

TEACHER'S GUIDE FOR ***DESTINY'S PURPOSE***
Grade Two (p. 1)

Notes:

- *Activities for each grade are suggestions only. Feel free to pull an activity from another grade if it is more suited to your particular students.*
- *Grade Specific Curricular Correlations were created using the Ontario Curriculum.*

It is recommended that you use ***DESTINY'S PURPOSE*** as a read aloud in your classroom, over several days. Take the time to review the read aloud suggestions, but do not feel compelled to follow the suggestions. Add your own ideas and stop often to 'think aloud' and allow feedback from your students. The activities for **before, during, and after** reading are suggestions to enrich your students' read aloud experience. It is recommended that for the activities you choose you take the time to create meaningful assessment tools with your students that are best suited to your classroom needs.

MANUSCRIPT FOR COPY

If you would like to copy or post on SMART Board a page of text, this plain copy of the manuscript allows you to pull particular pages for display or activities.

BOOK COVER WALK (before reading)

This is an opportunity to peak interest in the story, allow children to predict and to activate prior knowledge.

In sharing the teaser from the back of the book, you may wish to share just the main body of the text, "Take a journey to Celtic Sunsets Ranch and meet Destiny, an alpaca with a promising future in the show ring. Find out what happens when owners Nora and Peter make a shocking discovery about their prized alpaca. Could it be that Destiny's purpose is not the one that everyone expects, but the one that no one has imagined?" so as not to reveal Destiny's fate.

Ask students to consider the following:

- Write the word 'Destiny' on the board. Brainstorm its meaning and how it might apply to the story.
- If students decide that Destiny could be a character, which character do they think Destiny is? Have them explain their thinking.
- Ask students to describe the font used for Destiny's name. Ask why they think the author chose that font....

*Some children may make the connection to the logo text for Ballintotas Alpacas on the dust jacket flap, or to 'Celtic Sunsets Ranch' and the Irish font choice.

- What do students predict the setting of the story will be?
- What effect does it give to wrap the image all the way around the cover?
- Talk about the shape of the book. Why do students think the author chose a long, wide format? (Open the book to p. 4-5 and ask what the illustration would be like with a different format.)
- What do students notice about the dust jacket flaps that is different from other picture books? Why might the author have used this approach?

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KWL CHART (before, during and after reading)

This can be completed on individual paper, group paper, chart paper or SMART Board, to be saved and referred to throughout the read aloud process. Help children brainstorm everything they know about alpacas, what they would like to know, and during and after your reading, they can add what has been learned.

PREDICTION CHART (before, during and after reading)

This can be completed on individual paper, group paper, chart paper or SMART Board, to be saved and referred to throughout the read aloud process. Record predictions and revisit and discuss throughout the process.

READ ALOUD GUIDE (during reading)

There are two guides available: Read Aloud Guide and Literary Devices Guide. The guides include many questions and observations posed throughout the story at many grade levels. For higher grades, there are ESSENTIAL QUESTIONS that are posed. These are possibilities only – choose ones at an appropriate level and your own that are best suited to your class and create the Post-It notes for your classroom read aloud.

FIVE SENSES CHART (during reading)

Use a key text passage from the book ('shearing day' p.10-11 or 'craft show' p. 9 are good examples). Read students the passage and ask them to complete the senses chart indicating what would be heard, seen, smelled, tasted, or felt (touched) during the event or scene.

EVENT-EMOTION CHART (during reading)

Ask students to record or share their feelings about key events as they unfold in the story. You may choose to help students determine the 'main event' of that day's reading, or fill in the event-emotion chart for every page that is read.

LETTER OF ADVICE – LETTER FRAME (during reading)

Before the climax of the story, when Destiny is bullied and has disappointed the farmer, ask students, using the letter frame, to write a letter to Destiny with their suggestions about what he should do.

VISUAL PREDICTION (during reading)

Choose a passage in the book and read it to students WITHOUT allowing them to see the illustration. Putting the text passage on overhead or SMART Board or providing it on a handout will allow students to ask you to reread parts for them as needed. Students will create their own illustration to represent their visualization to be compared to the illustrator's artwork.

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WORD MEANING FROM CONTEXT - Level One or Two (during reading)

Dictionaries and glossaries are wonderful tools for unknown words. But, it is important for comprehension that the reader maintains an uninterrupted, fluent rate of reading. Applying background knowledge and inferring meaning based on context is crucial. Based on a vocabulary word in the text (mineral, p. 17) that is not defined in the glossary, this activity allows students to practice the skill of finding word meaning by using context clues and activating prior knowledge. Level one is an introduction to the skill. Level two, requires students to define the word and identify the appropriate 'type of context clue'.

QUESTIONS TO THE AUTHOR/ILLUSTRATOR (during and after reading)

This can be kept by each child, or as a central, class generated piece on chart paper or SMART Board. Some questions may be answered by the end of the book and/or by accessing the author/illustrator notes; others may just serve the purpose of providing good discussion and speculation.

PLACE MAT: CHARACTER DEVELOPMENT or MAIN IDEA (after reading)

In groups of 4, students discuss and each adds personality characteristics to the place mat for any of the main characters or each student's thoughts about the main idea of the story.

STORY MAP (after reading)

Students complete after reflection to illustrate knowledge of key elements of the text.

SEASONAL ACTIVITIES ON AN ALPACA FARM (science)

Based on the story and the non-fiction supports, use the graphic organizer to discuss and compile a set of activities based on temperature/season.

TEXT TO ARTWORK (visual arts)

This art activity uses a passage from the text to inspire students: "*The alpacas were round-bodied and puffy--cotton balls glued upon an artist's landscape.*" p. 9

Depending on the age/level of ability, students can produce a watercolour background (or colour a background) and affix 'cotton ball alpacas' to their artwork.

COMPARE AND CONTRAST (visual arts)

Using a Venn diagram and the Compare and Contrast illustration page, have students compare the initial illustration and the final illustration. This will assist students in reaching the conclusion that this is a circular story.

LETTER OF ADVICE – LETTER FRAME (dramatic reading)

Have students read their letter of advice or speak from their letter (without actually reading it) to another student pretending to be Destiny. The teacher can decide if "Destiny" will respond to the advice.