



Adventure Annie Goes to Kindergarten **Curriculum Connections**

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Ten Thematic Strands in Social Studies

Adventure Annie Goes to Work has curriculum connections in the Social Studies content area. It may be used to address four of the Ten Thematic Strands in Social Studies that underlie the NCSS (National Council for the Social Studies) Standards as published in *Expectations of Excellence: Curriculum Standards for Social Studies*:

From the book *Adventure Annie Goes to Kindergarten* by Toni Buzzeo, illustrated by Amy Wummer, Dial Books for Young Readers, 2010

- 🌱 Strand III. People, Places, and Environments
- 🌱 Strand IV. Individual Development and Identity
- 🌱 Strand V. Institutions, Groups and Individuals
- 🌱 Strand X. Civic Ideals and Practices

Standards for the English Language Arts

Adventure Annie Goes to Work also offers curriculum connections in the Language Arts. It may be used to address four of the 12 standards as published in *Standards for the English Language Arts* by the NCTE (National Council of Teachers of English) and the IRA (International Reading Association):

- 🌱 Standard 3 (strategies for comprehension, interpretation, evaluation, and appreciation of texts)
- 🌱 Standard 4 (strategies for effective spoken, written, and visual communication)
- 🌱 Standard 6 (applied knowledge of language, media, and genre)
- 🌱 Standard 11 (knowledgeable, reflective, creative, and critical participation)

In addition, many of the activities address Information Literacy standards as outlined by the American Association of School Librarians in *AASL Standards for the 21st Century Learner*.



CURRICULUM ACTIVITIES



SOCIAL STUDIES ACTIVITIES



Classroom (or Library) Rules Bonanza

After reading *Adventure Annie Goes to Kindergarten*, take some time to discuss Mr. Todd's Kindergarten Gold Star Rules:

- Respect our classroom and everything in it.
- Make good decisions.
- Use your inside voice.
- Be kind and helpful to others.

Ask students to think about the ways that Annie forgets to follow the rules and the times she follows them. What might be the consequences of Annie breaking the rules? Why is Mr. Todd worried when she does? What important rules does Annie follow when she goes on her hunt for her missing classmates?

Now, compare the Kindergarten Gold Star Rules with your own classroom (or library) rules. Discuss the ways that your rules are the same and different from Mr. Todd's. Ask students to explain why. If you haven't formulated your classroom (or library) rules yet, now is a good time to ask students to engage in that activity.



Book Pairing: Mapping

After reading *Adventure Annie Goes to Kindergarten*, read *Adventure Annie Goes to Work* to your students. Take time to discuss Annie's creation of a map of her mother's office in that story. Ask students to think about the reasons that Annie didn't create a map of her school when she was looking for José and Louise. Do they think a map might have helped her?

Now read *Me on the Map* and discuss the many different kinds of maps the narrator of this story shares.

Buzzeo, Toni. *Adventure Annie Goes to Work*. With illustrations by Amy Wummer. New York: Dial Books for Young Readers, 2009. ISBN: 9780803732339

When Annie's mother learns that her "Big Report" is missing at work on Adventure Annie Saturday, Annie accompanies her mother to the office and creates a map to locate the report.

Sweeney, Joan. *Me on the Map*. With illustrations by Annette Cable. New York: Knopf, 1996.
ISBN: 0517700956

This book is a playful introduction to maps and geography in which the narrator shares "maps" she has drawn of her room, her house, her street, and all the way to her country on a map of the world.

If time allows, brainstorm as many uses of a map as possible.



Mapping Your School Adventures

After reading *Adventure Annie Goes to Kindergarten* to your students, ask them to consider the geography of the story. Where does most of the story take place? When José and Louise are lost, the setting of the story expands as Annie leaves the classroom and explores the whole school. Make a list of the places Annie goes in the school from the moment she enters the building, including all of the places Annie goes to look for her missing classmates. Using this list, ask students to create a map of Annie's path through Pioneer Elementary School as she searches. Invite them to refer to Annie's map of her mother's office in *Adventure Annie Goes to Work* for ideas on map-making.

Next, provide students with a mounted wall-size chart paper outline of your school. Ask students to cooperatively create a large map of your school, including color illustrations of all of the places that Annie goes in her school. NOTE: In order to work most effectively, you may want to instruct students to design pictures of the locations (the library, the cafeteria, etc.) and cut them out at their seats then mount them on the larger map with tape or glue.

Cut out the image of Annie on page 8, and then ask students to retell the story of *Adventure Annie Goes to Kindergarten*. This is a particularly good exercise for visual learners. In addition, research has shown that non-linguistic representation enhances achievement for all learners.

As the year progresses, you may enjoy adding new locations to your wall-map as students have new experiences in your school.



The Importance of Deputies

Mr. Todd is looking for a "Gold Star Deputy" each day. Begin by asking students what a deputy is. They may be familiar with the word from their reading or television viewing. If not, use a good primary dictionary such as *Merriam Webster's Primary Dictionary* by Ruth Heller to look up the word. (If this is your first dictionary experience, allow some time to take a "tour" through the book, explaining its purpose, alphabetical organization, guide words, etc.) Copy the definition onto chart paper (unless you are using an online dictionary such as Scholastic Word Wizard Dictionary at <http://teacher.scholastic.com/dictionary/> with your electronic whiteboard).

Discuss the definition and the way in which Mr. Todd is using the word. Now consider whether your classroom needs a Gold Star Deputy, each day, each week, or at another suitable interval. How would the honor be earned in your classroom?

LANGUAGE ARTS ACTIVITIES



Kindergarten Memories

Invite your students to remember their first day of Kindergarten. Ask them to close their eyes and remember what they saw, what they heard, what they smelled, what they touched, and what they tasted. Then ask them to remember how they felt. If you have begun journaling in your class, ask them to write a sentence or two about their memories and draw a picture of the most important one. After everyone has finished, invite students to share these memories.



Annie on Stage

If you have time, download the Reader's Theater script for *Adventure Annie Goes to Kindergarten* from www.tonibuzzeo.com/booksadventureanniegoestokindergarten.html and work with teams of students to develop fluent reading of their assigned parts. Once students are comfortable with their reading, schedule times to visit the Kindergarten classrooms in your school to perform for them.

LANGUAGE ARTS: Six Traits of Writing Activities



IDEAS: Illustration Predictions

Before reading *Adventure Annie Goes to Kindergarten* share Amy Wummer's illustrations with students without reading the text. Ask them to try to determine the Main Idea of the story through illustrations alone. What might the author's message be?



IDEAS: Hunting for Details

Good writers plant details in their writing that make their stories fun to imagine and easy to understand. Good illustrators illustrate those details and add additional details of their own. (Note: Details are small and specific things that make us notice them.) Take students on a detail hunt in *Adventure Annie Goes to Kindergarten*. What details early in the story (from the time Annie wakes up at home until Mr. Todd leads her to her seat at the red table) let us know that Annie is going to

be looking for adventures in Kindergarten? List these details. Next to each detail, tell who included it: the author, the illustrator, or both.



ORGANIZATION: Three is the Ideal Number

Begin your discussion of the **Pattern of Three** in children's stories with a retelling of *The Three Pigs* and discuss the organization of this familiar **Pattern of Three** story. Next, encourage students to think of other stories that employ a **Pattern of Three** in which the main character tries and fails, tries and fails, and finally tries and succeeds (or, alternately, tries and fails, tries and fails, tries and fails, then ultimately succeeds). Ask them to apply this idea to *Adventure Annie Goes to Kindergarten*. What is Annie hoping to have in Kindergarten? (HINT: Adventures!) How many times does she try and what does she do each time? After some discussion, help students to write a (group or individual) summary using the following template.

Annie has a problem. She wants _____.

First, she tries to have a _____ adventure, but

_____.

Then, she tries to have a _____ adventure, but

_____.

Finally, she tries to _____ and then

_____.



ORGANIZATION: Adventure Annie Stars Again

After completing the "Three is the Ideal Number" activity, invite students, individually or as a group depending on their age level, to create another Adventure Annie story using the same **Pattern of Three** they identified above. Ask them to begin by summarizing the new story using the same template. Then, invite them to write and illustrate the new story. For group endeavors, consider asking each student to illustrate a single page and assemble the pages into a complete story.



VOICE: Whose Story Is It?

Engage students in a discussion of **Point of View** in *Adventure Annie Goes to Kindergarten*. Who is telling this story? Who is the "I" (narrator) as we read? If you listen to the things Annie says, you

can get a pretty good idea of who she is and what she is like because she speaks with a distinctive **voice**. Ask students to choose interesting sentences that Annie speaks. If she weren't such a lively, interesting girl, how might she say each of these things? Ask students to rephrase the sentences to imagine that Annie was a cranky girl, a sad girl, a sassy girl, etc.



VOICE: How Would Mr. Todd Tell the Story?

Adventure Annie Goes to Kindergarten is narrated in first person by Annie. Throughout the story we hear Annie's **voice**. We hear her particular expressions, and her personality shines through. But what if Mr. Todd had been telling the story? Engage your students in an exercise focused on **voice** by retelling parts of the story from Mr. Todd's **Point of View**. Ask students to give him interesting words and expressions that let us know what *he* is like.



WORD CHOICE: Wild about Verbs

Discuss the function of verbs in writing. Give students a few examples of these action words and then ask them to suggest several of their own. After you have a long list, ask student to consider synonyms for these verbs, telling them that the more surprising their synonyms are, the better. List these next to the original verbs on your list. Finally, re-read *Adventure Annie Goes to Work* aloud and ask your students to raise one hand when they hear an ordinary verb and two hands when they hear a more unusual, interesting, or exciting verb.



WORD CHOICE: Invent Your Own

Once in a while, Annie can't find an ordinary word that suits her purpose, so she simply invents one of her own. After reading both *Adventure Annie Goes to Kindergarten* and *Adventure Annie Goes to Work*, make word cards for her invented words and put them on a classroom **INVENTED WORD** Wall. Invite your students to make up one invented word each day. Encourage them to create words that make use of some part of other words to which they are related so that everyone will understand their meaning.



SENTENCE FLUENCY: Break It Up or Keep it Long?

One of the longest sentences in *Adventure Annie Goes to Kindergarten* is:

I squizzle back to my room and tuck my zookeeper hat, my high wire slippers, and my walkie-talkies into my backpack—just in case.

After discussing the advantages of varying sentence length and including some long sentences like this one, read the sentence in context from the story. Now write it on chart paper or the white board so that students can see it. Help students to rewrite it as a series of short sentences. Now, read the page again, first with the original long sentence, then with the short sentences. Ask students which their ears prefer and why.



SENTENCE FLUENCY: Scouting for Short Sentences

Introduce your students to the idea that the best writing uses a variety of sentence structures and lengths by sharing an example that does not employ variety. For example, what if *Adventure Annie Goes to Kindergarten* began like this:

I hear Mommy at my door in the morning.
Mommy sings, "Rise and shine, Adventure Annie."
I hop to my calendar and think 'At last!'
I am glad it is Adventure Annie Kindergarten day.

Instead of like this:

"Rise and shine, Adventure Annie," Mommy sings at my door.
I hop to my calendar.
At last!
Adventure Annie Kindergarten day.

Discuss the advantages of the second example (taken from the text). Then, ask your students to go on a "Short Sentence Hunt" for sentences that are two, three, and four words long. (Note: It may be helpful to use a document camera for this activity so that you can project the text for students to see as you read.)



CONVENTIONS: Punctuation Location

Ask students to share what they know about exclamation points and question marks. Reinforce correct knowledge and refine understanding as needed. Then, give each student either a laminated oaktag question mark or a laminated oaktag exclamation point. (Note: Make the two sets of punctuation marks from two different colors. Use a die cut machine if possible.) As you read *Adventure Annie Goes to Work*, ask students to raise their punctuation marks whenever they see one in the text that matches the one they are holding. (Note: It may be helpful to use a document camera for this activity so that you can project the text for students to see as you read.) At the end of the reading, discuss the work that each punctuation mark does in the story.

