

# Macomb Collaborative

## Grade 2 - Unit #1

### Appendix

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## **Directions**

**To get ready to write, draw or web your ideas.**

**Write about doing the right thing. Do one of the following:**

- Tell about a time you did the right thing, even though you might not have wanted to do it or it was hard to do.

**OR**

- Tell about a time someone you know did the right thing.

**Use examples from real life. Try to add details so your readers will better understand your example of doing the right thing.**

Appendix #1

## Second Grade Analytic Writing Rubric

<b>Qualities of Writing</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content and Ideas</b>	Writing is on topic and interesting	Writing is on topic.	Writing is generally on topic.	Writing may show little or no development of the topic or may be too limited in length.
<b>Organization</b>	The writing flows from beginning to middle to end.	There is a beginning, middle, and end.	There is an attempt at sequence or development of thoughts.	There is an attempt to get words and/or sentences on paper.
<b>Style</b>	The writing creates emotion in the reader.	The writing holds the reader's attention.	Sentences may be simple or incomplete with limited vocabulary.	Written vocabulary is limited.
<b>Conventions</b>	Writing generally shows accuracy in punctuation and capitalization. It also demonstrates knowledge of sound-letter correspondence and spelling rules; errors do not interfere with understanding.	There may be surface feature errors, but they don't interfere with understanding.	Surface feature errors may make understanding difficult.	Writing shows little or no use of writing conventions.

### Appendix #2a

## Analytic Writing Rubric

Characteristics	6	5	4	3	2	1
Content and Ideas	The writing is exceptionally clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate.	The writing is clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate.	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness.	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details.	The writing is only occasionally clear and focused. Ideas and content are underdeveloped.	The writing is generally unclear and unfocused. Ideas and content are not developed or connected.
Organization	The writer's control over organization and the connections between ideas move the reader smoothly and naturally through the text.	The writer's control over organization and the connections between ideas effectively move the reader through the text.	The response is generally coherent, and its organization is functional.	There may be evidence of an organizational structure, but it may be artificial or ineffective.	There may be little evidence of organizational structure.	There may be no noticeable organizational structure.
Style and Voice	The writer shows a mature command of language including precise word choice that results in a compelling piece of writing.	The writer shows a command of language including precise word choice.	The writer's command of language, including word choice, supports meaning.	Vocabulary may be basic.	Vocabulary may be limited.	
Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response.	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Lapses in writing conventions are not distracting.	Incomplete mastery of over writing conventions and language use may interfere with meaning some of the time.	Limited control over writing conventions may make the writing difficult to understand.	Lack of control over writing conventions may make the writing difficult to understand.

### Appendix #2b

## Story Elements

The elements of a story include:

- ❖ Characters-Who is in the story?
  
- ❖ Setting-When and where does the story take place?
  
- ❖ Problem-What problem does the main character have or what does the main character want?
  
- ❖ Events-What does the main character do to solve his/her problem or get what he/she wants?
  
- ❖ Resolution-How is the problem solved? or How does the main character learn to deal with the problem?
  
- ❖ Theme-What is the universal theme or lesson learned?

### Appendix #3

## **Elements of The Teddy Bear**

### **Characters:**

Little boy (main)  
Homeless man  
Parents of boy

### **Setting:**

The City Park

### **Problem:**

Boy loses his best friend, Teddy.

### **Events:**

Boy forgets and loses Teddy at diner.  
Homeless man finds Teddy in trash.  
Homeless man carries Teddy in pocket.  
Homeless man leaves Teddy on park bench.  
Boy finds Teddy on park bench.  
Boy takes Teddy off bench.  
Boy walks toward exit.  
Homeless man can't find Teddy and cries.  
Boy hears cries and heads back to park.  
Boy gives Teddy back to man.  
Homeless man hugs Teddy.  
Boy hugs parents and leaves park.

### **Resolution:**

Boy finds Teddy on park bench.  
He decides to take his Teddy home.  
When he hears the homeless man crying loudly for Teddy, he returns to the park.  
He gives his lost but found Teddy back to the man.

### **Themes:**

Compassion, Friendship, Sharing,  
Loss, Right Choices

## Appendix #4

Diagraph Word Cards

where	short	search
lunch	chill	each
bench	approaches	change
while	that	the

- Ing cards

traveling	beginning	squeezing
wearing	passing	enjoying
crossing	being	standing
holding	walking	waiting
racing	looking	scooping



- ed words

loved	stopped	started
acted	walked	sailed
planted	yelled	saved
adjusted	missed	carried
passed	happened	waited
squashed	placed	rolled

Appendix #7

## Genre: Fantasy

Fantasy, like other kinds of stories, has characters, is set in a time and place, has problems, events and solutions to the problems. But in fantasy animals can talk, feel and do what humans can do.

### Fantasy

#### Definition:

- Fantasy: a highly imaginative story about characters, places, and events that, while sometimes believable, do not exist (from Harris, et al. The Literacy Dictionary, IRA, 1995)

#### Purpose:

- To entertain
- To take the reader into an imaginary world

#### Form and Features:

- The problem in a fantasy is like a real world story, but it is solved in an unreal way.
- Animals can talk, feel, and act like people.
- Fantasies have happy endings.
- Fantasies often teach a lesson.

## Appendix #8a

**Fantasy Bookmark - Primary**

*Highly imaginative story about characters, places, events that, while sometimes believable, do not exist*

Name: \_\_\_\_\_

Title: \_\_\_\_\_

List the page number and a brief reminder of the genre characteristics you find as you read.

Animals talk.

p.

p.

p.

p.

A real problem is solved in an unreal way.

p.

p.

p.

p.

Ends happily and often has a lesson to teach.

p.

p.

p.

p.

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**Fantasy Bookmark - Primary**

*Highly imaginative story about characters, places, events that, while sometimes believable, do not exist*

Name: \_\_\_\_\_

Title: \_\_\_\_\_

List the page number and a brief reminder of the genre characteristics you find as you read.

Animals talk.

p.

p.

p.

p.

A real problem is solved in an unreal way.

p.

p.

p.

p.

Ends happily and often has a lesson to teach.

p.

p.

p.

p.

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**Fantasy Bookmark - Primary**

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List the page number and a brief reminder of the genre characteristics you find as you read.

Animals talk.

p.

p.

p.

p.

A real problem is solved in an unreal way.

p.

p.

p.

p.

Ends happily and often has a lesson to teach.

p.

p.

p.

p.

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## Think Aloud Making Thinking Public

Think Aloud:

A think-aloud is the process of describing steps used to think and questions as we make meaning from oral, written, or visual text. Over time, this mental rehearsal (the steps we say aloud) becomes a natural part of our “inner voice” for thinking. Think-alouds may be spoken, written, or visual. The procedure may occur in a variety of formats: Teacher modeling, guided practice, large or small groups with teacher and peer monitoring, or independent with self-monitoring.

Below is a think-aloud used with a discussion of genre of fantasy with the book The Teddy Bear.

I was thinking about the book The Teddy Bear and wondering if this book is an example of a fantasy. At first, I thought it was realistic fiction because it is about a boy who loses his teddy bear. This could really happen. But then I read the pages where the story says the teddy bear was unhappy, afraid, and was getting cold. I know that toys can't feel things and that they can't talk. A fantasy has these features.

If I think about the other features of a fantasy, I remember that the story has a happy ending for all three characters; the old man, teddy bear, and even for the boy. The old man keeps his bear, the bear feels loved and the boy feels good about the giving the bear back to the old man. Having a happy ending is another feature of a fantasy.

I know that a fantasy also teaches a lesson. When I think about the story The Teddy Bear, I think the author David McPhail is trying to teach his readers that you should do the right thing by helping people who are less fortunate or have less than you do. So this book fits for all the features and therefore it is a fantasy.

### Appendix #9

## Story Elements Chart

### The Giraffe and Pelly and Me

<b>Characters</b>	<ul style="list-style-type: none"><li>• <b>The boy: Billy</b></li><li>• <b>Giraffe</b></li><li>• <b>Pelly (Pelican)</b></li><li>• <b>Monkey</b></li></ul>
<b>Setting</b>	<b>An old empty wooded house (building) “The Grubber Shop”</b>
<b>Problem</b>	<b>The old house that Billy wanted has been sold (“soled”) to Giraffe, Pelly, and Monkey. They are going to use it as a window/cleaning company.</b>
<b>Events</b>	<ul style="list-style-type: none"><li>• <b>Pelly wants Billy to get into his beak to take him up to the 2<sup>nd</sup> floor</b></li><li>• <b>He is afraid</b></li></ul>
<b>Resolution</b>	

### Appendix #10

## Poem

“We will polish your glass  
Till it’s shining like brass  
And it sparkles like sun on the sea!  
We are quick and polite,  
We will come day or night,  
The Giraffe and the Pelly and me!

We’re a fabulous crew,  
We know just what to do,  
And we never stop work to drink tea.  
All your windows will glow  
When we give them a go,  
The Giraffe and the Pelly and me!

We use water and soap  
Plus some kindness and hope,  
But we never use ladders, not we.  
Who needs ladders at all  
When you’re thirty feet tall?  
Not Giraffe, and not Pelly! Not me!”

Meeting the Duke of Hampshire  
Reader's Theater  
(Taken From The Giraffe, and the Pelly and Me  
by Roald Dahl page 34- 37)

Characters: Billy  
Duke  
Monkey  
Pelly  
Giraffe

Billy: Your cherries, Your Grace!

The Duke: Great Scott! Good Lord! What's this?  
Who are you?

The Duke: Who are these creatures? Has the whole  
world gone completely dotty?

Monkey: We are the window cleaners!

Pelly, Monkey and Giraffe: We will polish your glass  
Till it's shining like brass  
And it sparkles like sun on the sea  
We will work for your Grace  
Till we're blue in the face,  
The giraffe and the Pelly and me!

Giraffe: You asked us to come and see you.

The Duke: I like the way you picked the cherries for  
me. Could you also pick my apples in the  
autumn?

Appendix 12a

Pelly, Monkey, Giraffe & Billy: We could! We could! Of course we could!

The Duke: And who are you?

Giraffe: He is our business manager. His name is Billy. We go nowhere without him.

The Duke: Very well, very well. Come along with me and let's see if you're any good at cleaning windows.

Giraffe: It is very simple, Your Grace. I am the ladder, the Pelly is the bucket and the monkey is the cleaner. Watch us go!

Giraffe: We'll do the top floor first! Bring the water up please.

The Duke: Don't worry about the two top floors. You can't reach them any ways.

Giraffe: Who says we can't reach them?

The Duke: I do and I'm not having any of you risking your silly necks around here.

Billy: (whispers to the Duke) Never say anything bad about his neck. It's his proudest possession!

Duke: Don't argue with me, you foolish creature! If you can't reach it, you can't reach it and that's the end of it! Now get on with your work!

Appendix #12b



Giraffe: Your Grace there are no windows in the world I cannot reach with this magical neck of mine.

Monkey: Show him, Giraffey! Go on and show him what you can do with your magical neck.

Giraffe: How's that?

Giraffe: My neck can stretch terribly high  
Much higher than eagles can fly.  
If I venture to show  
Just how high it would go  
You'd lose sight of my head in the sky!

The Duke: Amazing! Astonishing! Remarkable!  
Incredible! Now I shall be able to sit  
indoors and enjoy the view!

## Quick Write Procedure

### What is it?

Quick writes are most often used to develop fluency. In quick writes, students write rapidly and without stopping in response to literature and for other types of impromptu writing. Quick writes, provide students with a means of quickly representing **their thinking**. Rather than being concerned with correct spelling, punctuation, and word usage, the student is more interested in simply responding to the prompt in a personal way. Students reflect on what they know about a topic, ramble on paper, generate words and ideas, and make connections among the ideas. Young children often do quick writes in which they draw pictures and add labels. Some students do a mixture of writing and drawing.

Students do quick writes for a variety of purposes:

- **Learning logs:**  
Immediately following a particular lesson, engaging activity, or discussion, pause and allow students to reflect in their learning logs or journals. Share responses.
- **Constructed response to literature:**
  - to activate prior knowledge
  - to reflect on a theme of a story and how it relates to them personally
  - to describe a favorite character
- **Reflections on new learning:**
  - students write an explanation of what something means
  - to define or explain a word on the word wall

### How to do a quick write

1. The teacher selects a purpose for the students. This prompt should be tied to a content area and elicit a personal response from the student.
2. After listening to the prompt, the student is instructed to write a response by jotting down whatever comes to mind. The time limit should be no longer than 5-10 minutes in length. When students are first doing quick writes, start with 2 minutes of writing and increase the time gradually. Students write until instructed to stop. They are allowed to only finish their thought when “time” is called.
3. Quick writes may be used several times in a day. They may provide a “nugget” for a more extended piece of writing.
4. When it is time to share, students read their writing to a small group of four or five students. Volunteers could also share with the whole group.

## Readers' Theater

### The Giraffe and the Pelly and Me

By Roald Dahl

Pages 44-53 adapted for Reader's Theatre

Cast of Characters:

Narrators (6)

Duke

Giraffe

Billy

Monkey

Duchess Henrietta

Chief of Police

**Narrator #1:** Suddenly all three Window-Cleaners stop dead in their tracks. They seemed to freeze against the wall of the house. None of them moved.

**Duke:** What's happened to them? What's gone wrong?

**Narrator #1:** Then the Giraffe, with the Monkey on her head, tiptoed very gingerly away from the house and came towards Billy and the Duke. The Pelican flew with them. The Giraffe came up very close to the Duke.

**Giraffe:** (whispering) Your Grace, there is a man in one of the bedrooms on the third floor. He is opening all the drawers and taking things out. He's got a pistol!

**Narrator #1:** The Duke jumped about a foot in the air.

**Duke:** Which room? Show me at once!

**Giraffe:** (whispering) It's the one on the third floor where the window is wide open.

Appendix #14a

**Duke:** By Gad! That's the Duchess's bedroom! He's after her jewels! Call the police! Summon the army! Bring the cannon! Charge the Light Brigade!

**Narrator #2:** Even as the Duke spoke the Pelican was flying up into the air. As he flew, he turned himself upside-down and tipped the window-cleaning water out of his beak.

**Billy:** Look at that marvelous patented beak! It's sliding out of his head ready for action!

**Duke:** What's that crazy bird up to?

**Monkey:** (shouting) Wait and see! Hold your breath, old man! Hold your nose! Hold your horses and watch the Pelly go!

**Narrator #2:** Like a bullet the Pelican flew in through the open window, and five seconds later out he came again with his great orange beak firmly closed. He landed on the lawn beside the Duke.

**Billy:** What is that tremendous banging noise coming from inside the Pelican's beak? It sounds as though someone is using a sledgehammer against it from the inside.

**Monkey:** He's got him! Pelly's got the burglar in his beak!

**Duke:** (shouting) Well done, sir!

**Narrator #3:** Suddenly the Duke pulled the handle of his walking-stick upwards, and out of the hollow inside of the stick itself he drew a long thin sharp shining sword.

**Duke:** I'll run him through! Open up, Pelican! Let me get at him! I'll run the bounder through before he knows what's happened to him! I'll spike him like a pat of butter! I'll feed his gizzards to my foxhounds!

Appendix #14b

**Narrator #3:** The Pelican did not open his beak.

**Giraffe:** (shouting) the burglar is armed with a pistol, Your Grace! If Pelly lets him out now he'll shoot us all!

**Duke:** He can be armed with a *machine-gun* for all I care! I'll handle the blighter! Open up, sir! Open up!

**Narrator #3:** Suddenly there was an ear-splitting BANG and the Pelican leaped twenty feet into the air. So did the Duke.

**Duke:** (shouting) Watch out! He's trying to shoot his way out! Pelican! Keep that beak closed, sir! Don't you dare let him out! He'll murder us all!

**Giraffe:** Shake him up, Pelly! Rattle his bones! Teach him not to do it again!

**Narrator #4:** The Pelican shook his head so fast from side to side that the beak became a blur and the man inside must have felt he was being scrambled like eggs.

**Billy:** Well done, Pelly!

**Giraffe:** You're doing a great job! Keep on shaking him so he doesn't fire that pistol again!

**Narrator #4:** A lady with an enormous chest and flaming orange hair came flying out of the house.

**Duchess Henrietta:** (screaming) My jewels! Somebody's stolen my jewels! My diamond tiara! My diamond necklace! My diamond earrings! My diamond rings! They've had the lot! My rooms have been ransacked!

**Narrator #4:** Then this massive female, who fifty-five years ago had been a world-famous opera-singer, suddenly burst into song.

Appendix #14c

**Duchess Henrietta:** (singing)

My diamonds are over the ocean,  
My diamonds are over the sea,  
My diamonds were pinched from my bedroom,  
Oh, bring back my diamonds to me.

**Narrator #4:** They were so bowled over by the power of the lady's lungs that they all, excepting the Pelican, who had to keep his beak closed, joined in the chorus.

**All (except Pelican):** (singing)

Bring back, bring back,  
Oh, bring back my diamonds to me, to me.  
Bring back, bring back, oh bring  
Back my diamonds to me!

**Duke:** Calm yourself, Henrietta. This clever bird, this brilliant burglar-catching creature has saved the day! The boulder's in his beak!

**Narrator #5:** The Duchess stared at the Pelican. The Pelican stared back at the Duchess and gave her a wink.

**Duchess Henrietta:** If he's in there why don't you let him out! Then you can run him through with that famous sword of yours! I want my diamonds! Open your beak, bird!

**Duke:** No, no! He's got a pistol! He'll murder us all!

**Billy:** I hear sirens screaming! Someone must have called the police! Some squad cars are racing towards us!

**Narrator #5:** Within seconds they were surrounded by six policemen. The Duke was shouting at them.

**Duke:** The villain you are after is inside the beak of that bird! Stand by to collar him! OK Pelican, get ready to open up! Are you ready...steady...go! Open her up!

**Narrator #6:** The Pelican opened his gigantic beak and immediately the policemen pounced upon the burglar who was crouching inside. They snatched his pistol away from him and dragged him out and put handcuffs on his wrists.

**Chief of Police:** Great Scott! It's the Cobra himself!

Word Cards

moved	ransacked
jumped	bowled
turned	pinched
landed	saved
closed	surrounded
pulled	called
happened	blushed
scrambled	installed



# Story Theater Patterns

## Felt Puppets The Giraffe, the Pelly and Me

### Materials

- Felt (black, brown, green, gold, tan, purple, pink, white and orange)
- Fabric scissors
- Fabric glue
- Jumbo popsicle sticks
- Felt board
- Permanent marker

### Directions

- Cut out character and setting pieces given.
- With a permanent marker, trace along the outside edge onto indicated color of felt.
- Using fabric scissors, cut out shape.
- Once all pieces for a given character are cut out, use the character's page to help assemble.
- Once a character is finished, create a loop or two (rectangles on character pages) for children to be able to put their fingers through on the back. To do this, glue the outside edge of felt rectangle down to back of character. Then shape this into a loop and glue down the other edge.
- When gluing, make sure you allow the glue to dry before going on to the next step.
- To hold the giraffe's neck straight, glue a regular or jumbo sized popsicle stick to the back of its neck. Then glue gold felt over it to hide it.
- Although brown pieces have been given for the giraffe's body, it will be much easier to create your own from the brown felt rather than tracing and cutting exactly.
- Feel free to make any changes to characters or setting pieces, if needed.

# CHARACTERS



Giraffe



Pelly



Monkey

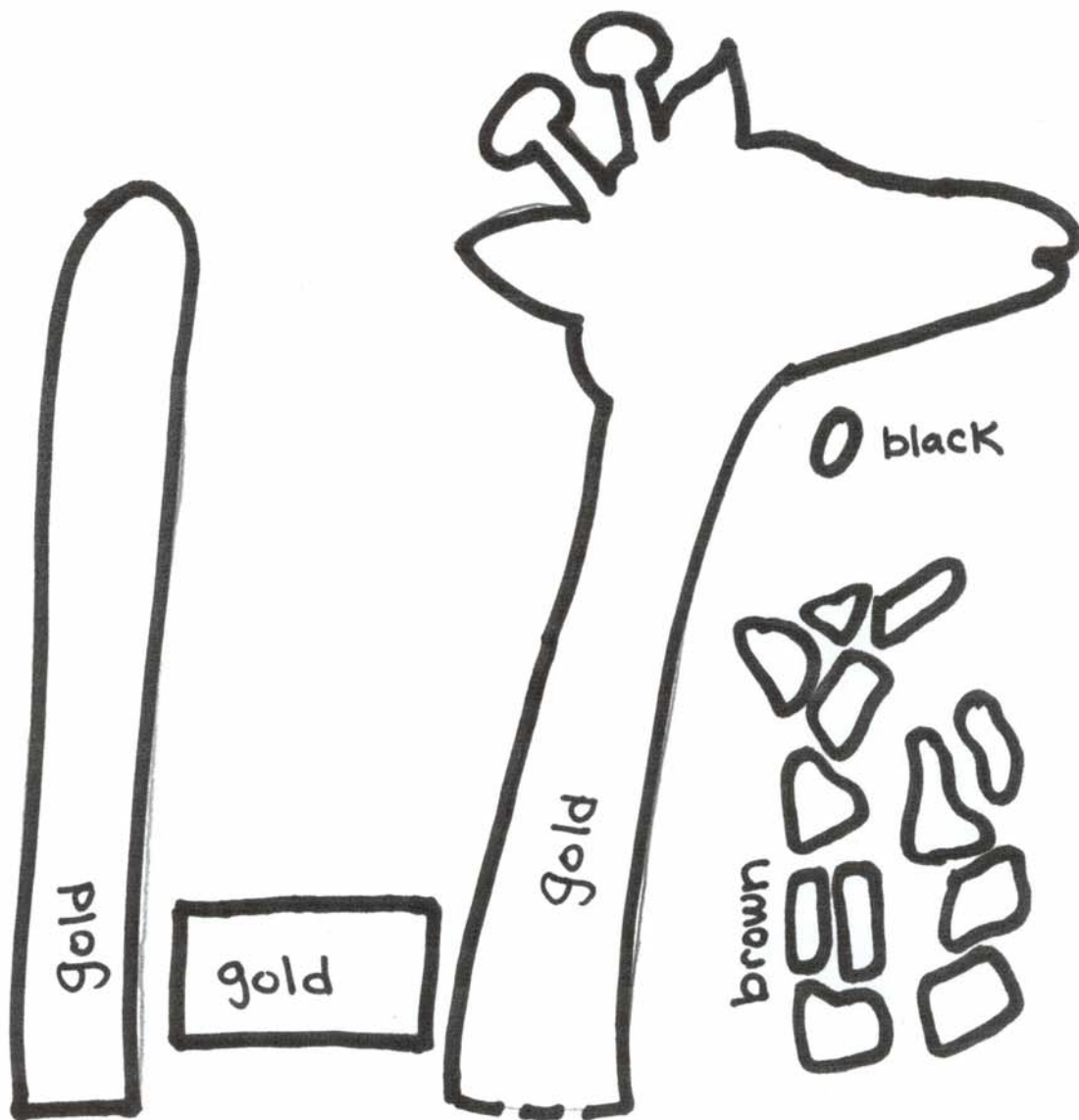


Salmon

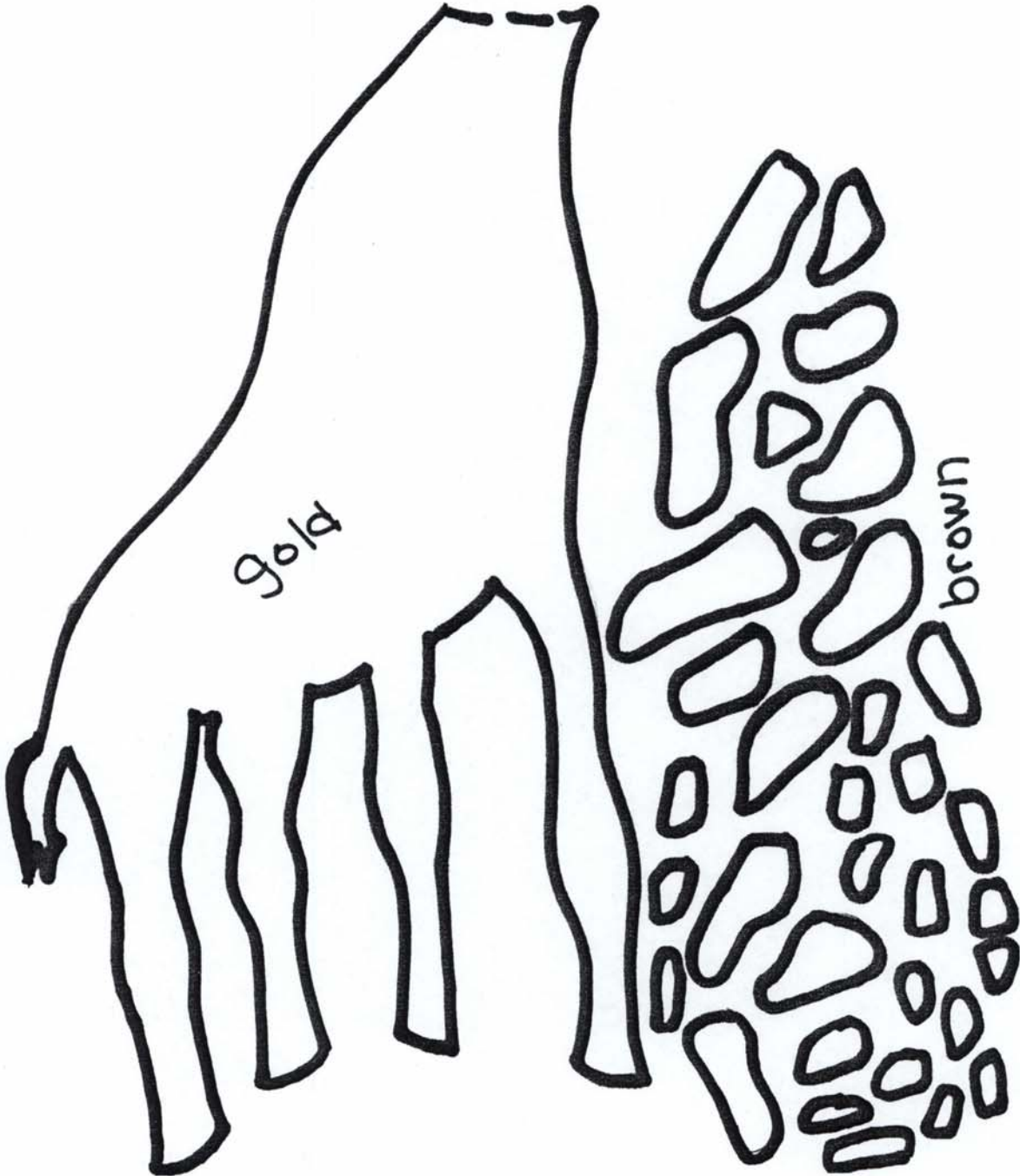


Count

# Giraffe (1 of 2)



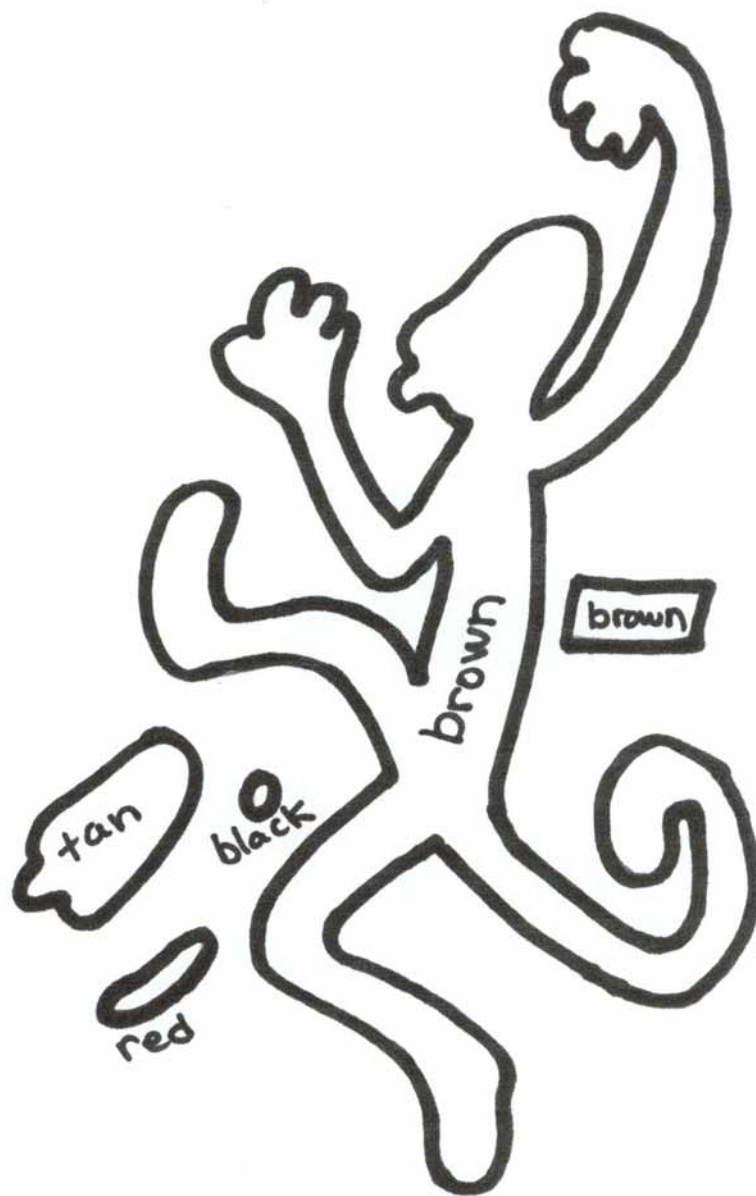
# Giraffe (2 of 2)



Pelly

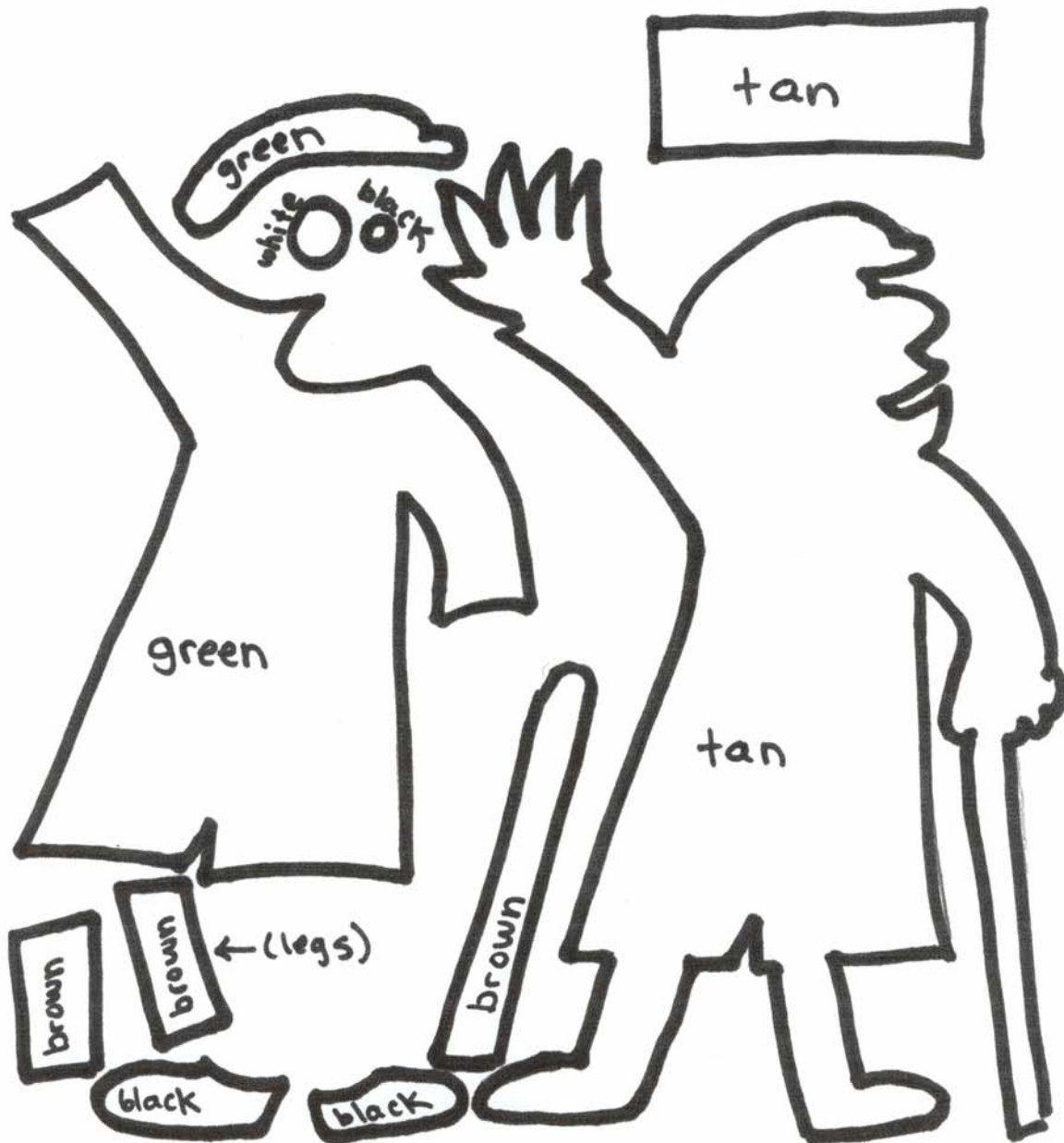


# Monkey

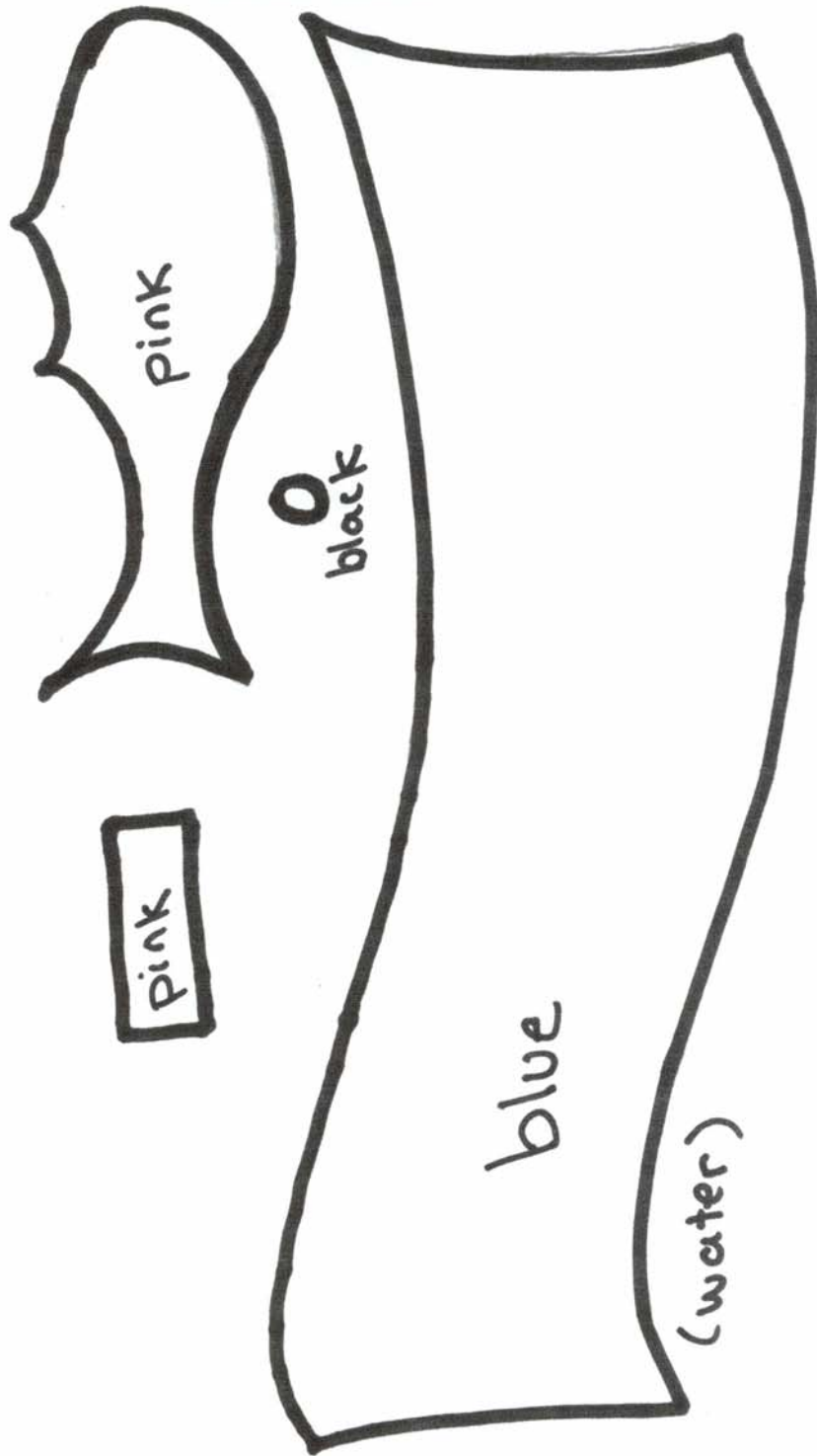


Appendix #16f

# Count



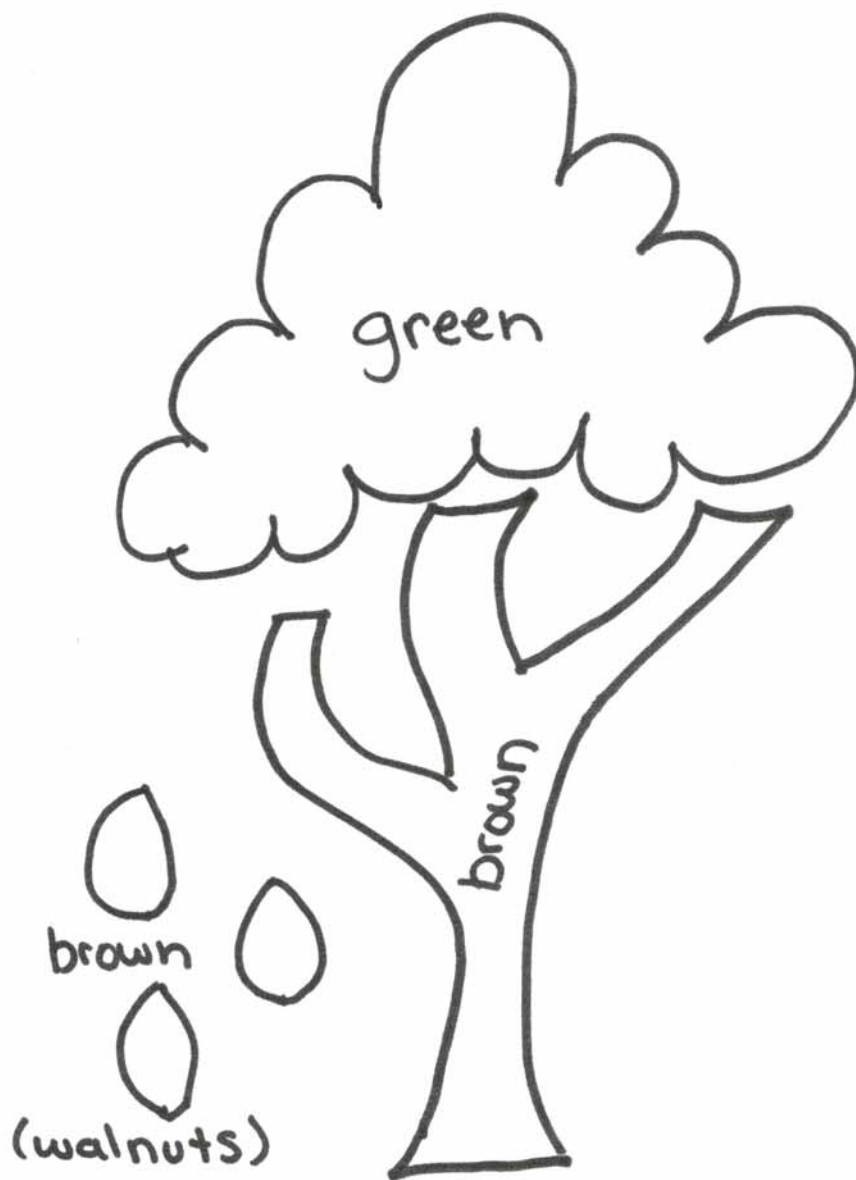
Salmon



Appendix #16h

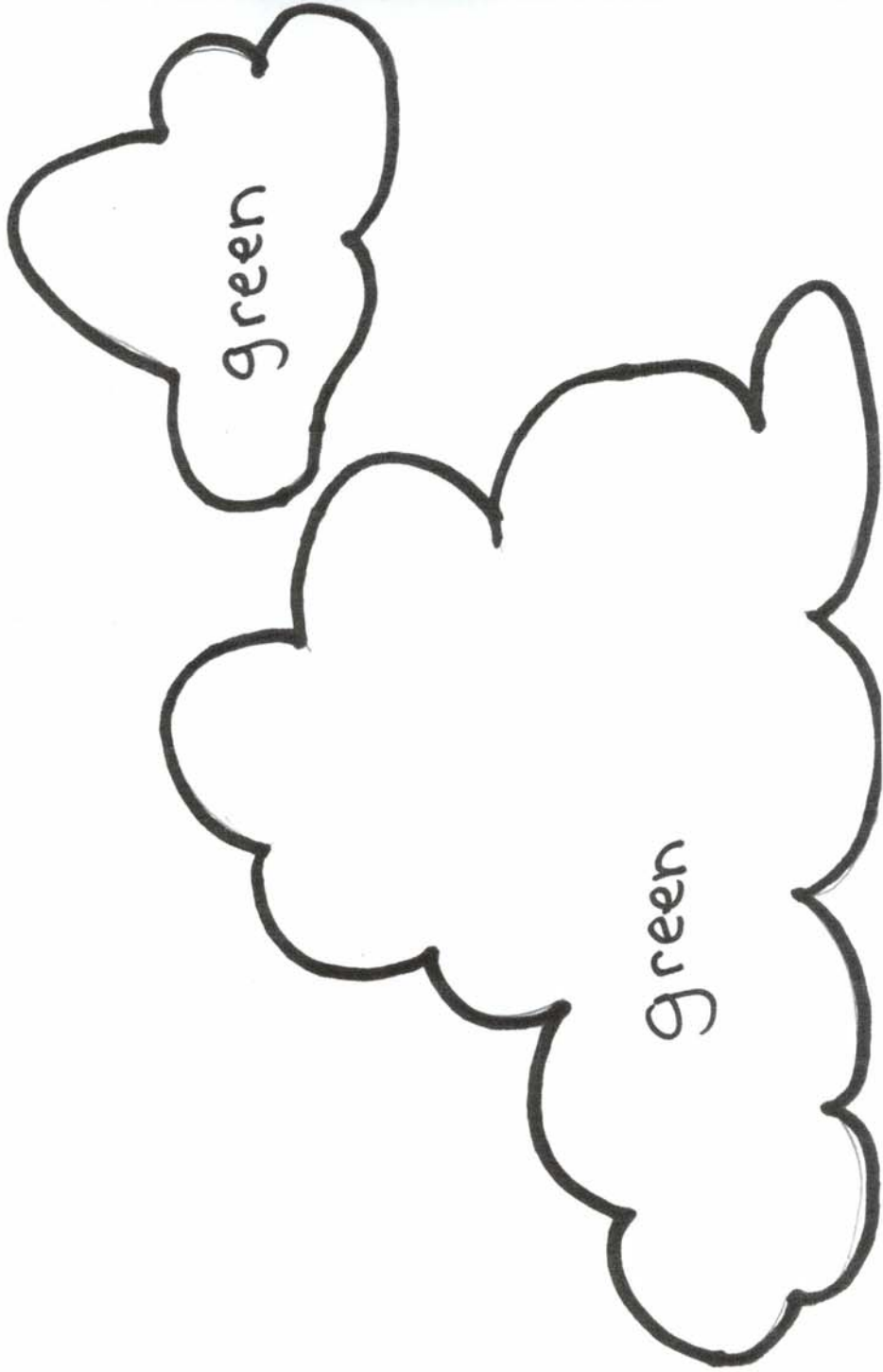


# Walnut Tree

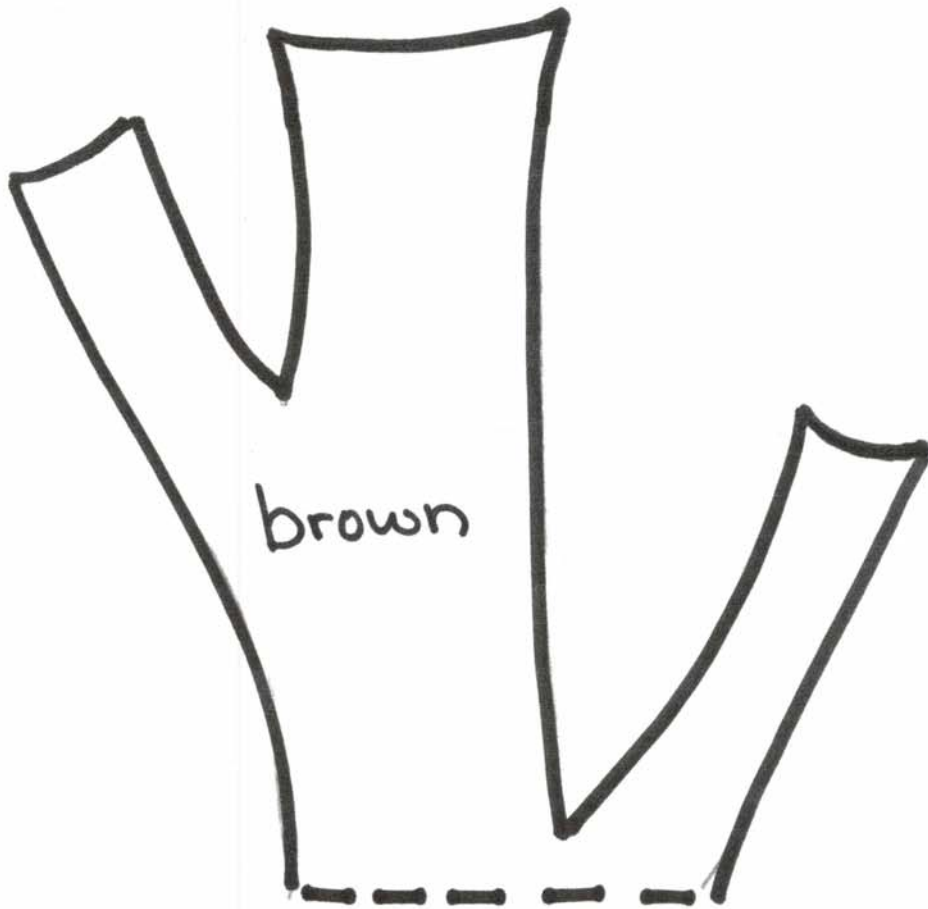


Appendix #16i

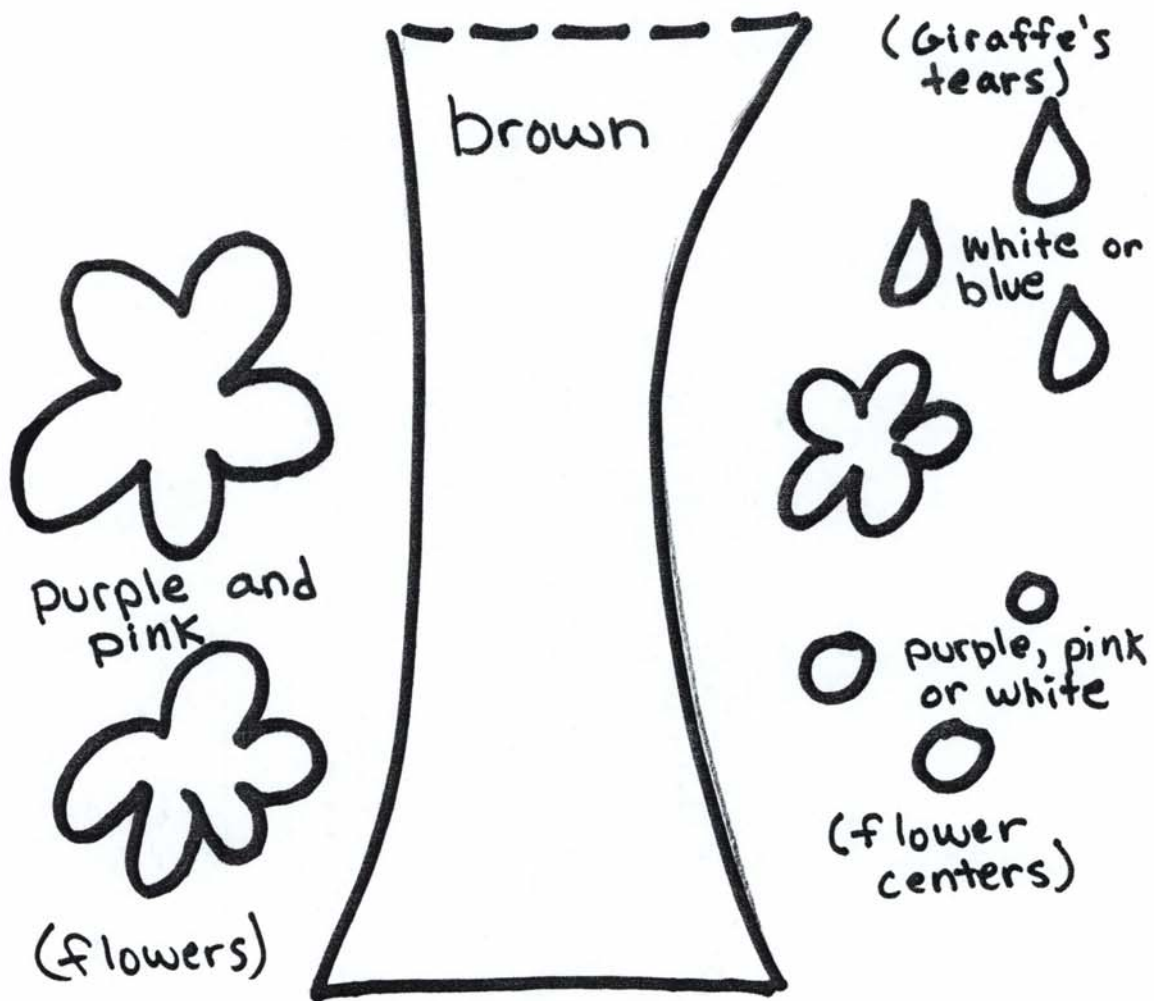
Large Tree (1 of 3)



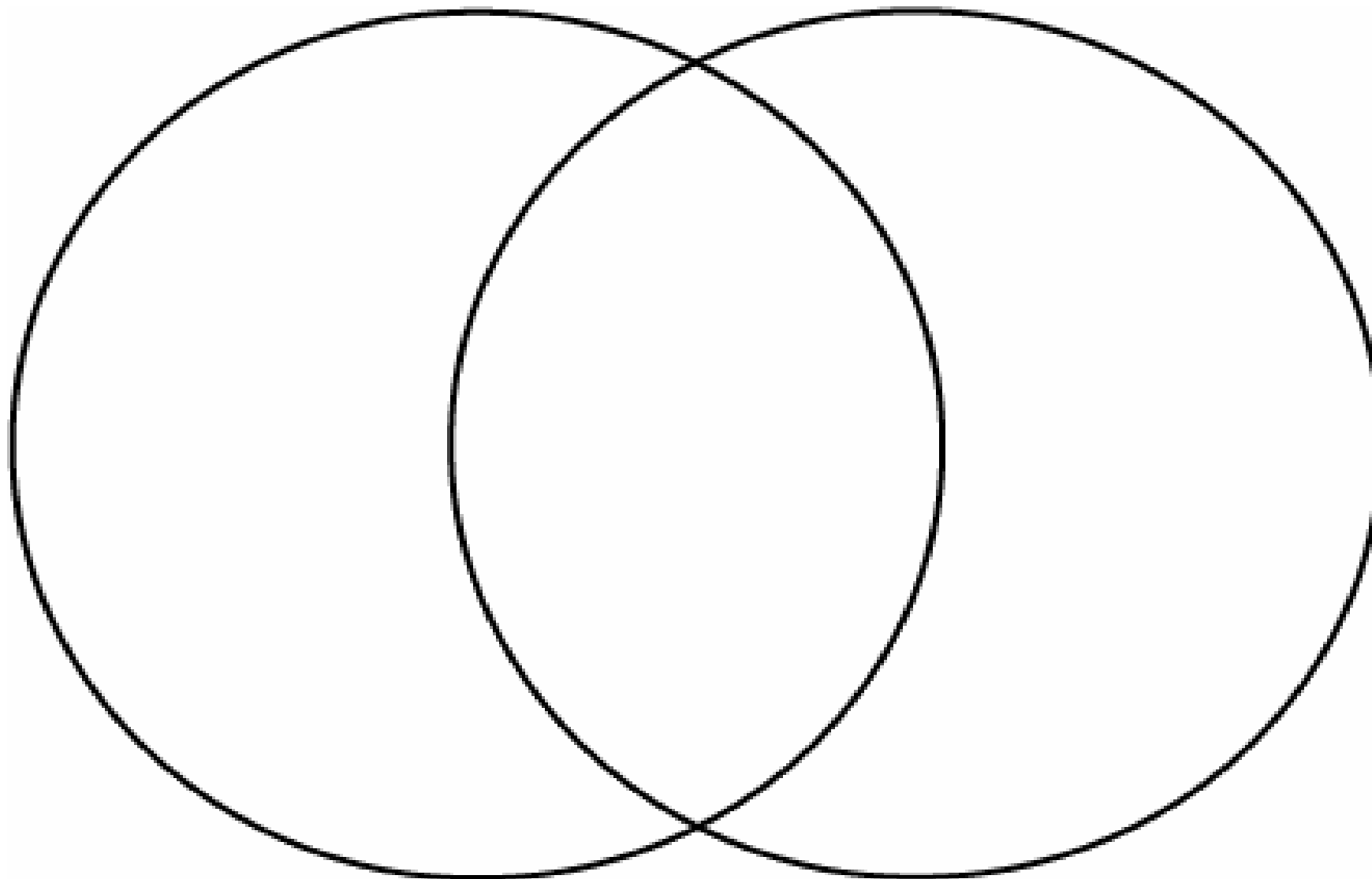
# Large Tree (2 of 3)



# Large Tree (3 of 3)



Blank Venn Diagram

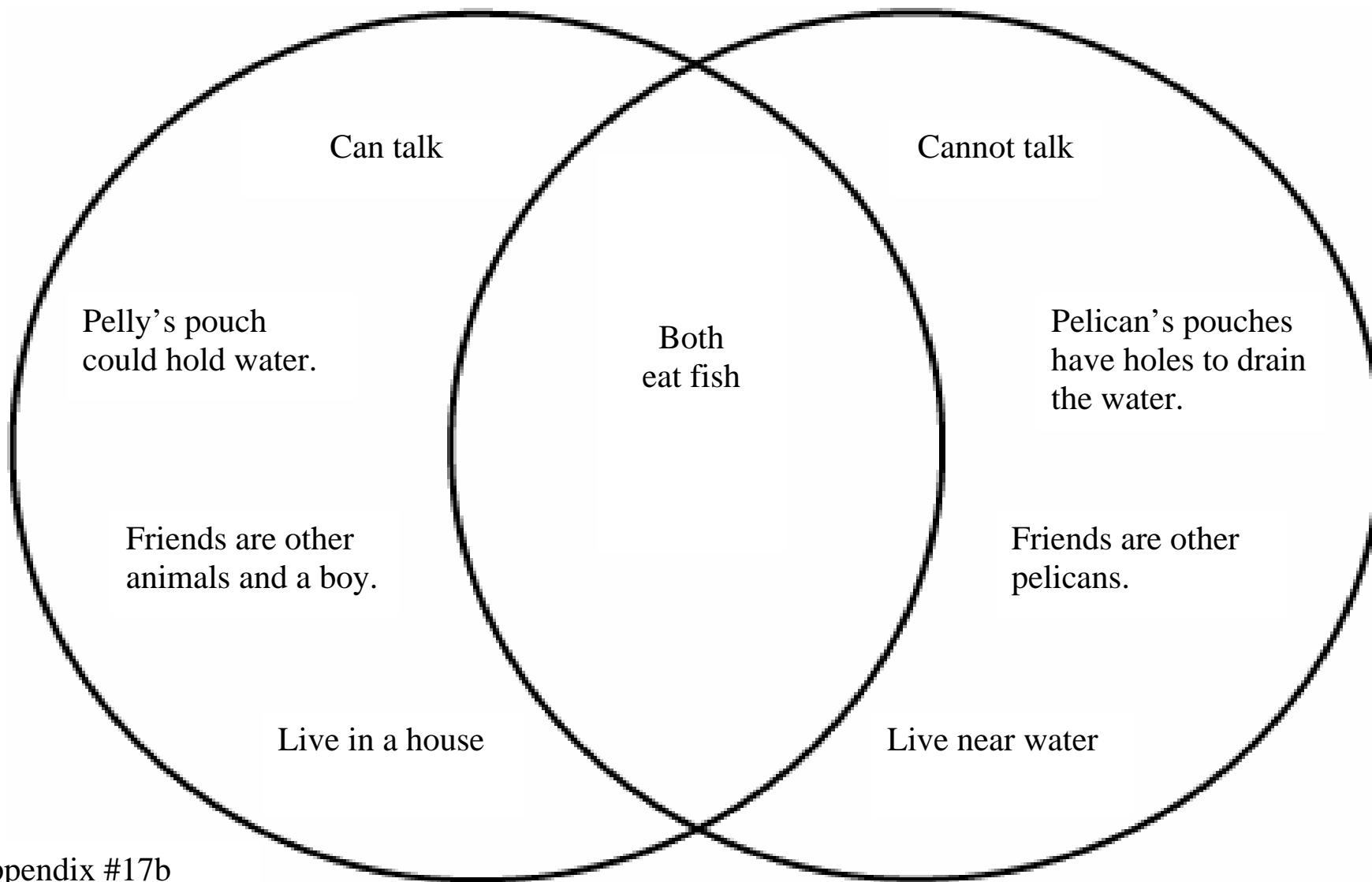


Appendix #17a

Filled in Venn Diagram

**Pelly**

**Real Pelicans**



## **“Super Scoopers:**

**No other bird can swoop, dive, and scoop up its supper as well as a peli-can!**

By Claire Miller

From Ranger Rick, National Wildlife Federation, July 1999

Brown pelicans are some of the funniest birds to watch. With their huge beaks and goofy pouches, their snaky necks and wings that seem too long – they’re really wacky-looking birds. And talk about funny – wait till you see their babies!

If you visit an ocean beach in the United States, you may see brown pelicans in action. You might watch some cleaning their feathers with their long beaks or a line of them flying along the beach. Or you could even be lucky enough to see pelicans that are on a fishing trip.

It is not unusual to see pelicans these days. But they were in trouble when your parents were kids. A lot of them died from chemicals that got into the ocean and poisoned their food, so brown pelicans were put on the endangered species list in Texas and Louisiana, for example, 50,000 of them had nested every spring. But by the early 1970s, the birds were wiped out in Louisiana, and there were just a few nesting pairs left in Texas.

Now that there are laws to stop the pollution, the birds are coming back to the places where they once lived. They still have their share of problems, but they are no longer endangered. That means we all have a much better chance of seeing these super scoopers catch a meal.

### ***Diving for Dinner***

It’s amazing to watch a flock of pelicans snatching fish. They fly above the water looking for schools of fish below. Some times they fly one after another in a long line. Then suddenly they dive bomb from the sky hitting the water beak first, splish, splash, SPLOOSH.

Underwater they open the beaks wide, and their pouches stretch out like huge fishing nets. The pelican can scoop up as much as three gallons of water and lots of fish in their pouches. Then it’s back to the surface, where the water drains out as they lift their heads. And what’s left inside the pouches when the water’s gone? Dinner! The birds toss their heads back and swallow the fish whole.

Appendix #17c

## *The Best Nest*

A pair of brown pelicans usually build their nest about a beak's reach from other pelican nests. How they build their nests depends on where they live. In the East, they often nest in trees on islands near the mainland. They gather sticks in their long beaks and weave them into nests among the trees. In the West, they often make nests of grass and sticks on rocky cliffs. And sometimes, in the East or West, they scratch holes in the sand and lay their eggs on the beach.

A female pelican usually lays two or three eggs in her nest, and then the male and female take turns keeping the eggs warm. Adult pelicans usually are quiet birds, but they make clucking sounds when one comes to take over the egg-sitting job from the other.

## *Noisy Babies*

When the naked babies peck out of their shells, they soon start screaming to be fed. While one parent goes off to find food for the chicks, the other one protects the featherless youngsters from enemies and shades them from the sun.

At first parents throw up partly digested food into the babies' mouths. But soon the young birds learn how to dive head first into their parents' breakfast-bowl pouches.

As the babies get bigger, the parents offer larger pieces of fish. And by the time the young birds are almost ready to leave the nest, they are gulping down small, whole fish.

The goofy-looking "teens" are growing fast. But their wings and beaks will have to get longer before they fly off to catch their own food. Each young pelican will eat about 150 pounds (70 kg) of fish during the three months it takes to grow up. That's a lot of work for Mom and Dad, but these super-scoopers know just how to do it!

## Appendix #17d



## **The Star Money**

By The Brothers Grimm

There once was a little girl whose mother and father died and left her with nothing – nowhere to live, not even a bed to sleep in. She had nothing but the clothes she was wearing and a small piece of bread which a kind soul had given her, but in spite of everything she was a sweet and gentle child.

Because there was no one to care for her she went out into the world alone. First she met a poor man who said, “I’m so hungry. Please give me something to eat!” The little girl gave him all her bread. “Take this bread,” she said. Then she walked on.

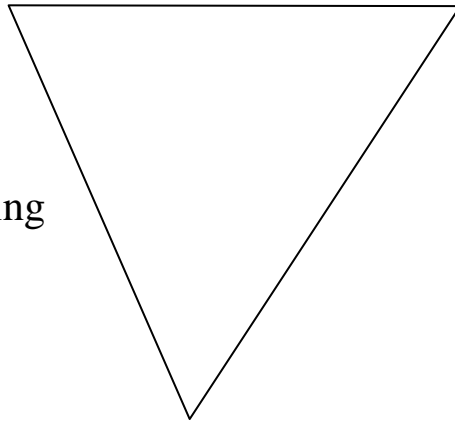
Next, she met a crying child. “My head is so cold,” said the child. “Please give me something to keep it warm!” So she took off her cap and gave it away. And when she had gone a little further she met another child, shivering with cold because he had no jacket, so she gave him her jacket. Still further on she met another child asking for a skirt, and she gave her own skirt away.

Finally she came to a forest. Night had already fallen when she met another child who asked for her shirt. “The night is dark,” thought the little girl. “No one will see me. I don’t need my shirt.” She took it off and gave it away. And as she stood there, with nothing left at all, stars suddenly began falling from the sky, and as they fell they turned into shining gold coins. Although the little girl had given her own shirt away she found herself dressed in the finest linen. She gathered up all the coins in her skirt and was rich for the rest of her life.

# Shape Story Map

Name \_\_\_\_\_ Story \_\_\_\_\_

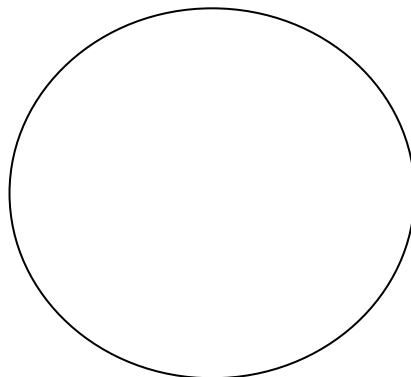
Beginning



Middle



End



Appendix #19

Adapted from The Power of Reading, Wright Group Publishing

## Characters Who Did the Right Thing

<p>Billy in <u>The Giraffe and the Pelly and Me</u></p> <p>Billy did the right thing when he helped the Giraffe, the Pelly and the Monkey get a job with the Duke. This helped the Duke so much that he bought the candy store that Billy wanted for him.</p>	<p>The boy in <u>The Teddy Bear</u></p> <p>Even though the boy really wanted his teddy bear back, he gave it to the homeless man because he knew that the man needed the bear more than he did. The boy felt good because he had done the right thing.</p>	<p>The girl in <u>The Star Money</u></p> <p>The girl gave everything away to people in need:</p> <ul style="list-style-type: none"><li>• her bread,</li><li>• her cap,</li><li>• her jacket,</li><li>• her skirt, and</li><li>• her shirt.</li></ul> <p>Because she did the right thing, she was rich for the rest of her life.</p>	<p>The people who passed the law in “The Super Scoopers”</p> <p>Pelicans were endangered because of pollution; so, people passed laws to stop the pollution. The pelicans are doing better.</p>
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## Characters Who Did the Right Thing

Billy in <u>The Giraffe and the Pelly and Me</u>	The boy in <u>The Teddy Bear</u>	The girl in <u>The Star Money</u>	The people who passed the law in "The Super Scoopers"
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Appendix #20b

**Focus Question:**

**Some people would agree that Billy in The Giraffe and the Pelly and Me, the boy in The Teddy Bear, the girl in “The Star-Money,” and the people who made the laws referred to in “The Super Scoopers” did the right thing. Do you agree? Yes or No?**

**CHECKLIST FOR REVISION:**

\_\_\_\_\_ Do I take a position and clearly answer the question I was asked?

\_\_\_\_\_ Do I support my answer with examples and details from all of the selections?

\_\_\_\_\_ Is my writing organized and complete?

**MEAP Integrated English Language Arts Assessment  
Writing in Response to Reading  
Elementary Rubric**

- 6 The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connections are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student takes no position on the question but responds to the theme with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

**Not ratable if:**

- A retells/references the reading selections with no connection to the question
- B off topic
- C illegible/written in a language other than English
- D blank/refused to respond
- E responds to the scenario question with no reference to either of the reading selections

**Appendix #22**