

Macomb Collaborative

Grade 2 - Unit #2

Appendix

1. Prompt [Day 1]
- 2a-b. Second Grade Analytic 4- Point Rubric and 6-point Rubric [Day 1]
- 3a-b. “Johnny Appleseed! Johnny Appleseed!” [Day 2]
4. Elements of Story Template [Days 2 and 7]
5. Elements of “Johnny Appleseed! Johnny Appleseed!” [Day 2]
- 6a. Listening/Retelling Procedures [Day 2]
- 6b. Retelling Rubric [Day 2]
- 6c. Model Retelling [Day 2]
7. Think Aloud Procedure [Days 2 and 5]
- 8a. Genre: Legend [Day 3]
- 8b. Legend Student Bookmark [Day 3]
- 8c. Legend Checklist [Day 3]
- 8d-h. Legend Bibliography [Day 3]
9. Vivid Verbs [Day 7]
10. - ING Words [Day 8]
11. Quick Write Procedure [Days 9 and 16]
- 12a-d. Poetry [Days 10 and 11]
- 13a-b. Readers Theater for December [Days 12 and 13]
- 14a-d. “Where do you call home?” [Day 14]
- 14e. Blank Venn Diagram [Day 14]
- 14f. Venn Diagram with Examples [Day 14]
15. Shape Story Map [Day 15]
16. Vocabulary in Context Strategy [Day 15]
- 17a-e. “The Ballad of Davy Crockett” [Days 17 and 18]
- 18a. Biographical Fact Timeline [Day 18]
- 18b. Biographical Fact Timeline with examples [Day 18]
- 19a-b. Characters Who Did The Right Thing [Day 18]
20. Focus Question and Checklist [Days 19 and 20]
21. Rubric [Day 19 and 20]

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.

Have students share with a partner what they have drawn, listed and/or drafted.

Appendix #1

Second Grade Analytic Writing Rubric

Qualities of Writing	4	3	2	1
Content and Ideas	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.
Organization	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.
Style	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.
Conventions	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.

Kearsley Community Schools 1997

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

Johnny Appleseed! Johnny Appleseed!
Retold by Marion Vallat Emrich and George Korson

Of all the tales that Pennsylvanians tell, they may like best the story of a strange fellow who rode into Pittsburgh on the lazyboard of a Conestoga wagon back in 1794. He said his name was Jonathan Chapman, and he built himself a log cabin on Grant's Hill.

There are some people who say he told it around Pittsburgh that he had been born in Boston in the year of the Battle of Bunker Hill and that the first thing his baby eyes ever saw was a branch of apple blossoms outside the window of his home. If that is true, the sight must have influenced the rest of his life, for as soon as he had his house built in Pittsburgh he planted a big apple orchard. There, on the hill now known at Pittsburgh's Hump, the bees in Jonathan Chapman's hives made honey from the apple blossoms, and Jonathan gave it away to his neighbors because, he said, the bees didn't charge him anything for it.

In the twelve years he lived in Pittsburgh, an idea kept growing in Jonathan Chapman's brain until it got a powerful hold on him. He would take a load of apple seeds westward to the pioneers on the frontier so that they might have flowering, fruitful orchards like his own.

So, in 1806, Jonathan loaded two canoes with apple seeds and started down the Ohio River. When he got to the Muskingum he followed that to White Woman Creek, and he finally ended up along Licking Creek where his load of seeds ran out. Behind him farmers were rejoicing in their seedlings – soon to be waving orchards – and they talked about the man who had brought them. They called him Johnny Appleseed.

Johnny when back to the Pennsylvania cider mills to get more seeds. They're still talking about him around Shadeland and Blooming Valley and Cool Spring – the odd, blue-eyed man with long hair hanging to his shoulders, barefooted, wearing ragged clothes. When he had disposed of a second load and come back to Pennsylvania for seeds again, his appearance had changed still more. On his head as a cap he wore a tin kettle in which, when he needed it, he cooked his food. His only garment now, winter or summer, was a coffee sack with holes cut in it for his arms and legs.

Strange stories came out of the western frontier.

Appendix #3a

A trapper had come upon Johnny Appleseed playing with three bear cubs while their mother looked on placidly.

Johnny Appleseed entertained frontier families by showing them how he could stick pins and needles through his flesh without hurting himself.

Johnny Appleseed knew direction by instinct and never carried a compass in the trackless woods.

He did not feel the cold and could walk barefoot in below-zero weather without freezing his toes.

Wherever Barefoot Johnny walked, he brought apple seeds.

Soon, hundreds of Ohio acres were abloom with pink blossoms, and Pennsylvania seeds had reached the banks of the Wabash. Everywhere Johnny Appleseed was welcomed by the grateful farmers. When he sat down at table with them he would not eat until he was sure that there was plenty of food for the children. After he had eaten, he would stretch himself out on the floor, take out the Bible he carried inside the coffee sack, and read aloud what he called “news fresh from heaven” – the Sermon on the Mount. His voice, one good housewife said, was “loud as the roar of the wind and waves, then soft and soothing as the balmy airs that quivered the morning-glory leaves about his gray beard.”

One day he trudged along for twenty miles to reach the home of a friend near Fort Wayne, Indiana. He sat down on the doorstep to eat his evening meal of bread and milk. He read aloud from the Bible for a while. Then he went to sleep stretched out on the floor, and did not wake up.

When the news reached Washington, old Sam Houston, Texas Sam Houston, made a speech about Johnny Appleseed in the American Congress. He said: “This old man was one of the most useful citizens of the world in his humble way. Farewell, dear old eccentric heart. Your labor has been a labor of love, and generations yet unborn will rise up and call you blessed.”

Farmers who own apple orchards along Johnny Appleseed’s path, which stretched over a territory of a hundred thousand square miles, have been blessing him ever since. And all the folks in western Pennsylvania do, too, for they know that when spring comes to the land known now as the Midwest, hundreds or thousands of Ohio and Indiana acres will be pink and white with Pennsylvania apple blossoms.

Appendix #3b

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 #4

Elements of “Johnny Appleseed! Johnny Appleseed!”

Characters:

Johnny Appleseed

The people he gives seeds to

Setting:

Pennsylvania, Ohio, Indiana

Problem/Goal

Johnny wants to share delicious apples, honey and beautiful apple blossoms with everyone he can.

Events:

- Johnny, as a baby sees a branch of an apple tree and wants to share apples with everyone.
- He plants his own apple orchard.
- He collects apple seeds and sets out to share apples with as many people as possible.
- He gives away as many seeds as he can carry, then goes back to get more.

Resolution:

And starts all over again until he dies.

Everyone appreciates Johnny’s gifts.

Themes:

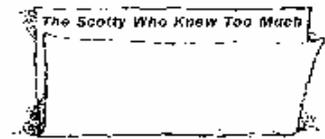
Johnny does the right thing, and this makes others happy. Even Congressman, Sam Houston, praises him for his work after he dies.

Appendix #5

Listening/Retelling Procedures: Instructional

Please read instructions and follow the procedure carefully.

1. *Teacher reads title of selection and says,*
“I wonder what this will be about?”
2. *Teacher asks students,*
“What do you think this will be about?”
3. *Teacher directs students to write/draw a prediction on the flap of the selection or on another sheet of paper – “What will the selection be about?”*
 - 3a. *Teacher says,*
“Share your prediction with your partner.”
4. *Teacher says,*
“Listen to understand the information. I will read the story/selection twice and then you will write a retelling to someone who has never heard the story/information before”
and then teacher reads selection aloud.
5. *Teacher reads aloud the selection saying,*
“Listen one more time so that you can retell the selection. You will be asked to retell the selection as if it is for someone who has not heard this information (story) before.”
 - 5a. *Teacher says,*
“Share your retelling with your partner. One of you do your retelling orally, then the other retells.”
6. *Teacher says,*
Retell the selection as if it is for someone who has not heard this story/information before.”
 - 6a. *Teacher says,*
“Share your written retelling with your partner and make changes (revise).”
 - 6b. *Teacher gives students selection and says, reread the selection and with your partners, make whatever changes or additions that are necessary.*
7. *Instead of teacher collecting papers, have students in partners score their own papers with the rubric or a modified rubric (after extensive modeling).*



adapted by Barbara Nelson from Cambourne and Brown, Read and Retell

Appendix #6a

Retelling Rubric Grades K-2 Narrative Text

Qualities of Retelling	4 Mature	3 Capable	2 Developing	1 Beginning
Gist/Main Idea: Lesson Learned Plot Main Idea	Retelling includes a clear generalization that states or implies the plot main idea <u>and</u> lesson learned.	Retelling includes a generalization that states or implies the plot main idea and <u>may</u> suggest the lesson learned from the story.	Retelling indicates inaccurate or incomplete understanding of plot main idea.	Retelling includes minimal or no reference to or understanding of plot main idea.
Story Elements	Retelling contains a clear statement of all story elements, (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a clear restatement of most story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of some story elements with minimal connections to one another.	Retelling contains minimal restatement of story elements.
Organization	Events are retold following a logical sequence with a beginning, middle, and end.	Events are retold mostly in appropriate order with beginning, middle, and end.	Events are retold in a somewhat disconnected fashion. The beginning or middle or the end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an elaborated and personalized understanding of the story.	Use of language, conventions, and/or format from the selection indicates basic understanding of the story.	Use of language, conventions, and/or format from the selection may indicate superficial understanding.	Retelling includes little or no use of language, conventions, and/or format from the story.

Date	Text	Level	Mode	Prediction	Gist/ Main Idea	Elements	Organization	Linguistic Spillover

Key:

Mode

O/O:

Oral – Oral

Level

IN – independent

Prediction

R – reasonable

O/W:

Oral – Written

IS – instructional

U - unreasonable

Appendix #6b

Retelling of “Johnny Appleseed! Johnny Appleseed!” (Legend)

Stories are told about a man named Jonathan Chapman who lived in Pittsburgh at the end of the 1700’s. He loved apples and the honey from the apple blossoms. He decided he wanted to take a load of seeds west to the pioneers on the frontier. After he had given that load away, he came back to Pittsburgh for more. He did this over and over again.

He must have looked odd. He had blue eyes and long hair. He always went barefooted and wore clothes like a sack with holes cut in it for his head and arms. On his head, he wore the pan he used to cook his meals.

There were lots of stories told about him, like he played with bears, stuck pins and needles in his skin without hurting himself and walked barefoot even when it was really cold. It is even told that when he died, a congressman in Washington said that Johnny Appleseed was a useful man. I think he did the right thing.

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 #7

Genre: Legend

“Legends like stories have the same elements: characters in settings with problems, attempts to solve problems or events, resolution and lessons or themes. What makes a legend a little different are a number of things. Using a dictionary definition a legend is “a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable.” Introduce these characteristics of legends from Margaret Mooney’s book, Text Forms and Features:

Legends

Purpose:

- To focus on positive character traits
- To present models of behavior and ethics

Form:

- A story (narrative), often part fact and part fiction, about the deeds of a famous hero, kept alive through oral retellings and later written down

Features:

- Focuses on character traits of strength and bravery
- May have historical basis
- The “underdog” usually triumphs or good overcomes evil
- Wishes come true as a result of a test or struggle.

Appendix #8a

Legend Bookmark

Stories about heroes, first told then written down

Name: _____

Title: _____

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

Legends focus on positive character traits presenting models of good behavior.

p.

p.

p.

p.

“Underdog” usually triumphs or good overcomes evil.

p.

p.

p.

p.

Legend may be based on historical facts.

p.

p.

p.

p.

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Legend Bookmark

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p.

p.

p.

p.

Legend may be based on historical facts.

p.

p.

p.

p.

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Legend Checklist

Legends are stories that are handed down for many years through people telling them over and over. Legends are probably based on fact, but not be all true.

- Legends focus on good character traits like bravery and unselfishness.

- Legends show models of good behavior.

- Legends are stories, often part fact and part fiction, about the deeds of a famous hero, kept alive through people telling them and later written down.

- In legends the “underdog” usually triumphs or good overcomes evil.

- In legends wishes come true as a result of a test or struggle.

Appendix #8c

Legend Bibliography

Girl from the Snow Country (Children's Books from Around the World)

by Masako Hidaka, Amanda Mayer Stinchecum

The story of Mi-chan, a little girl from the snowy north of Japan, who searches for something to use for the eyes of the snow bunnies she has made. Hidaka's delicate watercolors lend grace to an otherwise slight story about Mi-chan's trip to the marketplace, during which she kindly sweeps snow off the stone statue of Jizo, protector of children and travelers.

ISBN: 0916291065

The Headless Horseman: a retelling of the legend of Sleepy Hollow

by Emma Harding

ISBN: 0805035842

A sensitive and lively retelling of "The Legend of Sleepy Hollow" that preserves all of its main characters and familiar action. Downplaying Irving's social satire allows the supernatural atmosphere to dominate the tale. The text is simple, however: words like Herculean, unsurpassed, crestfallen, and careened flavor the pages. The illustrations, too, have a level of sophistication that satisfy older readers without entirely baffling younger ones.

St George and the Dragon

by Margaret Hodges

Set in the days of knights, monsters, and fairy folk, this is a retelling of the classic tale of the battle between Saint George and the fearsome Dragon. Watercolor and pen-and-ink illustrations accompany the text. Winner of the 1985 Caldecott Medal ...

ISBN: 0316367893

Ka-Ha-Si and the Loon: An Eskimo Legend (Native American Legends)

by Terri Cohlene

In this beloved Eskimo legend, an idle sleepyhead becomes the champion who saves his people from famine and disaster.

Quillworker: A Cheyenne Legend (Native American Legends)

by Terri Cohlene, Charles Reasoner

This enchanting legend of a young Cheyenne woman, famous for her porcupine-quill embroidery, explains how the stars were born.

The Girl Who Loved Wild Horses

by Paul Goble

For most people, being swept away in a horse stampede during a raging thunderstorm would be a terrifying disaster. For the young Native American girl in Paul Goble's 1979 Caldecott-winning masterpiece, *The Girl Who Loved Wild Horses*, it is a blessing. Although she loves her people, this girl has a much deeper, almost sacred connection to her equine friends. The storm gives her the opportunity to fulfill her dream – to live in a beautiful land among the wild horses she loves.

Appendix #8d

The Rough-Face Girl

by Rafe Martin, David Shannon

Two domineering sisters set out to marry the “rich, powerful, and supposedly handsome” Invisible Being, first having to prove they can see him. They cannot, but their mistreated younger sister the Rough-Face Girl – so called because sparks from the fire have scarred her skin – can, for she sees his “sweet yet awesome face” all around her. He then appears to her, reveals her true hidden beauty and marries her.

The Star Maiden: An Ojibway Tale

by Estate of Barbara Juster Esbensen

In this American Ojibway Indian legend about the origin of the water lilies, simple, relatively short sentences suffice to describe the events of how some magical sky maidens come to earth to find rest and relaxation on the peaceful ponds as white water lilies. The watercolor paintings show clear evidence of anthropological research in the details of costumes and utensils.

Turquoise Boy: A Navajo Legend (Native American Legends)

by Terri Cohlene, Charles Reasoner

A retelling of a Navajo Indian legend in which Turquoise Boy searches for something that will make the Navajo people’s lives easier. Includes a brief history of the Navajo people and their customs.

Cat and Rat: The Legend of the Chinese Zodiac (An Owlet Book)

by Ed Young

In this version of the story behind the Chinese zodiac, the Emperor challenges all of the creatures to a race through forest and river, saying he will name each of the 12 years in the cycle after the winners. Rat and Cat, the best of friends, ask the water buffalo to carry them across the river. In sight of the finish line, Rat pushes Cat into the water and jumps off the buffalo’s back, coming in first. “And that is why, to this very day, Cat and Rat are enemies.”

Legend of the White Buffalo Woman

by Paul Goble

A beautiful woman appeared to the Lakota people at a time of great change and suffering. She give them the pipe that has been part of their culture ever since, saying *Wakan Tank, the great spirit ... smoke, and you will know he hears you*. She is called the White Buffalo Woman because after giving the people this gift, she changed into a buffalo, reminding her tribes people of their ties to nature.

Buffalo Woman

by Paul Goble

“There is eloquent beauty in this story of a young hunter who marries a woman from the Buffalo Nation. When his relatives send her away ... her husband follows ... In text and illustrations, Goble’s story exhibits a quiet simplicity, respect for nature and the power of love.”

Appendix #8e

The Gift of the Sacred Dog (Reading Rainbow Book)

by Paul Goble

This legend is based on how the Great Plain Indians were given the colors of the sunset by one of the talented Indians. This book shows how Little Gopher, the Indian that painted the colors of the sunset for his People, remained true to his destiny. Even though he felt like he didn't have a special gift, Little gopher continued to stay dedicated, until he was guided in the right direction by an old grandfather and young maiden in his Dream-Vision. The overall theme of this legend is that perseverance pays off in the end.

The Legend of the Indian Paintbrush

by Tomie dePaola

Little Gopher was smaller than the other young Indian boys of his Plains tribe, and although he tried hard, he could not do what the others did. The tribe's wise shaman assures him, however, that he has a different gift. As he grows up it is revealed to him in a vision that he will paint pictures of the glories of his tribe, that his own greatest work will someday be "a picture that is as pure as the colors in the evening sky."

The Legend of the Bluebonnet: An Old Tale of Texas

by Tomie dePaola

This favorite legend, based on Comanche lore, tells the story of how the bluebonnet, the state flower of Texas, came to be. A "Reading Rainbow" Review Title. An American Bookseller Pick of the List Book. A Booklist Children's Editors' Choice. A NCSS Notable Children's Trade Book. Full color.

The First Strawberries: A Cherokee Story (Picture Puffin)

by Joseph Bruchac, Anna Vojtech

This legend explains the origins of strawberries, grown by the sun to help the first man and woman patch a quarrel. "Spare text, an uncomplicated story line and gentle illustrations keep this quiet but resonant tale accessible to even the youngest child," said PW. Ages 4-8.

How the Stars Fell into the Key: A Navajo Legend (Sandpiper Houghton Mifflin Books)

by Jerrie Oughton

First Woman determines to write the laws in the sky for all to see. So she positions her jewelry "Crafting her careful mosaic on the blackberry cloth of night." Coyote offers to help with this important task but becomes impatient and sends a cascade of stars hurtling into the night, creating chaos for all time.

The Star Maiden: An Ojibway Tale

by Estate of Barbara Juster Esbensen

American Ojibway Indian legend about the origin of the water lilies, simple, relatively short sentences suffice to describe the events of how some magical sky maidens came to earth to find rest and relaxation on the peaceful ponds as white water lilies. The watercolor paintings show clear evidence of anthropological research in the details of costumes and utensils.

Appendix #8f

Rainbow Crow: A Lenape Tale (Dragonfly Books)

by Nancy Van Laan, Beatriz Vidal

A Native American legend that will be a fine read-aloud because of the smooth text and songs with repetitive chants. The Rainbow Crow brings fire on a burning stick from the Great Spirit in the sky to the snow-covered woodland animals. Because of the smoke he inhales as he flies back to the woodlands, he unselfishly loses his beautiful voice. No longer is he a rainbow-colored bird, but a black crow.

The Legend of the Poinsettia

by Tomie dePaola

In this legend from Mexico, a little girl, Lucinda, is proud to help her mother weave a new blanket for the Baby Jesus to be used in a Christmas procession. But when Lucinda's mother takes ill, Lucinda tangles the year and is unable to complete the blanket. Feeling she has ruined Christmas, Lucinda is reluctant to go to the procession until a mysterious old woman appears from the shadows.

The Legend of the Teddy Bear

by Frank Murphy, Gijsbert van Frankenhuyzen

Cuddling Teddy Roosevelt is kind of strange ... but cuddling a soft bear is better. Who would've known that the teddy bear was named after a president! In this children's picture book, children will be amazed that they know a bit of history after they read this beautifully written/illustrated book.

The Legend of Sleeping Bear

by Gijsbert van Frankenhuyzen, Kathy-Jo Wargin

In this retelling of an Ojibwe Indian tale, a mother bear loses sight of her two cubs as they all attempt to escape a forest fire by swimming across Lake Michigan.

The Legend of Mackinac Island

by Kathy-Jo Wargin

Legend and folklore of the Great Lakes region tell us that long ago, there was a large great turtle that floated quietly and gently upon a world made only of water. His name was Mackinauk. One day a great spirit told him that he must lend his back for the creation of a brand new world – a place that has since become known as Mackinac Island.

The Legend of the Lady's Slipper

by Kathy-Jo Wargin, Gijsbert van Frankenhuyzen

One winter, when the people of her village become terribly ill, Running Flower braves the snow and freezing cold to race to the village on the other side of the forest for medicine. Based on an Ojibwe legend.

The Legend of the Loon

by Kathy-Jo Wargin, Gijsbert van Frankenhuyzen

This legend is a story of the deep love that stays forever and ever in the sound of the loon that calls across the northern lakes. The Legend of the Loon is the story of a magical grandmother and her cherished relationship with her grandchildren.

Appendix #8g

The Legend of the Petoskey Stone

by Kathy-Jo Wargin, Gijsbert van Frankenhuyzen

The legend of the Petoskey Stone focuses on the naming of this unique fossil, found only on the shores of Lake Michigan. From the ancient, warm sea that covered most of the state, through Native American history and the history of the town named after a great chief.

The Legend of Leelinau

by Kathy-Jo Wargin

The young maiden Leelinau is forbidden from going into the Spirit Wood. But Leelinau so enjoys her time spent there with the Pukwudjinees (the tiny fairies of the forest) that she risks playing with them time and time again. This legend explores the resistance many of harbor of entering adulthood.

Compiled by
Sterling Book Connection
www.sterlingbookco.com
586 803 0740

Appendix #8h

Vivid Verbs

The truck **cruised** along.

Francisco's grandfather **shivered**.

He **darted** through the swarm of men ...

The high bank was **dotted** with pretty white flowers ...

- ING Words

coming	gardening	passing
winding	running	splashing
happening	thinking	parking
wrapping		

Appendix #10

Quick Writes

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 learning, I would 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.

Appendix #11

Today Was Not My Day at All

Today was not my day at all,
today was not my day,
for everything went wrong today
in almost every way.
This morning I was menaced
by a troop of marching ants,
I brushed my teeth with shaving cream,
I split my brand-new pants.

I smashed my only glasses,
and the key snapped in the lock,
the toaster didn't toast the toast,
then handed me a shock.
I walked into a doorknob,
something squirmed inside my shoe,
I found an ugly beetle
at the bottom of my stew.

A bird I didn't recognize
flew down and pecked my nose,
A chimpanzee on roller skates
sped by and squashed my toes.
I wonder if I'm under
some unlucky sort of curse,
today's the twelfth, and Thursday—
tomorrow may be worse.

Jack Prelutsky
It's Raining Pigs & Noodles

Appendix #12a

What is Poetry?

Definition: Poetry uses words to create pictures in readers' minds and plays with sounds of words and rhyme.

Features:

- Poetry is usually meant to be read aloud.
- A poem can be as short as two lines or as long as a book. It often has a number of verses like a song.
- Every word is chosen carefully by the poet for sound and meaning.
- Poetry counts on word pictures to make readers think about important messages.
- Readers need to think beyond the words on the page to the big meaning and how that meaning applies to them.
- The way a poem is on the page, shows the reader how to read it.

Appendix #12b

Genre: Poetry

Poetry uses word pictures to create images in readers' minds and plays with sounds of words and the rhythms of phrases.

Poetry

Definition:

Poem- a metrical form of composition in which word images are selected and expressed to create powerful, often beautiful impressions in the listener or reader. (from Harris et al. The Literacy Dictionary, IRA, 1995)

Poem – an arrangement of words written or spoken: traditionally a rhythmical composition, often rhymed, expressing experiences, ideas, or emotions in a style more concentrated, imaginative, and powerful than that of ordinary speech (from Webster's New World Dictionary, 1991)

“Poetry, therefore, we will call musical thought. – Carlyle.

Purpose:

- To create images through the rhyme and rhythm of language.
- To express thoughts and feelings through lyrical (musical) language.
- To cause readers to reflect

Forms and Features:

- Three categories:
 - Narrative – tells a story
 - Lyrical – expresses poet's feelings
 - Dramatic – in play form (Shakespeare)
- Many forms:
 - Ballad, blank verse, epic, dramatic, monologue, elegy, epigram, free verse, sonnet, limerick, ode, haiku
- Often intended to be read aloud
- Varies in length from two lines to book length
- Every word is chosen for sound and meaning.
- Relies on imagery (word pictures) to make the reader think about an important message.
- Usually more condensed than prose or everyday speech
- Uses figures of speech like similes and metaphors and other ways of comparing and contrasting
- Often focuses on intensity of emotion or observation
- Reader needs to read and think beyond the literal and superficial.
- Repetition of sounds, words, lines and images
- Layout on the page often indicates how the poem is read.

Appendix #12c

Today was not my day at all,
today was not my day,
for everything went wrong today
in almost every way.

This morning I was menaced

by _____

I _____

I _____

Poets _____ and

Appendix #12d

Reader's Theatre for December by Eve Bunting
(Dramatizing the Right Choice)

3 parts: *Simon*
 Old Woman
 Narrator

Narrator: The old woman comes in and sits on the floor. There is a coat on the floor that belonged to the father of the boy Simon. The old woman covers her muddle of clothes with the coat.

Simon: I'm wondering if it's Christmas yet.

Old Woman: That's a beautiful tree. Here, put this rose on it.

Simon: You don't want it?

Old Woman: Put it close to the star.

Narrator: Simon sees the old woman staring at the cookies.

Simon: I'm thinking that she's probably hungry.
(to himself)

Narrator: Simon doesn't want to notice the old woman swallow.
 But he does notice.
 Simon doesn't want to notice the neck of the old woman when she swallows. Her neck is so thin he can see the swallow going down.

Simon: I'm thinking of something very nice that I could do, but I try
(to himself) not to listen to the thought. I don't want to do it!

Appendix #13a

Narrator: Simon put out his hand. Then pulls it back...he puts it out again, and lifts the Santa plate.

Simon: Have the green one.

Narrator: The old woman takes it slowly...eats it slowly. Simon tries hard not think of all those soda cans he collected to get the cookies.

Appendix #13b

Where do you call home?

By Durga Miranda

Where do you call home? We call the place we live home.

A home is usually a building. But a home is much more than that. It is a place where we feel we belong - a place where we are around things and people we've come to know and trust.

People live in all kinds of places.



Some people live in houses.



Some people live in mobile homes.



Some people live in apartments.

What are other kinds of places people could live?

Appendix #14a

People Without Homes

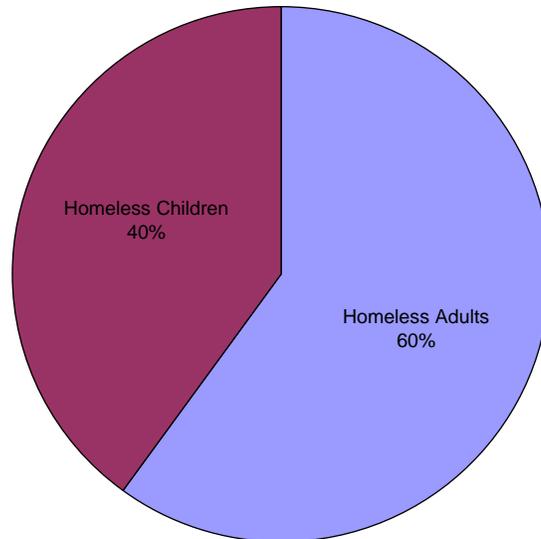
In Eve Bunting's book December, the characters sleep in a cardboard box. They are homeless.



Homeless people live in places like these.

More than 3.5 million people in the United States experience homelessness each year.

The average age of a homeless person in America is 9 years old. It's not surprising that homeless children miss more school than children with homes. Missing a lot of school makes it harder to succeed.



Almost 40% of the homeless in America are children.

Appendix #14b

Some Problems

Many homeless people work, but they don't make enough money to keep up with the high cost of renting.

Some homeless people have problems with **mental illness**. Some are addicted to **drugs** or **alcohol**. It is hard for them to figure out how to take care of themselves, or where to go to find help getting food and shelter.

Some Solutions

There are organizations that help the homeless. The Salvation Army does a lot to help the homeless. Over 1,000 people sleep in the Salvation Army shelters each night in the Detroit Metro area.

One of their programs for the homeless is called the Bed & Bread Club of Metropolitan Detroit. They have provided hope for the homeless and hungry since 1988. The Bed & Bread truck serves 3,000 meals directly from the truck to people on the street and 6,000 meals a day from in the shelters. People give donations of time and money so that the Salvation Army can provide all those meals. There is even a Jr. Bed & Bread Club so that kids can get involved. Whole schools can get involved too, helping to prepare and serve meals. You could even ride the Bed & Bread truck and deliver meals to the homeless.



Salvation Army Shelter
in Warren, Michigan

Some people have fundraisers to help the homeless too. This year at the Oakland Mall in Troy, Michigan, Dick Purtan and WOMC raised over a million dollars for the homeless during their annual radio-thon.

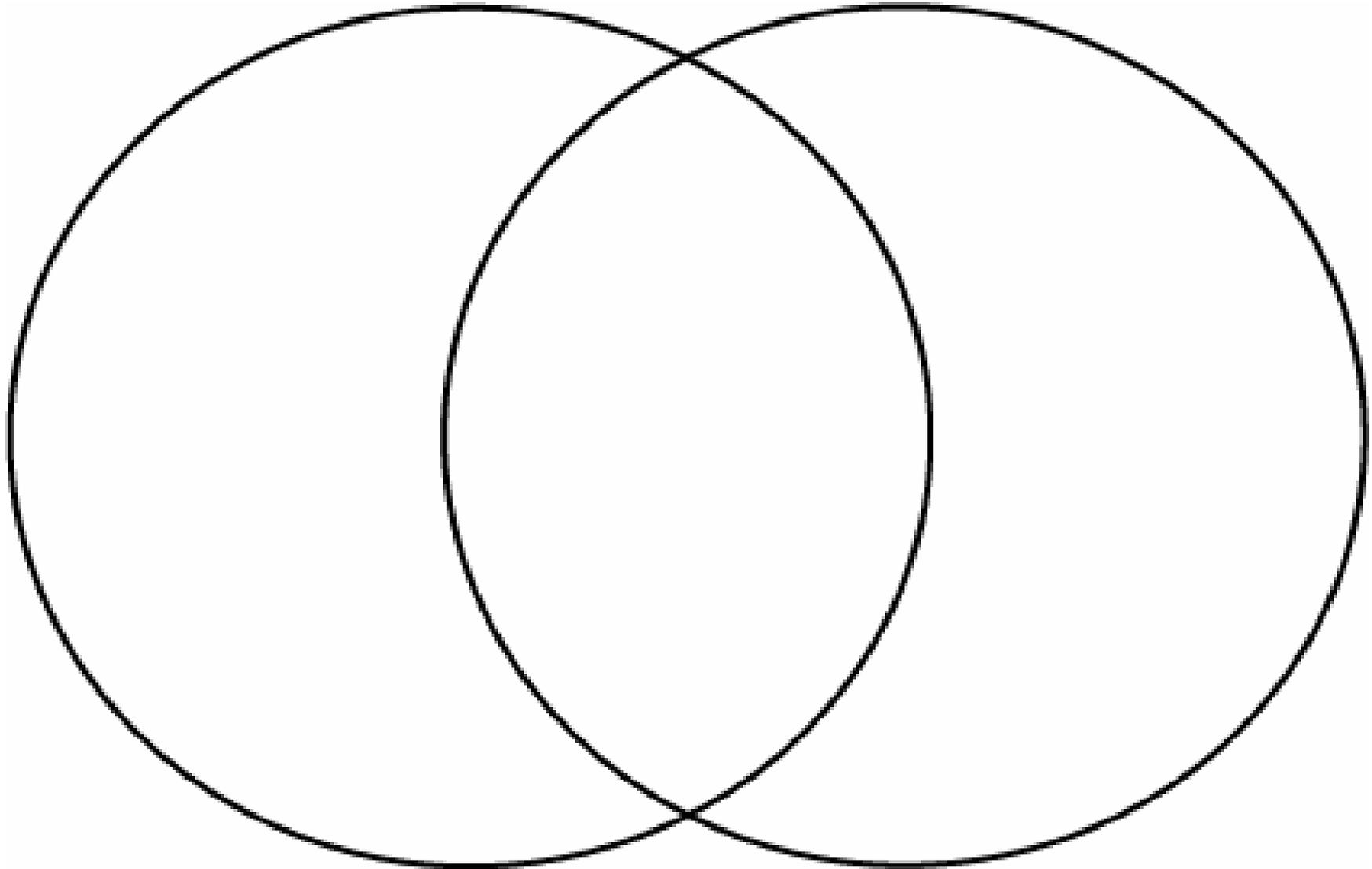
Appendix #14c

Churches help too. Central United Methodist Church in Detroit, Michigan has a lunch program for the homeless. They also provide services for the homeless, like haircuts and classes.

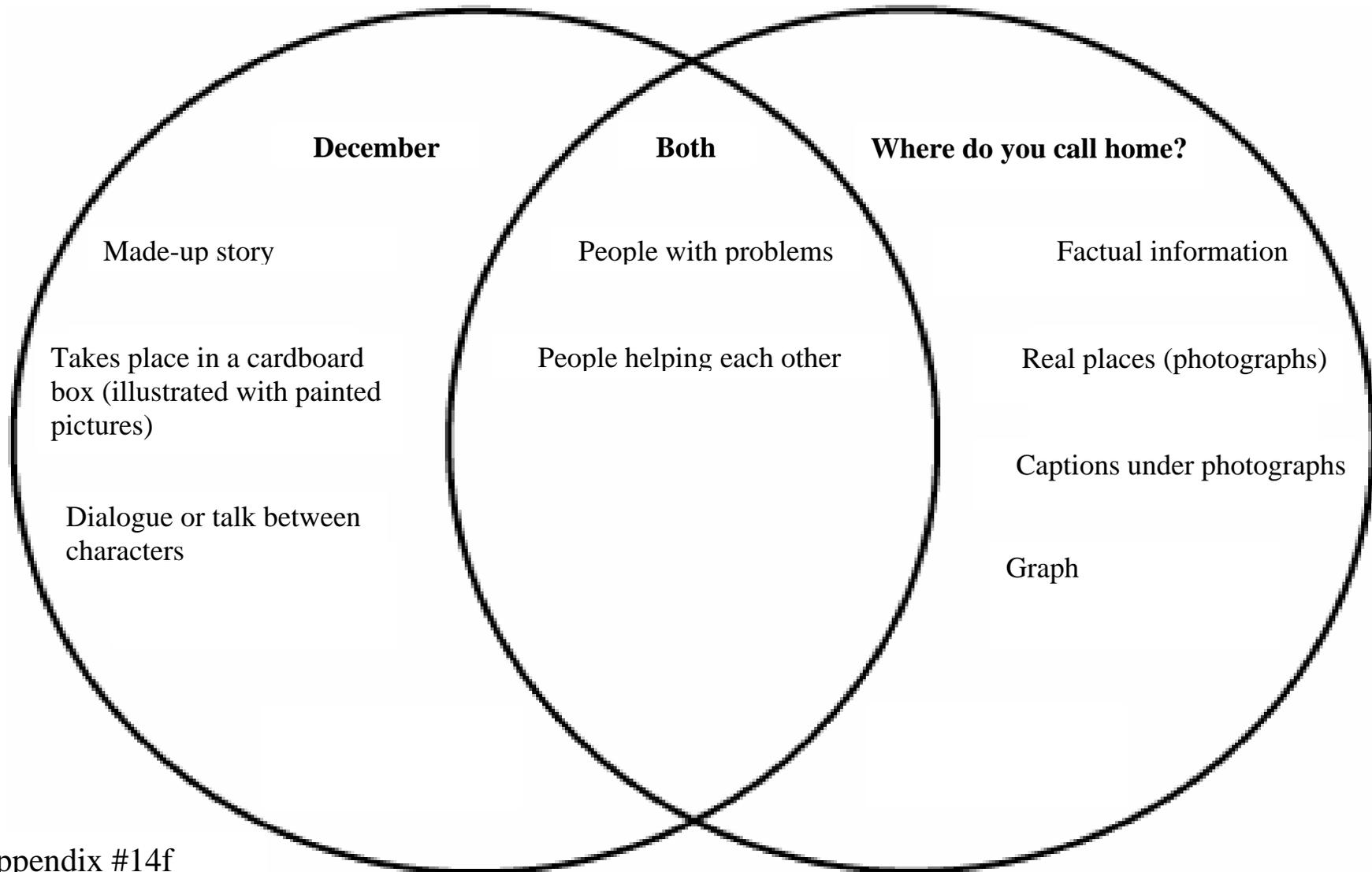
Some people in our government are trying to help the homeless too. There is a bill in Congress called **Bring America Home Act**. It stands for basic human rights, health care and a living wage. **The National Housing Trust Fund** would build and preserve 1.5 million affordable homes over the next 10 years if the bill passes.

Appendix #14d

Blank Venn Diagram



Venn Diagram with Examples

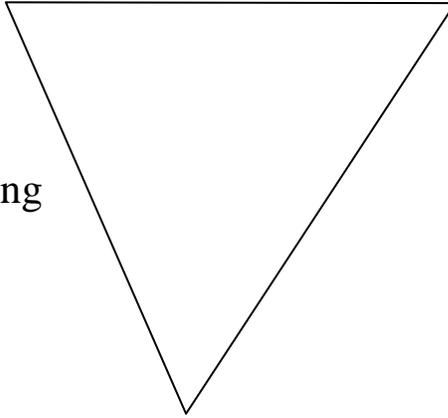


Appendix #14f

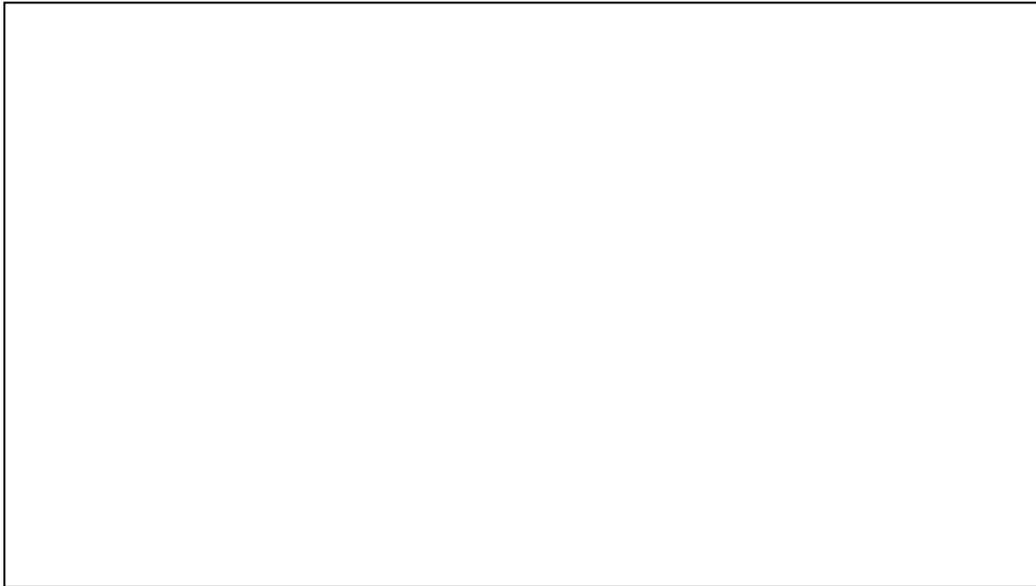
Shape Story Map

Name _____ Story _____

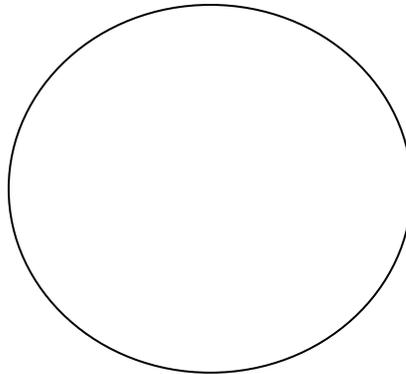
Beginning



Middle



End



Vocabulary In Context Strategy

Learning vocabulary in context is much more powerful and effective. Students understand the words better, will remember them, and will more often recognize the word and its meaning when next encountered. This is a simple vocabulary strategy that only involves dictionary work as a last resort.

Procedures:

- Assign or let students chose partners.
- Display the vocabulary words with page numbers.
- Tell students in partners to:
 1. find each listed word,
 2. read the sentences (context) around the word, then try to figure out what the word means,
 3. check their definitions with the dictionary (if necessary),
 4. jot down their “working definition” in their own words, and
 5. also write down why this word is important to the selection.

Encourage students to begin to keep a personal dictionary of new words that they might use in conversation and in writing.

The Ballad of Davy Crockett

Music: George Burns

Lyrics: Tom Blackburn

Born on a mountain top in Tennessee
greenest state in the land of the free
raised in the woods so he knew ev'ry tree
kilt him a b'ar when he was only three
Davy, Davy Crockett, king of the wild frontier!

In eighteen thirteen the Creeks uprose
addin' redskin arrows to the country's woes
Now, Injun fightin' is something' he knows,
so he shoulders his rifle an' off he goes
Davy, Davy Crockett, the man who don't know fear!

Off through the woods he's a marchin' along
makin' up yarns an' a singin' a song
itchin' fer fightin' an' rightin' a wrong
he's rangy as a b'ar an' twice as strong
Davy, Davy Crockett, the buckskin buccaneer!

Andy Jackson is our gen'ral's name
his reg'lar soldiers we'll put to shame.
Them redskin varmints us volunteers'll tame
'cause we got the guns with the sure-fire aim.
Davy, Davy Crockett, the champion of us all!

Appendix #17a

Headed back to war from the ol' home place
but Red Stick was leadin' a merry chase
fightin' an' burnin' at a devil's pace
south to the swamps on the Florida Trace.
Davy, Davy Crockett, trackin' the redskins down!

Fought single-handed through the Injun War
til the Creeks was whipped an' peace was in store.
An' while he was handlin' this risky chore
made hisself a legend for evermore
Davy, Davy Crockett, king of the wild frontier!

He give his word an' he give his hand
that his Injun friends could keep their land
An' the rest of his life he took the stand
that justice was due every redskin band.
Davy, Davy Crockett, holdin' his promise dear!

Home fer the winter with his family
happy as squirrels in the ol' gum tree,
bein' the father he wanted to be
close to his boys as the pod an' the pea
Davy, Davy Crockett, holdin' his young'uns dear!

Appendix #17b

But the ice went out an' the warm winds came
an' the meltin' snow showed tracks of game,
An' the flowers of Spring filled the woods with flame
an' all of a sudden life got too tame.
Davy, Davy Crockett, headin' on West again!

Off through the woods we're ridin' along
makin' up yarns an' singin' a song
He's rangy as a b'ar an' twice as strong
an' knows he's right 'cause he ain' often wrong.
Davy, Davy Crockett, the man who don't know fear!

Lookin' fer a place where the air smells clean,
where the trees is tall an' the grass is green,
where the fish is fat in an untouched stream,
an' the teemin' woods is a hunter's dream.
Davy, Davy Crockett, lookin' fer Paradise!

Now he's lost his love an' his grief was fall
in his heart he wanted to leave it all
an' lose himself in the forests tall,
but he answered instead his country's call.
Davy, Davy Crockett, beginnin' his campaign!

Needin' his help they didn't vote blind
They put in Davy 'cause he was their kind
sent up to Nashville the best they could find
a fightin' spirit an' a thinkin' mind.
Davy, Davy Crockett, choice of the whole frontier!

The votes were counted an' he won hands down
so they sent him off to Washin'ton town,
with his best dress suit still his buckskins brown
a livin' legend of growin' renown.
Davy, Davy Crockett, the Canebrake Congressman!

He went off to Congress an' served a spell
fixin' up the Govern'ment an' laws as well
took over Washin'ton so we heard tell
an' patched up the crack in the Liberty Bell.
Davy, Davy Crockett, seein' his duty clear!

Him an' his jokes traveled all through the land
an' his speeches made him friends to beat the band.
His politickin' was their favorite brand
an' everyone wanted to shake his hand.
Davy, Davy Crockett, helpin' his legend grow!

Appendix #17d

He knew when he spoke he sounded the knell
of his hopes for White House an' fame as well,
But he spoke out strong so hist'ry books tell
an' patched up the crack in the Liberty Bell
Davy, Davy Crockett, seein' his duty clear!

When he come home his politickin' done
the western march had just begun,
So he packed his gear an' his trusty gun
an' lit out grinnin' to follow the sun.
Davy, Davy Crockett, leadin' the pioneers!

He heard of Houston an' Austin so
to the Texas plains he jist had to go
Where freedom was fightin' another foe
an' they needed him at the Alamo.
Davy, Davy Crockett, the man who don't know fear!

His land is biggest an' his land is best
from grassy plains to the mountain crest.
He's ahead of us all meetin' the test
followin' his legend into the West.
Davy, Davy Crockett, king of the wild frontier!

Appendix #17e

Biographical Fact Timeline

Biographical Fact Timeline	Possible exaggerations in “Ballad of Davy Crockett”
(1786) born in Green County, Tennessee	
(1798) 12-year of Davy sent out on his own to herd cattle	
(1803) only went to school 100 days total	
(1806) married Polly Finley	
(1816) almost dies of malaria	
(1821) elected to the Tennessee State Legislature at age 35	
(1825) defeated in Congress, but kills 105 bears in 6 months	
(1828) works for Land Bill to give everyone a chance to own land	
(1834) thinks about running for Congress	
(1835) goes to Texas hoping to be elected there	
(1836) dies on March 6 trying to defend the Alamo	

Appendix #18a

Biographical Fact Timeline

Biographical Fact Timeline	Possible exaggerations in “Ballad of Davy Crockett”
(1786) born in Green County, Tennessee	“greenest state in the land of the free”
(1798) 12-year of Davy sent out on his own to herd cattle	“kilt him a bear when he was only three”
(1803) only went to school 100 days total	“the man who don’t know fear”
(1806) married Polly Finley	“three times as strong as a bear”
(1816) almost dies of malaria	“champion of us all”
(1821) elected to the Tennessee State Legislature at age 35	“fought single-handed through the Injun War”
(1825) defeated in Congress, but kills 105 bears in 6 months	“he ain’t often wrong”
(1828) works for Land Bill to give everyone a chance to own land	“a livin’ legend of growin’ renown”
(1834) thinks about running for Congress	“took over Washington”
(1835) goes to Texas hoping to be elected there	“patched up the crack in the Liberty Bell”
(1836) dies on March 6 trying to defend the Alamo	“He’s ahead of us all in meetin’ the test”

Appendix #18b

Characters Who Did the Right Thing

Johnny Appleseed	Teddy Roosevelt	Francisco and his grandfather	Simon and his mother	Ping	Davy Crockett

Appendix #19a

Characters Who Did the Right Thing

<p>Johnny Appleseed did the right thing by bringing seeds to people so they would have food – apples and honey, and beauty.</p>	<p>Teddy Roosevelt in <u>The Legend of the Teddy Bear</u> did the right thing when he spared the life of the mother bear so that she could care for her cub.</p>	<p>Francisco and his grandfather in <u>A Day's Work</u> did the right thing when they replanted all of the good plants they had mistakenly weeded. They did it because it was their mistake and not for pay.</p>	<p>Simon and his mother <u>December</u> did the right thing when they offered the little shelter and food they had to the old woman who was even more badly off than they were.</p>	<p>Ping in <u>The Empty Pot</u> did the right thing when he was the only one not to cheat in the contest to grow the most beautiful flower for the emperor.</p>	<p>Davy Crockett in real life fought as a politician for the Land Bill to help more people own land.</p>
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Focus Question and Checklist

Give examples proving that Johnny Appleseed, Teddy Roosevelt in The Legend of the Teddy Bear, Francisco and his grandfather in A Day's Work, Simon and his mother in December, Ping in The Empty Pot and Davy Crockett did the right thing.

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?

Appendix #20

**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 #21