

# The Adventure Begins



## OBJECTIVES

### Language Arts

#### Concepts of Print

- Identifies parts of a book

#### Phonological Awareness

- Blends and segments syllables into words

#### Phonemic Awareness

- Identifies individual phonemes in words

#### Phonics

- Decodes multisyllabic words in isolation and print

#### Listening and Speaking

- Listens to stories and books as models of fluent reading

#### Comprehension

- Recognizes and analyzes characters, setting, and plot
- ◆ Summarizes information

#### Literary Response

- ◆ Summarizes or paraphrases a story
- Draws and discusses visual images based on what is described and read in text

#### Vocabulary and Concept Development

- Identifies multiple meaning words

#### Writing

- Uses figurative language
- Writes to record ideas and messages

### Mathematics

#### Number and Operations

- ◆ Models addition and subtraction using sets of objects, words, and numbers up to three digits
- Uses a variety of methods and tools to compute
- Describes, compares, and orders whole numbers

◆ Indicates targeted skill

## DESTINATION

Explore the world of fine arts through music and trickster tales.



## ITINERARY

Identify moods and motions created by music.

Classify, sequence, and graph colors in a cooperative activity.

Understand the elements of sentences.

Review a trickster tale, and read a story about a trickster.

Identify beats and measures in music.

Create patterns and stencils.

Explore characters in a story.

Investigate syllables and spelling of words.

Use sets of objects to model addition and subtraction.

## BACKGROUND

### Johann Sebastian Bach

Johann Sebastian Bach was born in Germany in 1685. He was born to a family of musicians, which is where his training began. When he was 9 years old, both his parents died, and he went to live with his older brother who was an organist. It was there that Bach learned about the keyboard and taught himself to compose music. Bach married and had 7 children, but his wife died. He remarried and had 13 more children. He is known for having 20 children; however, in the 1700s, many children did not survive due to lack of medicine, so only 10 of his children lived past age 5. Of his 10 surviving children, 5 became composers and musicians. (Refer to the book *The Story of the Orchestra*, page 15, for more information on Bach.)

### Geoffrey Chaucer

Geoffrey Chaucer (1343–1400) was one of the most important influences on the development of English literature. Also known as “The Father of English Poetry,” he spent most of his life as a courtier and civil servant to the English kings Edward III and Richard II. He began his work there, reading to select audiences and fellow courtiers and officials. His poetry was influenced by different cultures, mainly French, which was still the culture of the upper class when he began his earliest writings. Chaucer is most recognized for his masterpiece *The Canterbury Tales*, which he began writing around 1387.

## Vocabulary



**beat** (n) a pulse, like a heartbeat, in music that makes the music feel or sound fast or slow

**flattery** (n) compliments that are not sincere

**pilgrimage** (n) a trip usually made for a religious purpose

**trickster tale** (n) a story whose main character, usually an animal, plays a trick on the other characters

## PREPARATION

Select three new Team Leaders and remind them of their responsibilities.

Cut out the Shakespeare Sounds Cards.

Prepare clipboards for the Learning Stations. Place 18 Chanticleer Pictures with Clipboard Notes 4.1; place 9 copies of Action Sheet 4.7 (**Character Sort**) with Clipboard Notes 4.2; and place the prepared Shakespeare Sounds Cards with Clipboard Notes 4.3.

Distribute 18 Bach Cutouts to Voyagers' tables for the Activator and graphing activity. Provide a variety of crayons.

Create a graph on chart paper or a large sheet of paper using the example on Action Sheet 4.1 (**The Different Colors of Bach**). Do not title the graph.

Prepare cutouts from Action Sheets 4.2, 4.3, 4.4, 4.5 (**Sentence One Cutouts, Sentence Two Cutouts, The Ending Cutouts, and Beat Cutouts**).

Cut out a Composers bust for Bach and a Writers scroll for Chaucer from the Map It Cards to place on the Fine Arts Map.

Remove the face cards from 4 decks of playing cards for the Where Do I Go? game (see Mathematics Focus, Extension).

Write the song "Twinkle, Twinkle, Little Star" on the board. (See Session 2, Suggested Teacher's Quote.)

Update the fine arts center to include pictures of Bach and Chaucer. Place music from Bach and other composers in the center.



## LEARNING STATION OBJECTIVES

### Creation Station

- Applies letter-sound correspondences

### Exploration Station

- Recognizes and analyzes characters, setting, and plot

### Investigation Station

- Discriminates initial, medial, and final sounds in words



## RESOURCES SUPPLIED

- *Chanticleer and the Fox* book
- Classical Music CD
- Map It Cards
- Bach Cutouts
- Shakespeare Sounds Cards
- Chanticleer Pictures
- blank paper
- Color Tile Mats
- color tiles
- tessellation viewers
- decks of cards
- glitter
- string
- safety pins



## RESOURCES TO COLLECT

- pictures of Bach and Chaucer
- music by Bach and other composers



## TECHNOLOGY CONNECTION

Use an Internet search engine to find more information about Bach and hear his music. Remember to always preview Web sites for appropriateness and availability.

# Adventure 4

## SESSION 1

### 1 ACTIVATOR

Play *Suite No. 2 for Flute* by Johann Sebastian Bach from the Classical Music CD as Voyagers enter the room. Ask Voyagers to join you as you model walking to the beat of the music. **I'm tiptoeing to the beat of the music. Tiptoe with me.** As they tiptoe, ask them to think what color best describes the mood of the music. When they have listened and decided on a color/mood that the music portrays to them, have them go to their table and color Bach's name and cut it out (**Bach Cutouts**). When they have completed this, ask them to return to the group and continue to tiptoe around the classroom while holding their cutouts.

- A.** When the music ends and everyone has completed their cutouts, ask Voyagers to gather on the floor in a circle. Ask the following questions:
- **How many of you felt like the music made you move slowly?**
  - **Did anyone feel like moving fast?**
  - **What did the music make you think of?** (List examples as Voyagers respond.)
- B.** Have Voyagers place their cutouts on the floor within the circle, and pass out the tessellation viewers. Allow Voyagers to look at the different cutouts through the tessellation viewers.

### Suggested Teacher's Quote

I see many different colors around the room! This music made us think of different things. We have our own feelings and unique ideas. Later, we will graph everyone's color cutout. But first, does anyone know what the cutout says? Let's say the word together. (Have Voyagers sound out *Bach*.)

**Q.** Who is Bach?

**A.** (Accept all reasonable answers.)

His full name is Johann Sebastian Bach. (Share the Background information.)

- C.** Work with Voyagers to pin the Bach Cutouts to their shirts. This will facilitate the classifying activity.

### MAP IT



- 2** Have Voyagers locate Germany and place a bust labeled *Johann Sebastian Bach* on the Fine Arts Map.
- 3** Voyagers will practice classifying and sequencing while learning how to work together as a group with the following activity.

### Suggested Teacher's Quote

I'd like everyone to stand in a large circle shoulder to shoulder. Look around and study the different colors on the cutouts on your shirts. When I snap my fingers, I want you to put yourself in a certain order. The first order I'd like you to make is darkest colors to lightest colors. You may line up in a straight line to do this. I'm going to time you to see how fast you can organize yourselves. Ready . . . Set . . . Go!

- A.** As Voyagers organize themselves in a line of darkest colors to lightest colors, record how long it takes them to complete this task. Discuss whether there are any changes anyone would make with the order of the line.
- B.** Have Voyagers return to their circle. Tell Voyagers they will next group themselves into similar colors. Have Voyagers look around at the colors in the group again. Explain that when you snap your fingers, Voyagers will group themselves with other Voyagers whose cutouts are similar colors. There may be one or more people in a group, and the number of groups depends on how Voyagers sort themselves.
- C.** Snap your fingers to have Voyagers move to groups with similar colors. Record how long it takes Voyagers to complete the task. Discuss the different categories.

- D.** Ask Voyagers the following questions.
- **Why is it important to cooperate when we do activities like these?**
  - **Is there anything we could have done differently?**

**2** Voyagers will graph the Bach Cutouts that were pinned to their shirts. Use the graph made during the Preparation section or refer to Action Sheet 4.1 (**The Different Colors of Bach**).

- A.** Help Voyagers remove their cutouts.
- B.** Voyagers can take turns coming to the board to graph the colors.
- C.** Tally each color section as a group.
- D.** Discuss the following questions:
- **Which category has the most?**
  - **Which has the fewest?**
  - **How do the colors describe the mood of the music?**
- E.** Have Voyagers briefly discuss how to read the graph they created. Have them work together to decide on a title for the graph. Write the title above the graph.

## 5 LANGUAGE ARTS FOCUS

**Summarizes information**

### Detection Connection

Write the following sentence on the board and read it aloud:

*A sentence is made up of a subject and a verb and makes sense.*

- Q.** **What is a subject?**  
**A.** a word that tells who the sentence is about
- Q.** **What is a verb?**  
**A.** a word that tells the action of the sentence
- Q.** **What does a sentence begin with?**  
**A.** a capital letter
- Q.** **What does a sentence end with?**  
**A.** a punctuation mark (period, question mark, exclamation point)

## 6 Direct Instruction

- A.** Read the story *Chanticleer and the Fox* by Barbara Cooney. Before reading, identify the cover, title page, and author's name. (You may want to point out that Cooney also illustrated the book.) Read the story to the group.
- B.** **Chanticleer told the fox, "Never again shall you with your flattery get me to sing with my eyes closed." What did he mean?** (Accept all reasonable answers.) Explain to Voyagers that **flattery** means compliments that are not sincere.
- C.** Remind Voyagers that when they summarize a story, they are to tell the most important events in the order in which they happened. Ask Voyagers to summarize the story. Discuss what happened at the beginning, middle, and end. Ask them what happened to Chanticleer. Lead the discussion until someone uses the word *trick*.

## Suggested Teacher's Quote

Aha! Someone finally said the special word! This story is all about a trick. This is called a **trickster tale**. A trickster is a character in a story that plays tricks on other characters. Tricksters are sneaky, tricky, clever, greedy, and smart, and they might say one thing but mean another. Most of the time the tricksters are animals. In this story, the tricksters were animals.

**Q.** What kinds of animals were in the story?

**A.** fox, hen, rooster, sows (hogs), cows, sheep, ducks, and geese

**Q.** Which of these animals were tricksters?

**A.** Fox and Chanticleer (the rooster)

I have some sentences that someone wrote about the story. I need your help because I think a trickster has scrambled the words. Do you think you can help me put the words back in the correct order? Then we can read the sentences.

# Adventure 4

- D.** On the board, display the scrambled words of the first sentence from Action Sheet 4.2 (**Sentence One Cutouts**). Read the scrambled sentence aloud.

## Suggested Teacher's Quote

I cannot imagine what this is trying to say. Are there any clues that we can use to determine which word in the sentence goes first?

- E.** Have Voyagers discuss the elements of a sentence. (A sentence is made up of a subject and a verb. The first word in a sentence is always capitalized, and the last word is always followed by a punctuation mark like a period, exclamation point, or question mark.) Lead Voyagers to use this information to find the beginning and the end of the sentence.
- F.** Arrange the sentence using trial and error until the correct order is found. (The fox tricked the rooster by getting him to close his eyes.) Choral read the sentence. Then ask several volunteers to read the sentence aloud. Read the Detection Connection sentence to the group again: **A sentence is made up of a subject and a verb and makes sense.**

## Guided Practice

- A.** Voyagers will work with their Pathfinders to determine the correct order of the words in the next scrambled sentence. Have them cut out the word cards on Action Sheet 4.3 (**Sentence Two Cutouts**) and sequence the second sentence. Review sentence composition while checking for understanding during the activity.
- B.** Assemble the second sentence below the first sentence on the board. Choral read the incomplete story before moving to Independent Practice.
- The fox tricked the rooster by getting him to close his eyes.**
- Then the rooster tricked the fox by getting him to open his mouth.**
- C.** Have Voyagers identify the subject and verb of each sentence. (fox, tricked; rooster, tricked). Point out that *by getting him* and *to close his eyes* and *to open his mouth* are phrases.

## Independent Practice

- A.** Have Voyagers cut out the word cards on Action Sheet 4.4 (**The Ending Cutouts**). They should determine the order of the final sentence in the summary by manipulating the cards. Voyagers may work with Pathfinders to complete the activity.
- B.** Have Voyagers glue the word cards in order on Adventure 4.1 in their Journals, then copy the sentence below the cards.



Reveal the order of the last sentence in the summary. Choral read the sentence. Then ask volunteers to read the summary. Ask Voyagers to identify the elements of each sentence that make it complete. (capital letter, end punctuation, subject, verb, makes sense)

*The fox tricked the rooster by getting him to close his eyes.*

*Then the rooster tricked the fox by getting him to open his mouth.*

*The fox and the rooster are clever tricksters.*

## Extension

Voyagers should illustrate the story using the story frames in Adventure 4.2 of their Journals as they listen to *Well-Tempered Clavier* by Johann Sebastian Bach to end Session 1.

## ELL

If English Language Learners have difficulty summarizing the story, encourage them to draw pictures or act it out using the words they know.

## SESSION 2

7 Voyagers will learn about the beat, or the underlying pulse, in music.

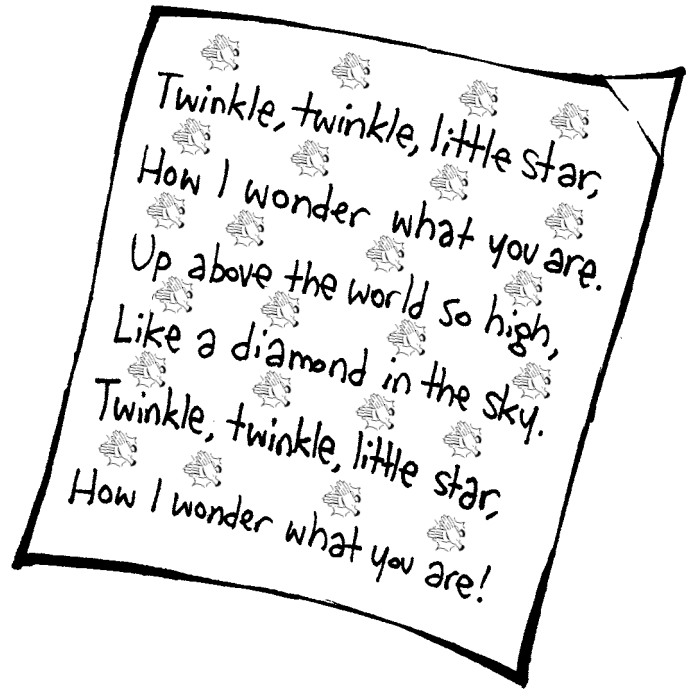
### Suggested Teacher's Quote

(Write the word *beat* on the board. Call on two Voyagers to each use the word in a sentence.) This word has another meaning we will learn. Put your hand over your heart. What do you feel? (Have Voyagers sit very still and feel their hearts beat.) Your heart is beating at a steady pace. Music has a steady pace that is also called a **beat**. Let me show you. (Display "Twinkle Twinkle, Little Star." Sing the song, snapping your fingers at the beats indicated by the dots.)

• • • •  
Twinkle twinkle, little star,  
• • • •  
How I wonder what you are.  
• • • •  
Up above the world so high,  
• • • •  
Like a diamond in the sky.  
• • • •  
Twinkle twinkle, little star,  
• • • •  
How I wonder what you are!

I'll sing it again. Listen and think about the beats as I sing each line. (Sing the song again, clapping your hands at the beats.)

- A. **Now sing it with me.** Have Voyagers slowly sing the song and clap the beats. As they clap, stick a beat cutout from Action Sheet 4.5 (**Beat Cutouts**) on the dot. Your song should look like this now.



- B. Congratulate Voyagers on their work. Explain that they were clapping to the beat of the music. Challenge them to determine how many beats are in each line. (There are four beats in a line in this song.)
- C. Repeat the song, but instead of clapping, have Voyagers shake their hips, stomp their feet, or snap their fingers to the beat.
- D. Play *Horn Concerto No. 1* by Wolfgang Amadeus Mozart from the Classical Music CD. Ask Voyagers to clap along to the beat of the music. Clap together until all Voyagers understand that they are clapping out beats of the music.

## Suggested Teacher's Quote

Poems have beats also. A writer named Geoffrey Chaucer wrote a poem that we know today as *The Canterbury Tales*. This long poem tells the story of a pilgrimage to the Canterbury Cathedral made by 30 or so pilgrims, or travelers. A **pilgrimage** is a long trip usually taken for a religious purpose. Each pilgrim tells a different story about the trip, but in the end they all meet at the same place. Sometimes the pilgrims would meet each other in their travels, and some of the stories would link together. This is what made the story so interesting.

Geoffrey Chaucer was also the original author of the trickster tale we read earlier.

**Q.** Can someone tell me the name of the trickster tale we read earlier?

**A.** *Chanticleer and the Fox*

**Q.** What is a trickster tale?

**A.** It's a folktale about a character (animal) that plays tricks on other characters in the story.

**Q.** What kind of words would you use to describe a trickster?

**A.** sneaky, mean, tricky, clever, greedy, and smart

**Q.** Who was the trickster in *Chanticleer and the Fox*?

**A.** Chanticleer, the rooster

*Chanticleer and the Fox* was a story taken from Geoffrey Chaucer's long poem *The Canterbury Tales*.

**Q.** Do you know any other trickster tales?

**A.** (Possible responses: *The Gingerbread Man*, *Little Red Riding Hood*, *The Three Little Pigs*, *The Three Little Wolves and the Big Bad Pig*, *Hare Makes a Monkey Out of Lion*, and *Chicken Little*.)

8 Voyagers will make a Trickster Mask.

- A.** Follow the instructions on Action Sheet 4.6 (**Tricky Fox**). Voyagers will use the Tricky Fox pattern to transform into a trickster.
- B.** Voyagers can take turns looking at a Pathfinder making the expression on the fox's face when he was tricked.
- C.** Have Voyagers turn to Adventure 4.2 in their Journals to draw and color the expression on the fox's face.
- D.** Then have Voyagers write a sentence at the bottom of their Journal page describing how the fox was feeling when he was tricked.

### MAP IT



- 9 **A.** Write Chaucer's name on a Writers scroll from the Map It Cards.
- B.** Place the scroll on England on the Fine Arts Map.

## 10 LEARNING STATIONS

Have Voyagers form learning teams. Demonstrate the Learning Stations to the group. Ask Team Leaders to assist you in the explanations. Assign Voyagers to restate the instructions to the group to ensure understanding.

## Creation Station

(Team Leader facilitated)

**Chanticleer's  
Flashy Feathers**  
Clipboard Notes 4.1



## Exploration Station

(Team Leader facilitated)

**Chanticleer**  
Clipboard Notes 4.2



## Investigation Station

(Teacher facilitated)

**Shakespeare Sounds**  
Clipboard Notes 4.3



## SESSION 3

### 12 MATHEMATICS FOCUS

**Models addition and subtraction using sets of objects, words, and numbers up to three digits**

#### Detection Connection

- A. Tell Voyagers that they will count the beats of music in a new song. Allow Pathfinders to work together with color tiles to solve the problem. Give them approximately 3 minutes to solve. Read the following information: *I've created a new song and must determine how many beats of music are in the song. If each line has 4 beats, how many total beats would 4 lines have?*
- B. Allow groups to share their answers and strategies.

#### Direct Instruction

- A. Have Voyagers work with their Pathfinders. Give each pair color tiles, paper, and Color Tile Mats (1 mat for each Voyager).
- B. Begin by explaining the Color Tile Mat. Show them that the right column of the mat stands for individual color tiles and the left side of the mat signifies a set of 10 color tiles.
- C. Use the following instructions as guides for introducing and exploring two-digit addition.
  - Place 4 color tiles on the right side of your mat.
  - Now place 5 color tiles on your mat. How many total tiles are on the right side? (9)
  - Let's add 4 more color tiles to the right side of your mat. How many total tiles are on the right side? (13)
  - I want to share a secret with you! Anytime we get 10 color tiles on the right side, we can move them over to the left side. Look at the picture on the left side of your mat. Do you see the stack of tiles? Count the number of tiles in that stack. Anytime we get 10 tiles, we can stack them up and move the stack over. Let's do that right now.

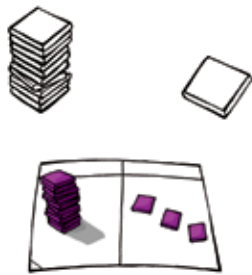
11 Have Voyagers discuss the Learning Stations.

**Creation Station**—Have Voyagers spell *Chanticleer* as you write it on the board. Display their pictures.

**Exploration Station**—Discuss the characters and setting of *Chanticleer and the Fox*.

**Investigation Station**—Review the vowels *a, e, i, o,* and *u*. Have volunteers write a couple of words from the activity on the board.

# Adventure 4



- **Did we change the total number of color tiles by moving them over?** (No) **How many total color tiles are on the mat?** (13)
  - **Now let's add 8 color tiles. Where should we add them?** (right side) **How many color tiles are on the right side now?** ( $3 + 8 = 11$ ) **What can we do?** (move a stack of 10 to the left) **Now let's count how many total color tiles are on our mat.** (21 color tiles)
- D.** Have Voyagers clear their mats. Now ask them to show you the number 12 using color tiles. They should stack 10 tiles on the left side and 2 on the right side. Once all Voyagers are showing this, ask them to add 16 to their mats. Observe how they add it—who adds 16 ones and who makes the connection with stacks of tiles. They should end up with 2 tens and 8 ones.
- E.** Continue giving Voyagers addition problems according to their ability level. For emerging Voyagers, you may want to limit the problems to no regroupings.

## Teacher's Note

Put the color tiles and mats at a learning center. Encourage Voyagers to challenge one another with addition and subtraction problems at the center during free time.

## Guided Practice

- A.** Have Voyagers work in six learning teams. Each team needs at least 80 color tiles and a Color Tile Mat. Tell Voyagers that you will read a story to them, and at the end of the story they will have to discover how many books are in Mrs. Lane's reading corner. Challenge Voyagers to listen carefully to see who can figure it out. Have them keep up with the story using their color tiles and mats. Read the story slowly enough to ensure they

have time to complete each step along the way. Watch their progress to gauge your reading speed.

- B.** Read the following story aloud, pausing after each sentence to allow Voyagers time to complete the steps. (Start with a blank Color Tile Mat.)

*Mrs. Lane was a first-year teacher. She did not have many books in her classroom library. She really loved books and always wanted to have them for her children to read. She asked her students to give her books for holidays and gift-buying occasions so they could help her build her library. She started off the year with 5 books in her room.* (Allow Voyagers time to put 5 color tiles on their mat. You may need to remind them to do so the first few times.)

*Then Juan gave her 2 books. Jimmy also gave her 1 book.*

*Marie gave her 3 more books.*

*She felt so lucky to have such giving children in her class. Throughout the year, she kept receiving books. For her birthday, she got 18 books—one from every student in her class!*

*For Halloween, she received 5 scary storybooks.*

*She even received 2 books for Thanksgiving.*

*Mrs. Lane was excited about the month of December. She knew she would probably get many more books during the holidays, and she did.*

*She received 10 books; most of them were about Hanukkah, Christmas, and Kwanzaa. Her library was filling up quickly!*

*During the months of January, February, and March, she received 12 more books.*

*In May, she received her last gifts of the year. Her class purchased 5 more books for her library. Mrs. Lane sent all her students to second grade with lots of thanks for helping her build her library.*

*In addition to all the wonderful books she received throughout the year, Mrs. Lane also purchased several books for her library. She bought 10 more books! How many books did Mrs. Lane end up with in her library?*

- C. Ask Voyagers to share their totals. (73 books)
- D. If necessary, read the story again, step-by-step, with Voyagers, showing them how to add more books and move tens over to the left side of the mat.

## Independent Practice

- A. Have Voyagers work independently to solve the addition problems in Math Skill Builder 4.1. Read the problems aloud, if necessary. Encourage Voyagers to use their color tiles and mats to solve the problems.
- B. Check the problems together upon completion. Ask Voyagers to share the answers and how they figured them. (Depending on the skill level, some Voyagers may not have needed to use the tiles.)

### ANSWER KEY

1. 26 pages
2. 32 beats
3. 14 trickster tales
4. 53 pictures
5. 22 sentences



Ask Voyagers to explain in their own words how to add 12 and 13 using their color tiles and mats.

## Extension

- A. For more advanced Voyagers, instruct them to play the Where Do I Go? addition game. Pathfinders must use a Color Tile Mat and a deck of cards.
- B. Have Pathfinders shuffle the cards and divide the deck of cards in half. Each player gets a stack, cards facedown.
- C. Each Voyager turns over the top card in his or her stack and decides to place it in the tens column (left side) or the ones column (right side) of the Color Tile Mat. Once the card is placed, it cannot be moved.
- D. Each Voyager then turns over a second card and places it in the remaining column.

- E. The Voyager with the higher two-digit number wins the match and gets to put all 4 cards in his or her winnings pile. Have that Voyager add the points gained (the two-digit number from each pair must be added) and record it. Have Voyagers play as long as time allows. The person with the most points at the end of the game wins.
- F. As a challenge to this game, have Voyagers use the three-column place value mat in Math Skill Builder 4.2 to play the game.
- G. Share the following problem with Voyagers. Have them solve it using any method.

*Uncle Harold and Aunt Mable bought a notebook for \$3 and a backpack for \$17. How much did they spend? (\$20)*

## Teacher's Note

If time is available, Voyagers may complete Bonus Activity 2.

### DEBRIEFER



- 13 Ask Voyagers what they will teach their families about this *Kaleidoscope Adventure*.

### SUGGESTION

Explain a trickster tale and give some examples.

### PLAN AHEAD



You will need the following items for your next Adventure:

- cardboard
- butcher paper
- African pictures and books
- items that symbolize African culture
- small bag to hold items
- Duke Ellington music
- white fabric scraps
- Shakespeare costume