

# The Hidden Feast: A Folktale from the American South

By Mitch Weiss & Martha Hamilton

Illustrated by Don Tate

### **Outcome:**

The students will learn about verbs and demonstrate their understanding by identifying action words in the story.

### **Materials:**

- “Animal Family Names” worksheet
- “Similes” worksheet
- “ABC Order” worksheet

### **About the Book:**

#### Guided Reading:

L

#### Lexile Level:

620L

#### Character Traits:

Caring

Fairness

Sharing

#### Region:

USA

#### ISBN:

978-0-8748-3758-2

### **Instructional Plan**

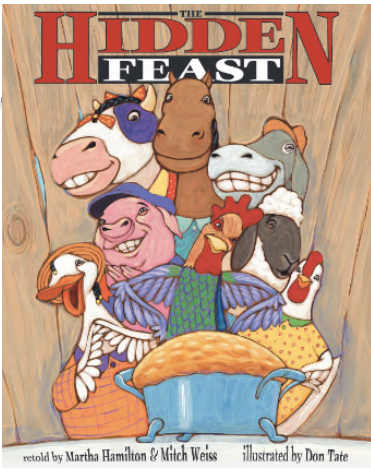
#### Introduction

#### Directions:

- Tell students they will learn about action words. A verb is an action word. It describes what someone is doing. You cannot have a sentence without a verb. A sentence can be just one word, such as **stop** or **go** as long as that word is a verb.
- Make a list of action words that animals do. Record the list on the board.

#### Teacher Reads the Story

- Ask students to raise their hands when they hear action words in the story.



## The Hidden Feast

Second Grade

### **Common Core**

#### **Standards:**

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

CCSS.ELA-LITERACY.RL.2.2

Recount stories and determine their lesson or moral

### **Questions for Assessing Students' Comprehension:**

- Tell me some of the action words that were used to show how the animals went to the party.
- What activities did the animals do at the party?
- How did the animals know it was time to eat?
- How was the table set?
- What were some of the polite comments the animals said when they saw the corn bread?
- Name the foods hidden in the corn bread.
- What did the goat say about the meal when they returned home?

### **Questions About Interpretation:**

- How do you know the animals were excited about the party?
- Why did the animals think it was going to be a great feast?
- What was the weather like? (Use clues from illustrations)
- What is Hambone? (A sequence of quick hand movements including slapping your knees and clapping your hands. Teacher demonstrates and children imitate different patterns, starting slowing and increasing the pace as children catch on.)
- Did the animals on the next farm work hard to plan the party?
- Why does Rooster scratch the ground when he finds bits of food?

### **Follow Up Activities:**

#### **Story Rewrite**

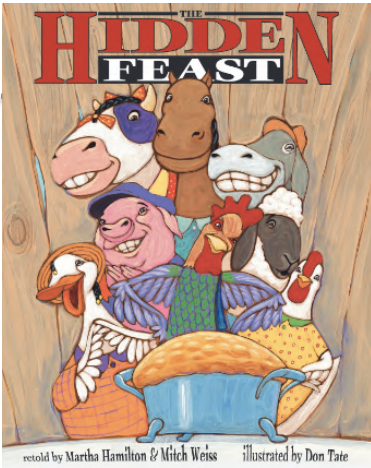
##### **Directions:**

- Children take familiar stories and rewrite them by changing the verbs. (Ex: *The Three Little Bears*, *Little Red Riding Hood*, etc.)

#### **Simon Says**

##### **Directions:**

- Teacher leads a game of *Simon Says* using a class-generated list of animal action words.



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### Follow Up Activities:

#### “Animal Family Names” Worksheet

##### Directions:

- Students cut out the names and headings from the worksheet and lay them out on their desks.
- Place headings at the top (Animal, Mother, Father, Baby).
- Students first complete the column of animal names. Then they find the corresponding name of the mother, father and baby. Place them in the correct row.

#### “Similes” Worksheet

##### Directions:

- Teacher explains, when students create a poem or student, they want to create a picture in the reader’s mind. This is called imagery. Students can use similes to compare a word to something you already know about, such as, *fresh as a daisy, green as grass, or good as gold.*”
- Explain these similes and hand out the worksheet.
- Teach can explore similes as a group activity or have children write their responses independently, and share the responses as a group.
- Teacher asks children to make their own similes using current classroom vocabulary words as appropriate.

#### ABC Order Worksheet

##### Directions:

- Teacher presents children with worksheet and asks them to put the words written on the eggs in the nest in the big egg in alphabetical order.

### **Common Core**

#### **Standards:**

CCSS.ELA-

LITERACY.L.2.2.D

Generalize learned spelling patterns

CCSS.ELA-

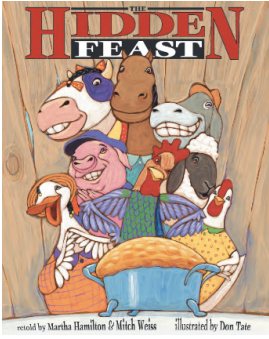
LITERACY.L.2.5

Demonstrate understanding of word relationships

CCSS.ELA-

LITERACY.L.2.5.A

Identify real-life connections between words and their use



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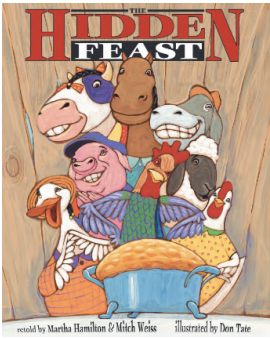
Second Grade

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## Animal Family Names

<b>Animal</b>	<b>Mother</b>	<b>Father</b>	<b>Baby</b>
Horse	Mare	Stallion	Colt/Foal/Filly
Cow	Cow	Bull	Calf
Chicken	Hen	Rooster	Chick
Deer	Doe	Buck	Fawn
Pig	Sow	Boar	Piglet
Goat	Nanny	Billy	Kid
Rabbit	Doe	Buck	Bunny/Kit
Duck	Duck	Drake	Duckling
Bear	Sow	Boar	Cub



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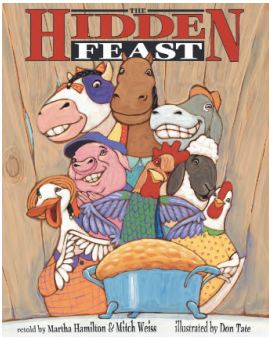
Second Grade

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## Animal Family Names

<b>Animal</b>	<b>Mother</b>	<b>Father</b>	<b>Baby</b>
Turkey	Hen	Gobbler	Chick
Cat	Puss/Tabby	Tom	Kitten
Dog	Damn	Sire	Puppy
Buffalo	Cow	Bull	Calf
Sheep	Ewe	Ram	Lamb
Lion	Lioness	Lion	Cub
Elk	Cow	Bull	Calf
Goose	Goose	Gander	Gosling
Kangaroo	Doe	Buck	Joey
Whale	Cow	Bull	Calf
Seal	Cow	Bull	Pup



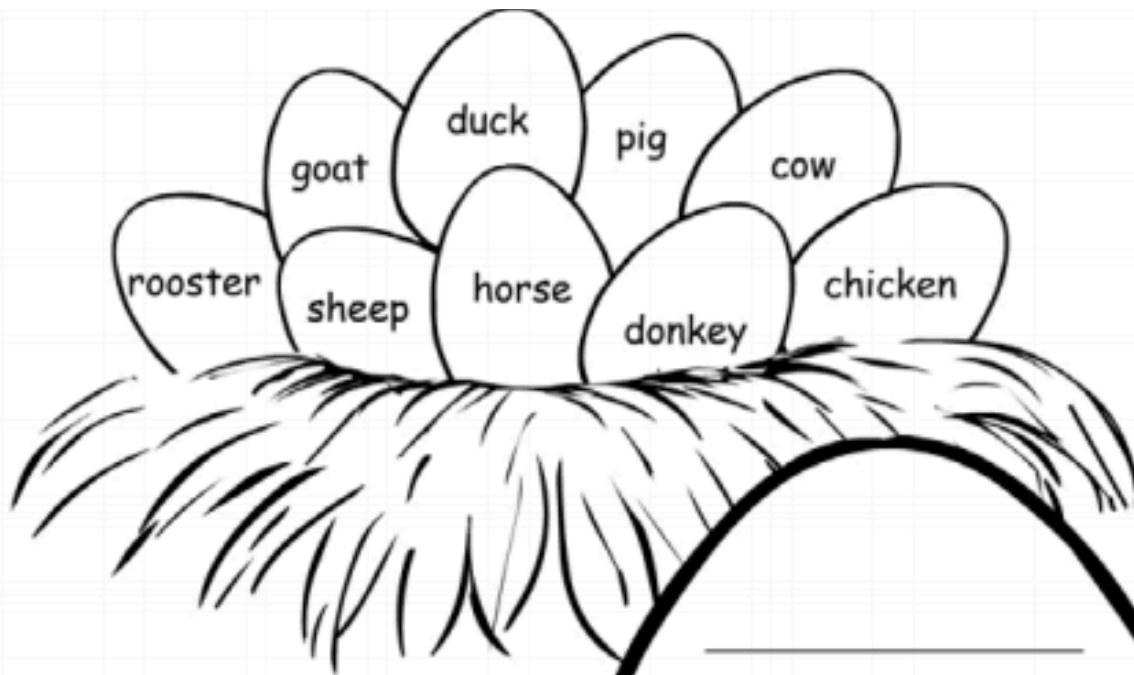
# The Hidden Feast

Second Grade

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## ABC Order



Put the animal names in alphabetical order on the large egg with the lines.