PROGRAM OVERVIEW

The purpose of this program is to give students the opportunity to explore and practice Common Core related to literacy at home with their families as well as in school. Students take turns taking home a bag which includes at least one book, a “friend” (stuffed animal related to the book), and journal. Taking home a book and friend is extremely motivating to the students. They are excited to work hard, take good care of the friend, and share what they wrote in the journal when they return to school. The journal work can be tailored by the teacher to fit the grade level and current Common Core being taught in the classroom.

In kindergarten, the very first book we send home is *Brown Bear, Brown Bear*. This book is great to practice sequencing. We have the students draw and “write” (with help from parents) about what Brown Bear did at their house (using sequence words like first, next, last…). Students share their work in the journal in front of the class. The teacher asks an additional question such as: Which character was your favorite in the book? or What color was the cat? Correct/incorrect responses can be noted quickly on a clipboard spreadsheet.

Later in kindergarten we use the “If You Give a…” series by Laura Numeroff. This series is great for practicing “cause and effect”, “main character”, and “setting”. Dr. Seuss books are great for beginning readers.

We practice comparing two nonfiction texts by using ocean books. We like that this activity gets the parents involved. It teaches the parents what kind of questions to ask after reading books together. It also gives us a quick and easy way to check comprehension.

LESSON PLAN TITLES

- Brown Bear (sequencing)
- If You Give a…(cause and effect)
- Dolphins and Sharks (comparing two non-fiction texts)

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

OVERALL VALUE

This program is a fun and engaging way for students to learn. Students are excited to have the opportunity to take home one of our “friends”. After you introduce the procedure, you can have multiple take home bags going. We typically have three to four bags going at a time.

Multiple bags ensure students do not have to wait as long for a turn. The students have so much fun taking home our “friends” that they don’t realize they are “learning”.

Training parents how to help with comprehension at home makes your job easier! Assessment for KSBAR or other reporting tools becomes faster and easier as well.

ABOUT THE DEVELOPER

Janice Katz has a B.S. in Early Childhood Education and Intervention from Purdue University. She has taught kindergarten for 13 years at Davenport School of the Arts. This is her third time as a T2T grant developer. During the summer she works with Educators at Space Academy in Huntsville, Alabama. She has presented at the Space Exploration Educator’s Conference in Houston, Texas and the National I Teach K! Conference in Las Vegas, NV.
**SUBJECTS COVERED**

Reading

**GRADES**

Kindergarten

**OBJECTIVES**

Students will...

- practice using the words before and after to sequence events from the story.
- recall characters from the story.

**COMMON CORE STANDARDS**

CCLA.K.W.1 How can I draw, dictate or write an opinion about a given topic?
CCLA.K.SL.1.a How do I know when it is my turn to speak or listen?
CCLA.K.L.1.a How do I print uppercase and lowercase letters?
CCLA.K.SL.5 How do I add details to my drawings to share more details?
CCLA.K.RL.1.3 How do I identify the characters, settings, and major events in a story?
CCLA.K.L.1.2a When do I capitalize a word in a sentence?
CCLA.K.L.1.2b What do I use at the end of a sentence?
CCLA.K.L.1.2c How do I write a letter to match its sound?

**MATERIALS**

- Cloth bag
- Brown bear puppet or stuffed animal
- A writing journal
- Pencils and crayons
- A note to the families explaining what to do (translated into other languages if needed)
- Checklist for question during share time

**DIRECTIONS**

Introduce all of the materials in the take home bag (Brown Bear book, brown bear puppet or animal, writing journal, pencils and crayons to work in the journal, a note to the families explaining the project). Explain that the students will each get a turn to take home the bag. The bag should be returned the next school day so another student in the class can take it home.

Review what a “character” is. Tell them that there are several characters in this book and you would like them to try to remember all of the different characters in the book. Explain “sequencing” to the students. Tell them that you are going to read the book and you want them to try to remember the order that the characters are introduced. If this is an initial lesson about how to sequence, you will probably want to do some additional practice activities. Additional practice activity: Assign children to act out the different characters (you could use masks or have them hold index cards with the names of the characters). At the end of the book, all of the children will be standing in order in a line. Call on students to use the word “before” or “after” in a sentence to describe the order of two of the characters.

Model how you would like students to complete the journal. Tell the students you want to know about what Brown Bear does at each of their houses so you are sending a journal in the bag. When they bring back the bag the next day, they can share from the journal with the whole class. Tell students you would like them to practice sequencing or putting events in order. Tell them you would like them to use words such as first, last, before, or after. Example: First Brown Bear had dinner with my family. After dinner, we read a book together. Last, we went to bed.

When students return the bag to school the next day, they share their page in the journal. This is one way that you can assess their knowledge of sequencing (see rubric). The teacher will also ask one question from her checklist.

**Tips:**

- I tell students that all of the materials are to stay in the bag until they are inside their house. I am especially specific with bus riders. I try to help them get the entire bag in their backpack. I did have a stuffed animal get lost on the bus one year.
- I always write my name and school name on the outside of the cloth bag.
- I have a chart with all of the students’ names and the take home bags listed. Students make a slash when they take home a bag and then a second slash to form an “X” when they remember to bring it back. This helps us keep track of the bags.

**EVALUATION/ASSESSMENT**

See rubric.

★ ★ ★
Lesson Plan No 2: If You Give a... (cause and effect)

SUBJECTS COVERED
Reading

GRADES
Kindergarten

OBJECTIVES
Students will...
... identify cause and effect from a fiction story.

COMMON CORE STANDARDS
CCLA.K.W.1 How can I draw, dictate or write an opinion about a given topic?
CCLA.K.SL.1.a How do I know when it is my turn to speak or listen?
CCLA.K.L.1.a How do I print uppercase and lowercase letters?
CCLA.K.SL.5 How do I add details to my drawings to share more details?
CCLA.K.RL.1.3 How do I identify the characters, settings, and major events in a story?
CCLA.K.W.1.3 How can I draw, dictate or write about an event or events?
CCLA.K.L.1.2a When do I capitalize a word in a sentence?
CCLA.K.L.1.2b What do I use at the end of a sentence?
CCLA.K.L.1.2c How do I write a letter to match its sound?

MATERIALS
- Cloth bag
- If You Give a Cat a Cupcake by Laura Numeroff (or any other book from the If You Give a … series by Laura Numeroff)
- Puppet or stuffed animal to match the book you choose
- A writing journal
- Pencils and crayons
- A note to the families explaining what to do (translated into other languages if needed)
- Checklist for question during share time

DIRECTIONS
Introduce all of the materials in the take home bag (If You Give a Cat a Cupcake book, cat puppet or stuffed animal, writing journal, pencils and crayons to work in the journal, a note to the families explaining the project). Explain that the students will each get a turn to take home the bag. The bag should be returned the next school day so another student in the class can take it home.

Explain cause and effect to the students. Tell them that the cause is an event and the effect is what happens because of the event. Tell them that there are several examples of cause and effect in the story. Read the book and have the students think about different events and what happened because of them. If this is the initial cause and effect lesson, you will probably want to do some additional practice activities.

Model how you would like students to complete the journal. Tell the students you want to know about what kind of mischievous things Cupcake did at their houses so you are sending a journal in the bag. When they bring back the bag the next day, they can share from the journal with the whole class. Show the students that the journal is going to consist of a graphic organizer on one side of the page and lined paper for writing on the other side. Review how to use the graphic organizer. The graphic organizer will be used to illustrate the events from the book that was in the bag. The lined paper is for writing one sentence about the cause and effect.

Example:
Cupcake ate my dog’s food because he was hungry.

When students return the bag to school, they share their page in the journal. This is one way that you can assess their knowledge of cause and effect (see rubric). The teacher will also ask one question from her checklist.

Tips:
✔ I tell students that all of the materials are to stay in the bag until they are inside their house. I am especially specific with bus riders. I try to help them get the entire bag in their backpack. I did have a stuffed animal get lost on the bus one year.
✔ I always write my name and school name on the outside of the cloth bag.
✔ I have a chart with all of the students’ names and the take home bags listed. Students make a slash when they take home a bag and then a second slash to form an “X” when they remember to bring it back. This helps us keep track of the bags.

EVALUATION/ASSESSMENT
See rubric.

2013 - 2014 IDEA CATALOG OF EXCELLENCE
Lesson Plan No 3: Dolphins and Sharks (comparing two non-fiction texts)

**SUBJECTS COVERED**
Reading

**GRADES**
Kindergarten

**OBJECTIVES**
Students will:
… find similarities and differences in two non-fiction texts.

**COMMON CORE STANDARDS**
CCLA.K.W.1 How can I draw, dictate or write an opinion about a given topic?
CCLA.K.SL.1.a How do I know when it is my turn to speak or listen?
CCLA.K.L.1.a How do I print uppercase and lowercase letters?
CCLA.K.SL.5 How do I add details to my drawings to share more details?
CCLA.K.RL.1.3 How do I identify the characters, settings, and major events in a story?
CCLA.K.RI.1.3 How do I describe the connection between two people, events, or ideas in a nonfiction text?
CCLA. K.RI.3.9 How do I identify the similarities in and differences between two nonfiction texts?
CCLA. K.L.1.2a When do I capitalize a word in a sentence?
CCLA.K.L.1.2b What do I use at the end of a sentence?
CCLA. K.L.1.2c How do I write a letter to match its sound?

**MATERIALS**
- Cloth bag
- National Geographic Kids: Dolphins (book)
- National Geographic Kids: Sharks (book)
- Dolphin and/or shark puppet or stuffed animal
- A writing journal
- Pencils and crayons
- A note to the families explaining what to do (translated into other languages if needed)
- Checklist for question during share time

**DIRECTIONS**
Introduce all of the materials in the take home bag (dolphin and shark book, puppet(s) or animal(s), writing journal, pencils and crayons to work in the journal, a note to the families explaining the project). Explain that the students will each get a turn to take home the bag. Since this project may take a little longer to complete than the previous bags, they may have two days with the bag at home and then return it so another student in the class can take it home.

Model how you would like students to complete the journal:

- Review how to use a Venn Diagram. (In older grades you may want to use a more challenging graphic organizer). Show the students that the journal is going to consist of a Venn Diagram on one side of the page and lined paper for writing on the other side. The Venn Diagram should compare the two books that were in the bag. The lined paper is for writing one sentence about dolphins and one sentence about sharks.

When students return the bag to school, they share their page in the journal. This is one way that you can assess their knowledge of comparing two non-fiction texts (see rubric). The teacher will ask one question from her checklist.

**Tips:**
✔ I tell students that all of the materials are to stay in the bag until they are inside their house. I am especially specific with bus riders. I try to help them get the entire bag in their backpack. I did have a stuffed animal get lost on the bus one year.
✔ I always write my name and school name on the outside of the cloth bag.
✔ I have a chart with all of the students’ names and the take home bags listed. Students make a slash when they take home a bag and then a second slash to form an “X” when they remember to bring it back. This helps us keep track of the bags.

**EVALUATION/ASSESSMENT**
See rubric.
### Materials Budget

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<th>SUPPLIER</th>
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<td>thebigzoo.com</td>
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<td><em>Cuddlekins Black Tipped Shark</em> by Wild Republic</td>
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<td>Publix</td>
<td>Recycle shopping bag</td>
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<td>Walmart</td>
<td>Sharpie 8 ct. permanent markers (to write on take home bags)</td>
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<td>Pencils (24 ct.)</td>
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<td>Copy Paper (one ream)</td>
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<td><a href="http://www.fonts4teachers.com">www.fonts4teachers.com</a></td>
<td>Fonts for Teachers (to create lined writing paper for the journals)</td>
<td>39.95</td>
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**Subtotal** $200.91

<table>
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<tr>
<th>Teacher</th>
<th>Janice Katz</th>
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<td>School</td>
<td>Davenport School of the Arts</td>
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**TOTAL BUDGET AMOUNT** $200.91
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<tbody>
<tr>
<td><strong>Brown Bear Sequencing</strong></td>
<td>Returns bag and items, draws a picture of a character, shares one thing that happened with the character</td>
<td>Returns bag and items, draws a picture, writes a sentence, shares what happened, and answers question from checklist</td>
<td>Returns bag and items, draws a picture, writes two sentences that use a sequencing word, picture matches sentence, shares and reads sentences, and answers checklist question</td>
<td>Returns bag and items, draws a picture, writes four connected sentences using sequencing words, picture matches sentences, shares and reads sentences, and correctly answers checklist question</td>
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<td><strong>If you give a... series</strong></td>
<td>Returns bag and items, shares what the “friend” did at their house</td>
<td>Returns bag and items, completes graphic organizer, completes sentence, shares sentence, and answers checklist question</td>
<td>Returns bag and items, completes graphic organizer, completes a cause and effect sentence, and answers a checklist question</td>
<td>Returns bag and items, correctly completes graphic organizer, completes a cause and effect sentence with space and punctuation, and correctly answers a checklist question</td>
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<td><strong>Dolphin and Shark bag</strong></td>
<td>Returns bag and items, and shares work with the class</td>
<td>Returns bag and items, completes Venn diagram, and shares with class</td>
<td>Returns bag and items, completes Venn diagram, writes a sentence about each animal, and shares with class</td>
<td>Returns bag and items, completes Venn diagram, writes a sentence about each animal with correct punctuation and capitalization about each animal, and shares work with class</td>
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</table>

Student Name _______________________________________________________________
Questions list for fictional text

1. Name the main character.

2. What was the setting of the story?

3. Was there a problem in the story?

4. What happened at the end of the story?

5. What character did you like the most? Why?

6. If you could change the story, how would you change it?

7. Tell me in one sentence what the story was about.

8. What was a clue that the story was fictional?

Question list for a non-fiction text

1. What was a fact you learned from the book?

2. What was a clue that the book was non-fiction?

3. Would you recommend these books to someone else? Why? Who?

4. What didn’t you find out that you wanted to know?

5. What was good or bad about the pictures in the book?

6. How do you feel about reading another book on the same topic?
### Fictional text checklist

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<th>Question</th>
<th>Student names</th>
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<tbody>
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<td>Name the main character</td>
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<tr>
<td>Name the setting</td>
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<td>Problem in the story</td>
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<td>The end of the story</td>
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<td>What character did you like the most? Why?</td>
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<td>If you could change the story, how would you change</td>
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<td>What was a clue that the story was fictional</td>
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<td>Main idea</td>
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### Non Fiction text checklist

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>Name a fact</td>
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<td>What was a clue that the book was non-fiction</td>
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<tr>
<td>Would you recommend this book? why? to who?</td>
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<tr>
<td>What didn’t you find out that you wanted to know</td>
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<tr>
<td>What was good or bad about the pictures in the book</td>
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<td>How do you feel about reading another book on the same topic</td>
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