

Suggested Classroom Activities Along the Strands:

"Ally Alone"

- Craft & Structure

Have students identify as many words as they can think of that rhyme with the listed words from the story, using the "Rhyme Time" page. Then on a board or chart, list all of the words the class discovered together.

- Craft & Structure

Discuss how the book "Ally Alone" combines a fictional story with informational text. Read aloud the facts about alligators listed in the back of the book. Discuss how facts about real alligators differ from the character of Ally in the story.

Here is a list of suggested titles for further informational reading about alligators:

- "Crocodiles and Alligators" by Seymour Simon
- "Reptiles" by Paul McEvoy
- "Alligator" by Richard Spilsbury
- "American Alligators: Freshwater Survivors" by Aaron Feigenbaum
- "Alligator Farms" by Lynn M. Stone

After reading from any of the above texts, ask students to explain the differences between books that tell stories and books that give information.

- Speaking & Listening/Comprehension & Collaboration

Have students write down the names of two special adults in their life – a parent, grandparent, coach, neighbor, another relative – and one or two words about why that person is special to the student. (Remind students that for this activity, "Grandma" or similar references can be used as names.) In pairs, have students tell each other about these people and why they are special. Then, ask each pair of students to take turns telling the class about **their partner's** special people, who they are and why they are special.

- Vocabulary Acquisition & Use

Explore the meaning of key words from the story using the questions about the words in context found on the "Word Games" page. After students have some time to answer the questions on their own, have a classroom discussion about the meaning of these words.

- Vocabulary Acquisition & Use/Conventions of Standard English

Make two charts, one labeled "Alligator" and one labeled "Swamp". On each chart have two columns, one labeled "Nouns," the other "Verbs." Working on one chart at a time, ask students to brainstorm a list of nouns that relate to alligators and where they live, and then brainstorm verbs that relate to those nouns. Verbs must end with -ing. For example: scales protecting, feet paddling, moss hanging. Write several of the student's suggestions next to the nouns. Students then choose six to eight noun-verb pairs to write a six to eight line poem about alligators. Have them use the "What the Alligators Do" page to write their finished poems. Remind them to capitalize the first word in each line. Afterwards, they should cut out the poem, glue onto a piece of construction paper and illustrate to provide additional detail.

It's Rhyme Time! - "Ally Alone"



Name: _____

Date: _____

Write as many rhyming words as you can for each of the listed words below.

1. play _____

2. speed _____

3. hook _____

4. wave _____

5. show _____

6. gloom _____

7. break _____

Word Games - "Ally Alone"



Name: _____

Date: _____

Use context clues from the text to answer the questions below.

1. At the beginning of the story, we learn that Ally likes school and that she likes painting and counting to be more **precise**. What do you think **precise** means?

2. When Ally thinks about arriving alone at the event, her tail starts swishing because she is **anxious**. What does that mean?

3. When Mr. McBoom sees Ally's tail twitching, he knows it is a sign he should **heed**, so he speaks with her about her concerns. What does **heed** mean?

4. When Mr. McBoom tells Ally that her classmate, Fred, is in the same **situation**, what does he mean?

5. After Mr. McBoom talks with Ally, she **considered** what he had told her. What did Ally do when she "**considered**"?
