

Annabelle Best Fall Ever- 5K Lessons

Day 1

Standards:

ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.

Materials:

- Annabelle's Best Fall Ever*
- Anchor Chart Paper
- Character Action Paper

Vocabulary:

Author
Characters' Actions

Teaching Points:

I can identify the role of an author.

I can identify the characters' actions.

I can compare the actions of the characters.

Teach/Model:

Begin by showing the students the book's front cover- *Annabelle's Best Fall Ever*. Have the students share ideas about things they like to do during the fall.

Explain to the students that they will be doing an author study throughout the school year. (Show students a picture of Rhonda Leonard or invite her to the classroom.) Tell the students that Rhonda Leonard has written four books about the seasons. They will read the stories throughout the school year. Have the students share with a partner the role of an author.

The teacher will read the story, *Annabelle's Best Fall Ever*. Create a list of actions that Annabelle did in the story on an anchor chart. For example: -Jumping in the leaves.

- Getting her teeth checked by a dentist.
- Riding on a bus.
- Listening to the teacher
- Dancing on the stage
- Kicking the soccer ball
- Roasting marshmallows
- Bobbing for apples
- Riding in a hot air balloon
- Taking a bath
- Lying in the leaves

Active Engagement:

Provide the students with a character action paper. The students will draw an action that Annabelle did in the story. For example, the students could draw Annabelle jumping in the leaves. After drawing the action, the students will draw a time they did the specific action. (The students could draw themselves jumping over leaves.) As the students draw, discuss how Annabelle feels in the story.

Closure:

Have students share their picture with a partner. Review the actions and the vocabulary term author.

Day 2

Standards:

ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.

Materials:

- Annabelle's Best Fall Ever*
- Annabelle Bingo Cards
- Popcorn Container
- Yellow Sticky notes
- Hot Air Balloon Template
- Tissue Paper
- Glue
- Crayons

Vocabulary:

Rhyming Words

Adventure

Teaching Points:

I can recognize rhyming words.

I can identify Annabelle's adventures in the story.

Teach/Model:

Begin the lesson with a rhyming warm-up activity. In a plastic popcorn container, teachers can write rhyming words and words that do not rhyme. (Teachers can write the rhyming pairs on sticky notes.)

Examples:

Train-rain

Dog-log

Hat-frog

Fall-tall

Goat-boat

Mice-play

*When the students choose the sticky note, they will identify whether or not the pair rhymes.

After playing the game, reread *Annabelle's Best Fall Ever* story.

Active Engagement:

Divide the students into groups to complete activities.

Activity 1:

Students will play *Annabelle Rhyming Bingo*. The teacher will call out a word, and the students will match it to a picture/word from the story.

Activity 2:

Students will use tissue paper to decorate their hot air balloon template. Discuss the vocabulary term "adventure" as the students work on their hot air balloons. The teacher can hang the hot air balloons around the classroom.

Closure:

Have a few students share a rhyming pair of words.

Day 3

Standards:

ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.

ELA.K.F.1.4 Count, segment, and blend phonemes in single-syllable spoken words comprising three or four phonemes. Count, segment, and blend syllables in spoken words, including compound words.

Materials:

-Blank Books
-Annabelle Best Fall Ever Syllable Cards
-Playdoh
-Crayons
-*Annabelle's Best Fall Ever*

Vocabulary:

Adventure
Syllables

Teaching Points:

I can count and identify the number of syllables in a word.

I can create an adventure blank book.

Teach/Model:

Begin the lesson with a picture walkthrough of the story. Have students build conversations around Annabelle's adventures.

Questions to discuss:

Have you ever jumped in a pile of leaves?

What do the leaves sound like when walking through them on a Fall day?

Explain a time you visited a doctor or dentist.

Have you ever bobbed for apples?

Describe the taste of apples.

How did you feel on the first day of school?

What have you learned in kindergarten?

Active Engagement:

Divide the students into groups to complete activities.

Activity 1:

The students will complete a syllable smash using words from the story.

Words Include:

-Bird, Leaves, Giraffe, Yellow, Glue, Paint, Pencils, Boots, Ladder, Elephant, Heart, Doctor, Bus, Dance, Soccer, Marshmallow, Apple, Pumpkin, Annabelle, Feast, Sunflower, Turkey

Each student will get a container of Play-Doh. The students will roll the play-dough into balls (have students roll at least three balls of play-dough). When the teacher shows a picture card, the students smash the play-dough with their fists. For example, with the word "giraffe," the students will smash two balls of play-dough. Continue the game using the syllable picture cards.

Activity 2:

Students will be given a blank book. Students will create a story (by drawing pictures) of an adventure. They could draw on the first day of school or at the dentist's. Provide crayons for the students to create their blank book.

Closure:

Review the term adventure- have students share their book with a partner. Teachers can provide assistance as the students share their stories.

Day 4

Standards:

K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text

Materials:

- Annabelle's Best Fall Ever*
- Watercolor Paint
- Paint Brushes
- Water cups (for painting).
- Leaf pattern Template

Vocabulary:

Patterns
Watercolors

Teaching Points:

I can create AB patterns using watercolor paint.

I can describe the setting in a story.

Teach/Model:

Begin the lesson by explaining to the students that watercolors were used to create the illustrations in the story. The teacher will choose different pages in the book to describe the setting and the watercolors used to create the picture.

Active Engagement:

After discussing the illustrations, the students will use watercolors to create AB Patterns.

Model an example of an AB pattern (when the two colors alternate) for the students.

The leaf template has a row of leaves for the students to paint. The students will choose two water colors for each row to create patterns. Explain to the students that they are making an AB pattern.

Closure:

Students will share an example of an AB pattern.

Day 5

Standards:

K.E.3 Explain why people have jobs, and describe the economic benefits for self and community.

Materials:

- Community Helper Picture Cards
- Anchor Chart Paper
- Glue
- Markers

*Teachers can extend the activity by inviting a doctor or dentist to come and speak to the students about their job and how it helps the community.

Vocabulary:

Teacher
Dentist
Doctor

Teaching Points:

I can explain why people have jobs.

Teach/Model:

Explain to the students in *Annabelle's Best Fall Ever* that three community helpers are in the story. Annabelle goes to the doctor, dentist, and school (teacher).

*Before the lesson, the teacher will create an anchor chart divided into three columns (doctor/dentist/teacher).

The teacher will write keywords describing each community helper on the anchor chart. The students could write tools that they use or keywords to describe their job. Show each picture of Annabelle as you are writing about the community helper.

Active Engagement:

The students will complete a community helper picture sort. The students will have picture cards of images to describe a doctor, a dentist, and a teacher. The students will glue each picture card in the correct column on their paper.

Closure:

Review the jobs of the community helpers discussed within the lesson.

Day 6

Standards:

K.L.2A.3 Develop and use models to exemplify how animals use their body parts to (1) obtain food and other resources, (2) protect themselves, and (3) move from place to place.

K.L.2A.4 Analyze and interpret data to describe how humans use their senses to learn about the world around them.

K.L.2A.5 Construct explanations from observations of what animals need to survive and grow (including air, water, nutrients, and shelter).

Materials:

-*Annabelle's Best Fall Ever*

-Giraffe Recording Sheet

-Anchor Chart (larger version of the student's sheet).

-Markers

-Crayons

Vocabulary:

Habitat

Research

Protect

Giraffe

Teaching Points:

I can research to find information about giraffes.

I can describe the habitat of a giraffe.

I can describe how giraffes can protect themselves.

Teach/Model:

Explain to the students that we will be researching animals found in the Annabelle stories throughout the year. Today, we will use informational books and Pebble Go to research giraffes.

The students will write or draw in the correct boxes on their paper as we research information.

Active Engagement:

Students will have a paper with the following boxes

Color Height Babies Habitat Protection Movement

For each box, students will write/draw information found within the research.

Discuss the giraffe's habitat and how they moves and protects themselves.

Closure:

Choose a few students to share what they learned about giraffes.

Day 7

Standards:

ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.

ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.

Materials:

- Popsicle sticks
- Markers
- Container for popsicle sticks
- Annabelle alphabet matching cards.

Vocabulary:

Retell
Setting

Teaching Points:

I can identify and match uppercase and lowercase letters.

I can retell parts of a story using charades.

Teach/Model:

Begin the lesson by rereading the story to the students to review the events from the story.

What did Annabelle do throughout the story?

How did the setting change throughout the story?

Active Engagement:

Students will be divided into groups to complete the activities.

Activity 1:

Students will play retell charades to review the events from the story. The teacher will write different events from the story on popsicle sticks. The students will take turns choosing a popsicle stick and acting out the event from the story. Students will take turns guessing.

Examples of events to include:

- Jumping in the leaves
- Getting reflexes checked at the doctor.
- Getting teeth checked at the dentist.
- Going to school
- Riding on a bus
- Eating a meal
- Riding in a hot air balloon
- Bobbing for apples
- Dancing
- Kicking a soccer ball
- Sitting by a campfire.

Activity 2:

Students will play a letter matching game to review uppercase and lowercase letters.

Closure:

Students will share their favorite part of the story.

Day 8

Standards:

ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters automatically.

ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.

ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.

Materials:

- Annabelle's Best Fall Ever*
- Anchor Chart
- Markers
- Crayons
- Pencils
- Beginning Sound picture cards
- Beginning sound recording sheet.

Vocabulary:

Crunching
Crinkled
Fluttered
Stomped

Teaching Points:

I can identify the beginning sound of objects in the story.

I can complete a beginning sound hunt around the room.

Teach/Model:

Begin the lesson with a "vocabulary talk" with the students. Refer to the first few pages in the story to discuss the words fluttered, crinkled, crunched, and stomped.

After reviewing the vocabulary words, complete the beginning sound anchor chart with the students. On the anchor chart, the following letters are on it: A, B, L, P, G, T, and E.

As the teacher reviews the story, the teacher and students will work together to make a list of objects in the book that begin with the letters.

Active Engagement:

Students will complete a beginning sound around the room activity. The teacher will place picture cards from the story around the room.

*The teacher will have two different recording sheets for the students. The students can color the picture on a sheet when they find it around the room.

The second recording sheet will have a place for the students to write the letter of the beginning sound when they find the picture card.

Closure:

Review the beginning sound of the picture cards around the room.

Day 9

Standards:

K.NS.3 Read numbers from 0 – 20 and represent several objects 0 – 20 with a written numeral.

K.NS.5 Count a number of objects from 1 to 20 and connect this sequence one-to-one.

K.MDA.4 Represent data using object and picture graphs and conclude from the graphs.

Materials:

-Premade graph with Annabelle's activities from the story
(Annabelle is in the leaves, Annabelle is playing soccer, Annabelle is at the campfire with her friends, and Annabelle is riding in the hot air balloon).

-Markers

-Hot Air Balloon paper counters

-Number Card mats to 20

Vocabulary:

Graphing

Hot Air Balloon

Counting

Teaching Points:

I can use paper hot air balloons to represent an amount.

I can identify the greatest and least amount on a graph.

I can create a graph with my classmates.

Teach/Model:

Review the story *Annabelle's Best Fall Ever* with the students. Annabelle went on many adventures in the story. Tell the students they will be able to graph their favorite adventure.

Active Engagement:

Divide the students into groups to complete the activities.

Activity 1:

The teacher will have made a graph with the following choices for the students to pick (Annabelle in the leaves, Annabelle playing soccer, Annabelle at the campfire with her friends, and Annabelle riding in the hot air balloon).

Students will choose their favorite activity and record it on the graph.

After all students have completed the graph, identify the greatest and the least amount.

Explain to the students that a graph is used to help gather data and share information.

Activity 2:

In this activity, the students will use number card mats to practice counting to 20. The students will be given hot air balloon mini paper templates. The students will look at the number and count the correct number of hot air balloons to match the number.

*Teachers can start with 10, and if the students can move forward, go on to 15 and 20 with counting.

Closure:

Have the students share what they learned from the graph.

Day 10

Standards:

K.AOR. 2.1 Retell familiar stories using main story elements in a literary text.

K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions, and
- b. Consider the ideas of others while engaging in conversations.

Materials:

Materials to decorate the classroom like a pumpkin patch

Vocabulary:

Celebration

Pumpkin Patch

Teaching Points:

I can share information from the story, *Annabelle's Best Fall Ever*.

*In preparation for the celebration, the teacher will turn the classroom into a pumpkin patch.

*The teacher can display the students' work throughout the Annabelle Fall book unit.

*Decorating the classroom will bring the learning to life for the students. Teachers can also invite parents to the celebration event.

Teach/Model:

Students and family members can do different Fall-related activities during the family day. The teacher can also have students share the work they created throughout the unit.

Active Engagement:

Ideas for Stations:

1. Leaf rubbing
2. Create a Fall scene painting using the watercolors.
3. Have students feel inside a pumpkin.
4. Count pumpkin seeds
5. Sink or Float with a pumpkin and an apple.
6. Fall Sensory Bin

(All of these ideas are entirely optional for the family day.)

Closure:

Have students share their favorite part from the story unit.