

5 Minute Activities:

1) Lillie's has 3 quarters that she loves. Use different types of coins to practice addition. How many different ways can you make \$.53? .98? .33 (or another amount)?

Math: G2: S1: C1: PO5: Count money to \$1.00.

2) Lilly loves the way her boots sound when she walks down the halls of her school. For a refocus or stretch break activity, tap out rhythm patterns with a pair of boots. Have students repeat the patterns by clapping them or stomping them with their feet.

Music: S1: C2: PO3: Echo rhythmic patterns.

3) Divide into two teams and have a contest. In 3 minutes, come up with a list of as many things as you can think of that are purple and/or as many words as you can think of that begin with P. Which team has the most words? How many words are on both team's lists?

Writing: G1: S2: C4: PO2: Use a variety of words, even if not spelled correctly

4) Chester and Wilson love to ride their bikes, wearing helmets and practicing safety signals. Review bike safety by learning proper hand signals so you can be safe on the streets (chart on page 3 of this document).

P.E.: K-2: S5: C1: PO 3: Follows safety protocols



15 Minute Activities:

1) What would you do in Lilly's situation? She made a choice to react with anger to Mr. Slinger and she ended up regretting her choice. Write Lilly a letter giving her advice on how she could have made a better choice.

Writing: G1: S3: C3: PO1: Write a functional text

2) Lilly thinks Mr. Slinger is WOW! Write a story about a teacher (real or made up) that makes you feel WOW.

Writing: G1: S3: C1: PO1: Write a narrative

3) Mr. Slinger is known for his artistic shirts. Draw and color a new design for an artistic shirt for Mr. Slinger. Make sure you color both sides. Cut out and hang on a clothesline in the classroom (you can use the printable on page 2 of this document).

C3: PO 001: Identify and use elements in his or her own artwork .



4) Lilly experienced many emotions during the play. How many emotions can you remember? Write them down. Here are some examples:

- *Love of friends and school
- *Furious anger at Mr. Slinger
- *Regret at her anger
- *Jealousy over Julius
- *Pride of being Lilly, queen of everything
- *Excitement about her new things
- *Bravery at scaring the bullies

Now, using your body, face and imagination, communicate or show one of the emotions to your classmates.

Theatre: S1: C2: PO104: Describe or illustrate recalled sensory experiences.

30 Minute Activities:

1) Lilly speaks in a backwards language. How can you create your own secret language? Try pig latin (ry-Tay ig-Pay atin-Lay) or try to speak Ubbi Dubbi (tr-ub-y t-ub-o sp-ub-eak.)

Once you have chosen your language, write a note to a friend in class. Can they figure out your language?

Writing: S2: C6: Conventions

2) What are some of the things Lilly wants to be when she grows up? Choose a career that you would like to have. Find out information about the job, such as how much education you'll need, how much money you might make, what you will do as part of the job, etc. Write it all down and share your research with your class.

SS: G1: S4: C4: PO3: Describe how people earn a living in the community, and the places they work.

3) Lilly and her pals are mice. How many different kinds of rodents are there? Find information on the internet or in books, print out and draw pictures of rodents for a classroom collage.

Science: G1: S4: C3: Similarities and differences between/among animals

4) Lilly performs an interpretive dance in the play. What does interpretive dance mean? Choose some music (like Copeland's *Fanfare for the Common Man*) and listen to it as a class. How does the music make you feel or what emotions do you associate with the music? As a class or in small groups, choose an emotion and create an interpretive dance that communicates your chosen emotion.

Dance: S1: C4: PO 102: Discuss and explore how the elements of dance can be used to communicate meaning



Create a new artistic shirt for Mr. Slinger!

Hand Signals for Bike Riding

