



Culminating Activities



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 also 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.

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

Enrichment

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular folktale or variation; refer to the trade books listed in the domain Introduction. You may also choose to have students select a read-aloud to be heard again.

Student-Created Books

Materials: Drawing paper, drawing tools

Have each student make his/her own book that is a retelling of one of the folktales that has been shared. As a class, with a partner, or as a small group, have students brainstorm the sequence of events: beginning, middle, and end. Also discuss any similarities to other folktales. Students will draw a picture on each page to show the beginning, important middle events, and end of the folktale. Have students write sentences describing their drawings, using the sound/spelling correspondences taught thus far. Have students share their folktales with a partner or with the class.

On Stage

Note: This activity may require additional instruction on topics such as timing and voice.

You may choose to reread and have the students act out any of the folktales. Encourage the students to portray actions and feelings and to use some of their own dialogue.

Another option is to create a skit to demonstrate the one saying and phrase they learned. Have them end the skit by saying, “There’s no place like home!”

Folktale Talk Show

Note: This activity may require additional instruction on topics such as point of view and audience.

Tell students that they are going to be part of a folktale talk show. You will need one student for the host and two to three students to portray the main characters from any of the read-alouds in this domain. Have the rest of the class be the audience. The students who portray the folktale characters should introduce their characters' names, their folktales, and one important fact about themselves from the folktale. Have the audience ask the characters questions about their folktales and how each folktale is similar to or different from the other two or three being portrayed.

