



Cloverbuds

BETWEEN THE PAGES OVERVIEW

Activity Overview – Between the Pages Series

ACTas100

OVERVIEW	Numerous studies have shown that reading aloud to children helps them develop not only better reading skills, but also improves their writing, listening, and higher-level thinking skills. Reading books can be more fun if you start with a good book and experience it through cooking crafts, games and other related activities. Books are for more than just reading. Start with a good book and really experience it through cooking, crafts, games and fun!
TARGETED LIFE SKILL	In this series of lesson plans, the targeted 4-H life skill is “Learning to Learn” (Targeting Life Skills Model, Iowa State University http://www.extension.iastate.edu/4H/lifeskills/homepage.html).
PROJECT SKILL	These skills vary based on the objectives of each lesson.
WISCONSIN ACADEMIC STANDARDS	Individual lessons are tied to relevant Wisconsin Academic Standards (Wisconsin Department of Public Instruction).
TIME	Each lesson is planned to encompass 45 minutes to one hour.
TEACHING TIPS	<p>Getting the Most from the Lessons</p> <p>These lesson plans are designed for learners in Kindergarten through second grade. Check the sections entitled “Enhance and Simplify” for suggestions on adaptations of the lesson for younger or older learners.</p> <p>Talking It Over</p> <p>Questions will help young, concrete learners get more from their experiences, and make the connection to the targeted life skill. Using the 4-H Experiential Model as a guide, questions for this age group will include those from the level of <i>Reflect</i>, and, depending on the abilities of the learner, <i>Apply</i>. Sample questions from the <i>Reflect</i> and <i>Apply</i> levels are included for each lesson.</p> <p>Advanced learners that are better able to handle abstraction will enjoy the challenges of questions that <i>Apply</i> the knowledge or skill that they have learned (see 4-H Experiential Learning Model).</p>

EVALUATION

Youth Involvement

Create additional learning and leadership opportunities for individual youth through their involvement in the teaching process. Look for ways to move learners into teaching roles, however brief. Youth who have experience or show special ability in specific situations are good candidates for enhanced youth roles.

- When book choices are listed, have youth choose the book they want to read together.
- As time permits have youth choose a final activity to repeat from the ones presented.
- Youth can assist in reading, as they are able.
- Look for ways to move learners into teaching roles, however brief.

Project Skills

Each lesson has suggestions for evaluation (see *Between the Pages, Evaluation*).

Life Skills

Evaluation for the life skill of “Learning to Learn” takes into account that learners must learn and practice new skills, and that a five-lesson series is not sufficient time to accomplish that goal. However, with the completion of this series of lesson plans, it is expected that most youth will demonstrate at least one or two of the following indicators:

- Make observations about the world around them.
- Predict an outcome.
- Better appreciate literature - asks to read more books!
- Explore their innate creativity – has ideas for new projects based on learned materials.
- Use learned material to make predictions.
- Is inquisitive: asks questions about the book and the process.
- Is interested and actively engaged in presented activities.

More suggestions for evaluation are included in *Between the Pages, Evaluation*.



“BETWEEN THE PAGES” BIBLIOGRAPHY

Author, Last	Author, First	Title	Publisher	City	Date	ISBN
Bridwell	Norman	<u>Clifford the Big Red Dog</u>	Scholastic	New York, NY	1975	439734312
Child	Lauren	<u>I Want a Pet</u>	Tricycle Press		1999	1883672821
Child	Lauren	<u>That Pesky Rat</u>	Candlewick Press	Cambridge, MA	2002	076361873X
Feiffier	Jules	<u>Bark George</u>	Harper Collins	New York, NY	1999	62051865
Heiligman	Deborah	<u>Honeybees</u>	National Geographic	Washington, D.C.	2002	792266781
Holub	Joan	<u>The Pizza That We Made</u>	Puffin Books	New York, NY	2001	613644220
Kimmel	Eric	<u>Anansi and the Magic Stick</u>	Holiday House		2002	823417638
Kimmel	Eric	<u>Anansi Goes Fishing</u>	Holiday House		1993	823410226
Kimmel	Eric	<u>Anansi the Talking Melon</u>	Holiday House		1995	823411672
McDermott	Gerald	<u>Anansi the Spider</u>	Henry Holt & Co	New York, NY	1972	150080469
Pandell	Karen	<u>Animal Action ABC</u>	Scholastic	New York, NY	1996	1929766920
Pelham	David	<u>Sam's Pizza, Your Pizza to Go</u>	Dulton's Childrens Books	New York, NY	1996	525455949
Polacco	Patricia	<u>The Bee Tree</u>	Puffin Books		1998	698116968
Simonet	Marc	<u>The Stray Dog</u>	Harper Collins	New York, NY	2001	1591123577
Stieg	William	<u>Pete's a Pizza</u>	Harper Collins	New York, NY	1998	1591127408
Zion	Gene	<u>Harry the Dirty Dog Treasury (compilation)</u>	Barnes and Noble Books	New York, NY	1956	808524569