

# Cool Projects

## Unit 1 Goals

- Read the article *Painting Fun in the Sun*
- Skim for the gist

## Unit 2 Goals

- Read the story *Milo Goes Fishing*
- Scan for details

## Writing Goal

- Write a description

### Topic 1, Opener, Student Book Pages 6–7

See the Walk-Through on pages 7–16 for a general approach to each exercise.

#### Excite

Tell students they will read about making art, especially using paint. Have students go on a scavenger hunt around the classroom and point out things that have been painted. You might start with the walls of the classroom and work your way down to a pencil or other small object. Write the names of the objects down on a sheet of chart paper.

#### Engage

**Collaboration** Make picture cards with different objects on them. As a class, go through the picture cards and have students raise their hands to give ideas about what kinds of art projects they could make with each object. Ask students if they have ever made something out of recycled materials.

#### Extend

**Creativity** Give each student the opportunity to choose their art materials from a box of found objects like soda cans, small toy parts, popsicle sticks, and other objects. Provide them with school glue, pipe cleaners and other accessories in order to create an art project with the recycled items.

#### Answer Key

**A:** 1. Answers will vary but may include cans, bottle caps, yarn, ribbon. 2. Answers will vary. **B:** 1. 500 years 2. Answers will vary.

### Unit 1, Get Ready to Read, Student Book Page 8

#### Excite

Present the reading goal and explain that every story has a gist. Ask students about popular fables, fairy tales, or nursery rhymes they might already know. Ask them what the gist of each story is.

#### Engage

**Critical Thinking** After students review the questions in exercise A, present a few short paragraphs to the class on an overhead projector or as paper examples. Ask them to tell you the gist of each paragraph without offering choices.

#### Extend

**Critical Thinking/Collaboration** After reviewing exercise C, play a matching game. On each card from one set of cards, write sentences that have a gist. On each card from another set of cards, write down the gist of the sentences. Give one group of students one set of cards and another group of students the other set of cards. Ask them to work together to match the image card with the correct gist card. Students come to the board and match each title to the correct picture. Repeat as time allows.

#### Answer Key

**A:** 1. **B:** 2. A 3. A **C:** b.

### Unit 1, Read, Student Book Page 9

#### Excite

Tell students they are going to read a story about a group of students doing a painting project at their school. Ask students to identify painting projects they might have seen around their school, neighborhood, or city. Ask students to share what kind of picture they'd like to paint on a wall.

#### Engage

**Creativity** Explain what a *mural* is to the students. A mural is a large painting usually done on a wall. After reading the story, ask students what mural they would like to paint on the wall of their classroom. Choose a theme like *friendship, fun, or learning* to help theme the discussion.

#### Extend

**Collaboration** Divide students into groups of three. Remind them that the students they read about in the story had water bottles left over for another art project. Pass out water bottles, glue, and other art supplies. Tell students to work together to create an art project out of their water bottle.

### Unit 1, Understand, Student Book Pages 10–11

#### Excite

After reviewing exercise A, present the paragraphs you showed in the previous section to the students again. Tell them that before you asked them to find the *gist*. Now, you want to point out *details*. Explain the difference. Have students point out details of each paragraph.

#### Engage

**Critical Thinking** After completing exercises D and E, choose five students and give them different groupings of school supplies. Each student should have a different number and some students should not have any of the supplies. Ask the class to write sentences about the five students that includes *He has some \_\_\_\_\_* and *She doesn't have any \_\_\_\_\_* to describe the objects in front of the five students.

#### Extend

**Creativity** Give each student a set of watercolor paints, paintbrush, a small cup of water, and a piece of paper. Ask them to imagine that the piece of paper is a wall on which they have been asked to paint a mural. Ask them to paint a picture of what they would put on the mural.

#### Answer Key

**A:** b **B:** 1. paintbrushes 2. paper 3. Water bottles **C:** 1. Water bottles 2. table 3. door 4. paint **D:** Checkmarks should indicate that the students in the story have some paint and paintbrushes. **E:** They have some paint. 2. They don't have any crayons. 3. They have some paintbrushes. 4. They don't have any pencils.

## Unit 2, Get Ready to Read, Student Book Page 12

### Excite

After presenting the Reading Goal, ask students to look around the room and point out details about their classroom. What colors are the markers? Where is the stapler? What color is their desk?

### Engage

**Collaboration** Divide students into pairs. Ask them to tell each other what details are in their bedrooms at home. What color is their blanket? How many pairs of shoes do they have? What color are the walls?

### Extend

**Creativity** After reading the paragraph in exercise B, give each student a different colored plastic cup, some glue, and some sequins. After the glue dries, hang the cups next to the window in your classroom and let the students see how the sun hits the sequins and makes them sparkle.

### Answer Key

**A:** 1. four 2. blue 3. one **C:** 1. The checkmark should be circled. 2. The X should be circled. 3. The checkmark should be circled.

## Unit 2, Read, Student Book Page 13

### Excite

**Communication/Critical Thinking** Tell students they are going to read a story about a boy who creates a game. Ask students if they have ever created their own games. Have students share their experiences with creating games. Encourage students to describe their games, how they created them, who they played them with, if they were fun or not, and more. Then, from the title of the story, ask students what they think the story will be about? What do they think will happen in the story?

### Engage

**Critical Thinking** After reading the story with the class, remind them what they thought the story was going to be about. Then ask them to point out details from the illustration that goes with the story. What color is the fish? How many paper clips are there? What color is Milo's shirt?

### Extend

Play the game **Buzzers** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Ask questions about details in the story and about the illustration that goes with the story. Have students hit a buzzer or raise their hands to give the correct answer.

## Unit 2, Understand, Student Book Pages 14–15

### Excite

**Collaboration/Creativity** Explain “inspiration” to the students. Milo was *inspired* by the fish bowl to create a game that was like going fishing. Ask students to pair up and identify something they could create a game from. Ask them to share the game and the source of their inspiration.

### Engage

Have students take out the materials from their desks, pencil cases, or cubbies. Tell them to write down sentences that model the ones in exercise C of the workbook. For example: *I have three pencils. One of my pencils is yellow. My pencil sharpener is black.*

### Extend

**Critical Thinking** Build a “fishing pole” like Milo's from a glue stick (or a dowel), string, and magnet. Attach questions about details of the story to fish you've cut out from construction paper and attach the fish to paper clips. Have students take turns “fishing” for questions about the story's details and the illustration and answering them.

### Answer Key

**A:** 1. Yes 2. No 3. No **B:** 1. a 2. b 3. b **C:** 1. magnets 2. glue sticks 3. string 4. tape **D:** 1. No, he doesn't. 2. Yes, he does. 3. No, he doesn't. **E:** 1. Completed for you. 2. Does Milo have any magnets? Yes, he does. 3. Does Milo have any tape? No, he doesn't.

## Units 1 and 2, Reading Check, Student Book Pages 16–17

### Excite

**Critical Thinking** Before you read the selection as a class, ask students to look at the illustration that goes with the reading selection and guess what the text is about. Ask volunteers to share their thoughts.

### Engage

Read the selection aloud as a class. Ask one student to read the part of Pablo and another student to read the part of Joe. Give Pablo a bag. Give Joe paintbrushes and have him or her wear a paint smock. Ask the two students to act out the story while other students read and watch.

### Extend

**Creativity** Provide each student with a magazine, a pair of scissors, and a glue stick. Show students that you can fold, crumple, or cut paper to make flowers. Tell students to make a flower with magazine pages.

### Answer Key

**B:** 1. X 2. ✓ 3. X **C:** 1. X 2. ✓ 3. X **D:** 1. magnets 2. By the door 3. A paper garden 4. magazines 5. orange **E:** 1. magnets 2. table 3. door 4. magazines 5. smocks 6. computer

## Units 1 and 2, Get Ready to Write, Student Book Page 18

### Excite

**Collaboration** Review the Topic 1 language by playing a matching game. Write the names of the objects on one set of cards and put pictures of the objects on another set of cards. Distribute the cards to your class and have them find the word or picture that matches the card they have.

### Engage

**Creativity** After students have read the paragraph in exercise A, distribute a piece of paper with an outline of a backpack on it. Tell students they can draw hearts, stars, and flowers on their backpack just like in the paragraph.

### Extend

Have students tape their creations to the wall. Ask students to pick a backpack and take it off the wall. Each student should have another student's backpack to work with. Ask them to write sentences that describe the backpack they have chosen. Use sentences like: *There are three orange flowers. There is one yellow star.*

### Answer Key

**B:** 1. Completed for you. 2. Two, blue stars 3. Two, yellow stars 4. One, orange flower

## Units 1 and 2, Write, Student Book Page 19

### Excite

Play the game **Down the Line** (see *Games and Activities* on pages 20–21 of this Teacher's Guide). Set the picture cards with the vocabulary words from units 1 and 2 in a line on the floor. Ask students questions about the pictures as they appeared in the stories from the units. Ask about the gists and details from the stories and illustrations.

### Engage

**Collaboration** Have students divide into groups of two or three. Distribute one picture of a famous painting to each group. Have the students write sentences that describe the painting. There should be at least one sentence that tells the gist of the painting. Students should write 2–3 sentences describing the details of the painting.

### Extend

**Critical Thinking** After students have completed exercise D on page 19, have students switch papers and use the same outline to describe their partner's drawing.

### Answer Key

**C:** Answers will vary. **D:** Answers will vary.

## Units 1 and 2, Writing Tutor Worksheet

### Excite

**Collaboration** Hand out pictures of famous art images to groups of three or four. Have students discuss the image in front of them. Encourage them to describe the colors, shapes and things they see in the art. Encourage them to use numbers to describe the art if possible (i.e. I see three different colors.).

### Engage

As students complete the Writing Tutor worksheet, remind them of the vocabulary words they learned in units 1 and 2. Encourage them to use those vocabulary words when they are describing the art project they want to create.

### Extend

**Creativity** Distribute drawing materials and have students create the art project they described in exercise D. Have them display the paragraph they wrote in the exercise next to the art they created to compare the description with the finished art.

## Units 1 and 2, Project

### Excite

Tell students in this Project they'll be creating their own magazine cover. Ask students what magazines they like to read. Present the class with several age-appropriate magazines published nationally or locally. Flip through the magazines with the class to identify the cover, cover headlines and some of the stories inside.

### Engage

**Critical Thinking** As students work on their Project Notes, circulate through the class. Ask students about their drawings on the cover. Have them explain why they've chosen that topic to use for their magazine cover. Ask about some of the stories in the magazine and what they might talk about.

### Extend

**Communication** Have students trade magazine covers. As partners, ask students to interview each other about their magazine covers. Have them ask each other about the stories inside and about the picture they drew on the cover. Then, as a class, have each student present their partner's magazine and tell what they learned about their partner through their interview.

### Workbook Answer Key

**Unit 1 A:** The article is about making a greenhouse with plastic bottles. **B:** 1. c 2. a 3. c 4. b **C:** 1. smock, b 2. paintbrush, a 3. paint, a 4. door, b **D:** 1. door 2. smocks 3. paint 4. paintbrushes 5. water bottles 6. table **Unit 2 B:** 1. Yes 2. Yes 3. No 4. Yes 5. No 6. No **C:** 1. magazine 2. computer 3. tape 4. string **D:** 1. magnets 2. tape 3. magazines 4. glue stick