

## Reading Mastery Plus 2 Supplemental Activities

**NOTE: These Activities are to be done at a time other than the regular reading period.**

Use following	Activity to address
Storybook Lessons; Literature Lessons	<ul style="list-style-type: none"> <li>Ask the children to name a song that corresponds to each season of the year. After reading Storybook Lesson 79, for example, ask children what songs they sing in the wintertime. (Ideas: <i>Jingle Bells</i>, <i>Frosty the Snowman</i>). After reading Storybook Lesson 97 or Literature Lesson 9, <i>The Perfects</i>, ask children what songs they sing in the summertime. (Ideas: <i>Take Me Out to the Ballgame</i>, <i>Row, Row, Row Your Boat</i>) Literature Lesson 5, <i>Molly's Bracelet</i>, mentions all the seasons. Other song ideas include: Spring—"Pussy Willow," "Rise up Early in the Morning," "Itsy Bitsy Spider," "Little White Duck," and "It's Raining, It's Pouring; Fall—"Ten Little Pumpkins," "Over the River and Through the Woods."</li> <li>Then, have children sing a song appropriate to the current season of the year.</li> </ul>
Storybook Lesson 31; Literature Lesson 8	<ul style="list-style-type: none"> <li>Ask children to work in small groups and to practice giving directions to one another. Tell them to think of places that everyone knows, such as their school, the neighborhood library, the zoo, or a store, and to use street names, and landmarks in their directions.</li> <li>Then, ask one group to give directions to a place, indicating right/left or other arm movements where appropriate in their directions, but without naming the place. Ask the class to guess the place being described.</li> </ul>
Storybook Lessons 103-111; 112-126; 146-160	<ul style="list-style-type: none"> <li>Using one of the Storybook Lessons that is a series of stories involving fantasy, ask the children to choose a character or animal in the story that they would like to portray. Read the story title and narrative parts and have the children dramatize the story. Tell the children that they may read the lines that their character speaks, but that they should say the lines with the appropriate emotion and emphasis.</li> </ul>
Storybook Lessons 41–46	<ul style="list-style-type: none"> <li>Ask children to name their favorite sports. After a number of different sports have been named in class, ask children to work with a partner and choose one sport to talk about in class.</li> <li>Tell children to make a chart and/or a diagram illustrating information about the sport. (Ideas: A diagram showing a baseball diamond and a chart listing 2 teams, 9 players on each team, a list of playing positions, rules for scoring, etc.)</li> </ul>



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Literature Lesson 6 <i>There Stood Our Dog</i>	<ul style="list-style-type: none"><li>• Plan a trip to the school's library media center or to a nearby library.</li><li>• Before going to the media center, help the class think of a topic to research. Example: Dogs.</li><li>• Help the class list some questions to research about the topic. (Ideas: What kinds (breeds) of dogs are there? How can dogs be trained? What kinds of things can dogs be trained to do?)</li><li>• Have the media specialist help the children look up information on the topic selected for research. Use an electronic source such as a CD-ROM children's encyclopedia of an appropriate age and ability level.</li><li>• Help the children search the Internet for information.</li><li>• Help the children find information in encyclopedias.</li><li>• Help the children find both fiction and nonfiction books dealing with the topic. Check these out for the children to use in the classroom.</li></ul>



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<p>Literature Lesson 2 <i>The Carrot Seed</i></p>	<ul style="list-style-type: none"> <li>• Explain that a <b>story map</b> can help a person write a new story or tell about a story already read.</li> <li>• Using the idea of a timeline, help the children think of 4 to 6 main events in <i>The Carrot Seed</i>. Put these events in chronological order on the board or on a long, horizontal piece of paper. (Ideas: 1. The little boy plants a carrot seed. 2. People tell him that it won't grow. 3. The little boy takes care of the plant that sprouts. 4. The little plant grows into a gigantic carrot.)</li> <li>• Ask each child to choose a part of the story to illustrate. Help each child include a caption telling about his or her picture.</li> <li>• Ask the class to direct you in putting the illustrations in chronological order. Call on individual children to retell each part of the story.</li> <li>• For more practice, use this idea, or a similar story-mapping idea, for any of the Literature Lessons. Story maps can also be used with any of the Storybook stories. You may also wish to use a story map to help the children create a new story.</li> <li>• Help the children complete a graphing activity. Give them bean seeds, cups of soil, and water. Show them how to push a bean into the soil then water the soil. Once the beans begin to grow, help the students graph the daily growth. Children might measure the plants each day or draw a picture each day and paste it to a piece of paper in chronological order.</li> <li>• Help the children complete a charting activity. Label a bulletin board, "Our Vegetable Garden." Give the children drawing materials to draw pictures of their favorite garden vegetables. On the chart, group the vegetables by type. Ask the children to read the chart to discover the vegetable most often chosen.</li> </ul>



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Any Literature Lesson or Correlated Literature	After any Literature Lesson or Correlated Literature selection, give the children the opportunity to respond to the story through writing. You might ask them to write about what they would have done if they were one of the main characters, or you might ask them how they would have solved the story problem differently.
Storybook Lessons 64-66; Literature Lesson 5	<ul style="list-style-type: none"> <li>Make several books on weather available for children to use in the classroom library or a reading corner. Select titles such as the following or any similar titles:  <i>Can It Rain Cats and Dogs? Questions and Answers About Weather</i> by Melvin and Gilda Berger  <i>How the Weather Works</i> by Michael Allaby  <i>How's the Weather: A Look at Weather and How It Changes</i> by Melvin and Gilda Berger  <i>Weather Words and What They Mean</i> by Gail Gibbons  <i>Weather</i> by Seymour Simon</li> <li>Ask children to write a short "weather report." Tell them to choose one topic (Ideas: <i>clouds</i>, <i>snow</i>, <i>rain</i>, and so forth) to report on. Tell children to use any books in the school or classroom library for their reports. If computers are available, help children find information using that technology.</li> <li>Tell the children to draw pictures to illustrate their reports and ask them to tell how they would perform weather experiments. (Ideas: <i>measuring rainfall in an empty can</i>; <i>keeping a weather diary</i>; <i>recording temperatures from a thermometer</i>; and so forth.)</li> </ul>
Storybook Lesson 145	<ul style="list-style-type: none"> <li>After the children have read <i>The Prince and the Tramp</i>, read to them <i>The Whipping Boy</i> by Sid Fleischman. Ask them to compare how the stories are alike and how they are different. Ask them to tell what lessons are learned in each story.</li> </ul>



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Literature Lesson 2	<ul style="list-style-type: none"> <li>• Explain that a <b>list</b> is a series of names, items, or ideas.               <ul style="list-style-type: none"> <li>• Ask the class the purpose of a <b>list</b>. (Ideas: To help remember things; to give information; to organize ideas; to plan.)</li> <li>• Ask children to think of several reasons to make a list. (Ideas: School supplies; groceries; party guests; things to get; jobs to do.)</li> <li>• Help the children make a list of steps the little boy followed to grow his carrot in <i>The Carrot Seed</i>.</li> </ul> </li> <li>• Explain/discuss what makes up a <b>newsletter</b>. (Idea: A small newspaper that contains news of interest to a group of people.) Show an example of a school newsletter, if possible, or use another appropriate example you have located.               <ul style="list-style-type: none"> <li>• Ask the students to help compose a newsletter article about the gigantic carrot that the little boy grew. Remind them to include “where, when, why, who, and how.” You may wish to write the article on chart paper. Children may want to illustrate the article.</li> <li>• Allow the children to help write an article each day about something that has happened in the classroom. If possible, share the news articles with another class.</li> </ul> </li> <li>• Ask the class to give examples of <b>signs</b>. (Ideas: Stop sign; exit sign; house for sale; store signs; house numbers.)               <ul style="list-style-type: none"> <li>• Ask the children to explain the importance of each sign.</li> </ul> </li> <li>• Ask the children what kind of sign the little boy might have put beside the seed he planted. (Idea: Carrot.)</li> </ul>



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<p><i>Any Reading Mastery lesson that comes fairly early in the program</i></p>	<ul style="list-style-type: none"> <li>• Use the Storybook or one of the children's content-area textbooks such as a science book that includes a table of contents page.</li> <li>• Have the children open their books to the <b>Table of Contents</b>. Explain that the table of contents is a list of the chapters found in the book. The beginning page number for each chapter is also given.</li> <li>• Select 2 or 3 items from the Table of Contents and have the children find them in their books, using the page number listed for each item.</li> <li>• Have the children use this table of contents and those in other classroom books throughout the school year.</li> <li>• Use one of the children's content-area textbooks that contains an index, such as a science book.</li> <li>• Tell children that an <b>index</b> is found at the back of a book. Have the children open their books to the index.</li> <li>• Explain that an <b>index</b> is an alphabetical list at the end of a book. It tells on what page or pages a particular subject or name can be found.</li> <li>• Select a word (a subject or name) from the index. Have the children find that word in the index in their book. Using the page number(s) listed after the entry, have the children locate that page in the book. Call on a child to read a sentence or two that tells about the subject or name that they found.</li> <li>• Repeat this procedure as necessary to help the children understand the procedure.</li> <li>• Discuss why an index can be a very helpful tool. (Ideas: It helps you locate specific information quickly; it tells whether or not specific information is included in the book; you do not have to read the entire book to find one piece of information.)</li> <li>• Have children practice using this index and others throughout the year.</li> </ul>

