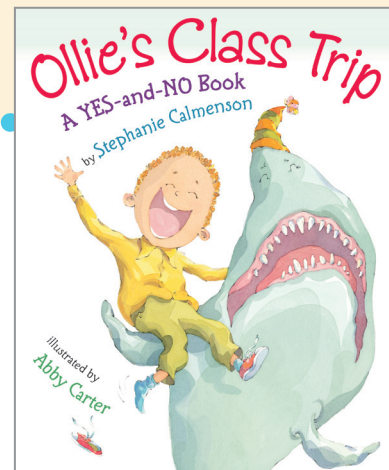


LESSON PLAN

Ollie's Class Trip: A Yes-and-No Book

written by Stephanie Calmenson
illustrated by Abby Carter



HC: 978-0-8234-3432-9 • E-book available

In this picture book with a unique format and humorous voice, students will ask and answer questions as Ollie teaches them about what to expect on a class trip.

Objectives: Identify the point of view, main idea and details, literary elements, craft and structure, author's purpose, problem and solution, cause-and-effect relationships; ask and answer questions; sequence events; form comprehension strategies; make connections between the words and illustrations as they appear.

Guided Reading Level: K

Grade Level: 2

Interest level: Pre-K-3

Common Core Strands in This Guide:

Reading Literature: RL.1.1, 2, 3, 4, 5, 6, 7, 9/RL.2.1, 2, 3, 4, 5, 6, 7, 9, 10

Reading Foundational Skills: RF.1-2.3, 4

Writing: W.1-2.1, 3, 5, 6, 7, 8

Speaking and Listening: SL.1-2.1, 2, 3, 4, 6

Language: L.1-2.1, 2, 4, 5, 6

BEFORE READING

1. Show the students *Ollie's School Day* and *Ollie's Class Trip* by Stephanie Calmenson, illustrated by Abby Carter. Ask if anyone is familiar with the series or character. Discuss. Tell the students that the author has written a few books about Ollie in the same format. This is called a series.
2. Read the title, author's and illustrator's names to the class. Discuss the role of each.
3. Ask students to predict what the story is going to be about. What is a "yes-and-no book"?
4. Have students generate yes-and-no questions. Write them on a chart and circle the question mark.
5. Hand out an index card to each student. Ask them to put a period on one side and a question mark on the other in a bold crayon. Write the following questions and statements on the board. Have students hold up a period or a question mark.

I go to sleep at 8:00

What time do you go to sleep

Do you go to sleep at 7:00

Do you like pizza

I love pizza

What kind of pizza do you like



6. Look at the cover illustration. Do you think the story is real or fantasy? Explain.
7. Go on a picture walk through the book. Discuss how the words and pictures are positioned on the pages. Show students how to navigate the print by moving top to bottom and left to right.
8. Write *Class Trip* on the board. Brainstorm reasons why teachers take classes on class trips or “field trips” (to learn about a topic, to have experiences outside of school).
9. Where do you think Ollie and his class are going? How will they get there? What do you think they will see and do?
10. Create a list of favorite class trips. Ask students to describe their favorite part.
11. Discuss some of the rules teachers have on class trips and why they have them (cause and effect). (Ex., You have to sit down on the bus because you can get hurt if the bus stops short. You have to stay with the group because you can get lost.)
12. Read to find out where Ollie and his class are going and what he learns on his class trip.

DURING READING

1. Read the book to and with the class. Read the main text to the students and have the students say “yes!” or “no!”
2. Have the students identify the exclamation point at the end of the words. Have them explain what this means and demonstrate how we read the word in a powerful way.
3. Check predictions as you read.
4. How does the author create humor in the story? Discuss the words and illustrations as you read.
5. After reading each page, ask students to answer each of the following questions in a full sentence. (Ex., Q: Where will Ollie’s class go? A: Ollie’s class is going to the aquarium on their class trip!)

Who will be Ollie’s buddy?

How will they get to the aquarium?

What will Ollie see at the aquarium?

What will Ollie do when the guide is talking to the class?

Will Ollie have fun listening and learning?

What will Ollie do when he loses his buddy, Tate?

What surprise does the teacher have for the class?

What will the belugas do at the party?

What does the class get to eat?

Would you like to go on a class trip?

AFTER READING

1. Why is this book realistic fiction?
2. Write an essay to your teacher persuading her/him to take the class on a trip.
3. Answer *Yes* or *No*, in full sentences, to the questions below. Go back to the story to find your answers. (Ex., Q: Did Ollie go on a class trip? A: Yes, Ollie went on a class trip.)
 - Will Ollie’s class go to the zoo on their class trip?
 - Is Ollie’s trip buddy named Binky?
 - Will the class ride on a school bus to the aquarium?
 - Does Ollie see kittens and puppies on his class trip?
 - Should Ollie look, listen and learn at the aquarium?
 - Will the class celebrate Ollie’s birthday on the trip?
 - Does Ollie’s teacher give the class fish as a surprise treat?
 - When Ollie can’t find Tate, does he tell the teacher quickly?
 - Does Ollie have a fantastic time on his class trip to the aquarium?

Research and Report on:

Biomes and habitats—What are some water habitats?

Ocean life plant and animals—What animals and plants live in the ocean and how are they dependent on each other?

Create an “ocean food chain.”

Adaptations—How are animals adapted to living in water?

Beluga whales—Include their natural habitat, behaviors and characteristics, and how they have adapted to living in water.

Create an edible aquarium!

Have each child make their own JELL-O® aquarium snack.

You will need:

clear plastic cup
blue JELL-O®
jelly beans
candy gummy fish

What to do:

Place the jelly beans at the bottom of the cup to look like stones.

Add JELL-O® to fill the cup halfway, then let set.

Once set, add gummy fish to the cup.

Cover with JELL-O® and let set again.

After a few hours, each child will have his and her own personal JELL-O® aquarium to snack on.