

Annabelle Best Summer Ever- 5K Lessons

Day 1

Standards:

ELA.K.AOR.8.1 Determine the effectiveness of an author's words and phrases in literary, informational, and multimedia texts: a. sort words and phrases into categories (e.g., apple, fruit, carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Materials:

- Annabelle's Best Summer Ever*
- Recording Sheet
- Pencils
- Crayons

Vocabulary:

Floated
Thrilled
Travel
Announced

Teaching Points:

I can identify and describe the vocabulary words in the story.

I can identify how words and illustrations suggest feelings and contribute to the story's meaning.

Teach/Model:

Begin the lesson by introducing the new Annabelle story. Today, you will read the story *Annabelle's Best Summer Ever*. Tell the students that Rhonda Leonard is the author. You can show the students a picture of Rhonda. Review the job of an author.

Before reading, explain to the students that we are going to look at the words and illustrations in the story to explain the meaning of the story and how the characters feel.

As you are reading, discuss the meaning of the following words: thrilled, float, travel, and announced.

Active Engagement:

Students will have a recording sheet to write the word or illustration from the story. On the recording sheet, there is a second column for the students to write the meaning or feelings of the character.

Examples in the story:

- Annabelle is stopping to get ice cream.
- Phrase "fun, fun, summer fun".
- Bubbles and the phrase "thrilled to spend time together".
- Lying down in the backyard, camping.
- The phrase "as they danced about".
- Picture of the characters looking at the fireworks.
- Annabelle is lying in the hammock and the phrase "lazy days".
- Annabelle is standing by the fan and the phrase "crazy days".
- Annabelle is in the swing.

Closure:

Review the recording sheet with the students. Discuss the characters' feelings in the story. How do the events connect to the meaning of the story?

Day 2

Standards:

K.P.4A.1 Analyze and interpret data to compare the qualitative properties of objects (such as size, shape, color, texture, weight, flexibility, attraction to magnets, or ability to sink or float) and classify objects based on similar properties.

Materials:

-*Annabelle's Best Summer Ever*

-Sink or Float Recording Sheet

-Plastic Container or Water

-Pencils

-Objects: balloon, plastic giraffe, plastic zebra, plastic elephant, toy airplane, plastic fruits, beach ball, sand bucket, and sand.

*Teachers can also add other objects to the sink or float activity.

Vocabulary:

Sink

Float

Teaching Points:

I can identify objects that can sink or float based on their attributes.

Teach/Model:

Begin the lesson by rereading the story, *Annabelle's Best Summer Ever*. As the teacher reads the story, the teacher will describe the objects found in the summer, for example, the sand bucket or the fireflies. Explain to the students that they will complete a sink or float activity using objects related to summer.

Active Engagement:

Complete the sink or float activity with the following objects: balloon, plastic giraffe, plastic zebra, plastic elephant, toy airplane, plastic fruits, beach ball, sand bucket, and sand.

Teachers will also use a plastic tub of water.

As the teacher drops the object in the water, the students will record if the object sinks in the water or floats.

Discuss the attributes of the objects. Are the objects heavy or light?

Closure:

Review the sink or float activity. What did the students learn from the activity?

Day 3

Standards:

K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).

K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning.

Materials:

-Annabelle's *Best Summer Ever*

-Name cards of 3D shapes

-Picture cards of the following objects from the story: the top of the sandcastle, sand bucket, beach ball, and ice cream stand.

-Sand

Vocabulary:

3D shapes

Sandcastle

Teaching Points:

I can identify 3D shapes.

I can create a sandcastle using 3D shapes.

Teach/Model:

Begin the lesson by reviewing the 3D shapes with the students. Review the following shapes: cone, sphere, cylinder, and cube.

Divide the students into groups to sort the picture cards of the 3D shapes with the words. Have the students discuss the characteristics of each 3D shape with their groups.

Active Engagement:

The students will continue to be divided into groups for this next activity.

Each group will have a container of kinetic sand. The students will collaborate to create a sandcastle of 3D shapes.

Examples of objects to use for 3D shapes:

Cups- for cylinders

Small Funnels- Cone

Plastic Container-Cube

Roll the kinetic sand to make a sphere.

Encourage the students to work together as a team to create the sandcastles.

Closure:

Have students share their 3D sandcastles with the class.

What 3D shapes did you use to create the sandcastle?

Day 4

Standards:

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

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

Materials:

- Annabelle's Best Summer Ever*
- Beach Ball
- Anchor chart graph (summer activities)
- Markers
- Sticky Notes

Vocabulary:

Retell
Graph

Teaching Points:

- I can retell events from the story *Annabelle's Best Summer Ever*.
- I can identify the story's beginning, middle, end, and setting.
- I can create and read a graph.
- I can identify the greatest and least amount on a graph.

Teach/Model:

Begin the lesson by explaining to the students that they will retell the story together.

Have the students share what it means to retell a story. The students will retell the story's beginning, middle, end, and setting.

The students will also create a graph of their favorite summer activity.

In the story, Annabelle goes on many different adventures. The students will choose what activity they would enjoy doing in the summer.

Active Engagement:

Activity 1:

In the first activity, the teacher will use a beach ball to have the students retell the story. On the beach ball, the teacher will write beginning, middle, end, setting, and characters. The teacher can also write the word events on the blackboard.

The teacher will pass the beach ball to the students, and wherever their hand lands on it, the students will share that part of the story. For example, if the student's hand is on the word middle, they will share the middle of the story.

Activity 2:

The students will identify their favorite summer activity from the events in the story. The teacher will create a graph with the following activities (building a sandcastle, watching fireworks, eating a picnic, and catching fireflies).

The teacher will give the students a sticky note to draw their favorite event. The students will place the sticky note on the graph.

Which summer activity is the class favorite?

Which summer activity is the class's least favorite?

What can we learn from this graph?

Closure:

Review the graph with the students. What can we learn from a graph?

Day 5

Standards:

K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.

Materials:

- Annabelle's Best Summer Ever*
- White Boards
- Dry Erase Markers
- Erasers
- Story problem recording sheet

Vocabulary:

Addition
Subtraction

Teaching Points:

I can solve real-world addition and subtraction problems.

Teach/Model:

Explain to the students that we will complete story problems related to addition and subtraction.

The story problems are related to characters and events from the story *Annabelle's Best Summer Ever*.

Active Engagement:

The student will solve the story problems on whiteboards and then record their answers on the recording sheet.

Story Problems:

Annabelle went to get ice cream. She asked for three scoops of ice cream and then asked for four more scoops. How many scoops of ice cream did Annabelle eat?

Barboo gave Annabelle 6 pink balloons, and then he gave her six yellow balloons. How many balloons does she have in all?

Glory and Mingo Rose were blowing bubbles. They blew 11 bubbles and then popped 7. How many bubbles do they have now?

Glory saw five stars, Mingo Rose saw three stars, and Annabelle saw four stars. How many stars did they see in all?

Annabelle saw 12 fireflies. Then the eight flew away. How many fireflies does she see in the sky?

Mingo Rose had 9 grapenine. She ate eight grapefruits. How many grapes does she have left?

Annabelle saw five fireworks, and then she saw 7 more. How many fireworks did she see in all?

Annabelle and her friends built eight sandcastles. The waves knocked down four sandcastles. How many sandcastles are still standing?

Closure:

Discuss the word problems as a group. Review how the students knew the equations were addition or subtraction.

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).

ELA.K.R.1.1 To obtain and refine knowledge, ask and answer questions (who, what, when, where, why, and how) about print and non-print sources.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Materials:

-*Annabelle's Best Summer Ever*

-Gazelle

Recording Sheet

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

-Markers

-Crayons

Vocabulary:

Habitat

Research

Protect

Gazelle

Teaching Points:

I can research to find information about gazelles.

I can describe the habitat of a gazelle.

I can describe how a gazelle can protect themselves.

Teach/Model:

Explain to the students that they will continue researching animals found in the Annabelle stories. Today, we will use informational books and Pebble Go to research gazelles.

*Annabelle's friend Gazzie is a gazelle.

The students will write or draw in the correct boxes on their paper as they 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 gazelle's habitat and how they moves and protect themselves.

Closure:

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

Day 7

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).

ELA.K.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Materials:

-Annabelle's Best Summer Ever

-Zebra Recording Sheet

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

-Markers

-Crayons

Vocabulary:

Habitat

Research

Protect

Zebra

Teaching Points:

I can research to find information about zebras.

I can describe the habitat of a zebra.

I can describe how a zebra can protect themselves.

Teach/Model:

Explain to the students that they will continue researching animals found in the Annabelle stories. Today, we will use informational books and Pebble Go to research zebras.

*Annabelle's friend Glory is a zebra.

The students will write or draw in the correct boxes on their paper as they 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 zebra's habitat and how they move and protect themselves.

Closure:

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

Day 8

Standards:

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

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

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 Summer Ever*

-Book Review Paper

-Crayons

-Pencils

-Anchor Chart

Vocabulary:

Book Review

Persuade

Teaching Points:

I can write a book review for the story *Annabelle's Best Summer Ever*.

I can persuade someone with ideas from the story.

I can retell the story.

Teach/Model:

Begin the lesson by rereading the story, *Annabelle's Best Summer Ever*. Talk with the students about the events in the story. Have students share ideas that they enjoy from the story. What was their favorite part?

Explain to the students that they will create a book review to persuade someone to read *Annabelle's Best Summer Ever*. The students will persuade or convince the reader to read the story.

Active Engagement:

The students will be writing a book review using the template provided.

In the book review, the students will share the book's title. They will share their favorite part of the story and also give the story a rating. The rating can be from 1 to 5. The book review will allow the students to share their favorite parts from *Annabelle's Best Summer Ever*.

Closure:

Students will share their book review with a partner.

*The students can also share their book reviews at the celebration.

Day 9

Standards:

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

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

K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.

Materials:

-*Annabelle's Best Summer Ever*

-*Annabelle's Best Spring Ever*

-*Annabelle's Best Winter Ever*

-*Annabelle's Best Fall Ever*.

-Small Posters

-Markers

-Sticky notes

-The anchor chart is divided into four sections to discuss the events from the books.

Vocabulary:

Seasons

Poster

Compare

Advertise

Teaching Points:

I can compare the four texts about Annabelle.

I can create a poster to advertise my favorite Annabelle book.

I can retell different parts of Annabelle's stories.

Teach/Model:

Begin the lesson by explaining to the students that they will create a poster for their favorite Annabelle story. On the poster, the students share key ideas from the story to allow the reader to understand which story was their favorite.

Before creating the poster, the students and the teacher will review each story.

The teacher will have an anchor chart divided into four story sections. Each student will receive at least 2 to 4 sticky notes. (The sticky notes will be different colors.) The students will write or draw parts of the stories they remember on each sticky note. For example, on the sticky note, the students could draw Annabelle's birthday for the Spring book or Annabelle getting a checkup for the Fall book.

Active Engagement:

After reviewing the stories, the students can create their own poster for their favorite Annabelle book. Students can draw events from the story and write sentences that go along with the story.

Assist the students as they work on their posters.

Closure:

Provide time for the students to share their posters.

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 beach or a camp.

Vocabulary:

Campfire

Wonderful

Teaching Points:

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

*In preparation for the celebration, the teacher will turn the classroom into a beach or a campfire.

Teachers can decorate with sand buckets, sensory bins, beach balls, beach chairs, and pretend ocean animals.

Teachers can decorate with tents, flashlights/lanterns, and pretend campfires.

*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 summer-related activities during the family day. The teacher can also have students share the work they created throughout the unit.

Station ideas for the family day:

1. Sand Sensory Bin. (Kinetic Sand).
2. Making s'mores.
3. Firework Painting with Q-tips.
4. Beach watercolor paintings.
5. Flashlight Reading
6. Making balloon animals.

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

Students can share their book reviews as well as their posters.

Closure:

Have students share their favorite part from the story unit.