

ACTIVITY GUIDE



Empowering lives through the art of puppetry.

A GOOD DAY FOR PANCAKE

OPEN YOUR HEART TO PANCAKE PIG

When a friend is bullied at school, Pancake doesn't know what to do. He has to learn that bystanders have a responsibility to report bullying. Pancake helps to stop the bullying and teaches everyone a valuable lesson.

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VOCABULARY WORDS

audience

include

behavior

lie

bully

pig

bullying

puppet

bystander

reporting

character

responsibility

costume

set

day

tattling

exclude

trust

friend

truth

ACTIVITY 1

Let's Talk About *A Good Day For Pancake*

QUESTIONS ABOUT VIEWING *A GOOD DAY FOR PANCAKE*

1. What was your favorite part of the puppet play? Why?
2. What character did you like best? Why?
3. Are we able to learn from watching plays?
4. Are plays the same as real life? What makes them different? What's the difference between "play" acting and pretending?
5. Did you enjoy watching *A Good Day For Pancake*? Why or Why not?

QUESTIONS ABOUT BULLYING

1. What happened between Willy Walker and Sebastian the Lion?
2. What made Willy Walker's actions bullying?
3. Have you or someone you know ever behaved the same way?
4. What happened at the end of the puppet play?
5. Does bullying happen in real life or only in puppet plays?

QUESTIONS ABOUT STORY ELEMENTS

1. What was the setting for the puppet play *A Good Day for Pancake*?
2. Who was the main character of the play?
3. What was Pancake Pig's problem or the plot of the story?
4. What did Pancake Pig do at the end of the play?
5. What did you learn from watching *A Good Day For Pancake*?

EXTENSION:

Have each student divide a piece of drawing paper into four squares. Students can draw boxes or fold their paper into four. In each square have the students draw each of the elements of a story from ***A Good Day For Pancake***. One box will be a picture of the setting, another characters, action of the plot (middle of the story), and action of the resolution (end of the story).

Sunshine State Standards: LA.C.1.1; LA.C.1.1.1; LA.C.1.1.4; LA.C.2.1.1; LA.E.1.1.2; LA.E.2.1; LA.E.2.1.1; TH.D.1.1; TH.D.1.1.2; TH.D.1.1.4; TH.D.1.1.5

Next Generation Sunshine State Standards: LA.K.2.1.2; LA.K.2.1.5; LA.K.5.2.5; LA.1.2.1.3; LA.1.2.1.5; LA.1.5.2.2; LA.1.5.2.5; LA.1.5.2.6; LA.2.5.2.1

Common Core State Standards: SL.K.1; SL.K.2; SL.K.3; SL.K.4; SL.K.5; SL.K.6; SL.1.1; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL.1.6; SL.2.1; SL.2.2; SL.2.3; SL.2.4; SL.2.5; SL.2.6; L.K.1; L.K.2; L.K.5; L.1.1; L.1.2; L.1.5; L.2.1; L.2.2; L.2.5

ACTIVITY 2

Make Your Own Pancake Pig

OBJECTIVE: The students will make their own Pancake Pig rod puppet or mask

MATERIALS NEEDED:

- Paper plates
- Egg carton sections or small paper cups
- Pink construction paper
- Scissors

As needed:

- Paint/paintbrushes
- Pencils/pens/markers/colored pencils/crayons
- Glue/tape/stapler
- Ribbon/string/yarn or popsicle sticks/straws
- Hole punch

1. ASK: What is a puppet? Explain that any object that can be moved using your body, your hands, rods, strings or wires can become a puppet. You have to use your imagination to bring the object to life. The person who brings the object to life is called a puppeteer. In addition to using puppets, puppeteers often use masks. Simple masks can show a change in characters or character's mood.

2. ASK: In A Good Day For Pancake how did the puppeteer bring the characters to life? Explain that the puppeteer used their hands, voice and props. In the puppet play *A Good Day For Pancake* the type of puppets used are called **hand and rod**.

3. Have students make their own Pancake Pig stick puppet or mask.

Make a completed example ahead of time to demonstrate what the final project will look like.

- Distribute one paper plate and one egg carton section/small paper cup to each student.
- Have students paint or color both of these pink. Let dry as needed.
- Next have students either cut eyeholes or draw eyes on to the paper plates. Students can also draw nostrils onto their egg carton section or paper cup. This is the piggy nose.
- Cut two triangles out of pink construction paper to be placed as the piggy ears.
- Glue piggy ears and nose onto the paper plate.

4. Students can now either make a puppet or a mask.

- To make a puppet attach a stick or straw to the bottom using glue or tape. To use hold in front of the face, or hold up and move around.
- To make a mask punch a hole on each side attaching a string, yarn or ribbon to each side and tie in the back to wear.

EXTENSION:

Have students work in small groups using their puppets or masks to pretend to be Pancake Pig. Challenge students to: imitate Pancake Pig's voice, sing some of the songs from the production, or retell some of the lessons that Pancake learned about bullying, especially how to report to a trusted adult.

Sunshine State Standards: LA.C.1.1.4; TH.A.1.1; TH.A.1.1.1; TH.B.1.1; VA.A.1.1.1; VA.1.1.2; VA.1.1.4

Next Generation Sunshine State Standards: LA.K.2.1.2; LA.K.2.1.5; LA.K.5.2.5; LA.1.5.2.2

Common Core State Standards: SL.K.1; SL.K.2; SL.K.3; SL.K.5; SL.1.1; SL.1.2; SL.1.3; SL.1.5; SL.2.1; SL.2.2; SL.2.3; SL.2.5

ACTIVITY 3

Trusted Adults

OBJECTIVE: The students will identify their trusted adults

MATERIALS NEEDED:

- Drawing paper for each student
- Writing paper for each student
- Pencils, pens, markers, colored pencils or crayons

1. As a class discuss who in their lives can be considered a trusted adult. Explain that a trusted adult can be any adult who they trust. This is a person who they can feel comfortable talking to about anything. This adult will listen. This adult will respect their opinions and feelings. This adult will work with them to come up with solutions or find someone who can help. Prompt students by asking who Pancake Pig spoke to when he reported bullying. Students should come up with a variety of answers including: parents, guardians, foster parents, teachers, principals, police officers, family friends, grandparents, siblings, cafeteria workers, bus drivers, aunts and uncles etc.
2. Instruct the students to draw a picture of one of their favorite trusted adults. If students can not think of someone to draw they can draw one of Pancake Pig’s trusted adults from the production of 4.
3. When the students have finished drawing their pictures, instruct them to write a sentence on writing paper to go along with the picture of their trusted adult. They should refer back to their drawing for the details of their sentence. Prompt students needing help by asking them to explain why that person is their favorite. Revise sentences as needed to add additional details.
4. Rewrite finished sentence and add to pictures.
5. When their writing is finished and ready for publishing, have students share who their trusted adults are as a class or in small groups. Ask students: Why is it important to know who our trusted adults? Students should come up with a variety of answers including: to help stop bullying and keep them safe. Display the student’s writing and illustration together.

EXTENSION:

- The class could combine the illustrations and sentences to create a Classroom Trusted Adults Book.
- Write a letter/postcard/thank you notes to their trusted adult.

Sunshine State Standards: LA.B.1.1.2; LA.B.2.1.2; LA.E.2.1.1; VA.A.1.1.2; VA.A.1.1.4; HE.A.2.1.1; HE.B.1.1.6; HE.B.3.1.3; HE.B.3.1.8; HE.C.1.1.1; HE.C.2.1

Next Generation Sunshine State Standards: LA.K.3.1.1; LA.K.3.1.2; LA.K.3.2.1; LA.K.3.3.1; LA.K.3.5.1; LA.K.4.2.4; LA.K.4.3.1; LA.K.5.2.5; LA.1.3.2.1; LA.1.3.2.2; LA.1.3.3.1; LA.1.3.5.1; LA.1.4.3.1; LA.2.3.1.1; LA.2.3.2.1; LA.2.3.3.1; LA.2.3.5.1

Common Core State Standards: SL.K.1; SL.K.2; SL.K.3; SL.K.4; SL.K.5; SL.K.6; SL.1.1; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL.1.6; SL.2.1; SL.2.2; SL.2.3; SL.2.4; SL.2.5; SL.2.6

ACTIVITY 4

Stop Bullying

OBJECTIVES: The students will identify ways to stop bullying. The students will create a bullying stop sign.

MATERIALS NEEDED:

- Bullying Stop Sign worksheet
- Scissors
- Pencils, pens, markers, colored pencils or crayons

As needed:

- Construction paper
- Stapler/glue/tape

1. Present the word bullying and ask students to suggest definitions. Explain that bullying is hurting someone over and over again on purpose. A bully can hurt you by pushing you, calling you names, or excluding you from a game or group.
2. Brainstorm as a class ways to stop bullying at your school. Prompt students to think back to seeing the production of *A Good Day For Pancake*. Ask students: what were some of the ways that Pancake learned? Why would we want to stop bullying from happening at our school? Is this important?
3. Distribute stop sign worksheet and crayons to each student. Discuss the four ways written on the stop sign. Ask students to give examples of ways they can **BE A FRIEND, REPORT THE FACTS, STAND UP TO BULLIES, DON'T EXCLUDE OTHERS**. Instruct students to draw pictures of some of these or other different ways to stop bullying inside the blank areas of their stop sign.
4. Cut out stop signs. Display the students finished stop signs in the classroom or around school to remind students to help stop the bullying at their school

EXTENSION:

Make a classroom bystander chain to remind students to help their classmates from being bullied. Give each student a strip of construction paper. Instruct students to draw or write one additional way they can help their classmates from being bullied. Connect strips like a chain with staples, glue, or tape. Display in classroom or around school.

Sunshine State Standards: VA.A.1.1.2; VA.B.1.1.2, HE.A.1.1.2; HE.B.1.1.6; HE.B.3.1.2; HE.B.3.1.7; HE.C.1.1.2, HE.C.2.1; HE.C.2.1.4, HE.C.2.1.5

Next Generation Sunshine State Standards: LA.K.2.1.2; LA.K.2.1.5

Common Core State Standards: SL.K.1; SL.K.2; SL.K.3; SL.K.4; SL.K.5; SL.1.1; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL.2.1; SL.2.2; SL.2.3; SL.2.4; SL.2.5

ACTIVITY 5

Tattling vs Reporting

OBJECTIVES: The students will learn to differentiate between tattling and reporting. The students will develop strategies for responsible reporting.

MATERIALS NEEDED: Space to move around.

1. Ask students to explain the difference between **tattling** and **reporting**. Explain to the students that it can often be difficult to decide what is tattling and what is reporting. This is an important skill to develop. Explain that **tattling** is trying to get someone in trouble; you lie or exaggerate about the facts. **Reporting** is always telling the truth, reporting the facts or the who, what, where, and when of the situation especially if you or others are hurt, in danger or being bullied. Remind students that bullying is not a one time incident. Bullying is hurting someone over and over again on purpose.
2. Have students recall seeing *A Good Day for Pancake*. Ask students: What do you need to report when reporting bullying? Who did Pancake report to? What did he tell them? Students should remember when you report, you tell the truth the who, what, where, and when of the situation. In *A Good Day for Pancake* the “Who: Willy Walker. What: He has been teasing, calling names, hurting, and excluding Sebastian. When: It’s been going on for several days. Where: It’s happened during recess, at the bus stop, and at the cafeteria.”
3. Explain to students that to help them develop their skills on tattling vs. reporting they are going to listen to a statement and decide if they think it is tattling or reporting. Instruct students to line up in a straight line standing side by side. Instruct them to take one step if they think the statement is reporting. If they think the statement is tattling, they will freeze and not move. Determine your finish line. Students who answer incorrectly will be asked to sit out until the next round **similar to Red Light, Green Light**.
4. Below are some suggested tattling vs. reporting examples. Include any recent examples that may have occurred or are issues in your classroom. Prompt students if needed by asking them to think if they are trying to help someone **(R) reporting** or trying to get someone in trouble **(T) tattling**.
 - Bonnie is beating up Trina on the playground. **(R)**
 - Danny took all of the markers. **(T)**
 - Stella fell from the monkey bars. **(R)**
 - Sam has a knife. **(R)**
 - Mike is talking about beating Juan up after school. **(R)**
 - Ashley has been bullying Crystal everyday for the last two weeks. **(R)**
 - Billy skipped me in line. **(T)**
 - Quiana keeps calling Megan mean names in the rest room. **(R)**
 - Ryan sat at my desk. **(T)**
 - Bobbie is making faces at me. **(T)**
5. Process the students’ experiences and answers. Use the visuals from the game to reinforce that tattling does not move anyone forward, it doesn’t get anyone anywhere. Sometimes you have to report multiple times to multiple people but do not stop until someone listens.

EXTENSION:

Have students role play and observe. One group of students will act out a pretend tattling or reporting situation. Second group will watch and determine if it was tattling or reporting and why. Switch the scenes and groups back and forth, emphasizing the differences.

Sunshine State Standards: LA.C.1.1.1; TH.A.1.1; TH.A.1.1.1; TH.B.1.1; PE.B.2.1.2 *Next Generation Sunshine State Standards:* LA.K.5.2.1; LA.1.5.2.1; LA.2.5.2.1
Common Core State Standards: SL.K.1; SL.K.5; SL.1.1; SL.1.5; SL.2.1; SL.2.5; L.2.3

ACTIVITY 6

A Good Day for Pancake Antonyms

OBJECTIVE: The students will identify and match antonyms related to *A Good Day For Pancake*.

MATERIALS NEEDED:

- Antonym worksheet (Provided)
- Pencils, pens, markers, colored pencils or crayons

1. Present the word antonym and ask students to suggest definitions.
2. Define antonym: a word opposite in meaning to another word. Prompt the students by asking them what is an opposite word for good. Students should respond with bad.
3. Distribute antonym worksheet and crayons to each student. Instruct students to match antonyms by looking at the words and pictures to find the opposites. Draw a line to connect each antonym pair.
4. As a class discuss the students answers and ask the students to explain what each word/picture means.

EXTENSION:

Explain what a synonym is and challenge students to come up with the synonym for each of the pictures/ words found on the worksheet.

Sunshine State Standards: LA.A.1.1.2; LA.D.1.1.1

Next Generation Sunshine State Standards: LA.K.1.1.1; LA.K.1.6.1; LA.1.1.6.1; LA.1.1.6.7; LA.1.1.6.10; LA.2.1.6.1; LA.2.1.6.7

Common Core State Standards: RL.K.4; RL.K.7; RL.1.4; RL.1.7; RL.2.4; RL.2.7; L.K.2; L.K.5; L.1.2; L.1.5; L.2.2; L.2.5

ACTIVITY 7

Bystander, Bullied or Bully

OBJECTIVE: The students will create a bar graph to show how many of their classmates have ever been a bystander, bullied or a bully.

MATERIALS NEEDED:

- Bullying Bar Graph worksheet (Provided)
 - Survey Characters (Provided)
 - Crayons, markers or colored pencils
 - One box/jar marked Have
 - One box/jar marked Have Not
1. Present the words bystander, bullied and bully. As a class define and discuss what each of these words mean. Explain that a bystander is someone who sees someone else being bullied. To be bullied means to be the person singled out by a bully who is hurting you over and over again by pushing you, calling you names, or excluding you from a game or group. A bully is the person who hurts you over and over again on purpose.
 2. **Ask:** *In A Good Day For Pancake which character was a bystander? Who was being bullied? Who was the bully in the puppet play?*
 3. Present the bullying bar graph to the class. Explain that a graph is used to show information in a different way. Today they are going to fill in their own bar graph worksheet to show how many students in their class have ever been a bystander, the bullied or a bully.
 4. **Ask:** *How can we collect the information needed for our graphs?* Students should come up with a variety of answers. Explain that to collect the information for the graph each student will be participating in a class survey. They will each be getting three characters, like the characters on the bar graph, a pig to represent the bystander, a lion to represent being bullied and a dog to represent being the bully. Ask the class to think about these three roles and decide if they have ever been a bystander, the bullied, or a bully.
 5. **Explain** that they will place their survey characters into two boxes. One is marked Have to represent you have been a bystander, the bullied or a bully. One is marked Have Not to represent you have not been a bystander, the bullied or a bully. You must place one or all of your characters in either of the boxes, all three characters must be placed into a box. Students may wish to fold these to remain anonymous and should not put their names on them. Collect students' answers.
 6. Distribute graph worksheet and crayons to each student. Show the students the different columns and explain where and how to fill in their graphs.
 7. Take the character papers out of the Have box, one by one, each time having the student color in the corresponding box on the graphing worksheet.
 8. Discuss your class results. Estimate based on your class results, how many students in the whole school have been a bystander, bullied or a bully. Ask students to give suggestions on ways they can work together to stop bullying at their school.

EXTENSION:

Have students work in small groups using their puppets or masks to pretend to be Pancake Pig. Challenge students to: imitate Pancake Pig's voice, sing some of the songs from the production, or retell some of the lessons that Pancake learned about bullying, especially how to report to a trusted adult.

Sunshine State Standards: MA.E.1.1; MA.E.1.1.1; MA.E.1.1.3; LA.C.1.1.4 **Next Generation Sunshine State Standards:** LA.K.1.6.1; LA.K.5.2.5; LA.1.1.6.1; LA.1.5.2.2; LA.2.1.6.1; LA.2.5.2.1 **Common Core State Standards:** SL.K.1; SL.K.2; SL.K.3; SL.K.4; SL.K.5; SL.K.6; SL.1.1; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL.1.6; SL.2.1; SL.2.2; SL.2.3; SL.2.4; SL.2.5; SL.2.6

ACTIVITY 8

One, Two, Three

OBJECTIVES: The students will recall information through game play, listening and following instructions.

MATERIALS NEEDED:

- Small object
 - Space to have group sit in a circle
 - Music (optional)
1. Instruct students to sit in a circle **this can be on the floor or sitting in chairs**. Have one person sit in the middle of the circle.
 2. Explain that:
 - Students will pass a small object around the circle.
 - As they are passing the object around the circle, at an undermined point the person sitting in the middle will say aloud, “1, 2, 3” and then clap their hands once.
 - Whichever student is holding the object when the person in the middle claps will then be given a topic. *The topic can be chosen by the student or teacher. For younger students, it is recommended for the teacher to give the topic. This will also focus the lesson to the subject being taught. See suggested topics on bullying below.*
 - This student will need to respond aloud with three appropriate answers to the topic given. The answers should only come from the student who was holding the object when the middle person clapped. Remind the other students to wait for their turn to answer. The student who will be answering will have until the object is passed around the circle one additional time and comes back to them to answer correctly. For smaller groups you can go around an additional time as needed. You may also choose to play music during the pass around points, similar to musical chairs.
 - If the student shares three appropriate examples before the object reaches them, then they have successfully played the game and remain in their place as part of the circle. The person in the middle would also stay in the middle. If the student answers incorrectly, or does not give three correct answers then they will exchange places.
 3. Topic can be repeated or changed as needed. Play multiple times in a row.

SUGGESTED TOPICS:

- | | |
|---|--|
| • Characters from <i>A Good Day For Pancake</i> | • Things they like about going to school |
| • Trusted adults | • Ways to be a responsible bystander |
| • Common places students get bullied | • Ways kids get bullied |
| • Things kids eat for lunch | • Ways to stop bullying |
| • Ways students get to school | • Ways to be a friend |

Sunshine State Standards: LA.C.1.1.1; PE.B.2.1.2 **Next Generation Sunshine State Standards:** LA.K.5.2.1; LA.1.5.2.1; LA.2.5.2.1
Common Core State Standards: SL.K.1; SL.K.6; SL.1.1; SL.1.6; SL.2.1; SL.2.6; L.2.3

SUNSHINE STATE STANDARDS

- LA.A.1.1.2** The student identifies word and constructs meaning from text, illustrations, graphics and charts using the strategies of phonics, word structure, and context clues.
- LA.B.1.1.2** The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning middle and ending; effectively use common words; have supporting detail; and are in legible printing.
- LA.B.2.1.2** The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences and purposes.
- LA.C.1.1** The student uses listening strategies effectively.
- LA.C.1.1.1** The student listens for a variety of informational purposes including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
- LA.C.1.1.4** The student retells specific details of information heard, including sequence of events.
- LA.C.2.1.1** The student determines the main idea in a non-print communication.
- LA.D.1.1.1** The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and these found in written forms; functions such as asking questions, expressing oneself, describing experience and explaining.)
- LA.E.1.1.2** The student identifies the story elements of setting, plot, character, problem, and solution/resolution.
- LA.E.2.1** The student responds critically to fiction, nonfiction, poetry and drama.
- LA.E.2.1.1** The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.
- MA.E.1.1** The student understands and uses the tools of data-analysis for managing information.
- MA.E.1.1.1** The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
- MA.E.1.1.3** The students analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.
- TH.A.1.1** The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.
- TH.A.1.1.1** The student creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation.)
- TH.B.1.1** The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

SUNSHINE STATE STANDARDS

(Continued)

- TH.D.1.1** The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.
- TH.D.1.1.2** The student gives reasons for personal preferences for formal or informal performances.
- TH.D.1.1.4** The student understands how theater communicates events of everyday life.
- TH.D.1.1.5** The student understands the similarities and differences between play acting, pretending, and real life.
- VA.A.1.1.1** The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
- VA.A.1.1.2** The student uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.
- VA.A.1.1.4** The student uses good craftsmanship when producing works of art.
- VA.B.1.1.2** The student understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques and processes.
- HE.A.1.1.2** The student understands positive health behaviors that enhance wellness.
- HE.A.2.1.1** The student knows sources of health information (e.g., people places and products) and how to locate them.
- HE.B.1.1.6** The student demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.
- HE.B.3.1.2** The student knows the skills needed to be a responsible friend and family member (e.g., going chores and helping others).
- HE.B.3.1.3** The student knows how to use positive communication skills when expressing needs, wants and feelings.
- HE.B.3.1.7** The student knows various ways to resolve conflict using positive behavior.
- HE.B.3.1.8** The student identifies healthy ways to handle feelings.
- HE.C.1.1.1** The student identifies health problems that require the help of a trusted adult (e.g., child abuse).
- HE.C.1.1.2** The student recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).
- HE.C.2.1** The student knows how to advocate for personal, family and community health.
- HE.C.2.1.4** The student knows methods for assisting others in making positive choices (e.g., about safety belts).
- HE.C.2.1.5** The student works with one or more people toward a common goal.
- PE.B.2.1.2** The student follows directions given by an instructor or group leader.

NEXT GENERATION

Sunshine State Standards

KINDERGARTEN

- LA.K.1.1.1** The student will locate a printed word on a page.
- LA.K.1.6.1** The student will use new vocabulary that is introduced and taught directly.
- LA.K.2.1.2** The student will retell the main events (e.g., beginning, middle, end) of a story , and describe characters and setting
- LA.K.2.1.5** The student will participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to the world (social connection).
- LA.K.3.1.1** The student will pre-write by connecting thoughts and oral language to generate ideas.
- LA.K.3.1.2** The student will pre-write by drawing a picture about ideas from stories read aloud or generated through class discussion.
- LA.K.3.2.1** The student will draft writing by drawing, telling, or writing about a familiar experiences, topic or text.
- LA.K.3.3.1** The student will revise the draft by adding additional details to the draft and checking for logical thinking when prompting.
- LA.K.3.5.1** The student will produce, illustrate and share a finished piece of writing.
- LA.K.4.2.4** The student will create communications with teacher as a scribe, including friendly letters and thank you notes.
- LA.K.4.3.1** The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.
- LA.K.5.2.1** The student will listen carefully and understand directions for performing tasks (e.g., three or four-step oral instructions).
- LA.K.5.2.5** The student will communicate effectively when relating experiences and retelling stories heard.

NEXT GENERATION

Sunshine State Standards

FIRST GRADE

- LA.1.1.6.1** The student will use new vocabulary that is introduced and taught directly.
- LA.1.1.6.7** The student will identify common antonyms and synonyms.
- LA.1.1.6.10** The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.
- LA.1.2.1.3** The student will identify the characters and settings in a story.
- LA.1.2.1.5** The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting the text to self (personal connections), text to world (social connection), text to text (comparison among multiple texts).
- LA.1.3.2.1** The student will draft writing by maintaining focus on a single idea using supporting details.
- LA.1.3.2.2** The student will draft writing by organizing details into a logical sequence that has a beginning, middle and end.
- LA.1.3.3.1** The student will revise by evaluating the draft for logical thinking and marking out repetitive text.
- LA.1.3.5.1** The student will produce, illustrate, and share a variety of compositions.
- LA.1.4.3.1** The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.
- LA.1.5.2.1** The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral instructions), solving problems and following rules.
- LA.1.5.2.2** The student will retell specific details of information heard.
- LA.1.5.2.5** The student will communicate effectively when relating experiences and retelling stories read and heard.
- LA.1.5.2.6** The student will participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.

NEXT GENERATION

Sunshine State Standards

SECOND GRADE

- LA.2.1.6.1** The student will use new vocabulary that is introduced and taught directly.
- LA.2.1.6.7** The student will identify antonyms, synonyms, and homophones.
- LA.2.3.1.1** The student will pre-write by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer’s notebook, group discussion, and other activities).
- LA.2.3.2.1** The student will draft writing by maintaining focus on a single idea and developing supporting details.
- LA.2.3.3.1** The student will revise by evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience.
- LA.2.3.5.1** The student will produce, illustrate and share a variety of compositions.
- LA.2.5.2.1** The student will interpret information presented and seek clarification when needed.

COMMON CORE

Sunshine State Standards

KINDERGARTEN

- RL.K.4.** Ask and answer questions about unknown words in a text.
- RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

COMMON CORE

Sunshine State Standards

KINDERGARTEN *(Continued)*

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize the first word in a sentence and the pronoun I.

Recognize and name end punctuation.

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

COMMON CORE

Sunshine State Standards

FIRST GRADE

- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.** Produce complete sentences when appropriate to task and situation.
- L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

COMMON CORE

Sunshine State Standards

FIRST GRADE *(Continued)*

- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.** Produce complete sentences when appropriate to task and situation.
- L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

COMMON CORE

Sunshine State Standards

SECOND GRADE

- RL.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.
- RL.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.
- SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.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.
- SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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).

COMMON CORE

Sunshine State Standards

SECOND GRADE *(Continued)*

- L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.
- L.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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).