

## Objectives:

- Students will describe the “top banana” (special student of the week).
- Students will aid the teacher in writing fluent sentences on the chart paper incorporating good sentence variety and vivid vocabulary.

## Materials:

chart paper, markers

## Procedure:

- 1.) Gather students and give each a turn to say something positive about the special student, the “top banana.”
- 2.) Typically students will provide bare bones description such as, *“Brianna is good at math. Brianna is a good reader. Brianna shares her markers. Brianna is good at art.”* Chart and read the sentences aloud emphasizing the redundant sentence structure. Ask students what they notice. (Brianna is..., Brianna is...).
- 3.) Now rechart these in more powerful ways: *“I’m impressed by her math skills. Everyone notices that Brianna reads really well. One thing we all appreciate is that she shares her markers with others. I am always amazed by Brianna’s art work.”*
- 4.) When the week is over, give the chart to the “top banana” as a special keepsake.
- 5.) Keep this technique in mind as you move throughout the school year. For example, at Thanksgiving, instead of having all students write *“I am thankful for \_\_.”* Provide alternatives such as, *“We’re all grateful for \_\_. I feel gratitude when \_\_. I’m thankful when \_\_. I appreciate \_\_. I feel lucky to have \_\_. \_\_ is something I am thankful for. \_\_ gives me a thankful heart.”*

## Sentence Starters:

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| I’m always impressed with ____.      | I admire the way ____.                |
| She/he impresses us with ____.       | One of his/her gifts is ____.         |
| Everybody notices ____.              | Don’t you just love ____.             |
| This classroom star excels at ____.  | You can’t miss his/her ____.          |
| I respect the way ____.              | One look at ____ and you notice ____. |
| I get a kick out of ____.            | I am amazed by ____.                  |
| Everyone comments on ____.           | You can count on him/her for ____.    |
| What would we do without ____?       | We’re grateful for ____.              |
| Have you seen ____?                  | Thank goodness for ____.              |
| I am honored to call ____ my friend. | I’m crazy about ____.                 |



# Put Said to Bed

## Objectives:

- Students will understand that an author uses many different words to mean “SAID” and that these words change the meaning in ways that demonstrate the main character’s feelings.

## Materials:

Index cards with PUT SAID TO BED words

## Procedure:

- 1.) Gather students and have index cards available.
- 2.) Say a silly word for students, for example, “Itsybitsyditsydo.”
- 3.) Then, say it using the inflection from one of the index cards: for example if the card says shouted, then shout the silly word. Add the “tag phrase,” *“Itsybitsyditsydo,” shouted Clara.*
- 4.) Give students a chance to pull a card from the pile and say the silly word in that way as well. Again, restate it using the “tag phrase.”
- 5.) To further reinforce this concept read a number of stories and have students identify the “Put said to bed” words in the story. A wonderful book for this purpose is Crickwing by Jannell Cannon. (See bibliography for publishing information.)
- 6.) **Bonus:** Use “Put Said to Bed” word cards as an exercise in recognizing initial letter sounds. Sort them by sound, arrange the cards on a table and have students attempt to select the “tag word” you say.

