

## **Reading/Literature:**

### **Literature/Reading**

Read the story, "**Candice and the Beautiful Junk.**"

After you read the story, answer the questions. explain what the story is about, going through the steps of making the puppet doll.

- *What* was Candice Teacher's name?
- Who helped Candice with her project?
- What did her Grandmother tell about the pieces of Quilt?
- What did Candice make?
- What did the other class members make?

#### **TEKS Aligned**

2<sup>nd</sup> grade-10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss the author's purpose for writing text;
- (B) discuss how the use of text structure contributes to the author's purpose;
- (C) discuss the author's use of print and graphic features to achieve specific purposes;
- (D) discuss the use of descriptive, literal, and figurative language;
- (E) identify the use of first or third person in a text; and
- (F) identify and explain the use of repetition.

3<sup>rd</sup>- Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

4<sup>th</sup>- ) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information

## Science/Conservation

### **Conservation-Prevention of wasteful use of a resource.**

You will be working with an area of conservation. You will be using the three R's (**Recycling, Reuse and Reduce.**)

1. Name some **RECYCLABLE** items that you throw away every day.
2. What items did you **REUSE** in your project that would have been thrown away?
3. How did you **REDUCE** your waste by creating something that would have been thrown away?

### TEKS Aligned

#### **3.7C:**

**explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.**

#### **4.7C:**

**identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation.**

## ART/ Papier Mache

You will make a papier-mâché Mixture using the directions in the book, or your own recipe. You can mold, paint and add accessories to your liking. If you decide to create another project, make sure to **REUSE** discarded items.

**Have Fun!**



### TEKS Aligned:

2<sup>nd</sup>-3<sup>rd</sup>- (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed

media, installation art, digital art and media, and photographic imagery using a variety of materials.