

Penelope Polka Dot

ABOUT THE BOOK

What happens when Halloween is over? Penelope wonders what happens when the costumes are put away and all the excitement of trick-or-treating is done.

Penelope always has a gazillion questions running around in her head. This time, she wonders what a little witch does with her time when Halloween is over. Will she find the answers she is looking for? Or will she come up with a few far-fetched ideas of her own?



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● Penelope is here to put teachers and students alike in a J-O-Y-F-U-L learning space!

This guide is filled with book-specific activities, aligned with Core Curriculum Competencies, such as the use of language, to identify, create and share ideas, feelings and opinions and preferences. You will find integrated learning sure to make your classroom a stupendous and fantastical learning environment!



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Whole Class

Reader's theatre is a strategy for developing reading fluency. It involves children in oral reading parts in scripts. In this activity, invite students to read aloud from a script adapted from the Penelope book in this unit. Using this strategy, the children need not memorize their part; they need only to reread it several times, thus developing their fluency skills. The best reader's theatre scripts include lots of dialogue.

To begin, in groups of two, the children can reconstruct from the pictures in the book the conversation the witch could be having with the clerk in the shoe store, the man at the hardware store or the beautician at the spa. The sketch could include a narrator to set the stage for each visit to the local businesses. Emphasize the comic side of the story. Everyone should have a good giggle.



What would happen if the witch decided to go to the grocery store, the flower shop, the pet store, or a big department store? Have children imagine what the conversations would be. To make it more fun, have them prepare a list of things a character would want to buy. They could also list what they would like to buy if they had to go to these stores. Have a maximum of ten articles on the list.

CORE CONNECTIONS

Communication

The ability to interact and share, acquire, transform ideas and information, and make connections by expressing their individuality, furthering their learning, and getting things done. It is fundamental to finding satisfaction, purpose, and joy.

If the Shoe Fits

What size is your shoe? Have students trace the outline of their shoe on a piece of paper. Gym shoes are the best for this activity because they are like fingerprints. On the outline have students trace the pattern of their shoe. Fill in the design with fluorescent colours and glue this pattern on a black 8"x 11" paper. Put all the illustrations on a spooky forest bulletin board.



Thinking

Knowledge, skills, and processes associated with intellectual development permit students to take subject-specific concepts and content and transform them into a new understanding. This includes specific thinking skills, habits of mind, and metacognitive awareness to process information from various sources, including thoughts and feelings at a subconscious or unconscious level to create new understandings.

Comfort Food

Read aloud the book *Pumpkin Soup* by Helen. It is a story about Cat, Duck, and Squirrel who live deep in the woods in an old white cabin. Everyone has a job to do when they cook, so mayhem ensues when Duck wants a turn at stirring the pumpkin soup.

- <https://www.youtube.com/watch?v=2pJsS0fy3E4>



Following the recipe in Penelope's book, make the soup with the children. Have them describe why we call certain foods comfort foods. Have the children describe their favourite comfort food.

Personal and Social

Encompass the abilities to speak and listen as it relates to students' identity in the world as individuals and members of their community and society. Personal and social competencies are what students need to thrive as individuals, understand and care about themselves and others, to find and achieve their purposes in the world.

Telling a Story with Shoes

No matter what the situation, shoes will most likely tell a story. Start by finding an illustration of ordinary or unusual shoes. Talk about the Cinderella story and the glass slipper.

Or have children create shoes for a special creature, and elephant, and ant or a centipede. Have students create the shoe out of paper cardboard or by drawing it.

Procedure: Use this as a story starter:

- How did your shoes come into your life?
- Where have your shoes taken you?
- If your shoes were to introduce you, what would they say about you?
- If another were to spend a day in your shoes, what might they experience?

Objectives: Tell your own story

1. With the pair of shoes, you have created, does your character have a story to tell? That is the starting point.
2. Is your character good, evil, bold or brave?
3. Is your character running scared? Happy or sad?
4. Build the story using the shoes to show emotions and movement.
5. Practice your story. Use your imagination in other parts of life to imagine the story behind what you see, then share your story with others.
6. We all love to be told stories. That is why we remember the ones said to us as children. We stop to listen when someone tells a story.



Vocabulary and Use

Explain the meaning of words and their relationships and nuances. Use words in narratives to recount events in sequence, including details describing actions, thoughts, and feelings—use of temporal words to signal the order of events, leading to a conclusion.

Witchy Puns

Witches (or rather, the pop culture-generated image of them) are perfect material for some funny puns. The creepy cackling, the wart-ridden face, the *haute couture* gowns, the ever-fuming cauldron, black cats, bats, and a few totally toads are perfect for this type of humour.

1. How do you make a witch scratch?

Take away the *W*.

2. What do you call witches who live together?

Broom-mates.

3. What do you call a nervous witch?

A twitch.

4. Why couldn't the little witch read her spellbook?

It was written in curse-ive.

5. What do witches in Australia ride?

Broomerangs.

6. Why did the witch's team lose the baseball game?

Their bats flew away.

7. What do you call a witch that lives in the desert?

A sand-witch.

8. What is the problem with twin witches?

You never know witch is which.

