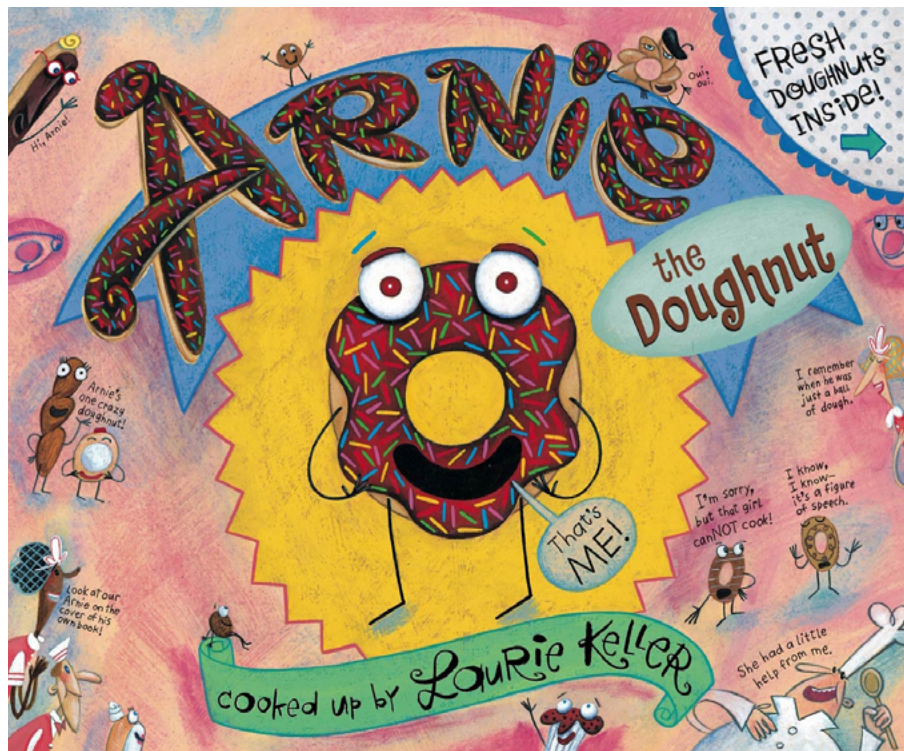


SAG-AFTRA FOUNDATION PRESENTS

# Storyline Online®

## A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>



# ARNIE THE DOUGHNUT

WRITTEN AND ILLUSTRATED BY LAURIE KELLER

Watch the video of actor  
**Chris O'Dowd**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

At first glance, Arnie looks like an average doughnut - round, cakey, iced and sprinkled, with a hole in the middle. He was made by one of the best bakeries in town, and admittedly his sprinkles are candy-colored. Still, a doughnut is just a doughnut, right?

WRONG! Not if Arnie has anything to say about it. And, for a doughnut, he sure seems to have an awful lot to say. Can Arnie change the fate of all doughnuts - or at least have a hand in his own future?

## THEMES IN THE STORY

Imagination, Humor, Friendship, Problem/Solution

# READING AND WRITING

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 2<sup>ND</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grade, but can be adapted to kindergarten or 3rd grade standards.*

## BEFORE VIEWING

**Standards:** CCSS.SL.1.1, CCSS.SL.2.1

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background for students by discussing the following points with students:

- Favorite kinds of doughnuts
- How are doughnuts made? Where do we buy them?
- Ask students to imagine what their favorite food might say to them if it could talk.
- Read the title to students and ask what they think the story might be about.

## DURING VIEWING

**Focus:** Making predictions

**Standards:** CCSS.SL.1.2, CCSS.SL.2.2

**Objective:** Students will listen to story and answer teacher posed questions appropriately.

**Procedure:**

Step 1: Stop story at appropriate parts to ask questions or pose prompts.

Step 2: Ask students to make predictions about what might happen next.

## AFTER VIEWING

**Standards:** CCSS.RL.1.1, CCSS.RL.2.1

**Objective:** Students will use sequence words to describe the order of events in a story.

**Materials:** Sentence strips: Write each of the sequence words on individual strips: first, next, then, after, last.  
Large index cards

**Teacher Prep:** Chart paper poster:

Arnie's Amazing Morning:

1. Cut into ring
2. Deep-fried
3. Cooled
4. Iced

**Procedure:**

Step 1: Explain that sequence is the order in which things happen. Good readers need to know sequence because it helps them understand and remember the important parts of a story. Good writers need to understand sequence so they can make sure the events in their story make sense.

Step 2: Lead students to understand that numbers often are used to show sequence. Show them the premade poster listing the things that happened to Arnie that morning.

Step 3: Explain that instead of numbers, we can use certain words, called sequence words to help us tell the events in order. Introduce sequence words to students by displaying the premade sentence strips.

- Step 4:** Work with students to use the words to order the events of the school day. Write each event on a sentence strip as students respond.
- Step 5:** Distribute each sentence strip to students and have those students with strips come up to the front of the room (Make sure students are lined up out of order).
- Step 6:** Explain how the sequence words are going to help put the day's events in order.
- Step 7:** Call on students to have them sequence the events in the correct order. Ask them to explain how the word helped them. Repeat this activity several times with different students.
- Step 8:** Distribute index cards to students (groups or partners). Have them write a sequence word on each card.
- Step 9:** Explain to students that they will use the words to retell *Arnie the Doughnut*. Have them write sentences (or draw events) on each index card telling what happened first, then, next, after, and last.
- Step 10:** Have groups exchange cards and order them.

## READING RESPONSE

**Standards:** CCSS.RL.1.1, CCSS.RL.2.1

**Objective:** Students will answer the prompt using at details from text to support the response.

**Reading Prompt:** Do the other doughnuts feel the same way as Arnie about being eaten? Use details from the story to support your response.

**Procedure:**

- Step 1:** Allow time for group discussion of prompt.
- Step 2:** Have students write a response. Younger students can work with the teacher to answer the prompt.

## WRITING - NARRATIVE

**Standards:** CCSS.W.1.3, CCSS.W.2.3

**Objective:** Students will use sequence words to write a narrative piece using grade appropriate sentence structure and spelling.

**Writing Prompt:** Write a story about another adventure of Arnie the Doughnut. Option: Use the Art activity before completing this lesson and have students write a story about their doughnut.

**Materials:** *Teacher Prep:* Make a sequence worksheet with First, Next, Then, After, Last  
Grade appropriate writing paper  
Chart paper

**Procedure:** Pencils

- Step 1:** Tell students that they will write their own story about another doughnut.
- Step 2:** Make a list of possible adventures the doughnut might have.
- Step 3:** Partner students to orally tell their story to each other.
- Step 4:** Have students write their story using the sequence worksheet.
- Step 5:** Compile stories in a class book, *The Adventures of Some Amazing Doughnuts*.

# ACROSS THE CURRICULUM ACTIVITIES

## MATH - ORDINAL NUMBERS

### OBJECTIVE —

Students will understand that ordinal numbers tell the position in a series; students will put ordinal numbers in the correct order.

### MATERIALS —

#### Teacher Prep:

Prepare index cards (one per student) showing the number, the ordinal number and the word name.

Ex: “1” in left corner, “1st” in right corner, “first” in center of card

Teacher-made poster: Arnie’s Amazing Morning (Sequence Lesson)

Hundreds chart

Math journal or paper

Paper and pencil

### PROCEDURE —

- Step 1:** Display Arnie’s Amazing Morning and ask students how they know the order of events on the chart. Tell students that we can also tell the ORDER of a events by using ORDinal numbers.
- Step 2:** Explain ordinal numbers to students using the Hundreds chart.
- Step 3:** Distribute a premade index card to each student.
- Step 4:** Have students stand in a line holding their card in front of them.
- Step 5:** Tell students they are going to put themselves in order.
- Step 6:** Guide students in the activity orally: Who will be the first person in the line? The student holding that card comes forward. Who will be the second person in line? That student lines up behind the first, etc.
- Step 7:** Have each student step forward as the rest of the class reads their number and the ordinal number.  
EX: one, first
- Step 8:** Tell students they are going to have a race to see how quickly they can put themselves in order.
- Step 9:** Students take their seats. Explain to students that when you say, “GO!” they should move to the front and put themselves in the correct order. Time the students and record.
- Step 10:** Have students exchange cards and repeat several times
- Step 11:** Students work independently to write the ordinal numbers in their math journal or paper.

## SOCIAL STUDIES - PLACES IN OUR NEIGHBORHOOD

### OBJECTIVE —

Students identify places in their neighborhood and explain their purpose.

### MATERIALS —

Chart paper  
White paper  
Pencils, crayons, markers

### PROCEDURE —

- Step 1: Remind students that Arnie was made in a bakery. Discuss what we can buy in a bakery.
- Step 2: Ask students what other places are found in the neighborhood that are useful to people.
- Step 3: Make a list of places on chart paper. Discuss responses.
- Step 4: Instruct students to create a map of a neighborhood showing some of the places listed. Ask them to draw a picture of the place and illustrate what is found there.

## ART - MAKE ARNIE THE DOUGHNUT

### MATERIALS —

Small white paper plates  
Scissors  
Paint, markers, or crayons  
Confetti  
Pipe cleaners (two per student)  
Googly eyes  
Black construction paper for mouth (for smaller children, pre-cut mouths)

### PROCEDURE —

- Step 1: Cut out middle of paper plate to make Arnie
- Step 2: Ice Arnie – use paints, crayons or markers to color the paper plate
- Step 3: Sprinkles – add confetti:
- Step 4: Spread glue on plate and sprinkle confetti
- Step 5: Apply googly eyes and mouth using glue.
- Step 6: Cut one pipe cleaner in half – bend each piece to form feet. Glue to paper plate.
- Step 7: Cut the other pipe cleaner in half. Glue to paper plate for arms.
- Step 8: Have students name their doughnut and write on back of paper plate. (\_\_\_\_\_ the Doughnut)

# ABOUT US

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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