

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 / MAY CELEBRATIONS

Chapter One

- What are some activities Mrs. Mitchell was planning to do during Cinco de Mayo?
- Have you ever hit a Pinata or did any dances from other countries? If so, share your experience with a friend.

Chapter Two

- Have you ever had to work with someone that you really didn't get along with well? If so, what happened? Share experience with a friend.
- What does it mean to compromise and why is doing that so important?

Chapter Three

- Has anyone ever accused you of doing or saying something that wasn't true? How did you feel and what did you do? Share your experience with a friend.
- How did the Unit of study in Mrs. Mitchell's class tie in with the activity Mrs. Philips did?

Chapter Four

- Why was Annabelle feeling uneasy at school and what information did she find out?
- How did Mrs. Mitchell handle the situation with Annabelle and Julia?

Chapter Five

- What are some things you do for your mother on Mother's Day?
- Try to use a few of the idioms in this chapter in your own sentences.

Chapter Six

- Make a list of some Mexican foods that people like to eat.
- If you were in Mrs. Mitchell's class what would be your favorite activity and why?

Chapter Seven

- What special things did Annabelle's mom do when she came home from school after the Fiesta?
- How did Annabelle's dad shock everyone?

Chapter Eight

- How did Annabelle become a friend to Kara?
- What did Mrs. Mitchell and Annabelle add to the Mother's Day celebration?

Chapter Nine

- What type of activities bring out the best/worst in you, and why? Make a chart.
- Make a list of some fun games you would like to play in your classroom. Share the list with your teacher.

Chapter Ten

- Have you ever had to dress up for school because of a special occasion? Share experience with a friend.
- What is one of your favorite experiences with your mom? Share with a friend.

Chapter Eleven

- Have you ever participated in or watched a parade? Share your experience with a friend.
- What are some ways Memorial Day is celebrated in your town, school or community?

Lesson Plan for: **Amazing Annabelle May Celebrations**

Title of Lesson: Discover Idioms

Common Core Standard:

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Objective:

I want the students to know the definition of an idiom. I want the students to understand the meaning of an idiom in a text and why it was used. I want the students to be able to explore and use idioms to support a main idea in a text and a text they create.

Materials Needed:

- Amazing Annabelle May Celebrations Book
- Dictionary of Idiom Phrases by Marvin Terban
- Idiom Phrases packets
- Idiom worksheet
- Special Paper

Lesson Application:

After the students read and review chapter five of Amazing Annabelle May Celebrations, the students will identify the six idiom phrases in the chapter and their meaning. The teacher will lead a discussion with the class exploring other ways they could use the idiom phrases in sentences of their own. The teacher will introduce the "Dictionary of Idiom Phrases" to the class and read a few out loud. The teacher will choose an idiom phrase from the book and model on chart paper how it could

be turned into a story using class participation. The teacher will divide the class into groups of two and allow pairs to read different idiom phrases and their meanings from packets she passes out to them. Each group will choose one of the idiom phrases to develop further by writing a complete story with a main idea. The students should use teamwork and share ideas. After the groups complete their assignment they can share their stories with the class and complete a follow up idiom phrases worksheet.

Assessment:

Walk around with clipboard during group work and monitor progress by take notes of interactions, participation and the whole learning process. Also take notes during the share and you can also grade worksheet.

Name _____

Idiom phrases

Directions: Read and underline the idiom phrase in the sentence and write down the meaning.

Everyone at the lunch table is on the basketball team. I guess birds of a feather flock together.

Stop beating around the bush! Just tell us where we're going for dinner tonight!

You may be good at swimming but on the court, I call the shots.

Diane can't hold a candle to Pamela when it comes to cooking.

During the birthday party the ladies were kicking up their heels all night long.

Looking for the small missing jewel in the grass is like trying to find a needle in a haystack.

The new sci-fi show on T.V. was definitely off the wall.
