

# Get Humphrey Home with a Snack!

## Smart Start: Computer Science and Digital Fluency Infused Lesson Plan

**One School Once Book Connection:** Our school is participating in a One School One Book this year. As a school everyone is reading *The World According to Humphrey*. As the librarian I wrote letters to classes to encourage them to continue to read the story *The World According to Humphrey*. I wrote these letters from the point of view of my Shitzhu dog named Chewie. This lesson plan expands on this idea by having students read nonfiction books about pets and planning a program based on the information they gathered about the pet.

<b><u>Lesson Title</u></b>	Get Humphrey Home with a snack
<b><u>Teacher:</u></b>	Tammy Cummings School Librarian
<b><u>Content Area</u></b>	Elementary Library Program
<b><u>Grade Level</u></b>	Grade 2

### Central Learning Focus

<b><u>Central Focus</u></b> What is the goal or focus question of the lesson?	<ul style="list-style-type: none"><li>• Students will learn about classroom pets using nonfiction texts.</li><li>• Students will learn to use Sphero Indi devices</li></ul>
<b><u>Learning Objectives</u></b> What are the specific student learning objectives in this lesson?  <b>NOTE:</b> Use observable language with measurable verbs.	<ul style="list-style-type: none"><li>• Students will use nonfiction text to learn about the classroom pet selected. This year a hamster</li><li>• Students will learn about using robots to accomplish a task.</li></ul>
<b><u>Learning Standards</u></b> What standards are most relevant to the central focus and objectives?  <b>NOTE:</b> Include content area standards, applicable ELA and/or Math standards, as well as relevant NY Computer Science and Digital Fluency Standards.	<b>Reading: Informational Text</b> <b>CCSS.ELA-Literacy.RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>CCSS.ELA-Literacy.RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>Writing</b> <b>CCSS.ELA-Literacy.W.2.7</b> 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). <b>CCSS.ELA-Literacy.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.

	<p><b>Computer Science and Digital Fluency Learning Standards</b></p> <p><b>2-3.DL.2</b> Communicate and work with others using digital tools to share knowledge and convey ideas.</p> <p><b>2-3.CT.10</b> Develop and document a plan that outlines specific steps taken to complete a project.</p> <p><b>2-3.DL.4</b> Use a variety of digital tools and resources to create digital artifacts.</p> <p><b>2-3.NSD.3</b> Describe and attempt troubleshooting steps to solve a simple technology problem.</p>
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## Lesson Considerations

<p><b><u>Academic Language</u></b></p> <p>What academic language/key vocabulary will be highlighted in the lesson?</p>	<ul style="list-style-type: none"> <li>• Computer programing vocabulary</li> <li>• Table of contents</li> <li>• Index</li> <li>• Glossary</li> </ul>
<p><b><u>Prior Knowledge</u></b></p> <p>What prior knowledge, skills or academic language must students already have in order to optimize the lesson's success?</p>	<ul style="list-style-type: none"> <li>• Students would benefit from prior experience reading nonfiction text.</li> <li>• There is also a connection to the One School One Book that the school is reading. <i>The World According to Humphrey</i>.</li> </ul>
<p><b><u>Support</u></b></p> <p>What are the instructional supports for the lesson that address diverse learning needs in order for all students to successfully meet lesson objectives? Instructional supports can include accommodations, modifications, and differentiation strategies for the lesson, materials, and/or assessments.</p>	<ul style="list-style-type: none"> <li>• Pebble Go will be available as an option. Pebble Go offers the ability to have the text read to students.</li> <li>• Check Ins with students while filling out the pet care worksheet.</li> </ul>
<p><b><u>Misconceptions</u></b></p> <p>What are common misconceptions regarding the concepts addressed in this lesson and how will they be addressed?</p> <p><b>NOTE:</b> <i>Think through possible misconceptions in student understanding. Think about both the content area misconceptions and the Computer Science/Digital Fluency misconceptions.</i></p>	<ul style="list-style-type: none"> <li>• Misconception that all books must be read from cover to cover. A brief review of this topic.</li> <li>• Misconception that everything is available online. Sharing when it is easier to have a print resource available versus a video or website.</li> </ul>
<p><b><u>Resources/Materials/Acknowledgment</u></b></p> <p>What instructional resources and materials will be used to engage students in learning?</p> <p><b>NOTE:</b> <i>If ideas in this lesson were based on work from others, acknowledge your sources.</i></p>	<p><b><u>You will need:</u></b></p> <ul style="list-style-type: none"> <li>• Kimmel, Eric A. (1992), <i>I took my frog to the library</i>. New York, Puffin Books.</li> <li>• Sphero Indi classroom set</li> <li>• Red &amp; Clear (or green) cups</li> <li>• Images of items pets should avoid</li> </ul>

- Maze of your choice - **Teacher Tip:** I will be using tape measures to create the maze
- Nonfiction texts about pets see bibliography attached for a place to start
- PebbleGo access
- Worksheet on pet care see attached

## Instructional Strategies and Learning Tasks

### Lesson Plan Details

Write a detailed outline of the lesson including instructional strategies, learning tasks, and conclusion. Your outline should be detailed enough that another teacher could use them. Include what the teacher and students will be doing during each lesson phase. Include a few key time guidelines.

**NOTE:** Attach any relevant handouts, PPTs, etc. that are referenced and used in this lesson.

### Lesson Launch

How will you launch the lesson?

What will you do to engage the students at the beginning of the lesson?

What is your “hook”/anticipatory set?

How will you activate and build on prior knowledge and experiences related to the topic?

Kimmel, Eric A. (1992), *I took my frog to the library*.

New York, Puffin Books.



**Summary:** A young girl brings her pets to the library--with predictably disastrous results.

### Scaffolded Mini-lesson(s)

How will you **explicitly** present the principle ideas/content knowledge to the students?

How will you engage students in active meaning making of key concepts and ideas?

How will you model this strategy/skill for your students?  
How will you provide opportunities for guided practice?

How will students independently practice using the strategy and the skill it targets?

**NOTE:** Multiple mini-lessons (3-5) may be required to achieve your central focus.

**This lesson will take 2-3 Library Classes (30 minutes due to book checkout) to complete**

#### Part 1

1. Storytime Kimmel, Eric A. (1992), *I took my frog to the library*. New York, Puffin Books.
2. Students will select a pet from the selection of books on pets (nonfiction)

#### Part 2

3. Students will complete the pet care worksheet with information from the book they chose
4. Students will draw images of basic needs for their pet to put on cups. These will be placed in the maze.

#### Part 3

5. A maze will be set up with cups that have pictures of items to avoid with the pet.

	<ol style="list-style-type: none"> <li>6. Students will form groups based on their pet choice. <b>Teacher Tip:</b> Your class size will determine your group sizes.</li> <li>7. Students will use a Sphero Indi to program the devices to navigate the maze without hitting any of the “avoid” items. Students will place their own cups in the maze and use the device to collect (hit) these items. Teacher Tip: Set the maze up ahead of time. Print out items to avoid and place on red cups <ol style="list-style-type: none"> <li>a. Each group will plan out the code tiles to make it through the maze.</li> <li>b. Pets must not go near the avoid items (red cups).</li> <li>c. Pets must go to the items that are good for them (clear cups).</li> <li>d. Pets must make it to their home. Hamsters will have Mama Hamster waiting for them.</li> </ol> </li> <li>8. Maze attempts will be recorded for review as a class.</li> </ol>
<b><u>Closure/Discussion/ Extension</u></b> How will you bring closure to the lesson and/or extend it?	View with the class the maze videos Extension - View videos about drones and IT jobs Students can create a pamphlet to share how to care for their pet.

## Assessments

<b><u>Assessment Type and Purpose</u></b> Describe the assessments that will be used in this lesson to monitor students’ understanding of the lesson objectives (ex. Formative and summative, informal and formal).  <b>NOTE:</b> <i>You need to not only name the type of formative and/or summative assessment, but what you will do with this assessment information to inform instruction. Also, keep in mind that assessments should be in the area of content knowledge and in the area of Computer Science/Digital Fluency.</i>  <b>ADD MORE ASSESSMENT STRATEGY ROWS AS NEEDED.</b>	
<b>Assessment Strategy:</b>  Observations during the planning period and the demonstration with the Indi devices.  A review of their pet care worksheet prior to their maze attempt	<b>Alignment with Objectives:</b> Describe how this assessment is aligned to your stated objectives. Which objective(s) is it assessing?  Pet care worksheet will assess the students ability to use a nonfiction book to find information.

	<p><b>Evidence of Student Understanding:</b> Describe how this assessment strategy provides evidence of student understanding of the concepts being taught. <b>NOTE:</b> How will students apply what they have learned? How will they demonstrate their knowledge?</p> <p>Students will successfully complete the pet care worksheet Students will successfully get their pet through the maze.</p>
	<p><b>Student Feedback:</b> Students will give feedback during the review of the maze videos</p>

### Cyber Connections

<p><b><u>Cyber Career Connection</u></b> What connection to cyber careers will be included in this lesson?</p>	Students will learn about robotics, drones, and being an IT person.
<p><b><u>Digital Artifact</u></b> What digital artifact will students create?</p>	A video of their maze attempt.

# Chewie letters to classrooms Letters 1-4

## Letter 1

May 7, 2022

Hello,

My name is Chewie. Mrs. Cummings (Mrs. C) is your Librarian and my best friend. Last week she started to read the book *The World According to Humphrey* written by Betty G. Birney to me. We read the first three chapters together.

Mrs. Brisbane scared me a little. Then Mr Aldo Amato introduced himself. He seems so friendly. I hope Humphrey is not too lonely during the weekend. Maybe he will get lots of attention on Monday when the students are back. I know when Mrs. C comes home from school, I am excited to see her. She always gives me a hug right away and a treat. In the story Humphrey likes apples, I wonder if he likes carrots. Carrots are my favorite treat!

Today we went to the pet store. I saw hamsters waiting for someone to take them home. Not all of them looked like Humphrey though. The store also had lots of hamster treats and fancy cages. There were cages shaped like a fire engine, a rocket, a dinosaur, and a pink castle. Hamsters get all the fun stuff!

I think Humphrey needs a better cage! I can't wait to read/hear what happens next in the story!



Yours truly,

Chewie

## Letter 2

May 14, 2022

Hello again!

This is Chewie once again! What a week it has been! I listened really well to chapters 4 & 5 as Ms. C. read them to me. I did fall asleep during the reading of chapter 6. Ms. C. did let me keep on sleeping and then started chapter 6 again after my nap. I didn't get to hear chapter 7 until Saturday (today)! I am all caught up now on the story!

I decided that I am going to join you guys on designing a new cage for Humphrey. It will have a green roof, tan walls, and a nice large front door. I can put my bed inside. It will be big enough for me to sleep in. . . . . Um..... Do you think Humphrey would want to live in a dog house? I guess not. I better start over and this time keep Humphrey in mind. Back to the drawing board!

I hope you enjoy the next chapters in the book. Plus I hope your cage plans go better than mine.

Yours Truly,



Chewie

## Letter 3

May 21, 2022

Hello again! owooooo!

Hi! I thought I would try my paw at Onomatopoeia with my howl, owooooo! Did I get it right? LOL. I love to try new things! The Humphrey story is getting exciting. Did you know the library has added more Humphrey stories? They are called Humphrey's Tiny Tales. Ms. C. says I have to wait till the students have had a chance to read them before she will read them to me. I hope you get a chance to read them.



I heard through the grapevine that there is a scavenger hunt going on around the Westside of Binghamton! Humphrey is hiding in 4 places around town. It sounds like Humphrey's cage has not been fixed and he can still get out of his cage!



1. I am hanging out at a corner store established in 1949. Which corner is that I wonder? Wow 73 years old! Way to go!
2. I went to have lunch with Olive Oyl. Wonder what they had for lunch?
3. I tried to go for a swim and now I'm stuck! - I love sprinklers, they are so much fun, but I have not tried to swim. I don't know about swimming if I can get stuck?!? This clue really has me thinking.
4. I was hungry again and now I'm stuck in a box with a toy. Wonder where that is? There is food and toys! Gotta find that place!

There is still time to get your scavenger hunt form completed and turned in! Go have some fun completing this hunt for Humphrey. I hope Humphrey made it back to school ok after his Binghamton adventure.

Yours Truly,



Chewie





## **Letter 4**

May 31, 2022

Hello,

Guess who? LOL It's me Chewie! ROFLO I can't believe the story is ending already! I do know that there are more stories about Humphrey to read. I wonder what book Ms. C will pick next to read to me. She always practices reading stories with me so she is ready for her library classes. I can't wait!

I can't wait for the Humphrey celebration on June 2nd. I hear everyone is bringing their cages to school to display them at the celebration. Ms. C. says that all of you are very creative. I am sure your cages will be terrific! Mine keep turning out looking too much like dog houses. I really tried. Oh well, maybe next time I will do better.

The other day I was watching YouTube and a hamster song came on. You gotta listen to it! Original Hamster Dance <https://youtu.be/WEH2fk0ONag> then I heard this one Hamster Dance 2 <https://youtu.be/p3G5IXn0K7A>. Ms. C ran out of the room screaming! She came back with a pair of earbuds for me to listen to the music from now on. There is even an album called Hampton the Hampster, the hamster dance album. <https://youtu.be/8lx9wzA6lWo>. I think I might be overdoing it a bit with the hamster music. LOL

**Till next time.**

*Yours truly,*

*Chewie*



## Pet Care Worksheet

Name Your Pet:

What type of animal is your pet?

**What does your pet need?**

Food	Housing	Vet visits?	Toys

**What should you avoid to protect your pet?**

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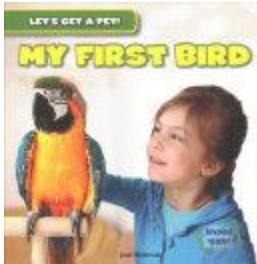
What would your pet care schedule look like? I.e. How often would you feed the pet? Would your pet need a bath and how often? How often would you clean up after your pet?

# Bibliography

Date: 2022-05-23

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636.6 STO



Stoltman, Joan. *My first bird*. New York, Gareth Stevens Publishing, 2018.

**Summary:** An introduction to pet birds, their physical characteristics and how to care for them.

636.7 STO



Stoltman, Joan. *My first dog*. New York, Gareth Stevens Publishing, 2018.

**Summary:** An introduction to dogs and how to care for them, including information about their physical characteristics, how they communicate, how to train them, exercise, and more.

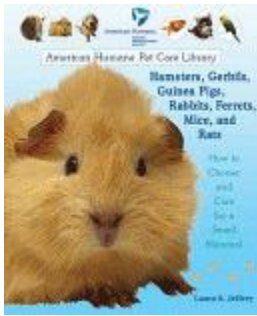
636.8 STO



Stoltman, Joan. *My first cat*. New York, Gareth Stevens Publishing, 2018.

**Summary:** An introduction to cats, their physical characteristics, how they communicate, and how to care for them.

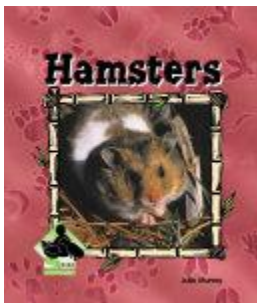
636.9 JEF



Jeffrey, Laura S. ***Hamsters, gerbils, guinea pigs, rabbits, ferrets, mice, and rats: how to choose and care for a small mammal***. Berkeley Heights, NJ, Enslow Publishers, 2004.

**Summary:** Explains the different personalities of several small mammals, where to go to pick the right one, and how to keep them happy and healthy.

636.9 MUR



Murray, Julie. ***Hamsters***. Edina, Minn, Abdo Pub, 2003.

**Summary:** An introduction to the physical characteristics, behavior, and care of hamsters, animals that originated in Syria.

636.9 STO



Stoltman, Joan. ***My first bunny***. New York, Gareth Stevens Publishing, 2018.

**Summary:** An introduction to rabbits, their physical characteristics, how to train them to do tricks, and how to care for them.

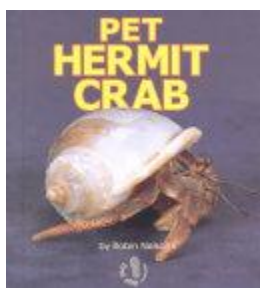
636.9 STO



Stoltman, Joan. *My first hamster*. New York, Gareth Stevens Publishing, 2018.

**Summary:** An introduction to hamsters, their physical characteristics, how to handle them, and how to care for your new pet.

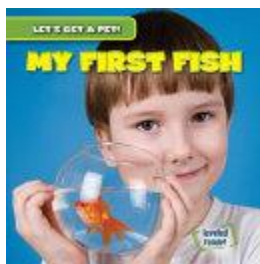
639 NEL



Nelson, Robin. *Pet hermit crab*. Minneapolis, MN, Lerner, 2003.

**Summary:** A simple introduction to hermit crabs and how to care for them as pets.

639.3 STO



Stoltman, Joan. *My first fish*. New York, Gareth Stevens Publishing, 2018.

**Summary:** Presents information on how to care for a fish as a pet, including feeding, setting up its tank, cleaning the tank, and keeping a fish safe.

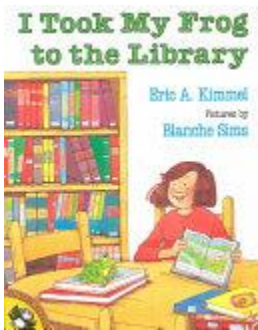
639.34 NEL



Nelson, Robin. ***Pet fish***. Minneapolis, MN, Lerner, 2003.

**Summary:** A simple introduction to pet fish and their basic needs.

E KIM



Kimmel, Eric A. ***I took my frog to the library***. New York, Puffin Books, 1992.

**Summary:** A young girl brings her pets to the library--with predictably disastrous results.