

**Teacher's Corner**

Using Literature as a teaching tool helps students answer the: who, what, where, when, why and how in stories with rich content and strong vocabulary elements. As students respond to Literature verbally or in written form, it helps them demonstrate key understandings as they explore details and themes that are relevant in our world. The following common core questions can be used to generate further discussions and writing assignments.

**AMAZING ANNABELLE THANK YOU VETERANS!**

**Chapter One**

- How did Victoria feel about Annabelle and Kaitlyn and why do you believe she felt that way?
- Do you think you would like to be in a drama club? Why or why not?

**Chapter Two**

- What was the Veteran's assignment they were working on in class and why was it near and dear to Annabelle's heart?
- What are some of the reasons why Mrs. Mitchell divided students into groups in her class?
- Why did Annabelle take the lead in her group?

**Chapter Three**

- Why did Victoria seem upset at the beginning of drama class?
- What were some of the things they would be doing in Drama Class?

**Chapter Four**

- What was Annabelle's great idea for the Veteran's Unit at school?
- How did everyone respond to Todd's insensitive remark about the Thank You cards?
- What was Annabelle's second big idea?

**Chapter Five**

- What happened during the relaxation exercise in drama class?
- Why did Victoria storm out of the drama class early?

### **Chapter Six**

- Why was Annabelle nervous about being called to the Principal's Office and what did Mr. Jefferson want with her?
- What idea did Annabelle and Kaitlyn pose to the class due to the shortness of time for the Veteran's Celebration?

### **Chapter Seven**

- How did Annabelle become a friend to Victoria?
- How was Victoria greeted by Mrs. Phillips and what did she ask Victoria to do?

### **Chapter Eight**

- What changes did Kaitlyn notice about Victoria during Drama and what were the changes attributed to?
- How was Mrs. Copeland helpful during the planning meeting?

### **Chapter Nine**

- Why was Victoria quiet during the day of the trip to the Veterans Recreational Center?
- What advice did Victoria take from Annabelle?
- What great idea did Annabelle get during drama class?

### **Chapter Ten**

- Why was the field trip to the Veterans Recreational Center valuable to the class?
- What was the finale and how was it received by the audience?

## **Lesson Plan for:**

### **Amazing Annabelle Thank You Veterans**

#### **Title of Lesson: Getting-To-Know-You**

#### **Common Core Standard:**

SL.2.1—Participate in collaborative conversations with diverse partners about grade level topics (themselves) with peers and adults in small and large groups.

#### **Objective:**

The students will play a get-to-know-you game and find out information about each other. Each student will tell three important things about themselves in a large group. The students who are listening, will be allowed to respond to the student who is sharing. Students will be respectful, linking their comments to information given, and ask for clarification or further explanations as needed.

#### **Materials Needed:**

- Amazing Annabelle Thank You Veterans book
- Questionnaire worksheet

#### **Lesson Application:**

After reading, the story Amazing Annabelle Thank You Veterans, the class will engage in discussion about the get-to-know-you game that was played in drama club in chapter three. The students will share their comments and brainstorm different ways this game could be played. The students will play a version of this game in their classroom. The students will make a big circle and take turns telling three important things about themselves to the whole class. Comments can be given or questions can be asked for clarity at this time. Next, the students will be given a partner to learn even more information about. They will each be given a questionnaire to fill out on their partner. The partners will work together asking the other person questions from the

questionnaire and writing down each answer. After this part is completed, each student will introduce their partner to the class again giving much more information.

Assessment:

Collect questionnaires for writing accuracy to develop further lessons with writing.

## Questionnaire

Interviewer \_\_\_\_\_ Interviewee \_\_\_\_\_

(Student asking questions)

(Student answering questions)

1. What is your full name? \_\_\_\_\_
2. Do you have a nick name? \_\_\_\_\_
3. How old are you and when is your birthday? \_\_\_\_\_
4. What is your favorite meal? \_\_\_\_\_
5. What is your favorite dessert? \_\_\_\_\_
6. Do you have a pet? If so what kind? \_\_\_\_\_
7. What is your favorite topic in school? \_\_\_\_\_
8. What animal would you like to learn more about and Why?  
\_\_\_\_\_
9. What is your favorite color? \_\_\_\_\_
10. What is your favorite sport or activity? \_\_\_\_\_
11. Where was your favorite vacation you went on and what did you do?  
\_\_\_\_\_
12. What job would you like to have when you get older and why?  
\_\_\_\_\_
13. What is your favorite Holiday? \_\_\_\_\_
14. What is your favorite book you've read and why? \_\_\_\_\_  
\_\_\_\_\_
15. What is your favorite amusement park ride? \_\_\_\_\_
16. What is the best present you ever received? \_\_\_\_\_
17. What is your favorite song? \_\_\_\_\_
18. What makes you happy? \_\_\_\_\_
19. What makes you upset? \_\_\_\_\_
20. What is your favorite thing on the playground? \_\_\_\_\_