

A Unit
of Study
for Grades
K - 2

BOOK POWER:

Exploring the World of the
Museum with the Write Tools



CHILDREN'S
MUSEUM
INDIANAPOLIS

ACKNOWLEDGEMENT

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The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences for children and families. It is one of the largest children's museums in the world and serves people across Indiana as well as visitors from other states and nations. The museum provides special programs and guided experiences for students as well as teaching materials and professional development opportunities for teachers. Field trips to the museum can be arranged by calling 317-334-4000 or 800-820-6214. Visit Just for Teachers at The Children's Museum Web site: www.ChildrensMuseum.org

BOOK POWER:

Exploring the World of the Museum with the Write Tools



A UNIT OF STUDY FOR GRADES K – 2

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BOOK POWER:

Exploring the World of the Museum with the Write Tools!

A UNIT OF STUDY FOR GRADES K – 2

Each lesson's experiences are developed using one museum topic for a specific grade as an example. Lessons are layered so that all experiences are appropriate for Grades K–2. Information gained from the resources is charted and collected for use in the culminating activity of the unit



Enduring Idea

Students can use literacy tools to create informative and entertaining stories and books based on their exploration of people, places, objects and experiences at **The Children's Museum**.

The world of reading and writing is almost as big as the world around us! Using reading and writing tools helps us learn, express our understanding and opinions, and share our ideas through written language. The museum provides a great place to explore special people, places, objects and experiences. In this unit students pack their tools in toolboxes and head out to explore! Using these literacy tools, students will create online books in a program designed especially for **The Children's Museum**.



What's Ahead

In this unit, students use the tools of reading, reflecting, writing and illustrating to explore exhibits and objects in the museum with the goal of publishing an online e-book. Each lesson emphasizes different tools that help us explore. The first lesson focuses on reading and research, the second on reflecting, and the third lesson on writing and illustrating.

Kindergarten
Topic:
The Polar Bear



Grade 1
Topic:
The Train

Grade 2
Exhibit Topic:
The Dinosaurs



These examples are meant to provide guidelines. Substituting other museum topics or exhibits into the lessons and experiences would be a natural adaptation of this unit. Additional museum topics are provided with corresponding book lists in the Resources section at the end of this unit of study on pages 27-35.

What Will Students Learn?

This unit will help K–2 students achieve Indiana Common Core Standards for English Language Arts: Reading Standards for Literacy, Reading Standards for Informational Text, Reading Standards: Foundational Skills, Writing Standards, Speaking and Listening, and Language Standards. These standards also help students meet the College and Career Readiness Anchor Standards (CCR) for all English Language Arts Standards.

Getting Started

Family Connections

Before beginning the unit, let children and their families know that the students are getting ready to explore topics related to exhibits at **The Children's Museum**. The tools for their exploration are reading, reflecting, writing and illustrating. As children learn more about using these tools, they will be able to go further in their explorations at home and in school. Encourage families to explore the topics together. Have students bring their research to share with the class.

What Will Students Be Able to Do?

Unit Goals

Students will:

- Gain understanding of how the tools of reading, reflecting, writing and illustrating can help them to explore **The Children's Museum** and other settings
- Explain the difference between stories and nonfiction books, and demonstrate understanding of how those and other reading resources can help them learn about things in the real world
- Describe and illustrate how labels, signs and maps convey information in **The Children's Museum** and other settings
- Share information learned about explorations through reflecting and writing activities, including journals, stories and text frames
- Create illustrations to complement their written words about a museum object or exhibit
- Create a student or classroom book that demonstrates understanding of the topic through writing and illustrating.

Classroom Environment

Choose a corner in the classroom to create a museum-like atmosphere containing several objects that reflect the selected topic (polar bears, trains or dinosaurs). The corner should promote exploration of the topic with fiction and nonfiction books, photographs and pictures, and objects or toys. Use a bulletin board as the backdrop for the area. Provide a variety of writing tools, such as paper, pens, pencils, markers and crayons. Bookmark relevant age-appropriate Web sites on student computers. Make tools for exploration, such as binoculars and magnifying glasses, available to students.



Exploration Journal

Introduce students to the concept of recording and collecting information that represents the exploration they make throughout the unit. Prepare the **Exploration Journal** before beginning the unit. A journal template is provided in the **Resources** section at the end of this unit of study on page 37.

Introduction

Introductory Experience: Museums Here and There

Procedures

- Ask the class to talk about museums they have visited. Museums are full of interesting and unique objects. A museum protects the objects so people today and in the future can see them.
- Show the class the book *Mrs. Brown on Exhibit*. Read some of the titles of the poems. Then read the poem "Mrs. Brown on Exhibit" to the class.

Read one poem each day from the book *Mrs. Brown on Exhibit* before the field trip. On chart paper, add the title of each poem after it is shared. Reread the titles every day.

- Make a chart of the objects mentioned in the poem with words and drawings.

- Mention that the class will visit the world's largest children's museum, **The Children's Museum of Indianapolis**, as part of this unit.

Exploration Journal

Have the students draw or write about Mrs. Brown on page one.



The Polar Bear has been on display since 1964. Many of today's parents remember seeing this museum icon when they were young.



All Aboard! includes a Victorian railway depot with a 19th-century locomotive and tool car to "ride" in. The 1890s river town of Madison, Ind., is recreated, complete with a model of the Reuben Wells locomotive pushing train cars up the hill.



Dinosphere, the museum's state-of-the-art dinosaur exhibit, is an immersive experience that takes visitors back to what life in the Cretaceous period may have been like. **Dinosphere** includes a working Paleo Lab, an interactive dig site, computer activities and real dinosaur bones!

Lesson 1

Tools for Reading and Researching

The world is full of many interesting and wonderful things that children want to explore and learn about. **The Children's Museum** is a great place to go for these explorations because children can see and learn about all kinds of things. Books are tools that can help us learn even more about the things we explore. In this lesson, the focus is on ways to use books and other texts as tools to explore polar bears, trains or dinosaurs.

Objectives

Students will:

- Discuss content and important concepts in both fiction and nonfiction texts
- Demonstrate an understanding of the ways in which fiction and nonfiction books can provide information about the world around us
- Read to gain information, using several text types including labels, signs and maps
- Use word recognition and comprehension strategies while listening to or reading texts



Tool Talk

- fiction
- nonfiction
- information
- real
- facts
- labels
- signs

Focus Questions

- Why do we read?
- What types of things can we learn while reading?
- What different types of texts can we read to learn information?
- How can we learn information about our world while we read?
- How can we use what we read to make decisions?

You Will Need



Time

Three to four class periods.

Tools for Exploration



Experience 1

Books, chart paper, **Exploration Journals**, drawing paper, *Mrs. Brown on Exhibit* book



Experience 2

Exploration Journals, books, chart paper, drawing paper, pencils, crayons

Experience 3

Exploration Journals, pictures of various labels and signs, chart paper, poster paper, construction paper, crayons, pencils, markers.



Setting the Stage

In an area near where you gather the whole class together, display books, signs and other text materials related to the topic you are exploring. Include props such as toys, posters, stuffed animals and games. Create an environment as related to the topic as possible.

Teacher Tip

Adjust classroom procedures based on the books selected and the reading ability of your students. When appropriate, encourage individual reading or reading in pairs prior to whole-class sharing. Provide sets of books designed for all reading levels, and allow class time for students to read related topical books included in your reading corner.

Researching the Topic

- Meet with the school media specialist to develop supporting instruction on using research skills in a library
- Ask students to interview family members, friends or community experts
- Bookmark safe and age-appropriate Web sites
- Assign "Research Buddies" using a classroom of older students

Experience 1

Reading Stories to Learn About the World

Students participate in reading experiences and activities related to fiction stories. Emphasis is on how to learn information while reading fiction.

Procedures

- Talk about the items in the display area on polar bears, trains or dinosaurs.
- Have students share what they know about the topic.
- Discuss ways students can find out more about the topic, such as by talking to family members, visiting the museum or a zoo, reading books, surfing the Web or asking experts.
- Show several books about the topic, including fiction and nonfiction.
- Remind the students that there are two types of books. **Fiction** books tell stories that are made up in the imagination. They may have some true information in them. **Nonfiction** books describe **real** people, places, objects and/or events. Explain that both fiction and nonfiction can provide true **information**.
- Show the following books and discuss which one may be fiction or nonfiction. Ask the students why they think a book is fiction or nonfiction.
 - Kindergarten: *Polar Bear Night* and *Polar Bears*
 - Grade 1: *All Aboard: A True Train Story* and *The Little Engine That Could*
 - Grade 2: *Bucky the Dinosaur Cowboy* and *Dinosaurs: Biggest, Baddest, and Fastest*
- Introduce the fiction book. Share the names of the author and illustrator. Discuss their roles.
- As you read the book with the class, point out one example of true information used in the book.
- Reread the book. Have the students identify the main ideas. What in the book may be true? What is not true?
- Create a **Facts chart** of true information learned from the book.

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Literature: 1, 2, 3, 5, 6, 10; Informational Text: 6; Foundational Skills: 1, 4; Writing: 1, 2, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 6

Grade 1: The Train

English Language Arts- Literature: 1, 2, 3, 5, 7; Informational Text: 7, 9; Foundational Skills: 1, 2; Writing: 2, 5, 7, 8; Speaking and Listening: 1, 2, 3; Language: 1, 5, 6

Grade 2: The Dinosaurs

English Language Arts- Literature: 1, 2, 3, 7; Informational Text: 3, 6, 7, 8, 9; Foundational Skills: 4; Writing: 2, 7, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 3, 5, 6

Exploration Journal

As developmentally appropriate, draw and/or write about the polar bears, trains or dinosaurs using the facts from the chart. (See page 37.)

Extending Activities

- Provide props to the children and work with them to act out elements in the book. Help children take roles for the story, and then review the story line. Act out the story and change roles if appropriate.
- Using the Facts chart, create a new chart of "Fact" versus "Fiction." Ask the students to explain how they know the difference.
- Using a section or sections of the story, create a script for a readers theater piece. If possible, work with the music teacher at your school to create and perform the piece.
- Have multiple copies of books for older students so they can read them on their own.

Teacher Tip

Sharing stories with students provides opportunities to model and demonstrate rhyme patterns, story elements and print concepts.

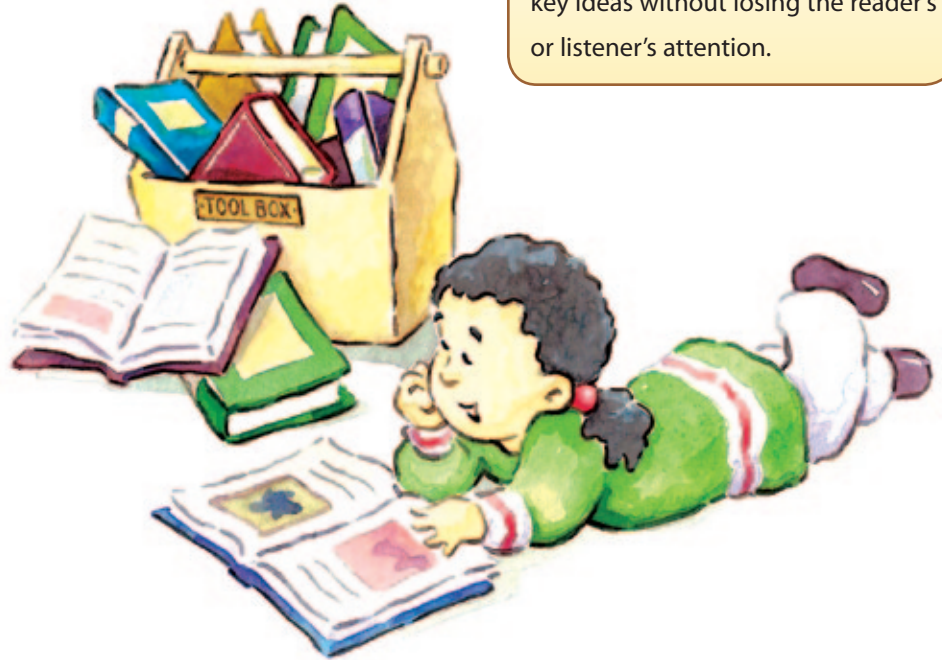
Experience 2

Reading Non-fiction Books to Learn About the World

Children participate in reading experiences focused on informational books, primarily nonfiction books. The focus is on gaining meaning from texts.

 Procedures

- Have the students share experiences they have had with polar bears, trains or dinosaurs including television, zoos and other sources.
- Tell the students that nonfiction means the information in the books is based on facts.
- Share several nonfiction books related to the topic and compare them with the fiction book used in Experience 1.
- Kindergarten: *Polar Bears* compared to *Polar Bear Night*.
- Grade 1: *The Little Engine That Could* compared to *All Aboard! A True Train Story*.
- Grade 2: *Dinosaurs: Biggest, Baddest, and Fastest* compared to *Bucky the Dinosaur Cowboy*.



- Ask the students how the two books are alike and how they are different. Discuss the author and illustrator of the nonfiction title. Describe how the illustrator made the pictures. Ask students why the illustrator might have chosen to make the illustrations that way.

Teacher Tip

Well-balanced books include supportive, vivid pictures or photos and enough text to communicate key ideas without losing the reader's or listener's attention.

- Ask students to listen for new information about the topic while you read the book to them.
- Reread the book slowly, stopping to add new information students identify to the **Facts chart**.

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Informational Text: 1, 2, 5, 6, 7, 10; Foundational Skills: 1, 2, 4; Writing: 2, 3, 5, 8; Speaking and Listening: 1, 2, 3, 6; Language: 1, 2, 3, 6

Grade 1: The Train

English Language Arts- Informational Text: 1, 2, 3, 5, 6, 7, 9, 10; Foundational Skills: 1, 2, 4; Writing: 2, 5, 8; Speaking and Listening: 1, 2, 5; Language: 1, 2, 5, 6

Grade 2: The Dinosaurs

English Language Arts- Informational Text: 1, 2, 3, 6, 7, 8, 9, 10; Foundational Skills: 4; Writing: 2, 5, 8; Speaking and Listening: 1, 2, 3, 6; Language: 1, 2, 3, 6

Exploration Journal

Have students add one to three new details to their journals based on the new information added to the chart.

Experience 3

Reading Labels and Signs to Learn About the World

School, the museum, and other places students go are full of information to read, including signs and labels. Students read and discuss labels and signs, working to decode and comprehend pictures and symbols in relation to text.



Procedures

- Explain that **signs** at school and in the museum help people find their way around. Many signs in buildings are universal, such as for restrooms and exits.
- Walk around the school and have the students point out signs. If the signs use images instead of words, ask students to describe their meaning.
- Explain that the purpose of **labels** in museums and other places is to give visitors information about the topic or exhibit.
- Show the students an example of a label and read it together. Label examples are provided in the **Resources** section at the end of this unit of study on pages 55-59.

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Informational Text: 1, 2, 7, 10; Foundational Skills: 1, 2, 3, 4; Writing: 2, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2, 5, 6

Grade 1: The Train

English Language Arts- Informational Text: 1, 2, 3, 5, 6, 7, 10; Foundational Skills: 4; Writing: 2, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2, 5, 6

Grade 2: The Dinosaurs

English Language Arts- Informational Text: 1, 2, 6, 7, 10; Foundational Skills: 3, 4; Writing: 2, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 2, 3, 4, 6, 3

Teacher Tip



Push, not pull

The Reuben Wells locomotive was built to push, not pull, train cars up a steep hill in Madison, Ind.

The couplers that connected the cars were too weak and would have broken apart if pulled. The train pushed cars up the hill and supported them on the way down.

Label — An item used to identify something or someone, such as a small piece of paper or cloth attached to an article to designate its origin, owner, contents, use or destination.



Sign — A posted notice bearing a designation, direction or command, such as an exit sign above a door or a stop sign on a street corner.

Extending Activities

- Students can create a picture or model of a polar bear, train or dinosaur using various art materials. Work with your school art teacher to address visual arts standards.
- Students can create a label for the model that includes true information and a description. Younger students can dictate their label text to an adult or older student.

Exploration Journal

Select a sign in the classroom or school and have the students draw it. Ask them to write one to three sentences about what meaning the sign communicates.

Assessment: Design a Label

Students design a label about a topic that reflects accurate information. The label should demonstrate the ability to draw and write at the developmentally appropriate level.



Scoring criteria

The assignment will be scored based on the student's ability to:

- Create a label that communicates a message
- Create a label that is visually appealing
- Explain the label to other students and the teacher

Scoring Rubric

This rubric provides a framework for assessing a student's ability to incorporate the previously described elements into their display.

Partial: The student communicates a basic understanding of the topic through the label content. The label design may be rough or unrelated to the topic.

Essential: The student communicates a good understanding of the topic through the label content. The label design effectively represents the topic.

Exceptional: The student demonstrates great care and thought in the design of the label and can clearly explain the choice of label content.

Museum Links

The Children's Museum Web site provides a wonderful opportunity to explore a variety of topics include text and graphics:

- www.childrensmuseum.org. Links to the example topics included here are:
All Aboard: www.childrensmuseum.org/all-aboard
Dinosphere: www.childrensmuseum.org/themuseum/dinosphere/index.htm
Museum Store: <http://childrensmuseum.tamretail.net>

Additionally, the library **infoZone** provides a number of opportunities for students to explore texts, including Kid's Catalog, Inspire Kids and Find It.

Lesson 2

Tools for Reflecting on Experiences and Information

Nothing can replace the excitement and power of an up-close and personal encounter with the real thing. These encounters introduce new information, spark inquiry and bring the topics to life! While reading for deeper understanding of a topic, students naturally want to learn more. Museum experiences lead to reflecting and a desire to know more.



objectives

- Students make journal entries related to experiences and events at **The Children's Museum.**
- Students reflect on their experiences in their **Exploration Journals.**
- Students remember their museum experiences and share them with the class.
- Students generate new questions about a topic based on their experiences and reflection.



You Will Need



Time

Two to three class sessions

Tools for Exploration



Experience 1

Books, "Museum Visit" booklet and "Chaperone Guide" (See pages 39-47) and pencils.

Experience 2



Mrs. Brown on Exhibit book, **Exploration Journal**, chart paper, completed Chaperone Guide

Focus Questions



- What reasons do we have to write things down?
- What is the difference between reading about a thing and seeing it in real life?
- How do we react when we see the real thing?
- What makes us want to know more about a thing?
- What are some ways we use writing to help us remember what we see or to share our opinions and reactions?
- How can we use writing and drawing to help us share information about the world around us?

Tool Talk

- reflect
- labels
- remember
- signs



Setting the Stage

Display charts, journals, notes, logs, stories or books, pictures or photographs, and nonfiction articles that focus on the topic you are studying in an area where you gather the class together. Provide explanations of each type of writing.



Experience 1

Visiting the Largest Children's Museum in the World

Students visit The Children's Museum of Indianapolis. During their visit, students record information related to their museum experiences in their "Museum Visit" booklet. They record events, reflect on experiences and respond to text.

Procedures

- Prepare students for a museum visit and remind them of expected behaviors.
- Hand out the "Museum Visit" booklet to the students. A "Museum Visit" sheet is provided in the Resources section at the end of this unit of study on pages 39-50.
- Have students complete the cover of the booklet while you meet with the chaperones. Ask students to put their names on the cover and then draw the polar bear, train or dinosaur with details.
- Give chaperones their guide in the Resources section on pages 39-50 and go over the schedule for the day.
- Have an extraordinary visit at the museum!
- Collect the "Museum Visit" booklets when you return to school.



Remember:

Be sure to make
reservations early!
Field Trip Hours

September through mid-March,
Tuesday through Friday,
9:30 a.m. to 5 p.m.

Mid-March through May 31,
Monday through Friday,
9:30 a.m. to 5 p.m.

*Reservations are required for
groups of 20 or more people.*

The museum is less crowded early
in the week and in September,
October, January and February.
For information or to schedule
a visit, call (317) 334-4000 or
(800) 820-6214.

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Informational Text: 1, 2, 10; Foundational Skills: 2; Writing: 1, 2, 3, 5, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 6

Grade 1: The Train

English Language Arts- Informational Text: 1, 7, 10; Foundational Skills: 1, 2, 4; Writing: 1, 2, 3, 5, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2, 4, 6

Grade 2: The Dinosaurs

English Language Arts- Informational Text: 1, 10; Foundational Skills: 3, 4; Writing: 1, 2, 3, 5, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2, 3, 4, 5, 6

Experience 2

Remembering and Reflecting

Students share what they remember from the museum visit. As a group, students reflect on their experiences by sharing how aspects of the trip made them feel.



- Have students pair up to tell each other about their museum visit. What happened first, next, next, next and last?
- Compare the exhibit topics on one side of a sheet of chart paper. Write "Mrs. Brown" on one side and "The Children's Museum" on the other. What exhibits are the same and which are different from the book *Mrs. Brown on Exhibit*?

Exploration Journal

Ask students to draw and/or write their favorite thing at the museum. Have them include a description of something that made them feel a little afraid.



Procedures

- Hand out the "Museum Visit" booklets (See pages 45-46), allowing time for the students to review it.
- Review the **Facts chart** as a group. What new information was learned at the museum? What surprised the students about the topic?
- Write new questions the students have about the topic. Talk about how they can find the answers.

- Share how learning about the topic made the students feel. As a group, show each feeling by changing their faces. Point out the variety of different feelings and validate them all.

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Literature: 1, 2, 3; Foundational Skills: 1, 2, 4; Writing: 1, 2, 3, 5, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2, 6

Grade 1: The Train

English Language Arts- Literature: 1, 2, 3, 7; Foundational Skills: 1, 2; Writing: 1, 2, 3, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2

Grade 2: The Dinosaurs

English Language Arts: Literature: 2, 7, 10; Foundational Skills: 3, 4; Writing: 1, 2, 3, 5, 7, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 2, 3, 6

Amazing Museum Exhibit



- Explore the Amazing Museums list on page 38 of *Mrs. Brown on Exhibit*.
- Brainstorm ideas for other Amazing Museums.
- Students develop a new idea for an “Amazing Museum Exhibit” that demonstrates a personal interest in a topic.
- Students create a title, drawing and labels for the exhibit that reflect an understanding of a collection of objects with similar characteristics.
- Students share their “Amazing Museum Exhibit” with the class.

Scoring Criteria

The assignment will be scored based on the student’s ability to:

- Select an idea that is unique and personally relevant.
- Create a drawing that is visually appealing.
- Write or dictate labels that add information to the assignment. The labels should reflect grade-appropriate writing standards.
- Present their exhibit idea to the class.

Scoring Rubric

This rubric provides a framework for assessing a student’s ability to incorporate the previously described elements into a display.

Partial: The student’s idea demonstrates a basic understanding of a collection of objects through the title, drawing and labels.

Essential: The student idea demonstrates a good understanding of a collection of objects through the title, drawing and labels. The labels and drawing are clear and effectively represent the topic.

Exceptional: The student uses great care and thought in selecting a topic to demonstrate an understanding of a collection of objects. The title, drawings and labels are visually appealing and clearly explained.

Lesson 3 Tools for Writing and Illustrating a Story

Writing and illustrating are tools we use to help us communicate about the world around us. They also help us share what we know with others. In this lesson, students have an opportunity to write or dictate short stories and create illustrations using a variety of media to further communicate their ideas. Students engage in media experiences focusing on viewing, interpreting and creating images to illustrate a story. Students consider what is included in making meaning with media experiences as well as how to engage others in examining their creations.



Objectives

Students will:

- Write or dictate a story about the topic
- Write or dictate descriptive information about the topic

Tool Talk

- edit
- rewrite
- descriptive words
- artist
- illustration
- collage
- media
- similar
- different
- compare
- realistic

You Will Need



Time

Three to four class sessions

Tools for Exploration



Experience 1

- **Facts chart**, text frame copied from pages 51-54

Experience 2



- Chart paper; items and objects relating to the topic explored; stories that share information; and writing materials

- 2D and 3D representations of objects such as photographs, drawings, models, crayons, markers, colored pencils, construction paper

Experience 3

- Supplies to illustrate the story, colored paper scraps, crayons, markers, scissors, glue

Focus Questions



- Why do we write? What reasons do we have?
- What are some ways we use writing to help us remember what we see or share our opinions and reactions?
- How can we use writing and drawing to help us share information about the world around us?
- Who might read what we write?
- When you look at pictures, what kinds of things do you notice?
- How can we tell if a picture or a model does a good job of helping us to understand something?
- What types of things would you include if you made your own collage or presentation of something?

Museum Links

The museum offers numerous opportunities to explore media including graphics that provide information and represent items as well as opportunities to incorporate drawings, rubbings and other activities into exploration of the museum. Additionally, works of art are present in the museum in the form of permanent and traveling exhibits. One example is the exhibit **Fireworks of Glass** by glass artist Dale Chihuly.



Setting the Stage


Display charts, journals, notes, logs, stories or books, pictures or photographs and nonfiction articles focusing on the topic you are studying in an area near where you gather the class together. Provide explanations of each type of writing.

Experience 1

Writing Stories That Share Information

Using the information collected from research, students write stories about the topic. A suggested text format is provided on page 51-54 in the **Resources** section at the end of this unit of study.

 Procedures

- Review the **Facts chart**.
 - Help students discuss what they saw at the museum.
 - Have students review their **Exploration Journals** with partners.
 - Have each student write or dictate a story by copying and completing the rhyme pattern from the familiar *Teddy Bear, Teddy Bear* book. The students' stories should be descriptive and reflect information learned throughout the unit.
 - Kindergarten group book: Polar bear, polar bear (see page 51)
 - Grade 1 group or partner books: Reuben Wells, Reuben Wells (see page 52)
 - Grade 2 partner or individual books: Dinosaurs, Dinosaurs (see page 53)
- 
- When they are finished writing their stories, have students review their work and revise. Guide them through the process by asking:
 - Is the story fiction or nonfiction? Reread the story with me.
 - What is missing? How can it be improved?
 - Does the story contain information based on what we learned?
 - What **descriptive** words would make the story better?
 - Reread and **edit** as needed.

Teacher Tip

Allow students to draw and/or write at a developmentally appropriate level, including invented spelling and emergent writing.

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Literature: 10; Informational Text: 10; Foundational Skills: 1, 2, 3, 4; Writing: 1, 2, 3, 5, 7, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 5, 6

Grade 1: The Train

English Language Arts- Literature: 4, 7, 10; Informational Text: 7, 10; Foundational Skills: 2, 4; Writing: 5, 7, 8; Speaking and Listening: 1, 2, 3, 4, 5, 6; Language: 1, 5, 6

Grade 2: The Dinosaurs

English Language Arts- Literature: 10; Informational Text: 10; Foundational Skills: 4; Writing: 1, 2, 3, 4, 7, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 5, 6

Experience 2

How Did They Make It?

People use many different types of media to represent objects in two- and three-dimensional formats. Students examine a variety of objects to compare how they were made.



Procedures

- Provide students with two or three examples of pictures, objects or models that focus on polar bears, trains or dinosaurs.
- Describe the features of the items, including size, color, shape, texture and other characteristics that are relevant to the topic. Compare and contrast items.
- As the students dictate, write features and comparisons of each on chart paper.
- Show the **illustrations** in several books related to the topic. How did the **artist** make the illustrations? Are the illustrations realistic or not?

Indiana's Academic Standards

Kindergarten: The Polar Bear

English Language Arts- Literature: 7; Informational Text: 6, 7, 9; Writing: 1, 2, 3, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 2, 5, 6

Grade 1: The Train

English Language Arts- Literature: 4, 7; Informational Text: 6, 7, 9; Writing: 5, 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 2, 5, 6

Grade 2: The Dinosaurs

English Language Arts- Literature: 7; Informational Text: 7; Writing: 8; Speaking and Listening: 1, 2, 3, 4, 6; Language: 1, 2, 3, 4

Experience 3

Illustrating Stories

Using the story created in Experience 1, students create a picture that illustrates the story elements.

Procedures

- Tell the students that they are going to be **illustrators** of the story they created.
- Help them make a collage and add details with crayons, markers or colored pencils, and colored construction paper.
- Discuss what should be included in the illustration based on the story. Ask the students why they want to include particular elements of the story in the illustration and how those concepts can be communicated in a picture.



Extending Activities

- *Mrs. Brown on Exhibit* was designed so that its poems could serve as starting points for various kinds of classroom poetry activities. This Web site offers a number of approaches to poetry writing with children, including tips from favorite writers: <http://teacher.scholastic.com/writeit/poetry/index.htm>

Indiana's Academic Standards

Kindergarten: The Polar Bear

Visual Arts: K.6.1, K.6.2, K.6.4, K.6.5, K.7.4

First Grade: Trains

Visual Arts: 1.6.1, 1.6.2, 1.6.4, 1.6.5, 1.7.5

Second Grade: Dinosaurs

Visual Arts: 2.6.1, 2.6.2, 2.6.4, 2.7.4

Assessment: My Story

Each student writes or dictates a story by copying and completing a rhyme pattern, and then illustrates the story in a way that reflects its content.

Scoring criteria

The assignment will be scored based on the student's ability to:

- Complete the sentence text frame with factual information.
- Copy the letters and words at the appropriate developmental level

Scoring Rubric

This rubric provides a framework for assessing a student's ability to copy and complete a rhyme pattern and create and illustration that reflects the story.

Partial: The student demonstrates a basic understanding of written text by copying the sentence frame. The illustration may not accurately reflect the story's topic.

Essential: The student demonstrates a good understanding of written text by copying and completing the story. The illustration accurately reflects the story.

Exceptional: The student demonstrates a deep understanding of written text by copying and completing the sentence frame several times with relevant and factual information. The illustration adds dimension to the story through the use of media and details.

Creating a Book

Students create and share a book titled *(TEACHER'S NAME) On Exhibit*. This can be a class or individual book that demonstrates an exploration and investigation of a particular object, place or experience. Kindergarten students can work together to create the book as a class. Grade 1 and 2 students may work individually or as a group. These books can be hand-written or created using the computer and then be shared with the class, other classes, and parents.

The books can be fiction or nonfiction but should include information about what has been explored and studied. Contents should include facts, graphics and other elements from previously taught lessons so that students can successfully create the book and present it to others. Students can use prior work from this unit, including **Exploration Journal** entries. Their illustrations may be drawings, computer graphics, photographs, collages or other media as discussed in this unit of study. The bookmaking project both extends the lessons and culminates the unit. A simple multipage book can be made using the instructions on page 24.

Assessment: Making a Book

Students create their own book by hand or using the computer. The story content and illustrations reflect the information collected throughout the unit.



Scoring Criteria

The assignment will be scored based on the student's ability to:

- Write or dictate a story with factual information.
- Illustrate book pages with pictures that represent the story line.

Scoring Rubric

This rubric provides a framework for assessing a student's ability to create a book.

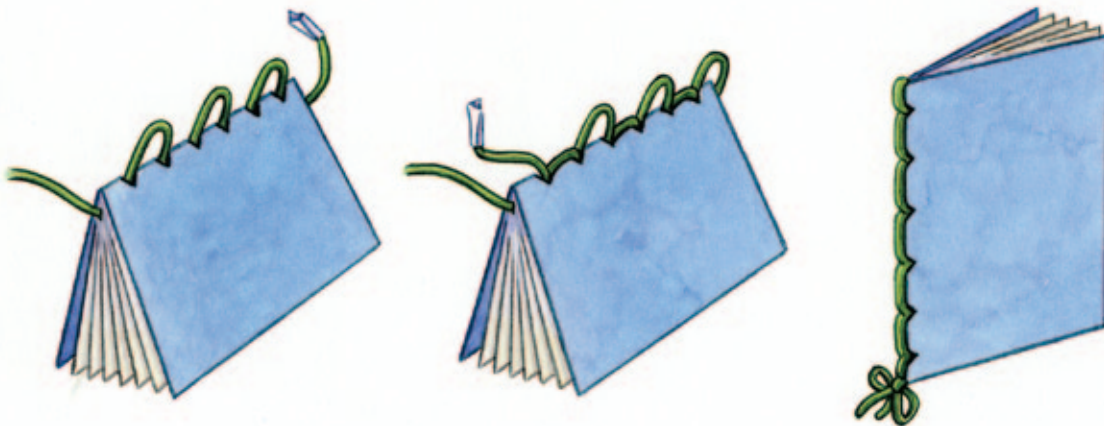
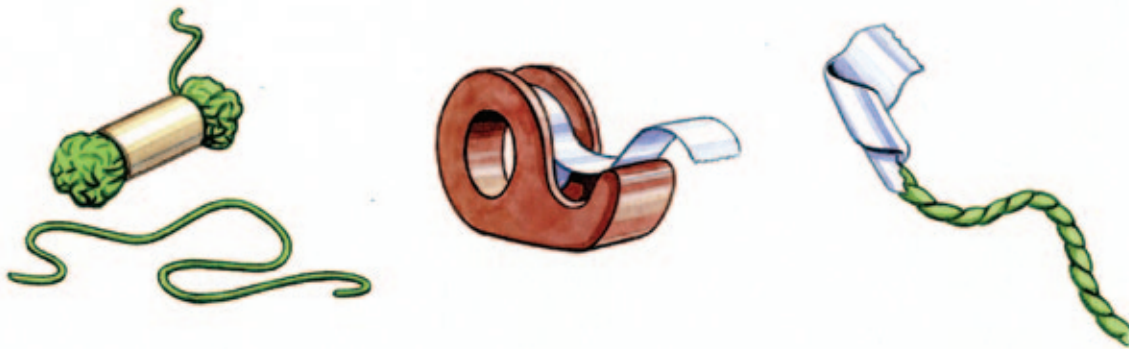
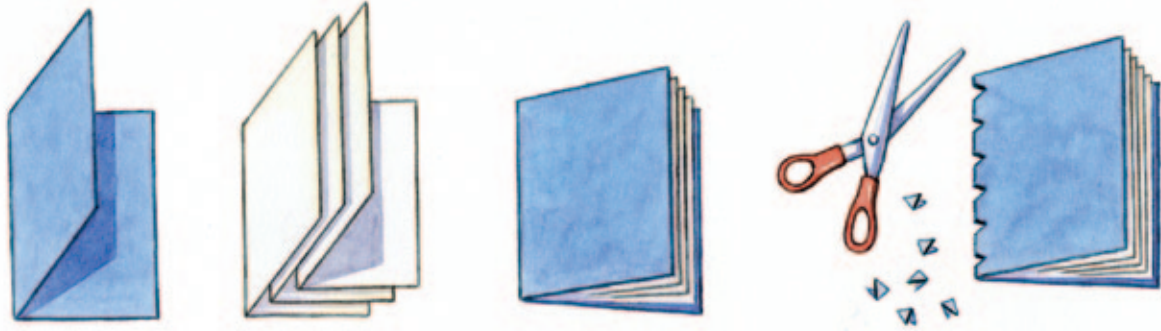
Partial: The student demonstrates a basic understanding of bookmaking by creating a basic story with images that somewhat follow the story line.

Essential: The student demonstrates a good understanding of bookmaking by creating a good story with images that closely follow the story line.

Exceptional: The student demonstrates a deep understanding of bookmaking by creating a great story with images that extend the story line.

Culminating Activity

Paper Bookmaking Instructions



Teacher Tip

If you prefer to make books from paper, an excellent resource is *Making Books That Fly, Fold, Warp, Hide, Pop Up, Twist and Turn* by Gwen Diehn (Asheville, NC: Lark Books, 1998).

Artist — a person who creates unique objects that communicate information.

Collage — an artwork made by gluing or attaching pieces of paper or other materials onto a flat surface to create a three-dimensional effect.

Compare — to examine and note similarities and differences.

Describing words — adjectives and adverbs that help to describe people, places, objects and events.

Different — not sharing similarities.

Edit — to prepare for publication or presentation by correcting or revising.

Facts — things generally accepted to be true, to exist or to have happened.

Fiction — a literary work based on the imagination and not necessarily on fact.

Illustration — artwork that helps make an idea attractive or easy to understand.

Information — Facts, ideas or instructions that can be communicated.

Labels — brief descriptions used to identify something or someone, such as a small piece of paper or cloth attached to an article to designate its origin, owner, contents, use or destination.

Media — the materials used in a specific artistic technique.

Nonfiction — prose writing that uses factual information to describe real people, places or events.

Real — true and actual; not imaginary, alleged, or ideal.

Realistic — Portraying something as it really is; not abstract.

Reflect — to think deeply about an idea or experience.

Remember — to think of something again; to recall information from memory.

Rewrite — to revise something previously written.

Signs — Posted displays of words and/or illustrations that designate, direct or command.

Similar — sharing a resemblance or having characteristics that correspond.



Children's Books

- Cotton, Jacqueline S. *Polar Bears*. Minneapolis: Lerner Publications, 2004.
- Cunningham, Kay. *Bucky The Dinosaur Cowboy*. Emmis, 2004.
- Kuklin, Susan. *All Aboard!: A True Train Story*. New York: Orchard Books, 2003.
- Piper, Watty. *The Little Engine That Could*. New York: Platt E. Munk, 1976.
- Thompson, Lauren and Stephen Savage. *Polar Bear Night*. New York: Scholastic Press, 2004.
- Zimmerman, Howard. *Dinosaurs! The Biggest, Baddest, Strangest, Fastest*. New York: Atheneum Books for Young Readers, 2000.

Teacher Books

- Fisher, Douglas B. and Nancy Frey. *Developing Content Literacy in Grades K-5*. Englewood Cliffs, NJ: Prentice Hall, 2006.
- Freeman, Marcia S. *Non-Fiction Writing Strategies Using Science Big Books as Models*. Gainesville, FL: Maupin House, 2001.
- Herrell, Adrienne L. and Michael Jordan. *50 Active Learning Strategies for Improving Reading Comprehension*. Columbus, OH: Merrill Prentice Hall, 2002.
- Miller, Debbie. *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse, 2002.
- Stead, Tony. *Is that a fact? Teaching Nonfiction Writing*. Portland, ME: Stenhouse, 2002.

Teacher Articles

- Caswell, Linda J., and Nell K. Duke. "Non-Narrative as a Catalyst for Literacy Development." *Language Arts* 75, no. 2 (1998): 108-117.
- Duke, Nell K., V. Susan Bennett-Armistead and Ebony M. Roberts. "Filling the Nonfiction Void: Why We Should Bring Nonfiction into the Early-Grade Classroom." *American Educator*, Spring 2003.
- Duke, Nell K. "Reading To Learn From the Very Beginning: Information Books in Early Childhood," *Young Children* 58, no. 2 (2003): 14-20.
- Duke, Nell K., and Victoria Purcell-Gates. "Genres at Home and at School: Bridging the Known to the New," *The Reading Teacher* 57, no. 1 (2003): 30-37.
- Kragler, Sherry E., Carolyn A. Walker and Linda E. Martin. "Strategy Instruction in Primary Content Textbooks," *The Reading Teacher* 59, no. 3 (2005): 254-261.
- Maldonado, Nancy S., and Mariann P. Winick. "Visiting Museums at Home and in Classrooms." *Childhood Education* 81, no. 3 (2005): 181-182.
- Palmer, Rosemary Gudmundson, and Roger A. Stewart. "Models for Using Nonfiction in the Primary Grades." *The Reading Teacher* 58, no. 5 (2005): 426-434.
- Walker, Carolyn A., Sherry E. Kragler and Linda E. Martin. "Facilitating the Use of Informational Texts and Content Literacy Strategies." *Childhood Education*. 79, no. 3 (2003): 152-59.

- Yopp, Ruth Helen, and Hallie Kay Yopp. "Sharing Informational Text With Young Children." *The Reading Teacher*, 53, no. 5 (2000): 410-23.

Web sites

Reciprocal Teaching Strategy

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reciprocal%20teaching.htm>

Dinosphere at The Children's Museum

www.childrensmuseum.org/themuseum/dinosphere/index.htm

Museum Store at The Children's Museum

<http://www.childrensmuseum.org/catalog/home.asp>

International Reading Association

<http://www.reading.org>

National Council of Teachers of English

<http://www.ncte.org>

Book List of Topics Found in The Children's Museum

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	NonFiction
<u>Race car</u>	<p>*<i>Justin Potemkin and the 500-Mile Race</i> by Peter J. Welling. A continuation of the infamous tortoise/hare story. Justin's friends build the Indy Motor Speedway and Justin, the hare, finally gets a chance to race fairly against a tortoise.</p>	<p>**<i>How to Drive an Indy Race Car</i> by David Rubel. Al Unser Jr. helps the reader learn about the car as well as the skills that a driver must have.</p>
	<p><i>My Race Car</i> by Michael Rex</p>	<p><i>Big Book of Race Cars</i> by Trevor Lord</p> <p>*<i>Indy 500: The Inside Track</i> by Nancy Roe Pimm. Ideal for a quick read-aloud about certain aspects of the Indy 500 cars, engine, tires, pit stops, crashes, flags and drivers. Includes actual photos of the races.</p>
	<p><i>Start Your Engines: A Countdown Book</i> by Mark Todd.</p>	
	<p><i>Racer Dogs</i> by Bob Kolar. Start your engines with this upbeat rhyming story of dogs that love to race.</p>	
<u>Planetarium</u>	<p><i>Stars! Stars! Stars!</i> by Bob Barner. Learn about constellations, the sun, the nine planets, shooting stars and the big dipper. Very colorful illustrations.</p>	<p><i>Stars</i> by Steve Tomecek. Answers questions about the color of stars, how far away they are, the stories they tell, and where they go during the day. Extremely colorful and interesting illustrations.</p>
	<p><i>I Want to Be an Astronaut</i> by Byron Barton. Describes aspects of being an astronaut through colorful illustrations and easy-to-read words.</p>	<p><i>What Makes Day and Night</i> by Franklyn M. Branley. Discusses the characteristics of the rotation of Earth and explains why we have day and night. Also includes an experiment children can do with their bodies to illustrate day and night.</p>
	<p><i>Postcards From Pluto</i> by Loreen Leedy. Don't forget to write! Travel to the nine planets with Dr. Quasar.</p>	
		<p>*<i>The Planets in Our Solar System</i> by Franklyn M. Branley. A simple introduction to the characteristics of the nice planets, with colorful and accurate representations of each.</p>

Book List of Topics Found in The Children's Museum continued

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<p><u>Treasures of the Earth</u></p> <p>General Archaeology</p>		<p>**<i>Archaeologists Dig for Clues</i> by Kate Duke. An accurate introduction to archaeology for children. Text may be advanced for early elementary students, but even young children will enjoy the colorful illustrations and cartoonish humor.</p>
<p>Ancient Egypt</p>	<p>*<i>The Egyptian Cinderella</i> by Shirley Climo. A story similar to the classic tale of Cinderella but about a Greek slave girl living in Egypt.</p>	<p><i>The Nile River</i> by Allan Fowler.</p>
	<p>*<i>Egyptian Myths</i> retold by Jacqueline Morley. Legends about ancient pharaohs.</p>	<p><i>Mummies Made in Egypt</i> by Alikei.</p>
<p>China/Terra Cotta Warriors</p>	<p>*<i>The Terracotta Girl: A Story of Ancient China</i> by Jessica Gunderson. This chapter book recommended for students in early elementary is set in ancient China during the Qin Dynasty. It follows the adventures of a young orphan girl trying to follow in her father's warrior footsteps and save the First Emperor. Contains an afterward with information and additional resources.</p>	<p>**<i>You Are in Ancient China</i> by Ivan Minnis. Covers a variety of topics about ancient Chinese culture and history. Includes a glossary, index, additional resources and many colorful photographs and illustrations.</p>
		<p>**<i>Ancient China: Archaeology Unlocks the Secrets of China's Past</i> by Jacqueline Ball and Richard Levey. Text is advanced and more suitable for Grades 3–6, but is a good resource for photographs and information.</p>

Book List of Topics Found in The Children’s Museum continued

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<p><u>Treasures of the Earth</u> <i>Continued</i></p> <p>Underwater</p>	<p>*<i>Curious Clownfish</i> by Eric Maddern. Colorful illustrations will keep the children’s interest as they learn about the relationship between clownfish, anemones and other sea creatures.</p>	<p>*<i>Oceans</i> by Darlene R. Stille. Covers everything from the seashore to coral reefs to the deep sea to life in the oceans. Includes beautiful photos of the ocean.</p>
	<p><i>The Rainbow Fish</i> by Marcus Pfister.</p>	<p><i>Fish Sleep But Don’t Shut Their Eyes: and Other Amazing Facts About Ocean Creatures</i> by Melvin and Gilda Berger.</p>
	<p><i>A Coral Reef Tale: Old Shell, New Shell</i> by Helen Ward. Students are introduced to the colorful world of a tropical coral reef as a hermit crab hunts for a new shell, enlisting the aid of the other residents of the reef along the way. This fiction story provides nonfiction information on sealife.</p>	<p><i>Under the Sea From A to Z</i> by Anne Doubilet. Discover a variety of sea creatures on a voyage through the alphabet and gaze at neat photos.</p>
	<p><i>Swimmy</i> by Leo Lionni. A little black fish in a school of red fish figures out a way of protecting them all from their natural enemies.</p>	<p>*<i>Coral Reef Explorer</i> by Greg Pyers. A comprehensive guide to coral reefs, almost as good as the real thing.</p>
<p>Pirates</p>	<p>**<i>A Day in the Life of a Pirate</i> by Emma Helbrough. Although written for slightly more advanced readers, this book portrays a fact-based, fictional account of the life of a pirate. Colorful pictures will help hold attention the attention of younger students.</p>	

Book List of Topics Found in The Children's Museum continued

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<u>Dinosphere</u> Dinosaurs	<i>Dinosaurs</i> by Alistair Smith and Judy Tatchell. This colorful "lift the flap" book introduces young children to dinosaurs.	<i>Hidden Dinosaurs</i> by Joseph Kchodl. This book is full of facts written in rhyme. Colorful pictures also contain hidden images and each page includes a facts sidebar.
		<i>The Big Dinosaur Dig</i> by Esther Ripley. Follow an expedition to find dinosaur fossils in the Sahara Desert.
Supercroc	<i>Bill and Pete</i> adventure series by Tomie dePaola.	* <i>Crocodiles & Alligators</i> by Seymour Simon. Discover the living habits of these animals.
	<i>Crocodile Smile: 10 Songs of the Earth as the Animals See It</i> by Sarah Weeks. An illustrated songbook.	* <i>Snap! A Book About Alligators and Crocodiles</i> by Melvin and Gilda Berger. Learn the differences between the two animals as well as their living habits.
	<i>Counting Crocodiles</i> by Judy Sierra.	** <i>Supercroc Found</i> by Sally M. Walker.
<u>Fireworks of Glass</u> Glass	<i>Elena's Serenade</i> by Campbell Geeslin. This fanciful story follows the adventures of a young girl as she journeys to become a glassblower like her father. Although the story focuses on the girl's adventures and the animal friends she meets along the way, glassblowing does play an important background role to the story. Colorful illustrations and simple text make this a great book for younger children.	<i>Glass</i> by Chris Oxlade. This easy reader book introduces students to glass, its many uses, properties, and how it is made.

Book List of Topics Found in The Children's Museum continued

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	NonFiction
<p><u>Water clock</u> Clocks & Time</p>	<p><i>Clocks and More Clocks</i> by Pat Hutchins. Mr. Higgins relies on the help of a clock maker to help solve the problem of which clock in his house shows the correct time.</p>	<p>*<i>Telling Time</i> by Jules Older. Written in cartoon format to tell what time is, why we need time and how we tell it on both digital and analog clocks. It also deals with chunks of time such as days, weeks and months.</p>
	<p><i>What Time Is It, Mr. Crocodile?</i> by Judy Sierra. Mr. Crocodile, like humans, needs time. He schedules appointments and tasks that he needs to do.</p>	<p>*<i>About Time: A First Look at Time and Clocks</i> by Bruce Koscielniak. Describes the concepts of time and the different ways it can be measured, including the water clock.</p>
	<p><i>My Grandmother's Clock</i> by Geraldine McCaughrean. A child, wondering why Grandma doesn't have the grandfather clock in her house repaired, learns that there are many ways to measure time, from the moments it takes to blink an eye to the years shown in gray hairs.</p>	<p>*<i>Starting Off With Time</i> by Peter Patilla. An interactive book that helps children develop a sense of time and how to read analog and digital clocks.</p>
<p><u>ScienceWorks</u> Woods/Underground Animals</p>	<p><i>The Search for Spring</i> by Else Holmelund Minarik. After a long, cold winter, Little Bear is ready for spring. But when will it arrive? With a little help from a grumpy groundhog, Little Bear and his friends welcome their favorite season.</p>	<p>*<i>The Life and Times of the Ant</i> by Charles Micucci. Discover the might of the ant and all the things it does. An interesting book with clever drawings.</p>
	<p><i>May We Sleep Here Tonight?</i> by Tan Koide. A variety of forest animals have lost their way but find a cabin where they spend the night together.</p>	<p>*<i>Tracks in the Wild</i> by Betsy Bowen. Learn about different animals in the woods and the types of tracks they make.</p>
	<p><i>Little Raccoon's Big Question</i> by Miriam Schlein. A beautifully illustrated book that emphasizes a mother raccoon's love for her son.</p>	<p><i>One Small Place in a Tree</i> by Barbara Brenner. A child observes as one tiny scratch in a tree develops into a home for a variety of woodland animals over many years, even after the tree has fallen.</p>

Book List of Topics Found in The Children's Museum Confined

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<p>ScienceWorks <i>Continued</i></p> <p>Fossils and Rocks</p>	<p><i>Crawdad Creek</i>; Scott Russell Sanders. Two children find fossils, salamanders, dragonflies, frogs, deer tracks, and many other "treasures" when they visit the creek near their home.</p>	<p><i>I Love Rocks</i>; Cari Meister. A simple and colorfully illustrated book that explains how all rocks are not the same.</p>
	<p>*<i>Rocks in His Head</i> by Carol Otis Hurst. What do you collect? The author's father collects rocks. This book teaches not only about rocks but also about following your passions.</p>	<p><i>Rocks and Fossils</i>; Chris Pellant. Children will enjoy the colorful pictures as they read basic information.</p>
	<p><i>Harry on the Rocks</i> by Susan Meddaugh. Harry gets caught in a terrible storm and ends up crashing on an island that has only sand and rocks.</p>	
<p>Pond Life</p>	<p><i>In the Small Small Pond</i> by Denise Fleming. Illustrations and rhyming text describe the activities of animals living in or near a small pond as spring progresses to autumn. Comes with cassette.</p>	<p>**<i>Eyewitness: Pond and River</i> by Steve Parker. Discover the different types of plants and animals that live in fresh water.</p>
	<p><i>Fishing at Long Pond</i> by William T. George. A young girl and her grandfather enjoy a day of fishing on the pond. They also marvel at the wildlife around them.</p>	<p><i>Frogs</i> by Gail Gibbons. Discover the life cycle of a frog as well as where he lives, what he eats and who his enemies are.</p>
	<p>*<i>Song of the Water Boatman and Other Pond Poems</i> by Joyce Sidman. A collection of poems that provide a look at some of the animals that can be found in a pond.</p>	<p>*<i>Salamander Rain: A Lake and Pond Journal</i> by Kristin Joy Pratt-Serafini. Read the journal entries of Klint, a young Planet Scout, as he discovers the animals in a lake.</p>
	<p><i>A Froggy Fable</i> by John Lechner. A little frog learns that change can be good after all.</p>	

Book List of Topics Found in The Children's Museum continued

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<p>ScienceWorks <i>Continued</i></p> <p>Boats</p>	<p><i>Boats, Boats, Boats</i> by Joanna Ruane. Colorful illustrations will help students learn about the colors and sizes of boats. Very easy reading.</p>	<p>**<i>Amazing Boats</i>; Margarett Lincoln. Somewhat easy language but not written in typical story format. Learn about all types of boats and their histories.</p>
	<p><i>The Little Sailboat</i> by Lois Lenski. Learn sailing vocabulary as you join Captain Small on a sailing adventure.</p>	<p><i>Boats</i> by Gallimard Jeunesse. Children learn about the inner framework of different boats and learn to identify different types of boats.</p>
	<p><i>Busy Boats</i> by Tony Mitton and Ant Parker. Different types of boats are introduced in this upbeat story of a happy crew of animals. The illustrations are extremely vibrant.</p>	<p><i>Boats Afloat</i> by Shelley Rotner. Photographs and simple text describe all kinds of large and small boats and their functions.</p>
<p>Simple Machines</p>		<p><i>Experiments with Simple Machines</i> by Salvatore Tocci. By conducting simple tasks, students interactively learn what simple machines are and how to identify them.</p>
		<p><i>Work</i> by Sally M. Walker and Roseann Feldmann. Children enjoy learning about work and simple machines in a story format.</p>
		<p><i>Simple Machines</i> by Deborah Hodge.</p>

Book List of Topics Found in The Children's Museum Confined

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Museum Connection	Fiction	Nonfiction
<p><u>Story Avenue</u></p> <p>African-American Experience</p>	<p><i>Aunt Flossie's Hats (and Crab Cakes Later)</i> by Elizabeth Fitzgerald Howard. Join two little girls on an adventure to their great-aunt's house. Explore with them the many different hats that Aunt Flossie owns.</p>	<p><i>Pass it On: African-American Poetry for Children</i> by Wade Hudson. A collection of works by various poets dealing with children's everyday lives.</p>
	<p><i>Do Like Kyla</i> by Angela Johnson. A little girl imitates her big sister Kyla all day until in the evening, when Kyla imitates her.</p>	<p><i>*If a Bus Could Talk: The Story of Rosa Parks</i> by Faith Ringgold. Although a talking bus is fictional, this is a moving account of the true story.</p>
	<p><i>Honey, I Love</i> by Eloise Greenfield. An easy read because of its repetition and rhyming words about a girl who loves life.</p>	<p><i>A Lesson for Martin Luther King, Jr.</i> by Denise Lewis Patrick. Young Martin learns an important lesson when his best friend's father won't let them play together anymore.</p>
	<p><i>Full, Full, Full of Love</i> by Trish Cooke. Lots of repetition and rhythm in this book that stresses the importance of family ties</p>	

Book List of Topics Found in The Children's Museum Confined

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<p><u>Take Me There ...</u></p> <p>Cultures of the World</p>	<p><i>*Can You Guess My Name?</i> by Judy Sierra. A wonderful collection of traditional stories told around the world. Children will recognize some tales and learn some new ones.</p>	<p><i>Hello World: Greetings in 42 Languages Around the Globe!</i> by Manya Stojic. Children will love learning how to say "hello" in multiple languages.</p>
	<p><i>*Three-Minute Tales: Stories From Around the World to Tell or Read When Time Is Short</i> by Margaret Read MacDonald. Definitely a book to be read out loud. There are no pictures but children could easily act out some stories and a few of the stories include motions. There are also tales for young listeners and participation tales.</p>	<p><i>*Birthdays Around the World</i> by Mary D. Lankford. Children love birthdays and will enjoy learning about how they are celebrated in other countries. Also included: information on the history of birthday celebrations and superstitions.</p>
	<p><i>The Yellow Balloon</i> by Charlotte Dematons. Although there is no text to this book, the pictures are absolutely stunning. This book will inspire young imaginations to create stories about the different places in the world that the balloon flies over.</p>	<p><i>The Kids' Multicultural Art Book</i> by Alexandra M. Terzian. Includes background information and instructions for a variety of craft projects from African, Native American, Eskimo, Asian, and Hispanic cultures.</p>
<p><u>Dollhouse & Miniatures</u></p>	<p><i>Miss Suzy</i> by Miriam Young. Miss Suzy is a little gray squirrel who lives happily in her oak-tree home until she is chased away by some mean red squirrels. Soon she finds a beautiful dollhouse and meets a band of brave toy soldiers.</p>	<p><i>**My School in the Rainforest: How Children attend School Around the World</i> by Margriet Ruurs. This book provides a look at children from around the world and their schools, how they are both different and the same from places as distant as Scotland, Egypt, and Nepal, to name a few. Good photos illustrate the text.</p>
	<p><i>There is a Town</i> by Gail Herman. Illustrations and simple text draw the reader into a family celebration. A young girl receives a birthday gift of a dollhouse in which a birthday party is also going on.</p>	

Book List of Topics Found in The Children's Museum continued

*Book is ideal for read-aloud. **Book may be used as a reference or picture book.

Museum Connection	Fiction	Nonfiction
<p><u>Carousel</u></p>	<p>*<i>Carousel to the Stars</i> by Stuart Lowry. This book stars the Carousel at The Children's Museum of Indianapolis! The drawings and text are lighthearted, and children will love the journey with the writer on the Carousel.</p>	<p><i>Carousel</i> by Donald Crews.</p>
	<p><i>Up and Down on the Merry-Go-Round</i> by Bill Martin Jr. and John Archambault. A young girl takes a whimsical and colorful ride while her dad watches. Children will feel a part of the story.</p>	
	<p>*<i>The Memory Horse</i> by Troon Harrison. While a young girl and her grandfather restore and repaint a carousel horse, they reminisce about her grandmother and paint pictures on the horse reminding them of events in her grandmother's life.</p>	
	<p><i>The Carousel Ride</i> by Lynea Bowdish. Simple text and colorful pictures make readers feel as though they are actually part of the ride.</p>	

Name: _____

Exploration Journal

Topic: _____



Chaperone Guide Kindergarten

Point out a variety of signs and labels. Read the labels aloud together and have the students tell you what they mean. Make sure the students complete their “Museum Visit” booklet and bring it back to school.

- 1.** In the welcome center, look at the banners hanging on the rails for each floor. Discuss what the symbols might mean. Have the students pick one symbol and draw it in the “Museum Visit” booklet on page 2.
- 2.** Find a sign showing the girls or boys restroom then have the students draw it in the “Museum Visit” booklet on page 2.
- 3.** Go to the polar bear on Level 2. Watch and listen to how the students react to the polar bear. Ask them what they know about polar bears.
 - Point out to the students the labels next to the polar bear. What do the students think the labels say? Why do they think so?
 - Look around the exhibit. What else do they see? (Photographs, drawings, pictures, etc.) How does that help tell them about the polar bear?
 - Read the labels together. What new information did they learn from the label?
 - Have the students add details to their drawings on the cover of the “Museum Visit” booklet, such as claws, paws and ears. Add details to the background, such as mountains, trees, snow or the moon.

- Have students draw a picture of their own face on page 3, showing how the polar bear makes them feel. Help them write one or two words about their feelings, such as excited, scared or little.
- Ask students to copy the words “polar bear” on the bottom of page 3.
- What else would the students like to know about the polar bear? Write down their ideas and questions.

- 4.** As you visit the rest of the museum, have the students draw at least four more things they saw. Help them label the drawings in their “Museum Visit” booklet on page 4.

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**"Museum Visit"
Kindergarten**

Name: _____

Draw other things you see at the museum.

Label each one.

4.



Draw a picture of a polar bear.

**Draw a symbol from a banner in the
Welcome Center.**

Draw a girls' or boys' bathroom sign.

2.

3.

Page intentionally left blank.

"Museum Visit"
First Grade

Name: _____

**Draw other things you see at the museum.
Write words that describe each thing.**

4.



Draw a picture of a train.

**Draw a symbol from a banner in the
Welcome Center.**

Find a sign in the museum and draw it.

2.

3.

Chaperone Guide Grade 2

Point out a variety of signs and labels. Read the labels aloud together and have the students tell you what they mean. Make sure the students complete their "Museum Visit" booklet and bring it back to school.

1. In the Welcome Center, look at the banners hanging on the rails for each floor. Discuss what the symbols might mean. Have the students pick one symbol and draw it on page 1 the "Museum Visit" booklet.

2. Find a sign showing the entrance to **Dinosphere**, and then have the students draw it on page 2 in the "Museum Visit" booklet.

3. Go to **Dinosphere** on Level 1. Watch and listen to how the students react to the environment. Ask them what they know about dinosaurs.

- Point out to the students the many types of labels in the space.
- Look around the exhibit. What else do they see? (Photographs, drawings, pictures, etc.) How does that help tell them about the dinosaurs?
- Have the students add details to their drawings on the cover of the "Museum Visit" booklet based on what they see in **Dinosphere**.
- Give the students time to read labels and add new facts on page 3 of the "Museum Visit" booklet.

- Ask the students what else they would like to know about the dinosaurs. Write down their idea and questions.

- 4.** As you visit the rest of the museum, have the students draw at least four more things they saw. Help them write a sentence that describes each thing in their "Museum Visit" booklet on page 4.

Page intentionally left blank.

**"Museum Visit"
Second Grade**

Name: _____

**Draw other things you see at the museum.
Write one sentence describing each thing.**

4.



Draw a picture of a dinosaur.

**Draw a symbol from a banner in the
Welcome Center.**

**Draw the sign showing the entrance
to Dinosphere.**

2.

3.

Name: _____

Polar Bear, Polar Bear

**Polar bear, polar bear
What do you see?**

I see a _____.

**Polar bear, polar bear,
Where do you live?**

I live _____.

**Polar bear, polar bear,
What do you do?**

I _____.

**Polar bear, polar bear,
How do you feel?**

I feel _____.

**Polar bear, polar bear,
Are you really real?**

Name: _____

Reuben Wells, Reuben Wells

**Reuben Wells, Reuben Wells
Who are you?**

**Reuben Wells, Reuben Wells,
When did you live?**

**Reuben Wells, Reuben Wells,
What did you do?**

**Reuben Wells, Reuben Wells,
What do you see?**

**Reuben Wells, Reuben Wells,
Where did you live?**

Reuben Wells, Reuben Wells,

Name: _____

Dinosaurs, Dinosaurs

**Dinosaurs, dinosaurs,
Where did you live?**

**Dinosaurs, dinosaurs,
What did you eat?**

**Dinosaurs, dinosaurs,
How did you die?**

**Dinosaurs, dinosaurs,
What lived with you?**

Continued on page 54.

Dinosaurs, Dinosaurs *continued*

**Dinosaurs, dinosaurs,
Who found you?**

**Dinosaurs, dinosaurs,
Where are your bones?**

**Dinosaurs, dinosaurs,
How did you move?**

**Dinosaurs, dinosaurs,
Are you really real?**

Claws and
Paws



Brrr!

It's cold where polar bears live.

Push, not pull

The Reuben Wells locomotive was built to push, not pull, train cars up a steep hill in Madison, Ind.

The couplers that connected the cars were too weak and would have broken apart if pulled. The train pushed cars up the hill and supported them on the way down.





This *T. rex* is called “Bucky” after the young rancher who found it.

Bucky Derflinger started digging fossils on his family’s South Dakota ranch when he was eight.

In 1998, when he was 20, he found this *T. rex*. That makes him the youngest person to ever find a *T. rex*.



Kindergarten

English Language Arts

Reading Standards for Literature

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text

Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure

- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rhymes of single-syllable spoken words.
 - Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
 - Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- Read with emergent-reader texts with purpose and understanding.

Writing Standards

Text Types and Purposes

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- Use words and phrases acquired through conversations reading and being read to, and responding to texts.

Grade 1

English Language Arts

Reading Standards for Literature

Key Ideas and Details

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central messages or lessons.
- Describe characters, settings and major events in a story, using key details.

Craft and Structure

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas

- Use illustrations and details in a story to describe its characters, setting, or events.

Reading Standards for Informational Text

Key Ideas and Details

- Ask and answer questions about key details in a text.

Identify the main topic and retell key details of a text.

- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or their illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- Use the illustrations and details in a text to describe its key ideas.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- *Range of Reading and Level of Text Complexity*
- With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards: Foundational Skills*Print Concepts*

- Demonstrate understanding of the organization and basic features of print.
 - Recognize the distinguishing features of a sentence (e.g., first words, capitalization, ending punctuation).

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards*Text Types and Purposes*

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards*Comprehension and Collaboration*

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversation by responding to the comments of others through multiple exchanges.

- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

Language Standards*Conventions of Standard English*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., during, beyond, toward).

- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Grade 2 English and Language Arts

Reading Standards for Literature

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

Integration of Knowledge and Ideas

- Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

Phonetics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards*Text Types and Purposes*

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards*Comprehension and Collaboration*

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).

- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards*Conventions of Standard English*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Use reflective pronouns (e.g., myself, ourselves).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched

the movie; The little boy watched the movie; The action movie was watched by the little boy).

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjective (e.g., thin, slender, skinny, scrawny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Visual Arts

- 2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.
- 2.6.1 Demonstrate refined observational skills in the production of artwork.
- 2.6.2 Create artwork about self, family, pets, and personal experiences.
- 2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in work.
- 2.7.3 Create and use symbols in personal work to communicate meaning.
- 2.9.2 Identify and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.
- 2.12.2 Visit local museums, exhibits, and experience visiting artists in the school.

National English Language Arts Standards

Content Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, themselves and the cultures of the United States and the world; to acquire new information; to respond to the needs of and demands of society and the workplace; and for personal fulfillment.

Content Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Content Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Content Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

National Council of Teachers of English

English Language Arts Information Literacy Standards

1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).