



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

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. They may choose a nonfiction read-aloud ("The House Builders: Bricklayers, Masons, and Carpenters" or "The Blacksmith") or a fiction story, "The Little Gray Pony"

or “Stone Soup.” If necessary, read the titles and show key illustrations from previous read-alouds to help them 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.

You Were There: Colonial America

Have students pretend to be tradespeople or townspeople in Colonial America. Ask students to use what they have learned to imagine and then describe what they might see and hear as a tradesperson or townsperson. For example, a student may pretend to be a blacksmith working in his forge and may talk about the heat, the metal, and the customers. They may also talk about the sounds they hear on rare trips to town, the sounds their farm animals make, etc.

Colonial Crafts and Recipes

As a whole group or in small groups, bake a colonial recipe, such as pound cake or bread; churn butter in small containers; or do a colonial craft, such as making spoon dolls or felting wool. Refer to the books listed in the domain introduction for one that features colonial crafts and recipes for additional ideas.

Colonial Pound Cake

In a bowl, cream together 2 sticks butter (softened) and 2 cups sugar, mixing well. Add 5 eggs (one at a time); $\frac{1}{4}$ tsp. salt; $\frac{1}{2}$ cup milk; 2 cups flour; and 1 tsp. vanilla. Bake 1 hour at 300 degrees. Put aluminum foil over cake. Remove foil during the last 15 minutes of baking.

Stone Soup

Offer to provide the stones, then have students each bring in an ingredient like the townspeople to make a large pot of stone soup for the class to enjoy. Examples might be: celery, carrots, onions, potatoes, canned tomatoes, chicken or beef bouillon cubes (or broth), spices, quick-cook barley, etc.

Scrub and chop vegetables:

3 large carrots (diced)

4 stalks celery (diced)

2 onions (chopped)

3 large potatoes (diced)

1 cup cabbage (optional)

Place 6 cups water and all ingredients in large pot. Scrub one large clean gray stone (river rock from the craft store) and place in pot.

Add 6 bouillon cubes (beef or chicken); one (16 oz.) can tomatoes; 1-1/2 tsp. salt; pepper to taste (optional)

Cook for 1 hour or until vegetables are tender. Be sure to remove stone before serving.

Optional substitutions or additions: yellow squash, green beans, cooked chicken or sausage, croutons, parmesan cheese, zucchini, corn, chickpeas, garlic.

On Stage

Have a group of students plan and act out “The Little Gray Pony” or “Stone Soup,” or plan and act out an original scene, pretending to be bricklayers, masons, carpenters, or blacksmiths.

Domain-Related Trade Book

Materials: Trade book

Refer to the list of recommended trade books in the domain introduction at the front of this Anthology, and choose a book from the 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.

Class Book: Colonial Towns and Townspeople

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain. Have students brainstorm important information about Colonial America, the country, the town, and all of the tradespeople and townspeople they have learned about. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.