

# Teacher's Guide "Ellema Sneezes"

## About the Book:

With her long trunk, Ellema the Elephant causes quite a stir when she sneezes. When Ellema learns to control her sneezes, everything calms down. Perhaps things are too calm. Kite Day is nearly ruined when there is no wind ... until Ellema sneezes her biggest sneeze ever!

The activities in this guide support the following Kindergarten through Second Grade Common Core Standards:

### Reading Standards for Literature:

- |           |         |         |
|-----------|---------|---------|
| • RL.K.1  | RL.1.1  | RL.2.1  |
| • RL.K.2  | RL.1.2  | RL.2.2  |
| • RL.K.3  | RL.1.3  | RL.2.3  |
| • RL.K.4  |         |         |
| •         |         | RL.2.5  |
| • RL.K.6  |         |         |
| • RL.K.10 | RL.1.10 | RL.2.10 |

### Reading Standards Foundational Skills:

- RF.2.3
- RF.2.4

### Speaking and listening standards:

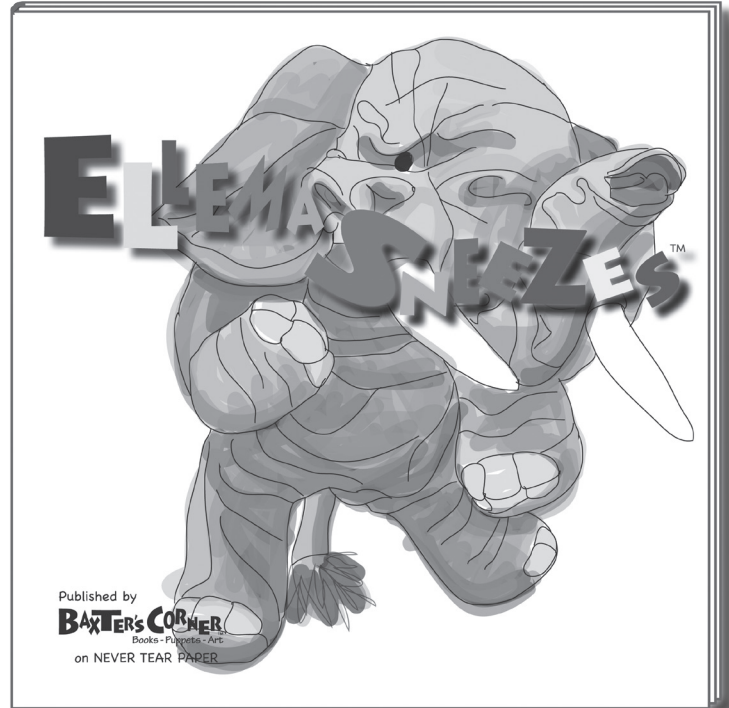
- |          |        |        |
|----------|--------|--------|
| • SL.K.1 | SL.1.1 | SL.2.1 |
| • SL.K.2 | SL.1.2 | SL.2.2 |
| • SL.K.3 | SL.1.3 | SL.2.3 |
| • SL.K.4 | SL.1.4 | SL.2.4 |
| • SL.K.6 | SL.1.6 | SL.2.6 |

### Language Standards:

- |         |       |       |
|---------|-------|-------|
| • L.K.1 | L.1.1 | L.2.1 |
| • L.K.2 | L.1.2 | L.2.2 |
| •       |       | L.2.3 |
| •       |       | L.2.4 |
| • L.K.6 | L.1.6 | L.2.6 |

## Discussion Questions:

1. At the beginning of the story, Ellema's classmates do not want to sit with her. What reasons can you find in the text to explain this?
2. Who teaches Ellema a polite way to sneeze? How does he do this?
3. How do the other kids react to Ellema's new way of sneezing?
4. How are the kids planning to celebrate kite day? What happens that makes their plans impossible?
5. How does Ellema help the kids on Kite Day?
6. What changes for Ellema by the end of the story?
7. What lesson is the author teaching through "Ellema Sneezes"?



As well as the following Kentucky Primary Social Studies Standards:

- SS-EP-2.1.1
- SS-EP-2.1.2

## Suggested Classroom Activities Along the Strands:

# "Ellema Sneezes"

### - Range of Reading & Level of Complexity/Conventions of Standard English

Write the following words on individual strips of paper: **her, she, sneeze, Ellema, was, nose, to, trunk, kite, when, and they.** During small-group time, show the children the word strips and tell them that these are words found in the story "Ellema Sneezes". Give each of the children one or two words. Ask them to assist you in reading the story. As you read each page encourage them to watch for their words and hold up their word when you read it. Afterwards, place all the words on the table. Ask each student to use the words to write a sentence about Ellema.

### - Conventions of Standard English/Knowledge of Language/Vocabulary Acquisition & Use/Presentation of Knowledge and Ideas

Have students use the "Kite Day Acrostic" page to write an acrostic poem about flying kites. Use the letters of the words "KITE DAY" to begin each line. One word or phrase can be used to describe the topic. All lines of the poem should relate to kites or describe flying a kite. Have students read their acrostic out loud.

### - Integration of Knowledge & Ideas

Using Ellema's "Story Map", identify details from the text to describe the overall structure of the story.

### - Comprehension & Collaboration/Presentation of Knowledge & Ideas

In pairs, have students make a kite, working together to decide the color, design, tail, etc. (Construction paper, scissors, glue, crayons, and glitter are materials you will need for this activity. You can provide pre-cut kite shapes for the teams to use or use the "Kite Collaboration" page.) When the students have completed the exercise, have them stand in pairs and each describe a feature of the kite they made and where they would go to fly their kite (backyard, favorite park, school, playground, etc.).

### - Vocabulary Acquisition & Use

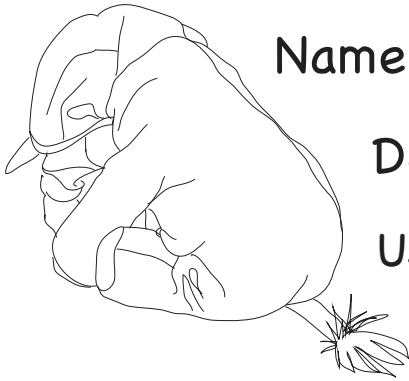
Using the "Opposites Attract" page, have students clarify the meaning of words from the text. As a bonus, students may be able to identify opposites for some or all of the words.

### -Cultural Information & Connection

Kite Day is a special event. While it is believed that the first kite was invented in China, many countries around the world celebrate Kite Day annually. In fact, April is National Kite Month in the United States. The following list of suggested titles will provide more information about kites and Kite Days.

- "The Legend of the Kite: A Story of China" by Chen Jiang Hong
- "Kites: Magic Wishes That Fly up to the Sky" by Demi Demi
- "The Kite Festival" by Leyla Torres
- "Henry and the Kite Dragon" by Bruce Edward Hall
- "The Best Winds" by Laura E. Williams
- "Kite Flying" by Grace Lin
- "Red Kite, Blue Kite" by Ji-li Jiang
- "The Emperor and the Kite" by Jane Yolen

# Kite Day Acrostic Poem - "Ellema Sneezes"



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use the letters of the words "KITE DAY" to begin each line. One word or phrase can be used to describe the topic. All lines of the poem should relate to kites or describe flying a kite.

K \_\_\_\_\_

I \_\_\_\_\_

T \_\_\_\_\_

E \_\_\_\_\_

D \_\_\_\_\_

A \_\_\_\_\_

Y \_\_\_\_\_

# Story Map – "Ellema Sneezes"



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Use the graphic organizer to describe the structure of the story. Use details from the text to support your thinking.

<b>Title/Author</b>	<b>Main Character</b>
<b>Beginning</b>	<b>Middle</b>
<b>Problem</b>	<b>Solution</b>

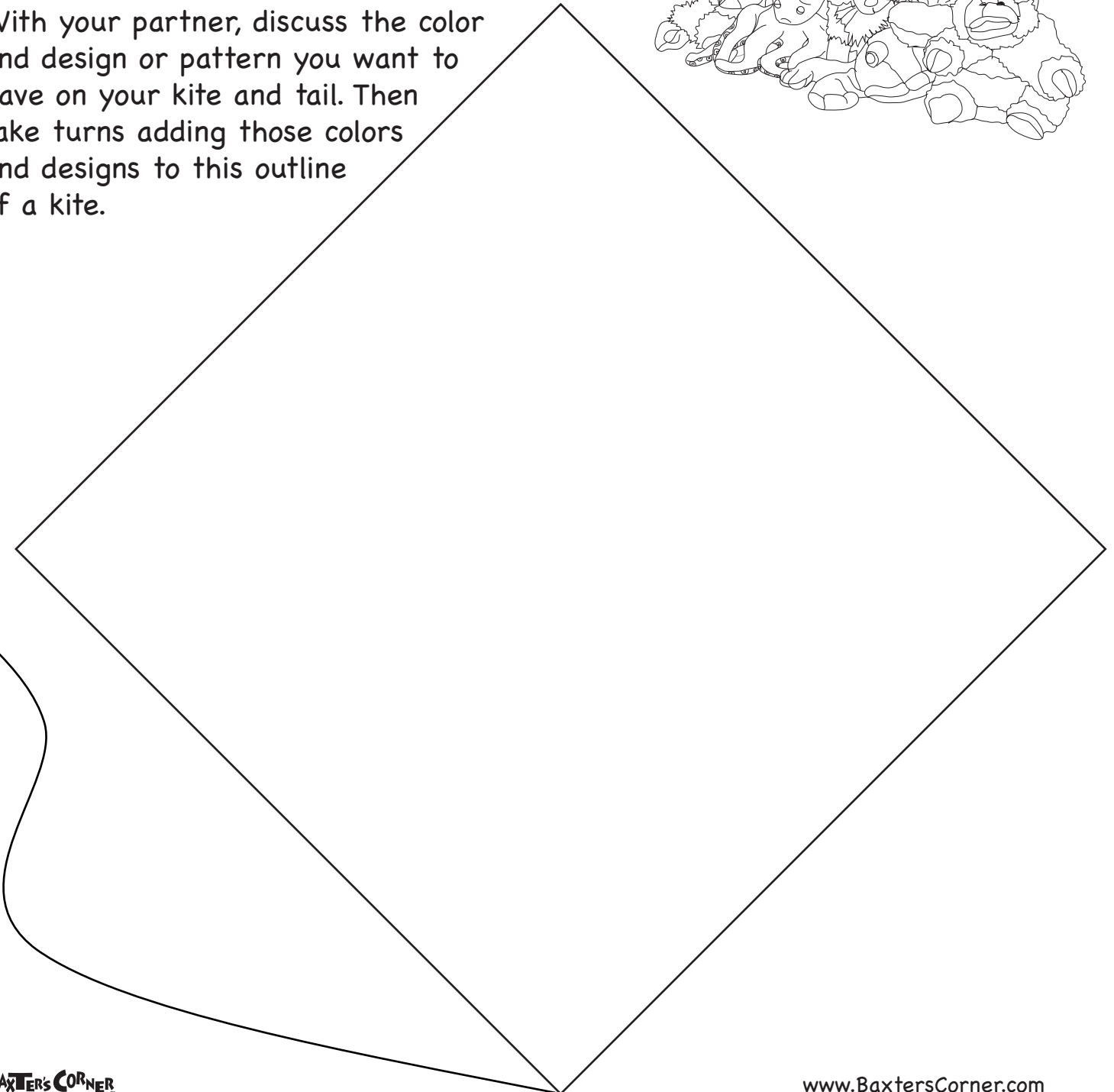
# Kite Collaboration - "Ellema Sneezes"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_



With your partner, discuss the color and design or pattern you want to have on your kite and tail. Then take turns adding those colors and designs to this outline of a kite.



# Opposites Attract - "Ellema Sneezes"



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Return to the text, "Ellema Sneezes". Find the following words and use clues from the story to determine their meanings. \*Bonus: Can you think of an opposite for some or all of the words?

Meaning

Opposite

strange

\_\_\_\_\_

\_\_\_\_\_

arrive

\_\_\_\_\_

\_\_\_\_\_

tossing

\_\_\_\_\_

\_\_\_\_\_

often

\_\_\_\_\_

\_\_\_\_\_

twitching

\_\_\_\_\_

\_\_\_\_\_

sound

\_\_\_\_\_

\_\_\_\_\_

disappointed

\_\_\_\_\_

\_\_\_\_\_

worst

\_\_\_\_\_

\_\_\_\_\_

empty

\_\_\_\_\_

\_\_\_\_\_

stronger

\_\_\_\_\_

\_\_\_\_\_