

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“NUMBERS”**

### **Children’s Literature Sources:**

1. “Click, Clack, Splish, Splash” by Doreen Cronin (illustrated by Betsy Lewin)
2. “One Ted Falls Out of Bed” by Julia Donaldson (illustrated by Anna Currey)
3. “Fish Eyes” by Lois Ehlert
4. “The Very Hungry Caterpillar” by Eric Carle
5. “10 Little Rubber Ducks” by Eric Carle

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### GENERAL TEACHING PRINCIPLES:

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- Our role as teachers is to make sure children have lots of **exposure** to the target structure in different contexts, and to **direct** their attention to how it is used.
- We also need to make sure students have lots of opportunities to try to **use the structure** in their own writing – this means **accepting approximations** and gradually **shaping** them into correct productions.
- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
- It is not enough to simply read the books in this activity kit to children during story time – the books must be the focus of **extended and repeated study** and this difference should be emphasized and made clear to both teachers and students right from the outset.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **TEACHING “NUMBERS”**

- 1.** The most important concept to emphasize with numbers is “sequence” – putting things in the right order.
- 2.** Activities with numbers require lots of repetition to keep reinforcing the rote learning of the number sequence.
- 3.** Links should be made between the number handshapes, written numerals, and written words, e.g., “2 Handshape/Sign”, “2”, and “two”.
- 4.** Predicting can easily be incorporated into number activities because the sequence of numbers is consistent and predictable and therefore, children will learn what should come next.
- 5.** At this beginning level, number sequences are limited to numbers from 1 to 10.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “CLICK, CLACK, SPLISH, SPLASH” (CRONIN & LEWIN)**

**Vocabulary:** creeping, standing by, lead the way, go to the shore, fishy surprise

1. You can adjust the focus from the words/sentences within this story to simply emphasizing the numerical symbols depending on the language level of students.
2. Develop prediction skills by having students guess what the next animal will be (help them begin to make connections between the numbers and the animals).
3. Point out the subtle clues in the pictures and text to help children understand the story (aquarium full of fish in first picture, sneaky nature of animals).

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “ONE TED FALLS OUT OF BED” (DONALDSON & CURREY)**

**Vocabulary:** bedclothes, makes a fuss, roar around, gaze, sip some tea, trolls, playing tunes, running riot, scamper

1. This story includes both increasing and decreasing numbers (1 to 10; 10 to 1). Illustrate this sequence with a number line and show how you can move in both directions.
2. Prediction can be developed by having children guess and begin to associate numbers with the toys/activities in the story.
3. Use the puzzle that is included with this book to further emphasize numbers by counting the pieces – before, during, and after puzzle completion.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:**

### **“FISH EYES”**

### **(EHLERT)**

**Vocabulary:** suit of scales, fins, tails, striped, spotted, fantailed, skinny, flashy, darting

1. This story can inspire a wonderful art project. Have the children create their own fish using bright colours and patterns and make holes for the eyes.
2. Many elements of the fish in the story and the fish created by the children can be counted – eyes, fins, stripes, dots, circles, and so on.
3. This book can easily be incorporated into mathematics activities for practicing addition skills (this is part of the subtext on each page).
4. Help students make the connection between adding and counting (e.g., adding one determines the next number in the sequence).

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “THE VERY HUNGRY CATERPILLAR” (CARLE)**

**Vocabulary:** caterpillar, cocoon, nibbled

1. This book makes the connection between two common sequence patterns - the days of the week and numbers.
2. Children can participate in an art activity – cutting out shapes of food and either painting them or gluing them with colourful paper. Don't forget to make holes where the caterpillar eats through them!
3. Use these art pieces to demonstrate the story – make sure each child has a turn to take on a different role.
4. As children share the story prompt for prediction, counting, and vocabulary.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “10 LITTLE RUBBER DUCKS” (CARLE)**

**Vocabulary:** cargo ship, captain, churns, overboard, drift, dolphin, flamingo, pelican, chatters, octopus, screeches, bobbing

1. This book includes a lot of “sound” words that may need to be explained and the noisemaker on the final page may not be relevant to deaf children.
2. You can play a variety of games with a box of 10 rubber ducks. This can include counting them as you put them in and take them out, and taking turns deciding where each duck is going.
3. Use this book to combine with lessons re: directions/prepositions (east, west, north, south, up, down, left, right, etc.).

4. Use this book to combine with lessons re: different sea animals (and where in the world they live).
5. Emphasize importance of friendship – needing to belong and not being alone.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“PREPOSITIONS”**

### **Children’s Literature Sources:**

1. “Each Peach Pear Plum” by Janet and Allan Ahlberg
2. “Who’s Under That Hat” by David A. Carter
3. “Where’s Spot” by Eric Hill
4. “Who’s There, Spot” by Eric Hill
5. “Rosie’s Walk” by Pat Hutchins

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## ACTIVITY KITS

### TEACHING “PREPOSITIONS”

1. The grammatical purpose of prepositions is to help nouns and pronouns fit into sentences.
2. Prepositions can be confused with “adverb particles”, for example, sit *down*, let’s go *on*, walked *out*, etc.
3. Prepositions should first be taught to indicate location or place (as an answer to “where?”)
4. Prepositions also indicate time, duration, and relationship.
5. Prepositions need to be taught in phrases (together with nouns) to show how they act as connectors in a sentence.
6. The rules for using prepositions are not specific, but generally,
  - “at” and “in” are used for position
  - “to” is used for movement

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “EACH PEACH PAIR PLUM” (J & A AHLBERG)**

**Vocabulary:** spy, cellar, ditch, den

1. The book is much more effective if children have an understanding or familiarity with the nursery rhymes (so they know the characters) – you may need to teach these first.
2. Make the connection between the concept of “location” (where?) and the prepositions.
3. Go beyond text and look for other things hiding in the pictures and describe (or get the students to describe) these using prepositions.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “WHO’S UNDER THAT HAT?” (CARTER)**

**Vocabulary:** sniffs, wags, polka dots, fierce, proud, tan, silver trail, buggy eyes, zapping, flop, wiggles

1. Make your own riddles – have the students give two or three clues about the animal, person, or object without naming it.
2. Have the children make their own versions of the book with an emphasis on other prepositions, i.e., “who’s in the box”, or “who’s behind the curtain”, etc.
3. This book provides lots of opportunities to take turns flipping the pages and seeing who’s under the hats.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “WHERE’S SPOT?” (HILL)**

**Vocabulary:** piano, closet, rug, basket

1. Play hide-and-seek incorporating “Where” questions and prepositions. The children can hide objects, toys, or themselves.
2. Teach the written word “no” (make connections with the ASL sign and the fingerspelled word).
3. Incorporate both the hide-and-seek game and the written word “no”, by having the hiding children hold up cards that have “NO” written on them when they are found – the game continues until the right child (without a “NO” card) is found.
4. Make sure to give all children a turn to flip and look under the flaps in the book.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “WHO’S THERE, SPOT?” (HILL)**

**Vocabulary:** sounds (knock knock, tweet tweet, ding ding, giggle giggle, croak croak, meow meow, squeak squeak, squawk squawk, splash splash)

1. Since this book involves lots of “sound” words, it is important to make these visual for deaf students and associate appropriate signs and gestures with each of the words.
2. Role play the story using visual, instead of auditory, attention getting strategies.
3. Compare and contrast the different places to be “in” that occur throughout the story.
4. Again, turn taking with lifting the flaps is important.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “ROSIE’S WALK” (HUTCHINS)**

**Vocabulary:** very basic content words, so the emphasis can be on learning the prepositions

1. This is a very simple story and is excellent for beginning readers.
2. Much of the story is told through the pictures (i.e., the fox following the hen) – be sure to direct children’s attention to this.
3. Spend time acting out the story and allowing the children to take turns playing the different characters.
4. Create another version of “Someone’s” Walk (perhaps someone the children are familiar with) and be sure to use lots of prepositions.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“ADJECTIVES”**

### **Children’s Literature Sources:**

1. “Good Night Moon” by Margaret Wise Brown (illustrated by Clement Hurd)
2. “The Foot Book” by Dr. Seuss
3. “The Memory Stone” by Anne Louise MacDonald (illustrated by Joanne Ouellet)
4. “Jessie’s Island” by Sheryl McFarlane (illustrated by Sheena Lott)
5. “The Best Figure Skater in the Whole Wide World” by Linda Bailey (illustrated by Alan and Lea Daniel)

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## ACTIVITY KITS

### TEACHING “ADJECTIVES”

1. **Adjectives** are often called “description words” because they are used to describe things, people, and places.
2. We use adjectives to say how something **is, seems, becomes, looks, feels, sounds, tastes, or smells.**  
E.g. “She is beautiful” (adjective)
3. Adjectives are often confused with “adverbs” – we use adverbs with other verbs to say how something **happens or is done.**

E.g. “She skates beautifully” (adverb)

4. When two or three adjectives are used before a noun, the rules for ordering the adjectives are complicated. Generally, **opinions** (more subjective or judging terms) come before more specific **descriptions** (age, size, shape, colour, etc.)

<b>Opinion</b>	<b>Description</b>	
funny	old	house
terrible	little	boy
nice	new	dress

5. If several description words are used then the order is **size, colour, material.**

<b>Size</b>	<b>Colour</b>	<b>Material</b>	
big	yellow	rubber	boots
little	red	brick	house
huge	dark	leather	couch

6. Using adjectives is fun – encourage students to be creative and use their imagination!

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “GOOD NIGHT MOON” (WISE BROWN & HURD)**

**Vocabulary:** telephone, mush, whispering  
“hush”, noises, everywhere

1. If students are familiar with the nursery rhymes included in the story (i.e., cow jumping over the moon, three bears) it will help them understand it – teach these if necessary.
2. Re-tell the story using objects in the classroom and have each child select something to say good-night to - make sure they include an adjective to describe their selected item.
3. Re-tell the story using other greetings “good morning”, “good afternoon”, etc.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“THE FOOT BOOK”** **(SEUSS)**

**Vocabulary:** very basic (left, right, high, low, wet, dry, many, trick, sick, up, down, fuzzy)

1. Many basic concepts can be incorporated into teaching the adjectives in this book:
  - a) “plural” (foot and feet),
  - b) “left” and “right”,
  - c) “pronouns” (his and her),
  - d) “opposites” (wet, dry, high, low, front, back, slow, quick, up, down).
2. Make footprints by having the children step with bare feet onto a paint-soaked sponge and walk on a large piece of paper on the floor. Use different colours and describe the footprints.
3. Go for a walk around the school and have the children observe and describe the “feet they meet”.
4. Practice marching to chants of “left, left, left, right” – do this on the way to the gym or computer room.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“THE MEMORY STONE”** **(MACDONALD & OUELLET)**

**Vocabulary:** sleepover, night-light, lurched, huge, molasses, memory, rummaged, hedge, hiked, shrugged, demanded, winked, mound, pebble, dimpled, waded, tidal pool, periwinkles, starfish

1. Providing some background information about the ocean will probably be needed for students to understand this story.
2. This story is rich with description, so focus on helping the students understand a few key adjectives – too spooky, too yucky, too scary, white rock, grey rock, reddish brown rock, dumb old rocks, smooth white pebble, dimpled pink rock, shiny black rock, warm stone, smooth and flat, one side blue-grey, other side golden yellow.
3. Go for a walk to gather rocks and describe them. Or ask the children to bring rocks and/or shells from home that you can describe.
4. Teach and discuss the concept of memories and remembering events or experiences in your life. Get parents involved in helping children to select items to bring to class that hold memories, and then have the children share these with each other.
5. Create stories (through words, pictures, signs, or a combination) based on the shared items that children have brought to class. Be sure these stories include adjectives and are rich with description.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“JESSIE’S ISLAND”** **(MCFARLANE & LOTT)**

**Vocabulary:** giant fir tree, curious harbour seals, slippery whiskered faces, greyest winter day, lone minke whale, shy otter family, swirling frothy water, jagged rocks, silky smooth bark, tiny wild strawberries, giant ribbons of slippery kelp, purple starfish, pink feathery tentacles, tiny hermit crabs

1. This story will require some understanding of living by the ocean and the kind of animals you would see there. Explore this background information as needed.
2. Have students think about ways to describe their homes, communities, and the landscape around us.
3. Write letters to relatives or friends in other parts of the country describing how and where we live.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:**

### **“THE BEST FIGURE SKATER IN THE WHOLE**

### **WIDE WORLD”**

### **(BAILEY, A & L DANIEL)**

**Vocabulary:** best figure skater, whole wide world, new skates, blue skates, twirly skirt, world champion figure skater, exciting announcement, handsome prince, horribly wicked witch, worst feeling, twirly white skirt, brown and green cardboard, long cold time, exciting forest, fabulous tree.

1. For students that are able to read the story, have them find the adjectives in print.
2. Discuss “dreams” and “wishes” – get students to draw pictures or write about their own dreams/wishes.
3. Focus on adjectives that describe feelings – get the students to think about a time when they were disappointed, proud, excited, nervous, upset, etc. and describe these feelings.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“PAST TENSE VERBS”**

### **Children’s Literature Sources:**

1. “Where the Wild Things Are” by Maurice Sendak
2. “Pussycats Everywhere” by Sheila McGraw
3. “Sneakers, the Seaside Cat” by Margaret Wise Brown (illustrated by Anne Mortimer)
4. “Diary of a Wombat” by Jackie French (illustrated by Bruce Whatley)
5. “The Strongest Man This Side of Cremona” by Georgia Graham

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### TEACHING “PAST TENSE VERBS”

1. We use **past tense** to talk about actions that are “**finished**” or to refer to a “**finished time**” (“yesterday”, “last week”, “three years ago”, etc.)
2. Past tense has a **regular** marker – “ed” (jumped, talked, looked), but many common verbs have an **irregular** past tense form (see – saw; find – found; run – ran).
3. We use the **past progressive** to say that something was going on around a particular past time. E.g., “I **was watching** TV last night at 10:00”.
4. **Progressive** forms are used mostly for **temporary** actions and situations. For longer, more **permanent** situation we use **simple past**. E.g., “The water was running down the walls” and “They believed that the river ran into the ocean”.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “WHERE THE WILD THINGS ARE” (SENDAK)**

**Irregular past tense verbs:** wore, made, said, sent, grew, became, came, gave, found

**Regular past tense verbs:** called, tumbled, sailed, roared, gnashed, rolled, showed, tamed, wanted, loved, smelled, stepped

1. Since there is no rule about irregular past tense verbs, children will need to learn each one individually – lots of repeated exposure is needed for this.
2. Take time to look at the drawings and have students create their own “wild things” with paint, pastels, or chalk – take turns describing all the things that they can do.
3. Develop the concept of using your imagination and creating imaginary lands – write about ways to get there and things to do there.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “PUSSYCATS EVERYWHERE” (MCGRAW)

**Regular past tense verbs:** searched, squeaked, called, tippy-toed, hurried, posted, waited, jumped, bounded, turned, answered, hopped, stopped, realized, exclaimed, looked, patted, scratched, showed, stroked, rubbed, cuddled, helped, rescued, invented, scampered, pranced, dashed, finished, relaxed, named, remembered, grabbed, noticed, collected, rassled, apologized, hugged, kissed, missed, opened, scooped

**Irregular past tense verbs:** shook, made, ran, rang, swung, had, woke up, came, saw, grew, said, brought, knew, went, kept, thought, slid, bought, took, told, sat

1. Focus on teaching the verbs that describe the actions of cats to make the list more manageable.
2. Have fun adding your own list of “cat names” to the ones in the book.
3. Use each of the cat’s names in a sentence with a past tense verb. For example, “Oreo rolled on his back” or “Drifter licked her belly”, and so on.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “SNEAKERS, THE SEASIDE CAT” (WISE BROWN & MORTIMER)**

**Regular past tense verbs:** lived, delighted, dipped, decided, chased, wondered, jumped, ruffed, lifted, walked, peeked, listened, scuttled, grabbed, pinched, snatched, licked, looked, smelled, pointed, crawled, watched

**Irregular past tense verbs:** had, went, came, thought, heard, caught, saw, crept, hit, hung on, swam, clung, drove

1. Providing background information about sea creatures will be needed to understand the story.
2. There are also several references to “sounds” that will need to be explained.
3. Have the students take turns playing the role of Sneakers and acting out her actions. Describe or write these actions in past tense – pounced, chased, pinched, licked.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “DIARY OF A WOMBAT” (FRENCH & WHATLEY)**

**Regular past tense verbs:** scratched, decided, discovered, demanded, chewed, tried, bashed, appeared, filled, worked, moved, rained, finished, offered, failed, flapped, trained

**Irregular past tense verbs:** slept, ate, found, fought, won, went, began, dug, knew, got, felt

1. Introduce and explain the concept of a diary (or journal). Have the students keep their own diaries and encourage use of past tense verbs.
2. Connect this story with information about Australia and Australian animals.
3. Build on the repetition in the story and have them write about the repetitive things they do each day.
4. Discuss the idea of writing stories from the perspective of animals – they can each write a diary of a different animal.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “THE STRONGEST MAN THIS SIDE OF CREMONA” (GRAHAM)

**Regular past tense verbs:** smiled, nodded, waved, shouted, jumped, scolded, reached, watched, blinked, looked, flattened, lined, thrashed, welled, throbbed, churned, stirred, swirled, blurted, tugged, hovered, scooped, hurdled, chased, panted, pulled, charged, inched, wobbled, stared, uprooted, littered, embedded, walked, bolted, stumbled, wandered, lifted, pulverized, gasped, flapped, smashed, hurled, buried, heaped, helped, stacked, nailed, stopped,

**Irregular past tense verbs:** heard, stood up, grew, ate, flung, tore, ran, shook, held, wove, stole, came, felt, kept, rode, brought, sat

1. Understanding this story will involve some background information about funnel clouds and tornados.
2. Have the students look for “destruction” verbs (in past tense) and link these with other natural disasters.
3. Connect the events in the story with newspaper articles about tornados or other storms - look for the verbs used.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“PROGRESSIVE VERBS”**

### **Children’s Literature Sources:**

1. “Captain Abdul’s Pirate School” by Colin McNaughton
2. “Canoe Days” by Gary Paulsen (illustrated by Ruth Wright Paulsen)
3. “Avocado Baby” by John Burningham
4. “Tacky, the Penguin” by Helen Lester (illustrated by Lynn Munsinger)

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### TEACHING “PROGRESSIVE VERBS”

1. We use the **present progressive tense** for **background** – things that are already happening when the story starts or that continue through part of the story.
2. We use **present progressive** for **changing** and **developing** situations. E.g., “The weather **is getting** warmer” and “Mary’s baby **is growing** every day”.
3. The main identifier of progressive verbs is the “**-ing**” ending. E.g., “working, building, living, jumping”.
4. Progressive verbs often include a “**be**” verb (is, are, am, was, were) + a verb with the “**-ing**” ending. E.g., “is running”, “are sleeping”, or “was sitting”. It is important to show how these two parts of the verb work together.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “CAPTAIN ABDUL’S PIRATE SCHOOL” (MCNAUGHTON)

**Vocabulary:** diary, softie, grateful, smuggled, buccaneers, stowed away, uniforms, miserable, hammock, confiscated, West Indies, admitted, scolded, possession, rampaging, bellowed, harbor, betrayed, duped, kidnap, double-crossing, mutiny, quayside, raid, scoundrel

1. Background information about pirates will be needed to understand this story.
2. There are a variety of verb tenses throughout the story, so have the students search for the progressive forms (writing, painting, becoming, meeting, was brushing, were lining up, was cutting in, were doing, copying, coming up, saying, having, rampaging, looking, telling, thinking).
3. This book has some good examples of both progressive verbs and description words using the “-ing” ending – “stinking day”, “missing parts”, “exciting story”, “teaching plan”. Use these to make comparisons of the two grammar structures.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “CANOE DAYS” (PAULSEN)

**Vocabulary:** swish, canoe, stroke, paddle, glides, disappears, airwater, skylake, lily pads, cold slash, northern pike, arrow, fiercely, depths, mallard, skittering, soft laps, slips away, raccoon, wavy ripple, invisible, perfect, doe.

1. This book includes lots of Canadian wildlife and beautiful descriptions of a lake landscape – build on these themes in other subject areas.
2. Discuss the pictures and how they create a calm and peaceful mood.
3. Have the students write poems using progressive verbs to describe the actions of animals – use the examples in this book as models: living in cool green rooms, watching for water bugs/frogs, fiercely searching for something to eat, floating in the sun, ears flopping the flies away, looking for worms to eat, making it invisible.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “AVOCADO BABY” (BURNINGHAM)**

**Vocabulary:** avocado, strong, weak, expecting another baby, hoped, mashed, amazing, straps, uphill, wrench, burglar, notice, bullies, nasty.

1. Be sure to help the children understand the humour in this story and it’s unrealistic events!
2. Have the students identify the progressive verbs (feeding, eating, was getting, hearing, moving, eating).
3. Eat an avocado pear together – save the pit and plant it. Compare the growth stages to those illustrated at the beginning of the book. Draw pictures/write descriptions.
4. Have children create their own stories about babies that only eat one kind of food and the special powers or talents it gives them, i.e., “The Applesauce Baby” or “The Kiwi Baby”.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “TACKY THE PENGUIN” (LESTER & MUNSINGER)**

**Vocabulary:** penguin, companions, tacky, odd, politely, marched, graceful, cannonballs, distance, hunters, rough, tough, chanting, switch, blared, especially, growled, dreadfully, wonder, horrible, clasped.

1. There is some real humour in this story, but also a good lesson about people who are different – take advantage of using this story to get the children thinking about how to treat others.
2. Have the students look for the progressive verbs – what’s happening, chanting, hunting, singing, leaving, looking.
3. Read other books or view movies involving penguins and have the children write about the actions and activities of penguins using progressive verbs.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“QUESTIONS”**

### **Children’s Literature Sources:**

1. “The Very Busy Spider” by Eric Carle
2. “Whose Mouse Are You?” by Robert Kraus (illustrated by Jose Aruego)
3. “What’s That Awful Smell?” by Heather Tekavec (illustrated by Margaret Spengler)
4. “Dinosaur Days” by Linda Manning (illustrated by Vlasta van Kampen)
5. “Farmer Joe’s Hot Day” by Nancy Wilcox Richards (illustrated by Werner Zimmermann)

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

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- We also need to make sure students have lots of opportunities to try to **use the structure** in their own writing – this means **accepting approximations** and gradually **shaping** them into correct productions.
- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
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# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### TEACHING “QUESTIONS”

1. There are two main types of questions: “**yes/no**” (because they can be answered with either “yes” or “no”), and “**wh**” (because they begin with question words – who, what, where, when, why, which, and how).
2. “Yes/no” questions involve putting the **auxiliary verb** before the subject, or if there is no auxiliary verb using “**do**”. E.g., “**Can** I buy that?” or “**Do** you want more?”
3. “Wh” questions are used to get specific information, depending on the question word; who = person, what = thing, where = place, when = time, why = reason, which = choice, how = description.
4. There are some combinations of question words that have their own meaning: “What if..” (asking you to imagine something), or “What time..” (asking a “when” question).

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “THE VERY BUSY SPIDER” (CARLE)**

**Vocabulary:** silky, thread, trailed, spin, web, niegh, moo, baa, meadow, maa, oink, woof, chase, meow, nap, quack, cock-a-doodle-do, pesty.

1. The text is very simple and repetitive in this story, so once you have explained the words describing the animal sounds to the children, they can read the story themselves.
2. The question form used in this story does not actually follow the grammatical rule, i.e., only intonation is used not adding “do” before the subject. Make connections with how facial expression is used to indicate questions in ASL.
3. This book is easily acted out – make sure all the children get a chance to be the spider!
4. Have the children write their own version of the story using several different animals so they can create questions with activities that their animals like to do.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “WHO’S MOUSE ARE YOU?” (KRAUSS & ARUEGO)**

**Vocabulary:** whose, nobody’s, inside, caught, trap, shake, free, wish, brand new.

1. This is a simple story that the children can learn to read independently.
2. It may be important to explain the concept of “possession” in order to distinguish “who” and “whose”.
3. Use this story when teaching about “family” and how important it is for us to belong.
4. Incorporate the students’ own families into stories they create about themselves – follow the story pattern to ask questions about their own family members (parents, siblings, etc.).

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “WHAT’S THAT AWFUL SMELL?” (TEKAVEC & SPENGLER)**

**Vocabulary:** headed, cooler, meaty, awful, frantically, sniffing, bounced, bleated, trudged, disappeared, moaned, blurted, agree, mouthfuls, puddle, budge, soggy, meadow, bounded, coop, suggested, nudged, cackled, squawked, squealing, squished, snout, sticky, complained, slurped, huddled, patch, wandered, whimpered, strutted, stall, rotten, snorted, gulp.

1. Use this story to introduce simple “What” questions.
2. Brainstorm a list of “smelly” things with the children and then have them take turns asking, “What’s that awful smell?” and giving different answers.
3. Change the question (“What’s that great/delicious smell?”) and have the children come up with answers.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “DINOSAUR DAYS” (MANNING & VAN KAMPEN)**

**Vocabulary:** pudgy, slurped, squished, tame, post, scaley, ticklish, left tracks, shy, drain pipe, pansies, divebombing, gooey, scrawl, rumbling, detergent, severely, chef, sizzling, toppings, guzzle, gulp, sprawled, heap.

1. This story is wonderful for incorporating all kinds of basic concepts – days of the week, counting/numbers, descriptions, and dinosaurs.
2. The repetitive questions stimulate children’s imaginations (“What if...”) and then require them to make choices (“Would you....”).
3. Use the pattern of the story to have the children imagine and ask questions about impossible situations and then provide a choice of what they would do.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “FARMER JOE’S HOT DAY” (WILCOX RICHARDS & ZIMMERMAN)**

**Vocabulary:** field, wheat, corn, weeds, shone, complained, shines, jacket, scarf, mittens, angry, never, again.

1. This story is good for independent reading because it has so much repetition.
2. Discuss the concepts of “complaining” and “problem solving” – both in terms of how they are introduced in this book and how they apply to the students’ lives.
3. Have the students write their own stories that pose a problem, ask the question, “What can I do?” and then present a solution. Repeat this pattern.
4. This story can be fun to act out – make sure the students contrast Father Joe’s strong emotions and his wife’s lack of emotion.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“ADVERBS”**

### **Children’s Literature Sources:**

1. “Belle’s Journey” by Marilyn Reynolds  
(illustrated by Stephen McCallum)
2. “Rhinos for Lunch and Elephants for  
Supper!” by Tololwa M. Mollel (illustrated  
by Barbara Spurrll)
3. “Maple Moon” by Connie Brummel Crook  
(illustrated by Scott Cameron)
4. “The Frog Princess” by Rosalind Allchin
5. “Raising a Little Stink” by Colleen Sydor  
(illustrated by Pascale Constantin)

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

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- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
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# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### TEACHING “ADVERBS”

- 1. Adverbs** are describing words, but they describe how something **happens** or **is done** (describe **actions**, not people, places, or things).  
**Adverbs:**  
He closed the door **angrily**.  
She spoke **kindly**.  
**Adjectives:**  
He felt **angry**.  
She is **kind**.
- 2.** Adverbs are easily identified because they often end with “**-ly**”, but there are exceptions and not all words that end with “**-ly**” are adverbs.
- 3.** Adverbs that express **frequency** (e.g., always, often, usually, never) and **certainty** (e.g., definitely, probably) go with the verb. “You are **usually** right”, “She has **probably** forgotten”, “I can **never** go home”.
- 4.** Adverbs that come at the end of the sentence express **how, where, and when**. “The children were playing **quietly**”, “Let’s go to bed **early**”, “He’s working **now**”.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “BELLE’S JOURNEY” (REYNOLDS & MCCALLUM)

**Vocabulary:** prairie, mare, miles, trudged, bareback, saddle, resumed, measured gait, prance gallop, plough, journey, satchel, urging, trot, hurling, blizzard, barriers, imprisoned, canter, clung, distance, useless, deliberate plodding, prickle, struggled, lunged, vanes, laboured, silhouettes, staggered, shuffled, nostrils, groped, continued, pasture.

1. This is a wonderful story about the prairies and our fierce winter blizzards – the children should be familiar with this experience, but will learn what it was like out on the farm before there were cars for transportation.
2. Have the children look for the adverbs in the story – wait **patiently**, **slowly** set out, snowing **steadily**, **hardly** move her mouth, **suddenly** the wind died, gazed **intently**, **quickly** the wind picked up, hung on **fiercely**, coal oil lamp shone **dimly**, **slowly** led, shuffled **quietly**, **gently** stroked, warmth **slowly** return.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “RHINOS FOR LUNCH AND ELEPHANTS FOR SUPPER!” (MOLLEL & SPURLL)**

**Vocabulary:** pleasant, cave, den, roast, peaceful, rustling, rhinos, dare, terrified, shrieked, boasted, bared, bully, echoing, fled, leopard, promised, brute, rumbled, poke, marched, snorted, massive, boomed, thrashing, ought, bellowing, stampeded, foolish, confident, caterpillar, mischievous, sauntered, disbelief, crack a smile, glowered, uninterrupted.

1. Although this story includes lots of descriptive words, it is quite repetitious, so is an excellent teaching tool.
2. Adverbs included in the story – cheerfully, happily, hardly, merrily.
3. Draw the students’ attention to some of the unique verbs used in the story – led, rumbled, marched, thundered, bellowed, thrashing, stampeded, crashing, storming.
4. Act out the story with the students – encourage the students to demonstrate the actions in the way that the adverbs indicate. Have the students come up with their own adverbs to describe their actions.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “MAPLE MOON” (BRUMMEL CROOK & CAMERON)**

**Vocabulary:** clearing, wigwams, Missisauga, sloping, wild rice, injured, healed, limped, taunt, timber wolf, supply, Great Creator, haunches, bounded, glancing, somersault, managed, continued, birchbark baskets, returned, hatchet, containers, slant, dusk, chattered, twitched, demanded, precious, slopped, downcast, shaming, cedar boughs, simmered, startled, punish, collected, offered, rivulets, starve, discovery, celebration, festival.

1. This story can be used in studies of history, discoveries, or Aboriginal people.
2. Have the students look for the adverbs in the text – danced happily, limped slowly, stayed completely still, immediately, laughed loudly, filled nearly to the top, lifted the full one carefully, chattered happily, burned brightly, said firmly, limped sadly, smiled down at him proudly, looked at his son sadly, shone fully, truly is, proudly led.
3. This story can also be used to discuss differences and how everyone has value.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“THE FROG PRINCESS”** **(ALLCHIN)**

**Vocabulary:** palace, Royal Family, round of golf, official duties, daydream, interrupted, wretched, clutching, quivered, approached, horror, break his word, shudder, midnight, arrived, whisked, wardrobe, admire, bustled, balcony, commanded, courtyard, drooped, parapet, moat, hustled, public, launching, enormous, champagne, tournament, proper, jousting, behave, confusing, victorious, relief, selected, dismay, parlor, gurgled, swallowing, poised, puzzle it out, panic, platter, abandoned, overturned, fluttering, faintest.

1. This story is an excellent example of a revised fairytale – use this to encourage students to create their own versions of fairytales.
2. Adverbs in the story – ate quickly, suddenly, silently she slipped, knew exactly, replied slowly, finally dressed, looked nervously, suddenly started to rain, asked hopefully, shook his head wearily, took Frog firmly by the arm, turned reluctantly.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “RAISING A LITTLE STINK” (SYDOR & CONSTANTIN)

**Vocabulary:** performing, escaped, lion tamer, wriggled, breast pocket, stinkbug, deserted, cottage, muttered, grumbled, collapsing, hammock, porch, facedown, toadstool, whined, exclaimed, stenciled, chiseled, plaque, repaired, faucet, soufflé, flambé, ablaze, mantle, irritated, remote control, realized, boundless, geraniums, tremendous, craving, chum, perky, loafers, whimpered, ferocious, chamomile tea, perspiring, intention, fascinated, thrumming, tremendous, encountered, disagreeable odor, satisfied.

1. This story is a good example a story with a “moral” or “lesson”, and can also be used to teach figurative language.
2. Adverbs in the text – rubbed his eyes mightily, yawned widely, bowed mightily, stretched widely, grinned widely, scratched his ear mightily, surely, positively perfect, took to bed immediately, said happily, eventually, stopped his work immediately, looking slightly less than perky, added the mouse craftily, perspiring heavily, was definitely, reluctantly, slowly, very slowly, fanned the air widely, plugged their noses mightily.
3. Follow the pattern in the story (e.g., “widely” and “mightily”) and have the students use the same adverbs to describe a variety of different actions.
4. This story is fun to act out – make sure all students get a chance to play the Stinkbug!

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“MODAL VERBS”**

### **Children’s Literature Sources:**

1. “Mr. Brown Can Moo, Can You?” by Dr. Seuss
2. “Big Trucks, Big Wheels” by Petrina Gentile and Bobbie Kalman (photographs by Marc Crabtree)
3. “I Can Do It” by Jana Novotny Hunter (illustrated by Lucy Richards)
4. “From Head to Toe” by Eric Carle
5. “The Polar Bear’s Gift” by Jeanne Bushey (illustrated by Vladyana Langer Krykorka)

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

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# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### TEACHING “MODAL VERBS”

1. Modal verbs include **can, could, may, might, shall, should, will, would, must, and ought**.
2. Modal verbs are “auxiliary” verbs so they are used **before other verbs**, and also in tag questions (e.g., “He can’t go tonight, **can** you?”) and short answers (e.g., “Yes, I **can**.”)
3. We use **must** when we are **certain**; **may** when something is **possible**; and **might** to suggest a **weaker possibility** (“She **must** be hungry”, “She **may** be hungry”, “She **might** be hungry”).
4. **Must** is used for **orders and strong suggestions** (advice and opinions), and **should** is used for **less strong suggestions** (advice and opinions). E.g., “I **must** quit smoking”, or “I **should** quit smoking”.
5. We often use **should** in **questions** when we are **wondering what to do** (“**Should** I change my shoes?”).
6. **Can, could, and may** are used to ask for and give **permission**.
7. **Will** is used to express **intentions** and make **threats** or **promises** (“I **will** not pay you if you don’t finish the work”).
8. **Would** is used to talk about the **past**.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “MR. BROWN CAN MOO, CAN YOU?” (DR. SEUSS)**

**Vocabulary:** wonderful, can go like, cork, squeaky, rooster, owl, whisper, ought, horn, blurp, slurp, sizzle, hippopotamus, thunder, lightening.

1. This book is very sound-based, so you will need to make the various sound words meaningful to the students by developing visual equivalents.
2. Keep the rhythm of the story and have the students learn the list of “sounds” and present it as a “signing chant”.
3. There are multiple examples of the modal verb “can” throughout the story – both in statements and questions. Have the students look for these examples and then develop their own statements about the things they “can” do.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “BIG TRUCKS, BIG WHEELS” (GENTILE, KALMAN, & CRABTREE)

**Vocabulary:** tough, factories, dangerous, big rig, powerful, engine, instead, cab, owner, careful, dumper, pouring, hopper, landfill, recycling, wreckers, station, scene, hydrant, controls, aerial-ladder, outrigger legs, tractor trailer, flatbed, bulkhead, carriers, tanker, liquid, code.

1. This is a non-fiction book – it contains all kinds of information about trucks. This book may interest some reluctant readers in your class.
2. The book uses a variety of verbs with and without modal verbs, so it will be challenging for students to find the modals.
3. Have the students re-write sentences from the book using different modal verbs – discuss how this changes the meaning. For example, “You **can** load it with camping gear” or “You **must** load it with camping gear”.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “I CAN DO IT!” (NOVOTNY HUNTER & RICHARDS)**

**Vocabulary:** everybody, different, especially, nursery, whatever, choose, careful, noisy, clever, helpful.

1. This story is repetitive with familiar content so it should be good for independent reading.
2. Have the students identify the modal verbs used in the story – can do, can be, can roll, can choose, won't be.
3. Use the pattern of the book as a model for the students to create their own stories about the things that they **can** be and do. You can start by having the children brainstorm lists of characteristics about each other. This is also a good way to learn more about each other.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “FROM HEAD TO TOE” (CARLE)**

**Vocabulary:** penguin, giraffe, buffalo, shoulders, seal, gorilla, thump, chest, arch, crocodile, wriggle, camel.

1. This is a good book for students to read independently.
2. This story is very repetitive and lends itself to being acted out – make sure all the students get a chance to take turns being the various animals.
3. Use the models in this book to teach about both the question and answer forms of modal verbs – show how the modals move to the beginning of questions.
4. Have the students create their own stories with other animals and the actions they can do.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“THE POLAR BEAR’S GIFT”** **(BUSHEY & LANGER KRYKORKA)**

**Vocabulary:** begged, exclaimed, plenty, parka, content, Nanook, fondly, igloo, harness, trotted, swiftly, slush, caribou, ivory, lure, pouch, pale, Netsirq, harpoon, harmless, peered, cautiously, wound, oozed, injury, squirted, anxiously, return, fiercely, replied, gasped, invite, fortune.

1. This is an excellent story to include in a study of Inuit people.
2. Background information will be needed for students to understand the story – hunting, parents dying, Inuit words for animals, etc.
3. Find the modal verbs in the story – may come, would rather hunt, would have, would make, must be, will hunt, will learn, will come, will catch, will take good care, can’t be, could bring, would laugh, should run, would think, might not be, could almost hear, will take care, will want, could have let, would have shown, will never be, will never forget, will meet, must invite.
4. Have students create water colour pictures of tundra and sunset scenes to accompany some of the key sentences (including modal verbs) in the story.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“FIGURATIVE LANGUAGE”**

### **Children’s Literature Sources:**

1. “Parts” by Tedd Arnold
2. “Gilbert de la Frogponde” by Jennifer Rae  
(illustrated by Rose Cowles)
3. “Who Wants a Cheap Rhinoceros?” by  
Shel Silverstein
4. “Peg and the Whale” by Kenneth Oppel  
(illustrated by Terry Widener)
5. “Monkey Business” by Wallace Edwards

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

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# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### TEACHING “FIGURATIVE LANGUAGE”

1. Teaching figurative language can be lots of fun because it involves playing with words and saying silly things; however, it is also quite challenging because the students must understand language at an abstract level.
2. Figurative language involves going beyond the literal meaning of words – students must recognize that by combining words into certain phrases or sentences they have a new, and completely separate, meaning.
3. Figurative language includes **idioms, metaphors, similes, and poetic forms.**
4. Meanings of idioms must usually be explicitly taught because it is difficult to figure out the meaning just from the words.
5. Rather than being overwhelmed by having to teach all the figurative language students may encounter – make sure they understand the concept and some of the more frequently occurring expressions.

# BILINGUAL LANGUAGE ARTS IN ACTION

## ACTIVITY KITS

### SUGGESTED ACTIVITIES FOR: “PARTS” (ARNOLD)

**Vocabulary:** aware, couple, appalled, recall, amazed, stuffing, peeling, groan, dismayed, sprout.

1. This book is very appealing to children because of the “gross” factor – talks about peeling skin, mucous, ear wax, etc.
2. Although this book does not include specific figurative language, it does illustrate very effectively the concept of “taking things literally”. Build on this to help the students understand that losing a tooth does not mean you will soon loose an arm (and so on!).
3. Have the students think of some other bodily functions that might make a person think they were “falling apart”. Write sentences and draw pictures to illustrate these examples.

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **SUGGESTED ACTIVITIES FOR: “GILBERT DE LA FROGPONDE: A SWAMP STORY” (RAE & COWLES)**

**Vocabulary:** appetite, enormous, hefty, frankly, gourmet, tempt, ruckus, scurried, scheming, fate, visualized, chefs, tres passé, jalapeno, primavera, quiche, fondue, enchiladas, haute cuisine, a la mode, recipes.

1. This book will appeal to students with the reference to eating bugs – enjoy the silliness of the story!
2. Often figurative language is incorporated into poetry – help the students follow the rhythm and rhyming patterns in these sentences (refer to the spelling patterns).
3. Look for the figurative expressions and discuss their meaning – blew up (when he grew up) to the size of a balloon, slept away the days, single soggy snore, save his slimy skin, fell fast asleep.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “WHO WANTS A CHEAP RHINOCEROS” (SILVERSTEIN)**

**Vocabulary:** cheap, rhinoceros, cloppy, huggable, for instance, ferocious, pirate, comics, collecting allowance, unsinkable, battleship, tiptoeing, scraps, desperate, plowing, imitating, record player.

1. Clearly, the drawings in this book are as important as the text in understanding the meaning – be sure to make these connections for the students.
2. Follow the pattern of this story and have the students write their own books about animals and the way they can be used around the house – encourage creativity (silliness!), incorporate drawings, and end the stories with “and he/she is easy to love”.

# **BILINGUAL LANGUAGE ARTS IN ACTION**

## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:** **“PEG AND THE WHALE”** **(OPPEL & WIDENER)**

**Vocabulary:** rigging, hauling, gutting, strapping lass, herring, halibut, haddock, hagfish, smelt, sole, sculpin, stickleback, sturgeon, mammal, Labrador, barnacles, curse, harpoon, swabbing, doubloon, reeled, hollered, crow’s nest, tuckered out, gullet, waterproof, reckoned, puckish, blowhole, sea shanties, tad, plenty, fond, mite, rudder, horizon, geyser.

1. Background information about ships, fishing, and living by the sea will be needed to understand this story.
2. Identify and discuss some of the expressions in the story – born upon the bright blue sea, do things in half measures, turned her hand to, sights set higher, pushing seven, high time she made something of herself, quicker than you can change your mind, a pox on these scurvy harpoons, a look that would fry fish, thar she blows, played out faster than a tune from a jack-in-the-box, Nantucket sleigh ride, hooked herself a whale, only slowing me down, plain tuckered out, she’s met her match, big as a blue mountain, black as a night without moon and stars, didn’t much care for the crew, mighty pleased, do the trick, none the worse for wear, pushing eight, try her hand at something new.

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### **SUGGESTED ACTIVITIES FOR:** **“MONKEY BUSINESS”** **(WALLACE)**

**Vocabulary:** serious, meeting, Professor, limit, promised, gossip, craving, accidentally, formal, counted on, intention, deliver, reflecting, hard-won, luxury, departed, usual, pattern, constantly, despite, customers, attract, misfortune, blended, realized, bounced, reminded.

1. This book specifically teaches some common idioms and between the text and the pictures helps to show how the literal and figurative meanings conflict and interact.
2. An excellent feature of this book is that it provides a definition of “idioms” and also lists the real meanings of all the illustrated idioms at the back of the book.
3. Allow each student to study one idiom/picture specifically – they can list the key words, draw their own picture, and write a few sentences using the idiom (see attached worksheet).

Idiom

Meaning

Picture

Sentence

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“DIALOGUE”**

### **Children’s Literature Sources:**

1. “The Salamander Room” by Anne Mazer (illustrated by Steve Johnson and Lou Fancher)
2. “The Frog Prince Continued” by Jon Scieszka (illustrated by Steve Johnson)
3. “The Velveteen Rabbit” by Margery Williams (illustrated by Michael Hague)
4. “Hansel and Gretel” illustrated by Paul O. Zelinsky (retold by Rika Lesser)
5. “Something From Nothing” by Phoebe Gilman

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### GENERAL TEACHING PRINCIPLES:

- The basic principle behind these activities is to use **children's literature** to teach the grammatical structures of written language (English).
- Children learn best when they **discover** the rule themselves, rather than being told the rule and then practicing it in meaningless drills.
- Our role as teachers is to make sure children have lots of **exposure** to the target structure in different contexts, and to **direct** their attention to how it is used.
- We also need to make sure students have lots of opportunities to try to **use the structure** in their own writing – this means **accepting approximations** and gradually **shaping** them into correct productions.
- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
- It is not enough to simply read the books in this activity kit to children during story time – the books must be the focus of **extended and repeated study** and this difference should be emphasized and made clear to both teachers and students right from the outset.

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### TEACHING “DIALOGUE”

1. **Dialogue** is the **conversation** between characters in a story.
2. Writers use dialogue to show something about the characters – to **express** their **feelings** and **point of view**.
3. **Quotation marks** are used to mark the words being said by a character. There are some specific rules for using quotation marks:
  - a) Only the words spoken by the character are included in quotation marks.
  - b) A new paragraph is usually used to show a shift in speakers.
  - c) Punctuation (commas, periods, question marks, etc.) is placed inside quotation marks.
4. In ASL storytelling, **shoulder shifting** and **eye gaze** are used to mark dialogue between characters. Build on students’ familiarity with these ASL structures to help them learn and use dialogue and quotation marks in written English.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: “THE SALAMANDER ROOM” (MAZER, JOHNSON & FANCHER)**

**Vocabulary:** salamander, forest floor, moss, carpet, stumps, boulders, insects, multiply, lift off, ceiling, vines, ferns.

1. This is an excellent book to tie into the theme of ecological systems and how animals (and humans) are dependent on each other within their environment.
2. The dialogue in this story is between a boy and his mother – have the students identify what the boy says and what the mother says (they will need to rely on paragraphs and punctuation to do this).
3. Follow the problem-solving pattern of the dialogue in the story to have the students create their own dialogue (or dialogues between each other) to ask questions and give solutions.

## **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR: THE FROG PRINCE CONTINUED” (SCIESZKA & JOHNSON)**

**Vocabulary:** miserable, nagged, whined, slay, perfectly awful fit, actually, cast a nasty spell, member of your profession, webbed, rescuing, poisoned, plump, windowsill, wand, carriage, rotten luck, spookier, idiot.

1. It is important for the students to be familiar with various fairy tales (Frog Prince, Sleeping Beauty, Snow White, Hansel and Gretel, Cinderella) for this story to make sense.
2. This is an excellent model of a variation on a classic fairy tale – use this in a unit where you study various different versions of stories.
3. Have the students write their own version of a fairy tale – be sure to encourage the use of dialogue.

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### **SUGGESTED ACTIVITIES FOR: “THE VELVETEEN RABBIT” (WILLIAMS & HAGUE)**

1. The text is quite dense in this story and requires a higher reading level. If it is possible for students to read the story themselves, present it in sections and pre-teach vocabulary and concepts as you go. If you read the story aloud (“story signing”) to the students, you can still present it in sections and introduce key concepts.
2. The idea of toys becoming real and being able to talk is very engaging for children. Have the students imagine and write about the conversation they would have with their favourite toy.
3. To identify dialogue in the story, photocopy sections of it and have students use different coloured highlighters to mark the words spoken by each of the characters.

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### **SUGGESTED ACTIVITIES FOR:** **“HANSEL AND GRETEL”** **(ZELINSKY & LESSER)**

**Vocabulary:** woodcutter, scarcely manage, miserable, terribly anxious, reconcile, glistened, replied, gazing, nightfall, rejoiced, comfort, daybreak, perched, strewn, fetch, thousands, woodland, pecked, spongy, sparkling, greedily, devouring, gnaws, rubble, gnarled, tasty morsel, stall, crayfish, cauldron, slaughter, kneading, roast, iron bolt, precious gems, prospered.

1. This is a classic fairy tale and is beautifully illustrated – make sure to draw attention to the mood conveyed in the pictures.
2. Pull out of the text and group together all the things said by the mother, father, and witch. Help the students understand how the things each character says shows something about their nature and intentions.

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### **SUGGESTED ACTIVITIES FOR:** **“SOMETHING FROM NOTHING”** **(GILMAN)**

**Vocabulary:** cozy, frazzled, unsightly, material, shrunken, vest, spotted, stain, droop, handkerchief, collection, tattered, splotched, splattered, suspenders, kaput.

1. There is an entire other story being told through the pictures of the mouse family living under the floor – be sure to draw the students’ attention to this in multiple readings of the book.
2. Analyze the dialogue in the story to show the repetition in what the mother says, what the boy says, and what the grandfather says.
3. Have the students write their own versions of this story with different things that the grandfather could make – they can even keep some of the text and quotes exactly as written.