

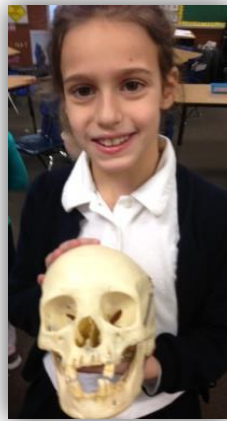
First Comes WONDER



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Yeshivat Noam

The Big Question

I love teaching Second Grade. Middle childhood students look upon the world with wonder. They are hungry and eager for learning and for life. Their frontal and temporal lobes are growing, their ability to think is further deepening, their emotions are maturing, and their eyes mirror delight when things “click”. In my years teaching I often ask myself, “How do I as an educator help channel this keen interest and awareness into meaningful real world educational experiences for my early elementary students?”



One of the most effective ways I have found to infuse real world learning into the children's educational experience is to appeal to where the children are developmentally. Middle childhood students enter the classroom bursting with anecdotes about their own life experiences and efforts to make sense of the world. They are easily engaged through observing, touching and manipulating.

Beginning with the children's own experiences, and then augmenting them with science, social studies, current events in nature, and at times even in the news, is the "hook" that grabs their attention and encourages exploration of and interaction with their environment. Instead of science and social studies being the afterthought to squeeze in "if there is time", whenever possible they become the launching point that ties together the reading, writing and math.

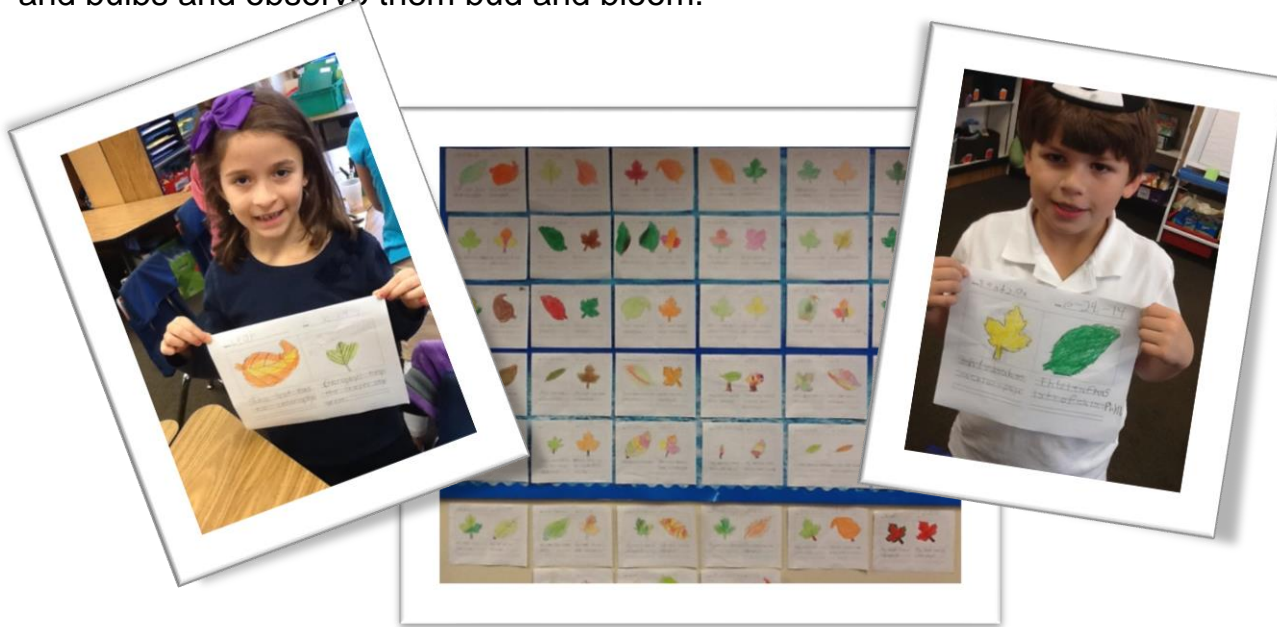
And, while I am the English teacher, I always look for ways to link in what is being taught in *Limudei Kodesh*. In my ideal classroom the Hebrew and English teachers would teach together throughout the day. However, in the school where I teach half the day is designated for English and half day for Hebrew so during the time allotted for English studies I weave the *parshiot*, *mitzvot*, and the relationship *Ben Adam Lechaveroh* into the lessons to whatever extent possible.

"Instead of science and social studies being the afterthought to squeeze in "if there is time," whenever possible they become the launching point that ties together the reading, writing and math."



The passage of time in the year generates a rhythm and flow. We begin with the Jewish Holidays and then move on to Columbus Day, Veteran's Day, changing the clocks back an hour, Thanksgiving, Chanukah, Tu B'shvat, Martin Luther King Day, Presidents Day, Purim, Pesach and so on. All are opportunities to learn, to ask the famous "WH" questions, especially "What?", "When?", and "Why?". The beginning Parshiot, the cyclical nature of the calendar and of the year, foster personal connection and learning through the familiar. For example, with *Bereishit* we review the order of creation and learn that Hashem separated the water and the land. We begin to speak about oceans and continents and learn the difference between a map and a globe. We learn that the earth has gone through many changes and we look closely at the layout of our current globe and world map. By the time we reach Columbus Day the children know the names of the oceans and of the seven continents and they are able to trace Columbus' path across the Atlantic Ocean.

The seasons, fall, winter and spring entice and beckon –each with its own magic. Fall allows us to examine leaves, winter to experiment with water and ice, spring to plant seeds and bulbs and observe them bud and bloom.



Hurricanes and tornadoes, blizzards and droughts, crop up in the news and are incorporated into our learning and understanding of the world as they occur. The first very rainy day is an opportunity to learn about water and the water cycle, the first windy day to learn about air, the jet stream and to read "The Wind" by Robert Louis Stevenson and "Who Has Seen the Wind?" by Christina Georgina Rossetti. On some days these are quick intro activities that grab the kid's attention during morning or afternoon meeting, on other days they are mini lessons and discussions during snack time, and sometimes they morph into an impromptu area of study. **While there are specific skills that must be taught that the children must learn and master, there is some flexibility for the topics of study to change along with the interests of the children in a particular class or year. There is great joy and opportunity for discovery in allowing some of the learning to just unfold with a group of children or a class and not have the lessons rigidly planned ahead.**

The time leading up to specific days marked on the calendar, such as Election Day or Martin Luther King Day, always lends itself to rich learning and meaningful discussion. The process of voting, of campaigns, of speeches and promises, of how to win and lose gracefully and demonstrate good sportsmanship come into obvious play. Martin Luther King Day leads to discussion of Rosa Parks, the Jim Crow laws and whether the children feel those laws make sense or not. By an overwhelming majority the Second Graders are surprised and quite indignant that such laws existed and forcefully declare that these are NOT good laws *Ben Adam Lechaveroh*. Throughout my years of teaching, Second Graders intuitively grasp that Hashem created all people and all people should have the same laws and rights no matter what hair color, eye color or skin color they have.

Even basic math lessons frequently lend themselves to real world learning opportunities. Changing the clocks for Daylight Savings time is an opportunity to discuss an hour *before* and an hour *after*. Learning “doubles” facts is an opportunity to think about real life uses for doubling and to take things such as favorite recipes and double them. Understanding place value enables us to more easily figure out how many years ago George Washington or Abraham Lincoln (or whomever we are currently learning about) lived.

“Imagine the possibilities when we appeal to children’s *natural interests* and then plug the skills we want to teach into what they are already interested in”

“But these are not all typically part of the regular Second Grade curriculum”, people sometimes remonstrate when I describe my classroom. After a short time observing they quickly change their stance. Children are naturally curious and have an ingrained sense of wonder about things.

Instead of telling them that we are going to learn *such and such* topic on *these* pages at *this* particular time, imagine what the possibilities are when we first appeal to their *natural interests* and then plug the skills we want to teach into what they are already naturally interested in. Children who sit quietly become animated and passionate when Greek Myths, live animals and/or insects, a chance to dissect an owl pellet and to listen to and act out simple historical fiction are entwined into their school experience.



Yes, I teach the mandated math curriculum, whether it is Everyday Math or Go Math, and yes, we have reading groups, but every week (if not daily) there are real world activities and lessons that give an overall framework and add excitement to our learning. Taken from the children's own experiences and focusing upon current news and the natural cycle of the year, these serve to build a sense of classroom community. The big ideas, questions, and vocabulary are introduced, posed and geared to tap into individual, partner, and group thinking on deeper levels.

Most importantly, the classroom experience, whenever possible, is designed to foster the children's ability to observe, to share their observations, to come up with their own questions, and ultimately to nurture their sense of **WONDER in the world around them. Infusing **WONDER** into any classroom is the key component and if the students learn to harness and develop their power of wonder, then everything else we as educators try to do more easily flows into place.**



While it is impossible to go through an entire year in the scope of one paper, I am going to focus upon the first few days of Second Grade and the real world learning that commences from the get go. I will outline our first unit, a Goldfish Unit, but it is important to note that this does not simply represent an isolated unit of study. Rather it is an introduction into the way the classroom and activities are set up to foster using the children's experiences with meaningful things in their environment coupled with life events and experiences, to instigate their learning. We will go through the philosophy of teaching behind the unit, the actual unit, and the opportunities for future learning and replication.



Day 1 of School

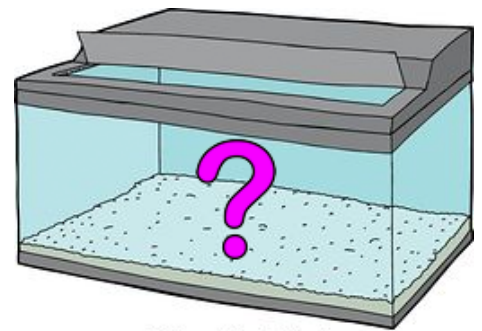
Philosophy:

Begin With the Children and Capture Their Interest

*Children are greeted with something unexpected in the classroom that captures their interest. They are immediately presented with a “What do you think?” question and encouraged to write down their thoughts and ideas. On most days they will be greeted with something to think about or observe as they enter the classroom. This becomes the DO NOW. **The DO NOW** is not a random photocopied sheet but rather it is something tied into our current learning that may serve as a launching point for the days’ group discussion.*

What Happens in the Classroom:

When the children first enter the classroom they engage in some first day ice breaker activity. There is also an empty fish tank set up with water and a filter. A sign next to the tank says “What do you think is missing from the tank?” and the children are encouraged to fill out an index card with their thoughts and ideas and put it into a box.



The first day is typically filled with an assembly and various get to know you activities. One of the first group activities *within* the classroom is a BINGO game. Each child receives a different version of a BINGO board. The spaces are filled in with various subjects and activities that they will encounter in the course of Second Grade.

Things I Like To Do				
B	I	N	G	O
Computers	Play a Game	Do Math Problems	Draw	Learn Science
Use a Magnifying Glass	Sing	Run a Race	Play Outside	Solve Riddles
Read a Story	Learn about Oceans and Continents	Free	Listen to a Story	Play with a Friend
Write a Story	Tell Jokes	Pitch a Ball	No Homework Nights	Eat Snack
Do Arts and Crafts	Listen to Music	Readers' Theatre	Write on a Whiteboard	Laugh

Sample Bingo Board

If the kids like the activity they mark it with a penny and if not they leave it blank. Every year a majority of the kids mark down that they like science.



Talk about what type of things the students might like to learn about in science. End the first day with the promise that tomorrow the students will **be** scientists.



Tell them that they will observe something alive and ask them to predict what it might be. Many students will make the connection to the empty fish tank and reply, “A fish!” Praise the children for paying attention to the clues in the classroom that can help them figure it out.

Application for Future Study and Opportunities for Replication:

From the very first day the children are encouraged to be observant and look for clues in the classroom that can help them figure things out. This sets the stage for the year. For example, when we begin math we will ask what tools can help us (number grid, number line posted on the wall, laminated hundred's charts for kids to take back to their seats.) As the days go on the bulletin boards and walls will have anchor charts that can be used as reference. Knowing how and where to look up information, as well as important things not yet committed to memory, is an important life skill and an integral part of real world learning. From the outset the children are also encouraged to express their thoughts and ideas verbally and in writing. The words: "**What do YOU think?**" will come up again and again, and the children will get ample instruction and practice in expressing themselves clearly.



What do YOU
think?

The Second Day of School

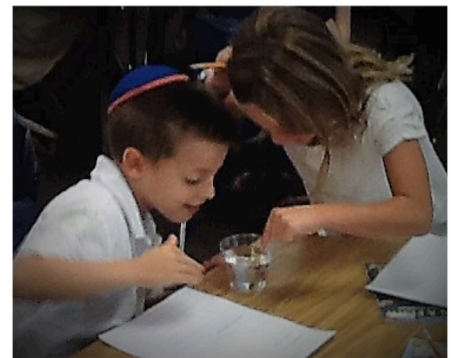
Philosophy:

Where are the children currently at?

Where do they need to get to?



Start slowly and repeat key skills and information many times....

Children will begin to learn to work in partners. At times they will choose their partner and at times their partner will be assigned to them. This is a life skill in both their future academic career as well as on the job and as a functional member of society. There is a give and take to working with a partner and it is important to listen to what the other person says. There are ways of saying things politely and ways that end up hurting feelings. Obviously the children will not absorb each of these lessons in the first activity but it is important to begin working on this critical real world skill. Throughout the year we talk about our ideas of what worked well and what did not and ways we can approach a partner situation in the future.



What Happens in the Classroom:

Morning/afternoon meeting:

-  Remind the children that yesterday many of them said that they enjoy science. Pose the question: **What does a scientist do?** Keep track of children's responses on chart paper or Smartboard.
-  Ask children to think about **what kinds of tools scientists use** to help them with their job. This is a thinking time, not a sharing time.

🐟 After a brief discussion on **how** to work with a partner, assign kids a partner and let them work on the partner activity listing as many tools as they can think of that a scientist may use. Encourage the students to put their papers on clipboards and sit wherever they are comfortable with their partner (floor, pillows, chairs). Allow a few minutes to complete the first section.

🐟 Students return to the meeting area with partners sitting near each other. Students share some ideas of tools that scientists use. The teacher records student's ideas on chart paper or on Smartboard and offers prompts such as "Interesting, how might a scientist use that?" or "How might that be a helpful tool?" Encourage students to add to their lists when their friends share a tool they have not thought of. Ask for volunteers to come to the board to put a circle around a tool that a scientist may use to **look** at something. Then ask for volunteers to come to the board to put a square around a tool that scientists may use to **write** something. Children follow by doing the same on their own sheets.

🐟 Lead discussion to help kids conclude that scientists look at (**observe**) something and they write down (**record**) their observations.

Name _____ Date _____

Name _____

Do Now

Later on today we will be scientists and observe something!

1) Right now you should sit with a partner.

2) Make a list of tools that scientists use to help them with science.
List as many tools as you can think of.

3) Put a circle around a tool that a scientist might use to **look** at something.

4) Put a square around a tool that a scientist may use to **write** something.

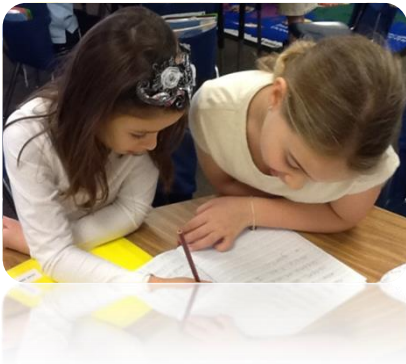
Challenge!

What might a scientist use to help him/her measure with?



Application for Future Study and Opportunities for Replication:

Opportunities to work together with other students are emphasized from the start and routinely embedded into the activities. When grownups work on jobs they need to work with many kinds of people. How may a boss or a co-worker react if we make a face or refuse to work with somebody? Children learn that it is just part of life to sometimes get to work with a friend and sometimes work with someone you don't know as well. Who knows – maybe that person will turn into a friend! Working together with someone who thinks and acts differently than they do will undoubtedly arise in each child's life. Brainstorming ways to cope before they begin working, and then regrouping afterward to discuss what worked and what did not, will help the children build an arsenal of ways to handle similar challenges in the future.





Philosophy:

Children need to be read to daily...

In Second Grade it is important for the teacher to read aloud to the children as often as possible. The goal is daily. Reading aloud models appropriate pacing, intonation and expression. It also is a chance to expose the children to content, material and language on a higher level than what many of them can read on their own. Among the many ways books are incorporated are as mentor texts, to help to build background knowledge and to encourage the children to ask questions.

What Happens in the Classroom:

 During snack read aloud: **What is a Scientist?** by Barbara Lehn.


 Play a quick game of thumbs up or thumbs down. Hold up a picture of a pet dog. Tell the kids to put their thumbs up if what the teacher says is something they *can observe* and their thumbs down if it is something they *cannot observe*.




Examples:


1) My pet dog is tan. (thumbs up)

2) My pet dog is shy (Thumbs down – they cannot observe this from looking at the picture). Do a few examples to reinforce.


 Pass out the recording sheet.

 Model for the kids how to fill out the top of the sheet with their name and an apostrophe.

Example: Yosef's observation.

 Model how to fill out **what** they will observe:

a fish or a goldfish.

 Remind kids that they are writing only the things that they can observe (actually see) about their fish.

_____ observation

Date: _____

I looked at _____

A picture of what I saw

Here are some things I noticed:

x _____

x _____

x _____

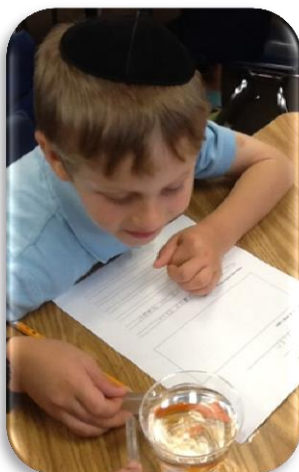
x _____

x _____

x _____

x _____

- 🐟 Pass out fish in a cup to every child in the class. It is a good idea to have a few extra on hand and make an arrangement with the pet shop to bring some back after this first observation as we only end up keeping about ten fish in our ten gallon tank. When ordering the goldfish specifically ask for different colors and sizes so the kids will be able to note the differences.
- 🐟 Remind the children that the fish are alive and should be treated with respect. They may tap the cup lightly to see if the fish responds but they are not to poke or harm the fish in any way. Encourage the kids to write at least three sentences about things they observe (a few will write less, many will write more). Pass out small magnifying glasses to each child and allow a chance to look at the fish. Inevitably the kids will take note not only of their fish but of the fish in the cups around them. Emphasize that the kids must write their observations first and only when they finish their writing may they draw their picture.




At the end of the lesson encourage kids to share their observations with the class in a Writer's Workshop Model. Children who wrote very little are encouraged to listen as their peers share and then see if they can add to their work.



The teacher collects the observations (this is now the first writing sample of the year) and the children are called a few at a time to carry their fish in cups to the tank and release the fish back into the tank.




 End the session with some questions that prompt reflection on how to treat living things with kindness.

Examples:

- 1) Why is it important not to tap or shake the cup with the fish in it?
- 2) What might happen if we stick our fingers or pencils into the cup with the fish?
- 3) Why is it important to tilt the cup gently when putting the fish back in the tank and not make a “waterfall?”



 Teach the children that the Torah tells us we should take care of our animals before we take care of ourselves. Ask why they think the Torah says this. Set up a schedule to feed the fish right before the children eat their snack every day.

Application for Future Study and Opportunities for Replication:

The observation activity, and the sharing that occurs afterward, sets the tone within the classroom for listening to one another. The opportunity to listen to others gives the children who work more slowly a chance to finish and gives the children who are unsure of what to write a chance to listen to what others wrote and perhaps to have a little more confidence to try on their own.

Whenever appropriate, attempts are made to try and the link secular studies lessons with ideas, *mitzvot*, or stories from the Torah.

The Third Day of School

Kids will enter the classroom and flock to the tank.

Philosophy: Engage the senses...

This is the beginning of creating an active observation station. The tank is on our science table and frequently there will be things to observe and at times even touch. The observation table is located near the entrance of the classroom in an eye catching spot.



What Happens in the Classroom:

Talk about kindness to animals. This is a good launching point for a discussion on kindness to each other in the classroom.

Example: “We returned some of our fish so the tank should not be crowded. Each fish needs a certain amount of space and water in the tank. People also need space. Their space is called **personal space**”....

- 🐟 Discuss personal space when lining up. Call kids to be an example of how to stand one behind the other in line, keeping hands to themselves and keeping in mind the other person’s personal space. (For some classes we bring in an extra small hula-hoop to visually demonstrate the amount of space around a person.)

Just like our fish don’t like to be poked, tapped or scared, the kids around in line don’t like it either.

- 🐟 Talk about how fish travel in groups called schools. When they swim, they swim together, but every fish has its space.

- 🐟 Introduce class fishbowl with cut out fish. This becomes a group behavior mod chart. The precut fish cutouts are green on one side and orange on the other. The morning class becomes one color and the afternoon class becomes the other. The children are able to earn a fish on the fishbowl when they follow directions, when they walk nicely in line, when they respect each other’s belongings and space. For the first round the class needs to earn 10 fish in order to have a special treat.

As we introduce the school rules and the class rules the kids are rewarded for appropriate behavior, which is clearly defined.

Examples: “Wow, 2A walked in the halls so nicely to recess. We have earned a fish!”
“Look, everyone in 2B pushed in their chairs before lining up. We have earned a fish!”



Philosophy:

Understanding literature
is first based upon making connections to the self...

*Introduce the elements of a story, such as **characters** and **setting**, **beginning**, **middle**, **end**, **problem** and **solution**. These should be familiar from First Grade and in Second Grade these will frequently arise in our discussions of a text, both for the books the children read themselves and for the books and stories the teacher reads aloud to the class. Discuss how a character may have felt during various parts of the story. If possible, try to elicit a lesson or moral that can be applied to the children's life and experience. (Text-to-self connections)*

What Happens in the Classroom:

Literature based activity- Read the book **Swimmy** by Leo Lionni.

The teacher reads the story and poses questions along the lines of the following:



- 1) What is the setting of the story? The setting is where the story takes place.
- 2) Who is the main character in the story?
- 3) Describe Swimmy. How is he the same as the other fish in his school? How is he different?
- 4) At the beginning of the story, what happened to the first school of fish Swimmy was with?
- 5) In the middle of the story, how did Swimmy feel when he escaped from the big fish?
- 6) What helped him be happy again?
- 7) Do you remember any of the creatures Swimmy saw when he travelled?
- 8) At the end of the story what was the problem that the new group or school of fish had?
- 9) Did Swimmy think the fish were right to lie still so they wouldn't get eaten? Why do you think Swimmy thought what he thought?
- 10) What did Swimmy do to help the fish solve their problem?
- 11) How were the fish in the story able to work together?
- 12) We are also in a school. What are some ways our class might work together? Why is it important that people work together?

After discussion of the text the class splits into two groups to complete the following activities:

- 🐟 One group works on iPad or chrome books doing the front cover on BOOK COVER CREATOR.

<http://www.readwritethink.org/files/resources/interactives/bookcover/>

The children in this group will work on designing their own front cover for the book Swimmy. Each child should briefly conference with the teacher regarding the details in their picture. Their details should reflect their understanding and comprehension of the story.

- 🐟 The second group will talk about the different parts of a fish. The teacher either draws a diagram of a fish on the board or already has it on the Smartboard. The teacher helps the kids Identify three important parts of the fish:

- 1) **The fins** - help the fish steer and move as it swims.
- 2) **The gills** - help the fish get oxygen from the water. The fish opens and closes its mouth and swallows water. The water passes over the gills and this is the way the fish gets oxygen from the water.
- 3) **The scales** – like a coat of armor, these help protect the fish. Fish scales are made up of a similar material as our finger and toe nails.

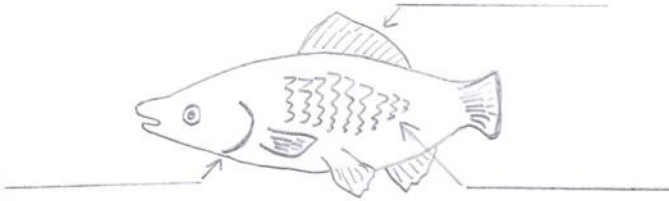
- 🐟 Give students a diagram of a fish and encourage them to label the different parts of the fish. Afterwards they may color their fish.

Name _____ Date _____

REMEMBER THIS ABOUT FISH:

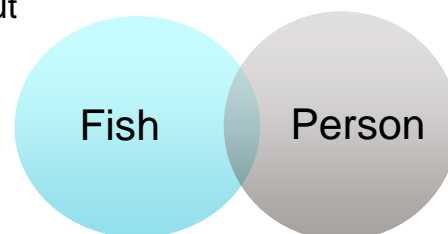
They have **fins**.
They have **gills**.
Most fish have **scales**.

Look at the drawing of a fish below and label the parts.



Discuss:
What does each part help the fish do?

After labeling and coloring the fish diagram within this smaller group, the teacher leads the children to compare and contrast a fish and a person. Either a Venn diagram or a T-chart works well for this purpose. Since it is so early in the year the teacher puts one up and fills it in as the students respond orally. As the year goes on the goal is for the students to be able to grow in their independence in filling out both types of charts, sometimes on paper and sometimes using programs such as Tools 4 Students on the iPad.



Example:

- 1) Ways a fish and a person are the same: both are living things, both have eyes, both eat with their mouths, both need oxygen
- 2) Ways a fish and a person are different: fish gets oxygen from water, people get it from air, fish has fins, we have arms and legs, fish has gills, we have lungs.

When the groups finish they switch if the schedule permits. If time does not permit then the next day they complete whatever activity they did not have the chance to do.

Philosophy:

Personal connections help us make sense of the world.

*It is important to guide young children so they have a clear understanding of **what** they are seeing and to encourage them to establish a personal connection so that they better incorporate what they are learning into their schema.*

Before snack and recess the teacher shows the kids a diagram or a picture of two fish, one has its top fin up and one has its top fin down.

- 🐟 Explain to the children that the fish that have their top fins up are happy and healthy. The fish that have their top fins down are “stressed”. They can be stressed if the water is not good, if they are hungry, if they are crowded or if they are sick.



- 🐟 Ask the kids to share some things that make them stressed. The children often start out tentatively. Once a few brave ones share, more and more hands go up.
- 🐟 As they get their snacks and then line up for recess remind the children about personal space in the cubby area and in line and encourage them to walk in line together, each one in his/her place like the school of fish swam in the story.

Application for Future Study and Opportunities for Replication:

Both activities, making a new cover for a book and labeling a diagram and then comparing and contrasting similarities and differences encourage higher order thinking skills according to Bloom's Taxonomy and can be repeated and tweaked across a variety of texts and subject areas.

Relating how the fish (or a character in a story or a teacher when he/she was younger) shows vulnerability allows the children to empathize and be more forthcoming and willing to share their own vulnerabilities. The children will take note of any fish that look stressed and strive to "make it better".

Note that the first steps of real world learning for young children are centered around comparing something in the external world (in this case a fish) to the self. These initial activities are all about encouraging the young child to compare what he/she has observed, heard, or read, to him or herself - in terms of physical attributes and in terms of a character's feelings.

After snack and recess

Show the children the two video clips. The first clip talks about the parts of a fish. The second talks about how fish are cold blooded. It explains what the term means and compares that to humans who are warm blooded. Look again at the Venn diagram comparing a fish to a person and ask the children if

there is anything from the video clip that we could add to our Venn diagram. Note that the children view the video only after they have learned together with the teacher. It is during the give and take with the teacher that the young children acquire the necessary background knowledge to understand the video. They are not at this stage expected to acquire their initial learning through watching the video. The video is reinforcement of what has been learned and discussed in class.

The videos are short (a few minutes) and serve as a calming tool after the recess. The children are presented with something familiar and enjoyable as they readjust back to being in the classroom.

https://youtu.be/U_zJsePK_zM

Fish have Gills and Scales

<https://youtu.be/oT5wnvnIVJ8>

Fish are Cold Blooded

First Math Activity – Group Lesson

Philosophy:

Start simply and reach an appropriate level of challenge.
Make it fun!

Children are given materials and allowed to manipulate them and to work at their own pace. Those who seek a greater challenge or demonstrate that they are able to do more are given more challenging problems built into the activity.

What Happens in the Classroom:

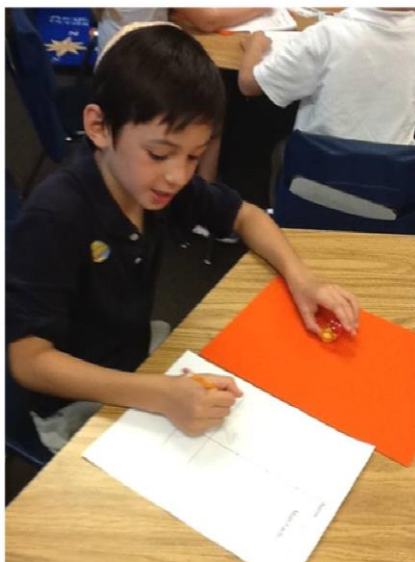
- 🐟 Model rolling dice and recording the math fact.
Choose one or two kids to demonstrate.
- 🐟 Present kids with 1) recording sheet, 2) piece of hard rectangular felt to roll dice on (diminishes the noise of 20+kids rolling dice on a hard surface) and 3) pair of dice for each kid.
- 🐟 Kids roll dice and record their math facts on a sheet. Teachers circulate. For kids who are adding automatically offer a third die. Offer children who need to count each dot a larger set of dice so they can better see the dots. Introduce dice within dice as a super challenge for kids who can add more quickly.
- 🐟 Ask kids to circle their three favorite facts on their recording sheet. A teacher checks those facts. Then kids are given a cutout of a fish (can use calendar cutouts or cut your own from construction paper). Kids poke a section of pipe cleaner through a hole punched where the eye should be and then take the fish and hang it on a 3D bulletin board covered with netting and decorated with shells, coral and starfish etc.



What works in this activity and what is sometimes an area of difficulty

The **pros** of this activity are that the kids are motivated to use dice. Many will ask for a third or even fourth die to show how many numbers they can add. The kids work together to hang their fish on the nets and find it fun. The **cons** are that some kids miss the point of writing a **math fact** and just try to see how many dice they can roll and add together.

Overall, as the teacher(s) circulate, this type of activity provides an opening window into how the students approach math. It is easy to pick out the children who are overly reliant on their fingers or who slowly count each dot. It also sets the tone that math is fun and not necessarily always done in workbooks.



The Fourth Day of School

- 🐟 Explain to the kids that in jobs grownups often work on something for more than a day. Scientists work over a long period of time and people who are writers definitely do so as well. Talk about why it may be helpful to read something over again a day or two after you wrote it. (May look at something with fresh eyes, may think of something to add.)
- 🐟 Pass back the fish observations to the kids. Explain how to **turn and talk** and encourage the children to share their observations with a friend. At later dates kids will learn to peer-edit as well but this is the beginning of the year and sets the foundation for looking again at something from a previous day and listening to a partner.
 - Ask kids if anyone remembers one thing that their partner said about their fish. (Purpose: to encourage listening skills)

Group Activity: **Categorize**

Philosophy:

Categorizing helps us make sense of our world

- 🐟 Ask the students to write one thing they observed about their fish on a large post it or index card. Encourage the children to write their names and then stick their observations on a wall, a board or somewhere that they are visible. Teacher reads the observations aloud and elicits from the kids a category. Usually the observations will have to do with **color** and **size**.
 - Examples: My fish is orange. It has a black tail.
My fish is big.
My fish is tiny.
- 🐟 Put the words Color and Size as headings on top of the board. Call kids up to put their observation under the appropriate heading. Usually a third category emerges: Movement.
 - Examples: My fish is fast.
My fish is very still.
My fish is wiggly.
- 🐟 Let kids look through their observations and see if their observation has a sentence about each of the three categories: **Color**, **Size** and **Movement**. Encourage kids to think back about their fish and add a detail if they are missing any of the categories.

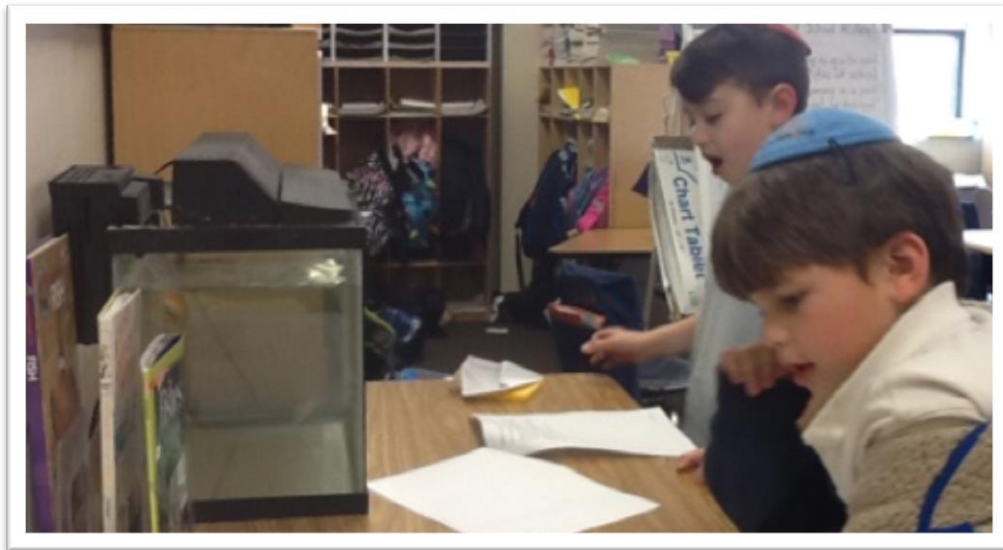
Application for Future Study and Opportunities for Replication:

- 1) Encouraging kids to categorize develops thinking skills and is in line with Bloom's Taxonomy.
- 2) Students in school like to say they are done. This activity early on sets the stage for going back to work from a previous day. Most kids enjoy calling out observations and have fun with the colors (i.e: reddish orange, silver, black speckles with clear tail). They also giggle when they describe their fish as medium sized – not the biggest at their table and not the littlest. Every year a kid says “small” and another kid says “little” and a third says “tiny” and this gives rise to a quick introduction to synonyms within the context of a meaningful activity as opposed to a random sheet. **Throughout the year effort is made to teach basic skills within the context of larger meaningful activities.**
- 3) As kids share their observations it triggers ideas and many kids begin to add a word or two or a detail to their observations. Kids who were initially tentative on the first day now have had a bit more time to adjust and hearing kids share their work gives them confidence, “Oh that’s what I can write”. We talk briefly about how scientists share their observations and information and at work many grownups have jobs where they **collaborate**. Within several weeks we will have discussions on times in school when we collaborate together and times when the teacher needs to see only our own work. As children grow in trust and comfort we talk about the difference between “copying” and getting an idea and making it our own. Looking back at work on a different day as well as sharing with the group and having the chance to go back and add to our initial writing is replicated throughout the year.

The Fifth Day of School

As kids enter room in morning they will naturally gravitate to the tank. At the science table there are a few things to choose from:

- 1) **Magnifying glasses** — two large sturdy ones.
- 2) **Large post-its** — to draw and/or write what they observe in the tank
- 3) **Some books and facts on fish** — Kids begin to browse and take them to their desks during the **DO NOW** time before *davening*. Sometimes two or three kids will look together.



Application for Future Study and Opportunities for Replication:

The science table is something the kids naturally gravitate towards and as often as possible it is a mechanism for sparking curiosity and wonder.

For example:

- With the onset of fall we will shift to leaves and the science table will have leaves to touch, identify, and categorize.
- When we learn that chlorophyll is a green pigment we talk about pigments that we can observe (in our skin, in our hair).
- We talk about a lack of pigment (albinism) and add an albino catfish or a small albino frog to our tank to observe.
- During fall we also add a container of stick bugs and observe how they are camouflaged in the leaves.
- During winter we will observe ice form and melt.
- During spring we will begin a unit on insects and observe butterflies morph from larvae, pupae to adult.
- During many years we add two or three tadpoles to our tank and observe as they develop through their stages of life.
- If there are no pet dander allergies among the students (more rare as the years go on) we have observed hamsters and/or guinea pigs. One year our hamster was so happy and active that we used to put her in a ball and have her roll around the room as the children entered the classroom in the morning and as we did our lessons!

Whole Group Activity: Fact and Opinion

Philosophy:

Is what you are saying, hearing or reading a fact? Or is it an opinion?

Understanding the difference between something that is fact and something that is an opinion is critical to clarity of thought, verbal expression and writing. Middle childhood students are able to begin to grasp the distinction between the two.

What Happens in the Classroom:

Give some examples of facts on the board and some opinions. This can be done on sentence strips and a magnetic board or on a Smartboard. Show one or two as examples of a fact. I start with examples from the fish theme such as “Fish swim”. “Fish live in water” “Fish have gills”. Try to elicit from the kids what a fact is. Show some examples of an opinion: “Fish are the best pets in the world.” “Observing fish is the most exciting thing I have ever done!” “I think fish are boring.” etc. Use examples of other things familiar to the kids, such as Rosh Hashana, subjects in school, recess games etc. Kids take turns choosing a strip on the poster board, or magnetic whiteboard, or an item on the Smartboard, and sort it into a column titled **fact** or **opinion**.

Name _____ Date _____


Fish

Read each sentence.
Write **F** if it is a fact.
Write **O** if it is an opinion.


- _____ Fish live in the water.
- _____ Fish make the most interesting class pets.
- _____ Fish have scales.
- _____ The scales help protect the fish.
- _____ Fish have gills on the sides of their bodies.
- _____ The gills are the prettiest part of the fish.
- _____ The gills help the fish breathe in water.
- _____ The tail helps the fish move in water.
- _____ Eyes help the fish see where they are going.
- _____ The white goldfish is the best goldfish in our tank!
- _____ Fish are the smartest animals on planet earth.

Application for Future Study and Opportunities for Replication:

Understanding the difference between a fact, “something that is true and no one can argue” vs. an opinion, “something you may think but someone else may think differently” is a critical skill. Whatever we will study throughout the year: Christopher Columbus, chlorophyll in leaves, the Pilgrims, Rosa Parks, and so forth, we will identify what are facts and what are opinions on a level appropriate for the children.

 Sometimes the kids will be asked to fill out an exit slip at the end of class writing one fact they learned about the topic or an opinion they may have. Sometimes they will be asked to orally express a fact or an opinion or to do so in writing for homework. As their skills grow the students are asked to express their opinions and back them up.

- Examples “What did you think of the assembly today? Did you like Color War, the Purim Carnival etc in school? Do you have an idea for a way that you would do it differently? Explain. These lead to some interesting class discussions during snack time.

 Once the kids learn to write a simple friendly letter later in the year they may be asked to **write a letter expressing an opinion**.

- Example: Write a letter to your teacher describing Costume Day (Shushan Purim) in school. Did you enjoy it? What did you like? Is there anything you did not enjoy so much? Do you have an idea or **opinion** of something you would do differently to make it even better?

Sample fish theme homework
incorporating fact and opinion

Name _____ Date _____

Reading Homework

Raising a pet fish is fun. A fish looks pretty in its tank. If you want to raise a fish, you will have to buy a fish tank. You must clean the tank every week. You will also need special fish food, which you can buy at the pet store. You must be careful not to put too much food into the tank at one time.

A fish is a very quiet pet. It won't disturb anyone. It is also a safe pet. You don't have to worry that a fish will leave home. A fish will always stay in its tank. I think fish make the best pets.

- 1) Read the above passage aloud twice for fluency.

I read the passage aloud with expression.

Student signature

Parent signature

Last week we talked about facts and opinions.

A **fact** is true.

An **opinion** is what someone thinks.

- 2) Which of these is a **fact** from the story? Circle

- a) Raising a pet fish is fun.
- b) A fish looks pretty in its tank.
- c) A fish will always stay in its tank
- d) I think fish are the best pets.

- 3) Which of these is an **opinion** from the story? Circle

- a) A fish is a very quiet pet.
- b) Raising a pet fish is fun.
- c) You must clean the tank every week.
- d) You must be careful not to put too much food into the tank at one time.

At this point we are beginning our regular math curriculum but I usually toss in some thinking problems or some word problems having to do with the fish theme, with shofar blasts on Rosh Hashana and whatever else has been of interest.

Almost daily throughout the year there are some math thinking problems that tie into whatever else we are learning about. See appendix.



Read-aloud: **Rainbow Fish** by Marcus Pfister.

Philosophy:

Relating a character's feelings and experiences to our own feelings and experiences helps us grow

Look for books that relate to what we are doing in class. Children's books often have a message regarding relationships, friendships, tattling, bullying etc. Such books are an excellent jumping off point to begin discussion of social skills. Some children even enjoy acting out parts of the story, particularly the problem and then possible solution. In this book Rainbow Fish has difficulty sharing. This book prompts discussion about the importance of sharing. It goes with our fish theme and the children are able to make real life text-to-self connections.


What Happens in the Classroom:

 Discuss:

- If the kids were Rainbow fish, would they want to share their scales?
- How would they feel if they were a friend of Rainbow Fish and Rainbow Fish did not want to share his scales?
- Ask the kids if they ever felt like not sharing.
- Brainstorm ideas of what friends can do if they do not feel like sharing.

Possible solutions:

- Use a timer.
- Ask for help.

 Relate this to situations in the classroom such as during an ordinary recess when several children want to play with a certain item or when we are coloring and drawing and several children want to use a particular crayon or pair of scissors.

Application for Future Study and Opportunities for Replication:

Introduce the idea of *Ben Adam Lechavero*, which can be readdressed again around Yom Kippur and thereafter throughout the year.

Writing

Philosophy:

Young children need ongoing and direct instruction in writing.
Begin with a sentence...

The sentence is the foundation of all written expression. Consequently strong emphasis is placed upon identifying complete sentences (S) and incomplete sentences (NS) and upon writing sentences with increasing complexity.

What Happens in the Classroom:

Sentence Activity #1 Introduction to what is a sentence and what is not a sentence. From First Grade the kids are familiar with the concept of a sentence beginning with a capital letter and ending with punctuation. We review and emphasize that a sentence must always begin with a capital letter and end with punctuation. We correct several examples the teacher puts up just focusing upon capitalization and punctuation. We then talk about what a sentence is. A sentence is a complete idea. It has a “who?” (the subject) and a “did what?” (the predicate).

Examples:

A fish.	NS
A fish swam.	S
In the pond	NS
Under the bridge.	NS
Was hiding by the rocks.	NS
My fish was swimming in a cup of water.	S

Even if there are a lot of words, and even if they begin with a capital and end with punctuation, it is not necessarily a sentence.

This lesson is just an introduction. **Throughout the year we will review sentence fragments and sentences having to do with whatever we are focusing upon in the classroom or whatever experiences the children bring to the classroom.**

Examples:

A very wiggly, loose tooth	NS
I won my soccer championship.	S
Sailed across the ocean on three ships.	NS
We shucked corn in class, boiled it and ate it for snack.	S (and fact!)
Runaway slaves traveled to the North on the underground railroad.	S

Sentence Activity #2 (From Judith Hochman's Basic Writing Skills)

The children begin to construct their own sentences. They are given a sentence kernel. Then they work on answering two question words in the sentence. We begin with **when** and **where**.

Example: Morah Debra laughed.

When? this morning

Where? in the classroom with her students.

Expanded sentence: This morning Morah Debra laughed in the classroom with her students.

or

Morah Debra laughed this morning in the classroom with her students.

After a few days practice when the children are easily able to do this we move on to **how** and **why**. When they are ready we move on to three question words in a sentence (individualized according to where the student is at. Some will be working with two questions and some with three.) The goal is to be able to write a complex sentence using three of the question words.

Examples:

1) The fish swam.

When? yesterday

Where? in the pond

Expanded sentence: (This one can be done in a number of ways)

- a) The fish swam yesterday in the pond.
- b) Yesterday the fish swam in the pond.
- c) The fish swam in the pond yesterday.

The kids learn to develop their sense of what sounds "right" and what sounds "awkward".

For example:

- d) In the pond yesterday the fish swam (slightly awkward).

2) The fish swam

How? quickly

Why? because it was scared of the pelican.

Expanded sentence:

- a) The fish swam quickly because it was scared of the pelican. (sounds right)
- b) Quickly because it was scared of the pelican the fish swam. (sounds awkward).

Name _____ Date _____

The fish swam.

where: _____

when: _____

Expanded sentence: _____

Name _____ Date _____

The fish swam.

how: _____

why: _____

Expanded sentence: _____

Application for Future Study and Opportunities for Replication:

The children practice some form of these exercises almost daily, whether they actually write the sentences or respond orally. These skills carry through to all topics and across subjects. As their skills develop the kids began to answer three questions to create more complex sentences.

Examples:

I heard the shofar.

When? On Rosh Hashanah

Where? in my grandparent's shul.

We danced

When? on Simchat Torah

How? happily on top of our Abba's shoulders

Columbus sailed:

When? in 1492

Where? across the Atlantic Ocean

Why? because he wanted gold and spices

OR because he was looking for a new way to get to the Indies.

The Pilgrims traveled.

When? in 1620

Where? on the Mayflower

Why? because they wanted religious freedom.

Rosa Parks sat.

Where? on the bus

When? after the driver yelled at her

Why? because she was tired of the unfair laws.

I tried on my costume.

Where? in my room

When? last night

Why? because Purim is coming very soon!

Our class voted.

How? with our eyes closed and our hands raised

Why? to see whether we would choose extra recess or no homework for our prize.

The order of the question words can be varied and the children are encouraged to see if they can craft the sentence with the same words more than one way.

For fun sometimes during a group time we write out the sentence kernel and responses to the question prompts on sentence strips and have the kids hold them up and arrange themselves into an order that makes sense. We then see how many different ways we can arrange the words to still have a sentence that makes sense. We also learn that we do not begin a sentence with the word "because", at least not until we are famous writers, and then we will be allowed to break that rule.

The Sixth Day of School

Philosophy:

The more that we read, the more our minds will seek to make text-to-text connections.

Children will begin to compare a book they are currently reading to one they have already heard/read. (Text-to-text connection).

What Happens in the Classroom:

Read the story **Big Al** by Andrew Clements.

On chart paper or on the smartboard the teacher should have two columns ready.

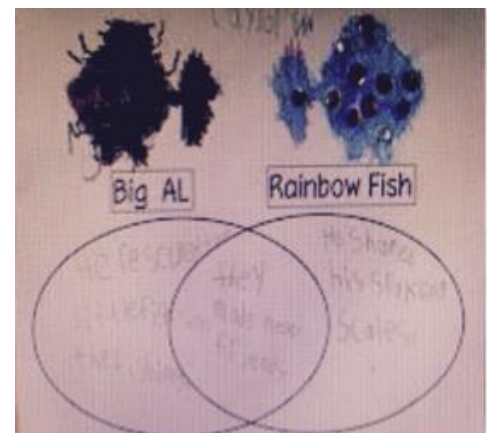
Describe Big Al on the Outside	Describe Big Al on the Inside



During the reading and after the reading encourage the students to volunteer responses to help complete the chart.

Questions:

- 🐟 Would you like to have Big Al for a friend? Why or why not? (Big Al is ugly and scary looking but he is very kind and ends up saving the other fish).
- 🐟 Guide conversation so kids understand that what someone looks like on the outside does not really matter but what they are like on the inside is what is important. Most Second Graders have some concept and understanding of this.
- 🐟 Review the story of Rainbow Fish. Why did Rainbow Fish have problems making friends?
- 🐟 Give children a Venn diagram and encourage them to compare how Rainbow Fish made friends and how Big Al made friends.



Application for Future Study and Opportunities for Replication:


As they read stories and books, the children will be encouraged to make text-to-self connections, as well as text-to-text connections, throughout the year.


Activity #2- Asking questions.

Review the key question words:

- Who?
- What?
- When?
- Where?
- Why?
- How?
- Did?

 Ask the children: If you could ask Big Al one question, what would it be?

 Give them paper or a large index card and encourage them to write down one question they would ask Big Al. Remind them that a question begins with an uppercase letter and always ends with a question mark. Collect the papers or index cards and put them in a box or bag.

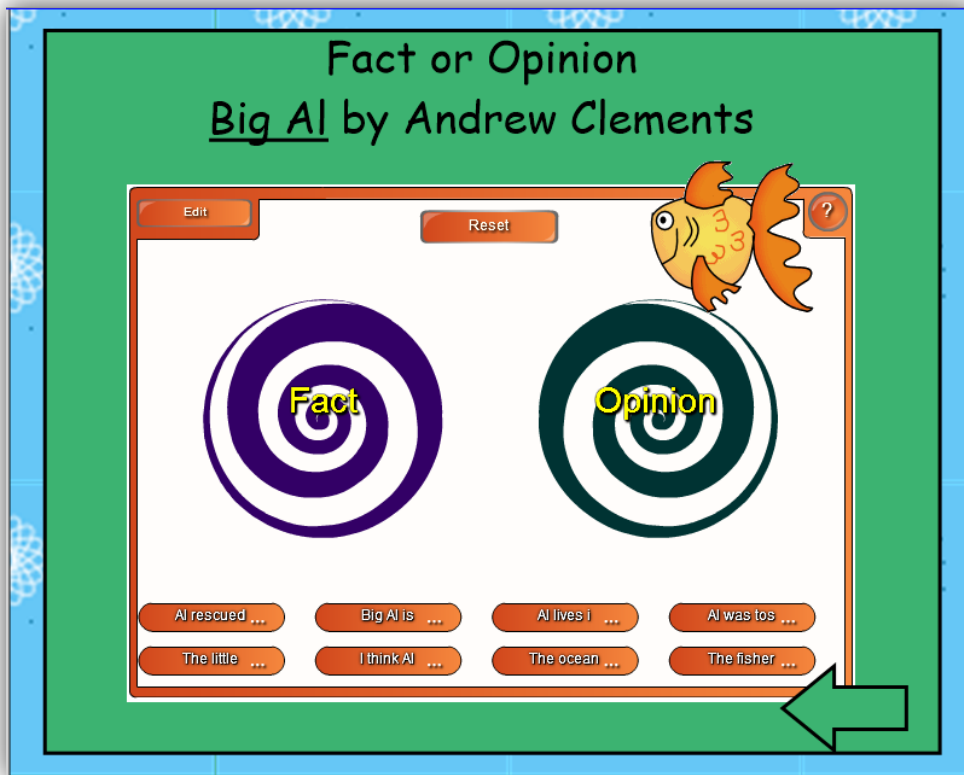
 Encourage children to take turns acting as Big Al and choosing a question from the box/bag. Each child should have a turn to respond to a question.

Application for Future Study and Opportunities for Replication:

Children are encouraged to form some sort of written question or response to the reading. There is opportunity to share the written response and then formulate a verbal response that reflects some thought. As the year goes on the children will be encouraged to go back into the text to support their answers. This activity is a good introduction to these skills.

Smartboard activity during snack time: Big AI Fact and Opinion

- 🐟 Do the fact and opinion activity which helps solidify concepts already taught and encourages the kids to apply them to the current text.



<https://drive.google.com/file/d/0BwG0tDURzgziSmNwWFllMzEyTE0/view?usp=sharing>

Show the children the two short videos on fish once again. Afterwards ask them to verbally express something they learned or remember about goldfish. Watching the videos again is a good time to emphasize that **we learn when we read, hear or watch something more than once — each time is an opportunity to focus upon and remember something new.** With our Torah, the most precious thing Hashem gave us, we see that we read through it over a year and then begin again. We do this throughout our lives.



Culminate the Goldfish Unit with a Kahoot.it game.
Go to Kahoot.it for the end of the unit Kahoot.it game on fish.
(<https://play.kahoot.it/#/k/f44f4bde-028e-4ef0-ab7d-fbff6d72ae3f>)

Review good sportsmanship and how to work with a partner. Assign children to work in pairs on the iPad. Below are screenshots of the questions:

When goldfish open and close their mouths they are

16




☐ talking ☐ singing

☐ breathing ☐ coughing

Skip

Fish breathe with their

13



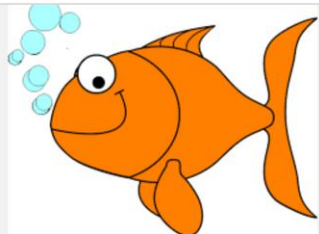
☐ scales ☐ fins

☐ lungs ☐ gills

Skip

Fish need

19




☐ friends ☐ gravel

☐ oxygen ☐ a castle

Skip

Fish are

18



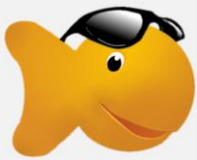
☐ cold blooded ☐ warm blooded

☐ silly ☐ lonely

Skip

Fish have

20




☐ eyelids ☐ backbones

☐ arms ☐ legs

Skip

Fish are the most exciting pets in the entire world

17



☐ is a fact ☐ is an opinion

Skip

The End of the Goldfish Unit is Just the Beginning...

While I have implemented this Goldfish Unit in my Second Grade classroom for a number of years, I want to make clear that it need not be viewed as fixed and scripted. The lessons and activities are meant to be adapted to the needs of the students and teacher, and the order in which they are presented may also be adjusted. There are no sheets, questions or problems that **MUST** be done. The goal is to illustrate the possibilities and spark each teacher to tap into his/her own creativity.

It is important to emphasize also that in school we often seem to encourage our students to make distinctions and see differences. We do this explicitly in lessons and even implicitly through block schedules, as in “now we are doing math”, “now we are doing reading.” It is essential for our children to also see synergies and connections and to experience learning in an organic way. **Lessons in elementary classrooms may, and at times should, be composed of a variety of skills to model for the students how they are all connected and help us to better study and understand the world around us. As the year progresses and the children acquire certain basic skills it is possible to engage the children in lessons that combine observing, developing a question, determining fact vs. opinion, identifying and generating nouns, verbs and adjectives, writing, categorizing, and of course working with numbers, and have these be fluid components in studying something of interest in the world.**

Finally, while the Goldfish Unit may officially be winding down, the real world learning done in the classroom is not dependent upon the beginning and end of a theme or a unit. Rather, it is a constant in the mindset of the teacher and it is manifest in the very pulse of the class.



Real World Learning in the Elementary Classroom — The Takeaway Beyond the Goldfish Unit

From the very first day of class, the students are engaged in real world learning. Their interests and experiences are key components. What does real world learning mean in the elementary school classroom?

Real world learning means that the students are given examples and opportunities to see **how** the things they are learning relate to their life.

Real world learning means that the children are encouraged and expected to bring in their life experiences and interests and connect these to what is being taught through sharing, through discussion, and through their written work.

Real world learning means connecting through significant issues (developmentally and age appropriate) that are happening in the world. These include but are not limited to history, current events, holidays, and yearly events.

Real world learning means connecting through interaction and attempting to improve the world. For Second Grade the “world” may revolve around the lunchroom, snack and recess and we encourage verbal and written expression for ways to deal with problems that arise in these areas. Improving the world also includes giving *tzedaka*, helping our parents and family members and our friends in school and out, and packing food for the food pantry. The above are not just passing things that happen and get a mitzvah note or an “Oh wow!” from the teacher. **Rather it is these very experiences that become the topic from which the students are encouraged to write expanded sentences, to determine facts from opinions, to compare and contrast, and ultimately to write paragraphs with a topic sentence, details, a concluding sentence, and appropriate transition words.**

Real world learning opportunities are not always carefully planned for. An opportunity may just arise and then trump a previously planned lesson. It may have to do with something that the children noticed or said, or something that happened on the playground or bus. It may have to do with a natural occurrence, such as a snow on the first day of spring, or a newly adopted class guinea pig unexpectedly giving birth. Whatever “it” is suddenly catapults to the forefront of the children’s interest. **The real world teacher views these moments as priceless gifts and takes advantage of the opportunity for on the spot learning and fosters a spontaneously meaningful learning experience.**

Real world learning means that the teacher strives to make the world accessible to kids.

Real world learning means that the teacher pays careful attention to what the kids **say** and **do**.

Real world learning means that the teacher encourages the children's questions and tries to answer them. Better yet, the teacher models **where** and **how** to look up information.

Real world learning means that the teacher helps the children to explore things the children are actually interested in and not only what is determined in a standard curriculum.

And....

Real world learning means that the children do not just have the opportunity to **hear** knowledge from the teacher but to **gain** it for themselves.

An elementary classroom with real world learning
encourages students to ponder and question,
galvanizes their passion,
promotes an environment in which they are motivated to learn,
and continuously refuels their sense of **wonder**.
And there is nothing more **wondrous** on earth
than the wonder of a young child.



Appendix

Sample Math Problems for Fish Unit

Name _____

Date _____

Fish Math

- 1) Shira has three blue fish and two red fish.
Yoni has eight goldfish.

Who has more? _____

How many more? _____

Find a **compound** word in the problem.
(A compound word is made up of two smaller words)

- 2) One of Yoni's fish had a **dozen** babies.

How many fish is a **dozen** fish? _____

Challenge:

How many fish is **two dozen**? _____

How many fish is **half** a dozen? _____

- 3) Lisa has four fish.
Miriam has six fish.
Yaakov has seven fish.

How many fish do they have **in all**? _____

Show the order you added the numbers:

_____ + _____ + _____ = _____

4) One goldfish costs 25 cents.

How much do 2 goldfish cost? _____

How much do 3 goldfish cost? _____

How much do 4 goldfish cost? _____

If this is hard for you then practice counting quarters at home with a parent for a few minutes every night until you are comfortable.

This homework was: (circle)

Hard

Easy

Just right

Sample Rosh Hashanah Math

Name _____ Date _____

DO NOW

On Rosh Hashanah we hear 100 shofar blasts in shul.

If we heard 10 blasts we need to hear _____ more.

If we heard 20 blasts we need to hear _____ more.

If we heard 30 blasts we need to hear _____ more.

If we heard 40 blasts we need to hear _____ more.

If we heard 50 blasts we need to hear _____ more.

If we heard 60 blasts we need to hear _____ more.

If we heard 70 blasts we need to hear _____ more.

If we heard 80 blasts we need to hear _____ more.

If we heard 90 blasts we need to hear _____ more.

If we heard 100 blasts we need to hear _____ more.

Now think what you learned about counting by 25.

If we heard 25 blasts we need to hear _____ more.

If we heard 50 blasts we need to hear _____ more.

If we heard 75 blasts we need to hear _____ more.

Name _____

Date _____

Remember you always need to hear 100 shofar blasts.

I heard:

How many more do I need to hear?

20

80

70

0

60

50

90

30

75

25

Challenge: (Do what is comfortable for you. You still need to hear 100 blasts.)

15

45

71

28

59

3 X 3

Sample Columbus Math Challenge

Name _____ Date _____

Math Challenge! (Due anytime this week)

Try and answer *as many of these questions as you are able to*.

You do not need to do it all.

This is a challenge and **meant to be fun** not frustrating. Do what you are comfortable with.

What year is it now? _____

What year was it two years ago? _____

What year was it five years ago? _____

What year was it ten years ago? _____

What year was it twenty years ago? _____

What year was it fifty years ago? _____

What year was it a hundred years ago? _____

What year was it two hundred years ago? _____

What year was it three hundred years ago? _____

What year was it five hundred years ago? _____

Ok,

What year did Columbus sail the ocean blue? _____

How many years ago was that? _____

Explain *how* you got your answer:

Circle one:

I did the challenge with some help

I did the challenge by myself

Sample of Doubling a Recipe

Name _____

Date _____

Homework

Using *Doubles* in real life.

We are busy reviewing our doubles facts in school.

By the end of this week you should know your doubles facts very well without having to count on your fingers.

Here is a recipe for a snack:

3 cups peanuts
2 cups raisins
1 cup sunflower seeds

Now copy over this recipe with **double** the amount:

Your spelling should be perfect because you are copying the recipe!

I read over my work at least twice.

☐

I checked that all words on this page are spelled correctly.

Turn the page

Name _____

Date _____

Using Doubles in real life.

Below is a recipe for apple cake.

For **homework** tonight you will double it.

You do not need to write down all the ingredients.

Just double the numbers.

The first example is done for you. (You can copy this recipe and make it for a Shabbos!)

<u>Apple Cake</u>	<u>Doubled amount</u>
3 cups flour	<u>6</u>
2 cups sugar	_____
3 tsp. baking soda	_____
4 eggs	_____
1 cup oil	_____
2 tsp. vanilla	_____
1 cup orange juice	_____
2 tsp. cinnamon	_____
5 Tbsp. Sugar	_____
6 apples peeled and sliced	_____

The recipe has 10 ingredients. What is double 10? _____

My measuring cup holds 8 ounces. What is double 8? _____

Bonus:

Did you know that ***tsp.*** means teaspoon? Ask your mom or dad to show you the difference between a teaspoon and a tablespoon.

Now *think*:

Which is the *larger* amount? Circle your answer.

4 teaspoons (tsp.) of sugar

4 tablespoons (Tbsp.) of sugar

Sample Extension Activity for the Fish Theme

Name _____

Date _____

Adapted and modified from Finish Lines,
Grade 2, 2005 Educational Insights, Inc.

The Whopper

We read the fish story *The Whopper* together in class.

Write an ending to the story.

Your ending should make sense with the rest of the story.

X _____

X _____

X _____

X _____

X _____

X _____

X _____

X _____

I read over my writing. I checked that:

Every sentence begins with a **capital** letter.

Every sentence ends with **punctuation**.

Name _____

Date _____

Writing Enrichment for *The Whopper*.

Choose at least one to answer. You may do both if you wish.

- 1) Write about a time when someone in your family caught a fish.

Answer in complete sentences.

Who caught the fish? _____

Where was it? _____

What did the fish look like? Use some descriptive words.

- 2) It would be pretty silly to see a picture of yourself falling into a lake.

Did anyone ever take a funny picture of you?

Be sure to answer in complete sentences.

Who took the funny picture? _____

What were you doing in the picture? _____

Where do you keep the picture now? _____

Name _____

Date _____

Drawing Enrichment for *The Whopper*.

Choose one to complete. Draw your picture in the box below.

- 1) People used to think that monsters lived in the sea.
Draw a picture of what a sea monster might look like.

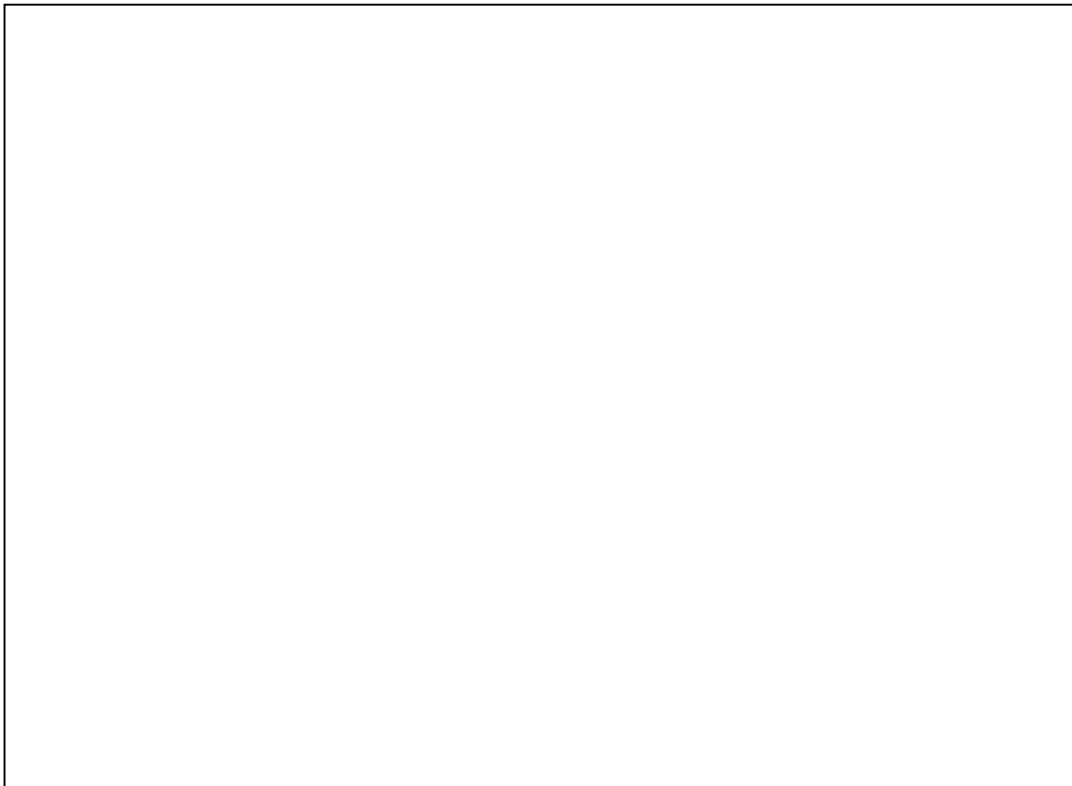
Challenge: Label the parts of your sea monster.

- 2) Have you ever gone fishing?
Draw a picture of yourself fishing.

Challenge: Make a list of everything you took with you.

If you have not gone fishing draw how you **imagine** it would be and what you ***imagine*** you would need.

I chose to respond to question # _____

A large empty rectangular box with a thin black border, intended for the student to draw their response to one of the questions.

Ducks Don't Get Wet

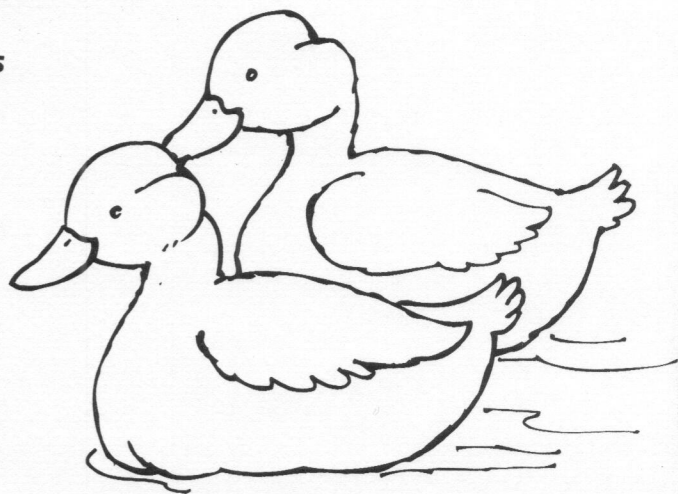
A duck is waterproof.
Water rolls off his back
Because oil and water don't mix,
And that's a proven fact.

Preening every day
In damp or sunny weather,
He spreads oil with his bill
Over each lovely feather.

When he dives under water
Looking for food to eat,
His oily feathers keep him dry
From his head down to his feet.

A duck is waterproof.
Water rolls off his back
Because oil and water don't mix,
And that's a proven fact.

—Anonymous



Name _____

Date _____

Ducks Don't Get Wet

Answer all questions in complete sentences.

1) *Why* does a duck need oily feathers?

X _____

X _____

X _____

2) *Where* does a duck find food?

X _____

X _____

3) *How* does a duck spread oil over its feathers?

X _____

X _____

4) *What* does the poem tell you will not mix together?

X _____

X _____

5) Write the word from the poem that rhymes with

feather _____

feet _____

6) *Where* could you go to see a duck in water?

X _____

The letters **ee** and **ea** say the sound of **long e**.

Read the words in the box:

bee	peas	beads
tree	seeds	knee
ice cream	tea	peach

The word **preen** from the poem is spelled with **ee**.

Find two other **ee** word in the poem: _____ and _____

Write all of the **ee** words from the box:

_____	_____
_____	_____

The word **each** from the poem is spelled with **ea**.

Write all of the words from the box that are spelled with **ea**:

_____	_____
_____	_____

Challenge:

Sometimes **ea** does not make the **long e** sound.

Find three words from the poem where **ea** *does not* make the **long e** sound:

_____	_____	_____
-------	-------	-------

Name _____

Date _____

In school we looked at the vowel digraph **ea**.

For **homework** tonight read each word in the box.

pea	seat	head	bead
thread	spread	beach	heavy

Write the words from the box in the column that has the same vowel sound.

Your spelling should be perfect since all the words are on the page!

leaf

bread

Challenge:

Which two words in the box rhyme?

Name _____

Date _____

Science Experiment: Water and Oil

Procedure:

Read through the directions carefully before you do anything.

- 1) Cut out the picture of the duck on the next page.
- 2) Rub a cotton ball soaked in oil on part of the duck.
- 3) Put a few drops of water on the oily part.
- 4) Put a few drops of water on the part with no oil.

Hypothesis: (What do you predict or hypothesize will happen?)

X _____

X _____

X _____

Now do the experiment.

Results: (What actually happened?)

X _____

X _____

X _____

Is this what you expected? (Circle)

Yes

No

Think About It!

Think back to what you learned about oil and water.

On Chanukah many people cook latkes in oil.

If your latkes are *burning* in oil on Chanukah why is it not a good idea to pour water over the hot oil?

Explain your thinking:

x

x

x

x

x

Discuss:

Is it ever a good idea to pour water over something cooking in oil?
Why not?

If oil is burning what can be used to put out the fire?

Should children ever be near hot cooking oil?

Sample review of nouns and verbs and contexts of material learned. See last page.

Name _____

Date _____

Today we read the story ROSA by Nikki Giovanni.

It is the story of **Rosa Parks**.

Rosa's refusal to give up her seat on a bus to a white man was an important event in the battle for **Civil Rights**. The **Reverend Martin Luther King Jr.**, whose birthday is celebrated around the country on Monday, January 16, led the people in their struggle for equal rights.

1) True or False

Write the letter T if the statement is true.

Write the letter F if the statement is false.

_____ Rosa Parks was a seamstress.

_____ Rosa was happy when she got on the bus thinking of the nice dinner she would make.

_____ Rosa entered at the front of the bus.

_____ Rosa moved from her seat when the bus driver asked her to move.

_____ Rosa Parks was tired of not being treated equally.

2) In your own words, explain some of the JIM CROW Laws that we discussed in class. (Remember, these were the laws that kept white people and black people separate). Use complete sentences.

3) Do the JIM CROW Laws that you wrote about make sense to you? Why or why not?

4) Fill in the missing verbs:

After Rosa Parks was arrested people decided not to

_____ the buses.

The Reverend Martin Luther King encouraged the people to

stay off the buses. He told them they should _____

instead.

5) About how long did the people stay off the buses and walk? (Complete sentence)

Was walking easy or hard? _____

What were some of the reasons walking may have been difficult?

6) On November 13, 1956, almost a full year after the arrest of Rosa Parks, the Supreme Court ruled that segregation (keeping people apart) on buses was (circle your choice)

right

wrong

Rosa Parks and Martin Luther King helped the Supreme Court remind our nation that we are all equal under the law.

What do you think the words “we are all equal” mean?

7) Here are some words from the story we read. Write if the word is a **noun** or a **verb**.

Rosa Parks	_____	sighed	_____
needle	_____	thought	_____
thread	_____	bus driver	_____
laugh	_____	Montgomery, Alabama	_____
sit	_____	Martin Luther King	_____
daydream	_____	wait	_____
yelled (bellowed)	_____		