



SUMMER LESSONS

VIC JARAS

IOWA DEPT. OF EDUCATION



SUMMER LESSONS FOR YOUR PROGRAM

This presentation will provide several easy to use lessons to jump start your summer program with social emotional learning and student engagement. We have included plenty of resources that you can use all year round.

First, begin with the organizational principles developed by Harry Wong (Author of the First Days of School). He provides regular procedures (routines) for the children so they become comfortable with what goes on in the classroom. You can use variations of this with children in your class.

IMPLEMENTATION GUIDE

THE FIRST DAYS OF SCHOOL

HOW TO BE AN EFFECTIVE TEACHER

5TH EDITION

Created by
Harry K. Wong, Rosemary T. Wong,
Lena Nuccio,
Stacey Allred, and Jenn David-Lang

Harry Wong's Implementation Guide

You can use this as a reference to help you organize your classroom. Spend some time each day reviewing this guide.

This 92 page PDF guide is available online (URL below).

FIRST LESSON

- EVERYONE IS IMPORTANT IN THIS CLASS

-

- **Teacher-Benefits of Social Emotional Learning**

- *More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose. Practice finding the potential in every child and contact parents and tell them something good about their child.*

-

- *Classroom jobs **help students feel at place in the classroom, giving them a purpose beyond just “student.”** For example, an otherwise shy child who doesn't feel like they fit in could find their confidence and develop crucial social emotional skills and new friendships in the role of teacher helper.*

-

- **Students**-Good morning class. I want to tell you that in my class, everyone is important and that we all will be working together to learn this summer. Everyone is important and has a job to do in my class. I need you to help me with a lot of different tasks everyday that will help make our learning fun and exciting.

-

- I have a job for each of you and we may change jobs so everyone gets a chance to try a different job in the classroom.

-

- Class jobs include: Calendar Helper, Chair Stacker, Book Collector, Door Holder, Lights Helper, Line Leader, Lunch Helper, Paper Passer, Pencil Helper, Plant Helper, Teachers Helper, Supplies Helper, Clean Up Crew, Trash Helper, Caboose, First Aid Helper, Shoe Tying Helper etc..

- Can you think of any job that I did not include in my list?

Review the daily activities with the class:

- Weekly Calendar
- Time class begins
- Attendance
- Morning Assignment
- Cleanup
- Bathroom time
- Lunch
- Cleanup
- Afternoon Assignment
- Cleanup
- Dismissal

SECOND LESSON

This lesson helps the child communicate with the teacher about their lives

I WISH MY
TEACHER KNEW...

NAME:

DATE:

CLASS:

TEACHER:



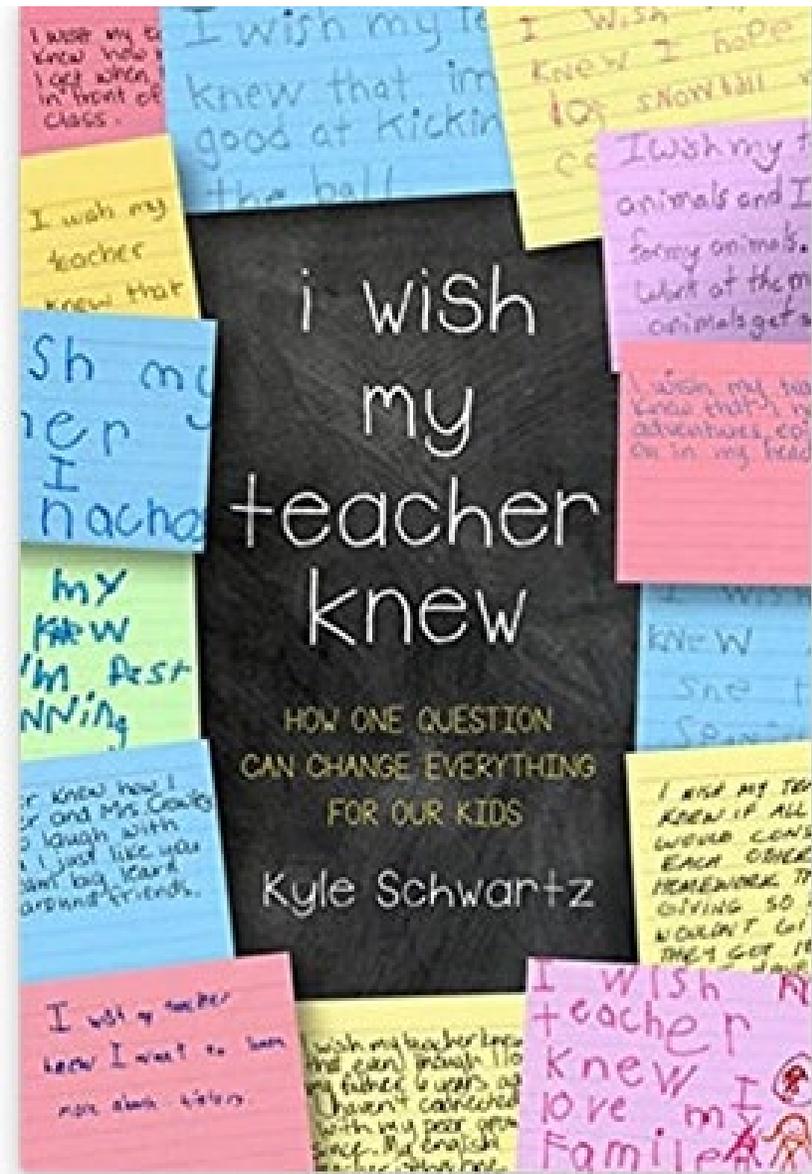
INSTRUCTIONS: Write down anything you would like your teacher to know about your life.

This lesson is based on the book by Kyle Schwartz, a teacher in Colorado.

It's crucial for your kids to know that you **want to help them, be there for them, and to understand** when they are having a bad day. It's designed to keep communication open.

Below is an Implementation Guide for I wish my Teacher Knew

<https://thecalmishteacher.com/implementing-i-wish-my-teacher-knew/>



LESSON THREE –THE WIZARD OF OZ

- SHOW THE MOVIE- THE WIZARD OF OZ
- OR show an online video Clip https://www.youtube.com/watch?v=RQWSh7Db_E
- Talk about the characters, the story, and explain that sometimes a movie is very different from what the author wrote in the book.
- READ THE WIZARD OF OZ Book online.
- <https://www.gutenberg.org/files/55/55-h/55-h.htm>

THE WONDERFUL WIZARD OF OZ

1. The Cyclone

Dorothy lived in the midst of the great Kansas **prairies**, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the **lumber** to build it had to be carried by **wagon** many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking **cookstove**, a **cupboard** for the dishes, a table, three or four chairs, and the beds. Uncle Henry and Aunt Em had a big bed in one corner, and Dorothy a little bed in another corner. There was no **garret** (attic) at all, and no **cellar**--except a small hole dug in the ground, called a **cyclone cellar**, where the family could go in case one of those great **whirlwinds** arose, mighty enough to crush any building in its path. It was reached by a trap door in the middle of the floor, from which a **ladder** led down into the small, dark hole.

Teacher Tip- note that difficult vocabulary words from the book are in bold, you should explain their meaning to the class.

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray **prairie** on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all **directions**. The sun had baked the plowed land into a gray **mass**, with little cracks running through it. Even the **grass** was not green, for the sun had burned the tops of the long **blades** until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun **blistered** the paint and the rains washed it away, and now the house was as dull and gray as everything else.

When Aunt Em came there to live she was a young, pretty wife. The sun and wind had changed her, too. They had taken the **sparkle** from her eyes and left them a sober gray; they had taken the red from her cheeks and lips, and they were gray also. She was thin and **gaunt** (so thin- they look skeletal), and never smiled now. When Dorothy, who was an **orphan**, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots, and he looked **stern** and **solemn**, and rarely spoke.

It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings. Toto was not gray; he was a little black dog, with long silky hair

and small black eyes that twinkled merrily on either side of his funny, **wee** nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked **anxiously** at the sky, which was even grayer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp **whistling** in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.

"There's a cyclone coming, Em," he called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"



Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly **frightened**, threw open the **trap door** in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was **halfway** across the room there came a great **shriek** from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

Then a strange thing happened.

The house **whirled** around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.



The north and south winds met where the house stood, and made it the exact center of the cyclone. In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a **feather**.

It was very dark, and the wind **howled** horribly around her, but Dorothy found she was riding quite easily. After the first few whirls around, and one other time when the house tipped badly, she felt as if she were being rocked gently, like a baby in a cradle.

Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.



Once Toto got too near the open trap door, and fell in; and at first the little girl thought she had lost him. But soon she saw one of his ears sticking up through the hole, for the strong **pressure** of the air was keeping him up so that he could not fall. She crept to the hole, caught Toto by the ear, and dragged him into the room again, afterward closing the trap door so that no more **accidents** could happen.

Hour after hour passed away, and slowly Dorothy got over her fright; but she felt quite lonely, and the wind shrieked so loudly all about her that she nearly became deaf. At first she had wondered if she would be dashed to pieces when the house fell again; but as the hours passed and nothing **terrible** happened, she stopped worrying and resolved to wait **calmly** and see what the future would bring. At last she crawled over the **swaying** floor to her bed, and lay down upon it; and Toto followed and lay down beside her.

In spite of the **swaying** of the house and the **wailing** of the wind, Dorothy soon closed her eyes and fell fast asleep.

QUESTIONS FOR DISCUSSION:

- 1) Name the characters in this chapter of the book- (Dorothy, Toto, Aunt EM, and Uncle Henry)
- 2) What did Uncle Henry have in the book that he did not have in the movie? (A long beard)
- 3) How was Aunt Em described in the book that was very different from the movie? The book said she was gaunt.
- 4) Dorothy was an orphan? What does this mean?
- 5) What is a prairie? Prairies are ecosystems with temperate grasslands
- 6) How is the house different in the book compared with the movie? In the story it was a very small one room house. In the movie, it is a larger house with an attic and several rooms.
- 7) What is a garret? An attic

8) The three pictures all show one thing in common- what is it? A cyclone or tornado

9) What five main characters are in the movie but NOT in the chapter one? Professor Marvel (the wizard of Oz), Miss Gulch (the wicked witch), and the three hired hands- Hunk (the scarecrow), Hickory (the tin-man) and Zeke (the lion)

10) The book refers to a Kansas tornado as a CYCLONE. In 1900, the word cyclone was used

to describe any circular windstorm. Today, the term cyclone is used only for the largest

tropical wind storms. Want to learn more?

<http://www.aoml.noaa.gov/hrd/tcfaq/L1.html>

11) What do you think will happen when the house lands?

Reading level for the book (Grades 3-8) Iowa Core Standards met:

RL3.1- Ask and answer questions to demonstrate understanding of a text.

RL3.2- Recount stories including fables, folktales and myths from different cultures and time periods. Determine the central message, lesson or moral and describe it.

RL3.3 –Describe the characters in a story. How do their actions contribute to the sequence of events.

RL3.4-Determine the meaning of words.

RL3.5- Refer to the parts of stories using terms like chapter, scene and verse.

RL3.7- Use information gained from illustrations or maps to demonstrate understanding.

RL3.9-Compare and Contrast the themes, settings, plots or characters in stories by the same author or compare between the book and the movie.

RL3.10-By the end of the year read and comprehend literature, including stories, dramas and poetry

- Work on Geography as you read about OZ by exploring [MAPS of OZ](#)
The [Wonderful World of OZ \(online\)](#) - You can have students do a play based on this book and let them make it different from the 1939 movie updating the plot for a new generation. Hint you could have students combine 2 or more stories from the OZ collection and create costumes and backgrounds and turn this into a play for parents.
- [Little Wizard Stories of OZ](#)
- [The Tin Woodman of OZ](#)
- [The Lost Princess of OZ](#)
- [The magic of OZ](#)
- [Rinkitink in OZ](#)
- [Dorothy and the Wizard in OZ](#)
- [The Emerald City of OZ](#)
- [The Road to OZ](#)
- [Ozma of OZ](#)
- [The Scarecrow of OZ](#)
- [The Royal Book of OZ](#)
- [Glinda of OZ](#)
- [Tik-Tok of OZ](#)
- [The Patchwork Girl of OZ](#)
- [The Marvelous Land of OZ](#)

-
- Teachers Guide to [Literacy Interventions that work](#)
 - IPTV [Teacher Resources](#)
 - [KWL](#) creator (With lesson plans from K-12)
 - [Diamante poems](#) (with Poetry lesson plans from K-12)
 - [PBS tools for teachers](#) (Online Lesson Builder, Storyboard, Quiz Maker and Puzzle Builder)
 - [Visuwords](#) (Visual Dictionary and Thesaurus-creates a graphic for each word)
 - [Word Viz](#) (Visual Dictionary)
 - [Vocabulary.Com](#) (Online Dictionary)
 - Marzano's [Six Steps to Teaching Vocabulary](#) (Printable PDF)
 - Marzano [Vocabulary Games](#) PDF
 - Remove Limits to Learning with [Systematic Vocabulary Instruction](#) (PDF) [Iowa AG Literacy Foundation \(Publications and Resources\)](#)

SIGHT WORD RESOURCES:

More Resources for Teachers:

- Dolch Wordlist [Generator](#)
- [Dolch Words](#) (K-3) PDF
- [Mrs. Perkins Dolch Word Resources](#)
- (Word Lists, Flash Cards and PPT for download)
- Fry [1,000 Word](#) List
- Fry [Sight Words by Grade Level](#)
- Sight Word [Lessons](#)
- Sight Word [Flash Cards \(PDF\)](#)
- Dolch [Sight Word Flash Cards w/ Pictures](#) (Word)
- Sight Word [Games](#)
- [Sight Word Fishing](#) Lesson Plan

HAVE A GREAT SUMMER EXPERIENCE!!!

- Questions?
- Contact Vic Jaras, Iowa Dept. of Education
- Vic.jaras@iowa.gov 515-402-2729