



## Standards

K	RL.K.3 RL.K.5 RL.K.7	CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
1st Grade	RL.1.2 RL.1.3 RL.1.5	CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
2nd Grade	RL.2.3 RL.2.7	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	

# Kindergarten- Book 1: Land of Lots

## Teacher Script for RL.K.3

**Before reading:** Let's take a look at the cover. What do you notice? (accept answers concerning space, colors, the sky, and shadows of animal characters) establish outer space as the setting of the book.

**During reading:** How do we know that Lovelot is the main character? (accept answers concerning she is on every page in the story)

**After reading:** BME (Beginning, Middle, End)

What happened to LoveLot in the beginning. What did she do in the middle and end of the story?

**Beginning:** Lovelot lands in Land of Lots in a spaceship

**Middle:** She meets all of the Oomlots and gets to know them

- Loves Cubby because he loves to hug lots
- Loves Rory because he likes to be loud and play music lots
- Loves Paige because she loves to read lots
- Loves Foggy because he loves to daydream lots
- Loves Peggy because she loves to cook lots
- Loves Bucky because he loves to build lots (he's a beaver so he builds dams with wood)
- Loves Rainy because she loves to garden lots
- Loves Gill because he loves to talk lots
- Loves Janie because she loves to explore lots
- Loves Penny because she loves to knit lots
- Loves Dewey because he loves to help his friends lots
- Loves Rudy because he loves to laugh lots

**End:** The Oomlots welcome her to their home by making her a house.

## Teacher Script for RL.K.5

**Before:** As we are reading the story, pay attention to the illustrations. Illustrations are the pictures in the book. Do the illustrations look real or fake? Illicit examples. (Show book cover and first page) Can we find a spaceship where we live? Do we see spaceships on our way to school? Can we travel through space?

**During:** On page 4 it says “till she came upon a strange and magical place” Which word tells us that this is a story from the author’s imagination? Review a fiction text as fake (students should recognize and say the word **magical**)

**After reading:** Review of illustrations that are examples of a fictional text. Show a page from the book, have students give an example of what they know are fake elements (Oomlots are taking animals, they are doing things humans do such as cooking, knitting and playing instruments)

### **Teacher Script for RL.K.7**

How do the illustrations match what the characters are feeling?

Pages 13 and 14- How do you think Lovelot felt meeting the Oomlots for the first time? How do you think the Oomlots felt meeting Lovelot for the first time? (Lovelot probably felt nervous and the Oomlots probably felt scared because there was an outsider in their environment) The faces of the animals show a shocked face so they felt shocked seeing a human girl in their environment.

Pages 15 and 16- Lovelot breaks the ice which means she speaks first, how do the Oomlots look now? (the Oomlots look happy because they are all smiling, they look like they want to get to know Lovelot, they may be excited she’s there)

Pages 17 and 18- We know they are all excited to get to know each other on these pages because the text says Lovelot thinks getting to know them could be fun and they all look happy and excited. (Lovelot and the Oomlots are cheering and smiling)

**Activity:** Draw Lovelot. Draw something from space you see in the book.

## **Kindergarten- Book 2: Land of Lots Plan Gill**

### **Teacher Script for RL.K.3**

**Before:** What do we remember about this book? (accept answers about main character Lovelot, setting is space, how do we know the setting is space? and see what secondary characters they can recall)

**During:** How are we sure Lovelot is the main character of this book? (remind them that Lovelot is who we meet at the beginning) Who is the other important character in this book? (Gill) How

do we know that it's Gill (he is on every page and he is doing most of the talking, his name is in the title)

**After:** Who is Gill? (teacher opens up a page and asks them to identify Gill) Describe what he looks like (discuss physical attributes such as big, he is a fish, he is green and red/orange). What did we learn about Gill as a character? (show students the page with all the speech bubbles that show “blah blah blah”. Introduce speech bubbles as different way characters can talk to one another (can introduce the word dialogue)

**Activity:** Draw a picture of Gill. Draw a picture of the setting (looking for students to add more details of space). Draw your favorite part of the book.

### **Teacher Script for RL.K.5**

**Before:** What do we remember about the setting of the first book (where the story takes place)? How do we know the book is fake? (Elicit examples such as she is walking on a planet, there are space ships, and there are talking animals) Reinforce the word *illustration* which are the pictures in a book.

**During:** As the teacher is reading the beginning of the book, review the sentence “til she came upon a strange and magical place”. Establish that as a pattern (we saw heard it in the last book) in all the books. A pattern is something that repeats itself, something in the story we see or hear over and over again.

**After:** What are the things Gill does that make us think that he is a fake character (he's a talking fish). Point out that he exists in space and is living without water, ask students if they think that makes sense or is possible.

**Activity:** Draw the setting for Gill in the story. (show them pages where the background is fake and space like, establish a fictional setting). Draw a real setting that you are in (in school, the playground or at home) Give examples.

### **Teacher Script for RL.K.7**

**Before:** Do a temperature check of the students' feelings in your class. How are students feeling today? Use words sleepy, happy, bored, sad. Play a game where students have to guess what the teacher is feeling by modeling sleepy, happy, bored, or sad as examples. Sometimes in a story we can tell how a character is feeling by how they look or what they say.

**During:** At the beginning of the book Lovelot is alone. We know that because none of the characters are present, she is calling out to them. How do we know how she's feeling lonely? She is by herself. On the next page Lovelot looks different. How do you think she is feeling



now? Why do you think she changed? (because her Oomlot friends came and she is happy and excited to see them, her hand is up and waving to them)

**After:** After reading the story, point out pages where Lovelot has definite expressions (happy, sad, and lonely). Relate it to the original discussion of how facial features tell us about how a character is feeling.

## Kindergarten- Book 3: Land of Lots Plan Paige

### Teacher Script for RL.K.3

**Before:** We are going to read our 3rd book in the series Land of Lots! Who can name 5 characters they remember from the book? What do we like or dislike about the setting? Establish pattern: is the setting the same in each book that we read? Review vocabulary word *pattern* as something that repeats itself.

**During:** Introduce word or concept of major event as being something important that happens in a story. Point out the page where the Oomlots explain to Lovelot how Paige makes them feel.

**After:** How do the characters feel towards each other at the end? Are they happier? Are they still friends? (Yes, because Lovelot helps them to understand each other and help each other which makes them happy)

**Activity:** Draw a picture of Paige helping one of the Oomlots.

### Teacher Script for RL.K.5

**Before:** In the last 2 books, there are things we know are fake. Let's name those things. What do you think will be fake or not real in this book? Book follows a pattern, the same things are fake in this book as they are in the others (setting: space and characters who talk)

**During:** What are the physical attributes (how she looks) that makes Paige a character that we know is fake? (We know she's a cat but she is wearing a bow in her hair, she wears glasses. She also walks and talks like a human).

**After:** We know how she looks makes her a fake character. What does she do that makes her fake also? (She reads books and helps the other Oomlots build the playground)

**Activity:** Draw Paige if she were a real cat. (students may draw her with 4 legs and no accessories like bows or glasses)

### **Teacher Script for RL.K.7**

**Before:** While the story is being read, let's pay attention to what Paige looks like and how she's feeling on each page. How will we know? Answer: By her facial expression (illicit examples) We know what we look like or what others look like when we are happy, sad, lonely or bored

**During:** As the story is being read, stop at page 15 where the Oomlots are upset and look sad because Paige is too busy reading and ignores them. How do we know they are sad? (the Oomlots are frowning)

**After:** How are the other Oomlots feeling at the end of the book? How do you know? Why do you think that? Why do they feel that way? (They are happy because they now understand Paige with the help from Lovelot and are happy that she helped )

**Activity:** Draw a picture of Paige when she's happy. (page 23 shows Paige being happy about collecting Oombeetles) Now draw a picture of what you look like when you feel happy.

# 1st Grade- Book 1: Land of Lots

## Teacher Script for RL.1.2

While I'm reading the story I want all of you to concentrate and remember big ideas that happen in the story in order. What I mean by that is what happens first, next, last. As an example, what did you do this morning to get ready for school? Did you put your shoes on first? Why not? Because that is not the order you need to get dressed. Emphasize what they did first, next and last and have a conversation about it. **\*\*this lesson will evolve over time with many readings in this lesson in particular, emphasis will be put on big ideas versus details.** In this story the main character Lovelot learns about friendship and how important it is to make friends by being kind.

**Activity:** Draw how you got dressed this morning (first, next, last) in 3 rectangles, or play a game with students. Students volunteer to demonstrate how they unpack in the morning.

**Interactive activity:** 3 stations

1 is a backpack

2 are their shoes

3 writing in their notebook

Teacher demonstrates how to unpack the backpack, put shoes on, and what it takes to start writing. (3 separate stations and students will rotate) Students can either be in groups or have an individual experience. The groups will be responsible to articulate what they did in order using first, next, last. Group thinks are encouraged so students can work together.

## Teacher script RL.1.3

We have been talking about what happens in a story first, next, last, and those can be called the major events. The details are the fun things that happen inside the major events (think of the watermelon as the big idea and the seeds are the details). As an example... First Lovelot landed and met the oomlots. An important (key) detail is that when she met the Oomlot Cubby, he gave her a big hug.

**Activity:** Draw what happens first with 2 details, write 2 Oomlots names on the board. Encourage students to write a complete sentence using correct punctuation.

Major Event: Lovelot meets the Oomlots

Detail: Cubby likes to hug

Detail: Rory likes to roar

### **Teacher script RL.1.5**

Fiction vs. nonfiction

We know that stories that use the author's imagination are called fiction because they are fake. The opposite of a fiction story is a real story that is called nonfiction. Shows students cover and first 2 pages of the Land of lots book. What do we see that is fake or fiction? Illicit answers. What is fake about the setting and what is fake about the characters? Now we are going to look at the opposite of Land Of Lots. Show them a non-fiction science book (can be an "All About" book) Example: are butterflies real? How do we know? This book gives us real and true information.

**Activity:** Teacher pulls some fiction books and non-fiction books (3 and 3). Give students opportunities to choose which ones are fake versus real. Use fiction versus nonfiction. Ask students how do you know this is nonfiction or fiction. Ask the rest of the class if they agree or disagree.

## **1st Grade- Book 2: Plan Gill**

### **Teacher script for RL.1.2**

Let's review what we mean by big ideas in a story. Remember when we read Land of Lots the first book that we said the big idea was that at the beginning Lovelot lands on the planet and meets the Oomlots. We have been talking about retelling stories or things that happen in our lives by telling them in order using first, next, last. Can anyone give me an example of something they did this morning or last night by using first, next, last while telling us the story. Teacher will demonstrate by using an example of his/her own. In this story, Gill learns that he has to wait and be patient until a friend can listen to him. We learn from him that this is not an easy thing to learn. Encourage 1 or 2 students to verbalize an example when they had to be patient. Can make text to text connection with the book "My Mouth is a Volcano".

**Activity:** Draw a time when you had to be patient and wait your turn. Students can use speech bubbles to help them tell the story.

### **Teacher script for RL.1.3**

We have been talking about what happens in a story first, next, last, and those can be called the big or major events. The details are the fun things that happen inside the major events (think of the watermelon as the big idea and the seeds are the details). As an example... we know that Lovelot has already met the Oomlots. In this story Gill and Lovelot are the main characters. We know that because Lovelot was in the first story as a main character and Gill is now on every page in this book and does a lot of the talking. Now we will find out what Gill is like as this story centers around him. Let's read the story to find out more.

**After reading:** The first big thing that happens (called the big or major event) is that we find out that Gill likes to tell stories. We know that from the speech bubbles that say “BLAH BLAH BLAH”.

We know that the setting looks the same but something is added. Can you tell what it is?. Teacher points out the page that has the beach (page 11). I wonder what that is going to mean in this story.

An important (key) detail (seed) is that he tries to tell Cubby his story but Cubby was too busy hugging an Oomwhale. Can anyone identify another detail?

**Activity:** Draw what happens first with 2 details, write 2 Oomlots names on the board. Encourage students to write a complete sentence using correct punctuation. Now students will come up with their own details.

Major Event: Gill likes to tell stories

Detail: Cubby was too busy hugging an Oomwhale to hear Gill's story

Detail: Penny was too busy writing her name on all her possessions.

### **Teacher script for RL.1.5**

We have talked about stories that use the author's imagination. Those stories are called fiction. Can anyone give me an example of a story that is fiction? How do we know they are fiction? Students' answers should include fake aspects. (Example: The characters are animals that talk) Ask a student to pick out a non-fiction book from your classroom library. Ask the student to verbalize why they think this book is nonfiction. Review aspects of non-fiction. Point out features such as labels, captions, and headings.

#### **Activity:**

- 1) Write the title of a fiction (fake) story and then draw the cover picture.
- 2) Draw the cover of a non-fiction book. Start it with “All About \_\_\_\_\_”

## **1st Grade- Book 3: Plan Paige**

### **Teacher script RL.1.2**

Can somebody name the characters we read about from the Land of Lots stories? Students will identify the Oomlots they remember by name. We know a lot about Lovelot and Gill. What did they find out that was important? Lovelot found out what it means to have friends. Gill found out

it is important to be patient and listen to your friends. Let's talk about setting. What is the same for the first 2 books? What can we guess (infer) the setting will be like in this story?

Now let's talk about what will happen in the story that are called the big ideas (or major ideas). Introduce Paige as the next character we meet. (Show her picture on page 7). What can we predict about Paige? (some students may remember from previous books that she likes to read lots). What are some predictions about what will happen to Paige? If we know the pattern is that the characters learn how to be friends, what can we predict Paige will do? Let's read to find out!

**Activity:** Draw a picture of yourself. What advice would you give Paige? Should she be ignoring her friends? Should she be helping her friends? What does she need to do to be a good friend? Draw a speech bubble and tell her.

### **Teacher Script RL.1.3**

Let's do a quick review of what big ideas are (or major events). Big ideas happen in order (first, next, last) Can anybody remember what the big idea was in the last Land of Lots story? Review Gill as a main character. Give students clues to remind them.

In this story Paige is now the main character. We know that because her name is on the cover (Plan Paiged) Paige is on every page and she does most of the talking. We met her in the other 2 books. I wonder what we will find out about Paige. Make a prediction about what you think will happen to Paige. Let's read the story now!

**After reading:** The first big thing that happens or the big idea (major event) is that she loves to read and loves books. She wants to read books without anyone interrupting. The key details are that every time an Oomlot tries to talk to her, she finds a reason to tell them she's busy (example on page 11, Paige says "Sorry rainy, Gotta go!").

How are the characters acting toward Paige? Why? What is one big thing that Paige does in the story? Give examples (Paige ignores her friends because she is too busy reading and Lovelot helps the Oomlots). Establish the word event as a vocabulary word and explain it as something special that happens in a story. Paige doesn't help her friends and Lovelot tries to fix things.

**Activity:** Draw what happens first and last (major event or big idea) with 1 or 2 details. Write 2 Oomlots names on the board. Encourage students to write a complete sentence using correct punctuation. Students will come up with their own details.

### **Teacher script RL.1.5**

Discussion/Review: Let's do a quick review of fiction versus nonfiction. What elements make a story fiction? Ask for student input and check for understanding of the concept. What elements

make a story non-fiction? Ask for student input and check for understanding of the concept. Stress vocabulary usage of fiction and nonfiction words.

## 2nd Grade- Book 1: Land of Lots

### Teacher Script RL.2.3

We are going to talk more about characters today. Would you agree that characters are very important parts of a story? Why or why not? If nothing happened to the characters in a story, would that make an interesting story? Let's agree that without a character having challenges, a story might be boring. What is a challenge? Have you ever heard that word before? When have you heard that word? Do you remember when we had reading challenges at school and you had to read a lot of books in order to get your class recognized or receive a prize? Have you heard of challenges on tv? Something that is a challenge or that is challenging is something that may be hard to do or accomplish.

(Give real world examples) For instance, when I was younger, math was challenging. It was something that I had to work hard at. As we are reading the story, let's find out what the challenges are for Lovelot and the Oomlots.

**After reading:** What did we find out? (ask for volunteers) What were Lovelot's challenges? (Lovelot's challenge was that she was all alone in a new and strange place) What steps did she take to overcome this challenge? (She broke the ice by saying hello to the Oomlots).

What was challenging for the Oomlots? (refer to page 7, it says "it was awkward at first and no one knew what to say") What did you do when you came to school and didn't know anyone?

**Activity:** Draw Lovelot and write what her challenges were. What did she do to fix it? What is a challenge you have had in your life? How did you help yourself or fix it?

### Teacher Script RL.2.7

Today we are going to talk about the illustrations in a story. We know that the illustrator is the person who draws the pictures. Can anyone tell me what we mean by the word illustrations? We know that the pictures and illustrations help us to find out about the characters, setting, and what happens (major events or plot). The plot of a story are the major events that happen in order. Remember that major events are the big ideas.

From the illustrations we know that:

- The Oomlots live on a planet in space called Land of Lots
- We know that Lovelot is a girl who winds up in Land of Lots and is all alone on this new and strange planet

- We learn what the characters look like by the illustrations

Now we will turn our attention to how the illustrations help us understand the major events or plot of the story.

**After reading the story:**

What we learn about the characters through the illustrations, help us understand the plot. For instance, Lovelot and the Oomlots look confused. After they get to know Lovelot their facial expressions change from confused to happy. Can you think of any other examples?

**Activity:** The story takes place in space. We know that from the illustrations. Draw an illustration with a different setting. How would that change the plot? (teacher gives example) What if the setting was in school. Maybe the Oomlots would live on the playground.

## 2nd Grade- Book 2: Plan Gill

### Teacher Script RL.2.3

Review vocabulary, major events (big ideas) challenges. We know that a major event for Lovelot was that she landed in the Land of Lots and didn't know anybody. That was both a challenge and a major event in the story. We met all the Oomlots briefly but in this story, Gill will be the main character. Does anyone remember anything about Gill? (students may remember that he likes to talk lots). Let's predict what will happen to Gill because he talks too much. Let's see if any of our predictions were correct.

**After reading the story:** Were any of our predictions correct? Can we agree that Gill's challenge was having to wait to share his story and understanding that you may have to wait for people to have time for you.

**Activity:** Write 3-4 sentences (or a paragraph) using this writing prompt; There was a time I felt like Gill, I had something important to say or spill).... Remember to use correct punctuation.

### Teacher Script RL.2.7

We've talked about how the illustrations help us to understand characters and setting and what happens in a story. Today we will discuss more about the plot. The plot of the story is made up of the problem, important events and the resolution. Resolution means how a problem gets fixed or resolved.

**After reading the story:** What problem did Gill have? Gill wanted to tell a story to his Oomlot friends but none of them were available to listen.

Important event: By the advice that Lovelot gives Gill, he learns how to change his behavior. i.e



he stops talking and starts listening. (speech bubble on page 15) Lovelot says, “anytime isn’t always a good time to tell a story”

What was the resolution for Gill? Use the concept of Lovelot using cooperation to get the Oomlots to contribute to the bonfire so Gill could tell everyone his story.

**Activity:** Write 3-4 sentences about a time when you had a problem and how you fixed or resolved it.

## 2nd Grade- Book 3: Plan Paige

### Teacher Script RL.2.3

Let’s review the vocabulary of major events and challenges. Does anyone remember what they mean?

A major event in a story could be a problem that drives the story forward. A challenge is a problem the characters face.

**After reading:** In this story there is a twist because the main character doesn't have a big problem. She is just being herself by reading and not taking interest in any of the Oomlots. The Oomlots face the problem of being ignored by their friend. How do the Oomlots respond to Paige ignoring them? Is Paige behaving like a friend should? Lovelot resolves the conflict between Paige and the other Oomlots by talking about compromise/cooperation.

**Activity:** Write 3 to 4 sentences about a conflict or problem you had with a friend. Did someone help you resolve or fix the problem?

### Teacher Script RL.2.7

We can tell a lot about characters by what they say or their dialogue. Dialogue means what characters say to each other. The Land Of Lots stories use speech bubbles to show the dialogue between characters. For instance we know what kind of characters Lovelot, Gill, and Paige are by what they say to each other and to the other Oomlots. For example, in this story Paige says on page 9 “from front cover to back cover, what can I say I’m a book lover” That gives us ideas about what kind of characters she is and her interests.

In this story, let’s pay attention to what Paige and Lovelot say that lets us know what kind of characters they are.

**After reading:** (read speech bubble from Lovelot on page 16) What does that tell us about her? What words would you use to describe her? Is she helpful? (She is a peacemaker, thoughtful, kind etc.)

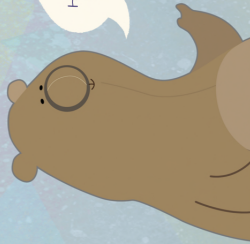
What can we say about Paige as a character? What words would you use to describe her? (she is selfish and likes to be alone (by her repeating “sorry gotta go!” to all the Oomlots, we know

she doesn't want to make any time for her friends.

**Activity:** Draw yourself. Write 2-3 sentences of dialogue using a speech bubble that describes yourself.

Cubby the loves to hug lots.

HEY, SOMETIMES YOU JUST GOTTA HUG IT OUT MAN.



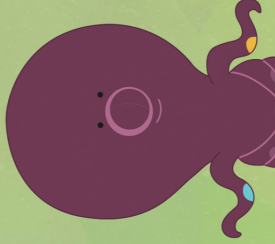
Penny loves to knit lots.

WHAT CAN I SAY? I'M HOOKED.



Dewey loves to help lots.

SO MANY ARMS, SO LITTLE TIME.



Bucky loves to build lots.

NAILED IT!



Paige loves to read lots.

I'VE GOT A DEGREE IN ADVANCED LITTER-ATURE.



Rainy loves to garden lots.

TWO GREEN THUMBS ARE BETTER THAN ONE.



Rudy loves to laugh lots.

WELL, TICKLE MY FEATHERS!



Rory loves to roar lots.

LOUD IS THE ONLY WAY TO LIVE.



Janie loves to explore lots.

IF IT'S OUT THERE, I'LL FIND IT.



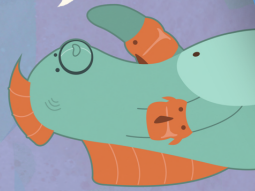
Foggy loves to daydream lots.

I'M IN MY OWN LITTLE WORLD.



Gill loves to talk lots.

HONEST TO GOD, I CAN'T SWIM!



Peggy loves to cook lots.

WHIP IT GOOD!



Circle which Oomlot you're most like and tell us why!

Five horizontal lines for writing a response.



## Land of Lots Word Search

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

Friendship

Space

Foggy

Adventure

Peggy

Cubby

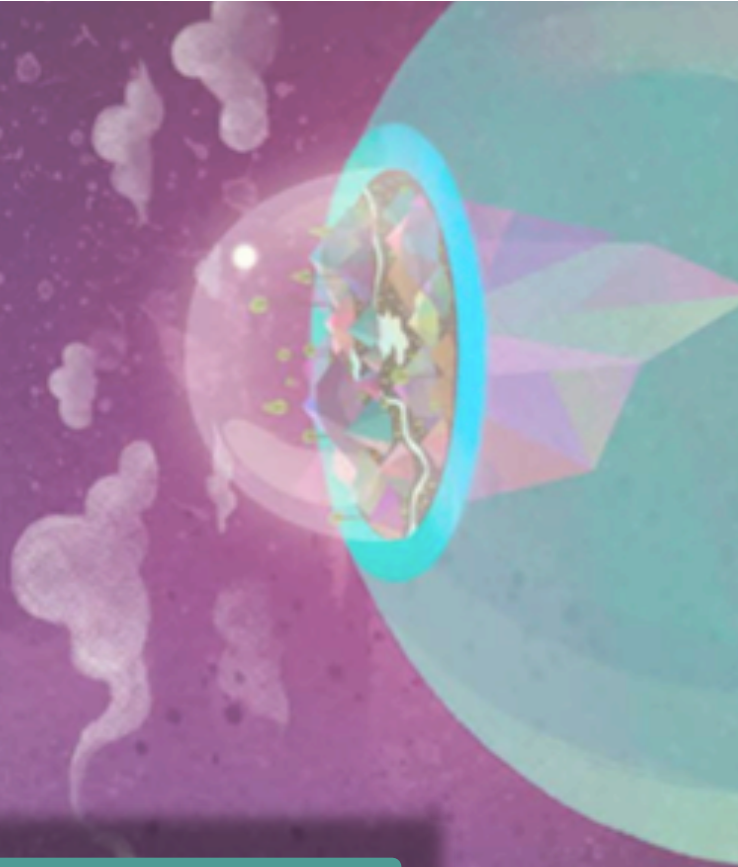
Paige

Travel

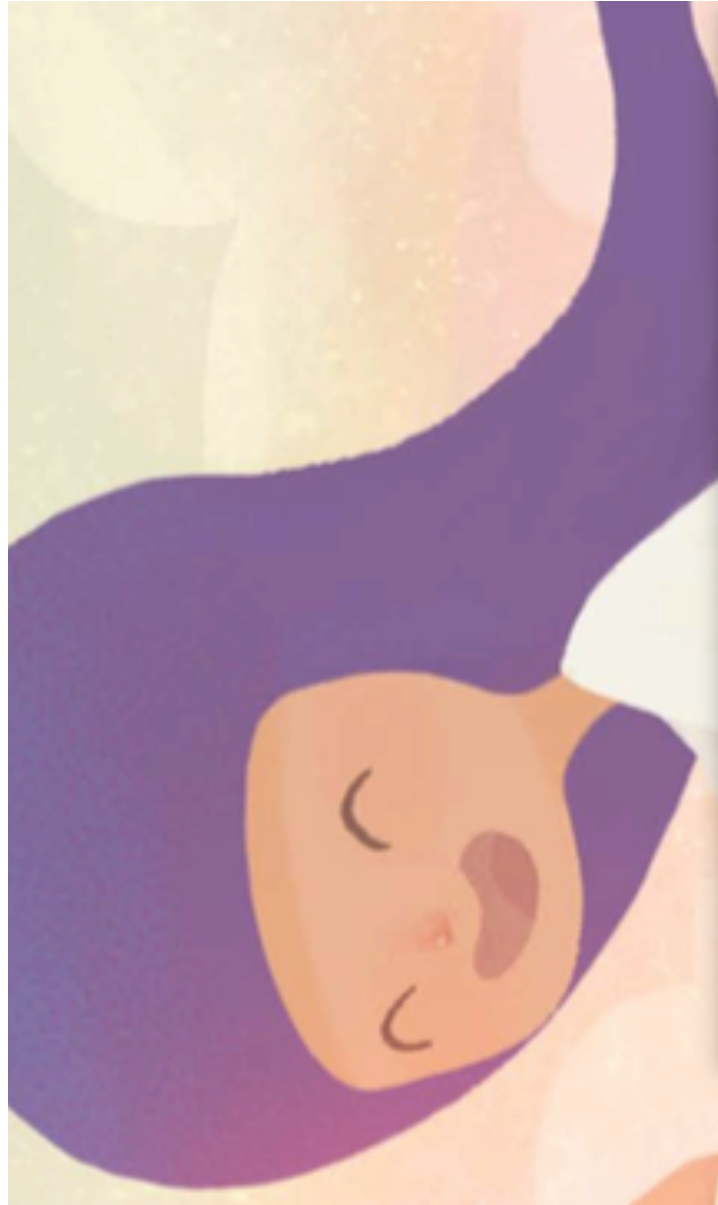
Lovelot

Gill

# Land of Lots



# What's In Your Very Own Oomberry Pie ?



## MARSHMALLOW RECIPE

Ingredients :

- 1 1/2 cup of sugar
- 1 cup of cold water
- 1 cup of corn syrup
- 1/4 teaspoon salt
- 1 teaspoon vanilla
- 1/4 cup powdered sugar
- 1/4 cup cornstarch

The gelatin into a bowl  
of water, powdered  
and salt  
and let

## Oomberry Pie Recipe;

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# #WLLD

What Would Lovelot Do?

1. If two friends were arguing...
2. If someone was lost...
3. If one friend wasn't listening to the other...

COMMUNICATION IS A TWO-WAY STREET, AND HALFWAY IS ALWAYS THE BEST PLACE TO MEET.