



Activities

Based on Arizona Academic Standards

Grades 2-3

Airs:

Eight:

Fridays at 5:00 PM

Beginning 5/27/08 at 4:30 PM

KUAT:

Sundays at 9:30 AM

Fridays at 6:30 AM and 4:30 PM



Arizona Academic Standards 2nd Grade - Reading

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.
- PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.
- PO 3. Sequence a series of events in a literary selection.
- PO 4. Identify cause and effect of specific events in a literary selection.
- PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.
- PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.
- PO 7. Identify differences between fiction and nonfiction.





ELL Standards

Reading ELL I - Intermediate

- Demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions.

Reading ELL II – Intermediate

- Use picture dictionary to find the meanings of known vocabulary.
- Respond to stories by answering questions about cause and effect and other relationships.
- Compare a prediction about an action or event to what actually occurs in the reading selection.

Listening and Speaking ELL II – Intermediate

- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.
- Contribute to classroom and small group academic discussions by asking/ answering questions, agreeing/ disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.
- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.

Listening and Speaking ELL III – Intermediate

- Restate the factual details, key words and expressions, and overall gist of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications.
- Use phrases and simple sentences, showing some evidence of connected discourse (e.g., the use of words such as *and*, *but*, *first*, *next*, *then*, *because*, *however*, *therefore*.)



Episode Elements

Name: _____

Date: _____

Characters in the episode	<hr/> <hr/> <hr/> <hr/>
Setting	<hr/> <hr/> <hr/> <hr/>
Problem	<hr/> <hr/> <hr/> <hr/> <hr/>
Solution	<hr/> <hr/> <hr/> <hr/> <hr/>



What a Character!

Character's Name: _____

Your Name: _____

Circle or highlight four of the character traits that you think best describes the character you've named. Write a definition of the traits you have chosen. Then write a sentence that uses the word and explains why it describes the character.

Initiative	Friendship	Cooperation	Common Sense
Perseverance	Problem Solving	Caring	Pride
Sense of Humor	Curiosity	Courage	Flexibility
Organization	Effort	Patience	Integrity
Responsibility	Resourcefulness		

Trait _____
Definition _____
When or how does this character demonstrate this trait?

Trait _____
Definition _____
When or how does this character demonstrate this trait?

Trait _____
Definition _____
When or how does this character demonstrate this trait?

Trait _____
Definition _____
When or how does this character demonstrate this trait?



Character Comparison

Character 1:

Character 2:

Character Similarities

Character Differences

Episode Events

Name: _____

Date: _____

First,	<hr/> <hr/> <hr/> <hr/> <hr/>
Next,	<hr/> <hr/> <hr/> <hr/> <hr/>
Then,	<hr/> <hr/> <hr/> <hr/> <hr/>
Finally	<hr/> <hr/> <hr/> <hr/> <hr/>

Cause and Effect

Name: _____

Date: _____

As you watch the episode, identify three different times when cause and effect are a part of the plot.

Cause	Effect
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



Vocabulary

- Your job is to be on the lookout for a few especially important words in episode. If you find words that are puzzling or unfamiliar, mark them while you are watching and then later jot down their definition, either from a dictionary or from some other source.
- You may also run across familiar words that stand out somehow in the episode—words that are repeated a lot, are used in an unusual way, or provide a key to the meaning of the text. Mark these special words, and be ready to point them out.



Activities
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Arizona State Standards 2nd Grade - Writing

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

- PO 1. Write a draft with supporting details.
- PO 2. Organize details into a logical sequence.



You're the Author!

Write a story using the characters from **Word Girl**. Underline vocabulary words you want your audience to learn by the end of your story.

Title

Beginning (Include characters, setting, and problem)

Middle (Include solutions and details for solving the problem. Use words like first, next, then...)

Ending (Include how the problem was solved)



Retell the Story

Name _____

Date _____

First,

Then,

Next,

Finally



Who/Does what

Name _____

Date _____

Who Subjects	Does what Predicates
1. Word Girl	helps others.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

