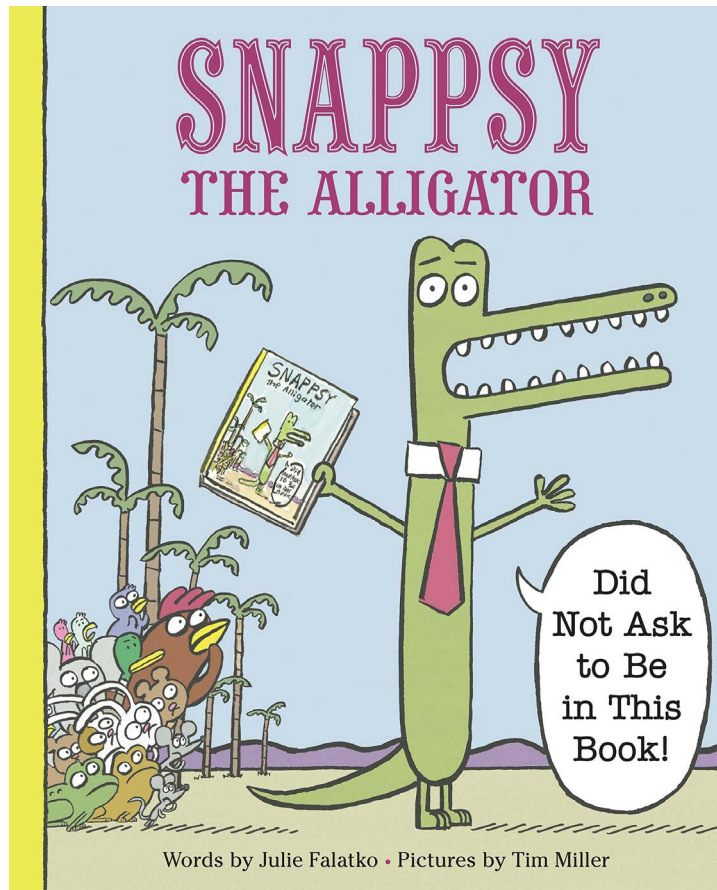


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD

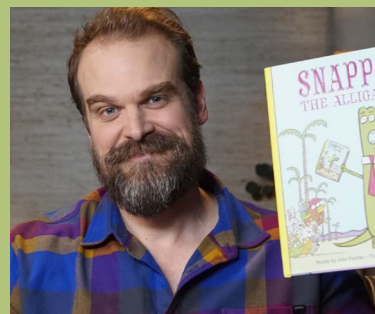


SNAPPSY THE ALLIGATOR

(DID NOT ASK TO BE IN THIS BOOK)

WRITTEN BY JULIE FALATKO
ILLUSTRATED BY TIM MILLER

Watch **David Harbour**
read this story
at storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Snapsy the alligator is having a normal day when a pesky narrator steps in to spice up the story. Is Snapsy reading a book ... or is he making CRAFTY plans? Is Snapsy on his way to the grocery store ... or is he PROWLING the forest for defenseless birds and fuzzy bunnies? Is Snapsy innocently shopping for a party ... or is he OBSESSED with snack foods that start with the letter P? What's the truth?

THEMES IN THE STORY

Storytelling, Perspective, Friendship, Creative differences

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

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 2nd and 3rd grade but can be adapted to 1st grade standards.*)

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

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

Procedure:

Step 1: Build background by discussing the following topics with students:

- What does it mean when we say there are two sides to every story? Discuss.
- Explain the role of the narrator of a story. How does the narrator differ from the main character in a story?
- Do you think the story might be different if the main character told the story? Why?

Step 2: Project the front cover of the book and introduce the title, calling attention to the speech bubble. Discuss.

Step 3: Tell students they are going to read a story told from two different points of view. During the reading they should pay close attention to how the story differs based on the point of view it's told from.

DURING VIEWING

Focus: Point of View

Standards: CCSS.SL.2.2, CCSS.SL.3.2, CCSS.RL.2.6, CCSS.RL.3.6

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

Procedure: Stop story at appropriate parts to ask questions or pose prompts. Suggestions:

- After the first few pages, ask students: *Who is telling the story and how do you know?*
- Bring attention to the speech bubbles and discuss their purpose.
- Examine illustrations to find evidence of what might be happening in the story. Is the narrator correct?
- At the end of the story, ask: *Who was the narrator? How do you know?*

AFTER VIEWING – CHARACTER POINT OF VIEW

Standards: CCSS.RL.2.6, CCSS.RL.3.6

Objective: Students will acknowledge differences in point of view based on a character's perspective.

Materials: Point of View Chart - *see page 7* (1 per student)
Computers with internet access

Procedure:

The activity can be adjusted to the ability of class. It can be done as a partner activity or a teacher guided whole class activity. Divide class into two teams for the whole class option.

Step 1: Explain Point of View

- **Point of view:** Who is telling the story, or part of a story – who is giving the information. Define the role of narrator as someone who tells the story from their point of view.

Step 2: Give an example to illustrate the concept of perspective: Use a familiar event that happened where there was more than one perspective (ex: A disagreement between two students).

Step 3: Tell students that in the story, *Snapsy the Alligator*, the narrator and the main character are telling the story from two perspectives, or point of view. Point out the speech bubbles and discuss how they are used to tell Snapsy's perspective, or point of view. Discuss how the text tells the narrator's perspective.

Step 4: Ask students to give examples from the story to illustrate the different points of view.

Step 5: Present a mini lesson on third person and first person point of view using examples from the story. Lead students to understand that this story is being told in both third person and first person point of view.

Step 6: Ask students to revisit StorylineOnline.net. Tell them to find a story that is told from the first person point of view and the third person point of view and complete the worksheet.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

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

Reading Prompt: Why does Snapsy think the narrator is “an awful narrator?” Use examples from the story to explain your response.

WRITING

Standards: CCSS.W.2.3, CCSS.W.3.3, CCSS.RL.2.7, CCSS.RL.3.7

Objective: Students will use an illustration from the story to write a narrative based on their own point of view. Students will write a narrative piece using grade appropriate sentence structure and spelling.

Materials: Writing materials
Projector or copies of illustration

Teacher Prep: Choose one of the illustrations where Snapsy tells the narrator that he is just describing what he sees. Make copies or project the chosen illustration on a screen for the students to use during writing.

Procedure:

- Step 1: Review point of view with students.
- Step 2: Explain that they are going to write a story based on their point of view, or perspective, of what they think is happening.
- Step 3: Show the illustration to the students and ask them what they think might be happening at this part of the story. What do they believe Snapsy is doing?
- Step 4: Have students complete the writing assignment.
- Step 5: Challenge students to draw Snapsy with a speech bubble in addition to the written text.

ELA EXTENSION ACTIVITIES

SPEECH BUBBLES

Standards: CCSS.RL.2.6, CCSS.RL.3.6

Objective: Students can create a comic strip to tell the story from their point of view.

Materials: Comic strip (1 copy per student)
Writing materials
Crayons or markers

Procedure:

- Step 1: Use the comic strip to present a lesson on speech bubbles and how they are used to tell a story.
- Step 2: Instruct students to create their own comic strip to retell the story from their point of view.
- Step 3: Make a class *Snapsy the Alligator Comic Book* by compiling the students finished work for all to enjoy.

AUTHOR'S CRAFT- ALLITERATION

Standards: CCSS.L.2.3, CCSS.L.3.3

Procedure:

- Step 1: Ask students to recall Snapsy's grocery list. The list consists of foods beginning with "P".
- Step 2: Make a list with students of Snapsy's favorite food and add other foods starting with the same letter.
- Step 3: Explain alliteration and how authors often use it in writing.
- Step 4: Have students make a list of foods beginning with the first letter of their name.
- Step 5: Challenge students to identify alliteration in other texts they read.
- Step 6: Set aside a spot in the classroom for students to write the examples they find. Make sure they include the title and author of the book.

SPEAKING – READER'S THEATER

Standards: CCSS.RF.2.4, CCSS.RF.3.4

Materials: Copy of *Snapsy the Alligator*

Procedure:

- Step 1: Emphasize expression and projection: Explain how our face, tone of voice, and body can help convey the attitude and motive of a character.
- Step 2: Partners take turns playing the role of Snapsy and the narrator as they reread the text.

ACROSS THE CURRICULUM ACTIVITIES

MATH

OBJECTIVE —

Students find the total of a list of items using addition skills or a calculator.

MATERIALS —

Store advertisements or computers with internet access

Paper

Calculator (optional)

PROCEDURE —

Step 1: Choose an option:

- Option 1 – Alliteration List

Have students use advertisements or the internet to find items starting with a specific letter and make a list of items with prices.

- Option 2 – Plan a Party

Make a class list of items needed for a party. Display.

Have students use advertisements or the internet to find and list prices for the items.

Step 2: Have students use their list to find the total cost of the items using addition skills or a calculator.

SCIENCE/TECHNOLOGY


OBJECTIVE —

Students research reptiles and write a report.

LITERACY STANDARDS —

CCSS.W.2.2, CCSS.W.3.2, CCSS.RL.2.4, CCSS.RL.2.5, CCSS.RL.2.7, CCSS.RL.3.4, CCSS.RL.3.5, CCSS.RL.3.7

MATERIALS —

Animal Graphic Organizer ( Google It!)

Computers/internet access

Writing tools

Teacher Prep: Make a list of grade appropriate internet sites for student research and display.

PROCEDURE —

Step 1: Ask students to identify the type of animal Snappy is. (*Alligator*)

Step 2: Tell students that an alligator is a form of reptile. Provide students with information on reptiles.

Step 3: Tell students that they are going to use the internet to find information on reptiles.

Step 4: Explain and model how to use the internet for research.

Step 5: Distribute the graphic organizer and explain.

Step 6: Have students type in the search bar: *Reptiles*. Ask them to choose a reptile to write about.

Step 7: Assist students in finding the appropriate site to use and complete the organizer.

Step 8: Type report on computer.

Step 9: Instruct students on how to insert a picture into their report.

Step 10: Print reports and hold a classroom presentation.

Extension Activity: Have students make a diorama showing their animal in its natural habitat.

Name: _____

POINT OF VIEW

FIRST PERSON

TITLE: _____

EVIDENCE: _____

.....

THIRD PERSON

TITLE: _____

EVIDENCE: _____

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy® nominated children's literacy program *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.

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.

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