

# **“A+ Children’s Interactive Books and Music Learning System”**

**Grades PreK-2 and Grades 3-5**



## **English Language Arts**

**A Complete Story/Activity/Coloring Book and Music Learning System  
Designed with a “Teacher’s Touch”**

**The Materials in the System Are Aligned to and Incorporate the Following:**

**✓ Educational Standards and Goals**

**✓ Differentiated Instruction**

**✓ Social and Emotional Learning**

**✓ Character Education**

**The System Is Excellent for Grades Prek-2, Grades 3-5, Head Start Programs, Homeschooling, After School Programs, Summer School Programs, Title I Programs, ESOL/Cultural Differences Classes, Special Needs/Learning Disabilities Classes, Gifted Classes, Reading Classes, and Test Preparation Classes.**

# ***A+ Children's Interactive Books and Music Learning System***



## ***System Contents***

***Educational and Interactive Story/Activity/Coloring Books***

***The Five Friends Of Rainbow Forest Band (Audio)***

***The A+ Kids' Interactive Learning Zone (Video)***

***Educational Standards and Goals Information***

***Differentiated Instruction***

***Social and Emotional Learning (SEL) Skills***

***Character Education Study Guides***

***Lesson Plans, Teaching Strategies,***

***Vocabulary Lists, Tests, Answer Keys,***

***Coloring Posters...***

***When You Absolutely, Positively Must Have Good and Smarter Children,  
Let Us Help You. Give Your Students a "Head Start," Enhance Their  
Higher Order Thinking Skills, and Increase Their Test Scores.***

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# Part I.

## Introduction

**“A+ Children’s Interactive  
Books and Music Learning System”**

**Featuring**



**Ricky Rabbit**

**Rachel Rabbit**

**Casper Caterpillar**

**Stinky Skunk**

**Timmy Turtle**

# Introduction



“A+ Children’s Interactive Books and Music Learning System” is a new and exciting educational learning system that students (and teachers) will treasure for a lifetime. **The System is designed to increase test scores, enhance knowledge base, improve communication, expand vocabulary, build self-esteem, stimulate creativity, and develop natural talents.** Students learn problem solving skills, coping skills, higher order thinking skills, character building skills, self-control, and conflict resolution. Students learn to interact in a positive manner with other children and adults, develop positive attitudes, and exemplify appropriate behavior. The System is designed for students in Grades PreK-2 and Grades 3-5.

The materials in the System are aligned to **Educational Standards and Goals, Differentiated Instruction, Social and Emotional Learning (SEL) Skills, and Character Education**. The System includes paperback books, songs, videos, coloring posters, and character education study guides that feature The Five Friends of Rainbow Forest. Also included for teachers are **Lesson Plans, Educational Standards and Goals Information, Teaching and Differentiation Strategies, Key Vocabulary, Tests for Grades PreK-2, and Tests for Grades 3-5**. The System provides hours and hours of fun-filled learning experiences, activities, and songs that students thoroughly enjoy. Students have fun as they learn.

The books in the System are comprehensive educational resources that allow for continuous learning opportunities on a multitude of levels. **The books are designed to increase academic skills by way of entertainment, engagement, and stimulation that will delight and inspire children.** The books incorporate rhythmic storylines, numerous learning activities, and fun illustrations while providing exceptional life lessons such as inner beauty, self-confidence, and time management. In addition, the books allow students to explore current issues, situations, and conflicts that they encounter every day.

The music CD includes 10 high-energy songs presented by the same beloved characters that are featured in the books. The music continues to reflect and reinforce the positive lessons in the stories through songs. Themes in the songs include Safety, Study Habits, Reading, Heroism, Friendship, Family, Love, and Good Character. The songs stimulate interest in the stories and hold students’ attention as they learn valuable lessons and develop important skills.

The video DVD contains the five stories in audio and “read along” versions, the 10 high-energy songs that are on the CD, and “Live Performances” by The Friends of Rainbow Forest Band. Students have fun watching the Band perform, dancing to the songs, writing, singing, and recording their own songs! The DVD is great for Story Hour and Rainy Day Reading. **Note: The Contents of the CD and DVD Are on the USB Flash Drive.**

## **Each Individualized System (Set) Consists of the Following:**

- Lesson Plans for Teachers (Grades PreK-2 and Grades 3-5)
- Teaching Strategies
- Differentiated Instruction Lesson Planning Modules
- Vocabulary Lists with Definitions
- Sample Story Tests, Activity Assessments, Key Vocabulary Tests, and Answer Keys for Grades PreK-2 and Grades 3-5
- 25 Story/Activity/Coloring Books (One Book Title and One Grade Level: PreK-2 or Grades 3-5 per Set)
- 1 Music CD
- 1 Kids' Learning Zone DVD
- 1 USB Flash Drive (Includes Contents of the CD and DVD)
- 25 Coloring Posters (Coordinated with Book Title)
- Character Education Study Guides for Grades PreK-2 and Grades 3-5

The System is readily available. [Click Here To Order.](#)



**Order Today and Let the LEARNING and FUN Begin!!!**



# Part II.

## Educational Features, Standards Information, and Resources

### Educational Standards and Goals



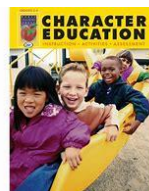
### Differentiated Instruction



### Social and Emotional Learning Skills



### Character Education Study Guides





## Section A.



### Academic Grade Levels, Programs, and Classes

The materials are designed for the following grades, programs, and classes.

- Grades Prek-2 and 3-5
- Homeschooling
- Head Start Programs
- After School Programs
- Title 1 Programs
- Summer School Programs
- ESOL/Cultural Differences Classes
- Special Needs/Learning Disabilities Classes
- Gifted Classes
- Remedial Reading, Test Preparation Classes

## Section B.



### Educational Standards and Goals

The materials in the System are designed to

- improve reading fluency, comprehension, and recall
- expand vocabulary and communication skills
- improve speaking and listening skills
- improve writing and research skills
- differentiate and accommodate exceptional learners
- help students connect to the text, to life, and to the world
- teach students to retell stories and retell key details
- assist students in recognizing the importance of illustrations to the meaning of a story
- engage students in drawing, telling, and writing stories, poems, and plays
- help students identify literary terms and story elements such as setting, characters, plot, conflict resolution, etc.
- compare and contrast important points, characters, settings, events, and key details in a story
- explain relationships or interactions between characters, events, or concepts
- help students write narratives to develop real and fictional events; include dialogue, character actions, sensory details, etc.
- add audio recordings and visual displays to enhance the text
- promote good study habits
- build self-esteem
- improve problem solving skills
- improve coping skills and conflict resolution skills
- address the academic needs of all students
- enhance knowledge base
- **increase test scores**, and so much more.

## Section C.



### **Materials and Activities for Differentiated Instruction**

Differentiated Instruction is an approach that enables teachers to plan strategically to meet the needs of each student. The System includes materials, activities, and instructions necessary for differentiation. The stories, music/songs, and activities are excellent for teaching all students based on their learning styles and levels of readiness. The materials address the major learning styles of students: Visual, Auditory, Kinesthetic, and Reading and Writing. The activities include various levels of intellectual behavior that include remembering, understanding, applying, analyzing, evaluating, and creating. Below are some examples.

#### **The System**

- Provides paperback books with stories and activities for visual and word learners.
- Allows auditory learners to listen to the audio versions of the stories.
- Allows all students to listen to the music/songs.
- Allows all students to watch live performances of the music/songs by the Band.
- Gives kinesthetic learners the opportunity to use technology to go online to complete assignments/activities.
- Allows reading and writing learners to read the stories individually, write original stories, essays, letters, and reports based on research.
- Allows auditory learners to give oral book reports and reenact scenes from the stories.
- Allows kinesthetic learners to create a diorama illustrating the stories.
- Allows reading and writing learners to read the stories and complete the activities independently.
- Allows students to be placed in reading groups to read the stories and complete the activities and assignments.
- Allows students to make puppets and present puppet shows.
- Allows students to design and create artwork.
- Allows students to role-play characters in the stories.
- Allows students to match vocabulary words to definitions.
- Allows students to read the stories and answer related questions.
- Allows students to create PowerPoint presentations summarizing the stories.
- Allows students to take oral or written tests/assessments and much more.

## Section D.



### Social and Emotional Learning (SEL)

**SEL is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. The stories and songs teach SEL skills. The skills are listed as follows:**

- Self-awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- Self-management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

## Section E.



### Character Education

Character Education is the process by which positive personality traits are developed, encouraged, and reinforced through example, study (history and biography of the great and good), and practice (emulation of what has been observed and learned).

The stories and activities in **A+ Children's Interactive Books and Music** include numerous character-building traits. The Character Education Study Guides include definitions of Key Character Traits that are exemplified/portrayed/taught in the stories. The summaries of the stories are included to assist students in relating the traits to the characters and events in each story. The Guides include "Critical Thinking" applications that help students to reflect on the lives of the characters and their own lives. The "Discussion Questions" pertain to conflicts the characters experienced and conflicts that students may have encountered in their lives or have seen in the lives of people they know. The "Review" questions and activities are relevant to the development and well-being of the students.

Students learn coping skills, conflict resolution, appropriate ways to handle their feelings and emotions, and much more. The Guides are designed to instill and enhance good character traits in all students. Below is a list of character traits.

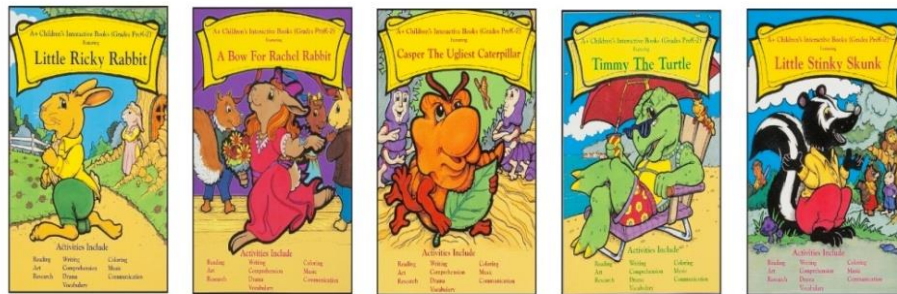
accomplishment	fairness	respect for authority
cheerfulness	frugality	respect for others
citizenship	generosity	respect for the creator
cleanliness	honesty	respect for environment
commitment	honor	respect for health
compassion	kindness	school pride
cooperation	knowledge	self-control
courage	loyalty	self-respect
courtesy	moderation	sportsmanship
creativity	patience	trustworthiness
democracy	patriotism	truthfulness
dependability	perseverance	tolerance
diligence	productivity	virtue
equality	punctuality	

# Part III.

## Materials in the System

(Student Centered)

### Paperback Story/Activity/Coloring Books



### CD, DVD, USB Flash Drive

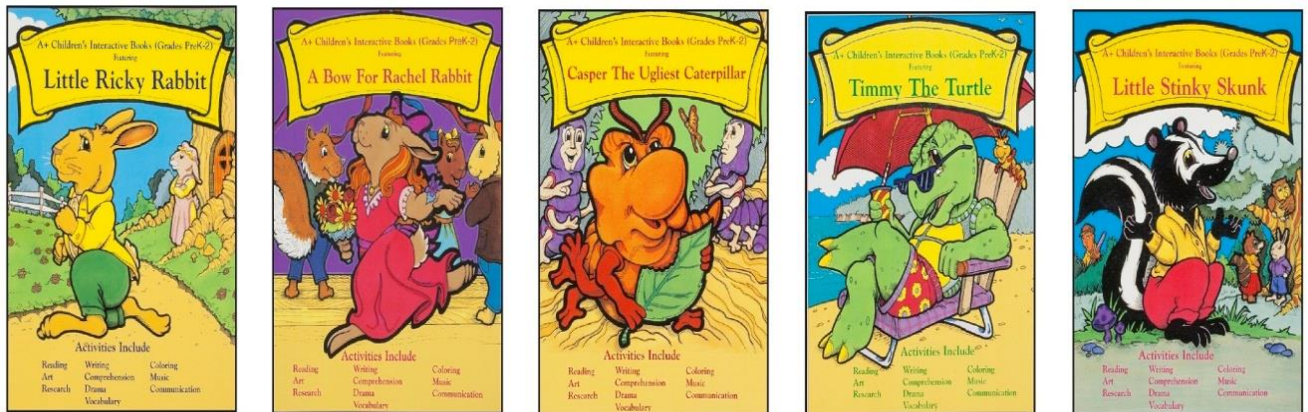


### Coloring Posters



## Section A.

# A+ Children's Interactive Books of Excellence



### Educational and Interactive Children's Story/Activity/Coloring Books:

These amazing books are comprehensive educational resources that allow for continuous learning opportunities on a multitude of levels. They are designed to **increase test scores, enhance knowledge base, improve communication, expand vocabulary, build self-esteem, stimulate creativity, and develop natural talents**. Students learn problem solving skills, coping skills, higher order thinking skills, character building skills, self-control, and conflict resolution. Students learn to interact in a positive manner with other children and adults, develop positive attitudes, and exemplify appropriate behavior.

The books incorporate rhythmic storylines, numerous learning activities, and fun illustrations. All of the characters encounter conflicts that teach valuable lessons. Students learn as they discuss the settings, plots, characters, conflicts, resolutions, and much more. They have fun discussing each character, creating their own stories, coloring the illustrations, and completing the fantastic interactive activities. The fun is endless! The lessons are superb, and the characters are simply awesome!



## Titles and Synopses of the Books



**Little Ricky Rabbit:** Ricky Rabbit's mother refuses to allow him to do something that he really wants to do. Ricky in turn has a terrible temper tantrum. Watch as Ricky's tantrum backfires, and in the process, he learns a very valuable lesson.



**A Bow For Rachel Rabbit:** When Rachel Rabbit enters a contest for *Little Miss Springtime*, a conflict develops between mother and daughter. Watch how the conflict is resolved through a simple act of love.



**Casper The Ugliest Caterpillar:** Casper Caterpillar has a very rude awakening. He believes what all the caterpillars have been saying about him is true. What can Casper do to make his life beautiful?



**Little Stinky Skunk:** Stinky Skunk is somewhat ostracized because of a misconception about skunks. Observe carefully how a general misconception takes on a new meaning when friends find themselves in mortal danger.



**Timmy The Turtle:** Timmy Turtle seeks outside assistance as he searches for advice to solve a personal problem. He ultimately learns a valuable lesson that he will treasure for a lifetime.



# **Table of Contents**



## **A+ Children's Interactive Books of Excellence**

**Grades PreK-2**

**and**

**Grades 3-5**



## **Table of Contents Grades PreK-2**

**The activities in all of the books are aligned to Educational Standards and Goals, Differentiated Instruction, Social and Emotional Learning, and Character Education.**

### **I. Vocabulary Skills**

- A. Introduce New Words
- B. Define and Identify the Words
- C. Use Words in Sentences
- D. Have a Spelling Contest

### **II. Reading Skills**

- A. Read the Story
- B. Use Context Clues

### **III. Comprehension/Coloring Skills**

- A. Answer the Recall Questions
- B. Answer the Interpretation Questions
- C. Color the Illustrations

### **IV. Research Skills**

- A. Search for Facts
- B. Define and Explain
- C. Extend the Lesson (Ready to Explore)

### **V. Communication Skills**

- A. Retell the Story
- B. Create and Dictate Your Story
- C. Share Your Story
- D. Record Your Story

### **VI. Art Skills**

- A. Draw a Picture
- B. Color Your Picture

### **VII. Writing Skills**

- A. Write Your Own Story
- B. Write a Letter

### **VIII. Drama Skills**

- A. Dramatize the Story
- B. Dramatize Your Story
- C. Present a Puppet Show

### **IX. Music Skills**

- A. Write a Poem
- B. Make Your Poem into a Song

***The last page in each book is a "Certificate of Completion."***



## **Table of Contents Grades 3-5**

**The activities in the books are aligned to the Educational Standards, Differentiated Instruction, Social and Emotional Learning, and Character Education.**

### **I. Reading Skills**

- A. Read the Story
- B. Define Unfamiliar Words
- C. Color the Illustrations

### **II. Comprehension Skills**

- A. Answer the Recall Questions
- B. Answer the Interpretation Questions
- C. Answer Questions in Complete Sentences

### **III. Research Skills**

- A. Search for Facts
- B. Define and Explain
- C. Write an Essay
- D. Extend the Lesson (Ready to Explore)

### **IV. Writing Skills**

- A. Write Your Own Story or Poem
- B. Write a Letter

### **V. Art Skills**

- A. Draw Your Illustrations
- B. Color Your Illustrations
- C. Draw a Masterpiece

### **VI. Music Skills**

- A. Write Your Own Song
- B. Record Your Song

### **VII. Drama Skills**

- A. Write a Play
- B. Present the Play
- C. Write a Play about Your Story or Poem
- D. Present Your Play
- E. Videotape the Plays

### **VIII. Culminating Activities**

- A. Write Original Storybooks
- B. Plan a Storybook Fair
- C. Plan an Art Festival
- D. Plan a Storybook Contest
- E. Plan an Art Contest
- F. Present a Puppet Show

***The last page in each book is a "Certificate of Achievement."***

## Section B.

# The A+ Kids' Learning Zone DVD

**Note: The content of the DVD (Video File) is included on the USB Flash Drive.**



The DVD is designed to stimulate interest and motivate students to learn. It consists of video and audio versions of the stories and songs. **The DVD helps to improve kids' reading abilities, increase test scores, improve listening skills, build self-esteem, enhance knowledge base, and increase vocabulary. The DVD reinforces and highlights the materials in the System and is great for differentiation.** In addition, students are thrilled as they watch the Five Friends perform live in their very own Super Band. **The A+ Kids' Learning Zone DVD** is great for Story Hour, Rainy Day Reading, and much more.

**The A+ Kids' Learning Zone DVD** includes the following:

- **The 5 (Five) Stories in "Read Along" Video Versions and in "Audio" Versions**
- **The 10 (Ten) Songs on the CD in Audio Versions**
- ***Live Performances* by The Five Friends Of Rainbow Forest Band in Video Versions**

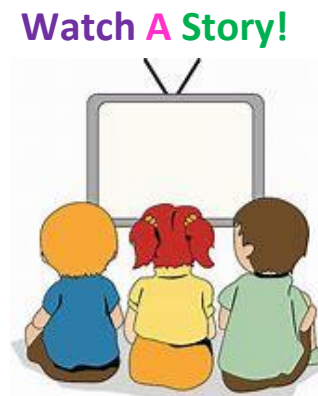
## **Students Can Listen to the “Audio Versions” of the Stories on the DVD or the USB Flash Drive.**

**Note: See Part III. on the USB Flash Drive.**



**Students can watch the Video “Read Along” Versions of the Stories on the DVD or USB Flash Drive.**

**Note: See Part III. on the USB Flash Drive.**



## Section C.

# The Five Friends Of Rainbow Forest Band CD

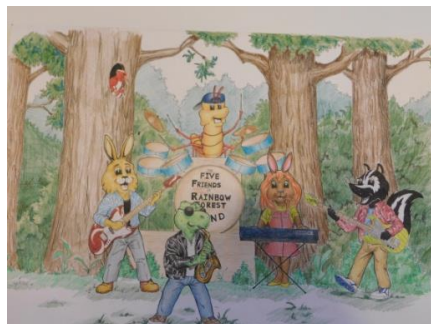
**Note: The content of the CD (Audio Track) is included in Part III. on the USB Flash Drive.**



The Five Friends Of Rainbow Forest Band CD includes 10 (ten) amazing and inspirational songs for kids that are educational, entertaining, and interactive. The songs stimulate interest in the stories, improve students' listening skills, develop good character traits, extend vocabulary, enhance creativity, promote good social skills, and teach life skills. The themes include Safety, Study Habits, Reading, Heroism, Friendship, Family, Love, and much more.

## The Five Friends Of Rainbow Forest Band

The Band is composed of the characters featured in the books. Ricky Rabbit plays the lead guitar. Rachel Rabbit is the lead singer and plays keyboard. Casper Caterpillar is the master drummer. Stinky Skunk plays the bass guitar, and Timmy Turtle plays the saxophone, clarinet, and trumpet for students' entertainment. These lovable friends live deep in beautiful Rainbow Forest playing their instruments and singing their songs for children.



# A+ Interactive Music and Songs!



**Listen, Sing, Dance, Learn,  
and Have Fun!**

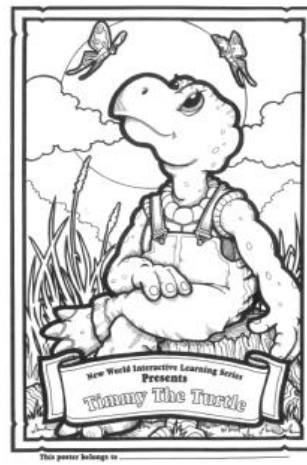
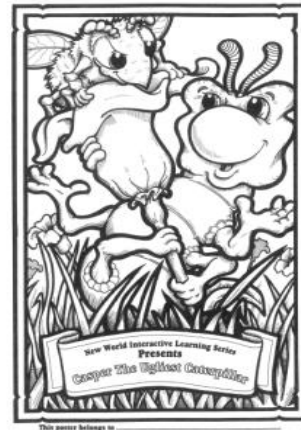
## **Titles of the Songs**

1. We Are The Friends
2. The Five Friends of Rainbow Forest Band
3. Ricky Rabbit's Helpful Habits
4. Your Safety Zone
5. Reading With Rachel Rabbit
6. Good Character Land
7. Casper Caterpillar, Friend of Mine
8. Stinky, The Rainbow Forest Hero
9. Timmy Turtle, Right On Time
10. The Story of The Rainbow



## Section D.

# The Coloring Posters



The unique black and white Coloring Posters depict each of the five characters featured in the books. They are designed to give students the opportunity to use their imagination and to express their creativity as they bring the characters to life with beautiful colors.

# **Part IV.**

## **Instructional Support and Materials for Teachers**



- ✓ Teaching and Differentiation Strategies
  - ✓ Skills, Story Activities, Culminating Activities, and Learning Strategies
  - ✓ Key Vocabulary/Definitions
- and
- ✓ Character Education Study Guides

**“Make Learning Interesting and Exciting!”**

## Section A.

### Teaching and Differentiation Strategies



Below are some helpful and effective strategies.

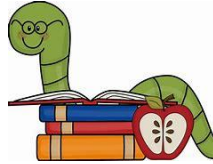
1. Introduce the featured story and the main character. (Ex. Little Ricky Rabbit)
2. Give students the definition of a short story.
3. Give students the definition of a fable. (Give Example.)
4. Introduce/Review “Elements of a Short Story” and other literary terms. (Ex. Characters, Setting, Plot, Theme, Point of View, etc.)
5. Give students the list of Key Vocabulary and Definitions in the story or allow students to define the words. Assist them in using context clues to learn the meanings of unfamiliar words.
6. Read the story. Assign the story as an oral reading exercise to be completed with entire class or within small groups.
7. Check students’ comprehension of both reading materials and discussion/study questions. (Recall Questions, Interpretation Questions, and Critical Thinking Questions)
8. Listen to or view the recorded selection to reinforce correct pronunciation and phrasing to assist with comprehension. (Use Audio Books on CD/USB Flash Drive. Use Video Books on DVD/USB Flash Drive.)
9. Listen to music/songs featuring the characters to stimulate and hold interest. (Audio Songs and Live Performance Band are on CD, DVD, and USB Flash Drive.)
10. Explain the main concepts. Paraphrase when necessary.
11. Connect the concepts to the students’ experiences when possible.
12. Simplify the wording of the assignment if needed.
13. Check understanding by administering tests.
14. Involve students in the planning of culminating activities.
15. Provide time for cooperative/collaborative learning. Allow time for small group work and brainstorming sessions for students to share varied ideas and cultures.



**Suggestion: Allow students to use a special journal (composition book, spiral notebook, or binder) to take notes and record all information pertaining to each story read. There are five stories in the System.**

## Section B.

### Skills, Story Activities, Culminating Activities, and Learning Strategies



Below are suggested ideas, activities, and strategies.

#### 1. Reading and Listening Activities

- Read the story to the students.
- Read the story aloud with the class.
- Read the story with a partner.
- Read the story outside. (Note: The setting of the story is **Rainbow Forest**.)
- Assign or allow students to volunteer to read dialogue of characters and narrator.
- Talk about the illustrations.
- Play “Thumbs Up, Thumbs Down.” Check reading comprehension by asking students to give a “thumbs up” if a statement about the story is true and a “thumbs down” if the statement is false.

#### 2. Vocabulary Activities

- Define key vocabulary.
- Explain key vocabulary.
- Use “Frayer Model” to teach vocabulary.
- Use context clues.
- Plan a Spelling Bee/spelling contest.

#### 3. Comprehension Activities

- Answer Recall Questions.
- Answer Interpretation Questions.
- Administer tests.

#### 4. Communication and Listening Activities

- Retell the story.
- Listen to the story.
- Create and dictate stories.
- Share original stories.
- Record readings of original stories.
- Listen to the songs.

**5. Research Activities**

- Research and list facts about animals, reptiles, insects, etc. in the story.
- Compare and contrast animals, reptiles, insects, etc. in the story.
- Share findings with class.

**6. Writing Activities**

- Write paragraphs.
- Write friendly letters to characters and parents.
- Write essays based on research.
- Write research reports.
- Write original stories.
- Write original poems.
- Write original songs.
- Write original documentaries.

**7. Coloring Activities**

- Color illustrations in the book.
- Color pictures of original characters.
- Color pictures of original book illustrations.

**8. Art Activities**

- Draw pictures of characters in the story.
- Draw pictures of characters in original stories.
- Create illustrations for original books.

**9. Music and Listening Activities**

- Listen to the songs.
- Sing original songs.
- Record original songs.

**10. Drama Activities**

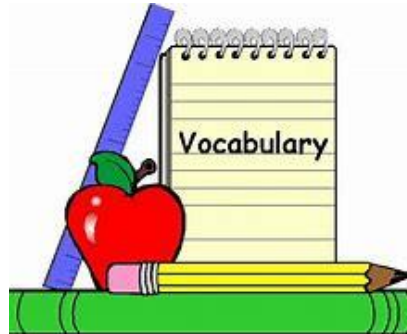
- Present stage plays and skits.
- Create puppet shows.
- Videotape original plays and shows.

**11. Culminating Activities**

- Write original storybooks.
- Plan a Storybook Fair.
- Plan an Art Festival.
- Plan a Storybook Contest.
- Plan an Art Contest.
- Present a Puppet Show.

## Section C.

### Key Vocabulary Lists and Definitions



Below are suggested “Key Vocabulary” lists for all of the stories.

#### ***Book 1: Little Ricky Rabbit***

1. certainly
2. mean
3. scream
4. permission
5. promise
6. dream
7. ferocious
8. soothed
9. \*tantrum
10. \*apology

#### ***Book 2: A Bow For Rachel Rabbit***

1. crowned
2. proud
3. perfectly
4. refuse
5. silly
6. advice
7. pocketbook
8. aglow
9. \*defiant
10. \*humility

#### ***Book 3: Casper The Ugliest Caterpillar***

1. surprise
2. glee
3. dew
4. peered
5. kind
6. fate
7. attached
8. twig
9. \*metamorphosis
10. \*life cycle

***Book 4: Little Stinky Skunk***

1. *den*
2. *surround*
3. *throng*
4. *spray*
5. *reputation*
6. *attitude*
7. *crowded*
8. *protecting*
9. *harm*
10. *precious*
11. *selfish*
12. *misconception*
13. *\*hero*

***Book 5: Timmy The Turtle***

1. *secret*
2. *arrive*
3. *advice*
4. *yell*
5. *kind*
6. *suggest*
7. *dearest*
8. *wisest*
9. *aloud*
10. *problem*
11. *basking*
12. *\*reptile*
13. *\*nocturnal*
14. *\*punctual*

***\* Words are located in the activities.***



# Definitions of Key Vocabulary



## **Book 1: Little Ricky Rabbit**

1. **certainly:** without any question or doubt.
2. **mean:** deliberately unkind.
3. **scream:** to voice a sudden sharp loud cry; to produce harsh high tones.
4. **permission:** formal consent; the approval of a person in authority.
5. **promise:** a statement by a person that he or she will or will not do something.
6. **dream:** a series of thoughts, images, or emotions occurring during sleep.
7. **ferocious:** exhibiting or given to extreme fierceness and unrestrained violence and brutality.
8. **soothed:** to calm; to bring comfort.
9. **\*tantrum:** a fit of bad temper; an outburst or display of excited anger.
10. **\*apology:** an explanation that frees one from fault or blame; an expression of regret for a mistake.

## **Book 2: A Bow For Rachel Rabbit**

1. **crowned:** to place a hat or other headgear covering the top of the head.
2. **proud:** having or displaying excessive self-esteem; much pleased.
3. **perfectly:** completely, utterly, or absolutely; extremely well.
4. **refuse:** to show or express unwillingness to do or comply with a request.
5. **silly:** exhibiting or indicative of a lack of common sense or sound judgment.
6. **advice:** an opinion or recommendation offered as a guide to action, conduct.
7. **pocketbook:** a small bag or case for money, papers, etc., carried by a handle or in the pocket.
8. **aglow:** *brightness or warmth of color*; softly bright or radiant.
9. **\*defiant:** boldly resisting; marked by resistance or bold opposition, as to authority; challenging.
10. **\*humility:** the quality or condition of being humble.

## **Book 3: Casper The Ugliest Caterpillar**

1. **surprise:** to cause to feel wonder, astonishment, or amazement, as at something unanticipated; unexpected.
2. **glee:** jubilant delight; joy; cheerfulness, fun, pleasure.
3. **dew:** water droplets condensed from the air, usually at night, onto cool surfaces.
4. **peered:** to look intently.
5. **kind:** having or showing a friendly, generous, sympathetic, or warm-hearted nature.
6. **fate:** karma; destiny; chance; luck; unfavorable outcome or result.
7. **attached:** to fasten, secure, or join.
8. **twig:** any small, leafless branch of a woody plant.
9. **\*metamorphosis:** a complete change of physical form or appearance; a profound change in form; from one stage to the next in the life history of an organism, as from the pupa to the adult butterfly.
10. **\*life cycle:** a progression through a series of differing stages of development; a series of stages.

#### **Book 4: Little Stinky Skunk**

1. **den:** the shelter, home, or retreat of a wild animal.
2. **surround:** to encircle or enclose or cause to be encircled or enclosed; to enclose on all sides.
3. **throng:** a large group gathered or crowded closely together; a multitude; to assemble in large numbers.
4. **spray:** to scatter (liquid) in the form of fine particles.
5. **reputation:** a high opinion generally held about a person or thing.
6. **attitude:** a manner of thinking, feeling, or behaving that reflects a state of mind or disposition.
7. **crowded:** filled to excess; packed; uncomfortably close together.
8. **protecting:** to keep from being damaged, attacked, stolen, or injured; guard.
9. **harm:** physical or mental injury or damage.
10. **precious:** beloved; dear; cherished; very costly or valuable.
11. **selfish:** chiefly concerned with one's own interest, advantage.
12. **misconception:** a mistaken thought, idea, or notion; a misunderstanding; a false or mistaken view, opinion, or attitude.
13. **\*hero:** a person or animal noted for special achievement.

#### **Book 5: Timmy The Turtle**

1. **secret:** given to keeping one's thoughts and activities unknown to others; something kept hidden.
2. **arrive:** to reach a destination or place.
3. **advice:** an opinion or recommendation offered as a guide to action, conduct.
4. **yell:** to cry out loudly, as in pain, fright, surprise, or enthusiasm.
5. **kind:** having or showing a friendly, generous, sympathetic, or warm-hearted nature.
6. **suggest:** to put forward (a plan, idea, etc.) for consideration.
7. **dearest:** loved and cherished; greatly valued; precious.
8. **wisest:** having the ability to discern or judge what is true, right, or lasting; to become informed or knowledgeable.
9. **aloud:** spoken in a normal tone and volume.
10. **problem:** a question to be considered, solved, or answered; unsettled question; difficulty in understanding.
11. **basking:** to expose oneself to pleasant warmth.
12. **\*reptile:** any of various usually cold-blooded egg-laying vertebrates often grouped in the class Reptilia, having dry skin covered with scales or horny plates and breathing by means of lungs. (Ex. snakes, lizards, crocodilians, and turtles)
13. **\*nocturnal:** of, relating to, or occurring in the night; active at night.
14. **\*punctual:** acting or arriving exactly at the time appointed; prompt; being on time.

## Section D.

# Character Education Traits and Study Guides



for

**Grades PreK-2 and Grades 3-5**

**Featuring**

**The Five Friends of Rainbow Forest!**

# **Character Education Traits and Study Guides**

**The stories include numerous Character Education Traits. The traits and definitions are listed below and are taught and learned using the Character Education Study Guides. Play the song “[Good Character Land](#)” to introduce the traits and Study Guides.**

- Patience: The ability to wait; to endure unpleasant things without complaining; calmness and understanding.
- Kindness: A show of goodness, sympathy, or friendliness.
- Self-control: Power over one’s emotions or actions.
- Fairness: The treating of all sides alike, justly, and equitably.
- Respect for others: To have or show high regard for; esteem; honor. To treat courteously or with consideration.
- Courtesy: Politeness and consideration for others; good manners.
- Cheerfulness: Happiness; joy.
- Tolerance: The ability to bear unpleasantness or pain.
- Compassion: The desire to help.
- Virtue: Moral excellence; right living; goodness. A good quality or feature.
- Courage: Bravery; the ability to meet danger or pain without giving in to fear.
- Loyalty: The condition of being faithful to one’s family, friends, obligations, or country.
- Sportsmanship: Fair play; abiding by the rules of fair play; honor; generosity.
- Punctuality: Acting, finishing, or arriving on time.
- Perseverance: The act or habit of trying to do something in spite of difficulties.
- Self-respect: To have or show pride and confidence in oneself; a feeling of behaving with honor and dignity.
- Creativity: The power or ability to show originality and imagination.

**Character Education Study Guide Grades PreK-2**  
**Featuring Little Ricky Rabbit**



**Key Character Traits**

- Patience: The ability to wait; to endure unpleasant things without complaining; calmness and understanding.
- Kindness: A show of goodness, sympathy, or friendliness.
- Self-control: Power over one's emotions or actions.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Little Ricky Rabbit wants to go outside to play. His mother knows that it is too dangerous to go outside because of the hunters and the dogs. She tries to explain to Little Ricky that it is unsafe for him to venture outside of their home. Ricky is too young to understand his mother's fear. Therefore, he subjects her to his terrible temper tantrum when she refuses to allow him to walk the quarter of a mile to visit his grandfather.

**Critical Thinking**

1. Do some children have temper tantrums when they cannot do certain things that they want to do? Explain.
2. Should parents always do what is best for their children even if it makes the children angry? Discuss.
3. Do children sometimes fail to understand that their parents are responsible for their safety? Explain.

**Discussion Questions**

1. Do you think that Ricky is being unkind to his mother? Explain.
2. Is Mrs. Rabbit being unfair to Ricky? Why or why not?
3. Is Mrs. Rabbit patient with her young son? Give examples.
4. Does Mrs. Rabbit realize that Ricky does not want to stay inside the house all day? Explain.
5. Does Mrs. Rabbit show self-control? Does Ricky? Explain.
6. Does Mrs. Rabbit treat Ricky with understanding and kindness? Explain.
7. Why does Ricky apologize to his mother? Discuss.
8. Can you think of other character traits that are in the story? (Fairness and respect for others)

**Review**

1. What are the key character traits in the story? Give examples.
2. Is good character important? Why or why not?
3. Can you use the character traits that you have learned to help you control your behavior? Explain.
4. Will the character traits that you learn make you a better person? Explain.

**Character Education Study Guide Grades PreK-2**  
**Featuring A Bow For Rachel Rabbit**



**Key Character Traits**

- Respect for others: To have or show high regard for; esteem; honor. To treat courteously or with consideration.
- Courtesy: Politeness and consideration for others; good manners.
- Cheerfulness: Happiness; joy.
- Kindness: A show of goodness, sympathy, or friendliness.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Rachel Michelle Rabbit competes in a beauty contest for the title of *Little Miss Springtime*. She and her mother select the most beautiful dress for Rachel to wear. Mrs. Rabbit wants Rachel to wear a lovely pink bow to match her dress. Rachel adamantly refuses. She even threatens not to participate in the contest if Mrs. Rabbit makes her wear a big “silly” bow.

**Critical Thinking**

1. Should children be allowed to make decisions about the clothes they wear or should parents make the decisions? Why or why not?
2. Do you think parents should insist that children only wear clothes that they feel are appropriate? Why or why not?
3. Should people respect the rights, decisions, and beliefs of others? Even young children?

**Discussion Questions**

1. Why does Mrs. Rabbit put the pretty pink ribbon in her purse? Explain.
2. Why do you think Mrs. Rabbit respects Rachel’s decision not to wear the bow?
3. Should children do what their parents ask them to do?
4. In the end, does Rachel respect her mother’s opinion? How do you know?
5. Is Mrs. Rabbit courteous and kind to her daughter? Explain.
6. Is Rachel disobedient to her mother?
7. Can you think of other character traits that are in this story? Discuss and give examples. (Self-control and Patience)

**Review**

1. What are the key character traits highlighted in the story?
2. Will you use the character traits in your life? How?
3. Is respect for others a very important character trait? Why?

**Character Education Study Guide Grades PreK-2**  
**Featuring Casper the Ugliest Caterpillar**



**Key Character Traits**

- Kindness: A show of goodness, sympathy, or friendliness.
- Patience: The ability to wait; to endure unpleasant things without complaining; calmness and understanding.
- Self-control: Power over one's emotions or actions.
- Tolerance: The ability to bear unpleasantness or pain.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Casper Caterpillar is ridiculed because of his appearance. Some of the other caterpillars think that Casper is very ugly. Casper questions their opinions. However, when he sees his reflection in a drop of dew, he realizes that he does not look the same as the other caterpillars. Yet, he decides that even though he may not be "pretty" on the outside, he is going to be kind to everyone. Casper's acceptance of himself, his patience, his self-control, and his tolerance of others are finally rewarded.

**Critical Thinking**

1. Are people sometimes ridiculed because of their physical appearance and/or the way they dress?
2. Do you think people should be ridiculed because they do not look, act, or dress like everyone else? Discuss.
3. Should people try to change their physical appearance because they are different?
4. Are all people unique in their own way? Explain.

**Discussion Questions**

1. Do you believe that good rewards follow good behavior?
2. Is this true in Casper's situation?
3. If you were ridiculed, how would you handle the situation? Would you have Casper's attitude?
4. Can you control your actions and reactions?
5. How is Casper able to tolerate the unkind caterpillars?
6. Did you learn a lesson from Casper? What was the lesson you learned from him?

**Review**

1. Name the key character traits in the story. Give examples of each.
2. Can you use the character traits you have learned to help you control your behavior?
3. Name all of the character traits that you have learned this school year. Give as many examples as possible.



**Character Education Study Guide Grades PreK-2**  
**Featuring Little Stinky Skunk**



**Key Character Traits**

- Compassion: The desire to help.
- Virtue: Moral excellence; right living; goodness. A good quality or feature.
- Courage: Bravery; the ability to meet danger or pain without giving in to fear.
- Loyalty: The condition of being faithful to one's family, friends, obligations, or country.
- Sportsmanship: Fair play; abiding by the rules of fair play; honor; generosity.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Little Stinky Skunk is orphaned when he is just a tiny baby. Mr. and Mrs. Fox take him into their home. When Stinky is older, his forest friends ridicule him because of his unusual survival skill. While most of his friends depend on their speed, cunningness, and agility to escape danger, Stinky uses a method of survival that is uncommon to his friends. Yet, when the friends find themselves in mortal danger, Little Stinky forgets about the teasing and does what he must do to save their lives. This act of courage earns him a place in the hearts of everyone in his community.

**Critical Thinking**

1. Should anyone be ridiculed because he or she is different? Discuss.
2. Should you respect others of different backgrounds, beliefs, cultures, and religious preferences?
3. Is it all right to be different? Discuss and give examples.
4. Do you have friends and family members who have beliefs, traditions, and religious backgrounds that are different from yours?
5. Do you respect their differences?
6. Can you learn from these differences? Explain.
7. Name at least one thing that makes you different or unique.

**Discussion Questions**

1. Does Stinky gain respect from his friends and community? How?
2. Do you think that being different helped Stinky to save his friends? Explain.
3. How does Stinky become a hero?
4. Who is your hero or heroine?
5. Have you ever ridiculed or been ridiculed by anyone? What happened? How did you feel?
6. How does Mrs. Fox show compassion?
7. How does Stinky show his loyalty to the Fox Family?
8. To whom or what might you be loyal?

## **Review**

1. What are the key character traits in the story?
2. Can you think of other character traits that are in the story? Discuss.
3. What lesson did you learn from the story? Discuss.

**Character Education Study Guide Grades PreK-2**  
**Featuring Timmy The Turtle**



**Key Character Traits**

- Punctuality: Acting, finishing, or arriving on time.
- Virtue: Moral excellence; right living; goodness. A good quality or feature.
- Perseverance: The act or habit of trying to do something in spite of difficulties.
- Self-respect: To have or show pride and confidence in oneself; a feeling of behaving with honor and dignity.
- Courtesy: Politeness and consideration for others; good manners.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Timmy Turtle is always late because he is so slow. He and his forest friends made plans to go for a swim, but by the time Timmy arrived, there was no one there but him. Now, Timmy wants to attend the Forest Friends' Picnic, but he fears that he will be too late for the event. Therefore, he seeks advice from some of his friends.

**Critical Thinking**

1. Which character do you think Timmy will ask for advice to solve his problem?  
Why?
  - A. Ricky Rabbit (a very fast rabbit)
  - B. Mr. Owl (a very wise and helpful owl)
  - C. Freda Fox (a very close friend of Timmy Turtle)
  - D. Mr. Thomas Turtle (Timmy Turtle's father)
2. Discuss the importance of being punctual with homework, to school, to work, or to other activities and events.

**Discussion Questions**

1. Who gives Timmy the best advice to solve his problem?
2. Who tells Timmy what to do to solve his problem?
3. Who do you ask for advice when you have a problem? Why?
4. What valuable lesson does Timmy learn?
5. Do you consider Mr. Owl a virtuous character? Why or why not?

**Review**

1. What are the key character traits in the story?
2. Can you think of other character traits that are in the story? Explain.
3. Why is it important to be punctual?
4. Is punctuality a character trait that you can use for a lifetime? Explain.
5. Is perseverance an important character trait? Why or why not?

**Character Education Study Guide Grades 3-5**  
**Featuring Little Ricky Rabbit**



**Key Character Traits**

- Patience: The ability to wait; to endure unpleasant things without complaining; calmness and understanding.
- Kindness: A show of goodness, sympathy, or friendliness.
- Self-control: Power over one's emotions or actions.
- Fairness: The treating of all sides alike, justly, and equitably.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Little Ricky Rabbit wants to go outside to play. His mother knows that it is too dangerous to go outside because of the hunters and the dogs. She tries to explain to Little Ricky that it is unsafe for him to venture outside of their home. Ricky is too young to understand his mother's fear. Therefore, he subjects her to his terrible temper tantrum when she refuses to allow him to walk the quarter of a mile to visit his grandfather.

**Critical Thinking**

1. Do some children have temper tantrums when they cannot do certain things that they want to do? Explain.
2. Should parents always do what is best for their children even if it makes the children angry? Discuss.
3. Do children sometimes fail to understand that parents are responsible for their safety? Explain.
4. Are parents sometimes overprotective of their children? Discuss.
5. Should children be allowed the freedom to make their own decisions? Discuss.
6. Although children should not have to live in fear, do you think they should be taught to be constantly aware of their surroundings and to be cautious of people who try to lure them away from their homes, schools, family members, or friends?

**Discussion Questions**

1. Does Ricky display appropriate or inappropriate behavior toward his mother? Explain.
2. Is Mrs. Rabbit being fair or unfair to Ricky? Why or why not?
3. Is Mrs. Rabbit patient with her young son? Give examples.
4. Does Mrs. Rabbit realize that Ricky does not want to be confined to the house all day? Explain.
5. Does Mrs. Rabbit show self-control? Does Ricky? Explain.
6. Does Mrs. Rabbit treat Ricky with understanding and kindness? Explain.
7. Does Ricky disrespect his mother? Discuss.

## **Review**

1. What are the key character traits in the story? Give examples.
2. Can you use the character traits that you have learned to help you control your behavior? Explain.
3. Will good character traits make you a better person? Explain.

**Character Education Study Guide Grades 3-5**  
**Featuring A Bow For Rachel Rabbit**



**Key Character Traits**

- Respect for others: To have or show high regard for; esteem; honor. To treat courteously or with consideration.
- Courtesy: Politeness and consideration for others; good manners.
- Cheerfulness: Happiness; joy.
- Kindness: A show of goodness, sympathy, or friendliness.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Rachel Michelle Rabbit competes in a beauty contest for the title of *Little Miss Springtime*. She and her mother select the most beautiful dress for Rachel to wear. Mrs. Rabbit wants Rachel to wear a lovely pink bow to match her dress. Rachel adamantly refuses. She even threatens not to participate in the contest if Mrs. Rabbit makes her wear a big “silly” bow.

**Critical Thinking**

1. Should children be allowed to make decisions about the clothes they wear or should parents make the decisions for them? Why or why not?
2. Do you think parents should insist that children only wear clothes that they feel are appropriate? Why or why not?
3. Should people respect the rights, decisions, and beliefs of others? Even young children? Discuss.

**Discussion Questions**

1. Is Rachel disobedient to her mother?
2. Why do you think Mrs. Rabbit respects Rachel’s decision not to wear the bow?
3. Do children have the right to refuse the requests of their parents? Discuss.
4. Should children respect the views, opinions, and requests of their parents?
5. In the end, does Rachel respect her mother’s opinion? How do you know?
6. Is it all right for children and their parents to disagree? Discuss.
7. If so, how do you think parents and children should resolve a disagreement?
8. Can you think of other character traits that are in this story? Discuss and give examples. (Self-control and Patience)
9. Is Rachel’s mother courteous and kind to her?

## **Review**

1. What are the key character traits highlighted in the story?
2. Will you use these character traits in your life? How?
3. Are these very important character traits?
4. Discuss and give examples of other character traits that you have learned.

**Character Education Study Guide Grades 3-5**  
**Featuring Casper the Ugliest Caterpillar**



**Key Character Traits**

- Kindness: A show of goodness, sympathy, or friendliness.
- Patience: The ability to wait; to endure unpleasant things without complaining; calmness and understanding.
- Self-control: Power over one's emotions or actions.
- Tolerance: The ability to bear unpleasantness or pain.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Casper Caterpillar is ridiculed because of his appearance. Some of the other caterpillars think that Casper is very ugly. Casper questions their opinions. However, when he sees his reflection in a drop of dew, he realizes that he does not look the same as the other caterpillars. Yet, he decides that even though he may not be "pretty" on the outside, he is going to be kind to everyone. Casper's acceptance of himself, his patience, his self-control, and his tolerance of others are finally rewarded.

**Critical Thinking**

1. Are people sometimes ridiculed because of their physical appearance and/or the way they dress?
2. Do you think people should be ridiculed because they do not look, act, or dress like everyone else? Discuss.
3. Should people try to change their physical appearance because they are different?
4. Should every person accept and express his/her own individuality? Discuss.
5. Are all people unique in their own way? Explain.

**Discussion Questions**

1. Do you believe that good rewards follow good behavior?
2. Is this true in Casper's situation?
3. If you were ridiculed, how would you handle the situation? Would you have Casper's attitude? Why or why not?
4. Does everyone have control of his/her actions and reactions?
5. How is Casper able to tolerate the unkind caterpillars?
6. Are you a tolerant person? Explain. Give examples.
7. Did you learn a lesson from Casper? What was the lesson you learned from him?



## Review

1. Name the key character traits in the story. Give examples of each.
2. Can you use the character traits you have learned to help you control undesirable circumstances in your life?
3. Name all of the character traits that you have learned this school year. Give as many examples as possible.

## Quote for Discussion

1. Read the quote below with the students.

**“We delight in the beauty of the butterfly but rarely admit the changes it has gone through to achieve that beauty.” — Maya Angelou**

2. Discuss and interpret the quote based on the students’ acquired knowledge of caterpillars and butterflies.

**Character Education Study Guide Grades 3-5**  
**Featuring Little Stinky Skunk**



**Key Character Traits**

- Compassion: The desire to help.
- Virtue: Moral excellence; right living; goodness. A good quality or feature.
- Courage: Bravery; the ability to meet danger or pain without giving in to fear.
- Loyalty: The condition of being faithful to one's family, friends, obligations, or country.
- Sportsmanship: Fair play; abiding by the rules of fair play; honor; generosity.
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**Summary:** Little Stinky Skunk is orphaned when he is just a tiny baby. Mr. and Mrs. Fox take him into their home. When Stinky is older, his forest friends ridicule him because of his unusual survival skill. While most of his friends depend on their speed, cunningness, and agility to escape danger, Stinky uses a method of survival that is uncommon to his friends. Yet, when the friends find themselves in mortal danger, Little Stinky forgets about the teasing and does what he must do to save their lives. This act of courage earns him a place in the hearts of everyone in his community.

**Critical Thinking**

1. Should anyone be ridiculed because he or she is different? Discuss.
2. Should people respect others of different backgrounds, beliefs, cultures, and religious preferences? Discuss.
3. Have you ever been in a situation where individuals were not treated fairly?
4. Do you have friends and family members who have beliefs, traditions, and religious backgrounds that are different from yours? Discuss.
5. Do you respect their differences? Can you learn from these differences?
6. Name at least one thing that makes you different or unique.

**Discussion Questions**

1. Does Stinky gain respect from his friends and community? How?
2. Do you think that being different helped Stinky to save his friends? Explain.
3. How does Stinky become a hero?
4. Who is your hero or heroine?
5. Have you ever ridiculed or been ridiculed by anyone? How did you feel?
6. How does Mrs. Fox show compassion?
7. How does Stinky show his loyalty to the Fox Family?
8. Does Stinky show good sportsmanship even after he has been ridiculed?
9. "Make a virtue of necessity" means to do willingly what must be done anyway. Does Mr. Owl exemplify this trait when he tries to find a home for Stinky? Explain.

## **Review**

1. What are the key character traits in the story? Discuss. Give examples.
2. Can you think of other character traits that are in the story? Discuss. (Cooperation, Cleanliness, Honesty, and Generosity)
3. What lesson did you learn from the story? Discuss.

**Character Education Study Guide Grades 3-5**  
**Featuring Timmy The Turtle**



**Key Character Traits**

- Punctuality: Acting, finishing, or arriving on time.
- Perseverance: The act or habit of trying to do something in spite of difficulties.
- Self-respect: To have or show pride and confidence in oneself; a feeling of behaving with honor and dignity.
- Courtesy: Politeness and consideration for others; good manners.
- Virtue: Moral excellence; right living; goodness. A good quality or feature.
- Creativity: The power or ability to show originality and imagination. (This trait is expressed through the activities in the book.)

**Summary:** Timmy Turtle is always late because he is so slow. He and his forest friends made plans to go for a swim, but by the time Timmy arrived, there was no one there but him. Now, Timmy wants to attend the Forest Friends' Picnic, but he fears that he will be too late for the event. Therefore, he seeks advice from some of his friends.

**Critical Thinking**

1. Which character do you think Timmy will ask for advice to solve his problem?
  - A. Ricky Rabbit (a very fast rabbit)
  - B. Mr. Owl (a very wise and helpful owl)
  - C. Freda Fox (a very close friend of Timmy Turtle)
  - D. Mr. Thomas Turtle (Timmy Turtle's father)
2. Write your prediction on paper. Include your reason(s) for selecting the character.
3. After you read the story, explain your prediction and reason(s).
4. Discuss the importance of being punctual with homework, to school, to work, or to other activities and events.

**Discussion Questions**

1. Who gives Timmy the best advice to solve his problem?
2. Who tells Timmy what to do to solve his problem?
3. Who do you ask for advice when you have a problem? Why?
4. What valuable lesson does Timmy learn?
5. Do you consider Mr. Owl a virtuous character? Why or why not?

## **Review**

1. What are the key character traits in the story?
2. Can you think of other character traits that are in the story? Discuss.
3. Why is it important to be punctual?
4. Is punctuality a character trait that you can use for a lifetime? Explain.
5. Why is perseverance a good character trait?

# Part V.

## Lesson Plans

(Customize Your Lesson Plan Using Information and Resources Provided.)

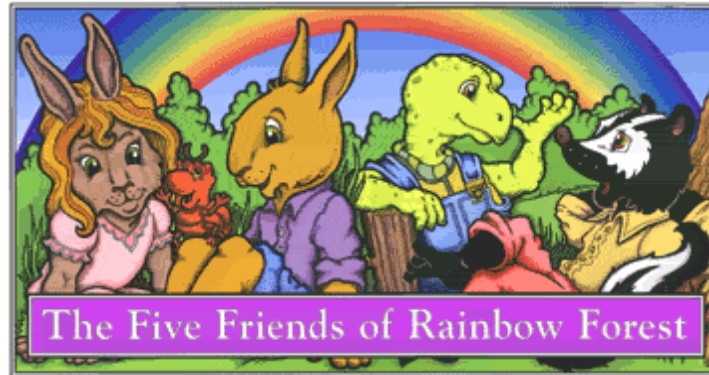


## Created with a Teacher's Touch!

**Grades Prek-2 and Grades 3-5**

## Section A.

### Lesson Plan Grades PreK-2



## Standards and Skills (See Part II.)

1. Introduce/Review the **Educational Standards** and the **Social and Emotional Learning Skills** that are taught in the lesson.

## Learning Targets

2. The Students will learn to

- Read, comprehend, and enjoy an animal/insect/reptile story
- Use interactive reading strategies
- Build vocabulary in context and spell vocabulary correctly
- Research information about animals, insects, and reptiles
- Respond to the story through writing, speaking and listening, drama, art, music, and projects
- Relate the story to personal experience

## Opening Procedure

3. Introduce the Books/Stories in the A+ Children's Interactive Books and Music System.

4. Present the "Featured" Book and Coloring Poster. (Ex. *Timmy The Turtle*)

5. Give the Brief Synopsis of the Featured Story. (Synopses Below)

- **Book 1. Little Ricky Rabbit:** Ricky Rabbit's mother refuses to allow him to do something that he really wants to do. Ricky in turn has a terrible temper tantrum. Watch as Ricky's tantrum backfires, and in the process, he learns a very valuable lesson.
- **Book 2. A Bow For Rachel Rabbit:** When Rachel Rabbit enters a contest for *Little Miss Springtime*, a conflict develops between mother and daughter. Watch how the conflict is resolved through a simple act of love.

- **Book 3. *Casper The Ugliest Caterpillar*:** Casper Caterpillar has a very rude awakening. He believes what all the caterpillars have been saying about him is true. What can Casper do to make his life beautiful?
- **Book 4. *Little Stinky Skunk*:** Stinky Skunk is somewhat ostracized because of a misconception about skunks. Observe carefully how a general misconception takes on a new meaning when friends find themselves in mortal danger.
- **Book 5. *Timmy The Turtle*:** Timmy Turtle seeks outside assistance as he searches for advice to solve a personal problem. He ultimately learns a valuable lesson that he will treasure for a lifetime.

## 6. Introduce and Discuss Elements of a Story and Other Literary Terms.

- **Story:** A story, narrative, or tale is any account of a series of related events or experiences, whether nonfictional (memoir, biography, news report, documentary, travelogue, etc.) or fictional (fairy tale, fable, legend, thriller, novel, etc.)
- **Narrator:** A person who tells a story. In literature, it is the voice that an author takes on or uses to tell a story.
- **Fable:** A short story, typically with animals as characters, conveying a moral. Give students an example of a fable. <https://www.moralstories.org/fables/>
- **Setting:** Setting includes the time and place of the story's events.
- **Character(s):** Characters are those who play a role in the story. (Ex. people, animals, personified inanimate objects, etc.)
- **Conflict:** Conflict represents the problem in the story.
- **Plot:** Plot is what happens (events) in the story. Explain to young students that the plot in a story has a "Beginning," a "Middle," and an "End." Give them the following information.
  - Beginning:** The beginning introduces the characters and sets the scene.
  - Middle:** The middle introduces a complication and tells the story of how it is overcome.
  - End:** The ending **resolves** each character's individual story and provides a sense of closure.
- **Theme:** Theme is the main point or overall message of the story. It can include what the reader takes away from the story, what the reader learns about life because of the story, or simply a main idea presented through the events of the story. The theme can be a moral or a lesson, but it is often simply an observation about life.

## 7. Present the Key Vocabulary in the "Featured" Story. Listed below are some suggested methods for defining and identifying the key words. **Note: Key Vocabulary Lists and Definitions Are Located in Part IV.**

- Show students the words and definitions and discuss each. Let students know that they will see and hear the words in the story.
- Assist students with previewing the story and locating key words.
- Use the "Frayer Model of Vocabulary Development" to help students attain new vocabulary and concepts that are essential for understanding the story. Have students complete a chart with the definition, characteristics, examples, and non-examples of the words to learn.
- Help students write sentences using the key vocabulary.
- Ask students to identify key vocabulary as they read the story.

## 8. Introduce the Music. The songs are on the CD and the USB Flash Drive. **Note: The Songs Are Located in Part III.**

## 9. Listen to One Song. Allow students to listen to "We Are The Friends" to stimulate interest in the characters and the stories. Listen to the "Audio" version, watch the "Video" version, or watch "The Live Band" performance version.



## Work Session

### 10. Read the Story. Introduce story/book and main character.

- Use one of the methods (or a combination of methods) below for studying/reading the story.
  - a. Read the story with (or to) students.
  - b. Allow students to read the story independently.
  - c. Allow students to read and discuss the story in small groups.
  - d. Allow students to listen to the “Audio” version of the story on the DVD or on the USB Flash Drive.
  - e. Allow students to watch the “Video” version of the story in “Read Along” format on the DVD or on the USB Flash Drive. **Note: The Audio and Video Versions of the Stories Are Located in Part III.**
- Discuss the story’s beginning, middle, and end.
- Discuss characters, setting, sequence of events, problem (conflict), resolution, etc.
- Discuss with students the characters’ interactions with other characters in the story.
- Ask students to identify and give examples of the SEL skills found in the story. (Ex. self-awareness, self-management, decision-making, relationship skills, and social awareness). **Note: The SEL Skills Are Located in Part II.**
- Complete the activities in the book.
- Color the illustrations.
- Allow students to listen to other songs. Listen to the “Audio” version, watch the “Video” version, and/or watch “The Live Band” performance.

### 11. Review/Discuss Character Education Traits. Use the “Study Guide” to review and discuss examples of good character traits in the story.

Answer the questions in the “Study Guide.” The questions are based on the story. Play “Good Character Land” for the students. Listen to the “Audio” version and/or watch the “Video” version.

**Note: The Study Guides Are Located in Part IV.**

## Closing the Lesson

### 12. Complete the Lesson. Below are some suggestions for finalizing the lesson.

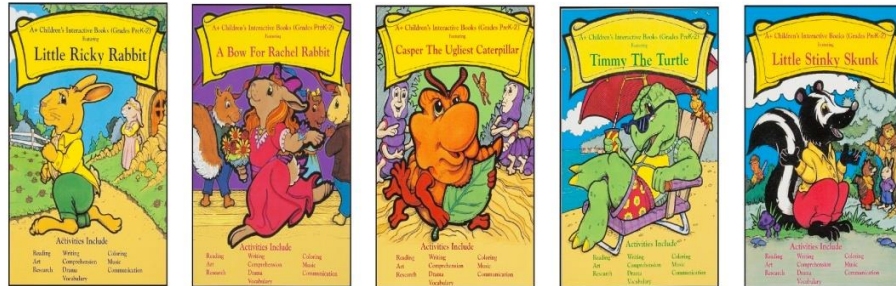
- Summarize the story.
- **Administer tests/assessments. (Part VI.)**
- Give each student a “Coloring Poster.” Allow the students to color their posters and display them in the room or outside the room. Remind the students to write their names on their posters.
- Conclude lesson by allowing the students to listen to “The Story of the Rainbow.” Listen to the “Audio” version, watch the “Video” version, and/or watch “The Live Band” performance of the song.
- Review the **Culminating Activities**. Allow students to choose the ones they want to complete.
- **Complete the “Certificate of Completion” located in the back of each student’s book.**

### 13. Vote on the Next Story. Allow students to vote on the next story that they would like to read.

- a. *Little Ricky Rabbit*
- b. *A Bow For Rachel Rabbit*
- c. *Casper The Ugliest Caterpillar*
- d. *Little Stinky Skunk*
- e. *Timmy The Turtle*

## Section B.

### Lesson Plan for Grades 3-5



## Standards and Skills (See Part II.)

1. Introduce/Review the **Educational Standards** and the **Social and Emotional Learning Skills** that are taught in the lesson.

## Learning Targets

2. The Students will learn to

- Read, comprehend, and enjoy an animal/insect/reptile story
- Use interactive reading strategies
- Build vocabulary in context and spell vocabulary correctly
- Research information about animals, insects, and reptiles
- Respond to the story through writing, speaking and listening, drama, art, music, and projects
- Relate the story to personal experience

## Opening Procedure

3. Introduce the Books/Stories in the A+ Children's Interactive Books and Music Learning System.

4. Present the "Featured" Book and Coloring Poster. (Ex. *Timmy The Turtle*)

5. Give the Brief Synopsis of the Featured Story. (Synopses Below)

- **Book 1. Little Ricky Rabbit:** Ricky Rabbit's mother refuses to allow him to do something that he really wants to do. Ricky in turn has a terrible temper tantrum. Watch as Ricky's tantrum backfires, and in the process, he learns a very valuable lesson.
- **Book 2. A Bow For Rachel Rabbit:** When Rachel Rabbit enters a contest for *Little Miss Springtime*, a conflict develops between mother and daughter. Watch how the conflict is resolved through a simple act of love.
- **Book 3. Casper The Ugliest Caterpillar:** Casper Caterpillar has a very rude awakening. He believes what all the caterpillars have been saying about him is true. What can Casper do to make his life beautiful?
- **Book 4. Little Stinky Skunk:** Stinky Skunk is somewhat ostracized because of a misconception about skunks. Observe carefully how a general misconception takes on a new meaning when friends find themselves in mortal danger.
- **Book 5. Timmy The Turtle:** Timmy Turtle seeks outside assistance as he searches for advice to solve a personal problem. He ultimately learns a valuable lesson that he will treasure for a lifetime.

## 6. Introduce, Define, and Discuss Literary Terms and Elements of a Story. (Examples Below)

- **Story:** A story, narrative, or tale is any account of a series of related events or experiences, whether nonfictional (memoir, biography, news report, documentary, travelogue, etc.) or fictional (fairy tale, fable, legend, thriller, novel, etc.)
- **Narrator:** A person who tells a story. In literature, it is the voice that an author takes on or uses to tell a story.
- **Fable:** A short story, typically with animals as characters, conveying a moral. Give students an example of a fable. <https://www.moralstories.org/fables/>
- **Setting:** Setting includes the time and place of the story's events.
- **Character(s):** Characters are those who play a role in the story. (Ex. people, animals, personified inanimate objects, etc.) They can be major characters around which the story revolves or minor characters that are only present to interact with the main characters.
- **Conflict:** Conflict represents the problem in the story. It can be internal if the character is battling with the problem or external if the character is battling outside forces such as another character or nature.
- **Plot:** Plot is what happens in the story. It includes the major events of the story, including exposition, rising action, climax, falling action, and resolution.
  - **Exposition** is the beginning of the story where the characters, setting, and conflict are established.
  - **Rising action** follows the exposition and marks the point where the main characters first encounter the story's conflict. This creates the first sense of tension in the story.
  - **Climax** is the culminating point of the story where the characters must confront the conflict. This might look like an intense fight scene or something more subtle like a verbal confrontation between characters. If the conflict is internal, it might result in the main character finally facing an inner dilemma.
  - **Falling action** is the direct result of the conflict. Whatever happens during the climax creates the falling action, the positive or negative consequences for the characters.
  - **Resolution** is sometimes called denouement. Resolution or denouement marks the end of the conflict and the story's conclusion. Sometimes the final outcome for the characters is explained for the reader and sometimes the conclusion is more open-ended.
- **Point of View:** Point of view refers to who is telling or narrating a story. A story can be told from the first person, second person, or third person point of view (POV).
  - **First Person:** The main character is telling the story. Readers will see the words "I," "me," or "we" in first person writing. It is commonly used for narratives and autobiographies. [First person POV](#) can be singular or plural. The singular form uses "I" or "me" and the plural form uses the word "we." Both are used to give the writer's personal perspective.
  - **Second Person:** The narrator is speaking to the reader. The words "you," "your," and "yours" are used from this point of view.
  - **Third Person:** Third person point of view has an external narrator telling the story. This perspective can be singular or plural as well as gender specific or gender neutral. Words like "he," "she," "it," or "they" are used in this point of view.
- **Theme:** Theme is the main point or overall message of the story. It can include what the reader takes away from the story, what the reader learns about life because of the story, or simply a main idea presented through the events of the story. The theme can be a moral or a lesson, but it is often simply an observation about life.
- **Personification:** Personification is a literary device that gives human characteristics to nonhuman things or inanimate objects. The nonhuman things can be animals, objects, or even a concept. The human characteristics given to these things can be emotions, behaviors, or actions that bring nonhuman things to life.

**7. Present the Key Vocabulary in the “Featured” Story. Listed below are some suggested methods for defining and identifying the key words. **Note: Lists of Key Vocabulary Are Located in Part IV.****

- Show students the words and definitions and discuss each. Help students write original sentences using the key vocabulary. Let students know that they will see and hear the words in the story.
- Give students the list of Key Vocabulary and have students define the words and use them in original sentences.
- Assist students with previewing the story and locating the key words.
- Use the “Frayer Model of Vocabulary Development” to help students attain new vocabulary and concepts that are essential for understanding the story. Have students complete a chart with the definition, characteristics, examples, and non-examples of the words to learn.
- Ask students to identify key vocabulary as they read the story.

**8. Introduce the Music. The songs are on the CD and the USB Flash Drive.**

**Note: The Songs Are Located in Part III.**

**9. Listen to One Song. Allow students to listen to “We Are The Friends” to stimulate interest in the characters and the stories. Listen to the “Audio” version, watch the “Video” version, or watch “The Live Band” performance version.**

**10. Read the Story. Use one of the methods (or a combination of methods) below for reading the story.**

- A. Read the story with (or to) the students.
- B. Ask for a volunteer to read the story.
- C. Allow students to read the story independently.
- D. Allow students to read and discuss the story in small groups.
- E. Allow students to listen to the “Audio” version of the story on the DVD or USB Flash Drive.
- F. Allow students to watch the “Video” version of the story in “Read Along” format on the DVD or USB Flash Drive.

**Note: The Audio and Video Versions of the Stories Are Located in Part III.**

**11. Discuss Characters, Setting, Plot, Conflict (internal and external), Theme, Point of View, Resolution, etc. with Students.**

**12. Discuss Characters’ Interactions with Other Characters in the Story.**

**13. Review and Discuss Social and Emotional Learning (SEL) Skills with Students. Ask students to identify and give examples of the skills found in the story (Ex. self-awareness, self-management, decision-making, relationship skills, and social awareness). **Note: The Skills Are Located in Part II.****

**14. Complete the Activities in the Book.**

**15. Color the Illustrations.**

**16. Allow Students to Listen to Other Songs. Listen to the “Audio” version, watch the “Video” version, or watch “The Live Band” performance.**

**17. Complete the Character Education Study Guide. Discuss the Character Traits and answer the questions in the “Character Education Study Guide.” The questions are based on individual stories. Play “Good Character Land” for students. Listen to the “Audio” version and/or watch the “Video” version of the song.**

**Note: Study Guides Are Located in Part IV.**

## Closing the Lesson

18. Finalize the Story/Lesson. Below are some suggestions for finalizing the lesson.

- Summarize the story with students and answer any questions students may have.
- **Administer tests/assessments. (Part VI.)**
- Give each student a “Coloring Poster.” Allow students to color their posters and display them in the room or outside the room. Remind students to write their names on their posters.
- End the lesson by allowing students to listen to “The Story of the Rainbow.” Listen to the “Audio” version, watch the “Video” version, and/or watch “The Live Band” presentation of the song.
- Review the **Culminating Activities**. Allow students to choose the ones they want to complete.
- **Complete the “Certificate of Achievement” located in the back of each student’s book.**

19. Vote on the Next Story. Allow the students to vote on the next story/book that they would like to read.

- Little Ricky Rabbit*
- A Bow For Rachel Rabbit*
- Casper The Ugliest Caterpillar*
- Little Stinky Skunk*
- Timmy The Turtle*

## Part VI.

# Differentiation



## Lesson Planning Modules

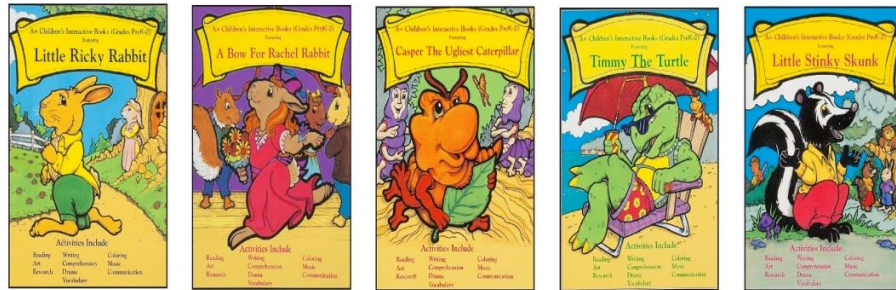
This instructional unit focuses on “Differentiation.” The materials, strategies, and activities vary according to students’ grade levels, learning styles, and levels of readiness. The modules consist of student-centered learning activities that culminate into projects for students to demonstrate understanding.

**Module 1: Grades Prek-2**

**Module 2: Grades 3-5**

## Section A.

# Materials, Strategies, and Activities for Differentiated Instruction



Every student has an individual learning style. Not all students grasp a subject matter in the same way nor do they share the same level of ability. Differentiated Instruction is an approach that enables teachers to plan strategically to meet the needs of each student. “**A+ Children’s Interactive Books and Music Learning System**” includes materials, activities, and instructions necessary for differentiation. The stories, music/songs, and activities are excellent for teaching all students based on their learning styles and levels of readiness. The materials address the major learning styles of students: **Visual, Auditory, Kinesthetic, and Reading and Writing**. The activities include various levels of intellectual behavior that include **remembering, understanding, applying, analyzing, evaluating, and creating**. Below are some examples.

### The System

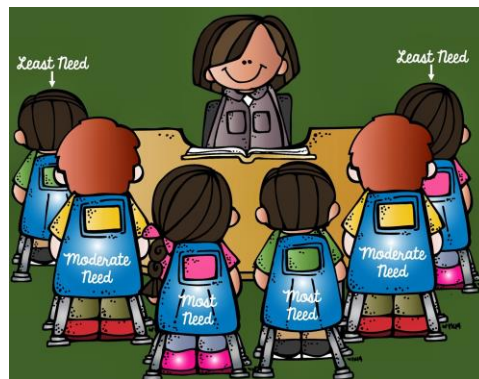
- Provides paperback book with story and activities for visual and word learners.
- Allows auditory learners to listen to the audio version of the story.
- Allows students to match vocabulary words in the story to definitions.
- Allows reading and writing learners to read a story individually, write original stories, essays, letters, and reports based on research.
- Allows students to be placed in reading groups to read the story and complete the activities and assignments.
- Allows students to answer related questions individually or in small groups.
- Allows auditory learners to give an oral report and reenact scenes from the story.
- Allows reading and writing learners to write a book report.
- Allows students to differentiate fact from opinion and fantasy from realism in the story.
- Allows students to create PowerPoint presentations summarizing the story.
- Allows students to role-play characters in the story and present a different outcome.
- Gives kinesthetic learners the opportunity to use technology to go online to complete assignments/activities.
- Allows kinesthetic learners to create a diorama illustrating the story.
- Allow students to work in small groups to make a diorama of a forest.
- Allows students to make puppets and present puppet shows.
- Allows students to design and create artwork.
- Allows all students to listen to the music/songs.
- Allows all students to watch live performances of the music/songs by the Band.
- Allows students to take oral or written tests/assessments and much more.



## Section B.

# Five (5) Steps to Incorporating Differentiated Instruction

Incorporate Differentiated Instruction into the Lesson Planning Process Using Five Easy Steps.



The following is a “5 Step Plan” to assist in writing Lesson Plans that include Differentiated Strategies based on students’ grade levels, learning styles, and levels of readiness.

## “5 Step Plan”

**Step 1:** Read/Review the **Lesson Plans** provided in **Part V**. Select the plan needed based on grade level and story title.

**Step 2:** Research/Review all students’ learning styles, reading levels, ability levels, Individual Education Plans, etc.

**Step 3:** Read/Review the following “**Differentiation Modules**” based on grade level and book title. (Ex. **Little Ricky Rabbit Grade PreK-2**)

**Step 4:** Start the process of writing and designing the Lesson Plan to include the Differentiated Strategies needed to effectively meet the needs of all students.

**Step 5:** Implement Custom Designed Lesson Plan, and Let the Fun and Learning Begin!



# Differentiation Modules

## Interactive Differentiated Teaching Strategies, Activities, Resources, and Examples

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### Featuring

***1. Little Ricky Rabbit***

***2. A Bow For Rachel Rabbit***

***3. Casper The Ugliest Caterpillar***

***4. Little Stinky Skunk***

***5. Timmy The Turtle***

## Section C.

### Titles and Synopses of the Books/Stories



**Little Ricky Rabbit:** Ricky Rabbit's mother refuses to allow him to do something that he really wants to do. Ricky in turn has a terrible temper tantrum. Watch as Ricky's tantrum backfires, and in the process, he learns a very valuable lesson.



**A Bow For Rachel Rabbit:** When Rachel Rabbit enters a contest for *Little Miss Springtime*, a conflict develops between mother and daughter. Watch how the conflict is resolved through a simple act of love.



**Casper The Ugliest Caterpillar:** Casper Caterpillar has a very rude awakening. He believes what all the caterpillars have been saying about him is true. What can Casper do to make his life beautiful?



**Little Stinky Skunk:** Stinky Skunk is somewhat ostracized because of a misconception about skunks. Observe carefully how a general misconception takes on a new meaning when friends find themselves in mortal danger.



**Timmy The Turtle:** Timmy Turtle seeks outside assistance as he searches for advice to solve a personal problem. He ultimately learns a valuable lesson that he will treasure for a lifetime.

## Section D.

### Key Vocabulary with Definitions for Each Story



#### **Book 1: Little Ricky Rabbit**

1. **certainly:** without any question or doubt.
2. **mean:** deliberately unkind.
3. **scream:** to voice a sudden sharp loud cry; to produce harsh high tones.
4. **permission:** formal consent; the approval of a person in authority.
5. **promise:** a statement by a person that he or she will or will not do something.
6. **dream:** a series of thoughts, images, or emotions occurring during sleep.
7. **ferocious:** exhibiting or given to extreme fierceness and unrestrained violence and brutality.
8. **soothed:** to calm; to bring comfort.
9. **\*tantrum:** a fit of bad temper; an outburst or display of excited anger.
10. **\*apology:** an explanation that frees one from fault or blame; an expression of regret for a mistake.

#### **Book 2: A Bow For Rachel Rabbit**

1. **crowned:** to place a hat or other headgear covering the top of the head.
2. **proud:** having or displaying excessive self-esteem; much pleased.
3. **perfectly:** completely, utterly, or absolutely; extremely well.
4. **refuse:** to show or express unwillingness to do or comply with a request.
5. **silly:** exhibiting or indicative of a lack of common sense or sound judgment.
6. **advice:** an opinion or recommendation offered as a guide to action, conduct.
7. **pocketbook:** a small bag or case for money, papers, etc., carried by a handle or in the pocket.
8. **aglow:** *brightness or warmth of color*; softly bright or radiant.
9. **\*defiant:** boldly resisting; marked by resistance or bold opposition, as to authority; challenging.
10. **\*humility:** the quality or condition of being humble.

#### **Book 3: Casper The Ugliest Caterpillar**

1. **surprise:** to cause to feel wonder, astonishment, or amazement, as at something unanticipated; unexpected.
2. **glee:** jubilant delight; joy; cheerfulness, fun, pleasure.
3. **dew:** water droplets condensed from the air, usually at night, onto cool surfaces.
4. **peered:** to look intently.
5. **kind:** having or showing a friendly, generous, sympathetic, or warm-hearted nature.
6. **fate:** karma; destiny; chance; luck; unfavorable outcome or result.
7. **attached:** to fasten, secure, or join.
8. **twig:** any small, leafless branch of a woody plant.
9. **\*metamorphosis:** a complete change of physical form or appearance; a profound change in form; from one stage to the next in the life history of an organism, as from the pupa to the adult butterfly.
10. **\*life cycle:** a progression through a series of differing stages of development; a series of stages.

#### **Book 4: Little Stinky Skunk**

1. **den:** the shelter, home, or retreat of a wild animal.
2. **surround:** to encircle or enclose or cause to be encircled or enclosed; to enclose on all sides.
3. **throng:** a large group gathered or crowded closely together; a multitude; to assemble in large numbers.
4. **spray:** to scatter (liquid) in the form of fine particles.
5. **reputation:** a high opinion generally held about a person or thing.
6. **attitude:** a manner of thinking, feeling, or behaving that reflects a state of mind or disposition.
7. **crowded:** filled to excess; packed; uncomfortably close together.
8. **protecting:** to keep from being damaged, attacked, stolen, or injured; guard.
9. **harm:** physical or mental injury or damage.
10. **precious:** beloved; dear; cherished; very costly or valuable.
11. **selfish:** chiefly concerned with one's own interest, advantage.
12. **misconception:** a mistaken thought, idea, or notion; a misunderstanding; a false or mistaken view, opinion, or attitude.
13. **\*hero:** a person or animal noted for special achievement.

#### **Book 5: Timmy The Turtle**

1. **secret:** given to keeping one's thoughts and activities unknown to others; something kept hidden.
2. **arrive:** to reach a destination or place.
3. **advice:** an opinion or recommendation offered as a guide to action, conduct.
4. **yell:** to cry out loudly, as in pain, fright, surprise, or enthusiasm.
5. **kind:** having or showing a friendly, generous, sympathetic, or warm-hearted nature.
6. **suggest:** to put forward (a plan, idea, etc.) for consideration.
7. **dearest:** loved and cherished; greatly valued; precious.
8. **wisest:** having the ability to discern or judge what is true, right, or lasting; to become informed or knowledgeable.
9. **aloud:** spoken in a normal tone and volume.
10. **problem:** a question to be considered, solved, or answered; unsettled question; difficulty in understanding.
11. **basking:** to expose oneself to pleasant warmth.
12. **\*reptile:** any of various usually cold-blooded egg-laying vertebrates often grouped in the class Reptilia, having dry skin covered with scales or horny plates and breathing by means of lungs. (Ex. snakes, lizards, crocodilians, and turtles)
13. **\*nocturnal:** of, relating to, or occurring in the night; active at night.
14. **\*punctual:** acting or arriving exactly at the time appointed; prompt; being on time.

## Section E. Module 1

### Little Ricky Rabbit Grades PreK-2



#### Lesson Objectives:

1. To engage students in reading, comprehending, and enjoying an animal story.
2. To employ interactive reading strategies to enhance comprehension.
3. To expand vocabulary in context and practice correct spelling.
4. To explore the life cycle of animals through research.
5. To respond to the story through various modalities: writing, speaking, listening, drama, art, music, and projects.
6. To relate the story to personal experiences.

#### Differentiation Strategies for Varied Learning Styles:

##### *For Visual and Reading/Writing Learners:*

- Provide a paperback book with the story and related activities for visual learners.
- Encourage students to read the story individually, write original stories, essays, letters, and reports based on research.

##### *For Auditory Learners:*

- Allow auditory learners to listen to the audio version of the story.
- Give them the opportunity to give an oral report and reenact scenes from the story.
- Organize small group discussions for auditory learners to answer related questions and share insights.

##### *For Kinesthetic Learners:*

- Let kinesthetic learners create dioramas illustrating the story.
- Allow them to work in small groups to make a diorama of a forest.
- Provide opportunities for them to make puppets and present puppet shows.

##### *For All Learning Styles:*

- Use the "A+ Children's Interactive Books and Music Learning System" to accommodate various learning styles.
- Have students match vocabulary words in the story to definitions.
- Organize reading groups to read the story and complete activities and assignments.
- Encourage fact-finding and differentiating fact from opinion and fantasy from realism in the story.
- Incorporate technology by allowing students to create PowerPoint presentations summarizing the story.

- Implement role-play activities for students to act out different outcomes from the story.
- Enable students to listen to music/songs and watch live performances.
- Offer both oral and written tests/assessments for evaluation.

#### **Technology Connection:**

- Utilize the Internet and print media for research about animals.
- Assign online research tasks and writing activities to cater to different learning styles.

#### **Storybook:**

1. Begin by introducing the book/story and the main character.
2. Present the Coloring Poster related to the story.
3. Provide the brief synopsis of *Little Ricky Rabbit* to engage students. **(See Section C.)**

#### **Songs:**

1. Introduce the songs/music and The Five Friends Of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Ricky Rabbit’s Helpful Habits” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
**(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

#### **Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Have students use each word in a sentence.
3. Encourage students to identify and define words as they read.
4. Create a Word Pyramid on the wall and continue adding new words throughout the year.

#### **Reading:**

1. Read the story aloud or have a student read the story aloud. Allow students to listen to the audio version if preferred.
2. Have students identify the characters and discuss their actions, motives, emotions, traits, and feelings.
3. Discuss Ricky’s “visit” to his grandfather’s house, distinguishing between realism and fantasy.
4. Let students color and discuss illustrations to reinforce the actions and events in the story.

#### **Comprehension:**

1. Have students write or answer recall and interpretation questions both in writing and orally.
2. Discuss answers to recall and interpretation questions.

#### **Research:**

1. Have students name and write five characteristics of the main character and research and write information about rabbits.

2. Define "tantrum" and "apology" for the students. Have them explain how these words apply to Ricky Rabbit.
3. Show students pictures of rabbits and hares and allow them to research and write information about these animals.
4. Facilitate a Round-Robin class discussion about rabbits and hares, covering appearance, habitat, diet, means of protection, and more.
5. Allow students to design and plant a vegetable garden with rabbits' favorite foods and create a vegetable graph to compare eating habits.

**Communication:**

1. Have students retell the story of Ricky Rabbit in their own words.
2. Organize role-play activities where students interview Ricky and Mrs. Rabbit, taking turns asking questions.
3. Encourage students to create and dictate their own stories about the main character to their parents for homework.
4. Have students identify main characters in books about animals for parents to read, record themselves retelling their stories, and share with the class.

**Art:**

1. Have students draw and color pictures of characters from the story.
2. Encourage students to create and color their own main character for a story.
3. Hold a Ricky Rabbit coloring poster contest.
4. Allow students to work in small groups to make dioramas of a forest and display their work.

**Writing:**

1. Review the writing process with students and remind them to use the process with writing activities.
2. Have students write a short paragraph describing how rabbits and hares are alike and how they are different using the research they conducted.
3. Encourage students to print legibly.
4. Have students write storybooks about Ricky Rabbit or their own chosen animal character, allowing them to illustrate and type their stories.
5. Facilitate letter-writing activities, including writing letters to parents and a letter of apology as if they were Ricky Rabbit.

**Drama:**

1. Allow students to dramatize the story of Ricky Rabbit.
2. Assist students in presenting a puppet show based on Ricky Rabbit.

**Music:**

1. Have students write poems about Ricky Rabbit.
2. Encourage them to turn their poems into songs, record them with music, and play them in class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Completion for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Play "Animal Trivia" or "Animal Jeopardy" using facts submitted by students.

**Materials/Technology Needed:**

- Book: *Little Ricky Rabbit*
- Computers
- Internet access
- Video cameras
- Coloring Posters
- Journals
- Paper
- Pencils
- Crayons

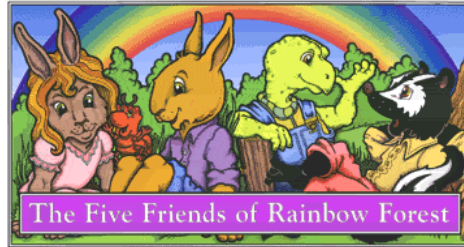
**Culminating Activities:**

1. Have students write their own storybooks, assisting them in designing colorful covers and compiling their stories, poems, illustrations, drawings, songs, and other materials.
2. Plan a Storybook Fair and Art Festival in the spring to showcase students' work.
3. Organize Storybook and Art Contests with prizes, ribbons, and certificates for winners.
4. Present puppet shows featuring characters from the series.
5. Create a Class Rhyme Book.
6. Form a troupe of actors to present stories from the series.
7. Provide cartoons featuring Ricky Rabbit for the school newspaper or newsletter.
8. Compile students' stories in a Book of Animal Tales.
9. Create an Animal Farm day where students dress up as their favorite animals.
10. Plan a Field Trip to the local zoo or farm.
11. Arrange a Career Day with animal-related careers.
12. Bake animal cookies for a class sharing activity.

**Web Resources:** [Include relevant web resources here.]



## A Bow For Rachel Rabbit Grades PreK-2



### Lesson Objectives:

1. To read, comprehend, and enjoy an animal story.
2. To use interactive reading strategies.
3. To build vocabulary in context and spell vocabulary correctly.
4. To research the life cycle of animals.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experience.

### Differentiation Strategies:

#### *Auditory Learners:*

- Provide an option to listen to the audio version of the story.
- Allow for oral reports and reenactments of scenes from the story.

#### *Visual Learners:*

- Use a paperback book with illustrations and activities to engage visual learners.
- Encourage drawing and coloring activities related to the story.

#### *Kinesthetic Learners:*

- Provide opportunities for kinesthetic learners to go online to complete assignments.
- Allow them to create dioramas and puppets to illustrate the story.

#### *Reading and Writing Learners:*

- Have reading groups where students read the story and complete activities and assignments.
- Assign written tasks such as book reports, essays, letters, and research papers.

### Technology Connection:

- Utilize the Internet and print media for research about animals.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Begin by introducing the book/story and the main character.
2. Present the Coloring Poster.
3. Provide the brief synopsis of the story. **(See Section C.)**

**Songs:**

1. Introduce the songs/music and The Five Friends Of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Reading With Rachel Rabbit” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
**(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Have students use each word in a sentence.
3. Encourage students to identify and define the words as they read.
4. Build a Word Pyramid on the wall, adding new words throughout the year.

**Reading:**

1. Read the story aloud or have a student read the story aloud. Provide an option for students to listen to the audio version of the story.
2. Have students identify the main characters and discuss their actions, motives, emotions, traits, and feelings.
3. Allow students to color and discuss illustrations to reinforce the actions and events in the story.

**Comprehension:**

1. Have students write or answer orally recall and interpretation questions.
2. Require students to write all answers in complete sentences.
3. Encourage students to give all oral answers in complete sentences.
4. Discuss answers to recall and interpretation questions.

**Research:**

1. Have students name and write five characteristics of the main character and research important information about rabbits (description, habitat, diet, means of protection, etc.).
2. Define "defiant" and "humility" for the students and relate these words to the character of Rachel Rabbit. Allow students to define and write the definitions for future use.
3. Have students research and write two paragraphs comparing and contrasting a rabbit and one other character from the story (raccoon, squirrel, fox).
4. Organize a Round-Robin class discussion about rabbits, raccoons, squirrels, and foxes, discussing appearance, habitat, diet, means of protection, and other important information.
5. Have students create a vegetable graph of rabbits' favorite foods and compare their eating habits to those of people.

6. Assist students in planting a vegetable that rabbits like, caring for the plants, and taking them home to plant.

**Communication:**

1. Have students retell the story of Rachel Rabbit in their own words.
2. Conduct role-play interviews with Rachel and her mother, allowing students to ask questions.
3. Have students create and dictate their own stories about the main character for homework.
4. Encourage students to check out books with animal characters for their parents to read to them, identifying the main characters and retelling the story in class or on tape.

**Art:**

1. Have students draw and color pictures of characters from the story.
2. Allow students to create and color their own main character for a story.
3. Organize a coloring contest based on Rachel Rabbit.
4. Let students work in small groups to make dioramas of a forest and create clay figures to display their work.

**Writing:**

1. Review the writing process and encourage students to use it for writing activities.
2. Have students write storybooks with illustrations about Rachel Rabbit or their own selected main character.
3. Instruct students to write letters congratulating Rachel and their chosen character for winning the title of Little Miss Springtime.
4. Prompt students to write different endings for the story and share their versions.

**Drama:**

1. Allow students to dramatize scenes from the story.
2. Assist students in presenting a Puppet Show based on Rachel Rabbit.

**Music:**

1. Have students write poems about Rachel Rabbit and turn them into songs recorded with music to be played in class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play “Good Character Land” to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Completion for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Play "Animal Trivia" or "Animal Jeopardy" using facts submitted by students.

**Materials/Technology Needed:**

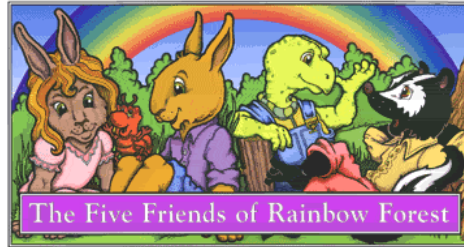
- Book: *A Bow For Rachel Rabbit*
- Computers
- Internet access
- Video cameras
- Coloring Posters
- Journals
- Paper
- Pencils
- Crayons

**Culminating Activities:**

1. Have students create their own storybooks with colorful covers.
2. Plan a Storybook Fair and Art Festival in the spring for students to display their work.
3. Organize contests with prizes for outstanding work.
4. Present Puppet Shows for each character in the series.
5. Form a troupe of actors to present all stories in the series.
6. Compile students' stories in a Book of Animal Tales.
7. Create an Animal Farm day with students dressing up as their favorite animals.
8. Plan a Field Trip to a local zoo or farm.

**Web Resources:** (List any web resources that may be used for research.)

## Casper The Ugliest Caterpillar Grades PreK-2



### Lesson Objectives:

1. To read, comprehend, and enjoy an insect story.
2. To use interactive reading strategies.
3. To build vocabulary in context and spell vocabulary correctly.
4. To research the life cycle of insects.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experience.

**Differentiation Strategies:** The lesson plan incorporates differentiated instruction strategies to accommodate auditory, visual, kinesthetic, and reading and writing learners at various levels.

### Auditory Learners:

- Begin the lesson by reading the story aloud or play the audio version for students.
- Allow auditory learners to listen to the story and provide opportunities for them to give oral reports and reenact scenes.
- Engage auditory learners in discussions and group activities related to the story.

### Visual Learners:

- Provide a paperback book with story and activities for visual learners.
- Use visual aids such as posters and illustrations to reinforce story elements.
- Encourage visual learners to draw and color pictures of characters and scenes from the story.
- Utilize PowerPoint presentations summarizing the story for visual learners.

### Kinesthetic Learners:

- Allow kinesthetic learners to use technology for online assignments and activities related to the story.
- Enable them to create dioramas illustrating the story or a forest setting.
- Provide opportunities for hands-on projects, such as making puppets and presenting puppet shows.
- Engage kinesthetic learners in group activities like creating artwork and participating in drama exercises.

### Reading and Writing Learners:

- Assign reading groups for reading the story and completing activities, ensuring individualized reading levels.
- Encourage reading and writing learners to read the story individually and write original stories, essays, letters, and reports based on research.
- Differentiate assignments to include fact-checking, opinion analysis, and fantasy-realism comparisons.

- Allow these learners to create book reports and participate in writing activities such as letters and reflections.

#### **Technology Connection:**

- Utilize the Internet and print media for research about insects.
- Assign online research tasks and writing activities to cater to different learning styles.

#### **Storybook:**

1. Begin by introducing the book/story and the main character.
2. Present the Coloring Poster.
3. Provide the brief synopsis of *Casper The Ugliest Caterpillar*. **(See Section C.)**

#### **Songs:**

1. Introduce the songs/music and The Five Friends Of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Casper Caterpillar, Friend Of Mine” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.” **(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

#### **Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Encourage students to use each word in a sentence.
3. Have students identify and define words as they read.
4. Build a Word Pyramid on the wall and continue adding new words throughout the year.

#### **Reading:**

1. Read the story aloud or have a student read it aloud. Provide the option for students to listen to the audio version.
2. Identify characters and discuss their actions, motives, emotions, traits, and feelings.
3. Allow students to color and discuss illustrations to reinforce story events.

#### **Comprehension:**

1. Have students write or orally answer recall and interpretation questions, ensuring complete sentences.
2. Discuss answers to recall and interpretation questions.

#### **Research:**

1. Have students name and write five characteristics of the main character (caterpillar).
2. Allow students to use the Internet to research and write information about caterpillars, butterflies, and moths, including descriptions, habitats, diets, and means of protection.

3. Define "metamorphosis" for students and relate it to Casper Caterpillar. Encourage students to write the definition for future reference.
4. Compare pictures of caterpillars and butterflies, noting similarities and differences.
5. Create a list of a caterpillar's favorite foods.
6. Compare the eating habits of caterpillars and butterflies.
7. Research and compare the life cycles of butterflies and frogs, presenting findings with visual aids.
8. Have students write three interesting facts they learned during research for a future "Insect Trivia" or "Insect Jeopardy" game.

**Communication:**

1. Have students retell the story of Casper Caterpillar in their own words.
2. Facilitate role-playing exercises where students interview Casper Caterpillar before and after metamorphosis.
3. Encourage students to create and dictate their own stories about the main character for sharing with parents.
4. Promote reading of insect-themed books by parents, with students identifying main characters and retelling stories.

**Art:**

1. Instruct students to draw and color pictures of main characters from the story.
2. Have students draw, label, color, and display pictures of butterflies.
3. Organize a Casper coloring poster contest.
4. Assign students to create "Before" and "After" pictures of Casper.
5. Allow group work to create a diorama of a butterfly farm using various art materials, including clay figures and vegetation.

**Writing:**

1. Review the writing process with students, emphasizing its use in writing activities.
2. Have students write three short paragraphs (about seven sentences each) about caterpillars, butterflies, and moths, comparing their similarities and differences.
3. Encourage students to write storybooks about Casper Caterpillar or their selected insect complete with illustrations.
4. Assign letter-writing activities to students, addressing envelopes and sending letters to parents.
5. Promote reflection by having students write about experiences dealing with teasing.

**Drama:**

1. Allow students to dramatize the story of Casper Caterpillar.
2. Assist students in presenting a puppet show based on Casper Caterpillar.

**Music:**

1. Encourage students to write poems about Casper Caterpillar.
2. Have them turn their poems into songs, record them with music, and play them in class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Completion for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Play "Insect Trivia" or "Insect Jeopardy" using facts submitted by students.

**Materials/Technology Needed:**

- Book: *Casper The Ugliest Caterpillar*
- Computers
- Internet access
- Video cameras
- Coloring Posters
- Journals
- Paper
- Pencils
- Crayons

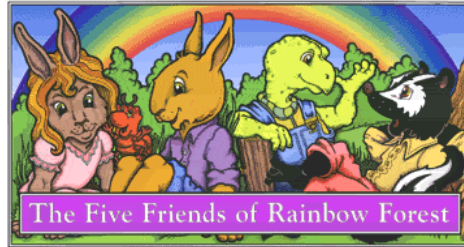
**Culminating Activities:**

1. Have students create and compile their own storybooks with colorful covers.
2. Plan a Storybook Fair and an Art Festival in the spring to showcase students' work.
3. Organize Storybook and Art Contests with prizes, ribbons, and certificates.
4. Present Puppet Shows featuring characters from the series.
5. Compile students' stories into a Book of Insect Tales.
6. Plan a Field Trip to a butterfly farm.
7. Host Career Day with professionals in insect-related fields.
8. Use cartoons featuring Casper Caterpillar for character education in school newsletters.
9. Form a troupe of actors to present all stories from the series.
10. Create a Class Rhyme Book.
11. Display students' work at various events and meetings.

**Web Resources:** (Include relevant web resources here if applicable.)



## Little Stinky Skunk Grades PreK-2



### Lesson Objectives:

1. To read, comprehend, and enjoy an animal story.
2. To use interactive reading strategies.
3. To build vocabulary in context and spell vocabulary correctly.
4. To research the life cycle of animals.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experience.

**Differentiation:** "A+ Children's Interactive Books and Music Learning System" offers various materials and methods tailored to different learning styles:

### Visual and Word Learners:

- Provide paperback books with story and activities.
- Encourage students to read the story individually and write original stories, essays, letters, and reports based on research.
- Create reading groups to complete activities and assignments.

### Auditory Learners:

- Allow students to listen to the audio version of the story.
- Give an opportunity for oral reports and reenact scenes from the story.
- Incorporate music and songs into the lesson.

### Reading and Writing Learners:

- Provide opportunities for reading and writing, including book reports, written responses to questions, and research activities.
- Encourage students to differentiate fact from opinion and fantasy from realism in the story.
- Utilize PowerPoint presentations for summarizing the story.

### Kinesthetic Learners:

- Incorporate technology for online assignments/activities.
- Engage students in creating dioramas illustrating the story.
- Encourage hands-on activities like making puppets and presenting puppet shows.
- Allow for art projects and creating artwork.

**Technology Connection:**

- Utilize the Internet and print media for research about animals.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Begin by introducing the book/story and the main character.
2. Present the Coloring Poster.
3. Share the brief synopsis of *Little Stinky Skunk*. **(See Section C.)**

**Songs:**

1. Introduce the songs/music and The Five Friends of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends Of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Stinky, The Rainbow Forest Hero” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
**(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Have students use each word in a sentence.
3. Continuously update the Word Pyramid on the wall with new vocabulary words.

**Reading:**

1. Read the story aloud or have a student read it aloud. Offer an audio version for auditory learners.
2. Have students identify characters, discuss their actions, motives, emotions, traits, and feelings.
3. Allow students to color and discuss illustrations to reinforce story events.

**Comprehension:**

1. Have students write or answer recall and interpretation questions, ensuring complete sentences.
2. Facilitate discussions about answers to recall and interpretation questions.

**Research:**

1. Encourage students to research and write about the main character's characteristics and skunks using the Internet.
2. Define "hero" and relate it to the main character. Add new words to the Word Pyramid.
3. Compare and contrast skunks and polecats through research.
4. Conduct a Round-Robin class discussion about skunks and polecats.
5. Create a chart of skunks' favorite foods.
6. Have students make comparison charts about animals in the story.

**Communication:**

1. Have students retell the story in their own words.
2. Engage in role-playing and interviews with the characters.
3. Encourage students to create and share their stories with their parents.
4. Record students retelling stories at home and bring the recordings to share.

**Art:**

1. Have students draw and color characters from the story.
2. Allow students to create and color their own main character for a story.
3. Organize a coloring poster contest for Stinky Skunk.

**Writing:**

1. Review the writing process and apply it to various writing activities.
2. Have students write a short paragraph comparing and contrasting skunks and polecats.
3. Guide students in writing storybooks with illustrations.
4. Encourage letter writing to parents, short essays about skunks, and other related topics.

**Drama:**

1. Facilitate dramatizations of the story.
2. Assist in presenting a Puppet Show based on the story.

**Music:**

1. Have students write poems about the story and turn them into songs.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play “Good Character Land” to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete certificates of completion for students to take home.
3. Display students' work at various school events.

**Assessment:** Play "Animal Trivia" or "Animal Jeopardy" using facts submitted by students.

**Materials/Technology Needed:**

- Book: *Little Stinky Skunk*
- Computers
- Internet access
- Video cameras
- Coloring Posters
- Journals

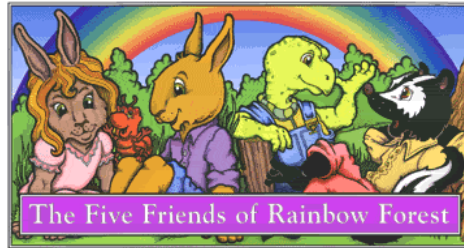
- Paper
- Pencils
- Crayons

**Culminating Activities:**

1. Have students create their own storybooks and organize a Storybook Fair.
2. Plan an Art Festival to showcase students' work.
3. Hold contests for the best storybook and artwork.
4. Present Puppet Shows for each character in the series.
5. Compile students' stories in a "Book of Animal Tales."
6. Organize an Animal Farm day.
7. Plan a Field Trip to a zoo or farm.
8. Host Career Day with animal-related professions.
9. Bake animal cookies and share them in class.

**Web Resources:** [Include relevant web resources for animal research, if available.]

## Timmy The Turtle Grades PreK-2



### Lesson Objectives:

1. To read, comprehend, and enjoy a reptile story.
2. To use interactive reading strategies.
3. To build vocabulary in context and spell vocabulary correctly.
4. To research the life cycle of reptiles.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experience.

Differentiation Strategies: "A+ Children's Interactive Books and Music Learning System" includes materials and methods designed to enhance student learning based on individual needs. Below are differentiated instructions for auditory, visual, kinesthetic, and reading and writing learners:

#### Auditory Learners:

1. Listen to the audio version of the story.
2. Participate in oral discussions and give an oral report.
3. Create and perform songs or poems related to Timmy The Turtle.

#### Visual Learners:

1. Use the paperback book with illustrations for visual learners.
2. Color and discuss illustrations to reinforce story events.
3. Create artwork related to the story.
4. Watch live performances of the music/songs by the Band.

#### Kinesthetic Learners:

1. Go online to complete assignments/activities.
2. Create a diorama illustrating the story.
3. Work in small groups to make a diorama of a forest.
4. Make puppets and present puppet shows.

#### Reading and Writing Learners:

1. Read the story individually.
2. Write original stories, essays, letters, and reports based on research.
3. Answer related questions individually or in small groups.
4. Write a book report.
5. Create PowerPoint presentations summarizing the story.
6. Role-play characters and present different outcomes.
7. Take oral or written tests/assessments.

**Technology Connection:**

- Use the Internet and print media for reptile research.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Introduce the book/story and the main character.
2. Present the Coloring Poster.
3. Give the brief synopsis of *Timmy The Turtle*. **(See Section C.)**

**Songs:**

1. Introduce the songs/music and The Five Friends of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends Of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Timmy Turtle, Right On Time” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
**(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Have students write the words and definitions.
3. Have students use each word in a sentence.
4. Build a Word Pyramid on the wall for ongoing vocabulary development.

**Reading:**

1. Read the story aloud or have a student read it aloud. Provide the audio version for auditory learners.
2. Identify characters and discuss their characteristics.
3. Allow students to color illustrations.

**Comprehension:**

1. Have students write or answer orally recall and interpretation questions.
2. Discuss answers to recall and interpretation questions.

**Research:**

1. Name and write five characteristics of the main character (turtle).
2. Define "reptile" and relate it to Timmy Turtle.
3. Research and write information about turtles, tortoises, and terrapins.
4. Participate in a Round-Robin class discussion about turtles and tortoises.
5. Create a chart of turtles' favorite foods.
6. Write three interesting facts learned during research.

**Communication:**

1. Have students retell the story in their own words.
2. Role-play characters and conduct interviews.
3. Create and dictate stories about the main character.
4. Identify main characters in reptile-themed books and share them.

**Art:**

1. Draw and color pictures of story characters.
2. Create and color a character for a story.
3. Hold a Timmy Turtle coloring poster contest.
4. Work in small groups to make a diorama of an aquarium.

**Writing:**

1. Review the writing process and use it for writing activities.
2. Write paragraphs comparing turtles and tortoises.
3. Write storybooks about Timmy Turtle or other reptile characters.
4. Write thank-you letters to parents.

**Drama:**

1. Dramatize the story of Timmy Turtle.
2. Present a Puppet Show based on Timmy Turtle.

**Music:**

1. Write poems about Timmy Turtle and turn them into songs.
2. Record songs with music and play them in class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with a party.
2. Complete the Certificate of Completion for students.
3. Display students' work at various school events.

**Assessment:** Play "Reptile Trivia" or "Reptile Jeopardy" using facts submitted by students.

**Materials/Technology Needed:**

- Book: *Timmy The Turtle*
- Computers
- Internet access
- Video cameras

- Coloring Posters
- Journals
- Paper
- Pencils
- Crayons

**Culminating Activities:**

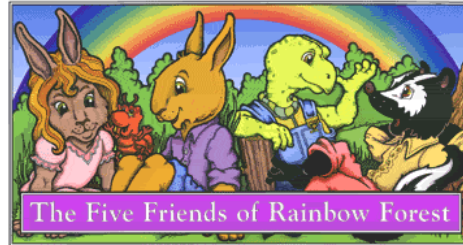
1. Have students write their own storybooks and design colorful covers.
2. Plan a Storybook Fair and Art Festival for students to showcase their work.
3. Hold Storybook and Art Contests with prizes.
4. Present Puppet Shows about characters in the series.
5. Create a Class Rhyme Book.
6. Form a troupe of actors to present stories in the series.
7. Compile students' stories in a Book of Reptile Tales.
8. Plan a Field Trip to an aquarium.
9. Organize Career Day with reptile-related careers.
10. Provide cartoons for the school newspaper to promote Character Education with Timmy Turtle.

**Web Resources:** (Include relevant web resources for reptile research.)



## Section F. Module 2

### Little Ricky Rabbit Grades 3-5



#### Lesson Objectives:

1. To read, comprehend, and enjoy an animal story.
2. To use interactive reading strategies.
3. To build vocabulary in context.
4. To research the life cycle of animals.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experiences.

#### Differentiation Strategies:

To cater to the diverse learning needs of students, employ various strategies for auditory, visual, kinesthetic, and reading and writing learners.

#### Auditory Learners:

- Play the audio version of the story for auditory learners.
- Allow auditory learners to give an oral report and reenact scenes from the story.
- Encourage them to write a script for their reenactment.

#### Visual Learners:

- Provide paperback books with story and activities for visual learners.
- Display illustrations for visual learners to color and discuss to reinforce the story's events.
- Create visual aids and posters to support comprehension and vocabulary activities.

#### Kinesthetic Learners:

- Use technology for online assignments/activities.
- Allow kinesthetic learners to create dioramas illustrating the story.
- Enable them to make puppets and present puppet shows.

#### Reading and Writing Learners:

- Assign students to reading groups to read the story and complete activities.
- Have them write original stories, essays, letters, and reports based on research.
- Encourage them to create PowerPoint presentations summarizing the story.
- Differentiate between fact and opinion and fantasy and realism in the story.

- Conduct written tests/assessments for reading and writing learners.

#### **Technology Connection:**

- Use the Internet and print media for animal research.
- Assign online research tasks and writing activities to cater to different learning styles.

#### **Storybook:**

1. Introduce the book/story and the main character.
2. Present the Coloring Poster.
3. Give the brief synopsis of *Little Ricky Rabbit*. **(See Section C.)**

#### **Songs:**

1. Introduce the songs/music and The Five Friends Of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Ricky Rabbit’s Helpful Habits” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.” **(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

#### **Reading/Vocabulary:**

1. Introduce the story and review story elements.
2. Provide written and oral instructions for activities.
3. Assign students to read the story aloud for both auditory and kinesthetic learners.
4. Encourage students to define unfamiliar words, write definitions, and use them in original sentences. **(See Section D.)**
5. Use visual aids to build a Word Pyramid.
6. Discuss and analyze the story’s main characters and story elements for visual and auditory learners.

#### **Comprehension:**

1. Have students answer recall and interpretation questions.
2. Encourage them to write answers in complete sentences.
3. Foster discussions on answers to recall and interpretation questions.

#### **Research:**

1. Engage students in naming and writing characteristics of the main character.
2. Encourage research on rabbits and have students share their findings.
3. Explore similarities and differences between rabbits and hares.
4. Guide students in checking out books about animals and writing book reports.
5. Compile interesting facts learned for the "Animal Trivia" or “Animal Jeopardy" game.

**Communication:**

1. Ask students to retell the story in their words.
2. Have students present book reports through PowerPoint presentations.
3. Foster discussion among students about the animals they researched.

**Writing:**

1. Emphasize the writing process for all activities.
2. Instruct students to write a comparison of rabbits and hares (five paragraphs).
3. Encourage them to write and illustrate their own storybooks.
4. Assign various writing tasks, such as photo-essays or persuasive letters.
5. Guide students in addressing envelopes and mailing letters.
6. Support group research and presentations on different rabbit species.

**Drama:**

1. Allow students to write and present a play about Little Ricky Rabbit.
2. Encourage them to create costumes and act out the story.

**Art:**

1. Provide opportunities for coloring illustrations.
2. Facilitate the creation of "masterpiece" drawings.
3. Organize a Ricky Rabbit coloring poster contest.

**Music:**

1. Invite students to write poems about Ricky Rabbit.
2. Have them turn poems into songs, record with music, and present to the class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Achievement for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Conduct "Animal Trivia" or "Animal Jeopardy" using student-submitted questions and answers.

**Materials/Technology Needed:**

- Book: *Little Ricky Rabbit*
- Computers
- Internet access
- Video cameras

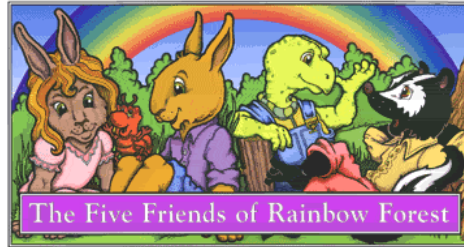
- Coloring Posters
- Journals
- Paper
- Pencils
- Crayons

**Culminating Activities:**

1. Have students create their own storybooks with colorful covers.
2. Plan a Storybook Fair in the spring for students to display their work.
3. Organize an Art Festival in the spring to showcase students' creations.
4. Conduct Storybook and Art Contests with prizes and certificates.
5. Present a Puppet Show featuring characters from the series.
6. Create a Class Rhyme Book.
7. Form a troupe of actors to present stories from the series.
8. Provide cartoons for the school newspaper to promote Character Education.
9. Compile students' stories into a Book of Animal Tales.
10. Plan a Field Trip to a local zoo or farm.
11. Organize Career Day with professionals related to animals.
12. Bake animal cookies and share them in class.

**Web Resources:** [List web resources here.]

## A Bow For Rachel Rabbit Grades 3-5



### Lesson Objectives:

1. To read, comprehend, and enjoy an animal story.
2. To use interactive reading strategies.
3. To build vocabulary in context.
4. To research the life cycle of animals.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experiences.

### Differentiation Strategies:

*A+ Children's Interactive Books and Music Learning System* includes materials and methods designed to enhance student learning by offering support based on individual needs.

- For **Visual and Word Learners:**
  - Provide paperback books with the story and activities.
  - Use visual aids, like posters and illustrations, to reinforce concepts.
- For **Auditory Learners:**
  - Allow students to listen to the audio version of the story.
  - Conduct class discussions and verbal activities.
- For **Kinesthetic Learners:**
  - Encourage online research using technology.
  - Create dioramas illustrating the story.
  - Engage in puppet-making and puppet shows.
- For **Reading and Writing Learners:**
  - Let students read the story individually.
  - Assign writing tasks such as original stories, essays, letters, and reports based on research.
  - Differentiate reading groups based on students' reading levels.
- General Differentiation:
  - Form small groups for reading, discussions, and assignments.
  - Conduct oral reports and reenact scenes for auditory learners.
  - Allow students to write book reports.
  - Differentiate fact from opinion and fantasy from realism in the story.
  - Create PowerPoint presentations summarizing the story.
  - Role-play characters and present alternative outcomes.
  - Use technology to complete assignments for kinesthetic learners.
  - Collaborate in small groups to make dioramas.
  - Design and create artwork.
  - Listen to and watch live performances of music/songs by the Band.
  - Offer oral or written tests/assessments and more.

**Technology Connection:**

- Use the Internet and print media for animal research and writing assignments.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Introduce the book/story and the main character.
2. Present the Coloring Poster.
3. Give the brief synopsis of *A Bow For Rachel Rabbit*. **(See Section C.)**

**Songs:**

1. Introduce the songs/music and The Five Friends Of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Reading With Rachel Rabbit” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.” **(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Have students use each word in a sentence.
3. Have students identify and define the words as they read.
4. Build a Word Pyramid on the wall, adding new words throughout the year.

**Reading:**

1. Read the story aloud or have a student read the story aloud. Allow auditory learners to listen to the audio version of the story.
2. Have students identify the main characters and discuss their actions, motives, emotions, traits, and feelings.
3. Allow students to color and discuss illustrations to reinforce the actions and events in the story.

**Comprehension:**

1. Have students write or orally answer recall and interpretation questions.
2. Require complete sentences for all answers.
3. Foster complete sentences in oral responses.
4. Discuss answers to recall and interpretation questions.

**Research:**

1. Have students name and write five characteristics of the main character.
2. Define “defiant” and “humility.” Ask how these words apply to Rachel Rabbit. Have students write the definitions for future use, adding them to the Word Pyramid.
3. Research and write information about rabbits, including species, description, habitat, diet, survival skills, etc. Allow students to share their research.
4. Create a comparison chart about rabbits and other characters in the story (raccoon, squirrel, fox).

5. Write a photo-essay about one of the characters seen in the story, incorporating research.
6. Write a three-page book report using the research process.
7. Compile ten or more interesting facts learned for an "Animal Trivia" or "Animal Jeopardy" game.

**Communication:**

1. Have students retell the story of Rachel Rabbit in their own words.
2. Present book reports in a PowerPoint Presentation.
3. Write at least ten facts from each classmate's presentation.
4. Participate in a class discussion of researched animals.

**Writing:**

1. Encourage students to use the writing process with each activity.
2. Have students write and illustrate their own storybook about Rachel Rabbit.
3. Write letters congratulating Rachel for winning the title of Little Miss Springtime.
4. Write letters congratulating another character for winning the title.
5. Research and write a class book about animals worldwide. Share research in a PowerPoint presentation.

**Drama:**

1. Allow students to write and present a play about Rachel Rabbit.
2. Make Rachel's story into a stage play with costumes.
3. Invite other classes to compete and award certificates for the best presentation.

**Art:**

1. Color illustrations for their storybooks.
2. Create a "masterpiece" drawing for an art contest.
3. Hold a Rachel Rabbit coloring poster contest.

**Music:**

1. Write poems about Rachel Rabbit.
2. Turn poems into songs, record with music, and play them in class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

4. Celebrate the completion of the book with an ice cream and cookie party.
5. Complete the Certificate of Achievement for students to take home.
6. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Play "Animal Trivia" or "Animal Jeopardy" using questions and answers submitted by students.

**Materials/Technology Needed:** Book: *A Bow For Rachel Rabbit*, Computers, Internet access, Video camera, Coloring Posters, Journals, Paper, Pencils, Crayons

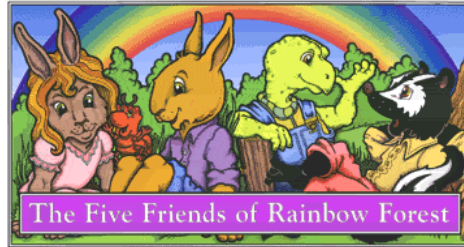
**Culminating Activities:**

1. Have students write their own storybooks, design colorful covers, and compile their work.
2. Plan a Storybook Fair in the spring for students to display their storybooks.
3. Organize an Art Festival to display students' stories, poems, drawings, and more.
4. Hold Storybook and Art Contests with prizes, ribbons, and certificates.
5. Present a Puppet Show about each character in the series.
6. Create a Class Rhyme Book.
7. Form a troupe of actors to present all stories in the series.
8. Provide cartoons to promote Character Education with Rachel Rabbit.
9. Compile the students' stories into a Book of Animal Tales.
10. Plan a Field Trip to the local zoo or farm.
11. Organize Career Day, inviting animal-related professionals.
12. Bake and share animal-shaped cookies in class.

**Web Resources:** (Include relevant web resources for animal research and related activities.)



## Casper The Ugliest Caterpillar Grade 3-5



### Lesson Objectives:

1. To read, comprehend, and enjoy an insect story.
2. To use interactive reading strategies.
3. To build vocabulary in context.
4. To research the life cycle of insects.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experiences.

### Differentiated Instruction Strategies:

#### *Auditory Learners:*

- Allow auditory learners to listen to the audio version of the story.
- Conduct discussions and group activities that involve listening and speaking.
- Have auditory learners give an oral report and reenact scenes from the story.

#### *Visual Learners:*

- Provide a paperback book with story and activities for visual and word learners.
- Use visual aids, posters, and illustrations to reinforce concepts.
- Encourage visual learners to create artwork, drawings, and diagrams related to the story.
- Allow visual learners to design and create colorful book covers.

#### *Kinesthetic Learners:*

- Give kinesthetic learners the opportunity to go online to complete assignments/activities.
- Let kinesthetic learners create a diorama illustrating the story.
- Allow them to work in small groups to make a diorama of a forest.
- Permit kinesthetic learners to make puppets and present puppet shows.

#### *Reading and Writing Learners:*

- Allow read and write learners to read the story individually.
- Encourage them to write original stories, essays, letters, and reports based on research.
- Place students in reading groups to read the story and complete activities and assignments.
- Have them differentiate fact from opinion and fantasy from realism in the story.
- Allow read and write learners to create PowerPoint presentations summarizing the story.
- Assign them to write book reports and research reports.

**Technology Connection:**

- Use the Internet and print media to research and write information about insects.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Introduce the book/story and the main character.
2. Present the Coloring Poster.
3. Provide the brief synopsis of *Casper The Ugliest Caterpillar*. **(See Section C.)**

**Songs:**

1. Introduce the songs/music and The Five Friends Of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Casper Caterpillar, Friend Of Mine” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
**(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Introduce and define unfamiliar words in the story. **(See Section D.)**
2. Have students use each word in a sentence.
3. Have students identify and define the words as they read.
4. Build a Word Pyramid on the wall. Add new words throughout the year.

**Reading:**

1. Read the story aloud or have a student read the story aloud. Students may listen to the audio version of the story.
2. Have students identify the characters and discuss their actions, motives, emotions, traits, and feelings.
3. Allow students to color and discuss illustrations to reinforce the actions and events in the story.

**Comprehension:**

1. Have students write or answer orally recall and interpretation questions.
2. Have students write all answers in complete sentences.
3. Have students give all oral answers in complete sentences.
4. Discuss answers to recall and interpretation questions.

**Research:**

1. Have students name and write five or more characteristics of the main character.
2. Define "metamorphosis" and explain its relevance to Casper Caterpillar. Add it to the Word Pyramid.
3. Have students write a research report about caterpillars and butterflies using the Internet. Share their research.
4. Allow students to use the Internet to draw and explain the life cycle of the butterfly with visual aids.
5. Have students make lists comparing and contrasting butterflies and moths. Share their findings.

6. Have students check out books about insects and write three-page book reports.
7. Have students write ten or more interesting facts they learned for a game of "Insect Trivia" or "Insect Jeopardy."

#### **Communication:**

1. Have students retell the story of Casper Caterpillar in their own words.
2. Have students present their book reports in a PowerPoint Presentation.
3. Have students write at least ten facts from each classmate's presentation.
4. Conduct a class discussion on all the insects they researched.
5. Allow students to role-play the part of Casper Caterpillar and interview him before and after his transformation.
6. Have students create, write, and share stories about Casper.
7. Record and play the students' stories in class.
8. Have students read books about their favorite insects to the class or record themselves reading.
9. Start a "Class Collection of Recorded Books."

#### **Writing:**

1. Remind students to use the writing process with each activity.
2. Have students write a five-paragraph composition about Casper's life as a butterfly using facts from their research.
3. Have students write and illustrate their own storybooks about Casper Caterpillar.
4. Have students write a letter to Casper telling him about an incident where someone teased them and how they handled it.
5. Research and write a class book about butterflies worldwide, including species, description, habitat, diet, survival skills, etc. Share research in a PowerPoint presentation.

#### **Drama:**

1. Allow students to write and present a play about Casper Caterpillar.
2. Let students make Casper's story into a stage play with costumes for each character.
3. Invite other classes to compete and record/videotape the plays.

#### **Art:**

1. Have students color illustrations for their storybooks.
2. Encourage students to create a "masterpiece" drawing and enter it into an art contest.
3. Conduct a Casper coloring poster contest.

#### **Music:**

1. Have students write poems about Casper Caterpillar.
2. Assist students in turning their poems into songs with music and play them in class.

#### **Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Achievement for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:**

- Play "Insect Trivia" or "Insect Jeopardy" using questions and answers submitted by students.

**Materials/Technology Needed:**

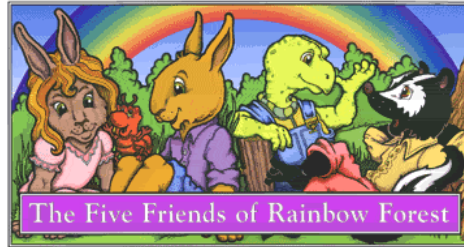
- Book: *Casper The Ugliest Caterpillar*, Computers, Internet access, Video cameras, Coloring Posters, Journals, Paper, Pencils, Crayons

**Culminating Activities:**

- Have students write their own storybooks and plan a Storybook Fair.
- Organize an Art Festival to display students' work.
- Hold a Storybook and Art Contest with prizes and certificates.
- Present a Puppet Show about each character in the series.
- Create a Class Rhyme Book.
- Form a troupe of actors to present all the stories in the series.
- Provide cartoons to promote Character Education with Casper Caterpillar as the main character.
- Compile students' stories in a Book of Insect Tales.
- Plan a Field Trip to a butterfly farm.
- Organize Career Day with professionals related to insects.

**Web Resources:** (List specific web resources here if available.)

## Little Stinky Skunk Grades 3-5



### Lesson Objectives:

1. To read, comprehend, and enjoy an animal story.
2. To use interactive reading strategies.
3. To build vocabulary in context.
4. To research the life cycle of animals.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experiences.

**Differentiation Strategies:** The "A+ Children's Interactive Books and Music Learning System" includes materials and methods that are designed to enhance student learning by offering support based on individual needs.

### Auditory Learners:

- Listen to the audio version of the story.
- Participate in oral reports and reenact scenes from the story.
- Engage in discussions and group activities.

### Visual Learners:

- Use the paperback book with story and activities.
- Complete visual assignments, such as creating artwork, illustrations, and posters.
- Watch live performances of music/songs by the Band.

### Kinesthetic Learners:

- Go online to complete assignments/activities.
- Create dioramas illustrating the story.
- Make puppets and present puppet shows.
- Work in small groups to make a diorama of a forest.

### Reading and Writing Learners:

- Read the story individually.
- Write original stories, essays, letters, and reports based on research.
- Create PowerPoint presentations summarizing the story.
- Write book reports and participate in written tests/assessments.

**Technology Connection:**

- Use the Internet and print media to research and write information about animals.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Introduce the book/story and the main character.
2. Present the Coloring Poster.
3. Give the brief synopsis of *Little Stinky Skunk*. (See Section C.)

**Songs:**

1. Introduce the songs/music and The Five Friends of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends Of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Stinky, The Rainbow Forest Hero” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
(Part VI. Section D.)
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Introduce and define unfamiliar words in the story. (See Section D.)
2. Have students use each word in a sentence.
3. Have students identify and define the words as they read.
4. Build a Word Pyramid on the wall and add new words throughout the year.

**Reading:**

1. Read the story aloud or have a student read the story aloud. Students may listen to the audio version of the story.
2. Have students identify the characters and discuss their actions, motives, emotions, traits, and feelings.
3. Allow students to color and discuss illustrations to reinforce the actions and events in the story.

**Comprehension:**

1. Have students write or answer orally recall and interpretation questions.
2. Have students write all answers in complete sentences.
3. Have students give all oral answers in complete sentences.
4. Discuss answers to recall and interpretation questions.

**Research:**

1. Have students name and write five characteristics of the main character.
2. Define "hero" and explain how "hero" applies to Little Stinky Skunk. Add "hero" to the Word Pyramid.
3. Write a research report about skunks using the Internet.
4. Make lists comparing and contrasting a skunk and a polecat.
5. Compare and contrast the skunk and polecat in a five-minute documentary or a written report.
6. Write a three-page book report based on animal research.

7. Write ten or more interesting facts learned during research for a game of "Animal Trivia" or "Animal Jeopardy."

**Communication:**

1. Have students retell the story of Little Stinky Skunk in their own words.
2. Role-play the characters and conduct interviews.
3. Create, write, and share stories about Stinky.
4. Record stories and play them in class.
5. Read books about favorite animals and identify main characters' actions and feelings.

**Writing:**

1. Use the Writing Process with each activity.
2. Write and illustrate an original storybook about Stinky.
3. Write two-page essays about skunks and polecats.
4. Write autobiographies based on interviews with parents and grandparents.
5. Research, write, and present photo-essays about various skunk species.
6. Write a photo-essay or story about a pet.

**Drama:**

1. Write and present a play about Little Stinky Skunk.
2. Turn Stinky's story into a stage play with costumes and presentations.
3. Invite other classes to compete and award certificates for the best presentation. Record or videotape the plays.

**Art:**

1. Color illustrations for storybooks.
2. Create a "masterpiece" drawing.
3. Draw or find a picture of a personal hero/heroine and write an essay about him/her.
4. Hold a Stinky Skunk coloring poster contest.

**Music:**

1. Write poems about Little Stinky Skunk.
2. Turn poems into songs, record them, and play them in class.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Achievement for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Play "Animal Trivia" or "Animal Jeopardy" using questions and answers submitted by students.

**Materials/Technology Needed:** Book: *Little Stinky Skunk*, Computers, Internet access, Video cameras, Coloring Posters, Journals, Paper, Pencils, Crayons

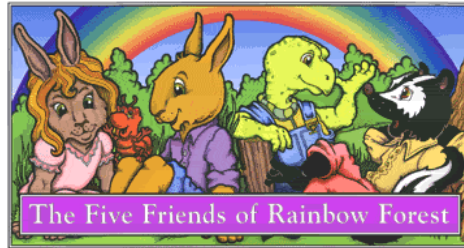
**Culminating Activities:**

1. Have students write their own storybooks and design colorful covers.
2. Plan a Storybook Fair and invite parents and other students to view and listen to the students' work.
3. Plan an Art Festival to display students' stories, poems, drawings, and more.
4. Hold Storybook and Art Contests with prizes, ribbons, and certificates for winners.
5. Present a Puppet Show about each character in the series.
6. Create a Class Rhyme Book.
7. Form a troupe of actors to present all stories in the series.
8. Provide cartoons promoting Character Education with Little Stinky Skunk.
9. Compile students' stories into a Book of Animal Tales.
10. Plan a Field Trip to a local zoo or farm.
11. Organize Career Day and invite animal-related professionals.
12. Bake animal cookies and share them in class.

**Web Resources:** (Provide relevant websites for research and further learning.)



## Timmy The Turtle Grades 3-5



### Lesson Objectives:

1. To read, comprehend, and enjoy a reptile story.
2. To use interactive reading strategies.
3. To build vocabulary in context.
4. To research the life cycle of reptiles.
5. To respond to the story through writing, speaking and listening, drama, art, music, and projects.
6. To relate the story to personal experiences.

**Differentiation:** "A+ Children's Interactive Books and Music Learning System" includes materials and methods that are designed to enhance student learning by offering support based on individual needs. Below are differentiated instructional strategies for various learning styles:

### Auditory Learners:

- Listen to the audio version of the story.
- Give an oral report and reenact scenes from the story.
- Participate in class discussions.

### Visual Learners:

- Use the paperback book with illustrations and activities.
- Create a diorama illustrating the story.
- Design and create artwork related to the story.
- Watch live performances of the music/songs by the Band.

### Kinesthetic Learners:

- Use technology for online assignments/activities.
- Create a diorama of a forest.
- Make puppets and present puppet shows.

### Reading and Writing Learners:

- Read the story individually.
- Write original stories, essays, letters, and reports based on research.
- Work on reading assignments in groups.
- Write book reports.
- Create PowerPoint presentations summarizing the story.

**Technology Connection:**

- Use the Internet and any print media to research and write information about reptiles.
- Assign online research tasks and writing activities to cater to different learning styles.

**Storybook:**

1. Introduce the book/story and main character.
2. Present the Coloring Poster.
3. Give the brief synopsis of *Timmy The Turtle*. **(See Section C.)**

**Songs:**

1. Introduce the songs/music and The Five Friends of Rainbow Band.
2. Use the Audio, Video (Sing Along), or Live Performance version of the songs.
3. Play “We Are The Friends” and “The Five Friends Of Rainbow Forest Band” to stimulate interest in the characters and their stories.
4. Play “The Story of the Rainbow” to establish the setting of the story.
5. Allow students to listen to “Timmy Turtle, Right On Time” at the end of the lesson.
6. Play “Good Character Land” to introduce the “Character Education Traits and Study Guides.”  
**(Part VI. Section D.)**
7. Allow students to listen to “Your Safety Zone.”

**Vocabulary:**

1. Provide Key Vocabulary for the story. **(See Section D.)**
2. Have students define the words and write the definitions.
3. Use words in original sentences.
4. Have students identify and define words as they read.

**Reading:**

1. Introduce the story.
2. Present the Coloring Poster.
3. Give a brief synopsis of the story.
4. Review story elements.
5. Have students follow oral and/or written directions in the book.
6. Read the story aloud, assign a student to read it aloud, or allow students to listen to the audio version of the story.
7. Identify the main characters and discuss their characteristics.
8. Discuss and identify story elements as they apply to the story.
9. Allow students to color and discuss the illustrations.

**Comprehension:**

1. Have students write answers to recall and interpretation questions.
2. Write answers in complete sentences.
3. Discuss answers to recall and interpretation questions.

**Research:**

1. Name and write five characteristics of the main character.
2. Define "reptile" and explain how it applies to Timmy.
3. Define "nocturnal" and explain how it applies to Mr. Owl.
4. Locate information about reptiles and write a research report.
5. Compare and contrast turtles, tortoises, and terrapins.
6. Make a list of reptiles and create documentaries or book reports.

**Communication:**

1. Have students retell the story in their own words.
2. Present documentaries and book reports in PowerPoint.
3. Write down facts from each classmate's presentation.
4. Participate in a class discussion about researched reptiles.

**Writing:**

1. Use the Writing Process for each activity.
2. Write a story or poem about events after the forest friends arrived.
3. Write and illustrate a storybook about Timmy.
4. Write a photo-essay or story about their pet.
5. Write a letter thanking their parents.
6. Research, write, and present a photo-essay about turtles.

**Drama:**

1. Write and present plays about Timmy Turtle.
2. Turn Timmy's story into a stage play with costumes.
3. Invite other classes for a competition.

**Art:**

1. Color illustrations for storybooks.
2. Create a "masterpiece" drawing.
3. Hold a Timmy Turtle coloring poster contest.

**Music:**

1. Write poems about Timmy Turtle.
2. Turn poems into songs and record with music.

**Character Education:**

1. Introduce the Character Education Traits and Study Guides. **(Part VI. Section D.)**
2. Play "Good Character Land" to reinforce the character traits in the story.
3. Use the Audio, Video (Sing Along), or Live Performance version for the song.
4. Complete the Study Guide.

**Celebration:**

1. Celebrate the completion of the book with an ice cream and cookie party.
2. Complete the Certificate of Achievement for students to take home.
3. Display students' work at Open House, Parent/Teacher Meetings, and in the media center.

**Assessment:** Play "Reptile Trivia" or "Reptile Jeopardy" using questions submitted by students.

**Materials/Technology Needed:** Book: *Timmy The Turtle*, Computers, Internet access, Video cameras, Coloring Posters, Journals, Paper, Pencils, Crayons

**Culminating Activities:**

1. Have students create and compile their own storybooks.
2. Plan a Storybook Fair in the spring.
3. Plan an Art Festival in the spring.
4. Hold Storybook and Art Contests.
5. Present a Puppet Show about each character in the series.
6. Create a Class Rhyme Book.
7. Form a troupe of actors to present all of the stories in the series.
8. Provide your school newspaper with cartoons to promote Character Education.
9. Compile the students' stories in a Book of Reptile Tales.
10. Plan a Field Trip to an aquarium.
11. Plan Career Day at school related to reptiles.

**Web Resources:** [List relevant web resources here.]

# Part VII.

## Final Assessments: Tests for Stories, Activity Assessments, and Key Vocabulary Tests

(Customize Your Tests/Assessments Using Information and Resources Provided.)



Test Items and Assessment Activities Include the  
Following:

- Reading
- Comprehension
- Story Elements
- Literary Terms
- Key Vocabulary
- Writing Skills
- Communication Skills
- Critical Thinking Skills

# Tests, Activity Assessments, and Answer Keys for the Five (5) Stories

and

## Key Vocabulary Tests and Answer Keys



# Testing

Please do  
not disturb.

Thank you!



## Let's Get Started!

## Section A.

### Story Test and Activity Assessments for Grades PreK-2

Title of Story: \_\_\_\_\_ Grade: \_\_\_\_\_

Part A. Fill in the Blanks. Use the "Word Bank" if needed.

#### Word Bank

beginning

end

middle

theme

characters

story

character traits

plot

narrator

fable

setting

conflict

1. \_\_\_\_\_ are people, animals, insects, or reptiles who play a part or role in a story.
2. \_\_\_\_\_ is what happens (events) in the story.
3. Kindness and self-control are two \_\_\_\_\_.
4. \_\_\_\_\_ is the time and place of the action of a story.
5. The three main parts of a story are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
6. A \_\_\_\_\_ is a short story with animals as characters that teaches a lesson or moral.
7. \_\_\_\_\_ is the person who tells a story.
8. \_\_\_\_\_ represents the problem in the story.
9. A \_\_\_\_\_ is an account (narrative) of a series of related events or experiences.
10. The \_\_\_\_\_ is the main point or overall message of the story.

**Part B. Answer the Questions.**

1. Who is the main character in the story?
2. What problem or conflict does the main character face?
3. How is the main character's conflict (problem) resolved?

**Part C. Answer the Critical Thinking Questions.**

1. What "Good Character Traits" are most important to you?
2. What is the title of the song that you liked best?
3. What advice would you give to the main character to solve his/her problem?
4. Was the main character's behavior appropriate or inappropriate? Why? Why Not?
5. Who do you ask for help when you have a problem? Why?



## Teacher/Student Interactive Assessments

### Part D. Complete the Communication Skills Activities.

1. Have each student to retell the story.
2. Have each student to stand (or sit) and tell what he/she liked best about the story.
3. Allow students to sing or tell which song they liked best and why.
4. Allow students to dress in costumes and dramatize an event in the story.
5. Have students to give definitions of two new words they learned.

**Teacher Participation: Portray a character in the story by presenting an original monologue or singing a song to the class. Dress like the character and have fun!**

### Part E. Complete the Vocabulary Test or Create a Vocabulary Crossword Puzzle.

1. Administer the “**Key Vocabulary Assessment**” located in **Section C.**
2. Create a different vocabulary test based on the list of words given to students.
3. Create a Vocabulary Crossword Puzzle for students to complete.

### Part F. Complete the Art, Writing, and Research Activities.

1. Have students to draw a picture of a supportive/minor character in the story.
2. Have students to write a paragraph describing the character.
3. Have students to write two interesting facts that they learned while completing the research activities.
4. Have students to list two or three lessons they learned from reading the story.
5. Have students to research and write five facts about an animal, insect, or reptile of interest to them. Ask students to draw a picture.
6. Allow students to present their findings and picture to the class.

**Teacher Participation: Share your favorite animal, insect, or reptile with your students. Present five (or more) interesting facts and a picture.**

## Answer Key for Grades PreK-2

### Story Test and Activity Assessments

Title of Story: \_\_\_\_\_ Grade: \_\_\_\_\_

**Part A. Fill in the Blanks.**

1. characters
2. plot
3. character traits
4. setting
5. beginning, middle, end
6. fable
7. narrator
8. conflict
9. story
10. theme

**Part B. Answer the Questions.** Answers will vary based on “featured” story.

**Part C. Answer the Critical Thinking Questions.** Answers/Opinions will vary.

## Section B.

### Story Test and Activity Assessments for Grades 3-5

Title of Story: \_\_\_\_\_ Grade: \_\_\_\_\_

Part A. Fill in the Blanks. Use the "Word Bank" if needed.

#### Word Bank

external	theme	conflict
falling action	plot	point of view
resolution	setting	internal
climax	rising action	characters
personification	exposition	fable
kindness	self-respect	

- \_\_\_\_\_ refers to the actions and events in the story.
- \_\_\_\_\_ is the time and place of the action of a story.
- \_\_\_\_\_ marks the end of the conflict and the story's conclusion.
- \_\_\_\_\_ is the beginning of the story where the characters, setting, and conflict are established.
- \_\_\_\_\_ is the moment (turning point) when interest and intensity reach their peak in a story. It is the point in the story where the character must confront the conflict.
- \_\_\_\_\_ shows the after effects of the story. It comes after the climax.
- \_\_\_\_\_ follows the exposition and marks the point where the main characters first encounter the story's conflict.
- \_\_\_\_\_ and \_\_\_\_\_ are the two types of conflict.
- \_\_\_\_\_ represents the problem in the story.
- \_\_\_\_\_ is the main point or overall message of the story. It can be a moral or a lesson. It is often an observation about life.
- \_\_\_\_\_ is a literary device that gives human characteristics to nonhuman things or inanimate objects. The nonhuman things can be animals, objects, or even a concept.
- \_\_\_\_\_ are those who play a role in a story.
- A story can be told from the first person, second person, or third person \_\_\_\_\_.
- A \_\_\_\_\_ is a short story, typically with animals as characters.
- \_\_\_\_\_ and \_\_\_\_\_ are two "Character Traits" in the story.

**Part B. Answer the Questions. Write answers in complete sentences.**

1. Who is the main character in the story?
2. Where does the story take place?
3. What are the key events that happen in the story?
4. What is the main conflict? Is this conflict internal or external?
5. How is the main conflict resolved?
6. What is the moral or main lesson learned in the story?
7. Is this story written in first, second, or third person point of view?

**Part C. Answer the Critical Thinking Questions.**

1. What “Good Character Traits” are most important to you?
2. What is the title of the song that you liked best?
3. What advice would you give to the main character about his or her behavior?
4. Was the main character’s behavior appropriate or inappropriate? Why? Why Not?

**Part D. Complete the Writing Activities.**

1. Write a short narrative about a conflict that you had with a friend or sibling. Tell how the conflict was resolved.
2. Write a letter to the main character or a supporting/minor character in the story.
3. Exchange letters and write responses.

## **Teacher/Student Interactive Assessments**

**Part E. Administer Communication Skills and Critical Thinking Assessment. Below are sample activities to assess students' mastery of speaking, listening, and critical thinking skills.**

1. Have each student to retell the story.
2. Have each student to stand (or sit) and tell what he/she liked best about the story.
3. Allow students to sing or tell which song they liked best and why.
4. Allow students to sing (using a musical instrument if they play one) or share an audio recording of their original song or poem with the class.
5. Allow students to dress in costumes and dramatize events in the story.
6. Allow students to share the lesson(s) they learned from the story.
7. Have students to explain how the lesson(s) they learned will help them now and later in life.
8. Have students to identify and give examples of at least two **SEL skills** in the story.
9. Have students to name and give examples of at least five **character education traits**.
10. Have students to give the definitions of five new words they learned and to use the words in original sentences.
11. Allow students to present scenes from the plays they wrote or events from the stories they wrote.
12. Allow students to work with partners or in small groups to present skits or dialogues featuring one of the minor characters.

**Teacher Participation: Portray a character in the story by presenting a monologue or singing a song to the class. Dress like the character and have fun!**

**Part F. Administer Vocabulary Test or Vocabulary Crossword Puzzle. Assess students' knowledge of vocabulary taught in the lesson. Include new and/or existing vocabulary, literary terms, story elements, and facts found in the research activities.**

1. Administer the **"Key Vocabulary Assessment"** located in **Section C.**
2. Create a vocabulary test based on the list of words (and definitions) given to students.
3. Create a Vocabulary Crossword Puzzle.

**Part G. Complete the Art, Writing, and Research Activities.**

1. Have students to draw a picture of a minor character in the story.
2. Have students to write three paragraphs describing the character.
3. Have students to write five interesting facts they learned while completing the research activities.
4. Have students to write three lessons they learned from reading the story.
5. Have students to write letters to the main character or to one of the minor characters in the story.
6. Have students to write five interesting facts about the main character.
7. Have students to write a summary of the story.
8. Have students to research and write five facts about an animal, insect, or reptile of interest to them. Ask students to draw a picture.
9. Allow students to present their findings to the class.

**Teacher Participation: Share your favorite animal, insect, or reptile with your students. Present five (or more) interesting facts and a picture.**

## Answer Key for Grades 3-5

### Story Test and Activity Assessments

Title of Story: \_\_\_\_\_ Grade: \_\_\_\_\_

#### Part A. Fill in the Blanks.

1. plot
2. setting
3. resolution
4. exposition
5. climax
6. falling action
7. rising action
8. internal, external
9. conflict
10. theme
11. personification
12. characters
13. point of view
14. fable
15. character traits

#### Part B. Answer the Questions. **Answers will vary based on “featured” story.**

#### Part C. Answer the Critical Thinking Questions. **Answers/Opinions will vary.**

## Section C.

### Key Vocabulary Tests for Grades PreK-2 and Grades 3-5

#### Book 1: Little Ricky Rabbit

Match the key words with their definitions by filling in the blanks with the correct letters.

- a. certainly
- b. mean
- c. scream
- d. permission
- e. promise
- f. dream
- g. ferocious
- h. soothed
- i. tantrum
- j. apology

1. \_\_\_\_\_ exhibiting or given to extreme fierceness and unrestrained violence and brutality.
2. \_\_\_\_\_ formal consent; the approval of a person in authority.
3. \_\_\_\_\_ without any question or doubt.
4. \_\_\_\_\_ a statement by a person that he or she will or will not do something.
5. \_\_\_\_\_ an explanation that frees one from fault or blame; an expression of regret for a mistake.
6. \_\_\_\_\_ a series of thoughts, images, or emotions occurring during sleep.
7. \_\_\_\_\_ a fit of bad temper; an outburst or display of excited anger.
8. \_\_\_\_\_ to calm; to bring comfort.
9. \_\_\_\_\_ to voice a sudden sharp loud cry; to produce harsh high tones.
10. \_\_\_\_\_ deliberately unkind.

## Book 2: A Bow For Rachel Rabbit

Match the key words with their definitions by filling in the blanks with the correct letters.

- a. crowned
- b. proud
- c. perfectly
- d. refuse
- e. silly
- f. advice
- g. pocketbook
- h. aglow
- i. defiant
- j. humility

1. \_\_\_\_\_ a small bag or case for money, papers, etc. carried by a handle or in the pocket.
2. \_\_\_\_\_ to show or express unwillingness to do or comply with a request.
3. \_\_\_\_\_ brightness or warmth of color; softly bright or radiant.
4. \_\_\_\_\_ the quality or condition of being humble.
5. \_\_\_\_\_ to place a hat or other headgear covering the top of the head.
6. \_\_\_\_\_ completely, utterly, or absolutely; extremely well.
7. \_\_\_\_\_ an opinion or recommendation offered as a guide to action, conduct.
8. \_\_\_\_\_ having or displaying excessive self-esteem; much pleased.
9. \_\_\_\_\_ exhibiting or indicative of a lack of common sense or sound judgment.
10. \_\_\_\_\_ boldly resisting; marked by resistance or bold opposition as to authority; challenging.



### Book 3: Casper The Ugliest Caterpillar

Match the key words with their definitions by filling in the blanks with the correct letters.

- a. surprise
- b. glee
- c. dew
- d. peered
- e. kind
- f. fate
- g. attached
- h. twig
- i. metamorphosis
- j. life cycle

1. \_\_\_\_\_ to cause to feel wonder, astonishment, or amazement, as at something unanticipated; unexpected.
2. \_\_\_\_\_ a progression through a series of differing stages of development; a series of stages.
3. \_\_\_\_\_ to fasten, secure, or join.
4. \_\_\_\_\_ a complete change of physical form or appearance; a profound change in form; from one stage to the next in the life history of an organism, as from the pupa to the adult butterfly.
5. \_\_\_\_\_ having or showing a friendly, generous, sympathetic, or warm-hearted nature.
6. \_\_\_\_\_ jubilant delight; joy; cheerfulness, fun, pleasure.
7. \_\_\_\_\_ any small, leafless branch of a woody plant.
8. \_\_\_\_\_ karma; destiny; chance; luck; unfavorable outcome or result.
9. \_\_\_\_\_ water droplets condensed from the air, usually at night, onto cool surfaces.
10. \_\_\_\_\_ to look intently.

#### Book 4: Little Stinky Skunk

Match the key words with their definitions by filling in the blanks with the correct letters.

- a. den
- b. surround
- c. throng
- d. spray
- e. reputation
- f. attitude
- g. crowded
- h. protecting
- i. harm
- j. precious
- k. selfish
- l. misconception
- m. hero

- 1. \_\_\_\_\_ a high opinion generally held about a person or thing.
- 2. \_\_\_\_\_ a manner of thinking, feeling, or behaving that reflects a state of mind or disposition.
- 3. \_\_\_\_\_ to encircle or enclose or cause to be encircled or enclosed; to enclose on all sides.
- 4. \_\_\_\_\_ to scatter (liquid) in the form of fine particles.
- 5. \_\_\_\_\_ beloved; dear; cherished; very costly or valuable.
- 6. \_\_\_\_\_ a person or animal noted for special achievement.
- 7. \_\_\_\_\_ to keep from being damaged, attacked, stolen, or injured; guard.
- 8. \_\_\_\_\_ filled to excess; packed; uncomfortably close together.
- 9. \_\_\_\_\_ a large group gathered or crowded closely together; a multitude; to assemble in large numbers.
- 10. \_\_\_\_\_ the shelter, home, or retreat of a wild animal.
- 11. \_\_\_\_\_ a mistaken thought, idea, or notion; a misunderstanding; a false or mistaken view, opinion, or attitude.
- 12. \_\_\_\_\_ chiefly concerned with one's own interest, advantage.
- 13. \_\_\_\_\_ physical or mental injury or damage.

## Book 5: Timmy The Turtle

Match the key words with their definitions by filling in the blanks with the correct letters.

- a. secret
- b. arrive
- c. advice
- d. yell
- e. kind
- f. suggest
- g. dearest
- h. wisest
- i. aloud
- j. problem
- k. basking
- l. reptile
- m. nocturnal
- n. punctual

1. \_\_\_\_\_ to expose oneself to pleasant warmth.
2. \_\_\_\_\_ given to keeping one's thoughts and activities unknown to others; something kept hidden.
3. \_\_\_\_\_ to put forward (a plan, idea, etc.) for consideration.
4. \_\_\_\_\_ an opinion or recommendation offered as a guide to action, conduct.
5. \_\_\_\_\_ to reach a destination or place.
6. \_\_\_\_\_ any of various usually cold-blooded egg-laying vertebrates often grouped in the class Reptilia, having dry skin covered with scales or horny plates and breathing by means of lungs. (Ex. snakes, lizards, crocodilians, and turtles).
7. \_\_\_\_\_ spoken in a normal tone and volume.
8. \_\_\_\_\_ to cry out loudly, as in pain, fright, surprise, or enthusiasm.
9. \_\_\_\_\_ having or showing a friendly, generous, sympathetic, or warm-hearted nature.
10. \_\_\_\_\_ loved and cherished; greatly valued; precious.
11. \_\_\_\_\_ having the ability to discern or judge what is true, right, or lasting; to become informed or knowledgeable.
12. \_\_\_\_\_ of, relating to, or occurring in the night; active at night.
13. \_\_\_\_\_ a question to be considered, solved, or answered; unsettled question; difficulty in understanding.
14. \_\_\_\_\_ acting or arriving exactly at the time appointed; prompt; being on time.

***Book 1: Little Ricky Rabbit Vocabulary Answer Key***

- |       |        |
|-------|--------|
| 1. g. | 6. f.  |
| 2. d. | 7. i.  |
| 3. a. | 8. h.  |
| 4. e. | 9. c.  |
| 5. j. | 10. b. |

***Book 2: A Bow For Rachel Rabbit Vocabulary Answer Key***

- |       |        |
|-------|--------|
| 1. g. | 6. c.  |
| 2. d. | 7. f.  |
| 3. h. | 8. b.  |
| 4. j. | 9. e.  |
| 5. a. | 10. i. |

***Book 3: Casper The Ugliest Caterpillar Vocabulary Answer Key***

- |       |        |
|-------|--------|
| 1. a. | 6. b.  |
| 2. j. | 7. h.  |
| 3. g. | 8. f.  |
| 4. i. | 9. c.  |
| 5. e. | 10. d. |

***Book 4: Little Stinky Skunk Vocabulary Answer Key***

- |       |        |
|-------|--------|
| 1. e. | 8. g.  |
| 2. f. | 9. c.  |
| 3. b. | 10. a. |
| 4. d. | 11. l. |
| 5. j. | 12. k. |
| 6. m. | 13. i. |
| 7. h. |        |

***Book 5: Timmy The Turtle Vocabulary Answer Key***

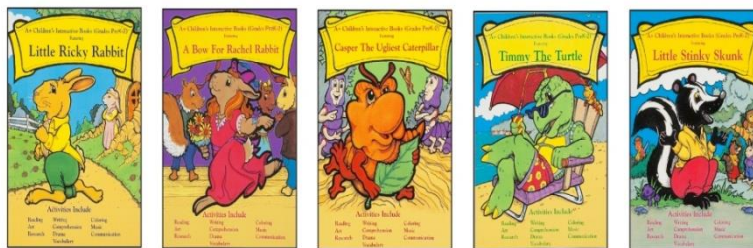
- |       |        |
|-------|--------|
| 1. k. | 8. d.  |
| 2. a. | 9. e.  |
| 3. f. | 10. g. |
| 4. c. | 11. h. |
| 5. b. | 12. m. |
| 6. l. | 13. j. |
| 7. i. | 14. n. |

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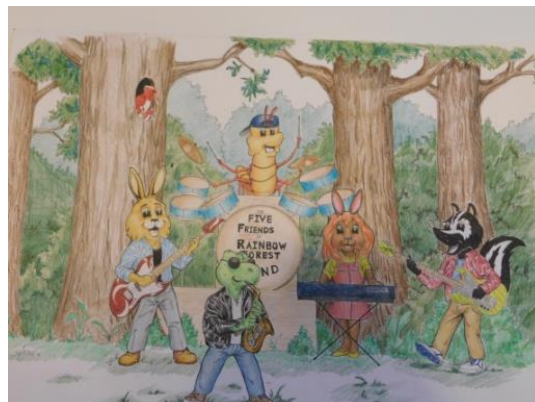
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# **Part VIII.**

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# IX.

## Company Contact Information



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