

Teacher's Guide "Oakley In Knots"

About the Book:

It is polite to shake hands when meeting new people. But which hand should an eight-handed octopus use? Oakley the Octopus worries about being different from his two-handed classmates. His teacher, Mr. Marvin McBoom, helps Oakley discover the benefits of his many arms, and Oakley comes to value his unique attributes.

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.3 | RL.1.3 | RL.2.3 |
| • RL.K.7 | RL.1.7 | RL.2.7 |

Reading Standards Foundational Skills:

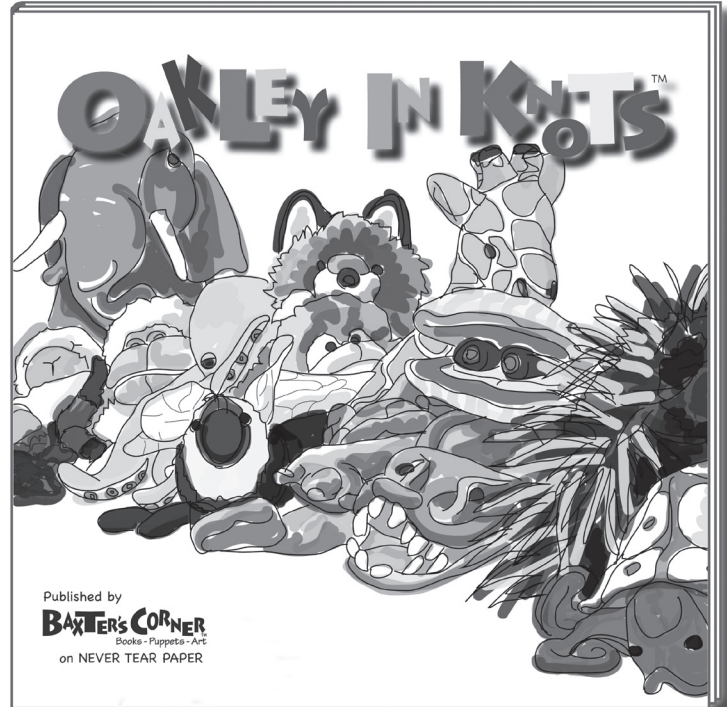
- | | | |
|-----------|--------|--------|
| • RF.K.2a | | |
| • | RF.1.4 | RF.2.4 |

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.4 | L.1.4 | L.2.4 |
| • | L.1.5 | |



Discussion Questions:

1. How does Oakley change during the story? What events in the story contribute to the change?
2. Why was Oakley nervous about shaking hands? How do you introduce yourself to a new person?
3. What happened when Oakley went to shake hands with his teacher? How did the other kids in the class feel about Oakley's dilemma?
4. Who helped Oakley overcome his nervousness? What did he say that made Oakley rethink the situation?
5. By the end of the story, how do you think Oakley felt about shaking hands? What activity influenced Oakley's attitude?
6. How did the attitude of Oakley's classmates change over the course of the story?

Suggested Classroom Activities Along the Strands:

"Oakley In Knots"

- Craft & Structure

Have students identify rhyming couplets and then write a couplet or paragraph about shaking hands that rhymes. (For younger children, create the first line of a couplet, explore rhyming word options, and as a group create the second line.) Use the "Rhyme Time" chart to identify rhyming words from the story.

- Integration of Knowledge & Ideas

After reading the story, discuss the various illustrations. Ask students to describe the relationship between the illustrations and the text and how the illustrations create an understanding of the text. For example, how does the picture of Oakley with the erasers in his arms help you know what's happening in this part of the story?

- Speaking & Listening/Comprehension & Collaboration

In pairs, or going around the room, students introduce themselves to each other, stating their name, shaking hands and telling something about themselves to the other person, including appropriate responses to introduction. Demonstrate how to introduce a third person to a friend. Then in groups of three, students introduce a classmate to another classmate.

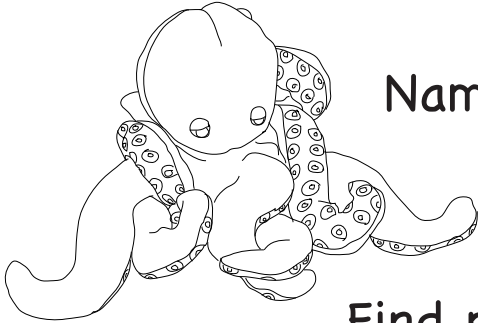
- Vocabulary Acquisition & Use

Students match words in column 1 with the associated meaning in column 2 on the "Word Games" page.

- Vocabulary Acquisition & Use/Conventions of Standard English

Students sort words into categories of **Character**, **Place** or **Action** from the "Word Games" page. Discuss structure of the words to help them identify appropriate category, such as "ing" and "ed" endings on verbs (action) and capitalization of people's names (characters).

It's Rhyme Time! - "Oakley In Knots"



Name: _____

Date: _____

Find pairs of rhyming words from the story:

_____ rhymes with _____.

_____ rhymes with _____.

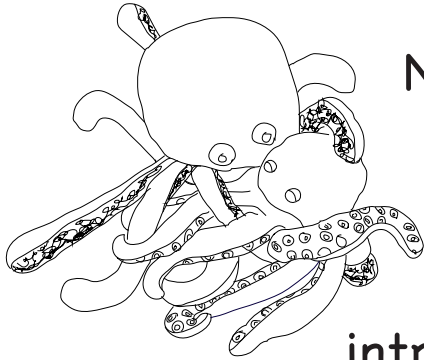
_____ rhymes with _____.

_____ rhymes with _____.

_____ rhymes with _____.

_____ rhymes with _____.

It's Rhyme Time! - "Oakley In Knots"



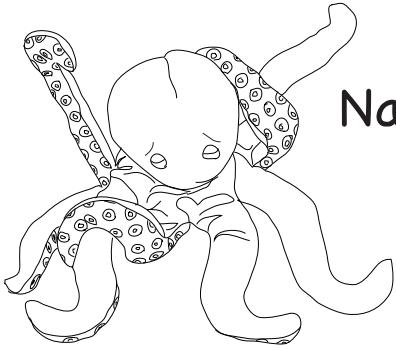
Name: _____

Date: _____

Write your own rhyme about how to introduce yourself to a new friend:

Or draw on the back of this page a picture about meeting a new friend and how you would greet them.

Word Games - "Oakley In Knots"



Name: _____

Date: _____

Match words from column 1 with their meaning from column 2. Draw a line from the word to its correct meaning.

queasy

to force or blast out

marvelous

not tied together

calm

rules of behavior

siphon

choices

expelling

feeling sick in the stomach

options

muscular tube on the body of an octopus

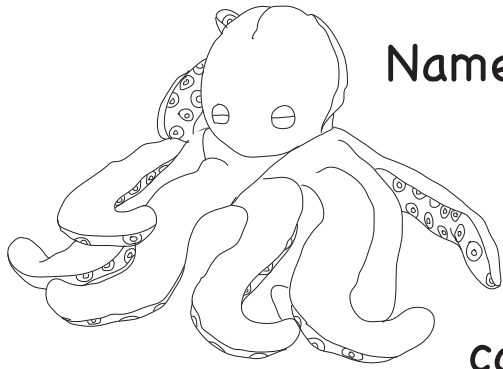
manners

wonderful

unknotted

peaceful

Word Games - "Oakley In Knots"



Name: _____

Date: _____

Sort these words into the proper categories.

shaking classroom Oakley whistled Mom school
choose dusted Mr. McBoom greet student
reached relaxed teacher ocean octopus decided

Character

Place

Action