

# Smarty Activity

## Reading Strategies

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**Book App: *The Prisoner of Carrot Castle***

**Activity Title: Reading Strategies**

**Approximate Grade Levels: Pre K – 3rd**

**Subject(s): Language Arts: Literacy in  
Health**

### **Discussion Questions with Deeper Thinking**

- **Text-to-Self** –

**When you daydream, your imagination carries you to another place and time where your mind creates a story about something that you want to do.**

**As Aiden pushed his carrots and broccoli from one side of his plate to the other, his thoughts floated to a**

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You may contact me at [Cyndie@CyndieSebourn.com](mailto:Cyndie@CyndieSebourn.com) .

Website: [CyndieSebourn.com](http://CyndieSebourn.com)

**far, faraway place. As his imagination led him into this daydream, he actually began eating his carrots and broccoli.**

**Are there any vegetables that you do not like to eat? What are they? Why should you eat these vegetables?**

**Think about the vegetables that you do not like to eat. Where could your imagination take you so that when your daydream is finished, your vegetables will have been eaten?**

**The next time that you are eating a meal, and there are vegetables on your plate that you don't like to eat, go to this place in your imagination – a place where eating vegetables solves a problem.**

**Some possible story ideas for you to daydream about could be...**

- ✓ **You are on a camping trip at night in the woods and eating these vegetables gives you night vision – the ability to see in the dark. What happens?**
- ✓ **You are at a new school and are worried about making friends. Eating these vegetables would make you very smart and popular so that everyone wants to be your friend. What happens?**
- ✓ **You are at home, and you are bored. There is no one to play with, and you have nothing to do. You discover that eating vegetables will give you Super Human Powers! As you eat your vegetables, what do you begin to do?**

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- **Text-to-Text** –

**This story has a castle as part of its setting. A castle is a large building that looks like a mansion where a king or someone noble lives. It has walls around it to protect it from its enemies.**

**Have you ever read a book or watched a movie that has a castle as part of its setting?**

**What was the title of the book or movie? Who were the characters? What happened?**

**Describe how this castle looked.**

**What lesson did you learn from this story or movie?**

- **Text-to-World** –

**The country of England has received a lot of publicity recently because of Prince William and Kate's new royal baby: George.**

**The country of England is also known for having many castles. Using books from your school library or with help from an adult using the internet, choose a castle in England or another country and with the adult's help, read about it. Find a picture of this castle and also read about its history: Who lived there? What happened in this castle? How old is this castle?**

**Some possible castles that you could read about are...**

- ✓ **Leeds Castle**
- ✓ **Tower of London**
- ✓ **Hampton Court**

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**Would you like to create a story about this castle? Using what you have learned about the castle, create characters and a plot regarding something that you imagine could have possibly happened at this castle.**

**Include drawings or illustrations of the castle and its characters.**

**For example, your story could begin like this...**

***Once upon a time in the country of England lived a charming king who had many wives. He lived in a castle named...***

- **Author's Purpose -**

**The author often has a purpose or reason for writing the story.**

**What do you think the purpose of this author is for writing *The Prisoner of Carrot Castle*?**

**What is she trying to teach you about eating vegetables?**

**Instead of just telling you, "You should eat your vegetables," she created a fun story. How is this story fun and yet it still teaches you the importance of eating your vegetables?**

- **Inference -**

**Look closely at the page where Aiden is hiding in the broccoli tree, trying to reach the balcony.**

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**On the balcony is a TELESCOPE. A telescope is an instrument that makes faraway objects appear to be really close.**

**Imagine that when Aiden reaches the balcony that he stops for a minute and peers through the lens of the telescope. Imagine he sees other vegetables that are not mentioned in this story.**

**What vegetables could he possibly be seeing? Describe these vegetables. Have you ever eaten them? Why are these vegetables healthy for you to eat?**

- **Repetition –**

**Repetition is when an author repeats a word several times. The author uses repetition to show that this word is important in the story.**

**On one page of the story, it reads...**

***He heaved a big sigh and began to chew on the carrot wall making the hole bigger...and BIGGER...and BIGGER...and BIGGER!***

**Why do you think the word “bigger” might be important to what is about to happen in the story?**

**There is another page in this story where the author repeats a word (repetition) to emphasize it or show that it is important.**

**Can you find it?**

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**Why do you think that the author thought it was important?**

- **Visualizing –**

**In the story, “He (Aiden) held onto his fork, wishing it might take him home.”**

**What would you wish for if you could wish upon a star?**

**Would it be something that could help others or help you?**

**What could you hold in your hands as you make this wish that would symbolize or represent what you are wishing for?**

**Hold your symbolic object that represents what you would wish for, close your eyes, and make your wish!**

**What did you wish for? How is this wish for something good that will help you or others?**

**Now close your eyes again. Visualize you or the other person being granted this wish. How does it make you feel?**

**Write a sentence that shows how you feel. Did you begin the sentence with a capital letter? Did you remember your end punctuation? Did you spell your words correctly?**

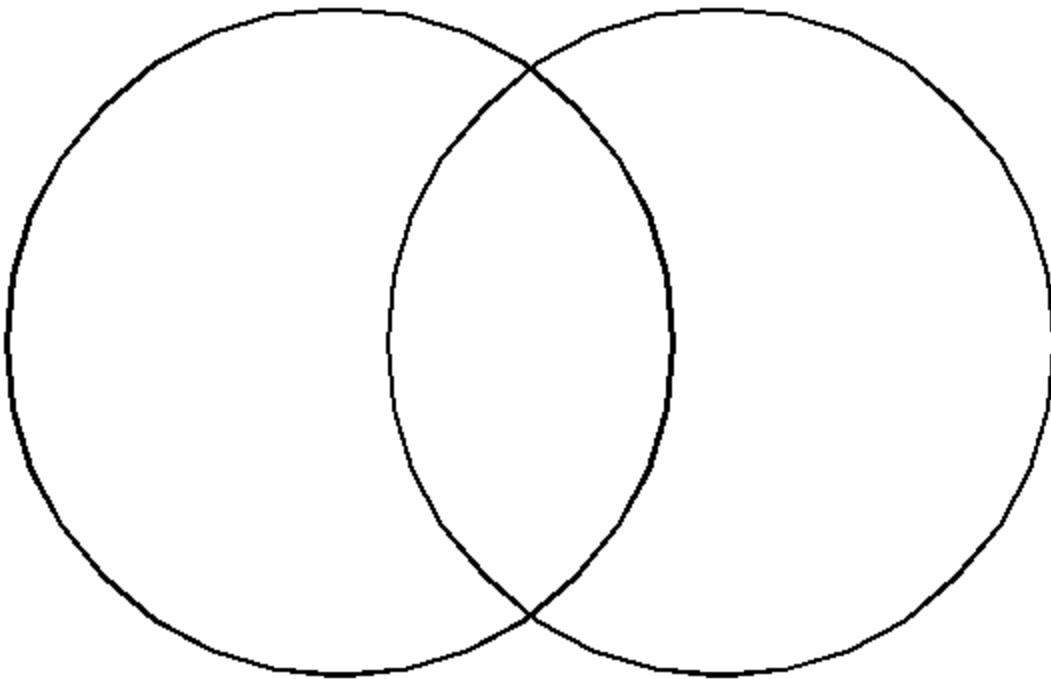
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- **Venn Diagram** –

**Draw two large intersecting circles on a white board. Label the circle on the left CARROT and the circle on the right BROCCOLI. List the similarities between carrots and broccoli in the middle where the circles intersect. List how carrots are different on the left side and list how broccoli is different on the right side.**



- **Idiom** –

**Sometimes we say things that we do not really mean. For example, if you have eaten a big meal and ask for more food but cannot finish what is on your plate, you might say, “My eyes are bigger than my stomach!”**

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**You do not really mean that your eyes are bigger than your stomach. This is an idiom: something that you say that you do not literally mean.**

**In the story, it reads...**

***He must walk the plank, yelled the king,  
motioning to the guards.***

**A “plank” is a piece of wood. “Walk the plank” is an idiom that we often say that means this person will suffer punishment. It does not mean that they will literally walk on a piece of wood.**

**Can you think of other idioms that you say but do not literally mean? What does each of your idioms really mean?**

- **Moral –**

**The moral or lesson that everyone can learn from this story is...**

***...If you eat a castle thinking it's a carrot,  
A fine kingdom you will inherit.***

**Sometimes you receive good things when you are not expecting them. What good thing do you inherit or receive when you eat carrots?**

**This moral contains an approximate rhyme – where the ending words of each line “almost” rhyme.**

**What is the ending word of each line?**

**Can you explain why they almost but do not totally rhyme?**

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- **A Coat of Arms is a shield that contains pictures that represent something about you or your family. Using a shield similar to the one below, draw pictures of the following vegetables to make a family coat of arms.**

- ✓ **A vegetable that your parent loves**
- ✓ **A vegetable that a sibling loves**
- ✓ **A vegetable that your teacher loves**
- ✓ **A vegetable that a friend loves**
- ✓ **A vegetable that you love**
- ✓ **A vegetable that you've never tried**

**Share your coat of arms with your class and family, explaining why you chose each vegetable.**

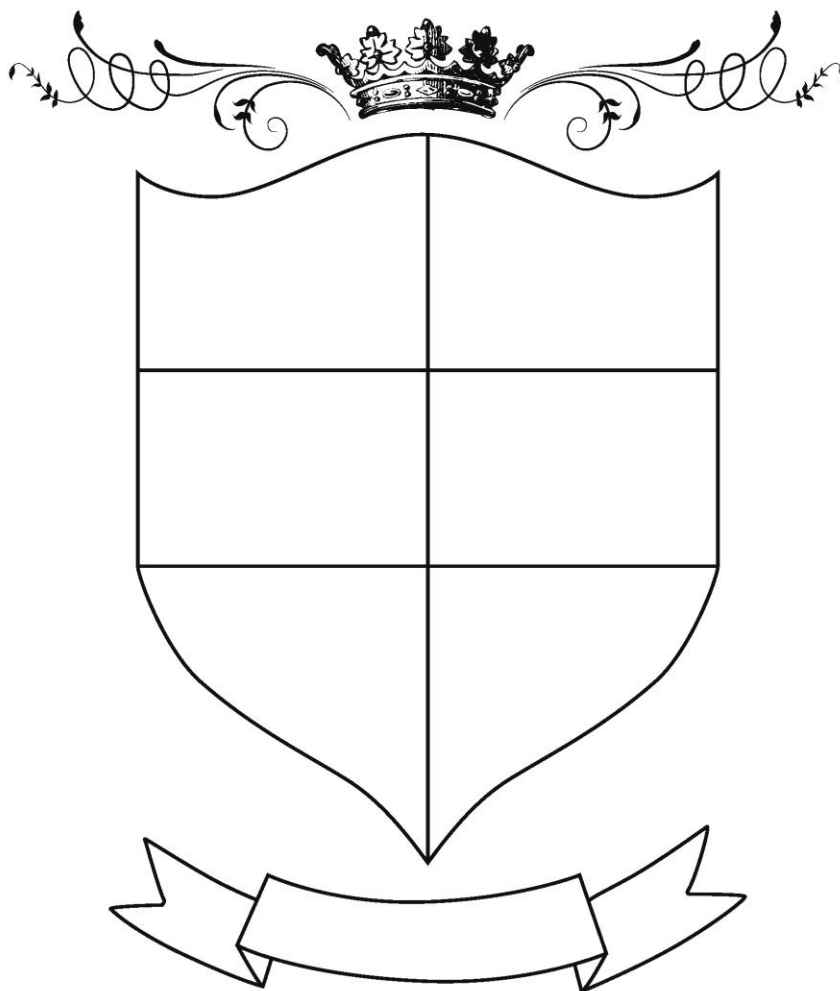
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## PERSONAL COAT OF ARMS

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**<http://www.slowfamilyonline.com/tag/appreciation/>**

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### **Common Core Anchor Standards:**

- **Reading: 1,2,3,4,7,10**
- **Writing: 2,3,7,8,9**
- **Speaking and Listening: 2,4,5**
- **Language: 1,2,5**

### **Bloom's Taxonomy:**

- **Remembering: Tell, List, Describe, Locate, Write, Draw**
- **Understanding: Explain, Compare, Visualize, Find out more information**
- **Applying: Show, Choose, Make, Examine**
- **Analyzing: Compare/Contrast, Investigate, Identify**
- **Evaluating: Select, Choose, Decide, Discuss**
- **Creating: Create, Plan, Design, Imagine**

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