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A bad case of stripes preschool activities

A nasty case of David Shannon stripes is a great book to teach individuality, or be unique. I like to use the unique word because, to me, the sound of it and spelling really make it one of a kind word. This book really lends itself to show students that it's okay to be yourself, to please things that other people might not like, to be good at something other people can think is strange or different and not to worry about what those people think. If you are looking for activities for this book, you will find a lot, but if you want to do yours, to adapt to what you are teaching here is a list of reading skills and strategies and some ideas on what you could teach using this book. Instead of creating my usual package of skills and strategies to go with this book, I took the character trait and created some activities that have to do with being unique, but first here is the information you will need for your lesson planning. Reading level: 3.5 Theme: Individuality Genre: Vocabulary humor Recommended: file beans, fretting, impress, alleviate, ointment, distraction, contagious, prodded, viruses, bacteria, fungus, bizarre readability and strategies: ask questions - {possible questions before} I wonder what made her strip? Is she sick? I think this is gonna be stupid because David Shannon writes stupid books. {Possibility of questions during} What made Camilla take the stripes? I wonder why his stripes keep changing? What are the specialists? I wonder whyThe lady thinks she can cure Camilla? {Possibility of questions after} What does it have to eat flax beans with getting a case of strips? viewpoint of the author - 3rd viewpoint of the person {evidence} have students find 3 examples showing the third person. purpose of the author - entertain {evidence} David Shannon is the author and his other books are stupid. No body has ever had a case of stripes. As someone can turn into their room. All these things are stupid and they make a funny story. start, half, end - {most important event from the beginning} Camilla was too worried about what others thought. {most important event from the center} Every time someone suggested something to her: Strips, bacteria, viruses, pills, his room. {most important event from the end} The sweet lady came and asked Camilla if she likes lyme beans. When Camilla finally admitted that she had made the lady gave her the lyme beans and Camilla returned to her normal self. cause and effect - How come Camilla never ate lima beans? because his friends hated them and wanted to come in. Why did Camilla scream? because he looked in the mirror and saw the stripes. Why didn't Camilla go to school? because he was afraid of what the other children would say. Why did Dr. Camilla say Camilla could go to school tomorrow? because she wasn't sick, she just had stripes. Why did Camilla's stripes change to school? because children continued to cry different forms andWhy did Camilla turn into a pill? Because that's what Dr. gave her. Why did Camilla start growing fuzzy virus balls and small squiggly bacteria queues? Because that's what the specialists have guessed is Camilla's problem. Why were there journalists in front of Camilla's house? because they wanted to tell the story of "The Bizarre Case of the Incredible Changing Kid". Why did Camilla loose in her walls? because someone said it should be one with his room. Why did the old woman give Camilla beans? Because Camilla lied about them, and the old woman thought that if she admitted she liked it, she could change. Why didn't Camilla care that the kids thought she was weird? because he ate his lyme beans and never had a case of the strips again. characterization - describe Camilla {looks like, feelings, thoughts, character} classify & categorize - Make your students classify and classify different forms. Camilla was covered by many different forms because of children at school. comparison & contrast - Camilla and her classmates, Camilla and you, you and a class relationship - {possible text-to-self connections} Fear people will laugh at you. I'll call the green beans. I prefer something your friends don't want. Be weird. draw conclusions & infection - Why do you think Camilla had a strip case? (text addresses) Camilla loves the lyme beans but doesn't eat them because his friends don't like them. Camilla wanted to come in. Camilla on what others thought. What do I know? I know it doesn't matter what others think. I know that having changing strips is more embarrassing than saying you like the lyme beans. I think Camilla has stripes because she wasn't real with herself. plot - the turning point or culmination in history was when Camilla finally admitted that she liked lyme beans. Why do you think Camilla has stripes? What do you think is going to happen at school? You think the specialists will help Camilla? Do you think experts will help Camilla? Do you think Camilla will ever change? What do you think the old lady will do to help Camilla? You think Camilla cares about what others think now that she's changed? Because or why not. problem & solution - {problem} Camilla cared about as much as what others thought of her had a bad case of stripes. {solution} Camilla finally changed when she admitted she likes lima beans. Camilla was worried about not coming in. Camilla put on a pretty red dress, looked in the mirror and screamed. Camilla has a bad case of stripes. Camilla's mother called Dr. Camilla went to school and teased and sent home. Doctor called specialists, turned her into a pill. Dr then called in experts, caused her to have virus balls, bacteria tails and fungus holes. Journalists wanted to tell the story of "The Bizarre Case of the Incredible Changing Kid". An environmentHe told Camilla to become one with his room. Camilla became his room. An old lady came to the door saying she could help. The old lady offered Camilla lima beans, but Camilla refused them. Camilla finally said that she liked the lima beans and turned into her old self. elements of history - title list, author, character, setting, beginning, middle, end, or problem & solution. strong thought - students might have strong thoughts like experts and specialists come in and continue to change it. summary - {someone} Camilla {wanted} wanted to get in touch with everyone so no one laughed at her {but} but had a bad case of strips {so} all children laughed at her. Then all these experts and specialists came to help, but they failed to do it {finally} at last an old lady arrived and helped Camilla to change again making her admit that she liked the lima beans. Here is the "Unique Activity" activity package I created for this book. Included in the package is: * Compare and contrast - 2 different sheets * I'm unique writing and coloring page * I'm a unique Folding Activity * Story Map Folding Activity * A single vocabulary card * My favorite part of the writing paper book - unique because everyone could have a different favorite part. * Card templates for practicing templates with registration sheet - unique because there are a lot of different models * Make numerical tabs plus registration sheet - each number is unique * Noun, Verb, Adjective, or ABC order cards plus registration sheetevery task - because all words are unique preview pages of the package. Some of the activities completed by the package ACTIVITY PACKET Last but not least a form of selection FREEBIE. I also created a real False Comprehension Game. GAME OF CONCORRENCE Happy reading, loading,. Loading. .

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