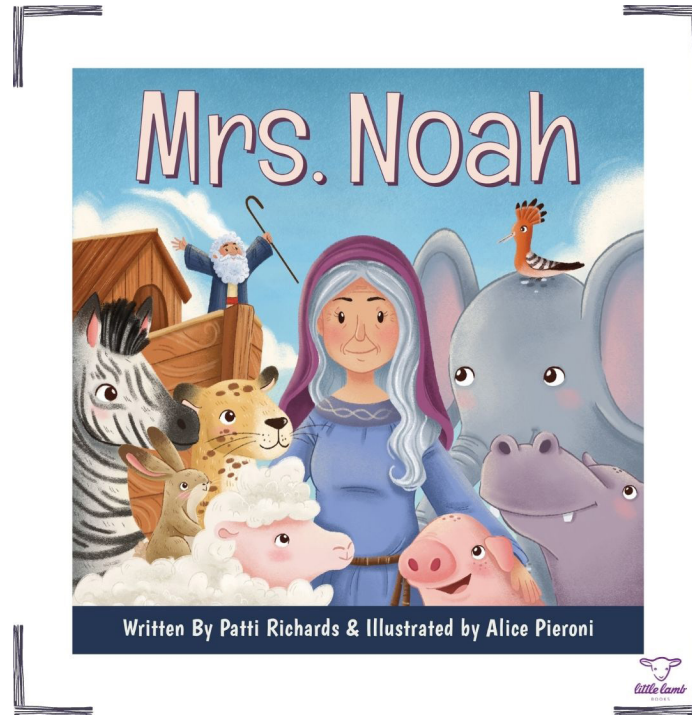


*A Common Core State Standards & Next Generation Science
Standards-Aligned
Discussion/Project Guide for Grades K-2*



MRS. NOAH

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Published by Little Lamb Books*

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- Interdependent Relationships in Ecosystems
 - 2-LS4-1:15
 - LS4.D:15
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Discussion Questions

Pre-Reading Discussion:

Consider the cover of the book and answer the following questions.

- Identify the animals featured in this illustration.
- Who is the woman in the center of the illustration?
- How do the animals feel about the woman? How do you know?
- Notice the man in the background. Describe his actions. What is he doing? Why?
- What is the woman's relationship with the man in the background? How do you know?
- The title of the book is MRS. NOAH. Knowing this, predict what this story is going to be about.

Post-Reading Discussion:

*When Noah said to Mrs. N,
"I have a really big surprise!"
She didn't quite believe what stood
Long, wide and tall before her eyes.*

- Describe Mrs. Noah's reaction to Noah's surprise. Identify the clues in the illustration that suggest how she feels.
- How does Noah's surprise bring about change their lives?
- How does Mrs. Noah feel about joining Noah on a new adventure? How do you know?
- How will Mrs. Noah be changed as a result of joining Noah as they travel on the ark?

*While Noah looked at all his maps
She knitted mittens, socks, and caps
To cover hooves and nestle claws,
Protect soft heads and little paws.*

- The word *initiative* means to take care of what needs to be done. List ways that Mrs. Noah is demonstrating initiative.
- Do you think that Noah has any idea regarding the details Mrs. Noah is engaged in preparing for the trip? Explain your answer.
- What do Mrs. Noah's actions reveal about her character? What kind of person is she? How do you know?
- Consider the illustration on the cover of the book once again. Make a connection between Mrs. Noah's caring resourcefulness and the creatures' affection for her. How do they feel about Mrs. Noah? Why?



***“It’s in the details, Noah dear,
That give a little touch of cheer.
Now when the rain falls from above
We’ll have an ark that’s full of love.”***

- Imagine what life must have been like with all of the different types of animals existing in the ark for weeks on end. Identify some of the thoughtful details she attended to. Determine how her efforts added a “touch of cheer” during the journey.
- Noah is focused on building and launching the ark. What does Mrs. Noah really want? What are her desires as told in the story? Explain your answer.

***All through the night and long, long day
The busy couple worked away
She banged the nails. He pulled the saw.
He hauled in wood. She stacked up straw.***

- The word *committed* means dedication, faithfulness, and responsibility. The word *diligent* means hard-working, industrious, and untiring. Which word best describes Mrs. Noah as she prepares for their long journey - committed or diligent? Explain your answer.
- A *hero* is an adventurer, one who takes a risk and makes a difference in their world. Based on these descriptions, list ways that Mrs. Noah demonstrated heroism in the story.

***When Noah finally raised his arm
To call the critters in from harm,
With two soft kittens in her lap,
Our Mrs. Noah took a nap!***

- The word *impact* is defined as having an affect or influence on others. Explore ways that Mrs. Noah had an impact on the animals of the ark. Tell how she influenced Noah.
- Mrs. Noah maintained a caring and loving attitude throughout the story. Discuss how her kindness added that touch of cheer she sought to provide.
- How was Mrs. Noah changed as a result of the events that took place in the story? How did her spirit change others?



Story Sequencing

Objective: To summarize the narrative elements of the story - character, setting, problem and resolution - orally, in writing, and through illustration.

Materials:

- MRS. NOAH, the book
- The Draw & Label Story Retelling template (Guide, pg.6)
- Pencil
- Markers
-

Procedure:

- Using the book for reference, instruct students to identify the following narrative element of the story:
 - Who are the characters in the story? Who is the most important character?
 - Where does the story take place?
 - What is the problem that occurs within the story? What might happen the problem is not solved?
 - How does the story end? How did the main character solve the problem?
- Distribute copies of the Draw & Label Story Retelling template. Instruct the students to illustrate and write a brief summary of each narrative element in the spaces provided in the grids provided.
- Encourage students to share their work with the class.

Draw & Label Story Retelling			
Who? Draw: Label:	Where? Draw: Label:		
<i>Characters</i> →		← <i>Setting</i>	
What happened? Draw: Label:	How did it end? Draw: Label:		
<i>Problem</i> →		← <i>Resolution</i>	



Skip Counting

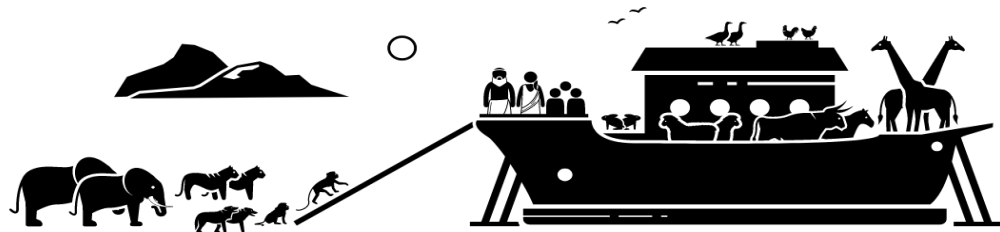
Objective: To develop an understanding of numeric operations and sequencing with skip counting by two's.

Materials:

- MRS. NOAH, the book
- The Skip Counting with Mrs. Noah template (Guide, pg. 8)
- Pencil
- Markers

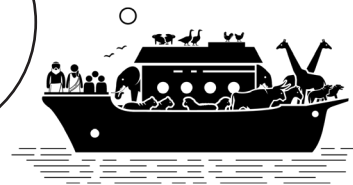
Procedure:

- Turn to the spread featuring Mrs. Noah dozing with two cats on her lap in the book.
- Discuss the definition of the term species, being a group or classification of types of living things, with the students. Identify the different types of animal species featured in the illustration. Note that there are two of each species entering the ark.
- Demonstrate counting the animals in the illustration by twos.
- Using The Skip Counting With Mrs. Noah template as a guide, instruct the students to write the appropriate sequential number in the spaces provided. For example, write the number 3 after the number 2, and so on until the animals reach the ark at the top of the page.
- Encourage students to color their template and to share their work with the class.

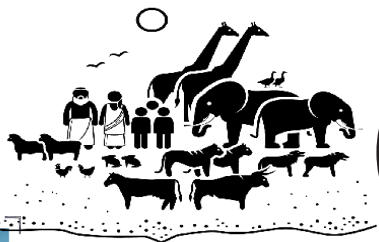


Skip Counting with Mrs. Noah

*“Oy-ve! You mean the animals
Will trot aboard in sets of two?”*



A large arrangement of circles for skip counting. The numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, and 24 are placed in specific circles, while the remaining circles are empty for the student to write the next number in the sequence.



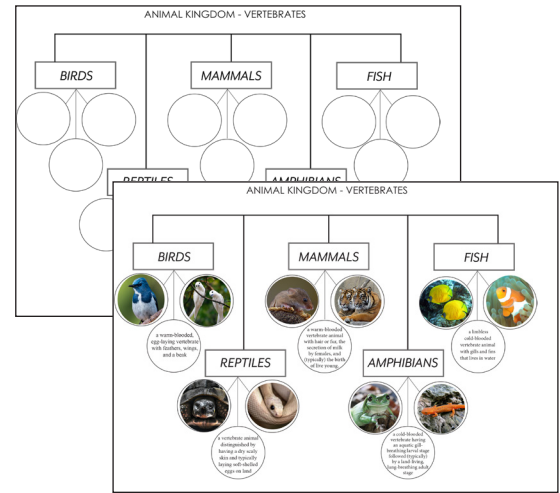
The Animal Kingdom

*“My dear, we need more than a boat!
It seems I’ve got some work to do.”*

Objective: To analyze and predict the types of care required for vertebrates Noah invited on the Ark using an interactive Animal Kingdom taxonomy chart as a guide.

Materials:

- MRS. NOAH, the book
- The Animal Kingdom - Vertebrates Template (Guide, pg. 10)
- The Animal Kingdom - Images & Labels (Guide, pg. 11)
- The Animal Kingdom - Vertebrates Answers (Guide, pg. 12)
- Scissors
- Glue stick or Tape
- Reference Materials
- Writing materials

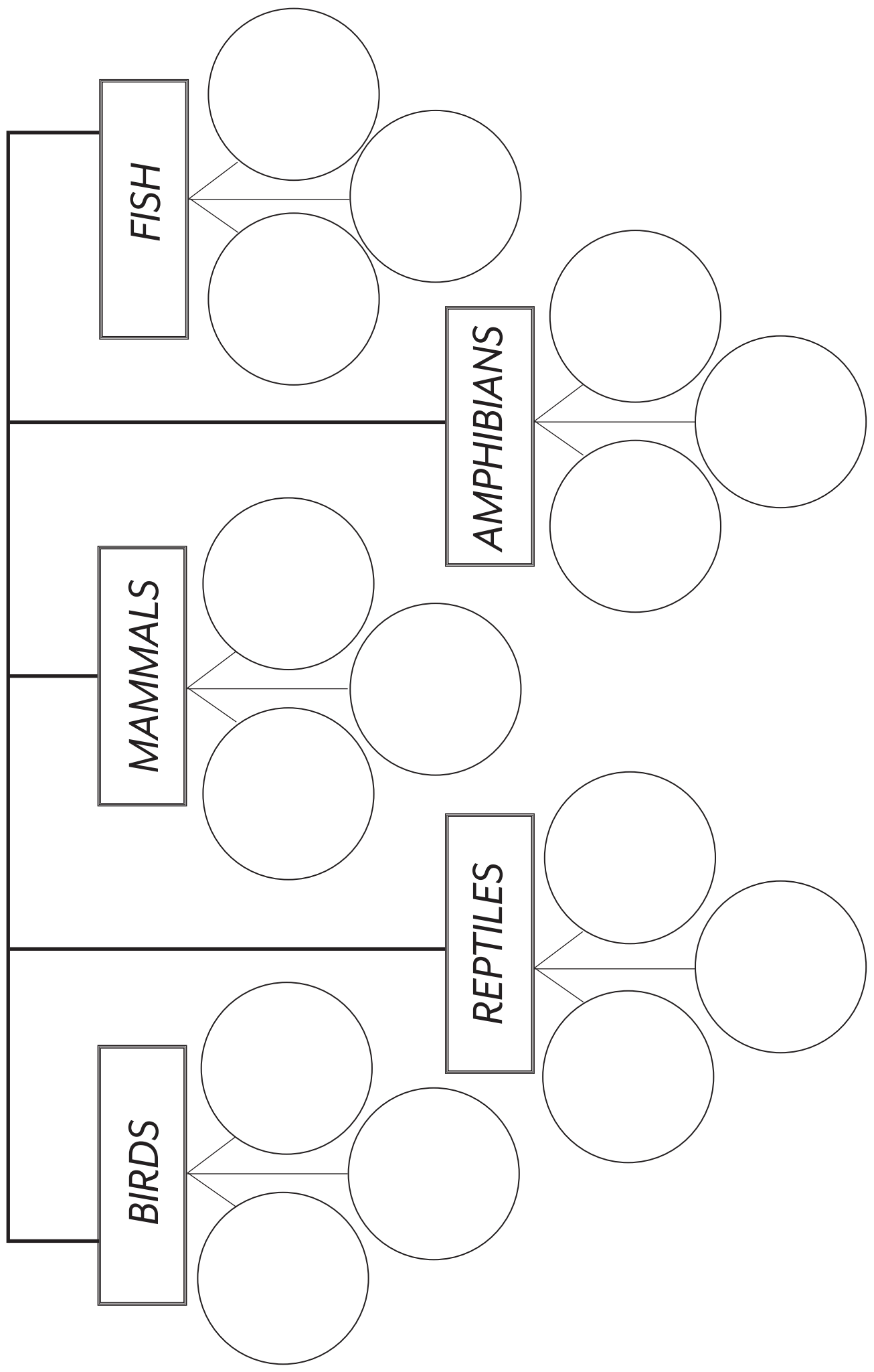


Procedure:

- Using the book as reference, lead a discussion about the needs of the vast number of animals that boarded the Ark. Encourage students to identify the animals featured in the illustrations and those that are not. Have the students tell all that they know about each animal species.
- Using the The Animal Kingdom - Vertebrates Template as a guide, explain that the Animal Kingdom is divided into phyla - Vertebrates and Invertebrates. Vertebrates are animals that have bones and a spine. Invertebrates do not. The animals featured in MRS. NOAH belong to the Vertebrate phylum.
- Encourage the students to search through the book to discover examples of each class - Mammals, Reptiles, Birds, Amphibians and Fish. Explore reasons why there are no members of the Fish class featured in the illustrations.
- Using scissors, instruct students to trim around the images and definitions featured on the The Animal Kingdom - Images & Labels template.
- Using The Animal Kingdom - Vertebrates Answers template as a guide (if needed), have students sort and affix the images and definitions under the correct phylum.
- Once complete, make a connection with the species featured on the Animal Kingdom chart and the story of MRS. NOAH. Discuss the similarities and differences of each species. Imagine what life on the ark must have been like for Mrs. Noah and her family.
- Instruct students to write a short essay describing their impressions of the Animal Kingdom chart as it relates to the story.
- Encourage students to share their work with the class.



ANIMAL KINGDOM - VERTEBRATES



ANIMAL KINGDOM - VERTEBRATES

Images & Labels



a limbless
cold-blooded
vertebrate animal
with gills and fins
that lives in water



a warm-blooded,
egg-laying vertebrate
with feathers, wings,
and a beak



a vertebrate animal
distinguished by
having a dry scaly
skin and typically
laying soft-shelled
eggs on land



a cold-blooded
vertebrate having
an aquatic gill-
breathing larval stage
followed (typically)
by a land-living,
lung-breathing adult
stage

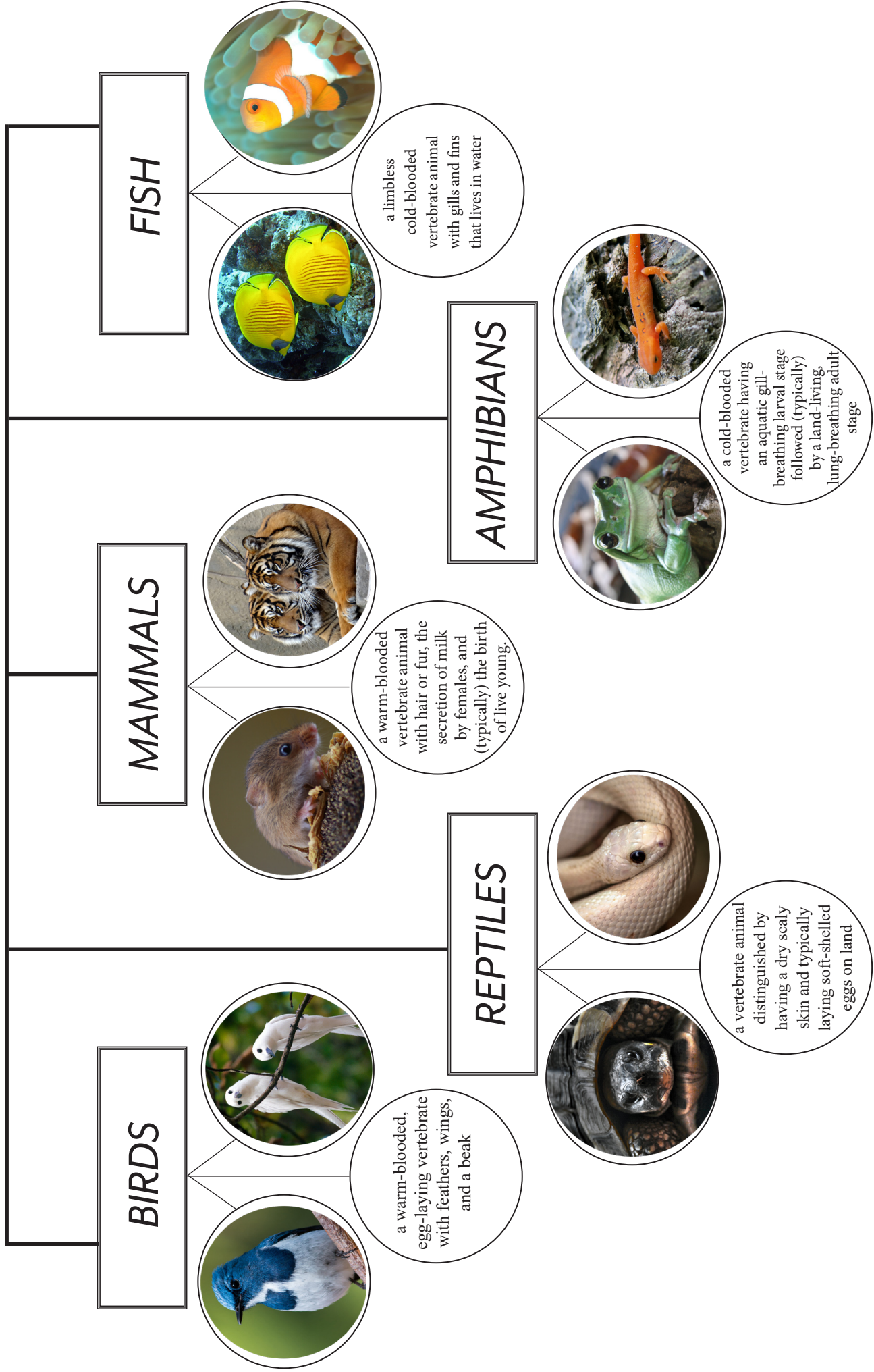


a warm-blooded
vertebrate animal
with hair or fur, the
secretion of milk
by females, and
(typically) the birth
of live young.



ANIMAL KINGDOM - VERTEBRATES

Answers



Common Core State Standards

		Discussion	Story Sequencing	Skip Counting	The Animal Kingdom
English Language Arts Standards » Reading: Literature					
CCSS.ELA-LITERACY.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.	•	•		
CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•		
CCSS.ELA-LITERACY.RL.K.4	Ask and answer questions about unknown words in a text.	•			
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.	•	•		
CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	•	•		
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•		
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•		
CCSS.ELA-LITERACY.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	•	•		
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		•	•	•
CCSS.ELA-LITERACY.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		•		•
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		•	•	•
CCSS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		•		•
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•	•	•



		Discussion	Story Sequencing	Skip Counting	The Animal Kingdom
English Language Arts Standards » Writing					
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		•		•
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•
Mathematics: Understand place value.					
CCSS.MATH.CONTENT.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.			•	



Next Generation Science Standards Alignment

		Discussion	Story Sequencing	Skip Counting	The Animal Kingdom
Interdependent Relationships in Ecosystems					
2-LS4-1.	Make observations of plants and animals to compare the diversity of life in different habitats.				•
LS4.D	Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water.				•
ETS1.B	Developing Possible Solutions: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.				•

