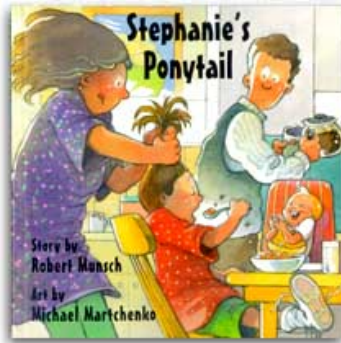


Stephanie's Ponytail: A Second Grade Literacy Focus Unit
created by:
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FEATURED SELECTION

Stephanie's Ponytail by Robert Munsch. Toronto: Annick Press, 1996.

When Stephanie comes to school with her hair in a ponytail, all the other students told her that her ponytail looked ugly. However, Stephanie is happy with her ponytail and does not care what the other students think. She goes to school the next day and finds all the students with their hair up in a ponytail. She is surprised by them copying her hairstyle after what they said the other day. Then, Stephanie decides to change the location of her ponytail every day and every day the students copy off her look. Until one day, Stephanie was frustrated with them and told them that she was going to shave her head. The next day at school everyone including the teacher had a bald head. Stephanie, on the other hand, came to school with her hair in a ponytail coming out the back.

RELATED MATERIALS

- Title of book: *Show and Tell*
Author's name: Robert Munsch
Copyright year: 1991

Benjamin wanted to take something really neat to school for show-and-tell, so he decided to take his new baby sister. He carried her in his knapsack, but as soon as he sat down at school she started to cry. Surprised by the baby cry, his teacher tries to help calm down his baby sister. Unfortunately, the baby kept on crying. Then, the principle and school nurse try to help, but had no luck. Finally, Benjamin's mom comes and saves the day. The next day, Benjamin went back to school carrying some strange things for show-and-tell.

- Title of book: *More Pies!*
Author's name: Robert Munsch
Copyright year: 2002

Samuel woke up one morning really hungry. For breakfast, he ate two bowls of cereal, two milk shakes, a stack of pancakes and then his mom gave him even more food because he was still hungry. His mom told him enough is enough and that he should go out to play. Samuel could not keep his mind off food because he was starving. Then, his little brother told him about a pie eating contest, so Samuel enters himself into the contest. In the end, Samuel beats the adults and wins the pie eating contest! When he got home, he finally was full, but his little brother was hungry for more pie.

- Title of book: *I'm So Embarrassed!*
Author's name: Robert Munsch
Copyright year: 2005

Andrew needs new shoes; however, he is embarrassed to go with his mom to the mall. When they get to the entrance of the mall, his mom spits in her hand and fixes his messy hair. Then, they run into his aunt who kisses him and leaves lipstick on his face. Later, Andrew sees his teacher at the mall and his mom shows his teacher his baby pictures. Embarrassed by his mom, he decides to stay with one of his friends while his mom shops. In the end, Andrew and his friend are both embarrassed by their mothers and decide to get back at them by embarrassing them.

- Title of book: *Alligator Baby*
Author's name: Robert Munsch
Copyright year: 1997

Kristen's parents just cannot seem to do anything right. Her mom has their baby at the zoo, instead of the hospital. Then, they accidentally bring home a baby alligator. They return to the zoo and come back with a baby seal. In the end, Kristen sees that she will have to solve this problem herself. She goes to the zoo and finds her baby brother with a gorilla mommy.

- Title of book: *Purple, Green and Yellow*
Author's name: Robert Munsch
Copyright year: 2007

Brigid loves coloring markers, so her mom buys her 500 washable coloring markers. Yet, Brigid becomes bored with the washable coloring markers and asks her mom for smelly markers. Then, she asks her mom for super-indelible-never-come-off-till-you're-dead-and-maybe-even-later coloring markers. Once she had these markers, Brigid decides to color her whole body. Her mother was not happy. The only way for the coloring markers to come off was to take a pill. However, the pill caused her to turn invisible. To fix this problem, she colors herself with the markers again.

- Official Robert Munsch Website: <http://robertmunsch.com/>

On his website, Robert Munsch has all the books he has written. For each book, he writes where he got the idea for each book. In addition, the website talks about the author and has poems and stories as well as kid's stuff that children have sent him.

GOALS

- Students will make meaningful predictions about the story. (Predictions make sense!)
- Students will make personal connections with one of the stories written by Robert Munsch.
- Students will identify the main idea and supporting detail in the story.
- Students will sequence the story by writing First, Next, Then, Last.
- Students will describe the main characters in each story by using descriptive words as well as use evidence from the story.
- Students will write dialogues for a given picture.
- Students will investigate the reason why the author wrote the story.
- Students will compare and contrast different books written by the same author, Robert Munsch.

SKILLS AND STRATEGIES TO TEACH

- Grand Conversation:
 - Draw conclusions to predictions
- Minilessons:
 - Main idea with supporting details
 - Sequencing
 - Descriptive Sentence/Words
 - Dialogues/Quoting
 - Venn Diagram

UNIT PLAN

Pre-reading

- Make predictions:
 - Write down predictions in Reading Logs
- Picture walk (Visualizing)
- Introduce key vocabulary words (Word Wall Words)
 - Ponytail, copycat, strange, definitely, hanging, mistake, brainless, bald
- Vocabulary Activity:
 - A. Write the Vocabulary Word
 - B. Write the sentence from the book that uses the Vocabulary Word (include page number)
 - C. Write the definition of the Vocabulary Word from the dictionary
 - D. Write your own sentence using the Vocabulary Word
- Grouping: Whole-class and Individual

Reading

- Set purpose for reading:
Find out whether their predictions came true or not
- Read aloud *Stephanie's Ponytail* without any interruptions
Grouping: Whole-group setting

Responding

- Grand Conversation: Draw conclusions to predictions
- Reading logs: Write personal connection with the story
Grouping: Whole-group & Individual setting

Exploring

- Minilessons:
 - **Lesson #1: Main idea with supporting details**
Writing Activity: (Shared Writing) teacher and students will write the main idea of *Stephanie's Ponytail* with supporting details
Grouping: Whole-class
 - **Lesson #2: Sequencing (First, Next, Then, Last)**
Writing Activity: Fill out a sequence chart that has the words: First, Next, Then, Last
Directions to Writing Activity: Write in complete sentences and each sentence should start with either First, Next, Then, Last
Grouping: Whole-class for minilesson and Individual for sequence chart
 - **Lesson #3: Descriptive Sentences/Words**
Writing Activity: Make a list of words/phrases that describe Stephanie and then write a one paragraph description of the main character, Stephanie
Grouping: List of words/phrase will be whole-class setting and the one paragraph description will be an individual activity
 - **Lesson #4 Dialogues/Quoting**
Writing Activity: (Independent Writing) Write a dialogue for the last page of the book
Grouping: Minilesson for whole-class and Writing Activity for Individual

Applying

- **Read related books by Robert Munsch**
Literacy Stations (Rotate groups each day):
 - Station 1: Reading Report: *Purple, Green, and Yellow*
 - Station 2: Main Idea/Supporting Details: *More Pies!*
 - Station 3: Dialogues: *I'm so Embarrassed*
 - Station 4: Descriptive Words/Sentences: *Show and Tell*

Station 5: Sequencing (First, Next, Then, Last): *Alligator Baby*

- **Reader’s Theater**
Students will be assigned to one of Robert Munsch’s books and in groups will act out the story using Reader’s Theater.
Grouping: Small-group (Use same groups from Literacy Stations)
- **Investigate the Official Robert Munsch Website** (Computer Lab Day!)
Students will investigate the reason why the author wrote his stories. They also will gain a better understanding of the author, Robert Munsch.
Grouping: Individual activity
- **Venn Diagram**
Minilesson: Venn Diagram
Activity: Compare and contrast two different books written by the same author, Robert Munsch.
Grouping: Whole-Class for minilesson, Partner for the activity
- **Contact Robert Munsch via Official Robert Munsch Site**
Collaboration Meeting ☺: Decide on what the class would like to send to Robert Munsch (Drawings, Letters, Class Picture, etc.)
Activity: Implement what the students decide and send the “class idea” to Robert Munsch’s website.
Grouping: Whole-Class (Depending on what the students decide to do)

TIME SCHEDULE

Day 1	<p>Pre-Reading:</p> <ul style="list-style-type: none"> - Make predictions (Write down predictions in Reading Logs) - Picture walk (Visualizing) - Introduce key vocabulary words - Vocabulary Activity
Day 2	<p>Reading:</p> <ul style="list-style-type: none"> - Set purpose for reading: Find out whether their predictions from Day 1 came true or not - Read aloud <i>Stephanie’s Ponytail</i> without any interruptions <p>Responding:</p> <ul style="list-style-type: none"> - Grand Conversation: Draw conclusions to predictions made on Day 1 - Reading logs: Write personal connection with the story
Day 3	<p>Exploring:</p> <ul style="list-style-type: none"> - Minilesson: Main idea with supporting details - Writing Activity: (Shared Writing) teacher and students will write the main idea of <i>Stephanie’s Ponytail</i> with supporting details
Day 4	<p>Exploring:</p> <ul style="list-style-type: none"> - Minilesson: Sequencing (First, Next, Then, Last) - Writing Activity: Fill out a sequence chart that has the words: First, Next, Then, Last

Day 5	<p>Exploring: Minilesson: Descriptive Sentence/Words -Writing Activity: Make a list of words/phrases that describe Stephanie and then write a one paragraph description of the main character, Stephanie</p>
Day 6	<p>Exploring: - Minilesson: Dialogues/Quoting - Writing Activity: (Independent Writing) Write a dialogue for the last page of the book</p>
Day 7 - 11	<p>Applying: Read related books by Robert Munsch Literacy Stations (Rotate groups each day): Station 1: Reading Report <i>Purple, Green, and Yellow</i> Station 2: Main Idea/Supporting Details <i>More Pies!</i> Station 3: Dialogues <i>I'm so Embarrassed</i> Station 4: Descriptive Words/Sentences <i>Show and Tell</i> Station 5: Sequencing (First, Next, Then, Last) <i>Alligator Baby</i></p>
Day 12	<p>Applying: - Reader's Theater</p>
Day 12	<p>Applying: - Investigate the Official Robert Munsch Website (Computer Lab Day!) - Grand Discussion: Discuss their findings</p>
Day 14	<p>Applying: -Minilesson: Venn Diagram - Activity: Compare and contrast two different books written by the same author, Robert Munsch</p>
Day 15	<p>Applying: - Contact Robert Munsch via Official Robert Munsch Site - Collaboration Meeting ☺: Decide on what the class would like to send to Robert Munsch - Activity: Implement what the students decide and send the "class idea" to Robert Munsch's website.</p>

ASSESSMENTS (Still working on!)

- Literacy Station Checklist
- Handouts:
 - Sequencing Activity
 - Literacy Work Stations #1,2,4,5
- Rubric for Writing Dialogues

Literacy Focus Unit: Robert Munsch

Literacy Stations

Station Number	Title of Book	Literacy Activity	Teacher Initials/ Date
Station 1	<i>Purple, Green, and Yellow</i>	Reading Report	
Station 2	<i>More Pies!</i>	Main Idea / Supporting Details	
Station 3	<i>I'm so Embarrassed</i>	Dialogues	
Station 4	<i>Show and Tell</i>	Descriptive Words / Sentences	
Station 5	<i>Alligator Baby</i>	Sequencing (First, Next, Then, Last)	

Sequencing Activity

Name _____ # _____

Title of book: _____

Author: _____

First	
Next	
Then	
Last	

Literacy Station # 1

Reading Report

Name _____ # _____

Title of book: _____

Author: _____

Circle how you felt about the book?

Very good!

Good!

Okay.

What was your favorite part of the book?

Draw a picture of your favorite part.



Literacy Station # 2
Main Idea

Name _____ # _____

Title of book: _____

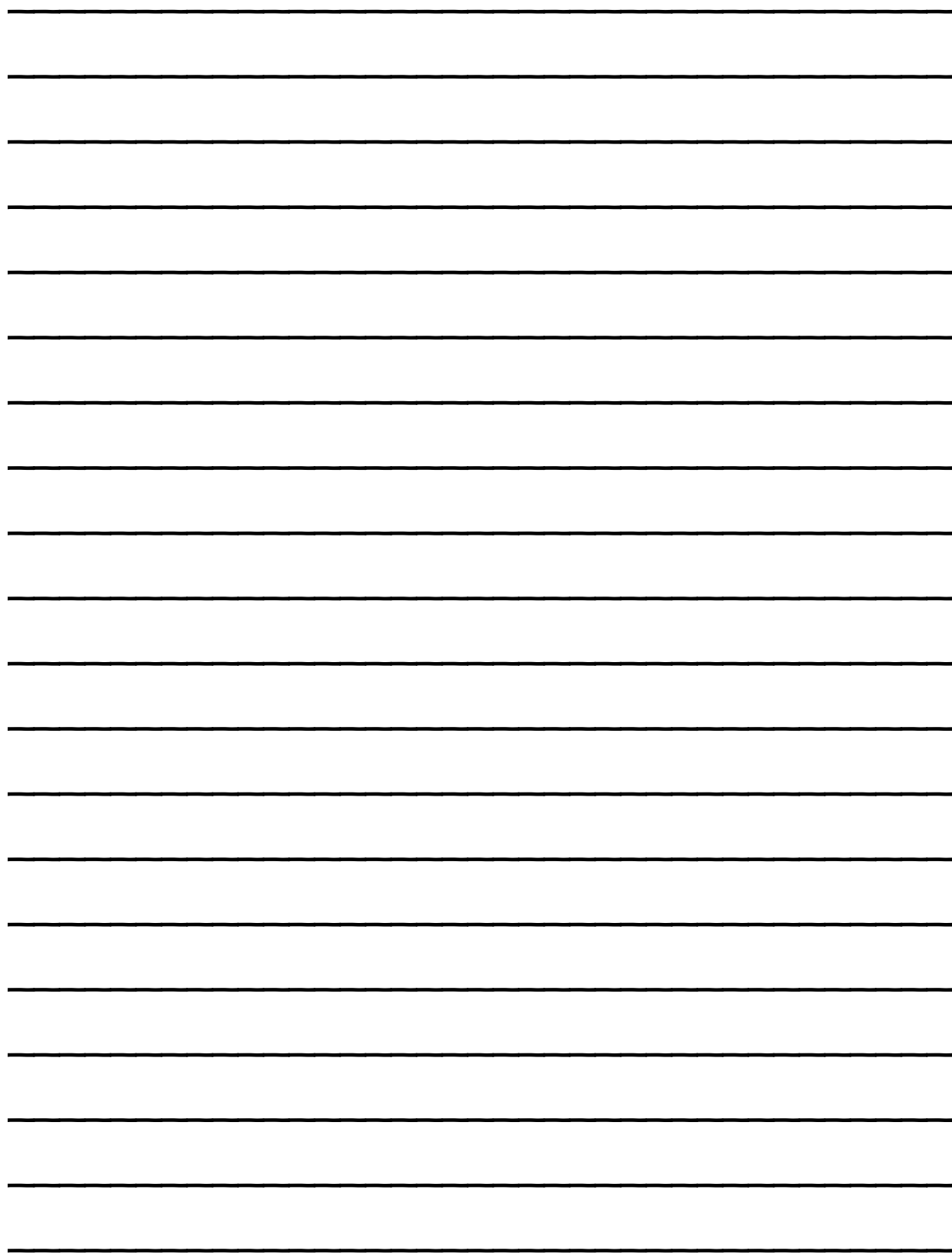
Author: _____

Main Idea

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Supporting Details

1.
2.
3.
4.
5.



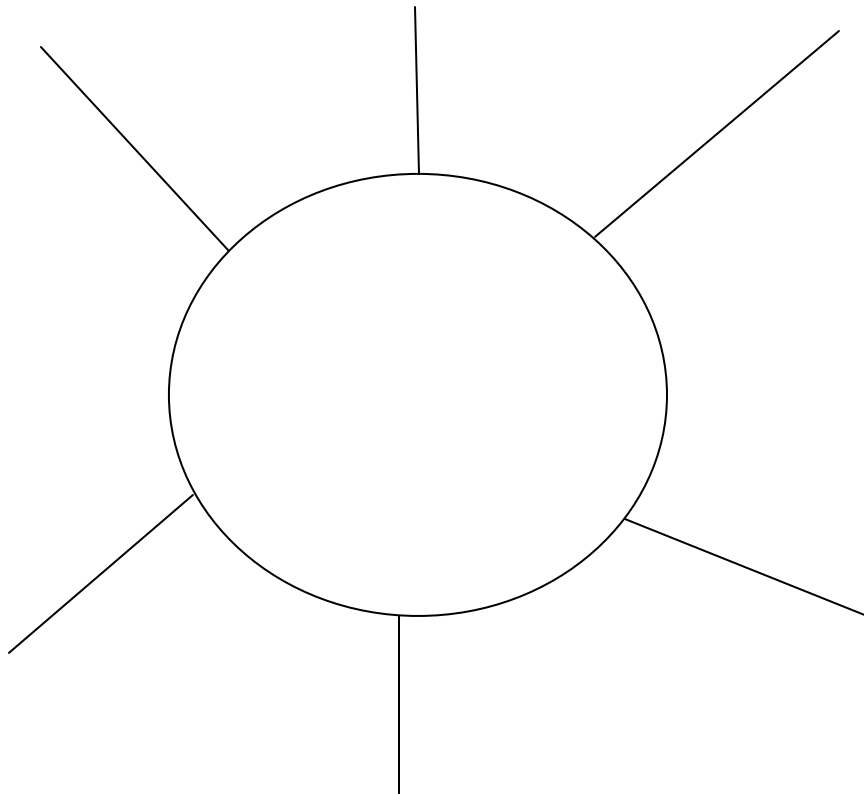
Literacy Station # 4
Descriptive Word/Sentences

Name _____ # _____

Title of book: _____

Author: _____

Directions: Write the name of the main character inside the circle and write the descriptive words that describe the character



Literacy Station # 5

Sequencing

Name _____ # _____

Title of book: _____

Author: _____

First	
Next	
Then	
Last	

Dialogue Writing Rubric

Name _____

Date _____

Title of book: _____

Author: Robert Munsch

Criteria	1	2	3	4	Score
Makes sense (Dialogue matches the illustration)	Uses dialogue in their writing, but the dialogue doesn't match the illustration	X	X	Dialogue matches illustration	
Uses proper quotation marks	Uses quotation marks, but uses them incorrectly	X	X	Correctly uses quotation marks	
Uses at least 4 Word Wall Words in their writing	Uses 1 Word Wall Word	Uses 2 Word Wall Words	Uses 3 Word Wall Words	Uses at least 4 Word Wall Words	
Uses declarative, interrogative, exclamatory, and imperative sentences in their writing	Uses 1 type of sentence	Uses 2 types of sentences	Uses 3 types of sentences	Uses all 4 types of sentences	
Spelling (Word Wall Words spelled correctly)	Miss 3 out of the 4 Word Wall Words	Miss 2 out of the 4 Word Wall Words	Miss 1 out of the 4 Word Wall Words	Correctly spells all 4 Word Wall Words	
				TOTAL	

