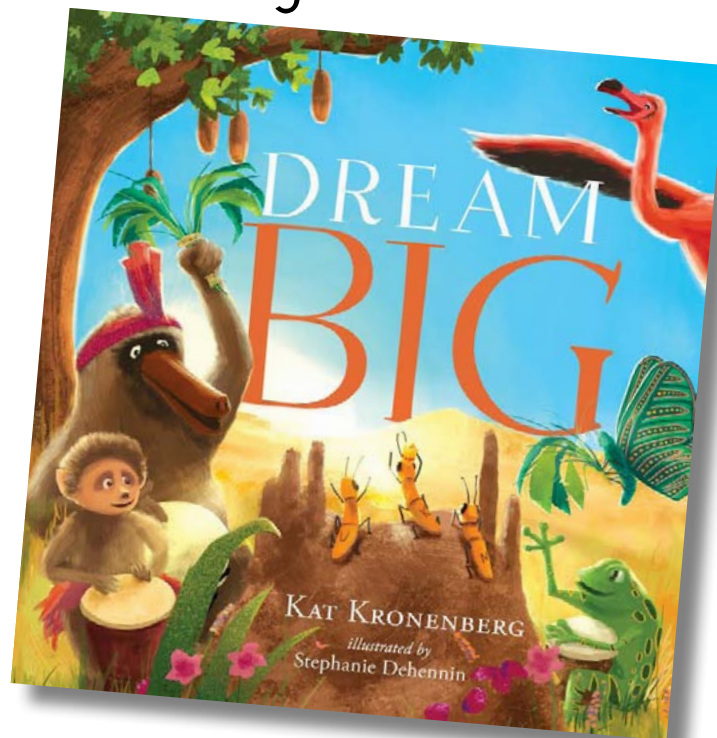


A Common Core State Standards, Next Generation  
Science, and TEKS Aligned

# DISCUSSION & PROJECT GUIDE



for grades K-2



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# THE SAVANNA

*Long ago in the wilds of East Africa, when the savannas were new and the animals just got their names, a mean moody Baboon discovered one of Life's Most Powerful Secrets.*

- Shhh -



## DISCUSS:

- \* Consider what the phrases "Long ago," and "when the savannas were new" reveal about when and where this story takes place.
- \* If the story takes place when "animals just got their names", then consider how original and new the animals' experiences would be.
- \* Define the words "mean" and "moody". If Baboon is described as being mean and moody, predict what his character will be like.
- \* Tell what you know about secrets. Explain what a "powerful" secret means to you.



## EXPLORE - THE SAVANNA:

Objective: To explore the setting of the story through a study of the biomes of Africa.

### Materials:

- \* DREAM BIG
- \* The Biomes of Africa Master Map (Guide, pg. 4)
- \* The Biomes of Africa Outline Map (Guide, pg. 5)
- \* Markers or colored pencils

### Procedure:

- \* Print the Biomes of Africa Master Map and the Biomes of Africa Outline Map.
- \* Observe the colored regions depicted on the Biomes of Africa Master Map. Explain that these regions represent areas that have special climates and climate, plants, and animals. Explain that these regions are known as "biomes." The story DREAM BIG takes place on a biome known as the savanna.
- \* Use the Biomes of Africa Master Map as a guide to color the Biomes of Africa Outline Map, identifying the biomes featured there. Talk about the climates, plants, and animals that exist in the various biomes.
- \* Using the Biomes of Africa Master Map as a guide, label the Compass Rose with the correct directional terms.
- \* Discover where the savanna of East Africa is located. Discuss why and how this certain biome located in its particular place in Africa is important to the story. Explore how the climate, plants, and animals of the savanna contribute to the over all plot and theme of DREAM BIG.

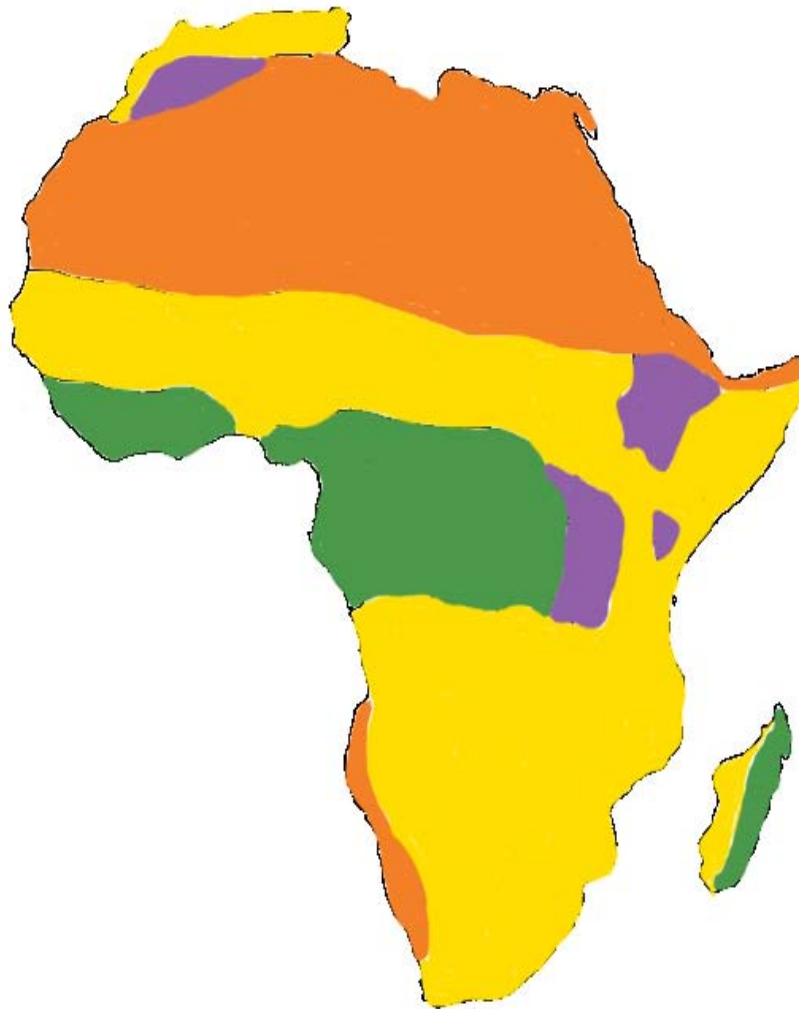


DREAM BIG

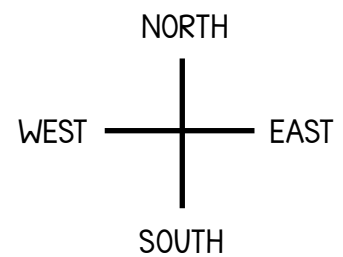
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## THE BIOMES OF AFRICA MASTER MAP



Compass Rose



-  Desert - dry, sandy, hot, few plants survive here
-  Mountians - huge, steep sides, cooler temperatures at higher elevations
-  Tropical Forests - hot, humid, rainy, lush vegetation
-  Savanna - flat, dry tropical grassland,



DREAM BIG

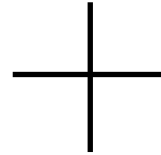
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## THE BIOMES OF AFRICA OUTLINE MAP



*Compass Rose*



-  Desert - dry, sandy, hot, few plants survive here
-  Mountains - huge, steep sides, cooler temperatures at higher elevations
-  Tropical Forests - hot, humid, rainy, lush vegetation
-  Savanna - flat, dry tropical grassland,



DREAM BIG

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## METAMORPHOSIS - CATERPILLAR

*It all began one starry night when Baboon noticed  
Caterpillar look up at her twinkling star and make a wish,  
"Oh, I wish I could be like Bird and fly."*



### DISCUSS:

- \* Explain what the line "her twinkling star" suggests. Is it possible for Caterpillar to have a star of her own in the sky? How so?
- \* If Caterpillar is able to wish upon an star and have her dreams come true, could the same experience be true for others? For you? Explain your answer.
- \* Consider why it is important that Baboon noticed Caterpillar making her wish. Discuss the affect Caterpillar's wish has upon Baboon.
- \* Discuss how Caterpillar's unlikely wish to fly is an example of dreaming big.



### EXPLORE - CATERPILLAR'S METAMORPHOSIS:

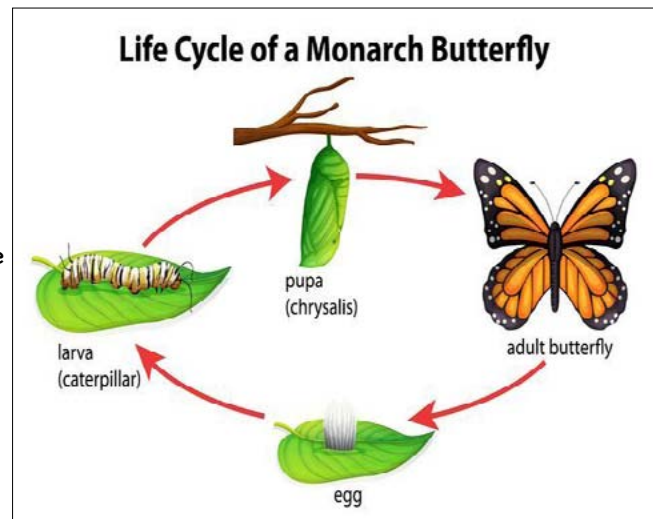
Objective: To study the life cycle of a butterfly.

#### Materials:

- \* DREAM BIG
- \* The Life Cycle of the Butterfly Graphic Organizer (Guide, pg. 7)
- \* Reference materials
- \* Markers or colored pencils

#### Procedure:

- \* Print the Life Cycle of the Butterfly Graphic Organizer.
- \* Discuss the butterfly's process of metamorphosis - its transformation from an egg, to caterpillar, then to pupa, and finally the butterfly. Use reference materials to study the butterfly life cycle in depth.
- \* Using the Life Cycle of the Butterfly Graphic Organizer, instruct students to draw the butterfly at the different stages of the life cycle in the corresponding labeled frames and to write a sentence describing each stage.
- \* Encourage students to share their work with the class.







BUTTERFLY:

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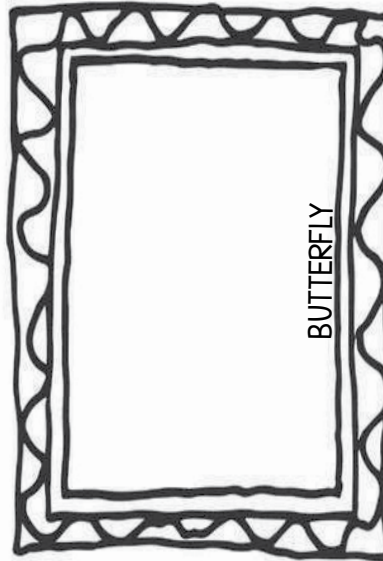
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BUTTERFLY

PUPA:




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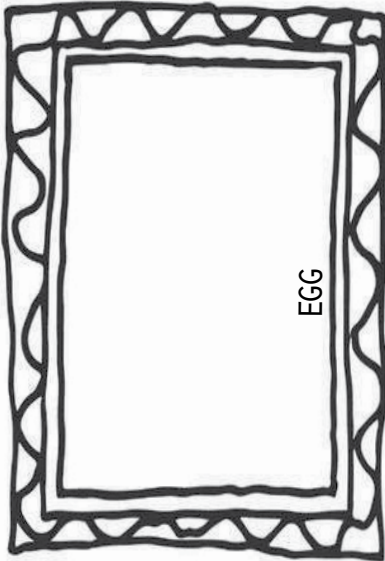
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EGG



EGG:

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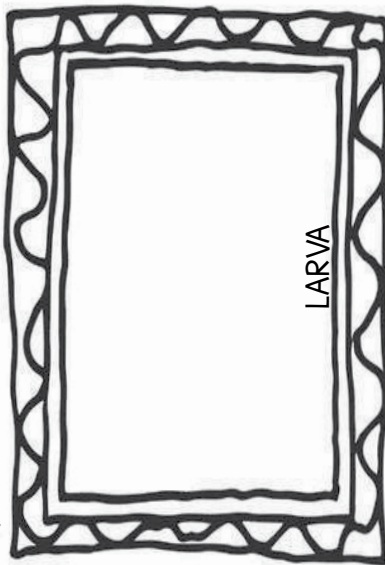


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# METAMORPHOSIS - THE LIFE CYCLE OF THE BUTTERFLY



LARVA



LARVA:

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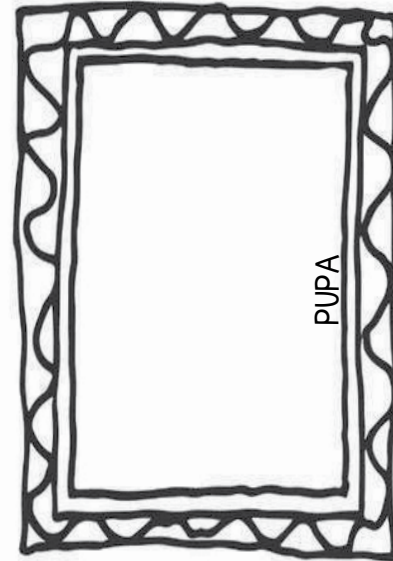
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PUPA



## METAMORPHOSIS - TADPOLE

*Time passed.  
Tadpole turned, swam to the surface.  
Looked up.  
Smiled big and  
Clap, clap, clapped, "But I can! I believe. . ."*



### DISCUSS:

- \* Identify the reasons why Tadpole is determined to be able to dance one day.
- \* Explain why Baboon is resistant to believe that Tadpole can achieve his dream.
- \* Define the word *courage*. Tell how Tadpole showed courage by clapping and stating that he believed in himself.
- \* The word *faith* means hope, truth, and belief. Discuss how Tadpole demonstrated faith in himself and in the goodness of others.
- \* Discuss how dreaming big requires hope, truth and belief. Explain how it takes courage to risk dreaming big, like Tadpole did.



### EXPLORE - TADPOLE'S METAMORPHOSIS:

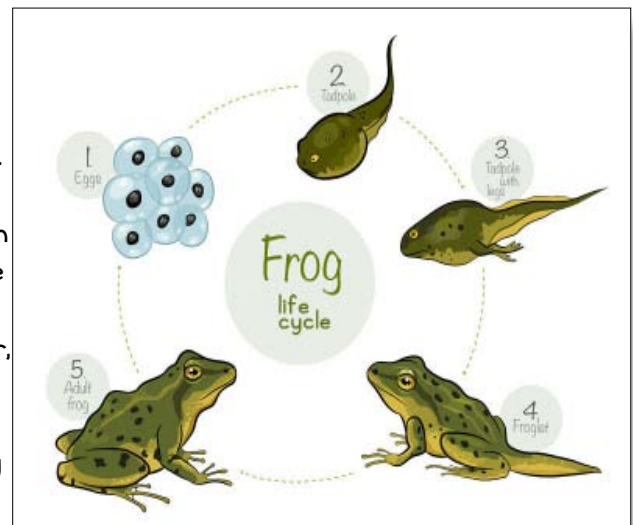
Objective: To study the life cycle of a frog.

#### Materials:

- \* DREAM BIG
- \* The Life Cycle of the Frog Graphic Organizer (Guide, pg. 9)
- \* Reference materials
- \* Markers or colored pencils

#### Procedure:

- \* Print the Life Cycle of the Frog Graphic Organizer.
- \* Discuss the frog's process of metamorphosis - the transformation from an egg, to tadpole, then to froglet, and finally the adult frog. Use reference materials to study the frog life cycle in depth.
- \* Using the Life Cycle of the Frog Graphic Organizer, instruct students to draw the frog at the different stages of the life cycle in the corresponding labeled frames and to write a sentence describing each stage.
- \* Encourage students to share their work with the class.







FROG:

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EGGS:

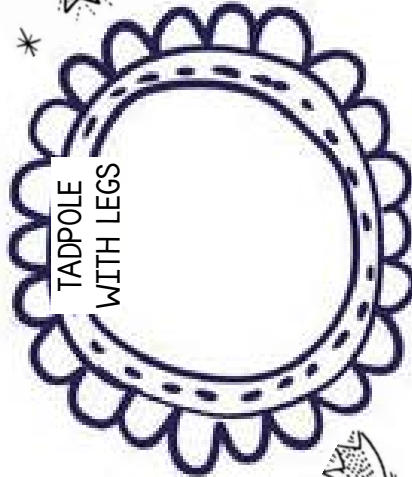
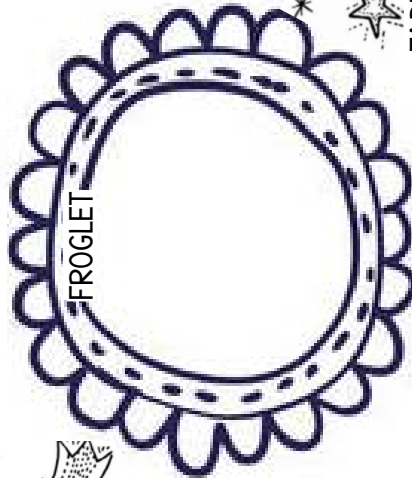
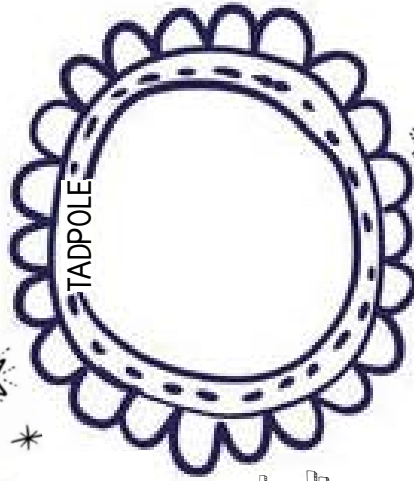
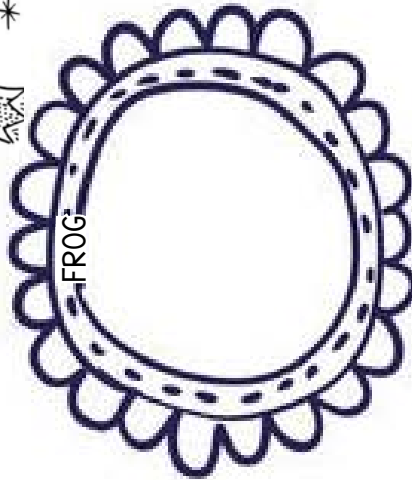
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# METAMORPHOSIS - THE LIFE CYCLE OF THE FROG



TADPOLE:

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FROGLET:

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TADPOLE  
WITH LEGS:

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## LIGHT YOUR STARDUST

*"Now pound your drum  
Shake. Dream. Jive.  
Light your stardust  
You will thrive!"*



### DISCUSS:

- \* Discuss the source and purpose of stardust. Where does it come from? What is it made from?
- \* If stardust is truly dust that comes from stars, is it a magical and powerful substance? Explain your answer.
- \* Describe the affect dreaming big had on Baboon. Identify the point in the story where Baboon decided that he wanted to change his way of being.
- \* Discuss how Baboon's character changed throughout the course of the story - transformed from being mean and moody to caring and concerned. Explain how this character change came about.
- \* Tell how Baboon demonstrated courage and faith by dreaming big.
- \* If Baboon's discovery that we are all made of stardust is true, does this mean that there is a magical and powerful substance within us all? How so?



### EXPLORE - STARDUST:

Objective: To write a creative piece exploring the magical potential of stardust.

### Materials:

- \* DREAM BIG
- \* Light Your Stardust Writing Sheet (Guide, pg. 10)
- \* Pencil
- \* Markers

### Procedure:

- \* Print the Light Your Stardust Writing Sheet.
- \* Instruct students to write and illustrate a short informational piece defining the power of stardust. Have the students clarify the IGNITE and INVITE process. Direct them to explain how the power of CATCH-M is beneficial to all living beings.
- \* Encourage students to share their work with the class.



DREAM BIG

Written by Kat Kronenberg [www.katkronenberg.com](http://www.katkronenberg.com) Guide by Debbie Gonzales [www.debbiegonzales.com](http://www.debbiegonzales.com)





## LIGHT YOUR STARDUST



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# DREAM BIG WORD SEARCH

I A  
 L F  
 E U L I  
 U V E Q  
 L G B E D A  
 T K O I I R  
 W J S I U E E D W L R G L E L U Z Z X O  
 D A Q T K X C G R I Y F D E A H J L V P  
 H B K A E E N A A N E D Z B M H R E  
 T A O R T T A R L K T S M M X L  
 I B I D I I D U L L I C H O  
 A O Q U N V C O I E M P  
 R Z F O O S G N U C P D R V  
 K G Q G N A T I I N A R I E  
 Q Q P N Y L F R E T T U B E V T  
 Q D I P A Z T E X G L N T Y  
 T B M Z P A E N D V U P A J  
 Z A H H T T I P G C  
 K L G J G K I M  
 F M N G

STARDUST  
 BELIEVE  
 BABOON  
 TADPOLE  
 TERMITE  
 INVITE

DREAM  
 FAITH  
 BUTTERFLY  
 FROG  
 TWINKLE  
 DANCE

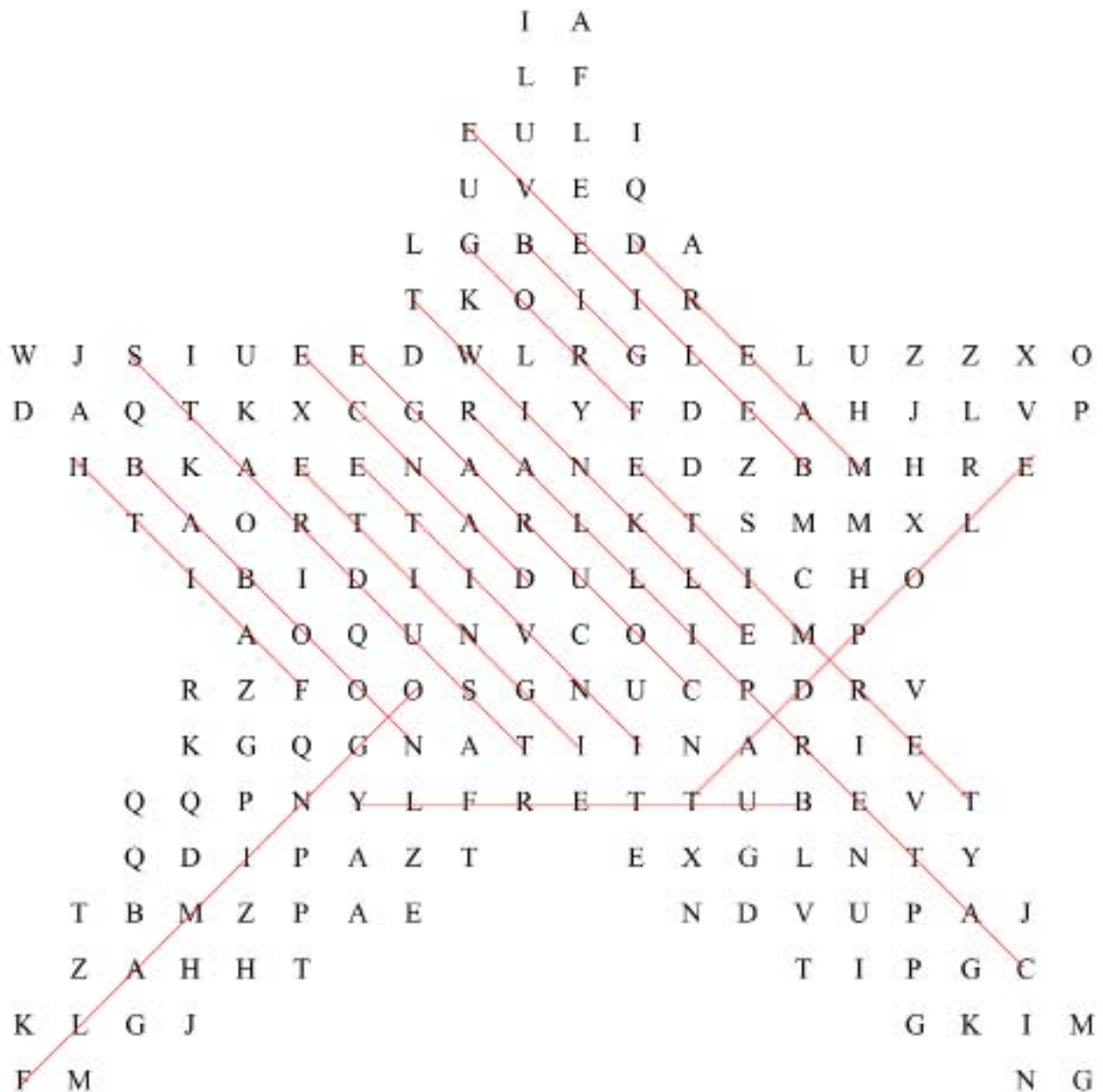
BIG  
 COURAGE  
 CATERPILLAR  
 FLAMINGO  
 IGNITE



DREAM BIG



# DREAM BIG WORD SEARCH ANSWERS



STARDUST  
BELIEVE  
BABOON  
TADPOLE  
TERMITE  
INVITE

DREAM  
FAITH  
BUTTERFLY  
FROG  
TWINKLE  
DANCE

BIG  
COURAGE  
CATERPILLAR  
FLAMINGO  
IGNITE



DREAM BIG



# ACADEMIC STANDARDS ALIGNMENT

## COMMON CORE STATE STANDARDS:

### English Language Arts Standards » Reading: Literature

		Discussion Questions	The Savanna	Metamorphosis	Light Your Standust	Word Search
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●	
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●		●	●	
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.					●
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●	●	●	●	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●		●	●	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●	●	●	●	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	●		●	●	
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●		●	●	
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●	●

### English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			●	●	
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	●		●	●	
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	●		●	●	
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			●	●	
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	●		●	●	
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	●		●	●	
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			●	●	
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	●		●	●	
CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	●		●	●	
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	●		●	●	



English Language Arts Standards » Speaking & Listening		Discussion Questions	The Savanna	Metamorphosis	Light Your Standout	Word Search
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	●	
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●	●	
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			●	●	
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●	●	●	
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●	●	
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			●	●	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●	
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	●	●	●	●	
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			●	●	



## TEKS:

		Discussion Questions	The Savanna	Metamorphosis	Light Your Stardust	Word Search
<b>110.11. English Language Arts and Reading, Kindergarten</b>						
110.11.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.			•	•	•
110.11.b.3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.			•	•	•
110.11.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	•	•			
110.11.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.		•	•		•
110.11.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	•	•	•		
110.11.b.14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.				•	
110.11.b.21	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	•				
110.11.b.22	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	•				
110.11.b.23	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	•	•	•	•	•
<b>110.12. English Language Arts and Reading, Grade 1</b>						
110.12.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.			•	•	•
110.12.b.3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.			•	•	•
110.12.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	•	•			
110.12.b.5	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	•				
110.12.b.6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		•	•		•
110.12.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	•				
110.12.b.21	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.			•	•	
110.12.b.22	Oral and Written Conventions/Spelling. Students spell correctly.			•	•	•
110.12.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	•	•	•	•	•



		Discussion Questions	The Savanna	Metamorphosis	Light Your Stardust	Word Search
<b>110.13. English Language Arts and Reading, Grade 2</b>						
110.13.b.1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.				•	•
110.13.b.3	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.	•	•	•	•	
110.13.b.4	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	•				
110.13.b.5	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	•	•	•	•	
110.13.b.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.			•	•	
110.13.b.24	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.			•		
110.13.b.28	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings.	•	•	•	•	•

## NEXT GENERATION SCIENCE STANDARDS

		Discussion Questions	The Savanna	Metamorphosis	Light Your Stardust	Word Search
<b>1-LS3 Heredity: Inheritance and Variation of Traits</b>						
<b>Science and Engineering Practices</b>						
<i>Constructing Explanations and Designing Solutions</i>						
	Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.			•		
<b>Disciplinary Core Ideas</b>						
<i>LS3.B: Variation of Traits</i>						
	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)			•		
<b>Crosscutting Concepts</b>						
<i>Patterns</i>						
	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)			•		

