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Title of Program	Activities	New York State Standard Addressed				NYS Standard Goal	NYS Standard Goal	BAC Goal	Teaching Artist's Goal
		Information and Understanding	Literary Response and Expression	Critical Analysis and Evaluation	Social Interaction	Listening and Reading	Speaking and Writing		
<b>Grade 2: Book Arts: All About Me, a Short Novel</b>	<p>Students are introduced to idea of autobiography.</p> <ul style="list-style-type: none"> <li>Students are given age-appropriate autobiographies to read (for instance books where all that is required is to fill in the blanks; or the 6 word memoir, recently published).</li> <li>Students are introduced to grammar/ book concepts including sentence and story construction (maps, diagrams and other visual aids may be used).</li> <li>Ask students to create an autobiography-- suggest theme (A Day in the Life, My Favorite Things, All About My Dog, etc.)</li> <li>Have students create an outline of the story.</li> <li>Ask students to compose text.</li> </ul>	x				<p>Students: 1. Gather and interpret information from books and from such forms as charts, graphs and diagrams.</p> <p>2. Ask specific questions to clarify and extend meaning.</p>	<p>Students: 1. Present information clearly in written form.</p> <p>2. Use traditional structures to convey information such as chronological order, similarity and difference, etc.</p> <p>3. Become familiar with the writing process, including pre-writing, drafting, revising and proofreading.</p>	<p>Students: 1. Increase their exposure to the literary arts.</p> <p>2. Increase their participation in the literary arts.</p> <p>3. Expand their verbal communication skills.</p> <p>4. Practice their critical thinking and problem solving skills.</p>	<p>Students: 1. See how making books can be fun.</p> <p>2. Become less intimidated by books.</p>
	<p>Students practice their ability to absorb information from reading material.</p> <ul style="list-style-type: none"> <li>Have students exchange their stories with one another.</li> <li>Ask students to write a book report on each other's literary works.</li> </ul>		x			<p>Students: 1. Understand the literary elements of setting, character, plot, theme and point of view.</p> <p>2. Draw on personal experiences to understand the text.</p>	<p>Students: 1. Present personal responses to literature that make reference to the plot, characters, ideas and vocabulary and text structure.</p> <p>2. Explain the meaning of literary works with some attention to meanings beyond the literal level.</p>	<p>Students: 1. Increase their exposure to the literary arts.</p> <p>2. Increase their attitudes and participation in the literary arts.</p> <p>3. Expand their verbal communication skills.</p> <p>4. Practice their critical thinking and problem solving skills.</p>	<p>Students: 1. Learn how writing can be both creative and critical.</p> <p>2. Practice sharing their ideas with others.</p>
	<p>Students learn how tone and setting can alter the reader's experience.</p> <ul style="list-style-type: none"> <li>Students read several versions of the same (autobiographical) story-- one is comic, one tragic, etc.</li> <li>Students discuss how the author's strategic decisions changed the overall effect of the story.</li> </ul>			x		<p>Students: 1. Read and form opinions about literary texts and presentations.</p>	<p>Students: 1. Express opinions about books (written works), supporting their opinions with some evidence.</p> <p>2. Present arguments for certain viewpoints.</p>	<p>Students: 1. Increase their exposure to the literary arts.</p> <p>2. Increase their attitudes and participation in the literary arts.</p> <p>3. Expand their verbal communication skills.</p> <p>4. Practice their critical thinking and problem solving skills.</p>	<p>Students: 1. Become more comfortable participating in a classroom discussion.</p>
	<p>Students learn to communication with their peers.</p> <ul style="list-style-type: none"> <li>Students gather around and present the book reports they composed about one another's autobiographies.</li> <li>Students read "endorsements"-- eg book flap reviews-- of written works.</li> <li>Students compose book flap copy for one another's book (ask them to focus on positive).</li> </ul>				x	<p>Students: 1. Practice listening and recognizing when it is appropriate for them to speak.</p> <p>2. Recognize behavior that is acceptable for a presentation to their peers.</p>	<p>Students: 1. Learn to adjust their vocabulary and style when they are writing praise of one another's work.</p>	<p>Students: 1. Increase their exposure to the literary arts.</p> <p>2. Increase their attitudes and participation in the literary arts.</p> <p>3. Expand their verbal communication skills.</p> <p>4. Practice their critical thinking and problem solving skills.</p>	<p>Students: 1. Learn how to give and receive constructive criticism to/ from one another.</p>