn Leaves"

by Aileen Fisher
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S. D. Schindler



Authors' Favorite Books

Thanksgiving

Albert's Thanksgiving

Leslie Tryon

Alligator Arrived With Apples: A Potluck

Alphabet Feast

Crescent Dragonwagon

Arthur's Thanksgiving

Marc T. Brown

Autumn Harvest

Alvin R. Tresselt

Autumn Story

Jill Barklem

The Berenstain Bears and the Prize Pumpkin

Stan Berenstain and Jan Berenstain

Best Thanksgiving Book (ABC Adventures)

Patricia Whitehead

Celie and the Harvest Fiddler

Valerie Flournoy

A Child's Story of Thanksgiving

Laura Rader

Clifford's Thanksgiving Visit

Norman Bridwell

The Circle of Thanks: Native American

Poems and Songs of Thanksgiving

Joseph Bruchac

Harvest

Fall Harvest

Gail Saunders

Grandma's Smile

Elaine Moore

Harvest Celebrations (Festivals)

Clare Chandler

The Harvest Queen

Joanne Robertson

Harvest Year

Cris Peterson

Itse Selu: Cherokee Harvest Festival

Daniel Pennigton

Kids' Pumpkin Projects: Planting &

Harvest Fun

Deanna F. Cook

1, 2, 3 Thanksgiving!

W. Nikola-Lisa

Possum's Harvest Moon

Anne Hunter

Seasons

Brian Wildsmith

Thanksgiving Fun; A Bountiful Harvest of

Crafts, Recipes, and Games

Beth Murray



December Runaway Stories

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for December: ***What are some of the ways different authors tell the same basic story?***

Use of Blackline Masters and Stories for December

- Read aloud *The Gingerbread Man: An Old English Folktale* by John Rowe or another version of the Gingerbread Man story.
- Discuss the story and use ***The Runaway Chart*** (page 48) to help children see the structure of the story.
- Read aloud *The Gingerbread Boy* by Paul Galdone, or another version of the gingerbread man story.
- Read aloud *The Stinky Cheese Man* by Jon Scieszka. Compare it to other gingerbread man stories.
- Help your children use ***The Runaway T-Chart*** (page 51) to compare two runaway stories.
- Have each child create his or her own copy of ***My Book of Gingerbread Runaways*** (page 49). Ask children to illustrate each page with a different gingerbread character.
- Use the ***Gingerbread Action Cards*** (page 52) to talk about and pantomime action words found in the gingerbread man stories.

Vocabulary Words

gingerbread, man, boy, house, fox, cow, journey



December Framework

Musical-Rhythmic



- Have the class sing “Do You Know the Gingerbread Man?” to the tune of “Do You Know the Muffin Man?”

Naturalist



- Make gingerbread cookies at home and bring them in to share with the class. Distribute a copy of the recipe and ask children to sort or categorize ingredients.
- Brainstorm a list with the class of what the gingerbread men or other “runaways” would see on their journey.

Verbal-Linguistic



- *Have children create their own eight-page book called **My Book of Gingerbread Runaways** (page 49).
- *Use the **Gingerbread Action Cards** (page 52) to talk about verbs. Pantomime these and other action words from the runaway stories.
- *Use **The Runaway Chart** (page 48) to help children see the structure of a story.
- *Use **The Runaway T-Chart** (page 49) to compare two stories.

Visual-Spatial



- *Have children create a Spin-off Story of their favorite runaway story.
- *Use **The Runaway T-Chart** (page 51) to draw pictures to compare two runaway stories.
- *Help children create a different visual for each of eight pages for the **My Book of Gingerbread Runaways** (page 49).
- Work with your class to build a life-size gingerbread house out of wardrobe boxes. Have children paint and glue on paper candy to decorate the gingerbread house.

Key Question

What are some of the ways different authors tell the same basic story?

Select some of these activities to help develop each of the intelligences in your children.

Intrapersonal



- Have children write a journal about one of these ideas:
 - What would you do if a gingerbread man came to your house?
 - What would you like about being a gingerbread person?
 - What makes gingerbread stories fun to read?

Interpersonal



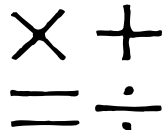
- Play Hide and Seek (page 54) using the Gingerbread Man theme, as well as the other games based on the runaway theme.
- Work as a class or with partners to complete the **Runaway Chart** (page 48) or **The Runaway T-Chart** (page 55).

Bodily-Kinesthetic



- *Pantomime verbs using the **Gingerbread Action Cards** (page 53).
- *Follow a series of steps to make an unusual format for a book called **My Book of Gingerbread Runaways** (page 49).
- Set out clay, play dough, and cookie cutters, and make non-edible gingerbread cutouts with your class.
- Play Run, Run As Fast As You Can or any of the other December games (page 54).
- Have children act out different versions of stories, such as *The Gingerbread Man* and *The Stinky Cheese Man*.
- Make flannel board stories for the classroom.
- Work with the children to make puppets based on runaway stories. Alternate children who are the puppeteers and children who are the audience.

Logical-Mathematical



- Have children make up their own number stories. For example: Five gingerbread men were playing outside. Two joined them. How many are there now?
- Make a classroom graph of children's favorite runaway stories or characters.

*denotes blackline master available



Sample Unit

Runaway Stories

We did this unit in the three weeks we generally have between Thanksgiving and Winter break. Here is a detailed plan for one week.

Day One

For a change of pace we begin this unit a little differently. We construct a large playhouse from moving boxes, refrigerator boxes, and so forth. We covered it in brown bulletin-board paper. Write a note on chart paper from the gingerbread man. The note should say that this structure is the gingerbread man's house, that he needs help decorating it, and children should help him. Post the note in the doorway of the "house." When the children come in the room in the morning, they are, of course, surprised to see this large house in the middle of the room. (It works best if you try to be out of the room when they enter, and act surprised to see it. Perhaps claim it wasn't there when you arrived.) Point out that there is a note in the doorway of the house. Ask children to help you read it.

Circle Time: Read the note from the Gingerbread Man. It explains that this is the Gingerbread Man's house and he hasn't had a chance to decorate it. Could we please help him? Encourage children to write letters back to him during the course of the unit. At this point, ask children what they know about gingerbread houses. Have they ever seen one? Have they ever helped someone build one? Is

this the time of year when we see gingerbread houses? What do children know about Gingerbread Men? Does anyone know what one looks like? What do they do and what are they for? Show and pass around a collection of pictures of finished gingerbread houses so children will have a general idea of what they look like.

- **Read Aloud:** *The Gingerbread Man* by John Rowe or a similar version of this story. Discuss the story and make sure all children understand it.
- **Opportunities Time:** Discuss the story and use ***The Runaway Chart*** (page 48) to help children see the structure of the story.

Day Two

Circle Time: Review yesterday's gingerbread man story.

- **Read Aloud:** Jon Scieszka's version of the gingerbread man story, *The Stinky Cheese Man*. Discuss the story and make sure all children understand it.
- **Opportunities Time:** Use ***The Runaway T-Chart*** (page 51) to help children compare two gingerbread man stories.
- **Art/Play:** Have children paint and then glue on paper candies they have made to decorate the gingerbread house.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** Galdone's version of *The Gingerbread Boy*. Stop at different points while reading to let children make predictions. Discuss the story and make sure all children understand it.
- **Opportunities Time:** Have each child create his or her own copy of *My Book of Gingerbread Runaways* (page 49). Ask children to illustrate each page with a different gingerbread character. Each book is made up of eight pages plus a cover.
- **Projects:** As a group, make a list of where the gingerbread men went and what they might have seen there. Have children choose one or more scenes and illustrate the scenes.
- **Play:** Runaway Concentration (page 54).

Day Four

Circle Time: Write another note from the Gingerbread Man today, complimenting children on what a fine job they have done decorating his house and thanking them. Read the note, share, do calendar, and so forth.

- **Read Aloud:** Kimmel's version of *The Gingerbread Man*, or a similar story, stopping throughout to let the children make predictions.
- **Opportunities Time:** Talk about how active the gingerbread characters are. Talk about how we use verbs to describe what the character is doing. Use *Gingerbread Action Cards* (page 53) to talk about and pantomime these and other action words.

Day Five

Circle Time: Before class begins, bring in a batch of gingerbread cookies and remove the gingerbread house—unless you have a further purpose for it. The children will be surprised by its absence, so let them know that the gingerbread man took it to use as his home, but he left something for them—a big batch of Gingerbread Man cookies! Add a note thanking the children for making him such a wonderful home. Find a recipe and simplify it so it can be used in discussion. Make a copy for each child. Tell children he left the recipe for them in case they wanted to make their own cookies.

- **Math:** Use the recipe to sort and categorize the ingredients.
- **Play:** Run, Run As Fast As You Can (page 54).



Name _____

The Runaway Chart



Title of Story _____

Author _____

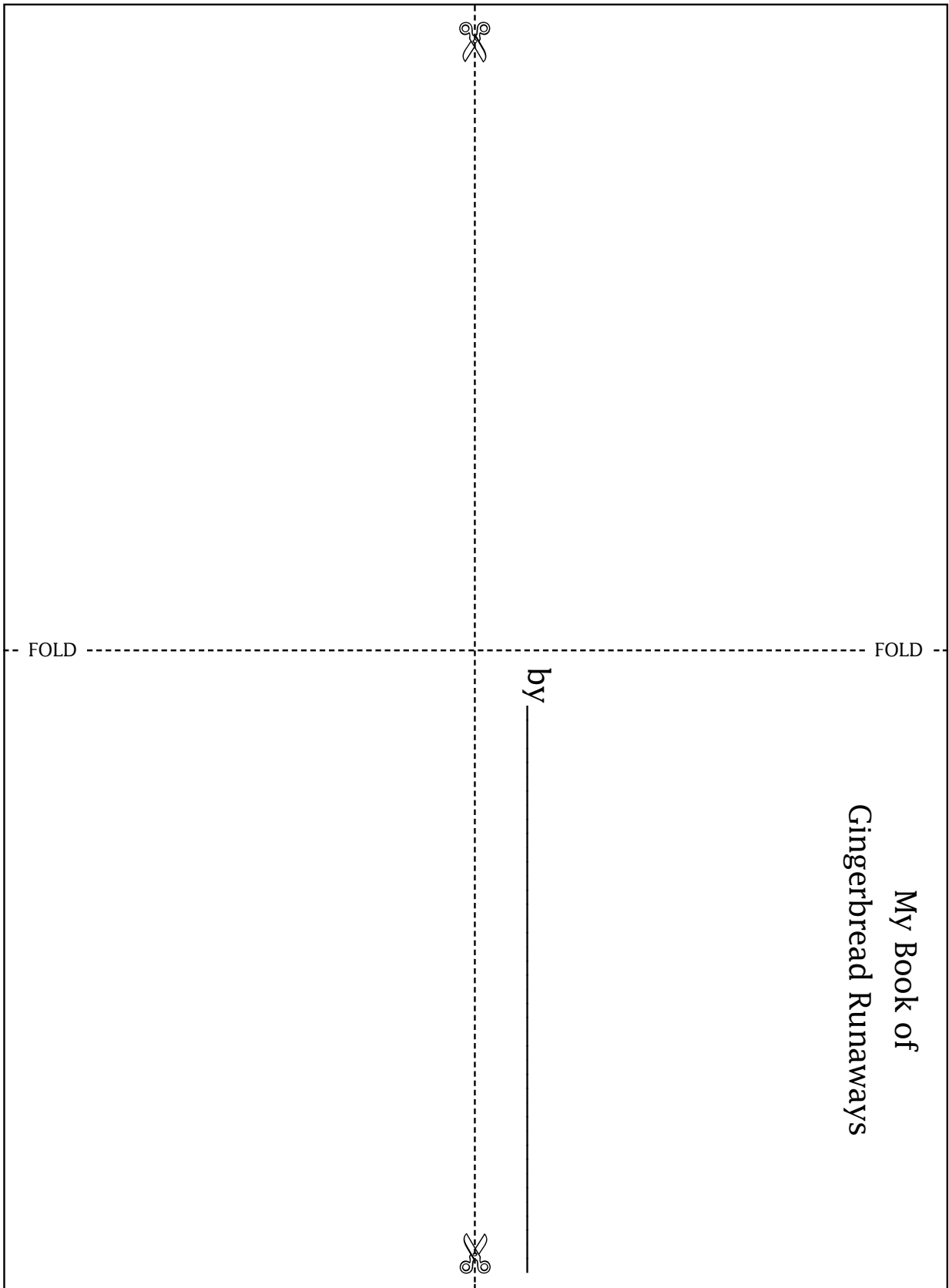
Who runs away? _____

Why? _____

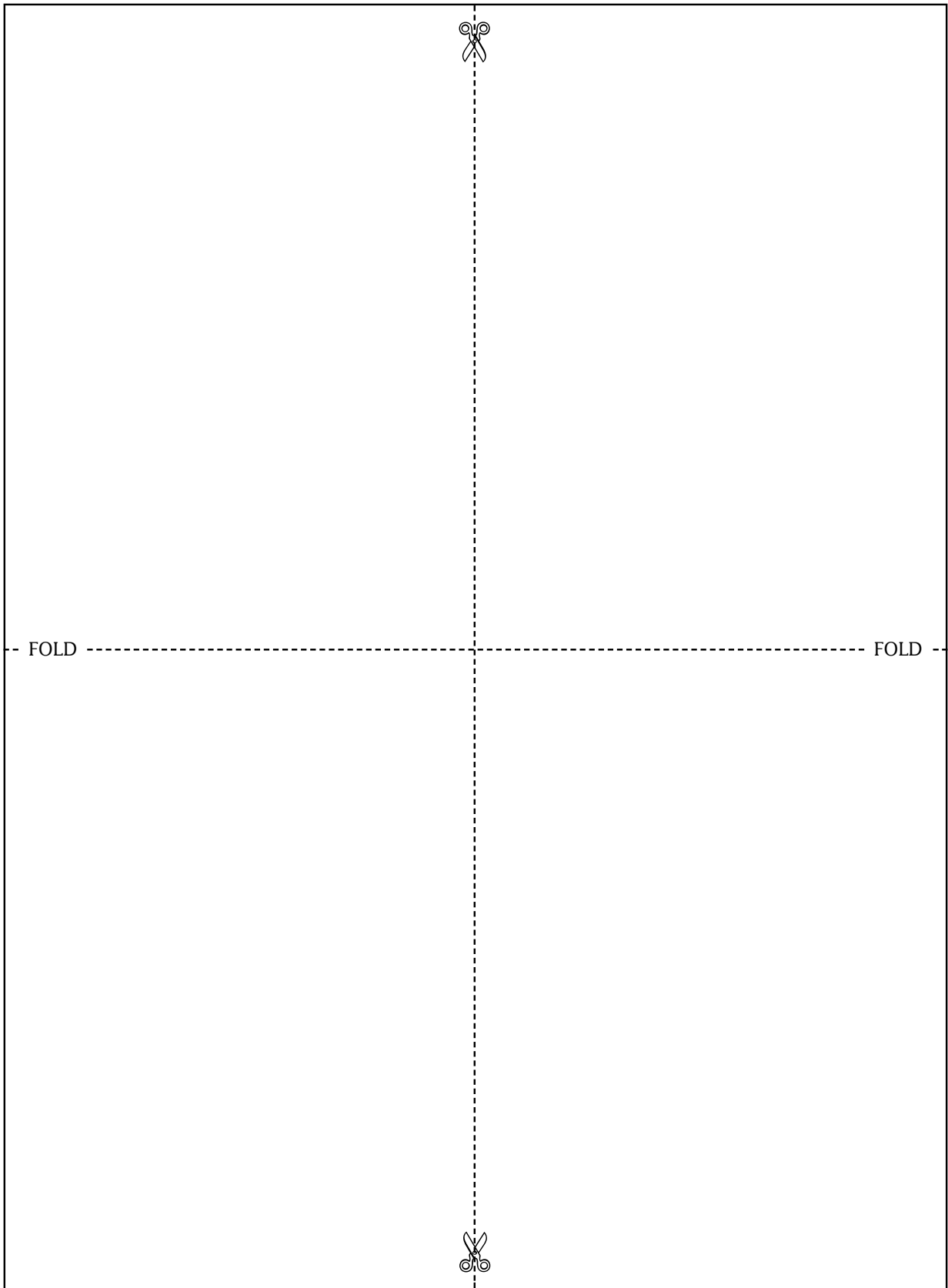
Where does he or she go? _____

What happens? _____

Teacher: Each time you read aloud a runaway story, give one sheet to each child. Discuss the story and help children see its structure. Have children write or draw their answers. Model a large version on newsprint paper. Have children share the story with their families.



Teacher: To make "My Book of Gingerbread Runaways," enlarge and copy this template on either 8½" x 11" or 11" x 17" paper. Fold the sheet of paper vertically as indicated and cut along the dotted line. Insert the blank pages into the front and back covers to make an eight-page book. Have children write and illustrate their stories. If you wish to make a larger book, a blank book form is provided on page 50.





Name _____

The Runaway T-Chart

Title _____

Author _____

Characters

Setting

What happens?

Ending

Title _____

Author _____

Characters

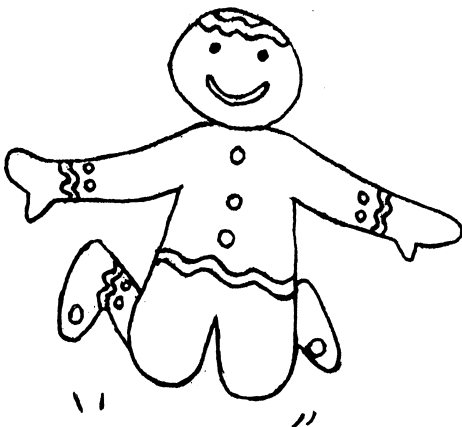
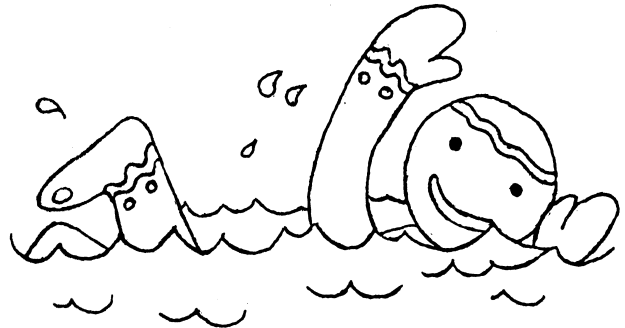
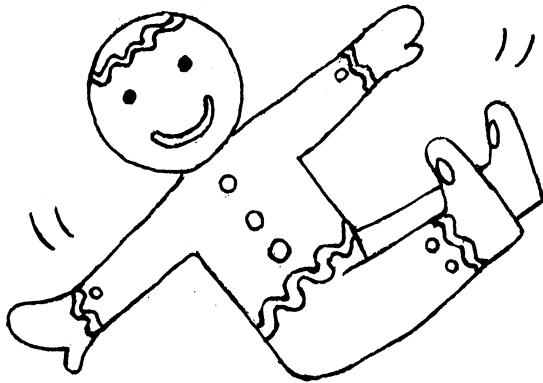
Setting

What happens?

Ending



Gingerbread Action Cards



Teacher: Cut apart and use these pictures to talk about verbs as words that show action. Ask children what the gingerbread man is doing on each card. Can they tell you when the gingerbread man did that in a story? Talk about and pantomime these action words and other action words. Make similar cards for other stories. Cut out the Word Cards on page 53 also.



Gingerbread Action Word Cards

run

crawl

swim

fall

walk

jump



Games for December

Runaway Stories

Runaway Concentration

Select eight stories about characters who run away from the December book list or other sources. Choose a drawing from each of the eight books. Copy each drawing twice. (Remember to research copyright and permissions before copying illustrations from a book.) Glue each drawing to a 5" x 5" sheet of cardstock and laminate it to extend the life of the cards. Lay the game out in four rows of four cards. Play proceeds as in a regular concentration game. Bonus points can be given to children who can identify which story the pictures are from.

Run, Run As Fast As You Can

Have children sit in a circle. Choose one child to sit in the center of the circle with

his or her eyes closed. The child sitting in the circle calls out, "I'm the fox! Run, run as fast as you can, Gingerbread Man, run away!" The "Gingerbread Man" (a child picked from the circle while the child in the center's eyes were closed) gets up and runs around the outside of the circle. The child who was in the center follows through the opening the Gingerbread Man left. Play continues as it would if playing Duck, Duck, Goose.

Hide and Seek Using the Gingerbread Runaway Theme

Play this game using the traditional rules of Hide and Seek except have it involve some role-playing. Have all players be gingerbread runaways, except one, who will play the role of the fox.



Poems, Fingerplays, Songs, and Chants for Runaway Stories

“Catch a Little Rhyme”

from *Catch a Little Rhyme*
Written by Eve Merriam

Read this poem to the children as you work through the Runaway unit. The sound of the words is more than enough to entice children into the world of poetry.

“Missing”

by A. A. Milne
from *Piping Down the Valleys Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

Here’s another take on the “runaway” theme. Just like the Gingerbread Boy, the mouse in this poem jumps out of the box and runs away. Author A. A. Milne uses the rhyming of words and familiar references to once again conjure up images of a runaway.

“Harriet Tubman”

by Eloise Greenfield
from *Pass It On*
Compiled by Wade Hudson
Illustrated by Floyd Carter

This poem shares the legacy and the spirit of the African American culture.

“Ten Little Farmer Boys”

Adapted from *St. Nicholas Magazine*
from *Rhymes for Fingers and Flannelboards*
By Louise Binder Scott

This enchanting fingerplay represents the essence of the “runaway” theme, as one-by-one the number of boys diminishes.



Authors' Favorite Books

The Cajun Gingerbread Boy
Berthe Amoss

The Clever Apple Pie
Ken Raney

Cynthia and the Runaway Gazebo
Elsa Marston

The Gingerbread Boy
Paul Galdone

The Gingerbread Boy
Scott Cook (illustrator)

The Gingerbread Boy
David Cutts

The Gingerbread Boy
Sue Kassirer

The Gingerbread Doll
Susan Tews

The Gingerbread Man
Eric Kimmel

The Gingerbread Man: In Signed English
Michelle A. Herx

*The Gingerbread Man: An Old English
Folktale*
John Rowe

*It's a Gingerbread House: Bake It, Build It,
Eat It!*
Vera Williams

Journey Cake, Ho!
Ruth Sawyer

The Molasses Flood
Blair Lent

The Red Ball
Joanna Yardley

Runaway Bunny
Margaret Wise Brown

The Runaway Pancake
P. C. Asbjornsen

Snipp, Snapp, Snurr and the Gingerbread
Maj Lindman

The Stinky Cheese Man
Jon Scieszka

Two Cool Cows
Toby Speed

Who's In My Gingerbread House?
Christopher Santoro



January Soup

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for January: ***How can we use soup to discover more about nutrition and ingredients?***

Use of Blackline Masters and Stories for January

- Use the **Daily Food Pyramid** (page 62) to open the unit.
- Have children decorate the **Soup Bowl Pattern** (page 63).
- Read aloud *Stone Soup* by Marcia Brown.
- Send home the **Letter to Parents** (page 64) asking them for contributions for the Stone Soup project.
- Have each child draw what he or she brought for Stone Soup project on **My Contribution** (page 65). Play Stone Soup (page 72).
- Send home the second letter to parents requesting a recipe.
- Read aloud *Growing Vegetable Soup* by Lois Ehlert.
- Make a **Soup Recipe Book** (page 67) with the class.
- Use the **Story Map** (page 68) to help children retell *Stone Soup*.
- Read *Caps for Sale* by Esphyr Slobodkina Schildkraut. Brainstorm ideas with the class using the **Graphic Organizer** (page 69). Create a parallel story to *Caps for Sale*.

Vocabulary Words

spoon, bowl, van, box, packet, cup, ladle, stockpot, lunch, dinner, sandwich, salad, hot, warm



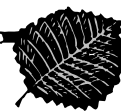
January Framework

Musical-Rhythmic



- Fill clean empty soup cans with varying amounts of water. Strike each can with a soup spoon to hear different sounds and create different rhythms.
- Use poems, fingerplays, songs, and chants about soup (page 73) to introduce various rhythms.

Naturalist



- *Using the **Daily Food Pyramid** (page 62), categorize ingredients of soups. Talk about how much of each type of food is best to eat for a healthy diet. Relate this information to the shape of the pyramid.
- Sort and classify tools used to make soup (can opener, spoon, pot, bowl, and so forth).
- Sort and classify tools a gardener would use to grow vegetables for vegetable soup, for example, rake, hoe, trowel, and shovel.

Verbal-Linguistic



- *Make a **Soup Recipe Book** (page 67), including children's family recipes. Make a list of the names of soup or recipes brought in for the recipe book. Put them in alphabetical order. Accept and write any contribution, such as Momma's soup, for the letter *M*.
- *Complete the **Story Map** (page 68) after reading *Stone Soup* by Marcia Brown.
- *Create a spin-off of *Caps for Sale* called "Soups for Sale."
- Play Name That Soup! (page 72).
- Write and review a vocabulary list of words associated with soup.
- Brainstorm a list of imaginary flavors of soup.
- Share gardening experiences.
- Write an acrostic poem for each child's favorite kind of soup.

Visual-Spatial



- *Create a **Soup Recipe Book** (page 67).
- *Make a **Story Map** (page 68) to show the life of a vegetable that ends up in soup.
- Play Soup Concentration (page 72).
- Make an advertisement to sell a new kind of magical soup.
- Make potato block prints.
- Make a pinch pot with clay or play dough to "hold" imaginary soup. (Note: children should not use this for food unless material is declared "safe".)

Key Question

How can we use soup to discover more about nutrition and ingredients?

Select some of these activities to help develop each of the intelligences in your children.

Intrapersonal



- Write a journal entry about how eating and/or making soup makes us feel.
- Create an “If I were a soup . . .” log. Have children write an entry about what kind of soup they would like to be and why.

Interpersonal



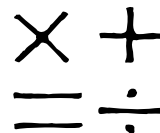
- *Make a ***Soup Recipe Book*** (page 67). Discuss the origin of the recipe and any pertinent family history the recipe project may reveal. Have children paraphrase how the recipe is made.
- *Make Stone Soup.
- Make soup for a soup kitchen.
- Work together to collect soup labels to raise funds for computers.
- In a group, research the origin of different soups (for example, egg drop soup is from China). Discuss what we know about these different countries and cultures.
- Play The Soup Game (pages 70–71).

Bodily-Kinesthetic



- Cook, or pretend to cook, different kinds of soup, following the idea in *Stone Soup*.
- Have children play Soup Concentration (page 72) using soup labels.
- Have the class conduct a blind soup taste test featuring the five senses.
- Have children dramatize the story *Growing Vegetable Soup* by Lois Ehlert.
- Have children pretend they are a tiny seed growing into a plant that will become a part of vegetable soup.
- Have children play charades to guess different kinds of soup.

Logical-Mathematical



- *Graph favorite kinds of soup using the ***Soup Bowl Pattern*** (page 63).
- Graph and sort different kinds of soup containers (can, packet, box, cup).
- Play The Soup Game (gameboard and cards included) (pages 70–71).
- Introduce geometric shapes, emphasizing the cylinder (soup can).
- Arrange soup cans and bowls by size.
- Set up a soup store using play money.
- Collect containers that could hold soup and using sand or water, estimate how many small containers could fill a big container.



Sample Unit

Soup

We did this unit the second week in January in a half-day kindergarten class for one week. Send home the Parent Letter a week or two before you begin the unit so that by the time you are ready to begin, you will have the soup cans you need.

Day One

Circle Time: Share, do calendar, and so forth. Collect the various kinds of soups children have brought in. Display on a table or a counter.

Use the **Daily Food Pyramid** (page 62) to open the unit with a discussion of soup, to categorize ingredients, and to talk about how much of each type of food is best to eat for a healthy diet.

Brainstorm with the class a list of the different kinds of soup brought in. Have children choose their favorite kind of soup. Have children color or paint the **Soup Bowl Pattern** (page 63) to represent their favorite kind of soup. Create a graph on large paper. Write a list of the names of soups brought to class along the bottom. Have each child place the decorated bowl pattern above his or her favorite kind of soup. Talk about which kind of soup the most children liked. Which kind of soup was the least liked? Did any two soups have an equal number of children choosing them as their favorites?

- **Reading/Writing Workshop:** Hold up the cover of *Growing Vegetable Soup* (Ehlert). Use a big book version if one is available. Ask children to guess what this story might be about. Ask them how they know. What do they think the title says? Read the story.

Talk about the ingredients used and how the soup is made. Dramatize the story as a group.

- **Project:** Send home the **Soup Recipe** (page 66) so children will have recipes to contribute to the **Soup Recipe Book** the class will be making.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Science:** Reread *Growing Vegetable Soup*. Use the **Daily Food Pyramid** (page 62) to categorize the ingredients. Break children into small groups and prepare some of these types of seeds to grow in the classroom.
- **Opportunities Time:** Create a **Soup Recipe Book** (page 77) with the recipes brought in from home. Talk about what it feels like to be a contributor to this book, and how each child should take pride in what he or she has contributed. Have children talk about where each recipe is from, and have each child paraphrase how to make the recipe he or she brought in. Ask children to share their experiences of getting the recipe written down.
- **Project:** Collect the soup recipes, arrange them in alphabetical order by name of the soup and add the **Soup Recipe Book** cover (page 67). Staple it alongside to bind it. If it is too thick for stapling, punch two holes in the left hand side and bind the book together with two pieces of yarn.

Play: Soup Relay (page 72)

Day Three

Circle Time: Share, do calendar, and so forth.

- **Math:** Create a human graph by having children form lines according to the type of soup containers they brought in from home. Which kind of container is the most popular? Which the least popular?

Introduce the concept of geometric shapes, emphasizing the cylindrical shape of the cans and containers. Then set up a soup store using these products. Have children price their soup and other tools, such as bowls, spoons, and ladles.

Talk about the different roles people play in a store. Have children choose different roles for themselves. Have the sellers talk about the soups and tools they are selling, and have the buyers ask questions about what they are buying. Give children a small amount of play money and have them purchase things from the store.

- **Read Aloud:** *Stone Soup* by Marcia Brown (or any other version you can find)
- **Reading/Writing Workshop:** Use the **Story Map** (page 68) to help children retell the story of *Stone Soup*. Have each child draw what he or she brought for the **Stone Soup** project on page 65. Make stone soup with your class. Bring in a large stone for the base of the pretend soup. Play The Soup Game (pages 70–71).

Day Four

Circle Time: Share, do calendar, and so forth.

- **Math:** Allow free play in the soup store set up the day before.

- **Reading/Writing Workshop:** Read *Caps for Sale* by Esphyr Slobodkina. Brainstorm ideas with the class using the **Graphic Organizer** (page 69). Create a parallel story to *Caps for Sale* called “Soups for Sale.”

Day Five

Circle Time: Share, do calendar, and so forth.

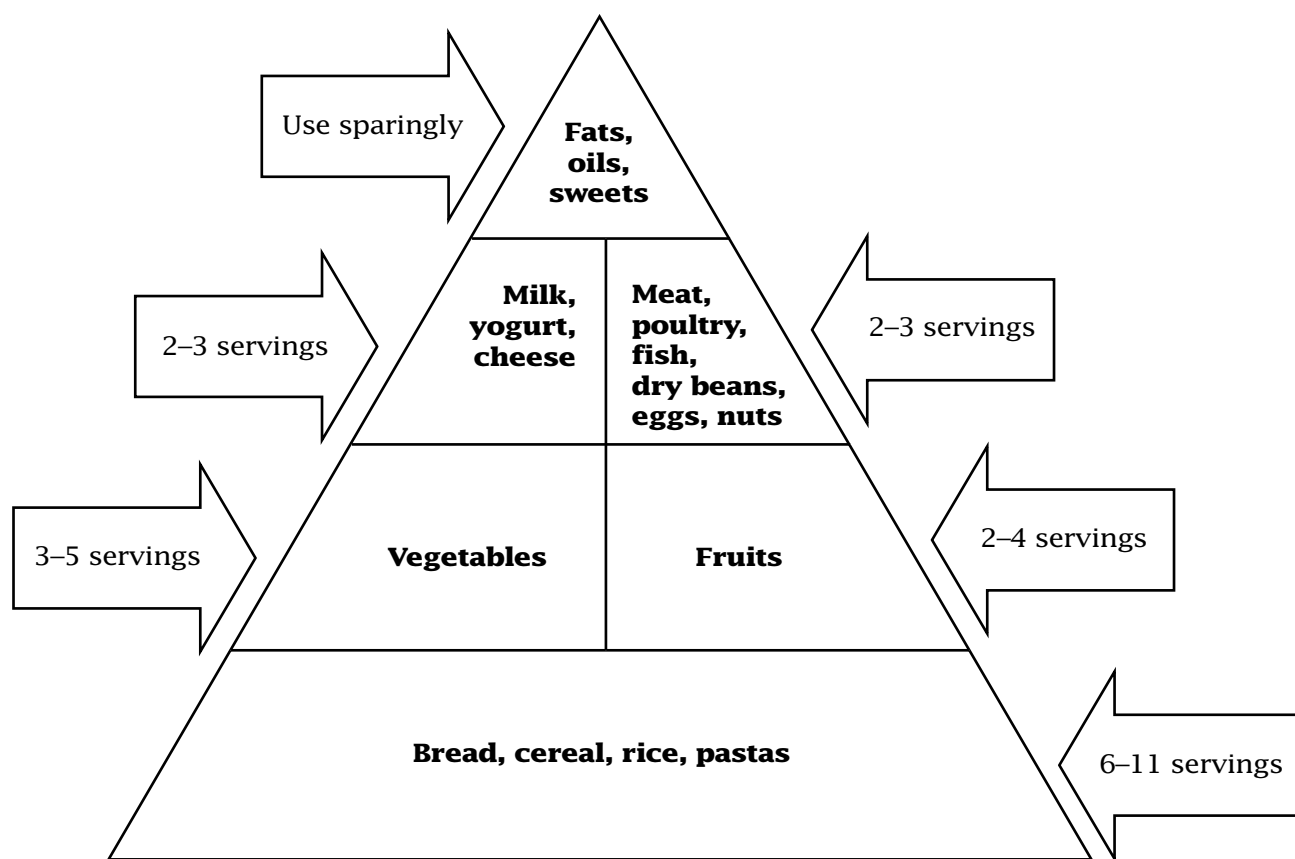
- **Music:** Fill clean, empty soup cans with varying amounts of water. Give the children a variety of spoons and ladles to hit the cans with to create tunes and rhythms. Try having children copy a sequence of sounds. Label the cans beforehand so that they can record songs they make up.
- **Science:** Sort and classify tools used to make soup (ladle, measuring cup, measuring spoons, wooden spoons, knife, potato peeler, salt and pepper shaker, pan, hot plate, and so forth). Pick different categories, such as: wooden, metal, handles, glass, electric, manual.
- **Play:** Play the games for January, including The Soup Game (gameboard and cards included) (pages 70–72), to review new-found knowledge and game-playing skills.

Additional Ideas for Soup Days

- Remove labels from cans. Glue each label to a sheet of oaktag. Use labels for the Soup Concentration Game. Store the pieces in a sandwich bag.
- Sort alphabet letters from a box of uncooked alphabet soup noodles.
- Fill the soup cans or containers (not the cardboard ones) with water. Measure or compare the amounts of water.



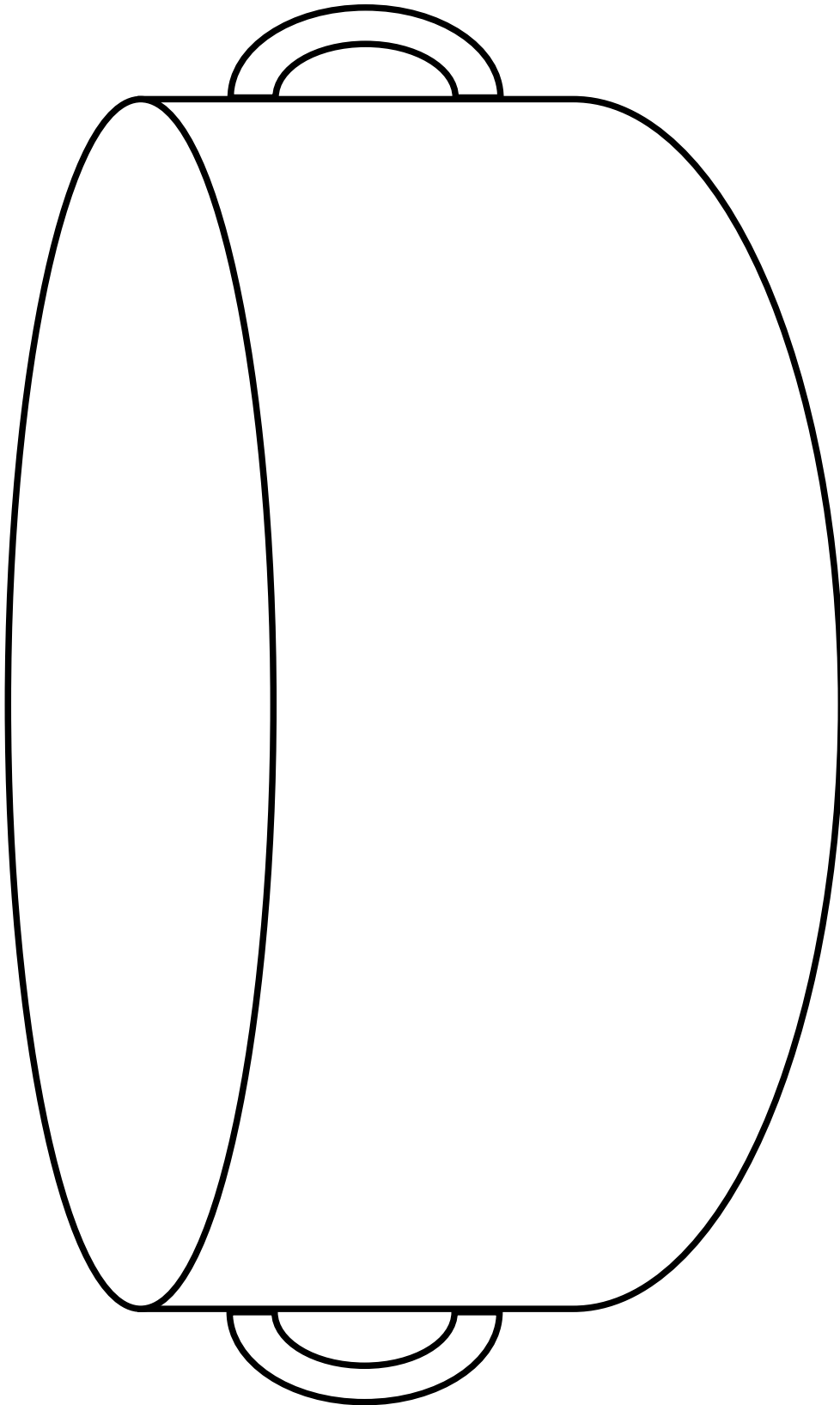
Daily Food Pyramid



Teacher: Enlarge or copy the triangle to a larger surface. Consider replacing the words with photographs or illustrations. Begin by discussing children's favorite foods, and then introduce the idea of food groups. From food groups, lead into soup. Ask, *Do any of the items from the Food Pyramid go in soup?*

Show children how the chart works. Talk about how the triangle is smaller on top, meaning we should eat less of these foods, and larger on the bottom, meaning we should eat more of these foods.

Soup Bowl Pattern



Teacher: Have children decorate and cut out this soup bowl, then use all the bowls for graphing the different soups that children bring in or graphing their favorite kinds of soup. Have children decorate the bowls with a specific theme in mind, or just let them have fun expressing themselves. Talk about color and design before beginning. Markers would be an excellent medium for this project. Children may need assistance in cutting out the bowl.

Dear Parent or Guardian,

We are about to begin a unit on soup. This unit will give your child many educational experiences in language arts, science, and math. It will provide many opportunities to find out 1) What soup is. 2) Why nutrition is important. 3) How soup is different from other kinds of food.

Please send in an empty container from any kind of soup with your child by _____. Send a can, cup, box, or packet. We will be doing a variety of activities with them. Your container will not be returned to you.

Thank you!

Dear Parent or Guardian,

We are enjoying our unit on soup. The soup unit is giving your child many educational experiences in language arts, science, and math.

After reading the delightful folktale *Stone Soup* by Marcia Brown, we would like to make our own pretend stone soup. When you have a moment, ask your child what happened in the story. He or she will probably enjoy being the storyteller for a change!

To help us dramatize this wonderful folktale, please send a vegetable that could be added to soup. While we won't actually be making soup, your contribution won't go to waste. We'll be drawing pictures of these vegetables, and watching some of them grow in our classroom.

Thank you!



My Contribution

My name is _____ .

I brought _____ for stone soup.

Here is a picture of it.



RECIPE FOR _____ SOUP

From the kitchen of _____ who is my _____
(name) (relationship)

Dear Family: Our class is going to make a Soup Recipe Book. Will you help me select a simple family soup recipe for the book? Will you help me put it on this page? It can be handwritten, typed, or photocopied. Is there a story behind the origin of the recipe that you could share? When everyone brings his or her page back, our teacher will make a book. Everyone will get a turn to take the Soup Recipe Book home for a night. It is important for all of us to participate in group projects so that we become responsible members of our classroom community. Thank you for helping me with this project!



SOUP RECIPE BOOK



The BEST soup recipes in the WORLD!

from

(teacher's name)

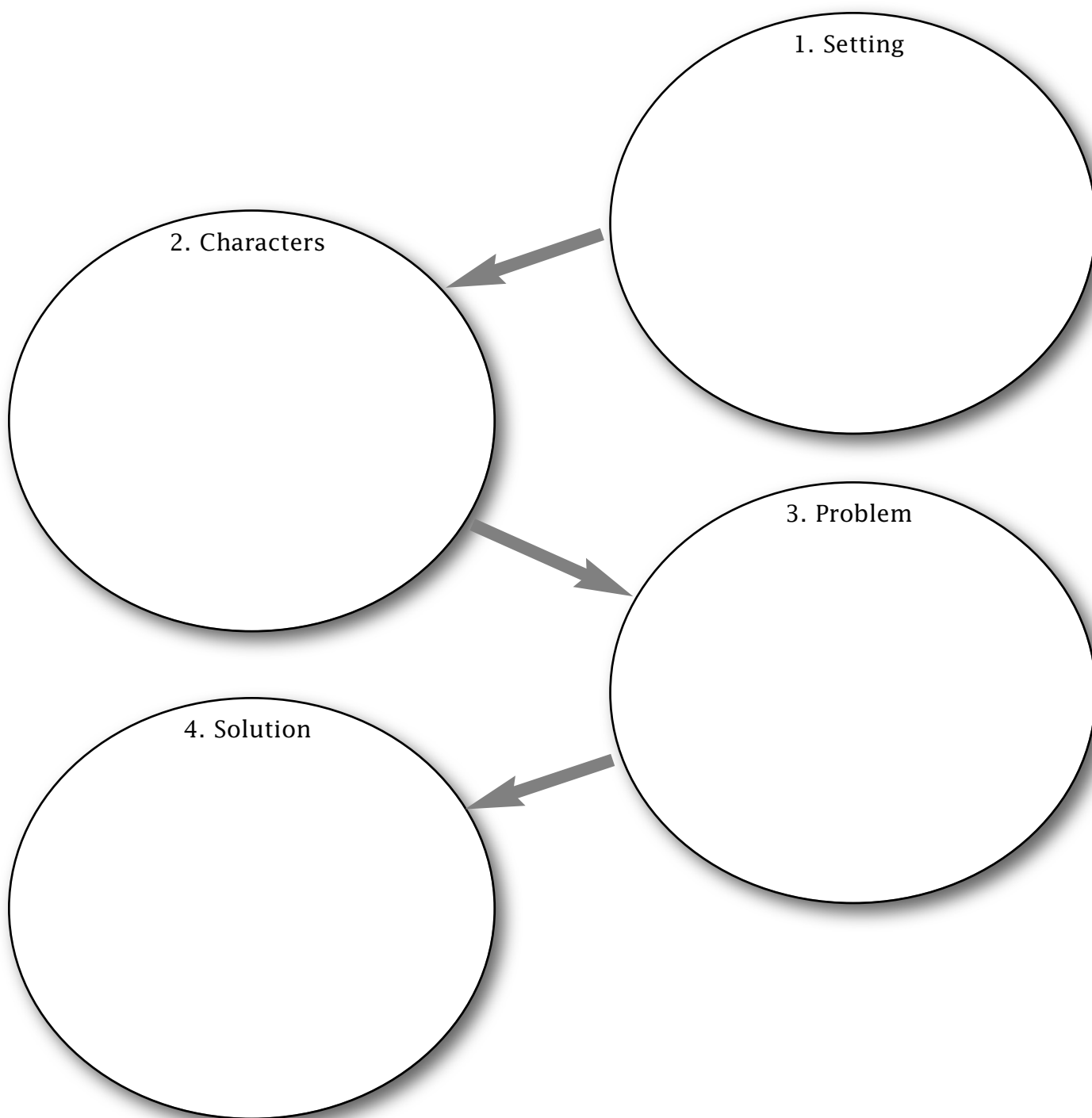
Class

(name of school)

month/day/year



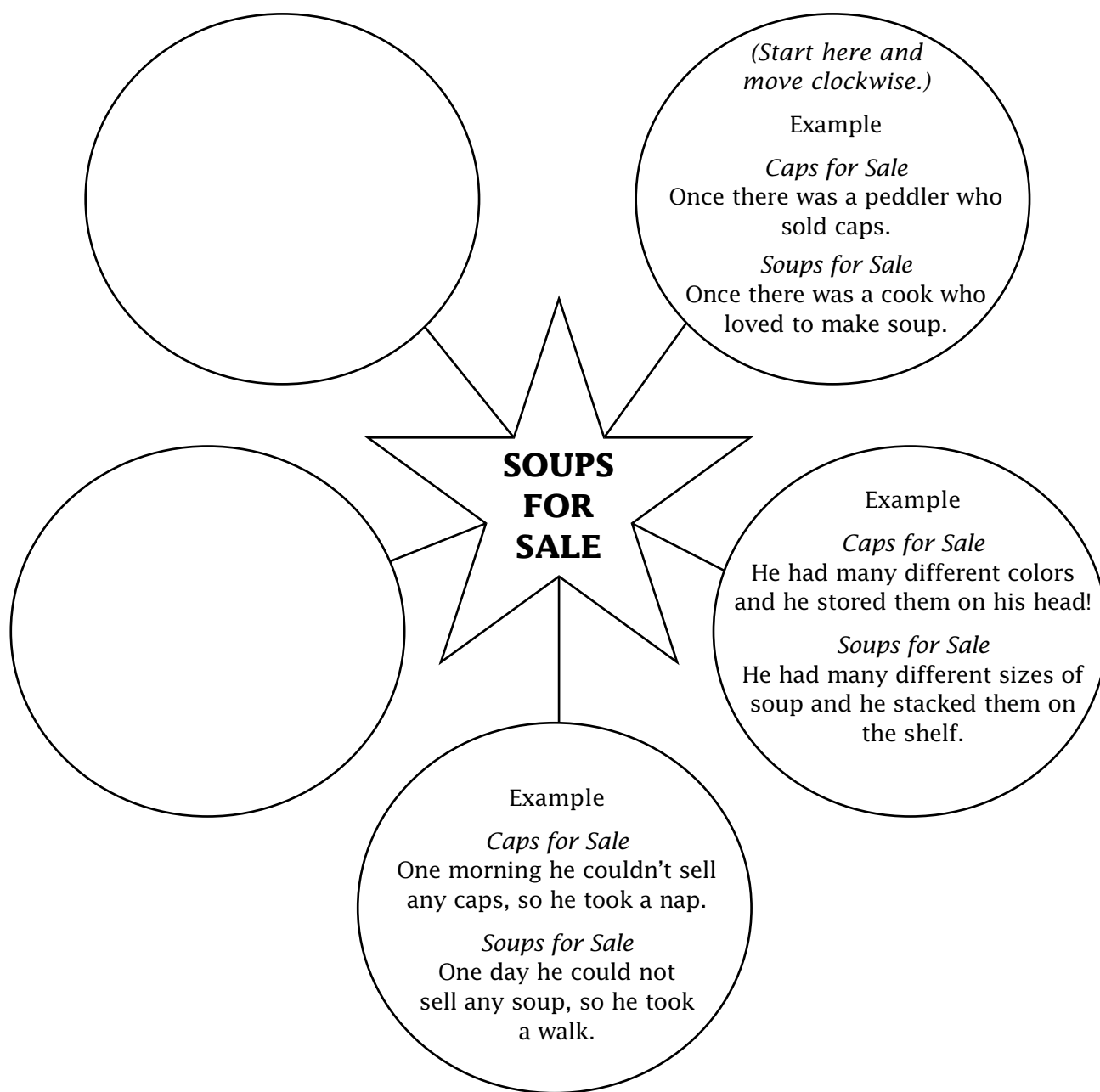
Story Map



Teacher: Use this story map with *Stone Soup* or any other story to discuss the elements of a story, such as setting, characters, problem, and solution. Engage children by writing down their responses.



Graphic Organizer



Teacher: Use this graphic organizer as a model to create a spin-off story. A spin-off is something written in the same pattern or format as another story, but using a different set of characters or actions. You and the children might write a story parallel to *Caps for Sale* by Slobodkina called *Soups for Sale*. After reading *Caps for Sale*, have a class discussion about the story so the children understand the original story. For the new story, *Soups for Sale*, have children brainstorm similar situations. (See examples in some of the circles on the Graphic Organizer.) Enlarge and copy the organizer onto a chalkboard or flip chart so children can watch as you record their ideas. This process of clustering will increase vocabulary and help children improve their writing.



The Soup Game

Game Cards and Instructions

Teacher: Photocopy and then cut apart these squares to create game cards. Write your own questions in the squares to suit your current curricula. For example: Name one food group.

(logical-mathematical sample card)



How many potatoes are in this picture?

(verbal-linguistic sample card)



What is a ladle?

Instructions

Object: The object of this game is for 2 to 4 players to have fun on their way to the soup bowl at the finish line while they review skills you have written onto the game cards.

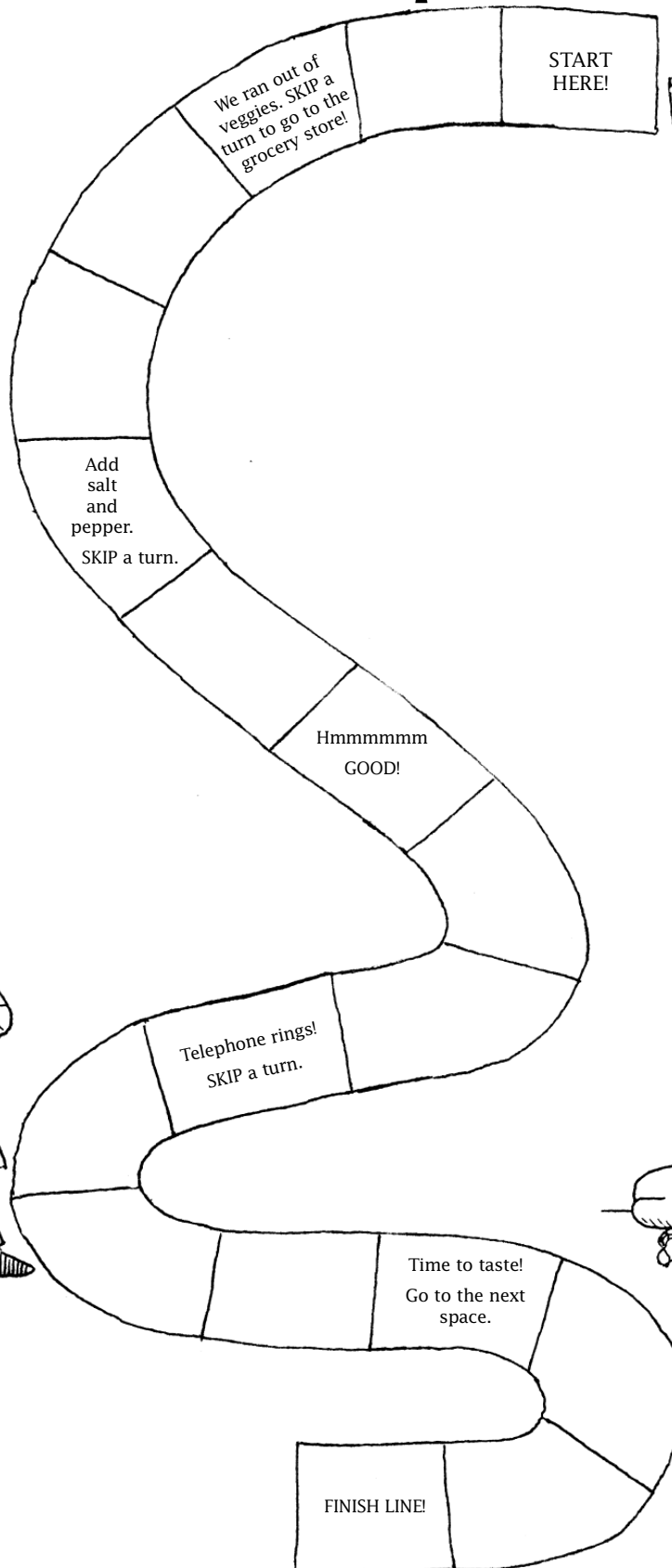
Rules: Roll one die to determine who starts the game. (High number starts.) Children may use buttons or other markers to move along the board. Turns are taken in a clockwise direction. Each turn begins by having the player pick the top card from the card pile. If he or she answers the question correctly, he or she rolls the die and moves accordingly, following any instructions given on the game path. The next person now takes his or her turn. The game continues until one player reaches the bowl of soup at the finish line and wins. For large scale play, enlarge this game board to a floor-size board game where children use themselves as markers as they play.



The Soup Game



PLACE
CARDS
HERE.





Games for January

Soup

Soup Relay

Select two empty cans of soup. Ask children to form two lines. Begin the relay by having the first child in each line pass the empty can over his or her head into the hands of the next child until the can gets to the end of the line. The last child walks quickly with the can to the front of the line and begins passing the soup can over his or her head. When the child who was originally in front of the line returns to the front, the relay is over and that team is the winner.

Soup Concentration

This is a game of Concentration designed for two players. Carefully remove labels from 16 soup cans (use two cans of eight different kinds of soup). It will be easiest if you use the same brand of soup so that the labels will be the same size. Glue each label to a square of cardstock or construction paper. Use squares which are all the same size and color to prevent being able to tell one from another when the cards are face down. Laminate the cards, if possible.

Lay the cards out in a 4" x 4" square. Players take turns overturning two cards. If a player turns over matching cards, he or she takes the pair. He or she then gets another turn. The game is over when all the cards have been paired up. The player with the most pairs wins.

Name That Soup!

Brainstorm a list of kinds of soup, such as tomato, vegetable, chicken, and so forth. Write the name of each kind of soup on a separate index card. Divide the class into two groups. Have a member of one group select a card. Then ask that group to give the other group one hint as to the kind of soup it selected. Children try to guess what soup the other group has selected!

Example: *We are thinking of a soup that has many colors.* (Answer: vegetable soup)

Stone Soup

Glue one picture of a vegetable or soup ingredient per child to a square of construction paper. Draw dots on the back of each piece, varying the number of dots from one to six (corresponding to the sides of a die). Have the children sit in a circle around a stockpot. Place a large stone in the stock pot to serve as the beginning ingredient in Stone Soup. Have children take turns rolling the die and calling out the number rolled. Any child who has the corresponding number on the back of his or her ingredient card, calls out the name of the vegetable he or she has, and places it in the stockpot to make "stone soup." The last children to be called to place their ingredients in the stockpot are the winners.



Poems, Fingerplays, Songs and Chants

For Soup

"One Potato, Two Potato"

One Potato, Two Potato,
Three Potato, Four,
Five Potato, Six Potato,
Seven Potato, More!

"Who Stole the Soup from the Soup Can?"

Who stole the soup from the soup can?

_____ stole the soup from the soup can.

Who me?

Yes, you!

Couldn't be.

Then, who?

_____ stole the soup from the soup can.

Etc.

"S-O-U-P"

To the tune of "Row Row Row Your Boat")

S-O-U-P

What do I see?

Orange carrots, red tomatoes

And finely chopped potatoes.

*When singing the **S-O-U-P Song**, children can call out what they "see" in their favorite soup.*

"Soup Song"

(To the tune of the "Oscar Mayer Wiener Theme Song")

Oh, I wish I were a bowl of _____ soup.

That is what I'd really love to be.

'Cause if I were a bowl of _____ soup,

Everyone would take a spoon of me!

*When singing the **Soup Song**, children can call out the kind of soup they would like to be.*

"Soup Chant" (spin off from *Caps for Sale*)

Children, Children

Children, children

In the room,

Throw (color) vegetables

Down to me!

*When chanting the **Soup Chant**, children may call out vegetables of that color. Make a list of vegetables by color. Illustrate and sort them later.*

"Soup's Hot!"

Soup's hot,

Soup's cold.

Grab a bowl and take a hold.

Give me an S.

Give me an O.

Give me a U.

Give me a P.

What does it spell?

SOUP!

"Turtle Soup"

by Lewis Carroll

From *The Random House*

Book of Poetry for

Children

Selected by Jack Prelutsky

Illustrated by Arnold Lobel

"The Story of Augustus Who Would Not Have Any Soup"

by Heinrich Hoffmann

from *The Random House*

Book of Poetry for

Children

Selected by Jack Prelutsky

Illustrated by Arnold Lobel

"You Must Never Bathe in an Irish Stew"

by Spike Milligan

from *The Random House*

Book of Poetry for

Children

Selected by Jack Prelutsky

Illustrated by Arnold Lobel

"Five Senses"

(sung to "If You're Happy and You Know It")

by Meish Goldish

from *101 Science Poems &*

Songs For Young Learners

By Meish Goldish

"Counting Senses"

by Risa Jordan

from *A Poem A Day*

Selected by Helen H. Moore

"Seven Days of Supper"

by Deborah Schecter

from *A Poem A Day*

By Helen H. Moore

"Pizza Pizzazz"

by Liza Charlesworth

from *A Poem A Day*

Selected by Helen H. Moore



Authors' Favorite Books

Alphabet Soup

Kate Banks

Alphabet Soup: A Feast of Letters

Scott Gustafson

Always My Dad (Apple Soup Book)

Sharon Dennis Wyeth

Boy Soup: Or When the Giant Caught Cold

Loris Lesynski

Button Soup

Doris Orgel

Caps for Sale

Esphyr Slobodkina Schildkraut

Chicken Soup, Boots

Maira Kalman

Chicken Soup for Little Souls

Lisa McCourt

Chicken Soup with Rice

Maurice Sendak

Doodle Soup (Poems)

John Ciardi

Dumpling Soup

Jama Kim Rattigan

Garfield Alphabet Soup

Jim Davis

A Good Soup Attracts Chairs

Fran Osseo-Asare

Growing Vegetable Soup

Lois Ehlert

Insect Soup: Bug Poems

Barry L. Polisar

Mean Soup

Betsy Everitt

Monster Soup: and Other Spooky Poems

Dilys Evans

The Mouse and the Potato

Retold by Thomas Berger and Carla Grillis

Mouse Soup

Arnold Lobel

Picture Soup (Shape Books)

Mercer Mayer

Pretend Soup and Other Real Recipes

Mollie Katzen

Sip, Slurp, Soup, Soup—Caldo, Caldo, Caldo

Diane Gonzales Bertrand

Soap Soup, and Other Verses

Karla Kuskin

Spectacular Stone Soup

Patricia Reilly Giff

Stone Soup

Marcia Brown

This Year's Garden

Cynthia Rylant

Tiger Soup

Frances Temple

Turnip Soup

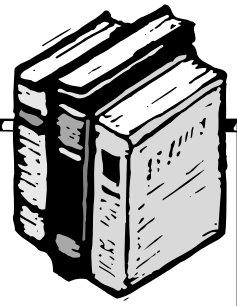
Lynne Born Myers

Uncle Willie and the Soup Kitchen

DyAnne DiSalvo-Ryan

Watch Out for Chicken Feet in Your Soup

Tomie dePaola



February Authors

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for February: ***What does an author do?***

Use of Blackline Masters and Stories for February

Ezra Jack Keats

- Read aloud *Goggles* by Ezra Jack Keats.
- Use **Storyboard Squares** (page 80) to help children understand the different parts of a story and their sequence.
- Use the **Story Chart** (page 81) to teach setting.

Eric Carle

- Read aloud *The Very Hungry Caterpillar* by Eric Carle.
- Work as a class to create a unique version of this story.
- Read aloud *The Very Lonely Firefly* by Eric Carle.
- Use **Help the Lonely Firefly** (page 85) to create a classroom bulletin board. Use this story to talk about the feeling of belonging.

Leo Lionni

- Read aloud *Frederick* by Leo Lionni.
- Use **Cookie Mice** (page 88) to help talk about the characters from Leo Lionni's stories.
- Use **Who Wants to Be an Author?** (page 89) to have children develop as writers.

Vocabulary Words

character, setting, title, book, author, illustrator



February Framework

Ezra Jack Keats

Musical-Rhythmic



- *The Snowy Day*
Read aloud poetry about snow.
- *Whistle for Willie*
Have the class experiment with sounds made by different kinds of whistles, including different whistling sounds made by humans.

Naturalist



- *The Snowy Day*
Make observations about snow. How does it look? smell? feel? taste? sound? Many of Keats's books take place outdoors, so take children outside if you can and ask them for their observations. Do any of Keats's stories come to mind because of the weather or location?
- *Over in the Meadow*
Take a field trip to a meadow.

Verbal-Linguistic



- *Use the **Story Chart** (page 81) to list Ezra Jack Keats' books and compare the settings of several books. Have children draw conclusions.
- *Over in the Meadow*
Make a big book with pairs of children reading and illustrating a verse/page.
- *The Snowy Day*
Help children find simple base words and their endings (there are 24); do the same activity with compound words (there are 9 of them).
- *Peter's Chair*
Use this story to find -ed endings and possessives with your class.

Visual-Spatial



- *Whistle for Willie*
Have each child draw a picture of something that used to be difficult for him or her to do but that he or she can do now.
- *Over in the Meadow*
Have the class work together to use construction paper to illustrate the animals in a big book. Use watercolors to illustrate the rest of the page.
- *Dreams*
Ask each child to make a finger painting to illustrate a window.
- *Regards to the Man in the Moon*
Have children work with partners to create spacecrafts out of recyclable junk. Have children make a mural of space as a backdrop.

Key Question:

What does an author do?

Select some of these activities to help develop each of the intelligences in your children.

Intrapersonal



- *Dreams*
Have each child create a “dream” journal.
- *Regards to the Man in the Moon*
Have children write a journal entry titled “How I Use My Imagination.”

Interpersonal



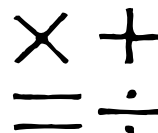
- *Over in the Meadow*
Work together to create a display of things found in meadows.
- *The Snowy Day*
Compile a classroom notebook of winter poems; work together to choose favorite poems and to write new poems.

Bodily-Kinesthetic



- *Whistle for Willie*
Go outside and have the class “twirl” around like Peter did in the story. Then have children trace their paths with pieces of chalk like Peter did.
- *The Snowy Day*
Walk around in the snow making footprints like Peter did. Trail a stick and see what it looks like after the class has roamed over a section of ground.

Logical-Mathematical



- *Whistle for Willie*
Make a classroom graph of favorite books by Ezra Jack Keats.
Graph which of the books that characterize Peter is the class favorite.



Sample Unit

Ezra Jack Keats

Note: An author study helps primary children understand that authors often write in a certain style. You may choose to focus on one author for a month, or you may focus on several authors during one-week mini-units. The following plan may be adapted to either method. We have provided just one sample unit as it can be easily adapted to feature any author.

Day One

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *The Snowy Day* by Ezra Jack Keats
- **Reading/Writing Workshop:** Discuss the story. Ask children if they know the author's name. Explain that he has written many books and that we will be reading several of them. Put children in groups of three or four and give each group a copy of *The Snowy Day*. Ask groups to go through the book and find words that end in -s, -es, -ed, and -ing. Have children list the words and underline the base words.
- **Project:** Make a class list of base words and endings.
- **Poetry:** "A Snowman's Resolution" by Aileen Fisher

Day Two

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Goggles* by Ezra Jack Keats
- **Reading/Writing Workshop:** Discuss the story *Goggles*. Ask children if they remember the author's name. Use **Storyboard Squares** (page 80) to help children understand the different parts of a story as well as sequence.
- **Opportunities Time:** Introduce the idea of writing a fan letter to the author.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Peter's Chair* by Ezra Jack Keats
- **Reading/Writing Workshop:** Discuss the story *Peter's Chair*. Use the **Story Chart** (page 81) to discuss setting.
- **Opportunities Time:** Introduce and play ***Peter's Chair*** (page 90).
- **Projects:** Ask children to create graphs related to the three Peter books. Poll the class by asking questions, such as *Which book is your favorite? Who is your favorite character?*

Day Four

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Regards to the Man in the Moon* by Ezra Jack Keats.
- **Reading/Writing Workshop:** Discuss the story *Regards to the Man in the Moon*.
- **Projects:** Help children work with partners to make spacecrafts from recyclable materials.
- **Poetry:** Read "Over In the Meadow" (traditional)

Day Five

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Dreams* by Ezra Jack Keats
- **Reading/Writing Workshop:** Discuss the story. Ask children to make journal entries about their dreams.
- **Opportunities Time:** Use the **Story Chart** (page 81) to discuss the characters from three different Keats stories. Ask children to draw conclusions and make predictions about other possible characters that might fit in a Keats story.



Storyboard Squares

Teacher: Use this storyboard to help children understand story sequence. Enlarge the boxes and make enough copies for future use. Cut apart the squares. Select a story to read aloud to the class. Beforehand, select six key sentences that move the plot along, and write one sentence in each box. Scramble the boxes and set them aside. Read the story aloud. Stop during the story to ask questions, such as *How did the story begin? Then what happened? How did the story end?* Talk about how it is important to tell a story in the right order. Working in small groups, ask children to reorder the boxes. Then have them retell the story, using the cards as their guide. After the groups have finished, lay one set of the cards out on a table or board. Ask volunteers to point to the beginning and ending of the story. Ask questions such as: *What was happening in a particular square. Why was this part of the story important to how the story turned out? Would the story have been as good if it had been told in a different order?*

Story Chart

Story Title				
Where does the story take place?				
What does that place look like?				

Teacher: Enlarge and use this Story Chart to compare three stories by Ezra Jack Keats or any other author you choose. Focus on setting. Encourage children to give details of each setting. Ask questions, such as *Do the places have anything in common? Are the stories set in the country more often than in the city?*





February Framework

Eric Carle

Musical-Rhythmic



- Have children write a song or a rap about one of the characters.
- Have the class make sounds like those you might hear from characters in Eric Carle's books (caterpillars, bears, crickets, and so forth).

Visual-Spatial



- *The Very Hungry Caterpillar*
Cut flannelboard pieces corresponding to the illustrations in the story.
- *Do You Want to Be My Friend?*
Have children, working in pairs, draw a picture of each other.
- *The Very Lonely Firefly*
***Help the Lonely Firefly** (page 85).
Create illustrations using the author's technique.

Verbal-Linguistic



- *Work with children to determine the beginning, middle, and end of one of Carle's stories using the **Storyboard Squares** (page 80).
- *Do You Want to Be My Friend?*
Brainstorm characteristics of friends.
- *The Very Hungry Caterpillar*
*Create your own "**The Very Hungry [grade-appropriate] Grader**" book (page 84).
- Write a fan letter to Eric Carle.

Naturalist



- *The Very Hungry Caterpillar*
Sort and classify fruits, vegetables, and food groups with your class. *Use the **Daily Food Pyramid** (page 62) as a guide.
Observe changes in a butterfly's life cycle by keeping a cocoon in the classroom. Observe differences among species of butterflies.
- *The Secret Birthday Message*
Categorize shapes.
- *The Tiny Seed*
Grow seeds in the classroom.
- *The Mixed-Up Chameleon*
Sort and classify animals during a field trip.
- *Papa, Please Get the Moon for Me*
Ask children to talk about their observations of the moon and stars.

Key Question

What does an author do?

Select some of these activities to help develop each of the intelligences in your children.

Bodily-Kinesthetic



- *Pancakes, Pancakes*
Make pancakes, if there are cooking facilities available.
Make a list with the class of the exercises Jack did and do them.
- *Have You Seen My Cat?*
Play *Have you Seen My Cat?* (page 90).

Interpersonal



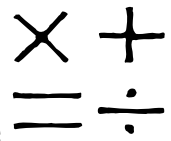
- *The Very Hungry Caterpillar*
Make group butterfly mobiles.
Suggest to children that they read any of Carle's stories with a partner.

Intrapersonal



- *The Very Hungry Caterpillar*
Keep a daily log in the classroom about the cocooned butterfly's growth. Ask different children to write entries.
- *Do You Want to Be My Friend?*
Have children write in their private journals about a time when they needed a friend.
- *Honeybee and the Robber*
Have children contribute to a class book by making fact pages about different animals using information found in encyclopedias or on the Internet.

Logical-Mathematical



- *The Grouchy Ladybug*
Help children learn to tell time on the hour, half hour, and quarter hour.
- *The Very Hungry Caterpillar*
Sort foods by whether they grow singularly or in batches, for example, apples and pumpkins versus grapes and broccoli.
- *Papa, Please Get the Moon for Me*
Help children make a pattern of the phases of the moon.
- *Do You Want to Be My Friend?*
Have children pick partners and count to 100 (by ones or skip-counting to any sequence you select).
- *The Secret Birthday Message*
Send children on a search for as many different kinds of geometric shapes as they can find in the room.



The Very Hungry _____ Grader

In _____ ate

_____.

Teacher: Read aloud Eric Carle's *The Very Hungry Caterpillar*. Discuss the story with the class to make sure children understand it. Help them understand the story-writing process by working in pairs to create **The Very Hungry [grade-appropriate] Grader** book. Enlarge and use this pattern to create book pages for pairs of children. Display a completed sentence to show children the kind of sentence they will write on their book pages, such as *In April, she ate 4 chocolate bunnies*. Have the pairs create both sentences and illustrations. For more unusual illustrations, use tissue paper that has been painted and dried or fingerpainted and cut into shapes matching the illustration (much like the process Eric Carle used to create his unique illustrations). Combine the pages to create a book to display in the classroom. Let children take turns bringing it home to retell their story with their families.



Help the Lonely Firefly

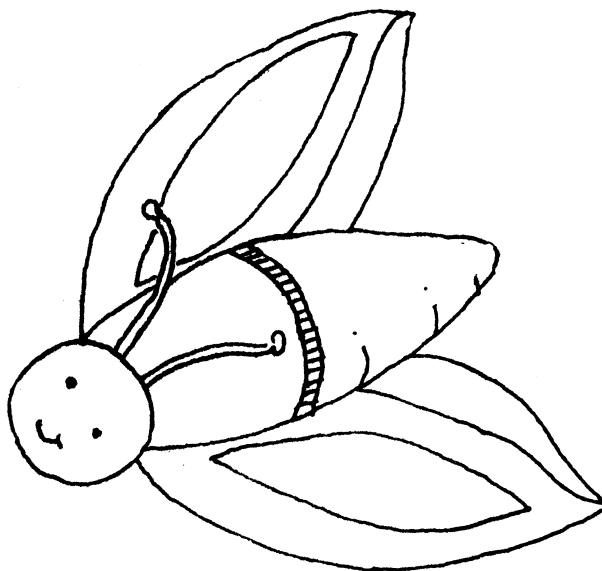
Teacher: Read aloud *The Very Lonely Firefly* by Eric Carle, a story about belonging. Ask children what it means to belong to something, such as a family, or a circle of friends. What does it feel like to belong to something? Lead from your discussion back to the story about the lonely firefly. Refer to the book as you create a group of fireflies (see Instructions below) with your class so that the firefly won't be lonely anymore.

Materials

- large sheet of white posterboard
- $8\frac{1}{2}$ " x 11" sheets of white paper
- blue and green paint
- sponge
- hole punch
- safety scissors
- glue
- various colors of tissue paper
- string of small white lights

Instructions

1. Paint the posterboard using blue and green paints. While the paint is still wet, drag a sponge horizontally across the paint to create lines.
2. Staple the posterboard to the bulletin board.
3. Trace the firefly pattern onto the paper. Cut it out. Glue red, brown, yellow, green, blue, and orange scraps of tissue paper onto the fireflies.
4. After the glue dries, use a hole punch to make a hole big enough for a small light to poke through at the back end of each firefly.



Ask children to help you string the lights across the background. Place each child's firefly so that a light may be pushed through the hole in the back of the firefly. Staple the firefly securely to the bulletin board, being careful to avoid stapling through the electric cord.



February Framework

Leo Lionni

Musical-Rhythmic



- *Inch by Inch*
Listen to a CD or cassette tap of bird sounds and have the class experiment with making bird calls.

Naturalist



- *Frederick*
Have the class sort rocks by size, shape, or type in the science center. Investigate differences in rocks using magnifying glasses.
- *Fish Is Fish*
Set up a goldfish tank in the classroom to observe fish.
- *A Busy Year*
Observe changes during the four seasons.

Verbal-Linguistic



- *Alexander and the Wind-up Mouse*
Paint a rock purple, and let children take turns holding it and making a wish. Make a mouse-shaped journal. Choose a child to write or draw something from each Lionni story read.
- Help children complete the story started in *Who Wants to Be an Author* (page 89).

Visual-Spatial



- *Frederick*
Use rocks and felt to create a Frederick.
- *Swimmy*
Create a class mural of Swimmy.

Key Question

What does an author do?

How are stories written?

Select some of these activities to help develop each of the intelligences in your children.

Intrapersonal



- *Alexander and the Wind-up Mouse*
Have each child reflect on how Alexander felt.

Interpersonal



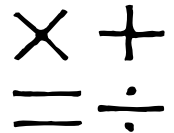
- *Frederick*
Role-play a Lionni story with the class.
Identify problems in various Lionni stories. Think, pair, and share to solve them.

Bodily-Kinesthetic



- *Frederick*
*Make **Cookie Mice** (page 88).
- *Little Blue and Little Yellow*
Have the class experiment with finger-paints to create different colors.
- Play Fish Is Fish (page 90).

Logical-Mathematical



- *Alexander and the Wind-up Mouse*
Have the class estimate the number of rocks in a jar.
Have children make predictions as to what Alexander will wish for.
- *Inch By Inch*
Measure objects around the room with an inchworm ruler. (Draw and cut straight inchworms and use them to measure objects.)
- *Swimmy*
Play Fish Bingo using a fish-shaped game board and fish crackers as markers.



Leo Lionni

Cookie Mice

Teacher: In this activity, children will make their own edible mouse. This ties in with a Lionni unit because the author has written stories about mice, including Frederick, Alexander, Willie, and Winnie. Many multiple intelligences skills are involved in making these cookies: mathematical, interpersonal, bodily-kinesthetic, visual-spatial, and verbal-linguistic. You will need your own cookie recipe. Since each recipe will produce half as many mice as cookies, check to see how many cookies it will make. Work with the children, letting them do as much as possible.

Ingredients

cookie dough

licorice

white icing

red candy

1. Use your favorite cookie recipe to make the dough.



2. Pinch one end of the ball to make a nose.



3. Make the other end flat for the body.



4. Make 2 small balls for the ears. Flatten them and put them on the head.



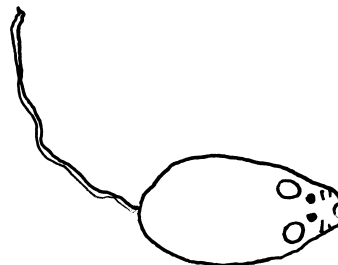
5. Bake the mice.

6. When cookies are still warm, put a 2" piece of licorice on the body for the tail.

7. Use white icing for the whiskers and eyes.

8. Use red candy for the nose.

9. Eat!





Who Wants to Be an Author?

Be an author. Finish this story.

The Surprise Package

by _____

One day, I went out to play. There was a box at my door. My name was on it. These words were on the box:
DO NOT OPEN UNTIL TONIGHT!

I couldn't wait. I opened it right away. Oh, no!

Teacher: Read the beginning of this story to the class. Then brainstorm what might happen next and how the story might end. Have children complete the story on their own or with partners.



Games for February

Authors

Have You Seen My Cat?

Copy pictures of the cats in the book *Have You Seen My Cat?* by Eric Carle. You will need two sets, one for *It*, and one for the other children, who must hold one picture of a cat so that *It* can not see the picture. *It* says, "Have you seen my cat?" to one of the children sitting in a circle. If the picture *It* is holding matches with the picture the child is holding, the child replies "Yes, I have seen your cat" and then becomes *It*. If it does not match, *It* continues asking other players.

NOTE: If you prefer, just draw cat pictures, or cut pictures from other sources.

Peter's Chair

Children sit in chairs in a circle or chairs may remain at their tables/desks. A picture of Peter is taped to the back of one of the child's chairs. *It's* eyes are closed

during this time. When the picture is taped to the chair, *It* says, "Are you in Peter's Chair?" If that child is in the chair, he/she takes the place of *It*, and the picture of Peter is taped on another chair. This game is from the story *Peter's Chair* by Ezra Jack Keats.

Fish Is Fish

Using a dowel and a magnet on a string, make a fishing rod. Cut out and laminate fish with numbers for number recognition, facts about the unit, or anything having to do with the curriculum. Use a question about the unit on each fish, such as *Do fish live in water? What does a tadpole become?* Attach a paper clip to the fish so the magnet on the rod will stick to it. Children take turns fishing. This game can be for a small group or for the whole class, depending on what you put on the fish.



Eric Carle

by Clinton Scollard
from *Read-Aloud Rhymes for
the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown



Author Study Books

Eric Carle

Brown Bear, Brown Bear
Do You Want to Be My Friend?
The Grouchy Ladybug
Have You Seen My Cat?
Honeybee and the Robber
Little Cloud
The Mixed-Up Chameleon
My Apron
1, 2, 3 to the Zoo
Pancakes, Pancakes
Papa, Please Get the Moon for Me
Rooster's Off to See the World
The Secret Birthday Message
The Tiny Seed
Today Is Monday
The Very Busy Spider
The Very Hungry Caterpillar
The Very Lonely Firefly
The Very Quiet Cricket

Ezra Jack Keats

Dreams
Goggles
Hi Cat!
The Little Drummer Boy
Over in the Meadow
Peter's Chair
Pet Show!
Regards to the Man in the Moon
The Snowy Day
Whistle for Willie

Leo Lionni

Alexander and the Wind-up Mouse
A Busy Year
A Color of His Own
Fish Is Fish
Frederick
Inch by Inch
It's Mine
Little Blue and Little Yellow
Six Crows
Swimmy
Tico and the Golden Wings



March Weather

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for March: ***What can we learn about different types of weather?***

Use of Blackline Masters and Stories for March

- Read aloud *Winter Lullaby* by Barbara Seuling.
- Use ***Where Do We Go?*** (page 98) to talk about different reactions to weather by different animals.
- Read aloud *Wet World* by Norma Simon, or *Around the Year* by Elsa Beskow.
- Brainstorm words that describe what children like or dislike about the weather. Use the ***Weather T-Chart*** (page 99) to display those words.
- Record the weather on the March Weather Chart (page 100). Graph your results and use the graph to make predictions and hypotheses about next March.
- Explore and explain evaporation with the class and record findings on ***Up, Up, and Away*** (page 101).
- Use the ***Picto-Thermometer*** (page 102) to help children begin to understand the relationship between temperature and outdoor activities.
- Read aloud *A Rainbow of My Very Own* by Don Freeman.

Vocabulary Words

rain, sun, cloud, thunder, lightning, snow, wind, gust, fog, lion, lamb, blizzard



March Framework

Musical-Rhythmic



- Sing songs about weather.
- Using percussion instruments you create with the class, such as a rain stick, imitate some sounds of weather.
- Listen to “Spring” by Vivaldi. Ask the children what could have inspired Vivaldi about spring. Research Vivaldi on the Internet.
- Sit in a circle and start a “classroom thunderstorm” by patting, clapping, and stomping one by one, gradually going around the circle.

Naturalist



- *Use the **March Weather Chart** (page 100) to record the weather for March. Decide as a class, based on the information gathered during the month, in March came in like a lion or a lamb or vice versa.
- Talk about how the growing seasons might be different in other parts of the world due to weather changes.
- *Explore and explain evaporation using **Up, Up, and Away!** (page 101).
- Discuss how the weather affects our Earth.

Verbal-Linguistic



- *Brainstorm weather words and feelings about weather using the **Weather T-Chart** (page 99).
- Record a local TV weather presentation. Present it to the class, pausing to ask and answer questions.
- Read aloud *Winter Lullaby* by Barbara Sueling.
- Read aloud *Wet World* by Norma Simon or *Around the Year* by Elsa Beskow.
- *Brainstorm weather words and feelings about weather using the **Weather T-Chart** (page 99).

Intrapersonal



- *Ask the class to complete the **Weather T-Chart** (page 99), naming weather they like and dislike.
- Have children draw themselves doing something fun on both a rainy day and a sunny day.
- Have children draw a large sun with rays extending from it. Ask them to write a sunny weather word on each ray.
- Encourage children to write a journal entry about how different kinds of weather make them feel.

Key Question

What can we learn about different types of weather?

Select some of these activities to help develop each of the intelligences in your children.

Visual-Spatial



- *Use **Where Do We Go?** (page 98) to predict different reactions to the weather by different animals. This activity ties in to the story *Winter Lullaby* by Barbara Seuling, but it is not necessary to have the book to do the activity.
- *Have volunteers draw pictures on the **Picto-Thermometer** (page 102) to show what outdoor activities they could do at certain temperatures.
- Make a weather map for your region. Have the class draw arrows to show which direction storms and different types of weather come in from.

Interpersonal



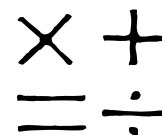
- Role-play being a weather forecaster on TV. Have children make a pretend plan for a day based on the weather the forecaster has predicted. Have volunteers take turns playing the weather forecaster.
- Have children make a cooperative mural showing what they like to do best in all kinds of weather.
- *After completing **Where Do We Hide?** (page 98), have children come up with other animals and where they hide. (For example, where do bears go to get out of the cold? Where do snakes go to get out of the sun?)

Bodily-Kinesthetic



- Have children create wearable costumes to depict different kinds of weather. Help them create lightening bolts, clouds, rays of sun, and raindrops to attach to their clothing for role-playing.
- Play different kinds of music and ask children to move as if the elements in nature are influencing them.
- Design and build a weather vane at the tool center with your children.
- Create a wind sock with the class and set it up where children can watch it.

Logical-Mathematical



- *Make a graph from the information recorded on the **March Weather Chart** (page 100).
- *After completing **Up, Up, and Away!** (page 101), make predictions about what portion of water would be left after another eight days.
- Talk about what creates a rainbow. Have children color a rainbow in the correct order of colors. ("ROY G. BIV" is an easy way to remember the color order: red, orange, yellow, green, blue, indigo, violet.)



Sample Unit

Weather

We did this unit during the first three weeks in March. This is a detailed plan for one week.

Day One

Circle Time: Share, do calendar, and so forth.

- **Math:** Brainstorm different types of weather. Record what activities you can and cannot do in each kind of weather. Transfer this information into the **Weather T-Chart** (page 99). Graph favorite kinds of weather.
- **Read Aloud:** *Winter Lullaby* by Barbara Seuling. Pause as you read the story to ask children to make predictions.
- **Reading/Writing Workshop:** Use **Where Do We Go?** (page 98) to talk about different reactions to weather by different animals.
- **Opportunities Time:** Use the **Picto-Thermometer** (page 102) to have children write or draw pictures to show how temperature relates to their favorite outdoor activities.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Around the Year* by Elsa Beskow or *Wet World* by Norma Simon. Discuss the stories to make sure all children understand them.
- **Reading/Writing Workshop:** Brainstorm words that describe what children like or dislike about the weather. Use the **Weather T-Chart** (page 99) to display those words.

Opportunities Time: Encourage children to search through magazines to find pictures of different kinds of weather. Have them cut out pictures and create weather collages, and give them titles such as Sunny, Rainy, Snowy, and Windy. Let children try to replicate some of the weather sounds depicted in their collages with various musical instruments such as a tambourine, a triangle, and a drum. Use whatever variety of instruments are available to you or make it a project to build some new ones.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Weather Forecasting* by Gail Gibbons. Discuss the story to make sure all children understand it.
- **Opportunities Time:** Record a local TV weather presentation. Present it to the class, pausing to ask and answer questions. Set up a television studio (video camera on a stand and a television to play back the recordings) to allow children to role-play a weather forecaster on television.
- **Math:** Use the **Math Weather Chart** (page 100) to record the weather each day of March. Select different volunteers to be in charge of marking the chart each day. Make a graph from the results of the recording. Have children brainstorm as many summaries as they can from the graph. Ask them if they know what the phrase “March comes in like a lion and out like a lamb” means. Ask them if the graph holds true to this or if the opposite is true.

-
- **Projects:** Help the class make a rainstick from a cardboard tube and uncooked rice. Put rice in a paper towel tube and cover the ends with aluminum foil and a rubber band. Children can decorate the tubes using markers or by collaging pictures onto it.

Day Four

Circle Time: Allow children to share what they know about rainbows.

- **Read Aloud:** *A Rainbow of My Very Own* by Don Freeman. Discuss the order of the colors in a rainbow.
- **Science:** Create a rainbow within the classroom using a light source and a magnifying glass or a prism. Ask the children to try to spot each color within the rainbow, reinforcing the “ROY G. BIV” acronym.
- **Play:** Divide the class into groups to brainstorm questions about weather, to play a weather-based quiz game. For each question there must be four possible answers, but only one can be correct. Record the questions on one side and the answers on the other side of 3" x 5" index cards. When the questions and answers are compiled, divide the class into two teams and begin by asking the first question.

all children understand it.

- **Science:** Explore and explain evaporation with the class and record findings on *Up, Up, and Away!* (page 101).
- **Project:** Have children create wearable costumes to depict different kinds of weather. Help them create lightning bolts, clouds, rays of sun and raindrops, which they can attach to their clothing for role-playing. Let them move around the classroom acting out storms, showers, and gentle breezes.
- **Music:** Use the costumes created in the above project. Listen to a recording of “Spring” by Vivaldi. Decide which parts of the music might have been inspired by certain types of weather. Have children dramatize the various kinds of weather they feel as they listen to the music. For example, they may dramatize a storm being a quick upward motion as they move their arms to a quickening beat in the music.

Day Five

Circle Time: Share, do calendar, and so forth.

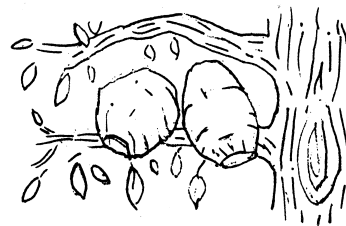
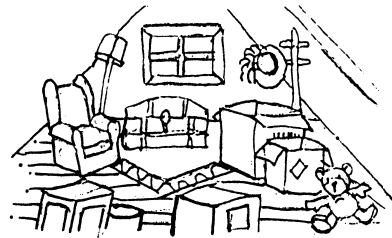
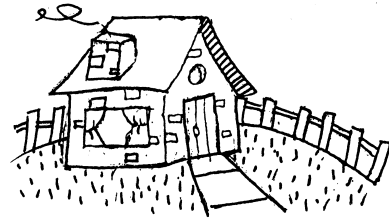
- **Read Aloud:** *The Magic School Bus Is Wet All Over: A Book about the Water Cycle* by Joanna Cole. Discuss the story to make sure



Name _____

Where Do We Go?

.....



Teacher: Discuss different kinds of weather and how we react to it. Ask children where they go when they get cold or wet. Where do they think different kinds of animals go when they get cold or wet? Ask children to work with a partner to complete this matching activity. Then see if any children have stories to share about how animals behave in very hot or very cold weather.



Name _____

WEATHER T-CHART

.....

Weather I LIKE

Weather I DISLIKE

I like _____ days because _____

_____ .

I dislike _____ days because _____

_____ .

Teacher: Help children fill in the T-chart by letting them brainstorm what they like about different kinds of weather. Write their descriptive language, such as splash, jump in puddles, shiver, yucky, and so forth on the board. Have children copy some of the words and phrases, and then use some of these to complete the two sentences.



Teacher: Talk with the class about the saying “March came in a lion and went out like a lamb.” What do children think it means? Ask different volunteers to record the daily weather on an enlarged version of this chart. Keep it posted in the classroom so that thinking about the weather becomes a part of the classroom routine. At the end of the month, have children graph the information. Have them decide if March came in like a lion and went out like a lamb or vice versa.



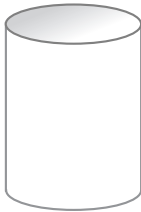
Name _____

Up, Up, and Away!

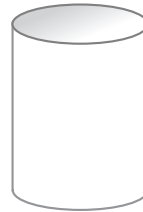
.....

It is **Day 1.**

Draw the water.

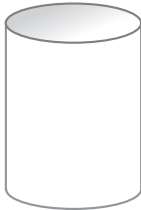


Draw where you think the water will be on Day 6.

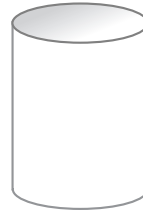


It is **Day 6.**

Draw the water.

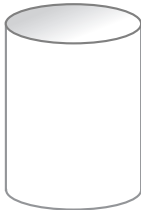


Draw where you think the water will be on Day 14.



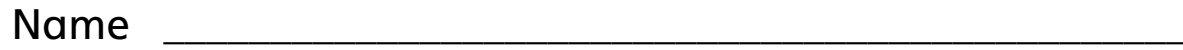
It is **Day 14.**

Draw the water.

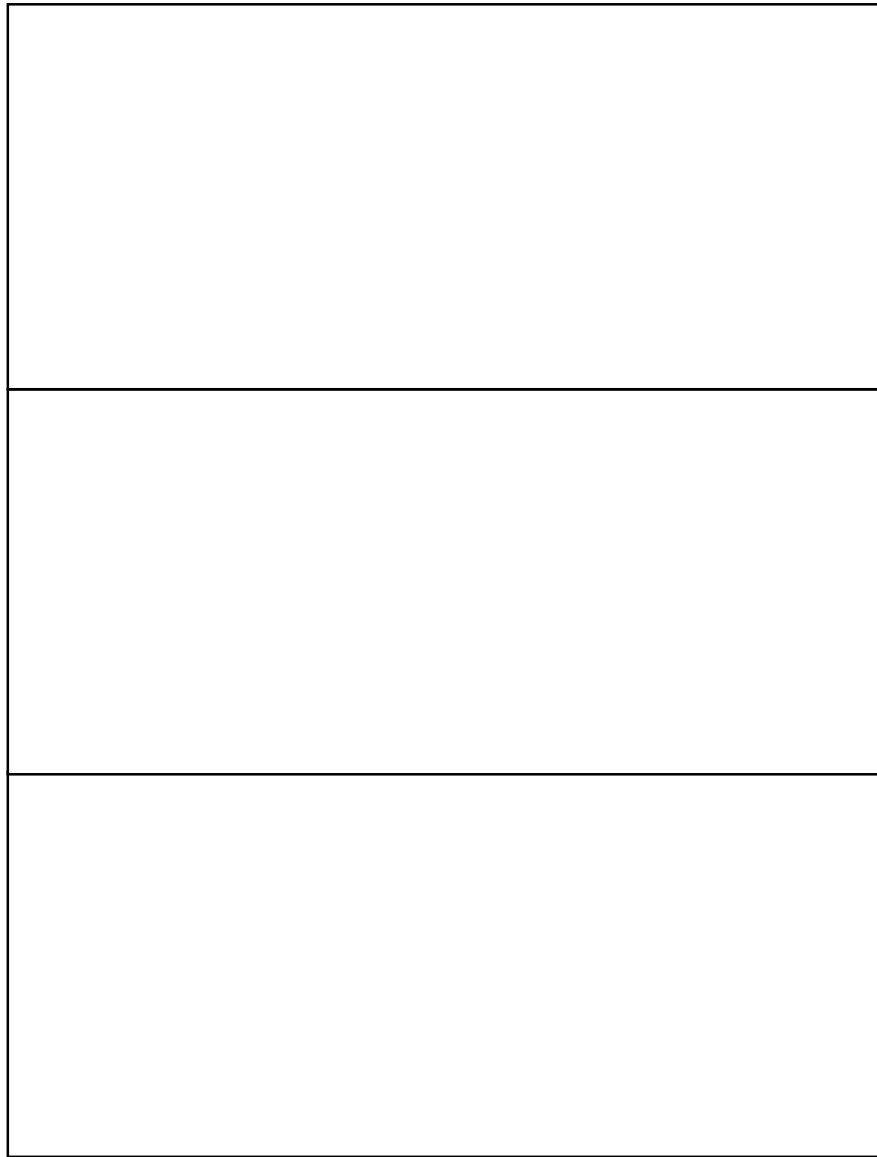


What happened? _____

Teacher: Distribute copies of this blackline master to the class. In front of the class, fill one glass with water. Add food coloring to make it easier to see. Mark the level of the water. Set aside. Talk about the process of evaporation. Ask children to indicate the level of the water on this sheet. Ask them to predict where the water will be on Day 6. Then, on Day 6, ask children to indicate the actual level of the water. Then ask them to predict where the water level will be on Day 14. On Day 14, have them indicate the actual level of the water. Ask them what they think happened. Discuss and let children draw conclusions.



.....



Many Ways to Learn © GOOD YEAR BOOKS



Games for March

Weather

I Spy Weather!

For this game, you will need pictures showing different kinds of weather. This game is played like “I Spy.” Half of the children either leave the room or close their eyes while weather pictures are hidden around the room. (Be sure to have the pictures showing.) It is a good idea to hide the pictures yourself until children get the idea. At some point, they will realize how to successfully “hide” a picture and then the remaining children can each hide a picture. Invite children to return to the room or open their eyes. Each child should find one picture and then return to his or her seat. After each child has found a picture, have each child give a brief explanation of the picture. For example, “Rain is caused by moisture in the clouds. It helps plants grow.”

Over the Rainbow

You will need a “gold coin” for this game. Children stand or sit in a circle, holding their hands out. One child is chosen to give out the gold coin during the game. Another person is chosen to go out of the room. Players sit with their eyes closed and hands held out in front. Children keep their eyes closed until the signal is given to open them. The child with the coin drops it in someone’s hands. Invite the child who left the room to return. As the child enters the circle he or she asks, “Who has the pot of gold?” No one answers and then the child asks a specific child if he or she has the coin. The child asked responds, “No, I do not have it.” or “Yes, I have the gold.” The one who had the gold then goes out of the room, and the one who first went out of the room places the coin in someone else’s hand.

Poems, Fingerplays, Songs, and Chants for Weather

“Rain, Rain Go Away”

Anonymous

Rain, rain, go away,
Come again another day;
Rain, rain, go away,
Little _____ wants to play.

“It’s Raining, It’s Pouring”

Anonymous

It’s raining, it’s pouring
The old man is snoring!
He went to bed,
And bumped his head,
And he couldn’t get up in the
morning!

“Rain”

by Robert Louis Stevenson
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk
de Regniers, et al.

“What Makes Weather?”

Written by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

“The Wind”

By Padraic Colum
from *Piping Down the Valleys*
Wild
Edited by Nancy Larrick
Illustrated by Ellen Raskin

“Rain”

by Adrien Stoutenburg
from *Piping Down the*
Valleys Wild
Edited by Nancy Larrick
Illustrated by Ellen Raskin

“So Long As There’s Weather”

by Tamara Kitt
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk
de Regniers, et al.

“Weather”

by Marchette Chute
from *Sing a Song of Popcorn*
Selected by Beatrice Schenk
de Regniers, et al.



Authors' Favorite Books

Around the Year

Elsa Beskow

Children of the Forest

Elsa Beskow

Cloudy With a Chance of Meatballs

Judi Barrett

Fall

Ron Hirschi

Gilberto and the Wind

Marie Hall Ets

How's the Weather? A Look at Weather and How It Changes

Melvin Berger, et al.

Lightning

Seymour Simon

Little Johnny Raindrop

James A. Chappell

The Magic School Bus Is Wet All Over:

A Book About the Water Cycle

Joanna Cole

Mousekin Takes a Trip

Edna Miller

My Five Seasons

Aliki

My Spring Robin

Anne Rockwell

Owl Moon

Jane Yolen

Plants in Winter

Joanna Cole

A Rainbow of My Very Own

Don Freeman

A Rainy Day

Sandra Markle

Seasons

Brian Wildsmith

Snow Is Falling

Franklyn Mansfield Branley

The Snowy Day

Ezra Jack Keats

Sound of Sunshine, Sound of Rain

Florence Parry Heide

Spring

David Webster

The Story of the Root Children

Sibylle von Olfers

Summer Is

Charlotte Zolotow

Tornado Alert

Franklyn Mansfield Branley

Weather Everywhere

Denise Casey

Weather Forecasting

Gail Gibbons

Wet World

Norma Simon

White Snow, Bright Snow

Alvin Tresselt

Winter Across America

Seymour Simon

Winter Lullaby

Barbara Seuling

Winter Story,

Autumn Story,

Summer Story,

Spring Story

Jill Barklem

April Ecology



Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for April: ***How can we reduce, reuse, and recycle?***

Use of Blackline Masters and Stories for April

- Read aloud *It's My Earth Too* by Kathleen Krull.
- Transfer ***Ideas for the Whole Family for Ecology Month*** (page 110) to a current calendar. Send a copy home with each child.
- Read aloud *Common Ground* by Molly Bang.
- Have children complete ***Why Should We Take Care of the Earth?*** (page 111).
- Read aloud *Earthwise at Home* by Linda Lowery.
- Make a floor model of the ***How Can We Help?*** Venn diagram (page 112). Talk about reducing, reusing, and recycling.
- Encourage children to write a message to the people of the world about reducing, reusing, and recycling. Have them make a bumper sticker for any car or household window (page 113).
- Read aloud *Miss Rumphius* by Barbara Cooney.
- Have children write or draw two ideas on ***How I Will Make the World More Beautiful*** (page 114).
- Have children design a tree-shirt using ***Make a Tree-Shirt*** (page 115).

Vocabulary Words

reduce, reuse, recycle, environment, Save the Earth, Earth Day, resource, product, conserve, trash



April Framework

Musical-Rhythmic



- Have children create musical instruments from empty cartons, containers, and so forth.
- Have the class sing “Happy Earth Day” to the tune of “Happy Birthday.”
- Write and sing songs including facts about the earth.
- Encourage children to create a song or jingle about reducing, reusing, and recycling.

Naturalist



- Ask the class to sort glass, newspaper, plastic, and cans for recycling.
- Lead a “trash walk” around your school and have your class clean up whatever areas they safely can.
- Start recycling in your cafeteria. Lead by example.
- Take the class on a field-trip to a landfill or city dump.
- Play the recycling games featured on page 115.

Verbal-Linguistic



- Research and present to the class how Earth Day got started (where, when, why, and so forth).
- Help the class write letters to companies to encourage them to recycle.
- *Discuss what will happen to people, pets, animals, and trees if we don't take care of the earth. Use **Why Should We Take Care of the Earth?** (page 111) as a guide.
- Read aloud *Common Ground* by Molly Bang and *Miss Rumphius* by Barbara Cooney, or other environmentally-conscious children's stories.
- *Discuss and complete **How Can We Help?** (page 112).
- *Have children write **How I Will Make the World More Beautiful** (page 114).

Intrapersonal



- Encourage children to keep a journal of ways their families have begun conserving.
- Have children describe how they feel when they see people who don't respect the earth.
- Have children think about how they can make the earth more beautiful everyday on their way to school, to play, or wherever they go.

Key Question

***How can we reduce, reuse,
and recycle?***

*Select some of these activities
to help develop each of the intelligences
in your children.*

Visual-Spatial



- Have children create birthday cards for the earth.
- *Help the class make a bumper sticker for their homes or cars that asks people to reduce, reuse, and recycle (page 113).
- *Have children color ***Why Should We Take Care of the Earth?*** (page 111) and staple it to make a book for retelling the story.
- *Have each child draw a picture of one thing he or she will do to make the world even more beautiful.

Interpersonal



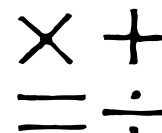
- *Send home ***Ideas for the Whole Family for Ecology Month*** (page 110).
- Start a scrap box in your classroom or school
- Encourage children to make a cooperative mural showing how we can reduce, reuse, and recycle.
- With the class, brainstorm ways to conserve and post the list. Encourage children to add to the list throughout the unit and the school year.

Bodily-Kinesthetic



- *Have children make a body print with their arms using ***Make a Tree-Shirt*** (page 115).
- Encourage the class do a project where they reuse things which would normally be thrown out, turning them into gifts for family members (for example, turn a coffee can into a pencil holder).
- Have children pretend to be a tall trees with long, strong roots on a windy day, or flowers with beautiful heads stretching to reach the sun.
- Encourage children to go out of their way everyday to put litter where it belongs, even if they didn't misplace the litter in the first place.

Logical-Mathematical



- *Use ***How Can We Help?*** (page 112) to work with an unusual Venn diagram. Collect actual items and have children place them where they belong in the diagram.
- Have children tally family efforts to recycle cans. Set a class goal, and when the goal is reached, take the collection to a recycling center and use the profits to buy a tree or other plant for the school.
- Estimate the circumference of various trees using lengths of yarn.



Sample Unit

Ecology

We did this unit during the week of April 22 (Earth Day). This particular plan is for kindergarten. However, it flows beautifully into a first or second grade curriculum and daily plan.

Day One

Before starting the unit, collect a variety of boxes, cartons, and containers. Make sure you have at least one for each child. The more you collect, the better because children will feel they have more of a selection.

Circle Time: Share, do calendar, and so forth. Brainstorm and record what Earth Day might be. Having done a little research previously, write the facts of Earth Day on a flip chart. Talk to the class about the concepts of reducing, reusing, and recycling.

- **Read Aloud:** Show children the cover of *It's My Earth Too* by Kathleen Krull. Ask children to guess what this story might be about. Ask, *How do you know? What do you think the title says?* Read the story. Talk about the 12 ways the author suggests helping to save the earth. Have children write in their journals how they can help the earth. For the young child, a picture is sufficient, with perhaps the beginning letter of what they intend to do to help. For example: a picture of a child picking up trash with the letter *T* for trash.
- **Opportunities Time:** Review *Ideas for the Whole Family for Ecology Month* (page 110). Send the calendar home for children to share with their families.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Common Ground* by Molly Bang. Pause as you read to allow children to make predictions, particularly toward the end of the book. Ask them to count the animals and notice how they are disappearing as the story goes along.
- **Opportunities Time:** Ask children to complete *Why Should We Take Care of the Earth?* (page 111). After cutting apart the squares, coloring them, and reordering them, help children staple them twice along the left edge to form a book. They can use this book to retell the story.
- **Project:** Show children the empty cartons, boxes, and containers you have collected. Brainstorm ways you could reuse each one. Record ideas on a flip chart. Allow each child to create something new from one of the containers collected. For example, an oatmeal box could become a musical instrument, a coffee can could become a pencil holder, an egg carton could become an ear-ring sorter, and so on. Be prepared with some supplies so that children can decorate their containers.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Earthwise at Home* by Linda Lowery. Brainstorm and record ways to conserve at home, school, and in other places such as restaurants, the movie theater, and so on. Stress that *conserve* means the same as *reduce*. (Notice that on Day Two we are focusing on reusing, on Day Three

we are focusing on reducing, and on Day Four we are focusing on recycling.)

- **Opportunities Time:** Make a floor model of the *How Can We Help?* venn diagram (page 112) from three hula hoops. If they are not available, either draw circles on a suitable floor space or table surface, or use pieces of yarn laid down in circles. Since this is an unusual format for using the venn diagram, keep close at hand so that you will be able to assist discussions of where different items should be placed. Supply children with the list of items given on the activity sheet so they will have concrete items to work with.
- **Play:** Recycling Relay (page 116).

Day Four

Circle Time: Share, do calendar, and so forth. Take a “trash walk” around the school. This can be outside, weather permitting, or inside the school. It would be a good idea to ask children to wear gloves for this activity. Children can collect what they find lying on the floor/ground. Instruct them to get your assistance if they see anything that is potentially dangerous to them. If the items are clean enough, bring them back to the classroom, and have children sort them by the categories you give them.

- **Art:** Help the class make bumper stickers or window stickers to encourage others to reduce, reuse, and recycle. Make copies of the created pieces and find spots around the classroom and school to place these helpful reminders. Send the originals home with the children.

- **Field trip:** Take a field trip to a recycling center if possible. If you have things to recycle, use the profits to buy a tree or other plant for the school. If such a field trip is not possible, ask a local businessperson to donate a tree.

Day Five

Circle Time: Share, do calendar, and so forth.

- **Music:** Sing “Happy Earth Day” (page 117) to the tune of “Happy Birthday.”
- **Read Aloud:** *Miss Rumphius* by Barbara Cooney. Stop throughout the story to let children talk about similar experiences they have had or to let them make predictions about what will happen in the story.
- **Reading/Writing Workshop:** Use *How I Will Make the World More Beautiful* (page 114) to ask the children to write two ways they can make the world more beautiful. Next, ask them to draw a picture of one thing they will do to make the world more beautiful.
- **Opportunities Time:** As a way to show the class how much they have learned, have children *Make a Tree-Shirt* (page 115).



Ideas for the Whole Family for Ecology

1 Designate a place in your house for recycling cans, glass, and plastic.	2 Adopt a tree in your yard or local park.	3 Begin recycling newspapers.	4 Visit a landfill.	5 Clean up trash around your school or neighborhood.	6 Use only one paper towel when you dry your hands today.	7 Get permission to bury some things in your yard or with your class near school (cans, styro-foam cups, leaves, and so forth)
8 Make cloth napkins for your family to use instead of paper.	9 Check your house-plants or trees for dead leaves or branches.	10 Plant a new tree or houseplant for yourself or a neighbor.	11 Visit a recycling center.	12 Start using both sides of your paper at school and at home.	13 Try to walk or ride your bicycle instead of riding in the car.	14 Write a letter to a fast-food company. Suggest they use all recyclable containers.
15 Make a bird-feeder.	16 Hang a bird-feeder on a tree or outside a window.	17 Clean up trash at your favorite park.	18 Help a friend begin recycling at his or her house.	19 Begin making puppets out of recycled items.	20 Complete your puppets.	21 Invite friends over for a puppet show.
22 EARTH DAY (April 22) Celebrate by thinking about what you and your family can do to make the earth more beautiful!	23 Plant a small garden around the base of your new tree. That way, when you're watering your garden you'll be watering your tree as well!	24 Have a garage or tag sale to recycle your old toys and things.	25 Clean up trash around a local playground.	26 Encourage your teacher to start a scrap box at school for scrap paper that you can reuse.	27 Dig up the things you buried. What happened to them? Put them back in the ground and make predictions about what will happen.	28 Form a carpool with friends who live close by, and share rides to school or sporting events.
29 Plant seeds from your favorite vegetables and watch them grow.	30 Begin a composting project in your backyard or with your class at school.					

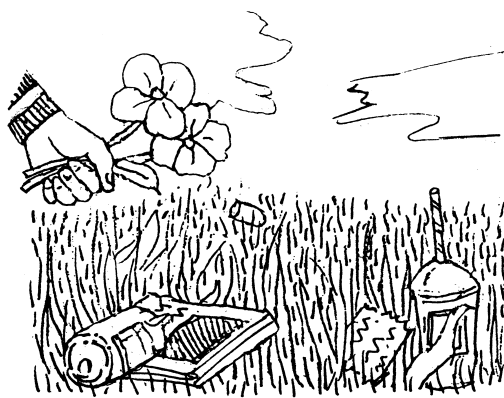
Teacher: Copy activities onto a current year's calendar and send home a copy with each child. Enlarge and post the calendar in the classroom. Ask children to write their name in the appropriate box after they do something "recycle-wise" from the calendar with their family.



Name _____

Why Should We Take Care of the Earth? A Scrambled Story

.....



Because if we don't, there
will be nothing left!



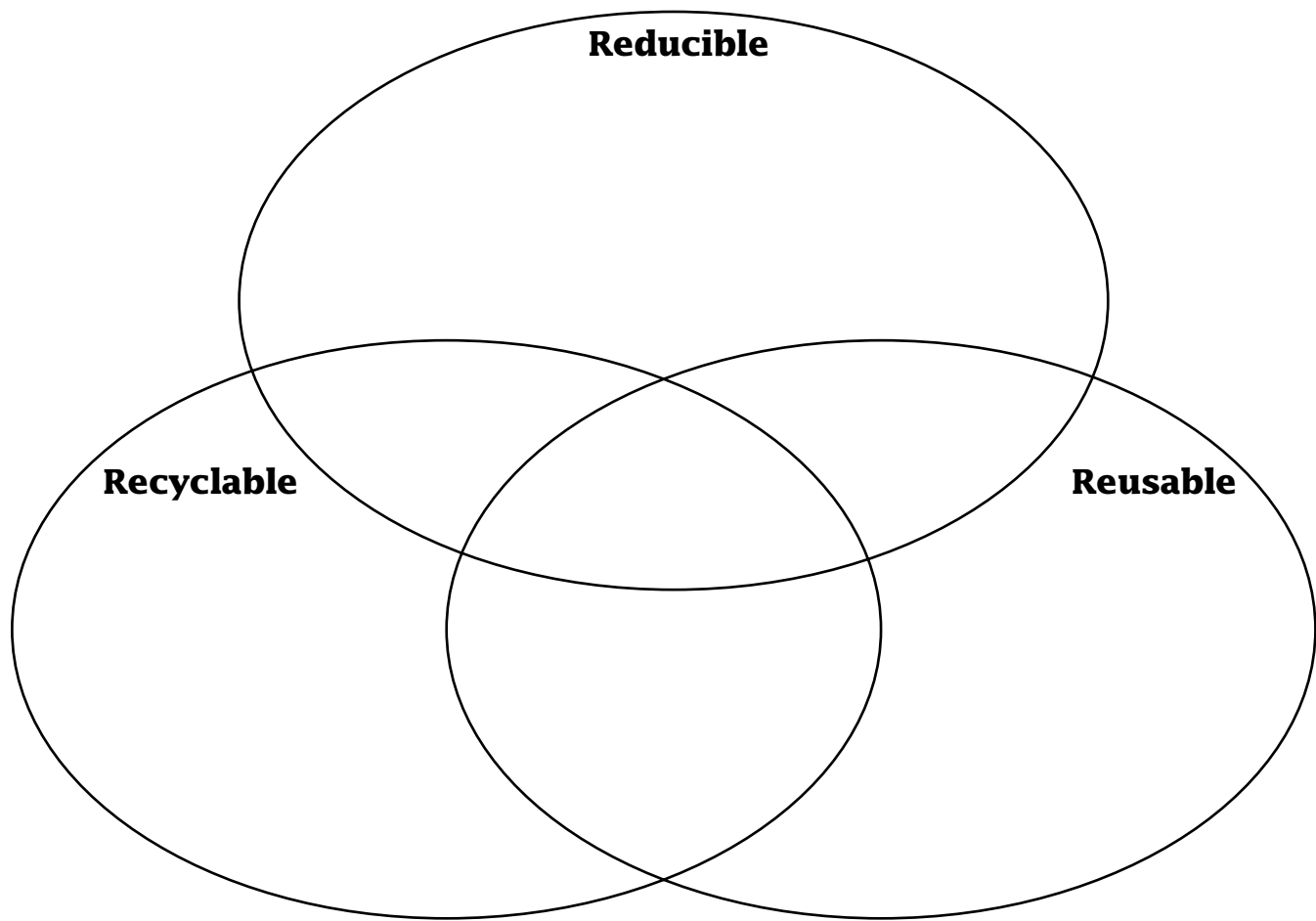
Why should we take care
of the earth?



Teacher: Make enough copies of this page for the class. Have children cut out and rearrange the boxes so that they tell the story of why we should take care of the earth. Have children color the pictures, then arrange them correctly and staple them twice along the left side. They can take this book home and retell the story to their families.



How Can We Help?

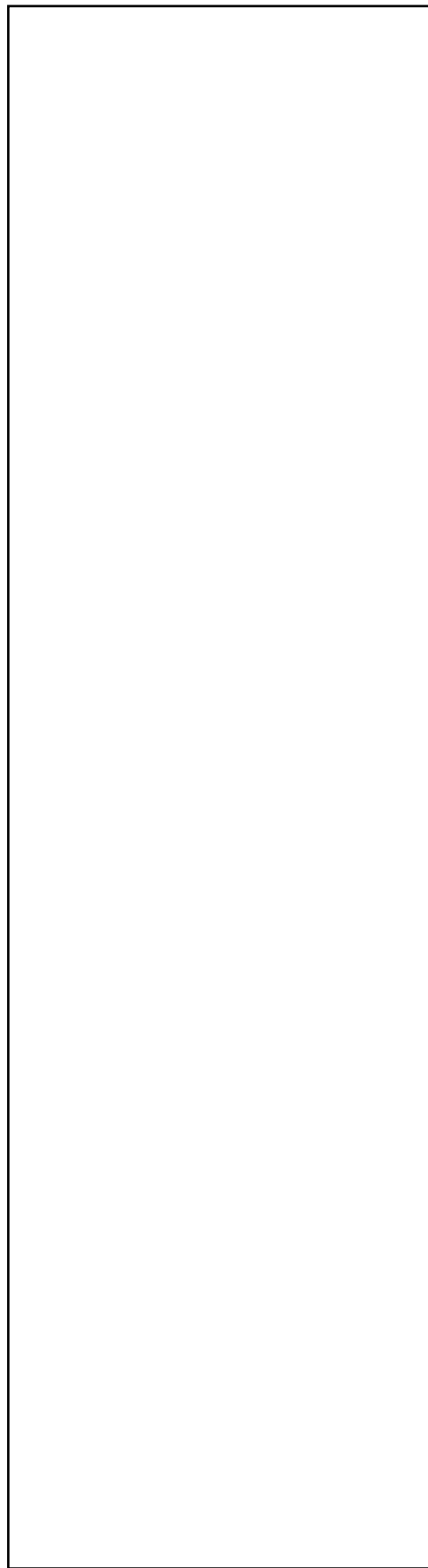
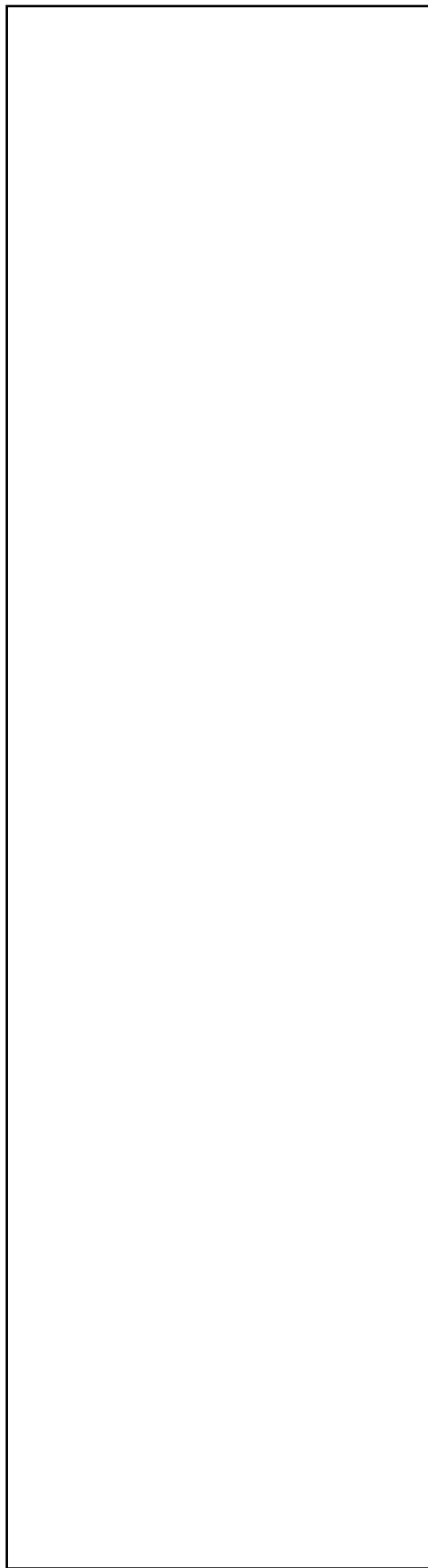


Word List

water	plastic tubs	toys	clothes
aluminum cans	paper clips	books	eyeglasses
newspaper	paper scraps	games	fast-food packaging
paper bags	pencils	plastic bags	

Teacher: Bring in and display the items on the above list. Prepare three 10-inch labels: *Reducible*, *Reusable*, and *Recyclable*. Explain the terms. (*Reusable* means it can be used again, perhaps for a different purpose. *Reducible* means it is something we can use less of through conservation.) *Recyclable* means it can be turned into another usable product. Duplicate this Venn diagram on the floor using hula hoops or string. Place the labels as shown above. When an object can go in more than one circle, guide children to put it in the overlapping area.

Bumper Stickers



Make your own window stickers for your home or your family's car. Use crayons or markers to write and draw what you want to tell the world.





Name _____

How I Will Make the World More Beautiful

.....

Write two ways you can make the world more beautiful.

1. _____

2. _____

Draw a picture of one thing you will do.

A large, empty rectangular box with a thin black border, intended for a child to draw a picture of one thing they will do to make the world more beautiful.



Make a Tree Shirt

Materials

- T-shirt for each child
- tempera paints in assorted colors
- cardboard T-shirt forms
- newspaper (for dripping paint)
- markers



Teacher: As a way to let children show you how much they have learned about ecology, have them create a “Tree-shirt” full of environmentally-conscious reminders, using the instructions below.

Instructions: 1. Have each child apply finger paint to the bottom side of his or her arm, from the elbow down to the tips of the fingers. 2. Working quickly so that the paint doesn’t dry up, help children press the painted arm directly onto a T-shirt that has already been stretched over a cardboard T-shirt form. 3. After the paint dries, have children use the permanent markers to add information to their tree-shirt, for example, things that they are now going to reduce, reuse, and recycle.



Games for April

Ecology

Recycling Relay

Label three containers for recycling. Divide the class into two teams of five or six each. Have a small basket of varied recyclables in the center front of the two lines. (Or each line can have its own basket.) The leader calls out:

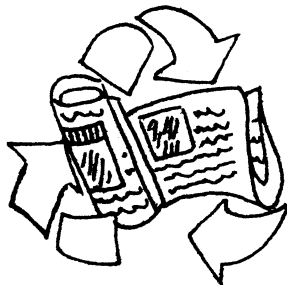
READY, SET, RECYCLE!

Players from each team must properly recycle one object to the proper recycling container. Example: aluminum can goes in the aluminum container. When all of the recyclables are sorted, check each container for accuracy. Form new relay teams until all the children have played.

Plastic

Paper

Aluminum



RECYCLE!



Poems, Fingerplays, Songs, and Chants for Ecology

"Happy Earth Day"

(Tune of "Happy Birthday")
Happy Earth Day to You,
Happy Earth Day to You,
Happy Earth Day to You,
Happy Earth Day to YOU!

"The Earth Needs Our Help"

(Tune of "The Farmer in the Dell")
The Earth needs our help.
The Earth needs our help.
Reduce, reuse, recycle,
The Earth needs our help.

We must reduce our trash.
We must reduce our trash.
Reduce, reuse, recycle,
The Earth needs our help.

"Recycling"

by Meish Goldish
(Tune of "There Were Ten in the Bed")
from *101 Science Poems & Songs for Young Learners*

"Johnny"

by Marci Ridlon
from *Read-Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

"Yesterday's Paper"

by Mabel Watts
from *Read-Aloud Rhymes for the Very Young*
Selected by Jack Prelutsky
Illustrated by Marc Brown

"Chief Seattle's Lesson"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"I Am an Oak"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"And Yet the Earth Remains Unchanged"

Aztec Poem
from *Celebrating America*
Poetry compiled by Laura Whipple
Art provided by the Art Institute of Chicago

"Three Little Oak Leaves"

Unknown
from *Rhymes for Fingers and Flannelboards*
By Louise Binder Scott

"Little Leaves"

Unknown
from *Rhymes for Fingers and Flannelboards*
By Louise Binder Scott

"Snow in Spring"

by Ivy O. Eastwick
from *Piping Down the Valleys Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

"Pippa's Song"

by Robert Browning
from *Piping Down the Valleys Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

"Hurt No Living Thing"

by Christina Rossetti
from *The Earth Is Painted Green*
Edited by Barbara Brenner
Illustrated by S. D. Schindler



Ecology Books

Beautiful Junk: Creative Classroom Uses for Recyclable Materials
Karen Brackett

Caretakers of Wonder
Cooper Edens

City Park (Habitats)
Wendy Davis

Common Ground
Molly Bang

Connections
David Suzuki

Crinkleroot's Visit to Crinkle Cove
Jim Arnosky

The Earth and I
Frank Asch

Earth Book for Kids
Linda Schwartz

Earth Day
Linda Lowery

Earthwise at Home
Linda Lowery

Ecolokids Activity Book
K. McDonnel

Everybody Needs a Rock
Byrd Baylor

Farewell to Shady Glade
Bill Peet

50 Simple Things Kids Can Do to Save the Earth
John Javna

Fireflies!
Julie Brinckloe

Flower Garden
Eve Bunting

The Giving Tree
Shel Silverstein

The Great Kapok Tree
Lynne Cherry

Horton Hears a Who!
Dr. Seuss

I Am an Artist
Pat Lowery Collins

In My Mother's Garden
Melissa Madenski

It's My Earth Too
Kathleen Krull

Jack, the Seal & the Sea
Gerald Aschenbrenner

The Legend of the Bluebonnet
Tomie dePaola

Listen to the Rain
James Endicott

The Lorax
Dr. Seuss

Miss Rumphius
Barbara Cooney

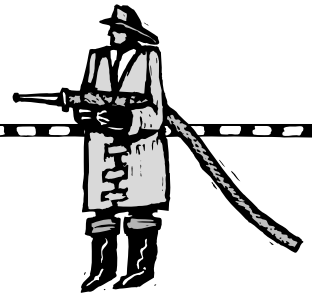
Recycle! A Handbook for Kids
Gail Gibbons

The Story of the Root Children
Sibylle von Olfers

A Tree Is Nice
Janice May Udry

The World That Jack Built
Ruth Brown

Wump World
Bill Peet



May Careers

Key Question

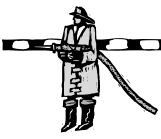
As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for May: ***What can we discover about the many careers open to us?***

Use of Blackline Masters and Stories for May

- Explore “out of this world” careers with children. Read aloud *I Want to Be an Astronaut* by Byron Barton, and *I Can Be an Astronaut* by June Behrens.
- Have children pretend to be astronauts. Help them name a new planet and draw a picture of themselves meeting new creatures using ***My Discovery on Planet*** _____ (page 124).
- Read aloud *My Apron* by Eric Carle. Construct a makeshift apron that children wear as they talk about the kinds of jobs they might do. Have each child draw a picture of him- or herself wearing the apron. Use ***My Apron*** (page 125).
- Use ***To Save or to Spend?*** (page 126) to help talk about the concepts of earning, spending, and saving.
- Read aloud *We Keep a Store* by Ann Shelby. Talk about the various tasks a storeowner has to do to run the store.
- Read aloud *Whose Hat* by Margaret Miller. Ask children to write whose hat is pictured in ***Whose Hat Is This?*** (page 127).
- Ask children to show how much they have learned by completing ***Career Match*** (page 128) with a partner.

Vocabulary Words

job, profession, career, work, business, calling, occupation, salary



May Framework

Musical-Rhythmic



- Sing "I've Been Working as a _____" to the tune of "I've Been Working on the Railroad."
- Collect historical work songs and let children choose those they want to sing.

Naturalist



- Bring in various tools and have the class sort them by the jobs they might be needed for.
- Have children observe workers doing various things and ask them to share what they saw with the class.
- Arrange field trips to various work places.
- Have children draw pictures of people who work at their school. Draw arrows between those who help each other.

Verbal-Linguistic



- *Have children pretend to be an astronaut and name a new planet using **My Discovery on Planet _____** (page 124).
- Brainstorm careers and words associated with careers.
- Read aloud *Whose Hat* by Margaret Miller.
- *Complete **Whose Hat Is This?** (page 127).
- Have children develop riddles about careers and try to stump each other.
- Have children write tongue twisters about different careers.
- Read aloud *I Want to Be an Astronaut* by Byron Barton or *I Can Be an Astronaut* by June Behrens.
- Read aloud *My Apron* by Eric Carle.
- Read aloud *We Keep a Store* by Anne Shelby.

Bodily-Kinesthetic



- Play charades about different careers. Write the names of various careers on index cards and have children pick from them to play the game. As they get more comfortable, ask them to come up with various careers to dramatize without the cards.
- Set up a play center with a pretend grocery store, shoe store, factory, or bakery. Have children bring in items from home they think would be fun to use in the stores (old clothes, shoes, toys, and so forth). If possible, have an old calculator, or adding machine available for play.
- Have children take turns wearing either the apron from *My Apron* by Eric Carle, or one you make, and role-play different careers. They could also play charades wearing the apron and have classmates guess what a child is acting out.

Key Question

What can we discover about the many careers open to us?

Select some of these activities to help develop each of the intelligences in your children.

Visual-Spatial



- *Have children work with partners to match ***Whose Hat Is This?*** (page 127).
- Have children trace each other's outlines on butcher paper. Then have each child choose a career and accessorize himself or herself for that career, including tools that would be needed for the job.
- *Ask children to color ***My Apron*** (page 125).
- Have the class create a very large career collage by cutting out magazine pictures showing people working at various jobs. Emphasize that they should include non-traditional jobs and roles.

Interpersonal



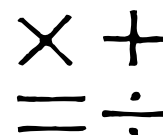
- *Have children work with a partner to complete the ***Whose Hat Is This?*** (page 137).
- Invite parents of classroom children to come in and talk about their jobs. Have a question-and-answer period afterward. Be prepared with questions, since children may be too shy to ask.
- Set up a "career corner," collecting many things saved throughout the year and which children can use to role-play different jobs. Have play money, pretend tickets, and various hats or parts of uniforms available.

Intrapersonal

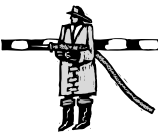


- *Have children decide what job they would enjoy doing with ***My Apron*** (page 125).
- *Come up with ways to independently earn a dollar and complete ***To Save or to Spend?*** (page 126).
- Have children write a journal entry about what they think they might want to be when they grow up. Ask them to include what they would like about doing this job and any experiences they have had with people who have this job.

Logical-Mathematical



- *Discuss with the class the concepts of earning, spending, and saving. Use ***To Save or to Spend?*** (page 126).
- Create a graph of jobs class members think they might like to have when they grow up. Have children make summaries based on the results of the graph.
- Brainstorm how math is used in different careers (astronaut, eye doctor, carpet layer, cook, carpenter, teacher, engineer, scientist).



Sample Unit

Careers

We did this unit for one week in a half-day kindergarten class.

Day One

Circle Time: Share, do calendar, and so forth. Set the stage for a discussion of unusual careers. Brainstorm as many different careers as children can come up with. Record them on the board and ask children to add to them as the unit progresses.

- **Read Aloud:** Project pages from *I Want to Be an Astronaut* by Byron Barton, or another story featuring astronauts. Using an overhead projector, if possible, project the pages on the ceiling and have children lie on the floor so that they are looking up as the story is being read. Dim the classroom lights and pull the window blinds down, if possible, to achieve the greatest sense of “Out of this World” atmosphere.
- **Opportunities Time:** After children return to their desks and the lights are turned back on, elicit what they know about astronauts. Then have them pretend to be astronauts who have just discovered a new planet. Help each child name a new planet. Then have children draw pictures of themselves in their astronaut gear meeting new creatures from the planets they discovered. Use **My Discovery on Planet** _____ (page 124).

- **Music:** Play “Jupiter Symphony” by Beethoven for the children during work time. Help them imagine being in space. Ask what children see, what they hear, and what they might actually feel about being in space. Ask, *What does space look like? What does it sound like? What does it feel like?*
- **Math:** Help the class countdown to liftoff. Use this opportunity to count back.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *My Apron* by Eric Carle. Use the apron provided with the book, or construct a makeshift apron that children can take turns wearing as they talk about the kinds of jobs they might like to do. Have them color a picture of themselves wearing the apron using **My Apron** (page 125). Ask children to add anything they can think of to the drawing that will help show what this person is going to do in his or her apron.
- **Play:** Play charades about careers. Have children take turns wearing the apron and dramatizing different kinds of jobs.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *We Keep a Store* by Anne Shelby. Talk about the various tasks a store-owner does to run a business. Does this job sound like something the class would enjoy? What kinds of things would they like to sell? clothing? pets? bicycles? shoes?
- **Opportunities Time:** Explain and discuss the concepts of earning, spending, and saving. Use ***To Save or to Spend?*** (page 126) as a guide.
- **Play:** Play Round Robin Workers (page 129).

Day Four

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Whose Hat?* by Margaret Miller.
- **Opportunities Time:** Ask children to write whose hat is pictured in ***Whose Hat Is This?*** (page 127). Have them write what these people do, and are responsible for, as part of their work.
- **Science:** Categorize the tools needed to perform different jobs. Bring in as many tools as possible for visual aids so children can have hands-on experiences with the tools. Examples might be: a stethoscope, a telescope, a lifeguard's whistle, a calculator, or a level.
- **Play:** Play Alphabet Careers (page 129).

Day Five

Circle Time: Share, do calendar, and so forth.

- **Opportunities Time:** Give the class the opportunity to show how much they have learned by asking them to complete the ***Career Match (page 138)*** with a partner.
- **Project:** Cut one sheet of butcher paper large enough for each child to have his or her outline traced. Ask each child to have a partner trace his or her full body outline onto one of these sheets of paper. Have each child choose a career, then "dress" and accessorize the outline for that career.

Additional Ideas for the Careers Unit

- Invite parents into the classroom to talk with the class about their careers.
- Set up some kind of business in the classroom for play and work time.
- Develop a word-of-the-day calendar related to work, jobs, and careers. Briefly talk about the word during calendar time. Write and display the word.
- Help your class draw a map of the school. Draw the workers in the school. Write down what each worker does on the map's edge. Next, ask each workers in the school to let you record a one sentence description of his or her job. Let children guess who it is and the title of his or her job.



Name _____

My Discovery on Planet _____

Teacher: After you have read a story about outer space exploration, ask children to pretend they are astronauts. Discuss what astronauts wear and do. Ask children what they might see on their way to this undiscovered planet. Have them name their planets, and write the names on the lines above. Have them draw themselves in their astronaut suits meeting the creatures they have found, using as much detail in their drawings as possible.



Name _____

My Apron

.....

Many workers wear aprons. Would you like to be a builder, a baker, a sculptor, or a painter? Someone else? Draw a picture of yourself in your apron.

What kind of job are you doing?



Name _____

To Save or to Spend?

.....

Draw a picture of what you can buy with one dollar.

Tell one way you can earn a dollar.

Now draw a picture of what you can buy if you save 10 dollars.



Name _____

Whose Hat Is This?

.....

Look at each hat. Write who wears each hat. Then write what each person does. **Hint:** The words to choose from are in the box.

cowboy

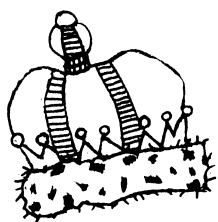
magician

king



Whose hat is this? _____

What does this person do? _____



Whose hat is this? _____

What does this person do? _____



Whose hat is this? _____

What does this person do? _____



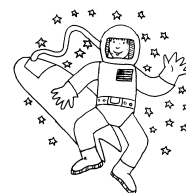
Name _____

Career Match

.....

Work with a partner. Look at the list of workers. Draw a line from the worker to what that worker does.

Banker	paints pictures or houses
Astronaut	helps people get well
Doctor	drives a truck
Painter	explores outer space
Singer	teaches children
Teacher	helps people put money in the bank
Truck Driver	sings for people



Teacher: Use this activity to talk about what children might like and dislike about each of these jobs. Have them name other kinds of workers and tell what they do. Do they know what job a family member has? What kinds of jobs would they like to have?



Games for May

Careers

Alphabet Careers

Have children sit in a circle. Choose one child to begin the game by saying "When I grow up, I will be ____." (The child completes the statement by naming a career that starts with an *a*). The next child continues, saying "When I grow up, I will be ____." (That child names a career that starts with a *b*.) Continue around the circle until all letters of the alphabet have been used.

This can be a cumulative game for older children. For this version, children are asked to repeat all occupations that were said before their turn. Then they add a new occupation.

Round Robin Workers

Using the "Round Robin" technique, have children complete the sentence with the name of the correct worker.

- A _____ sells us things we need.
- A _____ writes books.
- A _____ paints pictures.
- A _____ protects us from bad people.
- A _____ helps us stay well.

Poems, Fingerplays, Songs, and Chants

for Careers

"The Question"

by Karla Kuskin
from *Piping Down the Valley Wild*
Edited by Nancy Larrick
Illustrated by Ellen Raskin

"My Father Owns the Butcher Shop"

-Anonymous
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel

"I Can"

by Mari Evans
from *Pass It On*
Collected by Wade Hudson

"The Wright Brothers"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"George Washington Carver"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"Foot Repair"

by Shel Silverstein
from *Falling Up*
Poems and drawings by Shel Silverstein

SONGS

"I've Been Working on the Railroad"

(American folksong)

"The Erie Canal" or "I've Got a Mule"

(American folksong)

"Michael, Row the Boat Ashore"

(African-American spiritual)

"Zum Gali Gali"

(Israeli folksong)



Authors' Favorite Books

Airport

Byron Barton

The Art Lesson

Tomie dePaola

A Carpenter

Douglas Florian

Charlie Parker Played BeBop

Chris Raschka

Emma

Wendy Kesselman

Fire! Fire!

Gail Gibbons

The Furry News: How to Make a Newspaper

Loreen Leedy

Getting Ready for a Career as a Computer

Animator

Bill Lund

The Gingerbread Man

retold by Brenda Parkes

The Goat in the Rug

Charles L. Blood and Martin Link

Going Lobstering

Jerry Pallotta

Going to the Doctor

Fred Rogers

Guess Who?

Margaret Miller

I Can Be a Farmer

Kathy Henderson

I Can Be a Forest Ranger

Carol Greene

I Can Be an Astronaut

June Behrens

I Want to Be an Astronaut

Byron Barton

If I Drove a Bus

Miriam Burt Young

My Apron

Eric Carle

My Dog Is Lost!

Ezra Jack Keats

My Father Is in the Navy

Robin McKinley

People Working

Douglas Florian

The Post Office Book

Gail Gibbons

The Purple Coat

Amy Hest

Recycle! A Handbook for Kids

Gail Gibbons

Teachers: A to Z

Jean Johnson

We Keep a Store

Anne Shelby

Whose Hat?

Margaret Miller



June Friendship

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep in mind this **key question** for June: ***What is friendship?***

Use of Blackline Masters and Stories for June

- Read aloud *The Doorbell Rang* by Pat Hutchins.
- Brainstorm traits of people who are our friends. Use ***Friendship Is*** (page 136) to complete two sentences about friends. Continue using this activity and have children draw a pictures of themselves with a friend.
- Read aloud *George and Martha: One Fine Day* by James Marshall or another similar story.
- Ask children to complete ***A Friendship Journal*** (page 137) and write an entry titled “My Adventure with a Friend.”
- Read aloud *Jessica* by Kevin Henkes, or another similar story.
- Play Pal Bingo (page 139), which reinforces vocabulary about friendship.
- Ask children to complete the ***Friendship Venn Diagram*** (page 138).
- Read aloud *We Are Best Friends* by Alikei.

Vocabulary Words

friend, friendship, share, help, buddy, pal, playmate



June Framework

Musical-Rhythmic



- Read aloud *The Doorbell Rang* by Pat Hutchins.
- Tape-record a message from each child in the class and play "Who Is This?" (Children listen to the message and guess who the speaker is.)
- Have the class sing "You Are My Sunshine."

Naturalist



- Have children discuss how they might make friends with animals.
- Encourage children to talk about how they might be friendly to the earth and its creatures. (Write, paint, draw, or make a collage to show different ways.)
- Elicit ideas about how friendships can change as we grow older.

Verbal-Linguistic



- Read aloud *Rosie and Michael* by Judith Viorst.
- Brainstorm how to be a good friend.
- Have children make an acrostic poem using a friend's name.
- *Make **Friendship Is** (page 136) into a class book.
- Have children talk about what they like to do with their friends.
- Have the class write a letter to someone who has visited their classroom or to a pen pal.

Bodily-Kinesthetic



- Dramatize a friendship story with the class.
- Divide the class into pairs. Ask one member of the pair to close his or her eyes and be led on a "trust walk" by the partner. Then reverse the roles. Have children talk about what it felt like to trust another person.
- Have a three-legged race within the classroom.

Key Question

What is friendship?

Select some of these activities to help develop each of the intelligences in your children.

Visual-Spatial



- Create a large friendship collage with the class using magazine pictures showing friends doing fun things together.
- Sharing the same brush with a partner, paint a picture together.

Interpersonal



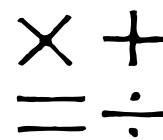
- Assign secret partners in the class for a week and have partners write notes and do nice things for one another. After the week is over, ask children to talk about what they did for each other.
- Ask each child to bring in a bag with two things that mean something special to him or her. Have the class try and guess why these things are special to the person who brought them in.
- Working with partners, have children trace each other on butcher paper, colors and display it with “_____is a good person because_____.”
- *Play Pal Bingo (page 139).

Intrapersonal



- Have children write journal entries about what makes a good friend and how they can be a good friend to someone in need.

Logical-Mathematical



- Design a secret code for the class and write a series of messages for children to decode.
- *Use the **Friendship Venn Diagram** (page 138) to help children compare and contrast your friends of different ages.
- Have children choose their favorite friendship books. Then graph the results.



Sample Unit

Friendship

We did this unit during the second week of February in a half-day kindergarten class.

Day One

Circle Time: Share, do calendar, and so forth. Begin by brainstorming traits of friends we value. Record each trait on a word card. Display the cards on a sentence chart, magnetic board, or taped to a wall.

- **Read Aloud:** *The Doorbell Rang* by Pat Hutchins. Look at the cover of *The Doorbell Rang*. Ask questions, such as *What do you think this story is about?*, *Who are the characters?*, *What are they doing?*, *What is the setting?* Read the story aloud. Discuss the various scenarios and how each one changed how many cookies the children would get. Watch for the stack of plates and the footsteps on the floor in the artwork.
- **Math:** Have children count various elements mentioned in *The Doorbell Rang*. Ask, *How many cookies? How many times does the doorbell ring?* Reread the story as necessary to check for the correct answers.
- **Opportunities Time:** Use *Friendship Is* (page 136) to complete two sentences on friends. Continue using this activity and ask children to draw a picture of themselves and a friend.

Day Two

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *George and Martha: One Fine Day* by James Marshall, or another book in the George and Martha series.
- **Opportunities Time:** Ask children to complete *A Friendship Journal* (page 137). A word list they can use to write “My Adventure with a Friend” is included on the page. Ask if any children would like to share their entries with the class. Or ask general questions about the entries to elicit how children wrote with their stories.

Day Three

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *Jessica* by Kevin Henkes
- **Reading/Writing Workshop:** Create a story map to show the events in *Jessica*.
- **Play: Pal Bingo** (page 139). After the class understands how the game is played, choose a child to play the role of the “word caller.”

Day Four

Circle Time: Share, do calendar, and so forth.

- **Read Aloud:** *We Are Best Friends* by Alik
- **Opportunities Time:** Before your class gets to *Day Four*, ask each child to bring in things that are special to them. Have children bring them in a bag, and keep them hidden.

In turn, each child pulls out one item from the bag. Invite the other children to guess what makes this thing so special to this person. After the guesses have been made, let the child who owns the object talk about why this thing is special.

Repeat this activity with the other item in the child's bag.

It might be best if you go first so that children get used to the idea of asking appropriate questions and being respectful of other people's property. For example, you might share a ball of rags and a photograph. After letting children guess what makes these things special to you, you might share that the ragball is special because your grandmother made many of them and used them to make rugs, and the photograph is of that grandmother.

This activity will take quite a while to complete in a whole group, so be sure to allow enough time.

Day Five

Circle Time: Share, do calendar, and so forth.

Review what children have learned about friendship and what it means to be a friend. Ask children what kinds of friends they would like to have, and what they can do to keep friendships strong.

- **Opportunities Time:** Friends come in all ages. Ask children to think about friends they have who are their age. What do they like to do with them? What is special about them? Now ask them to think about friends who are older than they are. Do they have older brothers or sisters who they sometimes play with? How about a grandparent who always finds time to do special things with them? What do they like to do with them?

Help your children use the **Friendship Venn Diagram** (page 138) to help them think about friendship and friends of all ages.



Name _____

Friendship Is

.....

Friendship is _____

Friendship is _____

My Friend and I

Teacher: Brainstorm how to be a good friend. Record ideas and post the list to use as a vocabulary aid. Talk about what kinds of things friends like to do together. Ask children how they know someone is a friend. Then have children complete the two sentences above, expressing two ideas about what friendship is. Have them draw a picture of themselves with a friend doing something fun.



Name _____

A Friendship Journal

Use some of the words in the box to write about an adventure with a friend. Write about where you went and what you did.

help	fun	puzzle	toys	bike	swing
play	slide	movie	pizza	climb	surprise

My Adventure With a Friend

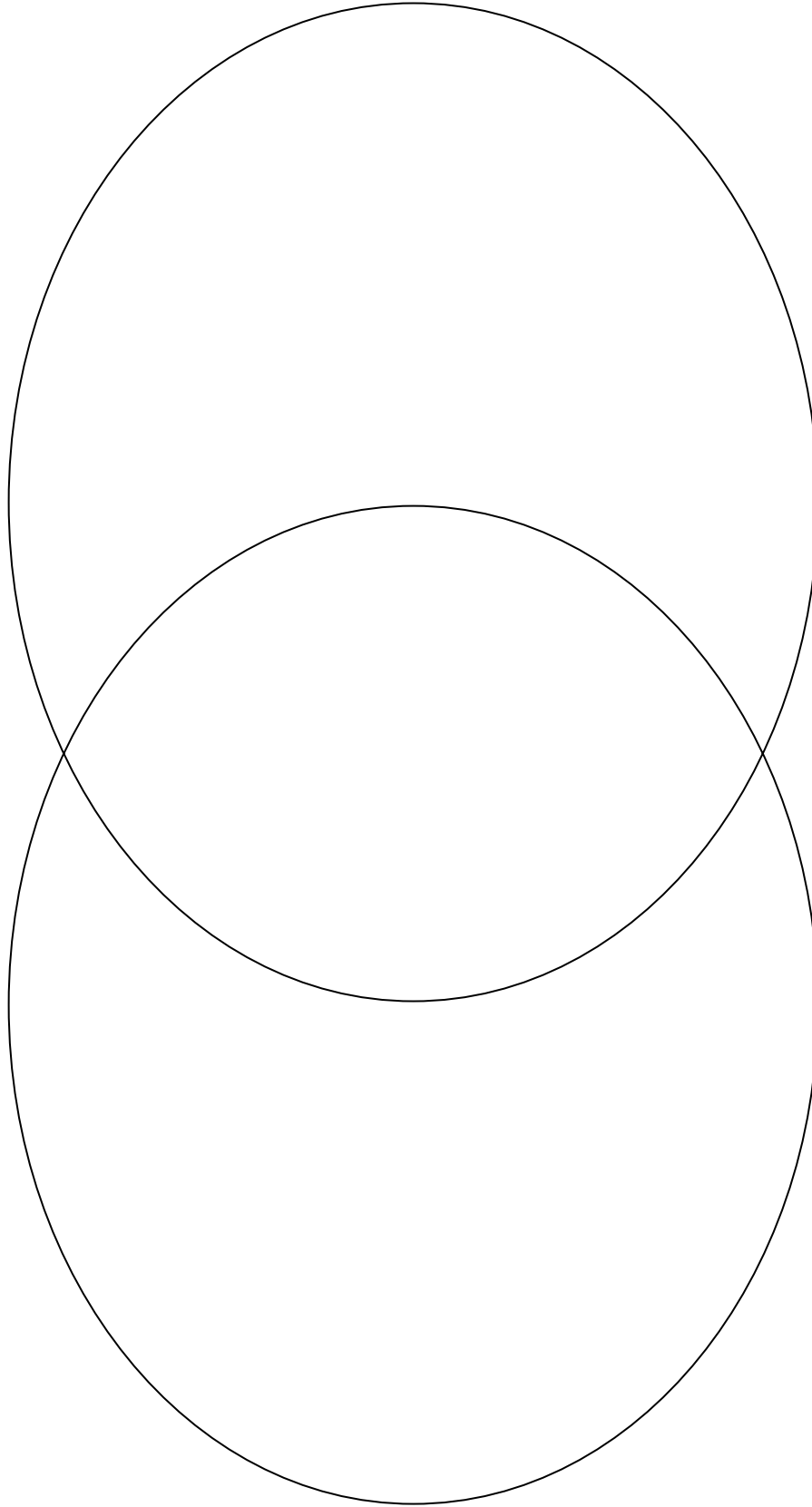


Friendship Venn Diagram

Fun With Friends
My Age

Fun With Both

Fun With
Older Friends



Teacher: Have children think about friends who are their age. Ask, *What do you like to do with them? What is special about them? Now think about friends who are older than you. Do you have older brothers or sisters who you sometimes play with? How about a grandparent who always finds time to do special things with you?* Enlarge copies of this Venn diagram. Have children work in pairs to fill it in. Then allow time for children to share their work with the class.



Name _____

Pal Bingo

.....

Choose nine words from this list and write one in each box.

help	gift	play	fun	game	give	slide
movie	toys	joke	pizza	bike	climb	swing

Teacher: To play, have children choose nine different words from this list. Then have them write one in each box, in any order they choose. After all boxes are filled, call out a word and have children put an X through that box if they chose that word. The winner is the first child to cross out three boxes in a row, either diagonally, vertically, or horizontally. Continue until a child raises his or her hand and calls out "Pal Bingo!"



Poems, Fingerplays, Songs, and Chants for Friendship

"The More We Get Together"

(To the tune of "Did You Ever See a Lassie?")

The more we get together,
Together, together,
The more we get together,
The happier we are.
For your friends are my friends,
And my friends are your friends,
The more we get together,
The happier we are.

"You Are My Sunshine"

You are my sunshine
My only sunshine
You make me happy
When skies are gray
You'll never know dear
How much I love you
Please don't take my sunshine away.

"To a Friend"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"Friendship"

by Risa Jordan
from *A Poem a Day*
By Helen H. Moore

"I Like You"

by Matsuhito (Eighth Century)
from *A Poem a Day*
By Helen H. Moore

"The Fight"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"We Are One World"

by Meish Goldish
from *A Poem a Day*
By Helen H. Moore

"Feelings"

by Risa Jordan
from *A Poem a Day*
By Helen H. Moore

"Love Is"

by Helen H. Moore
from *A Poem a Day*
By Helen H. Moore

"Question"

by Anonymous
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel

"Puzzle"

by Arnold Spilka
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel

"Ten Kinds"

by Mary Mapes Dodge
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel

"Fernando"

by Marci Ridlon
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel

"Wrestling"

by Kathleen Fraser
from *The Random House Book of Poetry for Children*
Selected by Jack Prelutsky
Illustrated by Arnold Lobel



Authors' Favorite Books

Addie's Bad Day

Joan Robins

Aldo Applesauce

Johanna Hurwitz

Alfie Gives a Hand

Shirley Hughes

Amber Brown Is Not a Crayon

Paula Danziger

Amos and Boris

William Steig

Andrew Jessup

Nette Hilton

Arthur and the True Francine

Marc Brown

Arthur Makes the Team

Marc Brown & Stephen Krensky

Arthur's Birthday

Marc Brown

Bears' Bargain

Frank Asch

Best Friends

Miriam Cohen

Best Friends for Frances

Russell Hoban

Blow Me a Kiss, Miss Lilly

Nancy White Carlstrom

Caleb's Friend

Eric Nones

The Doorbell Rang

Pat Hutchins

55 Friends

Abbie Zabar

Friends

Helme Heine

George and Martha: One Fine Day

James Marshall

Happy Birthday, Dear Duck

Eve Bunting

The Hating Book

Charlotte Zolotow

A Home

Nola Malone

I Like Me

Nancy Carlson

Ira Sleeps Over

Bernard Waber

Jamaica's Find

Juanita Havill

Jessica

Kevin Henkes

Me and Nessie

Eloise Greenfield

Mr. Gumpy's Outing

John Burningham

My Friend Leslie

Maxine Rosenberg

Peppermints In the Parlor

Barbara Brooks Wallace

Rosie and Michael

Judith Viorst

The 329th Friend

Marjorie Sharmat

Two Is Company

Judy Delton

We Are Best Friends

Aliki

Will I Have a Friend?

Miriam Cohen

Part II

Appendix



The MI theory can be described as a philosophy of education, and attitude toward learning, or a meta-model of education in the spirit of John Dewey's ideas on progressive education rather than a set program of fixed techniques and strategies.

—Thomas Armstrong (1994)

Model Frameworks

Key Question

As you take ideas from the Sample Unit, the Framework, and the blackline masters, keep the key question in mind.

Verbal-Linguistic

- Have children point to certain letters during activities.
- Have children find letters around the classroom to spell different words.
- Help children write about unit related facts (stories, lists, book titles).
- Have children retell stories.
- Read several stories focusing on a particular theme. Discuss similarities and differences among the stories.



Musical-Rhythmic

- Sing a song with the class.
- Have children write a song and then record it.
- Help children write a message using musical notes for a partner to decode.
- Have children create a beat or rap and tap or clap to the beat.
- Play classical music in the background while children are working.
- Teach the class how to play different musical instruments.



Logical-Mathematical

- Have children count, add, or subtract something related to the unit.
- Have children put items from the unit in order or have them create a pattern.
- Help children calculate the probability of something related to the unit.
- Use calculators and math manipulatives with the class.
- Have children solve a story problem.



Interpersonal

- Have children work with a partner to draw a picture sharing one crayon.
- Encourage children to tutor their peers.
- Help children learn team-building strategies (cooperative learning).
- Have children do collaborative work.



Visual-Spatial

- Have children think about how an area would look like from a different perspective, like from a bird's eye view.
- Have children look for and name as many colors as they can.
- Help children draw a map of their favorite real or imagined place.
- Use shapes to create something about the unit that can encourage talking.
- Work with children to make mobile, sculptures, puppets, puzzles, games, or mazes.



Intrapersonal

- Have children pantomime different feelings they have in different situations.
- Have children write journal entries about what they would do in a certain situation or for a certain person or on a certain day.
- Help children learn to talk about what they like or dislike about things and why.



Bodily-Kinesthetic

- Have children make up expressive gestures and dances, and use sign language.
- Have children role-play to communicate parts of a story or the whole story.
- Have children exercise in ways relating to the current unit.
- Help children take apart or put something together.
- Do science experiments with the class, emphasizing touching, feeling, and observing.



Naturalist

- Ask children to sort and classify items relating to the unit.
- Record children's observations about how things from the unit change with the weather, time, and maturation.
- Encourage children to notice how time, seasonal changes, and climate affect the natural surroundings.
- Have children to talk about how pets or animals fit into the picture.
- Help children determine ways they can help the environment.



Model Frameworks

Key Question

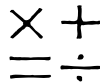
Verbal-Linguistic



Musical-Rhythmic



Logical-Mathematical



Interpersonal



Visual-Spatial



Intrapersonal



Bodily-Kinesthetic



Naturalist



Framework

Musical-Rhythmic



Visual-Spatial



Verbal-Linguistic



Naturalist



Key Question

Select some of these activities to help develop each of the intelligences in your students.

Intrapersonal



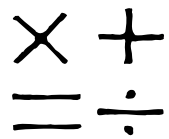
Interpersonal



Bodily-Kinesthetic



Logical-Mathematical



Teacher Multiple Intelligences Inventory

Use this inventory to assess your own multiple intelligences strengths. As you become more familiar with the structure of the theory of multiple intelligences, you will learn ways to develop the intelligences in not only yourself, but in your children. Answer yes or no to the following questions to build your own multiple intelligences profile.

VERBAL-LINGUISTIC INTELLIGENCE

- _____ Do you enjoy reading books?
- _____ Do you enjoy word games?
- _____ Do you enjoy writing?
- _____ Do you enjoy listening rather than seeing?

LOGICAL-MATHEMATICAL INTELLIGENCE

- _____ Do you easily do math computations in your head?
- _____ Do you rationalize and find logical explanations for things that happen?
- _____ Do you appreciate the precision of measuring or categorizing?
- _____ Do you look for patterns?

VISUAL-SPATIAL INTELLIGENCE

- _____ Do you enjoy puzzles?
- _____ Do you easily imagine what something will look like?
- _____ Do you rely on illustrations for information?
- _____ Do you appreciate color and its effects?

BODILY-KINESTHETIC INTELLIGENCE

- _____ Do you enjoy working with your hands?
- _____ Do you enjoy physical activity?
- _____ Do you need to practice a new skill rather than read about it?
- _____ Do you prefer moving around as opposed to sitting?

MUSICAL-RHYTHMIC INTELLIGENCE

- _____ Do you enjoy music?
- _____ Do you listen to music often?
- _____ Do you enjoy beating a rhythm?
- _____ Do you enjoy creating music?

INTERPERSONAL INTELLIGENCE

- _____ Do you enjoy group games and social events?
- _____ Do you have several close friends?
- _____ Do you enjoy leadership roles?
- _____ Do people ask you for advice?

INTRAPERSONAL INTELLIGENCE

- _____ Do you journal?
- _____ Do you prefer to be alone?
- _____ Do you consider yourself independent?
- _____ Do you value and promote personal growth?

NATURALIST INTELLIGENCE

- _____ Do you enjoy nature and natural surroundings?
- _____ Do you enjoy caring for pets?
- _____ Do you enjoy sorting and classifying?
- _____ Do you have good observational skills?

Now that you have filled out the personal inventory, make a plan to nurture an underdeveloped intelligence. Use the information you gather to take a closer look at what you bring to the classroom. Try to bring more variety to your teaching presentations by strengthening and developing your own intelligences.

You can use a similar inventory with children to help organize your observations about children's intelligences.

Next, you might give the inventory to colleagues. Collaborate with colleagues. The collaboration process offers many opportunities for integrating curriculum through the use of the multiple intelligences theory. Use the Sample Grid as a guideline to encourage using the multiple intelligences theory across the curriculum.

Sample Grid

	Monday	Tuesday	Wednesday	Thursday	Friday
Verbal-Linguistic					
Logical-Mathematical					
Visual-Spatial					
Bodily-Kinesthetic					
Musical-Rhythmic					
Interpersonal					
Intrapersonal					
Naturalist					

Teacher: Use this grid for curriculum mapping. Identify opportunities to use multiple intelligences across the curriculum.

Creating a Multiple Intelligences Unit

Use the following planning questions to help develop curriculum units that support children's learning using multiple intelligences theory. As you answer the questions, keep in mind that not every intelligence needs to be covered in every lesson.

VERBAL-LINGUISTIC INTELLIGENCE

- _____ Can children use writing to expand knowledge of the subject?
- _____ Can children read stories or poetry about the subject using the tape recorder?
- _____ Can children develop or play word games about the subject?

LOGICAL-MATHEMATICAL INTELLIGENCE

- _____ Can children use mathematical calculations to learn about the subject?
- _____ Can children analyze, make inferences, relate data, formulate strategies, or plan something to learn about the subject?
- _____ Can children make classifications to learn about the subject?

VISUAL-SPATIAL INTELLIGENCE

- _____ Can children use puzzles to learn about the subject?
- _____ Can children use color and illustrations to learn about the subject?
- _____ Can children use a diorama or a portfolio to learn about the subject?

BODILY-KINESTHETIC INTELLIGENCE

- _____ Can children dramatize a story to learn about the subject?
- _____ Can children move in a certain way to learn about the subject?
- _____ Can children build something to learn about the subject?



MUSICAL-RHYTHMIC INTELLIGENCE

- _____ Can children sing a song to learn about the subject?
- _____ Can children create a beat to learn about the subject?
- _____ Can children brainstorm “subject” words and set them to music to learn about the subject?

INTERPERSONAL INTELLIGENCE

- _____ Can children participate in cooperative learning structures to learn about the subject?
- _____ Can children work with a partner to learn about the subject?
- _____ Can children role-play with a peer to learn about the subject?

INTRAPERSONAL INTELLIGENCE

- _____ Can children journal to learn about the subject?
- _____ Can children make a chart of likes and dislikes about the subject?
- _____ Can children record his/her own ideas on tape to learn about the subject?

NATURALIST INTELLIGENCE

- _____ Can children sort and classify to learn about the subject?
- _____ Can children look at how time, seasons, and climate influence the subject?
- _____ Can children look at the subject ecologically?

Setting Up Your Classroom

The way you set up your classroom can also foster strengths among the different intelligences. By establishing different areas or centers for learning, you allow children to experiment with different activities that stimulate their intelligences.

Young children learn how to use the materials at each center by watching older, more experienced peers at work and play there. However, it is not always possible to have mentors available. So, the centers you establish in your classroom should be arranged so that children can “teach” themselves.

Offer activities at all instructional levels so that children will have a sense of accomplishment, an interest in moving to the next level of learning, and new challenges at all levels as they work through the MI (multiple intelligences) activities.

With this type of classroom organization you will find an increased amount of peer teaching and coaching. It will be easier for children to move to the next level of instruction. In many instances you will notice that the roles of teacher/learner are reversed, as pairs of children work together teaching and learning.

Centers may include the following areas.

- **Reading/Storytelling/Dramatic Play**

Children use this center to read books (verbal-linguistic), retell stories using puppets and felt character cutouts (verbal-linguistic), and role-play stories (bodily-kinesthetic). While in this center with other classmates, children might do a group presentation, practice taking turns, and learn to communicate with others (interpersonal). If in this center alone, a child might read silently, work independently, or express their likes and dislikes through role-playing (intrapersonal).

Suggested Materials: books, flannel boards, book-related felt cutouts, puppets, a puppet theater, costumes, book props

- **Building/Blocks/Construction Center**

Children in this center use tools, build models, construct projects, assemble or disassemble machines and gadgets (bodily-kinesthetic), and sort and/or classify objects (naturalist). They might create a three-dimensional building and then estimate sizes and distances (visual-spatial, logical-mathematical).

Suggested Materials: wooden blocks, cardboard blocks, wood scraps, goggles, toy tools, wood glue, old nuts, bolts, and nails

- **Art Center**

In this center, children create collages, design posters, create sculptures and mobiles; illustrate books, paint, and draw (visual-spatial). They may also make props and other crafts, touching and feeling the different materials (bodily-kinesthetic). Working alone, they will be weighing alternatives and working independently (intrapersonal). Working together, children may discuss options with partners, practice listening, and learn to give and receive constructive criticism (interpersonal).

Suggested Materials: paper, scissors, glue, crayons, markers, paint, fabric scraps, felt, feathers, notions, buttons, old magazines

- **Writing Center**

Students use this center to write stories, poems, reports, letters, and plays (verbal-linguistic), design cards and postcards (visual-spatial), and write journal entries (intrapersonal). Some of these activities may be done collaboratively (interpersonal).

Suggested Materials: pencils, markers, crayons, pens, paper, postcards, old greeting cards, templates, dictionaries, old newspapers and magazines

- **Science/Observation**

Students in this center observe, classify, categorize, and record observations about nature and science (naturalist). They may

also discuss, debate, or explain a concept, and learn vocabulary words (verbal-linguistic). Additionally, they may analyze data, make predictions, and test hypotheses (logical-mathematical). This center can also foster both interpersonal and intrapersonal intelligences.

Suggested Materials: snakeskins, insects, magnifying glasses, ant farms, animal skins, leaves, tree bark, shells, flowers, rocks, paper, and pencils

- **Cooking Center**

Children use this center to read, write, and follow recipes (verbal-linguistic). They may also mix and measure ingredients, and sequence steps in recipes (logical-mathematical). At this center, children can have the opportunity to create recipes and experiment with ingredients (bodily-kinesthetic). As with most of these centers, children also can strengthen their intrapersonal and interpersonal intelligences by working alone at the center or with a small group.

Suggested Materials: cups, tablespoons, teaspoons, mixing bowls, cooking utensils, various ingredients, recipes, microwave, and toaster oven (with adult guidance)

- **Music/Instrument Center**

Children use this center to listen to music, imitate musical patterns, and play instruments (musical-rhythmic). They may also compose songs, jingles, and raps (verbal-linguistic). They may also consider a musical idea with a partner or small group (interpersonal) or alone (intrapersonal).

Suggested Materials: cassette tapes, tape recorder, CDs, CD player, sheet music, blank sheet music and pencils, toy piano, triangles, cymbals, drums, recorders, other musical instruments

- **Outdoor Play Center**

Children use this center to hop, skip, jump, play ball, and exercise (bodily-kinesthetic). Following ruled games gives them the opportunity to take turns (interpersonal). They might also write the rules to a new game (verbal-linguistic). Playing alone

involves their (intrapersonal) intelligence. Playing different kinds of games during different kinds of weather heightens children's naturalistic awareness.

Suggested Materials: basketballs, footballs, kickballs, volleyballs and volleyball net, jump ropes, tricycles, paper, pencils

- **Math Center**

Children use this center to sort and classify math manipulatives (naturalist), discover and create patterns, calculate answers, play number games, and solve problems (logical-mathematical). They may also estimate sizes and distances and play with geometric shapes (visual-spatial). This center also allows extensive hands-on learning (bodily-kinesthetic) and some creativity as children can draw pictures to solve story problems (visual-spatial).

Suggested Materials: math manipulatives, rulers, large and small bowls, pattern blocks, calculators, paper, pencils, crayons

- **Computer Center**

Children use this center to play number games, do calculations, and decipher codes (logical-mathematical). Playing computer games also requires hand-eye coordination and fine motor skills (bodily-kinesthetic). More specifically, they can also use music software (musical-rhythmic), layout software (visual-spatial), word processing software (verbal-linguistic), and nature-based software (naturalist).

Suggested Materials: computer, software

- **Games/Puzzles**

Children use this center to interact with each other—taking turns, compromising, and communicating (interpersonal). They might also play pattern games or number games (logical-mathematical). They may play with puzzles (visual-spatial), play charades, and use hands-on learning and fine motor skills (bodily-kinesthetic).

Suggested Materials: board games, puzzles

Teachers simply have to observe the children to assess what they are learning and what intelligence(s) they are using. Look for patterns in children's play. For example

- On what do they concentrate the most?
- Do they have a tendency to gravitate toward one particular center, or one kind of activity at each center?
- From what do they shy away?
- Is there a center or activity they avoid?
- Use these observations and more to build their strengths. At the same time, encourage children to visit all the centers.

Assessment

There are a variety of assessment tools to determine each child's progress, including teacher observation, child self-evaluations, and peer comments. If your children use portfolios, include their best work with a a portfolio selection form. Sample assessment forms follow. For your convenience, the child/peer evaluation forms can be reproduced.

Student Observation Form

Keep notes on forms, on index cards, in a notebook, or on charts like this one. Be sure to note behavior, growth areas, difficulties, and so forth.

Child's Name	Observation	Date

Name _____

My Portfolio

Unit _____

Date _____

I like this work because

Teacher: Have children use this form and then choose one or two pieces from each unit to put in their portfolios. Have children tell why they chose each piece.

Name _____

Project _____

Date _____

Good Things

Things to Change

More Good Things

Teacher: Have classmates help each other improve their writing, presentation skills, and so forth by using this form for constructive criticism.

Self-Assessment Form

Name _____

Project _____

Date _____

1. This project was

hard

medium

easy

2. I worked

hard

medium

not so hard

3. My work on this project is

my best

good

not so good

Here's what I think.

Teacher: Use this form to help children focus on their learning and how they are improving.

Cooperative Group Assessment

Names of group members: _____

1. We finished our work.



2. We listened.



3. We helped each other.



4. We think our work is



Teacher: Use this form to help children assess the work they do in small groups.

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Web Sites

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Catalog of Multiple Intelligences titles, such as *The Balancing Act: A Multiple Intelligences Approach to Curriculum, Instruction, and Assessment; and Problem Based Learning and Other Curriculum Models for the Multiple Intelligences Classroom*.

http://www.uno.edu/~edci/m_intell.htm

A list of papers and other articles related to the Multiple Intelligences.

<http://www.memphis-schools.k12.tn.us/schools/ibwells.aca/mi.html>

An interactive site for children, parents, teachers, and administrators displaying child activities and awards, as well as links to areas of interest.

About the Authors

Sharon (Younkman) Roop received her bachelor's degree in elementary education from Bowling Green State University in 1965 and a master's degree in curriculum and instruction from Ashland University in 1996. Sharon has taught in several school districts in Ohio, most recently the Worthington City Schools. Since retiring in 1999, her new job is babysitting her granddaughter, commonly referred to as Cassady Mae, Queen of Babies. In addition to teaching kindergarten for 32 years, Sharon facilitated many workshops on topics such as cooperative learning and building self-esteem. She is also a Martha Holden Jennings Award Winner. In her free time, Sharon enjoys using her digital camera to photograph Cassady and spending time with her husband Tod, who is also a teacher.

Kristen (Roop) Watson received her bachelor's degree in elementary education from The Ohio State University in 1992 and her master's degree in curriculum and instruction from Ashland University in 1996. Kristen began teaching in 1992 and since then has taught first grade, fifth grade, and a fifth/sixth multi-age. She currently teaches sixth grade in Worthington, Ohio. Kristen has attended both the Key School Institute in Indianapolis and Harvard University's Project Zero in Boston; and has presented at several area conferences. In her spare time, Kristen enjoys spending time with her husband and daughter, reading, and baking.

Kelly (Roop) Caldwell received her bachelor's degree in child and family studies from The Ohio State University in 1993. In 1994 she received her masters degree in elementary education, also from Ohio State. She began teaching for the West Carrollton City Schools in 1994. Since then she has taught kindergarten and Title I readers. Kelly currently teaches first grade and has given presentations on Title I and Chicago Math. She enjoys reading, crafts, spending time with family and friends, and playing with her beagle, Cooper. She and her husband Perry, also a teacher, are enjoying their new home in Bellbrook, Ohio, with their new son, Carter.

The three authors are mother (Sharon) and daughters (Kristen and Kelly) who come from a long line of teachers (more than 50).