

And the Dish Ran Away with the Spoon

By Janet Stevens and Susan Steven Crummel

(Lesson submitted by Criss Smith, LMS @ Lee Elementary)

Pick and choose the activities that will work with your class. These activities can be used or adapted for other grade levels.

Second grade OK PASS: Reading/Literature standards 3, 5, and 6;
Social Studies standards 1 and 2; **Visual Literacy** standards 1 and 2

Language Arts Connection:

Before reading the story review the following nursery rhymes and folktales that are referred to in *And the Dish Ran Away with the Spoon*.

Nursery Rhymes

Hey Diddle Diddle
Little Boy Blue
Little Bo Peep
4 and 20 Blackbirds
Little Miss Muffet
3 Men in a Tub
London Bridge
Humpty Dumpty
Jack Be Nimble
Three Blind Mice

Folk Tales

Three Little Pigs
Jack and the Beanstalk
Goldilocks and the 3 Bears

1. Ask the class if they've ever wondered where the dish and the spoon run to at the end of "Hey Diddle Diddle?" Let them know they are about to find out. Tell the class to listen for clues about each of the nursery rhymes and folk tales listed above. Read the story.
2. Allow time for children to share their reaction to the story. What did you like best? Why were you laughing out loud? Did you catch any of the puns? (If they don't know what puns are, use this as a teaching opportunity.... "I'll take a stab at it," said the fork.)
3. Post a list of the idioms that are in the story. Explain **idioms**. Have the children take turns interpreting the meaning of each expression:

- Can't you see I'm dog-tired?
- I think I'll hit the hay, too.
- We're in a pickle.
- We're barking up the wrong tree.
- It's dark in this neck of the woods.
- I bet his bark is worse than his bite.
- That was a close shave.
- This is really the end. The final curtain
- I am a jack-of-all-trades.
- When the chips are down, you can count on me.

Social Studies Connection

1. Use the following activity as an introduction to or review of basic map reading skills. Have the students look closely at the map used in the story. You can use an Elmo projector or have multiple print copies of the map page available for children to examine. What features are on this map that are on road maps? (Compass Rose and map legend.)
2. Make up a set of questions that requires the students to use the map key in order to get the answers. The teacher might have 2 or 3 questions ready and then have students make some additional questions. If multiple copies of the map are available, this activity can be done in small groups.
3. Other activities to build on map skills
 - Have the students create a map using story book characters living in the same neighborhood. Include characters like Clifford, Arthur, Amelia Bedelia, Junie B. Jones, Nate the Great, etc. The map should include a compass rose and map legend. The children can write some questions about the map that other children can answer. The students should include an answer key. They could write the question on an index card and the correct answer can be on the back of the card. The map could be part of a learning center or it could be put in the school library as a teaching tool for other children.
 - The teacher can create a learning center using commercially made maps. Make a list of questions and have a self-check so the children will know whether or not the question was answered correctly.

Visual Literacy Connection

Susan Stevens Crummel made the quilt that's used as background for some of the illustrations in this book. The quilt was stitched and then scanned into

the computer. To learn more go to

<http://www.janetstevens.com/studio/UpSpread/contact.html>

- Learn how Janet Stevens used Bart the Dog to build her character of the dog in this story. The web site asks questions of the children, and they will get some insight into the process an illustrator goes through to make illustrations. http://www.janetstevens.com/studio/dogsketch/tour_0.html

If the links above don't work, go to Janet Steven's home page and click on "studio" and scroll through the page to learn how she develops her artistic techniques. www.janetstevens.com

If possible, connect your computer to a projection system so the entire class can benefit from seeing the enlarged images.

Life skills Connection

- **Initiative:** How did Cat show initiative when the Big Bad Wolf wanted to have Dog as his dinner?
- **Problem Solving:** What plan did Cow have for getting everyone back home quickly?
- **Caring:** How did the characters in the nursery rhyme show that they care for one another?
- **Which other life skills are being practiced in this story?**