

A-Book-A-Week: Classroom Instruction

Cookie's Week

Activity Card #1	Literacy Development Category: Lots of Links: Learning about Kittens
Suggested Activity Order <p><i>Cookie's Week</i> is a recount of what one particular cat named Cookie has done, day by day. As part of the 101 Best Books, we have included <u>How Kittens Grow</u> so children can learn more about the life of very young cats.</p> <ol style="list-style-type: none">1. Show <u>Cookie's Week</u> cover to the children and ask them to tell you about what Cookie the kitten did during the week.2. Next, read <u>How Kittens Grow</u>, stopping to let the children talk if they know something about kittens.3. Use the activity card to review some of what we learned from reading <u>How Kittens Grow</u>.4. Ask the children to tell you if they noticed any things that were the same in the two books (hint: kittens do EVENTUALLY sleep).	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>How Kittens Grow</u> book<input type="checkbox"/> <u>How Kittens Grow</u> activity card<input type="checkbox"/> <u>Cookie's Week</u> book

You can locate pictures of Tomie DePaola at the following websites:

http://www.penguinputnam.com/cgi-bin/to_catalog.cgi?section=catalog&page=yreader/authors/330_biography.html

http://www.simonsays.com/kids/mtb/Kids_Author_Bio.cfm?AUTHOR_KEY=706320

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Activity Card #2	Literacy Development Category Language Development and Print Awareness -- Looking at Syllables
Suggested Activity Order <i>In today's lesson, we will talk about the days of the week, and then attend to word "day" that is part of the name for each day of the week.</i> <ol style="list-style-type: none">1. Re-read <u>Cookie's Week</u>, pointing to the name of each day as you read.2. Explain to the children, using the calendar, that each week has seven days. Ask the children if there are any days when they do not come to school. Ask them to tell you what they do on Saturday. Then ask them to tell you what they do on Sunday.3. Distribute the cards to 7 children, and let each child tell what Cookie did on that day of the week.4. Use your scissors to cut the cards apart. Now, you will need 7 more children to hold the "day" part of the word. Talk the children through this, saying "Your card says <i>Mon</i>, and your card says <i>day</i>."5. Next, have all the children holding <i>day</i> cards stand together. Have each hold up the card one at a time, and say, "day."6. Have the <i>day</i> children stand next to the <i>Mon</i>, <i>Tues</i>, <i>Wednes</i>, etc. children, and ask them to "read" what their cards say together.7. Have the class clap the 2 syllables as they repeat the name of the day after you.8. Show the children <u>Today is Monday</u>, and read it to them, emphasizing the names of the days of the week.9. Put <u>Cookie's Week</u>, <u>Today is Monday</u>, and the cut up cards together at a center in your room. Encourage children to match the word cards to the words in the books.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Today is Monday</u> book<input type="checkbox"/> <u>Cookie's Week</u> book<input type="checkbox"/> Days of the week cards (found at the end of this file)<input type="checkbox"/> Calendar which has full names of days of the week (as opposed to abbreviations). You can find this at Jan Brett's site, see addresses below...

http://www.janbrett.com/2000_calendar/february_2000_grid.htm

http://www.janbrett.com/2000_calendar/february_2000_artwork.htm

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Activity Card #3	Literacy Development Category Artist's Craft
<p data-bbox="233 401 634 436">Suggested Activity Order</p> <p data-bbox="233 443 870 695"><i>Tomie DePaola is a featured author/illustrator in the A-Book-A-Week program. His style is described as clean and distinctive; many children easily recognize his pen and watercolor illustrations. Be sure to tell the children that DePaola decided to be an artist when he was only 4 years old.</i></p> <ol data-bbox="233 701 878 1801" style="list-style-type: none">1. Show children the cover of <u>Cookie's Week</u> and point to Tomie DePaola's name in the lower left-hand corner. Explain that for this book, Mr. DePaola only created the pictures, but that for other books we have in our library, Mr. DePaola has both been the author and the illustrator. (If the children cannot recall what these words mean, explain them as we have done in the past.) Show children DePaola's picture.2. Now show children the other books from the <u>101 Best Books collection</u> illustrated by DePaola. Tell the children that we will look at Mr. DePaola's art to seek what we can notice about it.3. As you flip through the pages of each book, encourage children to comment on the pictures. In <u>Cookie's Week</u>, the use of watercolors is very clear. Tell children that Mr. Paola often likes to start with a dark brown line, and then fill in his colors. Help the children see that DePaola has left parts of his paper unpainted.4. Show the children the brown crayons and water colors. Explain that we are setting up a DePaola Artists center, and that they can visit the center to be artists just like Tomie DePaola.5. Place DePaola's picture, the paper, the brown crayons, and watercolors at a center. Use the children's paintings and Mr. DePaola's picture to create a bulletin board.	<p data-bbox="907 401 1195 436">Materials Needed:</p> <ul data-bbox="907 443 1414 806" style="list-style-type: none"><input type="checkbox"/> <u>Pancakes for Breakfast</u> book<input type="checkbox"/> <u>Charlie Needs a Cloak</u> book<input type="checkbox"/> <u>The Legend of the Indian Paintbrush</u> book<input type="checkbox"/> <u>Cookie's Week</u> book<input type="checkbox"/> DePaola's picture (see web address on Activity 1 Page)<input type="checkbox"/> Paper<input type="checkbox"/> Brown crayons<input type="checkbox"/> Watercolors and paintbrush

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Activity Card #4	Literacy Development Category: Acts of Writing: Writing a letter to Tomie DePaola
Suggested Activity Order <i>In today's lesson, we will be making some links between the February Holiday Alphabet and the letter we write to Tomie DePaola.</i> <ol style="list-style-type: none">1. Seat the children in a circle, and remind the children of the different books that Tomie DePaola has written and/or illustrated.2. Explain that we can write a letter to tell Mr. DePaola what we have been doing this week with the words and ideas that are in his book.3. Encourage the children to describe the activities you have been doing during A-Book-A-Week this week.4. Then, help change their descriptions into sentences that belong in a letter. Write these sentences on the chart so you and the children can decide how you would like to arrange them in the letter.5. Copy the sentences onto your letter paper.6. Take the envelope, and explain that you are writing Mr. DePaola's address on the envelope. Show them the zipcode as you write it. Then show them the Z for zipcode from the February alphabet. (You might ask if anyone remembers this letter from our Zizzer Zazzer Zuzzes that we drew last week!) The zipcode will tell the postman (point to the picture from the February alphabet) where to deliver the letter.7. Be sure to have all the children sign their names on the letter for Mr. DePaola.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Pancakes for Breakfast</u> book<input type="checkbox"/> <u>Charlie Needs a Cloak</u> book<input type="checkbox"/> <u>The Legend of the Indian Paintbrush</u> book<input type="checkbox"/> <u>Cookie's Week</u> book<input type="checkbox"/> <u>February Holiday Alphabet</u><input type="checkbox"/> Chart Paper<input type="checkbox"/> Paper<input type="checkbox"/> Pencil<input type="checkbox"/> Envelope<input type="checkbox"/> Stamp <p>Address for Tomie DePaola:</p> <p>Mr. Tomie dePaola Penguin Putnam Books for Young Readers 345 Hudson Street New York NY 10014</p>



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday