FEATURED SELECTION


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**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Pre-Reading:</th>
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<tbody>
<tr>
<td></td>
<td>- Make predictions (Write down predictions in Reading Logs)</td>
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<td>- Picture walk (Visualizing)</td>
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<td>- Vocabulary Activity</td>
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<thead>
<tr>
<th>Day 2</th>
<th>Reading:</th>
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<tbody>
<tr>
<td></td>
<td>- Set purpose for reading: Find out whether their predictions from Day 1 came true or not</td>
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<tr>
<td></td>
<td>- Read aloud <em>Stephanie’s Ponytail</em> without any interruptions</td>
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<td></td>
<td><strong>Responding:</strong></td>
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<tr>
<td></td>
<td>- Grand Conversation: Draw conclusions to predictions made on Day 1</td>
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<td></td>
<td>- Reading logs: Write personal connection with the story</td>
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<tr>
<th>Day 3</th>
<th>Exploring:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Minilesson: Main idea with supporting details</td>
</tr>
<tr>
<td></td>
<td>- Writing Activity: (Shared Writing) teacher and students will write the main idea of <em>Stephanie’s Ponytail</em> with supporting details</td>
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<tr>
<th>Day 4</th>
<th>Exploring:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Minilesson: Sequencing (First, Next, Then, Last)</td>
</tr>
<tr>
<td></td>
<td>- Writing Activity: Fill out a sequence chart that has the words: First, Next, Then, Last</td>
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</tbody>
</table>
| Day 5 | 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 |
| Day 6 | Exploring:  
- Minilesson: Dialogues/Quoting  
- Writing Activity: (Independent Writing) Write a dialogue for the last page of the book |
| Day 7 - 11 | 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* |
| Day 12 | Applying:  
- Reader’s Theater |
| Day 12 | Applying:  
- Investigate the Official Robert Munsch Website (Computer Lab Day!)  
- Grand Discussion: Discuss their findings |
| Day 14 | Applying:  
- Minilesson: Venn Diagram  
- Activity: Compare and contrast two different books written by the same author, Robert Munsch |
| Day 15 | 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. |

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

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

Name __________________________________________

Title of book: __________________________________
Author: ________________________________________

<table>
<thead>
<tr>
<th>First</th>
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<tbody>
<tr>
<td>Next</td>
<td></td>
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<tr>
<td>Then</td>
<td></td>
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<tr>
<td>Last</td>
<td></td>
</tr>
</tbody>
</table>
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


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: ________________________________________

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>First</strong></td>
<td></td>
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<tr>
<td><strong>Next</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Then</strong></td>
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<tr>
<td><strong>Last</strong></td>
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</tbody>
</table>
# Dialogue Writing Rubric

Name ______________________  Date __________
Title of book: _________________  Author: Robert Munsch

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

**TOTAL**