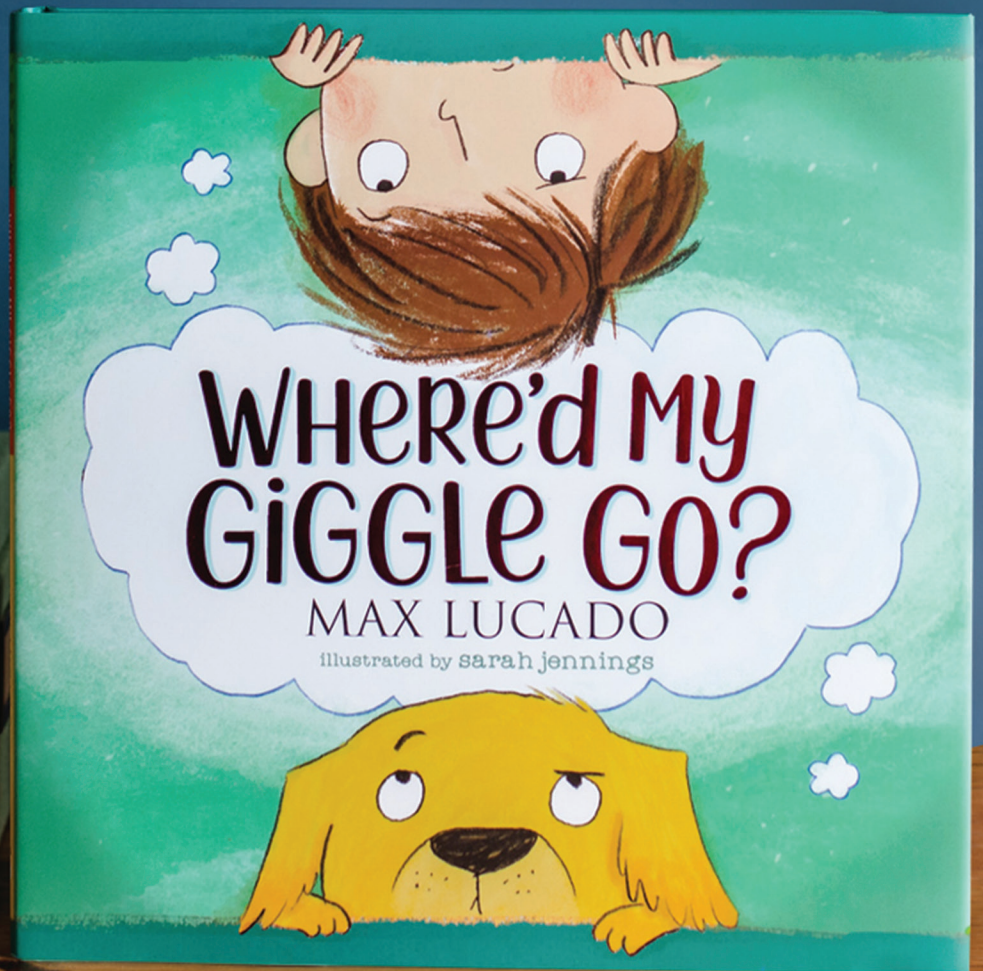




educator's Guide



title: *WHERE'd MY GIGGLE GO?*
author: *Max Lucado*

Genre: Fiction • ISBN: 9781400220670 • Lexile: 210-400L

**Suggested
Grade Level**

Independent Reading: 1st and 2nd grade

task 1

Standard Strand	Reading Literature
Standard Category	Key Idea and Details
Standard	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
Task 1	This task will guide students through identifying the elements of the story. The graphic organizer provided will aid in students walking through the story step by step. This activity can be completed as a whole group using the organizer as an anchor chart, in small groups, or individually.

STORY Map



task 2

Standard Strand	Foundational Reading Literature
Standard Category	Sentence Composition
Standard	1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
Task 2	In this task students will complete a sort activity. First, students will read over the directions on the page and study each of the four types of sentences. Next, they will read the sentences on the second page, then cut and paste them into the correct sentence category. Lastly, they will use the sorted sentences to write an example of their own for each of the types of sentences. You may level this activity by the number of sentences to sort or by limiting the number of examples students write at the end.

Name: _____

Directions: Read about the four types of sentences. Then cut and sort the examples from the story to fit into one of the categories. When finished use the bottom of this paper to write an example of each type of sentence.

Declarative (.) (Statement)	Interrogative (?) (Question)	Exclamatory (!) (Emotion)	Imperative (.) (Command)
This type of sentence tells facts or opinions. It is the most common type of sentence. It always ends with a period.	This type of sentence asks a question. They may start with who, what, when, where, or why.	This type of sentence expresses great emotion like happiness, anger, surprise, or excitement.	This type of sentence tells someone to do something. It can give directions or make a request.

Your examples:

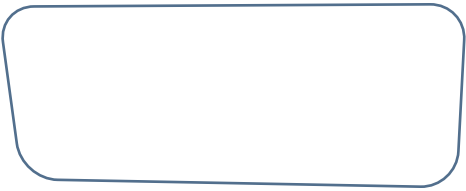
Declarative (.) (Statement)	Interrogative (?) (Question)	Exclamatory (!) (Emotion)	Imperative (.) (Command)

WHERE'D MY GIGGLE GO? Sentences

Do you know the sort?	Please come out and play.	My smile would not show.
I started to jiggle.	All I have is a frown!	Is it inside my pocket or maybe my shoe?
Keep looking.	Where'd my giggle go?	Throw it my way.
I don't want it to stop!	I feel kind of sad.	I'll be happy to fetch it!

task 3

Standard Strand	Reading Literature
Standard Category	Craft and Structure
Standard	1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
Task 3	<p>This task will focus on the author's use of words and phrases to express the feelings the main character experienced when searching for his giggle. Using the graphic organizer students will identify two major feelings the main character had during the story. They will write those emotions (happiness, sadness, anger, etc.) at the bottom of the graphic organizer (rectangle shape) then go through the text finding words and phrases the author used to let us know the character was feeling that way. Students will write their evidence in the thought bubbles.</p>

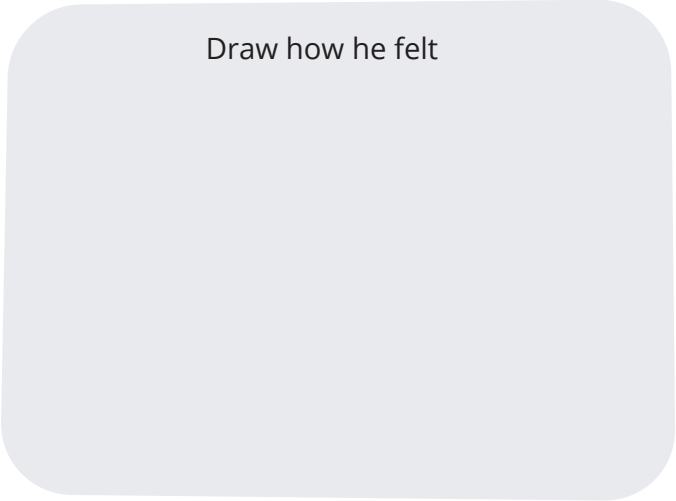


task 4

Standard Strand	Reading Literature
Standard Category	Integration of Knowledge and Ideas
Standard	1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
Task 4	<p>In this task students will use a graphic organizer to think about how our character felt when the settings of the story changed. They will identify each setting, draw a picture of our character's emotion, and then write a short sentence about what is happening at that point in the story. Students would not necessarily have to "name" every setting, as long as they understand how the character's emotions change throughout the story.</p> <p>Possible settings: home, circus, down the street, by the fence, bakery, outside, in the street</p>

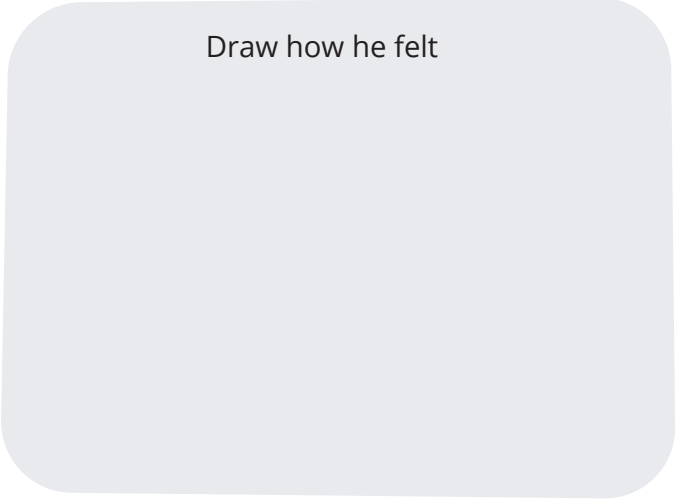
Setting: _____

Write a sentence about what is happening in the story at each place.



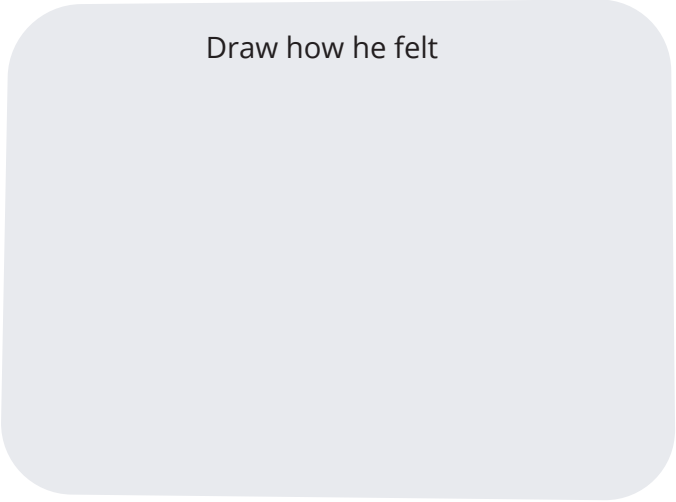
Setting: _____

Write a sentence about what is happening in the story at each place.



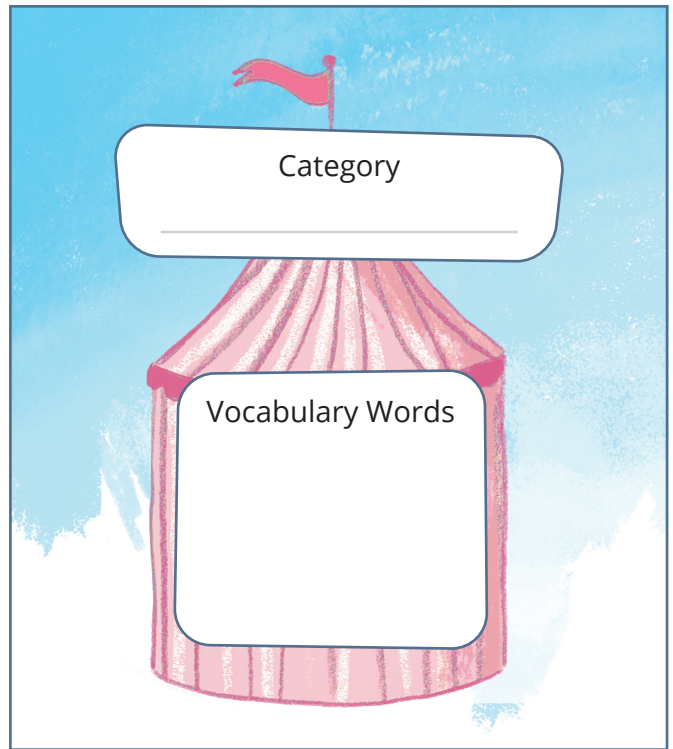
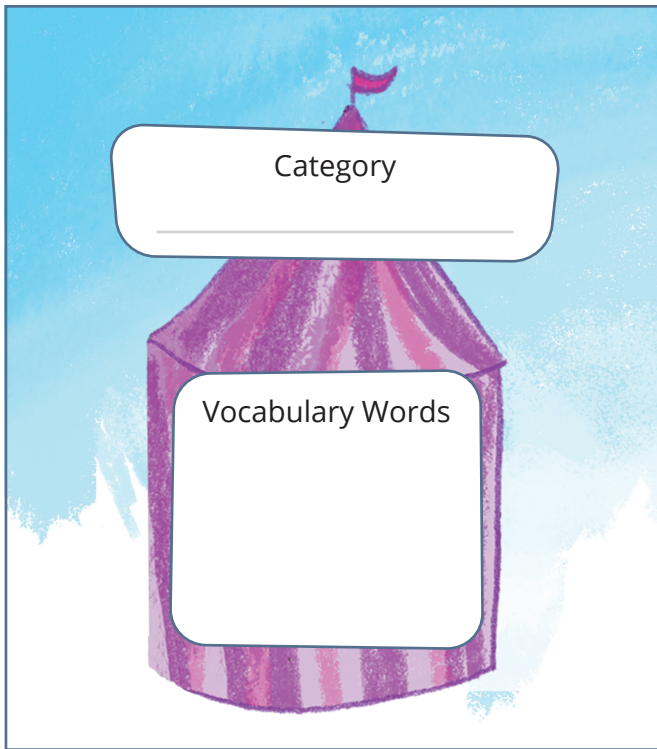
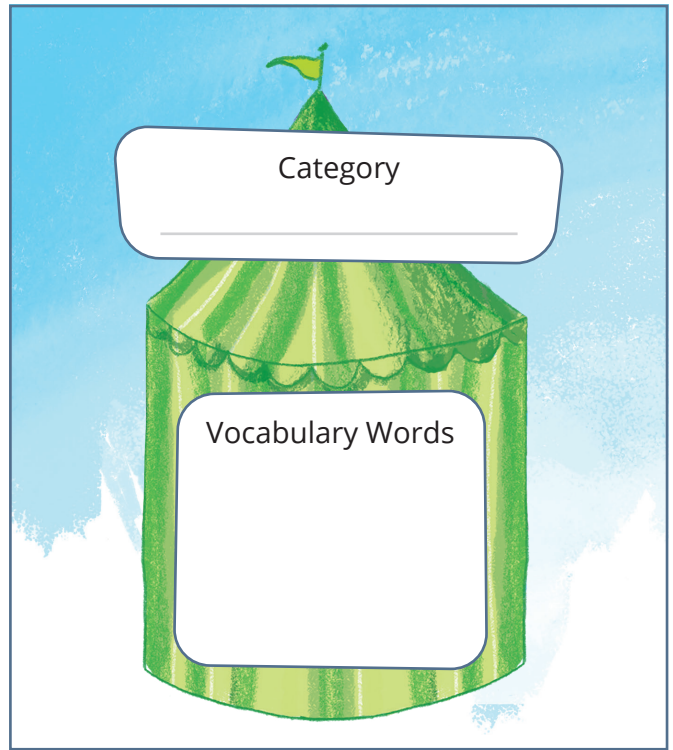
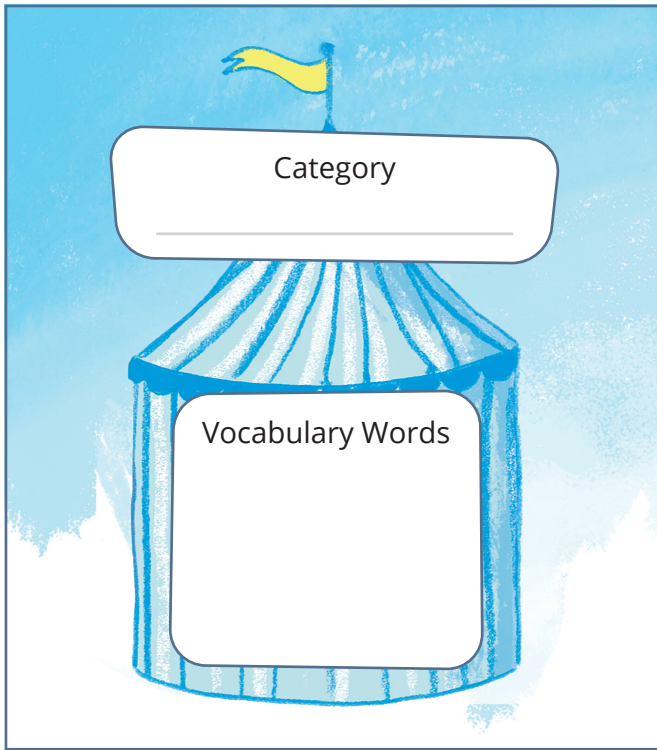
Setting: _____

Write a sentence about what is happening in the story at each place.



task 5

Standard Strand	Foundational Literacy
Standard Category	Vocabulary Acquisition
Standard	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
Task 5	<p>In this task students will use the vocabulary word bank to sort words into categories to gain a sense of the concepts the categories represent. They will find key attributes of vocabulary words when reading them throughout the text. This activity can be leveled by providing the students the categories they will sort the words into or allowing students to create the categories themselves based on their level of knowledge of the words.</p>



VOCaBULARY WORD BANK

Frown	Sad	Fetch	Chortled	Wiggle
High	Mad	Snickered	Jiggle	Waved
Low	Crawled	Chuckled	Hoot	Tickle
To-and-fro	Baker	Snort	Skipped	Frisbee
Cranky	Frosting-filled vat	Cackled	Shaked	Proud