



# Culminating Activities



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## **Note to Teacher**

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## **Remediation**

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

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## **Enrichment**

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### **Retelling a Fable with Puppets**

#### **Materials: Puppet-making supplies**

Have students make simple puppets of the characters from a particular fable and then use them to retell the fable.

## On Stage

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Reread a nursery rhyme or fable, and have students act it out. “The Hare and the Tortoise” has a lot of dialogue and would be a good choice for this activity.

Tell students that you will be the narrator and they will be the characters in the story. Explain that the narrator is someone who tells a story and the characters are the people (or in this case, the animals) in the story. Ask them what characters are needed (e.g. the hare, tortoise, squirrel, mouse, and raccoon). Decide who will be the various characters. Have several hares, tortoises, squirrels, mice, and raccoons so that all students get to participate. Remind the various characters what they will need to say, and talk about gestures that they may use. Reread the read-aloud for students to dramatize.

## Class Book: Nursery Rhymes

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### Materials: Drawing paper, drawing tools

Remind students of the nursery rhymes heard since the first Pausing Point. Have students talk about their favorite nursery rhymes. Have each student draw a picture of his/her favorite. Give students the opportunity to orally share their drawings with a partner or the class.

You may choose to bind the pages to make a book to put in the class library for students to view again and again.

## Domain-Related Trade Book

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### Materials: Trade book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a book from the *Fables* list to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the

book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.

- ✈ Above and Beyond: Ask students to orally compare and contrast two versions of the same fable, either as a group or individually.

## Student Choice

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Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles or show illustrations from previous read-alouds to help students make their choice. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Student-Created Books

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### Materials: Booklet for each student

Have each student make his/her own book that is a retelling of one of the fables that has been shared. As a class or with a partner, brainstorm the sequence of events: beginning, middle, and end. You may also use the images to review. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fable. Emphasize that students' drawings should not look just like those in the flip book. Have students share their fables with a partner or the class.