

GROWING GOLD

Pre-Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, acting, movement, counting, and writing.

Overview:

Students will read and explore a folktale from India while utilizing interdisciplinary connections in language arts, dramatic arts, math, art, and cooking.

Materials:

Book, *Growing Gold*

Crayons

Unlined paper

Cooking Materials:

Medium bowl

Hand mixer

Stove

Large pan or skillet

Spatula

¼ C measuring cup

Plates

Forks

Napkins

Ingredients:

1 Large Egg

1 C Whole Wheat Flour

¾ C Milk

1 TBL Sugar

2 TBL Canola Oil

3 tsp Baking Powder

¼ tsp Salt

Butter or margarine

½ C Berries (blueberries, blackberries, or sliced strawberries)

Optional:

Pancake syrup

Powdered sugar

Computer with Internet access

Hamilton, Martha, and Mitch Weiss. *A Tale of Two Frogs*. Atlanta: August House, 2006.

Hamilton, Martha, and Mitch Weiss. *Why Koala Has a Stumpy Tail*. Atlanta: August House, 2008.

Assessment Tools:

“Three” worksheet

“Follow the Sons’ Path” worksheet

INSTRUCTIONAL PLAN

Introduction:

Materials:

Book, *Growing Gold*

Directions:

Teacher and students take a picture walk through the book. Teacher shows students the illustrations and asks students to describe the illustrations and make predictions about the story.

Teacher Reads the Story:

Materials:

Book, *Growing Gold*

Directions:

Teacher:

- Tells students that they will be listening to a story about a farmer and his family.
- Reads story to students and stops to check comprehension as needed.

Questions for Assessing Students' Comprehension:

- Who are the characters in this story?
- Where does this story take place?
- Have you ever visited a farm?
- What did you see?
- At the beginning of the story, were the farmer's sons helpful?
- What "secret" did the farmer's wife share with her sons?
- Why did the farmer's wife tell her sons to plow the field?
- What does "sowing the seeds" mean?
- Why did the farmer's wife tell her sons to plant seeds?
- Why did the farmer's wife tell her sons to water the field?
- One morning the sons looked out on the field and saw something sparkling. What was it?
- How did the farmer's sons feel about farming at the end of the story? Why?
- How does the story make you feel?
- What is your favorite part of the story?

Language Arts:

- **Retell the Story**

Materials:

Book, *Growing Gold*

Directions:

Teacher shows students the illustrations on each page of the book and they retell the story.

Drama:

• **Story Movement**

Directions:

Teacher reads the following list one at a time and students pantomime the actions:

1. The sons were lazy. They sat around the house dreaming of gold.
2. The sons hitched the oxen to plows and dug up the hard earth.
3. The sons returned looking sad.
4. The sons planted (sowed) the seeds.
5. The sons dug a ditch to bring fresh river water to the field.
6. The sons returned with smiles on their faces.
7. The sons tended the plants.
8. The sons lay in bed too tired to think.
9. The sons rushed to the window to see the gold.
10. The stalks of wheat were waving in the sun.

• **Act it Out**

Directions:

Teacher:

- And students review the sequence of story events.
- And students discuss what each character would sound like.
- And students discuss the body language that the characters would use.
- Divides the class into small groups of five students each.
- Instructs students to act out the story.

• **Seed Movement**

Directions:

Teacher:

- Reviews with students how seeds grow into plants.
- Divides the class into two groups: “seeds” and “farmers.”
- Instructs the seeds to lie on the floor and curl up into a ball.
- Instructs “farmers” to pretend to place soil over the seeds.
- Instructs “farmers” to pretend to water the seeds.
- Tells students that the warm sun is shining on the farmers and making them hot. Teacher instructs the “farmers” to show they are hot.
- Tells students that the warm sun is making the seeds begin to uncurl themselves. Teacher instructs “seeds” to begin to uncurl themselves.
- Instructs “seeds” to uncurl themselves and extend their legs to form the roots of the wheat plant.
- Instructs “seeds” to stand up tall like wheat stalks and stretch their arms over their heads.
- Instructs “seeds” to sway gently like wheat waving in the wind.
- Asks students to switch roles. The “seeds” become the “farmers” and the “farmers” become the “seeds.”

Math:

• **Three**

Materials:

“Three” worksheet

Crayons

Directions:

Teacher:

- Reminds students that there are three sons in the story.
- And students count to three on their fingers.
- Hands out the “Three” worksheet to students.
- Tells students to color in three of each object in each row.
- Tells students to trace over each dotted numeral three.

Pre-Writing:

• **Follow the Sons’ Path**

Materials:

“Follow the Sons’ Path” worksheet

Crayons

Directions:

Students trace over the dotted lines to show the places on the farm where the sons traveled.

Art:

• **Draw Your Treasure**

Materials:

Crayons

Unlined paper

Directions:

Teacher:

- Tells students that the sons in the book were looking for buried treasure. They were looking for one kind of treasure and found another.
- Asks students what kind of treasure the sons were looking for.
- Asks students what kind of treasure the sons found.
- Instructs students to draw a picture of something they treasure.
- Asks students to show their pictures to the class and talk about their treasures.

Cooking:

- **Whole Wheat Pancakes** YIELD: Nine 4-inch pancakes

Materials:

Medium bowl
Hand mixer
Stove
Large pan or skillet
Spatula
¼ C measuring cup
Plates
Forks
Napkins

Ingredients:

1 Large Egg	1 C Whole Wheat Flour
¾ C Milk	1 TBL Sugar
2 TBL Canola Oil	3 tsp Baking Powder
¼ tsp Salt	Butter or margarine
½ C Berries (blueberries, blackberries, or sliced strawberries)	

Optional Ingredient:

Pancake syrup
Powdered sugar

Directions:

1. Beat egg in bowl with hand mixer until fluffy. Add remaining ingredients, except butter and berries. Beat until smooth.
2. Gently fold berries into batter.
3. Heat skillet over medium heat. Add small amount of butter or margarine to pan.
4. For each pancake, pour slightly less than ¼ C of batter into hot pan. When pancakes are dry around the edges and puffed up, flip and cook on the other side until golden brown.
5. Serve warm with butter and syrup or powdered sugar, if desired.

Extensions:

- **Technology Connection**

Materials:

Computer with Internet access

Directions:

- Teacher helps students access www.storycove.com.
- Students view the animation for *Growing Gold* narrated by the author.
- Students think about how the storyteller uses her voice to convey emotions throughout the story.
- Students explore the animations and activities for other stories on www.storycove.com.

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Extensions cont.:

• Compare and Contrast

Materials:

Book, *A Tale of Two Frogs*

Book, *Why Koala Has a Stumpy Tail*

Directions:

Teacher reads:

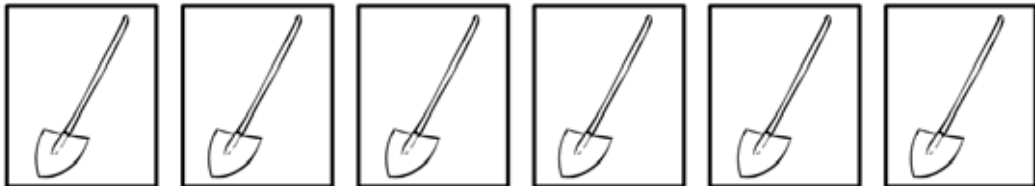
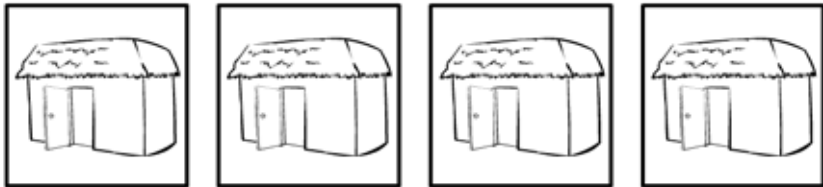
- *A Tale of Two Frogs* by Martha Hamilton and Mitch Weiss. Students compare and contrast the two sister frogs with the brothers in *Growing Gold*.
- *Why Koala Has a Stumpy Tail* by Martha Hamilton and Mitch Weiss. Students compare and contrast the theme of laziness in this story and *Growing Gold*.

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Name _____ Date _____

Three



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Name _____ Date _____

Follow the Sons' Path

