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Instructional Design for Second Grade

The Enormous Crocodile

Bowling Green State University

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EDTL 7100

Rationale

I chose to complete my instructional design project on a different way to teach reading to the students in my 2nd grade classroom. Our text states, “instructional design involves decisions about how to teach” (Chiarelott, 2006). I have had to make some major decisions in my approach to teaching the students I work with everyday. My classroom used to be a traditional classroom. The curriculum was always presented as parts of the whole. I followed the chosen curriculum by following the textbooks and workbooks. Students primarily did their own work and the teacher did most of the talking. Even through I would try to use different approaches, I always seemed to go back to what I’ve always done because it was easy and comfortable for me. Over the years I have found that as my students have changed my teaching did not change accordingly and I felt like I was just “shoving” the curriculum at my students without a chance to have them actually learn the concepts and then apply their knowledge.

A few years ago, I sat down with the intervention specialist and we had many discussions about how children learn best. I realized that I was teaching my students but not the best way for them to learn. We decided to try

co-teaching and follow a constructivist classroom rather than a traditional classroom. By doing this, the students would be able to add to previous knowledge and have more opportunities for hands-on activities.

I have found that by presenting material this way, teaching has become fun again and the students seem to be learning more using this format as opposed to disjointed presentation of skills. The Enormous Crocodile unit was pretty difficult to write out lesson plans for because there are so many opportunities for teachable moments that occur during the lessons as well as incidental learning. It would be impossible for me to list all of the skills that are brought up and discussed and taught during this literature unit. I did try to list a few things down as mini-lessons. As a teacher, you need to know your curriculum and be able to point the phonics, reading skills, language or writing components out to the students so that they have the connections to what they are doing. Not to mention when you can connect to other content areas as well.

My instructional design is based on real world applications of what has worked in my classroom. My lesson plans are sketched out but not set in “stone” as learning should change according to discussions in the classroom. I have my content standards that I know I must teach but the presentation is always changing depending on the needs of my students.

References

Chiarelott, Leigh. *Curriculum in Context: Designing Curriculum and Instruction for Teaching and Learning in Context.*  Belmont, CA: Thompson Wadsorth, 2006.

**Unit Learner Outcome**

**Reading Literature**

* 2.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (application)
* 2.3 - Describe how characters in a story respond to major events and challenges (comprehension)
* 2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song (comprehension)
* 2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (comprehension)
* 2.6 – Acknowledge differences in point of view of characters, including speaking in a different voice for each character when reading dialogue aloud. (analysis)
* 2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot (application)

**Reading Informational Text**

* 2.1 – Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (application)
* 2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (application)

**Reading Foundational Skills**

* 2.3 – Know and apply grade-level phonics and word analysis skills in decoding words (knowledge)
* 2.3a – Distinguish long and short vowels when reading regularly spelled one-syllable words (knowledge)
* 2.3b – Know spelling-sound correspondences for additional common vowel teams (knowledge)
* 2.3c – Decode regularly spelled two-syllable words with long vowels (application)
* 2.3d – Decode words with common prefixes and suffixes (application)
* 2.3e – Identify words with inconsistent but common spelling-sound correspondences (knowledge)
* 2.3f – Recognize and read grade-appropriate irregularly spelled words (knowledge)

**Writing**

* 2.1 – 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 (synthesis)
* 2.3 – 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 (synthesis)
* 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (synthesis)
* 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (synthesis)

**Speaking and Listening**

* 2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups (synthesis)
* 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (describe)
* 2.3 – 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 (application)

**Language**

* 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (application)
* 2.1b – Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) (knowledge, application)
* 2.1e – Use adjectives and adverbs, and choose between them depending on what is to be modified (knowledge, application)
* 2.1f – 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.) (knowledge, application)
* 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing (knowledge, application)
* 2.2a – Capitalize holidays, product names, and geographic names (knowledge)
* 2.2c – Use an apostrophe to form contractions and frequently occurring possessives (knowledge)
* 2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spelling (knowledge, application)
* 2.4 – 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 (comprehension)
* 2.4a – Use sentence-level context as a clue to the meaning of a word or phrase (knowledge, application)
* 2.4d – Use knowledge of the meaning of individual words to predict the meaning of compound words (knowledge, application)

Learning outcomes from the Common Core Standards.

Pre-Assessment

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

1. What is a setting?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is a character?

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3. What 4 things are included on a title page?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What does an author do?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What does an illustrator do?

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6. What is an adjective?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What is a contraction?

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8. What is a compound word?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. What is a noun?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. What is a verb?

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

Reading Interest Inventory

1. I enjoy reading. yes no

2. I like to read with a partner. yes no

3. I like to read aloud. yes no

4. I like it when someone

reads to me. yes no

5.I like to read books that are true. yes no

6.I like to read books that are

make believe. yes no

7. I like magazines. yes no

8.I like to talk to my friends

about what I have read. yes no

My favorite book is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I like this book because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I enjoy reading books about

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Tell me something about yourself.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The lessons included in this unit are difficult to write out because there are many other skills that are brought up as the story is read. I have included the ones that are the most obvious but many standards can be brought up while reading literature with students. There can also be math, science and social standards that could be included. The standards listed in the unit learning outcomes may not be listed on lesson plans due to the fact they are addressed in mini-lessons throughout the unit.

The pacing of the lessons is also dependent on the students in your classrooms abilities. Most of the lessons will take a couple of days to complete.

**Lesson: Introduction**

**Materials**

Roald Dahl cover sheet for notebook

KWL chart

Crocodile vs. Alligator Venn Diagram

Pictures of crocodiles and alligators

**Standards**

**Reading Informational Text**

* 2.1 – Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (application)
* 2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (application)

**Procedures**

Administer Reading Interest Inventory and pre-assessment.

Introduce Roald Dahl to students via website ([www.roalddahl.com](http://www.roalddahl.com))

Pass out Roald Dahl cover sheet

Teacher will discuss and share a simple timeline of the teacher’s life with significant events marked.

Complete a timeline of Roald Dahl’s life together in class

Assign homework of completing a simple timeline of students life including at least 5 events.

Hand out KWL chart on crocodiles and have students complete the K portion.

Discuss the word wonder and explain that they need to write at least 2 things that they want to learn or wonder about crocodiles. Put these items under the W portion of chart.

Pull up facts about crocodiles (<http://www.defenders.org/wildlife_and_habitat/wildlife/crocodile.php>) and find out information about them.

Complete fact sheets about crocodile.

Discuss the differences between crocodiles and alligators.

Have students complete Venn Diagram on crocodile vs. alligators.

Finish up KWL chart by having students list 3 things they learned about crocodiles.

Complete crocodile grid activity (following directions worksheet) as a class.

All work will be put in students 3 ring binder.

**Lesson: Beginning**

**Materials**

The Enormous Crocodile book

School House Rock video on nouns, verbs, adjectives, proper nouns, pronouns

**Standards**

Reading Literature

* 2.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (application)
* 2.3 - Describe how characters in a story respond to major events and challenges (comprehension)
* 2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (comprehension)
* 2.6 – Acknowledge differences in point of view of characters, including speaking in a different voice for each character when reading dialogue aloud. (analysis)
* 2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot (application)

**Reading Foundational Skills**

* 2.3 – Know and apply grade-level phonics and word analysis skills in decoding words (knowledge)
* 2.3a – Distinguish long and short vowels when reading regularly spelled one-syllable words (knowledge)
* 2.3b – Know spelling-sound correspondences for additional common vowel teams (knowledge)
* 2.3c – Decode regularly spelled two-syllable words with long vowels (application)
* 2.3d – Decode words with common prefixes and suffixes (application)
* 2.3e – Identify words with inconsistent but common spelling-sound correspondences (knowledge)
* 2.3f – Recognize and read grade-appropriate irregularly spelled words (knowledge)

**Language**

* 2.1e – Use adjectives and adverbs, and choose between them depending on what is to be modified (knowledge, application)
* 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing (knowledge, application)
* 2.2a – Capitalize holidays, product names, and geographic names (knowledge)

**Speaking/Listening**

* 2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups (synthesis)
* 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (describe)
* 2.3 – 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 (application)

**Procedures**

Discuss parts of speech (nouns, verbs, adjectives, proper nouns, pronouns)

Watch School House Rock videos (not all at once)

Complete anchor charts on parts of speech together and then have students make a foldable.

Discuss sentence types.

Make a foldable with the 4 sentence types and examples of each.

Discuss what a character is - (people or animals in a story)

Discuss setting - (where the story takes place)

Talk about previous stories read and review characters and settings.

**Read page 1** and identify characters and setting of the story.

Have students complete coloring page on the Enormous Crocodile and Notsobig One and draw a picture of the 1st setting, (The biggest, brownest, muddiest river in Africa). [Lessons can also be brought up about continents at this time and the ending –est]

Continue **reading pages 2 - 15.**

Students will complete character pictures for Trunky the Elephant, Muggle-Wump the Monkey, Roly-Poly Bird (talk about proper nouns)

Also draw setting picture for The Jungle.

**Mini-Lessons**

These are previously taught skills but I talk about them as we read the story so that the students can connect what they have previously learned.

Suffixes

Word endings- (-ed tells about the past, -ing happening now)

**Assess**

Students will complete the worksheet on parts of speech. They will complete the fill in the blank for the correct missing adjectives, highlight the noun and circle the verb in each sentence.

**Lesson: Middle**

**Materials**

The Enormous Crocodile book

Clever trick worksheets

**Standards**

**Reading Literature**

* 2.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (application)
* 2.3 - Describe how characters in a story respond to major events and challenges (comprehension)
* 2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (comprehension)
* 2.6 – Acknowledge differences in point of view of characters, including speaking in a different voice for each character when reading dialogue aloud. (analysis)
* 2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot (application)

**Reading Foundational Skills**

* 2.3 – Know and apply grade-level phonics and word analysis skills in decoding words (knowledge)
* 2.3a – Distinguish long and short vowels when reading regularly spelled one-syllable words (knowledge)
* 2.3b – Know spelling-sound correspondences for additional common vowel teams (knowledge)
* 2.3c – Decode regularly spelled two-syllable words with long vowels (application)
* 2.3d – Decode words with common prefixes and suffixes (application)
* 2.3e – Identify words with inconsistent but common spelling-sound correspondences (knowledge)
* 2.3f – Recognize and read grade-appropriate irregularly spelled words (knowledge)

**Speaking/Listening**

* 2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups (synthesis)
* 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (describe)
* 2.3 – 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 (application)

**Procedures**

Review the beginning of the story.

Have students complete The Enormous Crocodile adjective worksheet. They will brainstorm 10 adjectives and then write 4 good sentences using the adjectives to describe the Enormous Crocodile.

Talk about sequence of events- discusses time order words.

Students write the correct order that the characters were introduced in the story. Place the character names on the board for the students who need help with the correct spelling.

**Read pages 16 - 21**.

Talk about Clever Trick #1(coconut tree).

Assign students to fill in the blank for Clever Trick #1 and illustrate.

Complete coloring of characters Toto and Mary and the new setting The Coconut Trees.

**Read pages 22-26**

Talk about Clever Trick #2 (seesaw).

Assign students to fill in the blank worksheet for Clever Trick #2 and illustrate.

The students will complete setting page The Playground.

**Read pages 27 - -31**

Talk about Clever Trick #3 (wooden creature on the Merry-Go-Round).

Assign students to fill in the blank worksheet for Clever Trick #3 and illustrate.

Complete setting page The Fair and character Jill.

**Read pages 32 - 34**

Talk about Clever Trick #4 (picnic bench).

Assign students to fill in the blank worksheet for Clever Trick #4 and illustrate.

The students will complete setting page The Picnic Place.

The students will complete writing activity about Clever Trick # 5. They need to think of a new trick for the Enormous Crocodile. They need to include in the writing where the trick would take place, who would be there and then illustrate it.

**Mini-Lessons**

These are previously taught skills but I talk about them as we read the story so that the students can connect what they have previously learned.

Students will rotate through centers on these review skills and complete worksheets to show understanding of the skills.

Contractions- review Contraction Round song

Synonyms – words with similar meanings

Antonyms - opposites

Homophones – words that sound the same but have different meanings and spellings

Watch The Homophone Song from Between the Lions. (The students love this song and it really helps them to remember what a homophone is.

**Lesson: End**

**Materials**

The Enormous Crocodile book

examples of newspapers

**Standards**

**Writing**

* 2.1 – 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 (synthesis)
* 2.3 – 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 (synthesis)
* 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (synthesis)
* 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (synthesis)

**Speaking/Listening**

* 2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups (synthesis)
* 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (describe)
* 2.3 – 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 (application)

**Procedures**

Introduce alliteration (repetition of a particular sound in the first syllables of a series of words or phrases).

Teach “A my name is Alice”. Students take turns coming up with what they would say.

Ex. A, my name is Alice, I live in Alaska, and I eat apples.

Then have students brainstorm names or places that use alliteration (Mickey Mouse, raging river)

Discuss predictions (what they think will happen next)

Students will write down their prediction of what they think will happen at the end of the story and then share their ideas with the class.

**Read pages 35 - 42.**

Writing Activities will be completed and students will create their own Wanted Poster to put on display throughout the school.

Talk about the purpose of a wanted poster.

Students will complete rough draft worksheet step by step with teacher. The teacher will have individual conferences to proofread, edit/revise writings. Once complete the student will complete a good copy to be put on display in the school.

Share examples of newspapers for students to look through. Talk about how the newspaper has different sections and different types of stories in them. The students will be creating their own newspaper and will have 4 components to it.

Part 1 - Headline Story- this will be a story that as a class we will create. Using the questions, who, what, when, where, why to help form the story. Ideas will be brainstormed and then voted on to create our headline story.

Part 2 - Restaurant Review - Students will use a graphic organizer to help guide the writing process. Once the organizer is complete, students will write their restaurant review. Individual conferences will be held to proofread, edit and revise.

Part 3 - Sports Update- Follow the same process for restaurant review.

All parts of our newspaper will be word processed in the computer lab with the assistance of computer teacher.

Part 4 - Comic Strip- Students will create 5 frames of a comic strip. Pictures and conversation will be written out and following individual conferences, students will recreate comic strips in the computer lab using Pixie program.

**Lesson: Culminating Activity**

**Materials**

See ingredients letter

Rubber gloves

Camera

**Standards**

**Writing**

* 2.3 – 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 (synthesis)

**Speaking and Listening**

* 2.3 – 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 (application)

**Procedures**

Talk to students about how to work together to accomplish a task. Discuss proper hygiene when cooking. Also explain how an assembly line works. We will use an assembly line to make our crocodiles.

Follow the recipe to create our own Enormous Crocodile that can be eaten for lunch.

Invite people from the newspaper to come on cooking day to talk to students about writing and taking pictures for the newspaper and what is involved in their job.

Compare/Contrast Roald Dahl’s recipe for the Enormous Crocodile from the book, Roald Dahl’s Revolting Recipes (page 22-23) to our recipe that has been adapted to fit the tastes of students. Use a Venn Diagram.

Listen to audiotape of The Enormous Crocodile to review the story before administering the comprehension test.

Administer comprehension Test on The Enormous Crocodile.

Administer Post-Test to check for understanding of skills taught throughout unit.

Watch video of the story

Post-Assessment

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

1. What is the setting of The Enormous Crocodile?

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2. Who are the characters in The Enormous Crocodile?

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3. Who wrote The Enormous Crocodile?

4. List 5 adjectives from the passage. (The passage will be different for students).

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5. List 3 contractions from the passage. (The passage will be different for students).

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6. What is a noun and give and example of each category (both common and proper nouns).

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7. What is the verb in this sentence? Please circle it.

The enormous crocodile chased after the children in the park.

Please create a title page for The Enormous Crocodile. Remember to include the 4 parts.

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