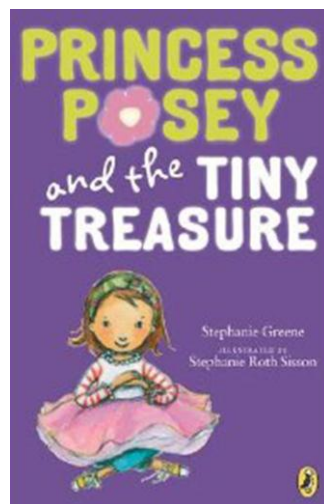


A CCSS Annotated Discussion and Activity Guide for

Princess Posey and the Tiny Treasure

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Discussion Questions

The consequences rule was serious. Consequences were what happened when you didn't make a good decision (4, 5).

- Do you know what the word 'serious' means? If so, explain.
- Do you know what the word 'consequences' means? If so, explain.
- What is a 'decision'?
- What does to mean to make a good decision? A bad decision?
- Why do you think Ms. Lee has a Consequences Drawer?
- Does your teacher have a drawer such as this?
- Have you ever had something taken from you by a teacher? If so, how did it feel?

The pig held on tight. It felt as if it already loved her. And Posey already loved it (23).

- Do you have a toy that you love as much as Posey loves Poinky?
- How does it feel to love something as tiny and special as Poinky?
- How does it feel to be loved by something as special as Poinky?
- Are some toys more special than others? If so, why is that?
- Do you have toy that you love like Posey loves Poinky? If so, tell about it.

Ava and Nikki each brought in a toy. They played during recess (40).

- Did Ava and Nikki make good decisions with regard to bringing toys to play with during school?
- When did they play with their toys?
- Where do you think they stored their toys after recess?
- Did they make a good decision to follow Ms. Lee's rules about playing with toys from home?
- Do you remember what Miss Lee's rules are?
- Do you think Posey understands Miss Lee's rules about The Consequences Drawer?

*"Posey, put that away," said Miss Lee. "You should have done that when you came in."
Miss Lee was frowning at her.
Posey was so embarrassed (49).*

- What was Posey doing when she got in trouble? Was she making a good decision?

- What does it mean to be ‘embarrassed’?
- Have you ever been embarrassed? How does it feel?
- Posey got in trouble with Miss Lee, someone who she admired and loved. How do you think Posey felt?
- Have you ever felt that you disappointed someone that you admire? That’s a bad, feeling, isn’t it?

“Posey!”

Miss Lee’s voice was like a sharp stick.

Posey put her hand behind her back.

“I thought I told you to put that away,” Miss Lee said. “Give it to me. You can have it back on Friday (54).”

- Miss Lee raised her voice at Posey. Her voice ‘was like a sharp stick.’ Can you imagine how Posey must’ve felt at this moment?
- How many times had Miss Lee warned Posey about playing with Poiniky?
- Do you think Miss Lee was being extra hard on Posey at this moment? If so, why?
- Had Posey made a good decision about not keeping Poiniky in her cubby?
- How many warnings does Miss Lee allow before treasures are placed in the Consequences Drawer?
- How many warnings had Posey had before Poiniky was taken away?
- Is Miss Lee, the person that Posey admires and adores, being fair?

“You said Poiniky has to be there till Friday, but Poiniky’s only a baby.” Posey’s mouth got trembly. “She doesn’t know what Friday is (73).”

- Posey explains that Poiniky is a baby and too young to understand Miss Lee’s consequence rules. Can you think of someone else is too young to comprehend rules such as these?
- What does Posey’s ‘trembly’ mouth say about the way she’s feeling at this moment? Have you ever felt this way?

“If you put her in here, she might not be so afraid,” Posey said.

Miss Lee looked at Poiniky’s bed. Then back at Poiniky.

“I guess consequences sometimes hurt other people. Don’t they?” said Miss Lee.

Posey nodded.

*Miss Lee sighed. "Yesterday was a bad day for me," she said.
"Me too," said Posey (75).*

- Why does Posey think Miss Lee needs to allow for Poinky to stay in her homemade bed?
- Is Poinky real?
- Is Posey's love for Poinky real?
- What does Miss Lee mean when she said, "...consequences hurt other people. Don't they?"
- How do you feel when a friend gets in trouble? Worried? Sad for them?
- Could it be that Miss Lee made a bad decision when she took Poinky from Posey? Made a mistake?
- Have you ever made a mistake? Made a bad decision?
- How can someone make a bad situation right?

Princess Posey and the Tiny Treasure – An Opinion Piece

Materials:

- Writing Paper found on page 10
- Pencil
- Markers

Procedure:

- Help the child formulate an opinion of the book. Help them isolate an element and support their opinion using linking words (e.g. because, and, also). Help them connect their opinion with reasons. For example, discuss...
 - Aspects of the story that appeal to them.
 - Characters that they admire.
 - Aspects of the story that trouble them.
 - Characters that bother them.
- Help the child to formulate a statement, support their opinion, and work to establish a closing statement, of sorts.
- Encourage the child to express their opinion in writing using the writing paper found on page 10.
- Ask the child to illustrate their piece in the box provided above their written work.

Your Special Toy – A Narrative Piece

Materials:

- Writing Paper found on page 10
- Pencil
- Markers

Procedure:

- Engage in a discussion about tiny toys or treasures that are dear to the child. Help them think about their emotional connection to the item.
 - Perhaps talk about where they got the item.
 - Was it a gift?
 - Did they find it?
 - Describe the item.
 - How does the item make them feel?
 - What if it were lost or taken away? How would that feel?
- Talk about a specific time when they enjoyed playing with the toy or when they might have misplaced it. Help the child establish a timeline of loosely linked events.
- Encourage the child to write a brief narrative describing the item, an event, and their reaction to what took place. Do so using the writing paper found on page 10.
- Ask the child to illustrate their piece in the box provided above their written work.



Princess Posey's Tiny Treasure Writing Sheet

Title _____

--

Poinky's Box

She had put Poinky into the bed she had made from a little box. She had covered her with a blanket she made from cotton balls (38).

Directions

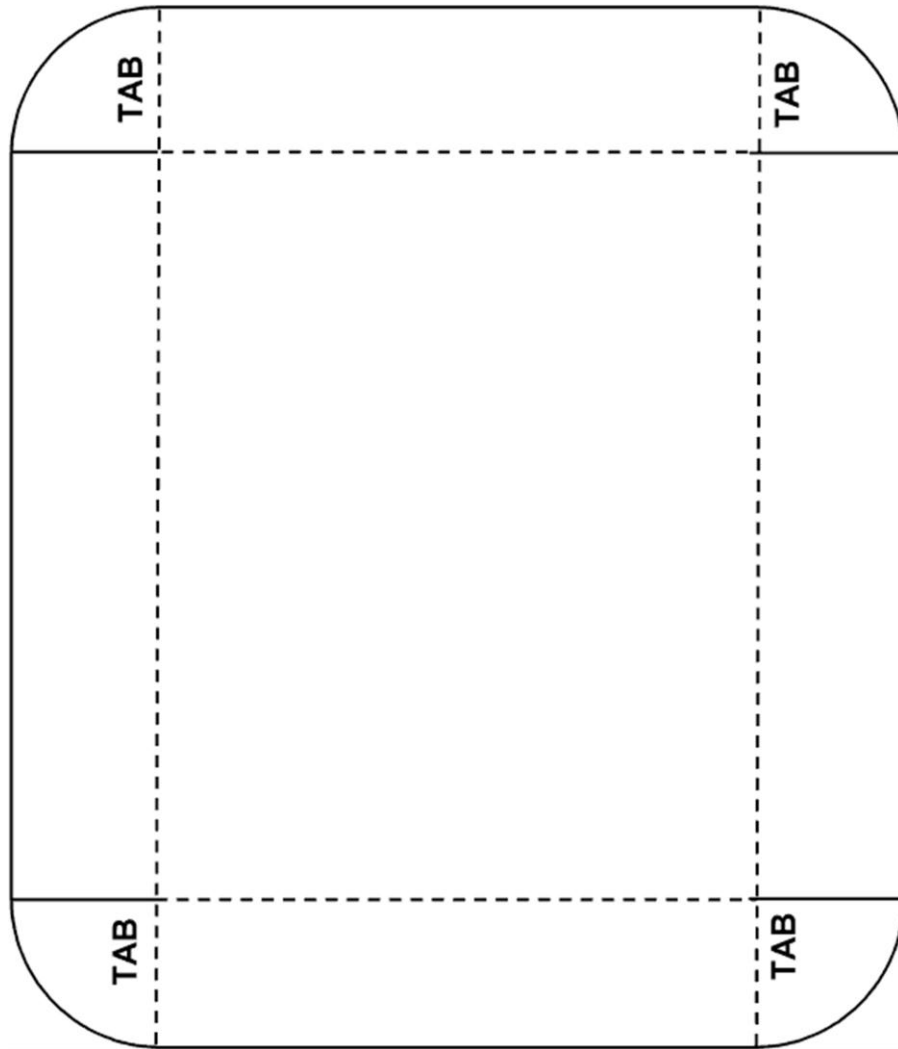
Supplies:

- Cardstock
- The box cut-out found on page 12
- Scissors
- Markers
- Tape or glue
- Items to make a blanket such as strips of fabric or cotton balls
- Your special little toy – a tiny treasure

Procedure:

- Print the box cut-out found on page 12.
- Use scissors to cut around the edges of the box template.
- Cut on the dark lines of the tabs.
- Fold along the dotted lines.
- Tape or glue tabs to form box corners.
- Decorate box with markers.
- Use strips of fabric or cotton balls to make a bed.
- Place toy under covers.
- Tuck your tiny treasure in and say, "Good night!"

Box Cut-Out



Numeric Sequencing – The Clock Face

“How about this for you?” said Gramps. “Your mom said you’re learning to tell time.”

Directions

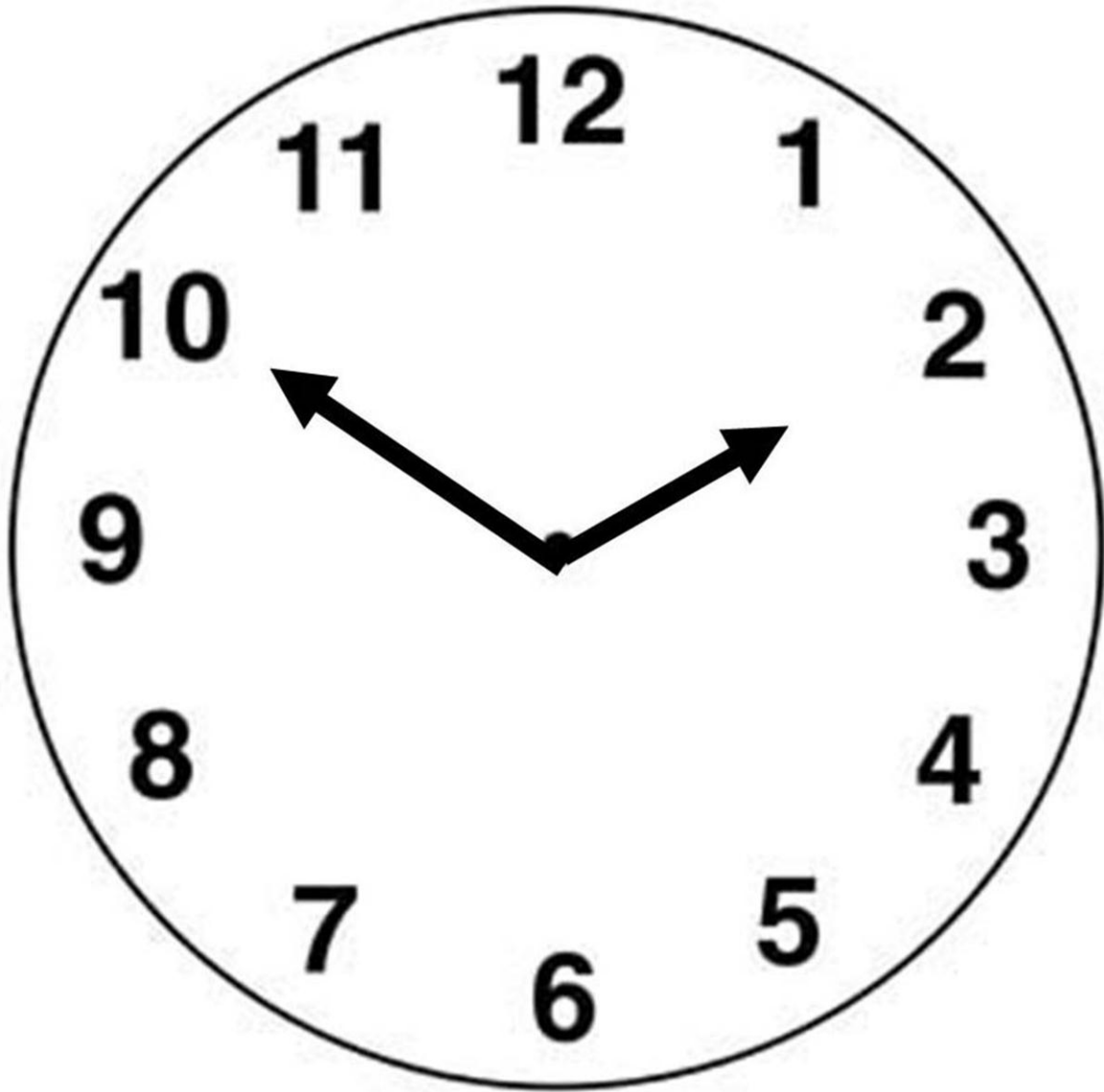
Supplies:

- Print Clock Face One found on page 14
- Print Clock Face Two found on page 15
- Pencil

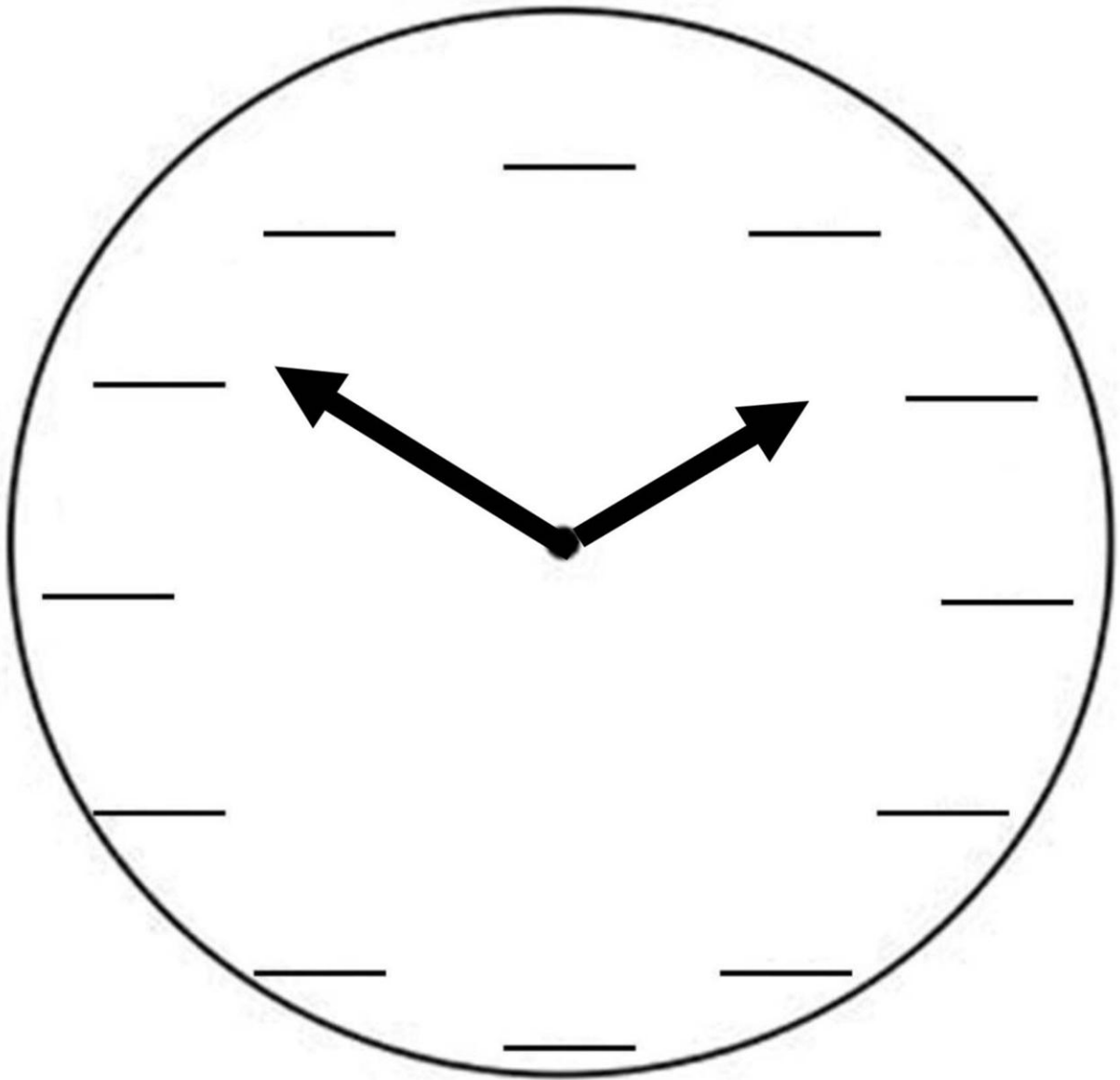
Procedure:

- Write the correct numeric sequence on the Clock Face Two using Clock Face One as a reference.
- As a variation, write numbers on Clock Face Two without using Clock Face One as a reference.

Clock Face One



Clock Face Two



My Princess Posey O-Clock Booklet

*There was a clock on the wall. The long hand pointed straight up. The short hand pointed straight down.
Posey stared at it. She tried hard to remember.
...“Keep practicing. You will learn.” Her mom wiped spaghetti sauce off Danny’s face (82-3).*

Directions

Supplies:

- Scissors
- Stapler
- Pencil
- Clock Face Master sheets (pgs. 17 & 18)
- Princess Posey O-Clock Booklet (pgs. 19 & 20)

Procedure:

- Print Clock Face Master sheet and the Princess Posey O-Clock Booklet.
- Cut out individual Princess Posey O-Clock Booklet pages.
- Print name on the booklet cover sheet.
- Copy the minute and hour hand placement and correct hourly time for each clock face featured on a single booklet page.
- When all of the hourly times have been recorded, compile pages of the booklet.
- Staple the booklet together along the left edge.

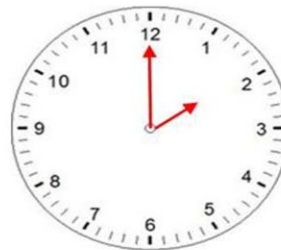
Clock Face Master Sheets



12:00



1:00



2:00



3:00



4:00



5:00



6:00



7:00



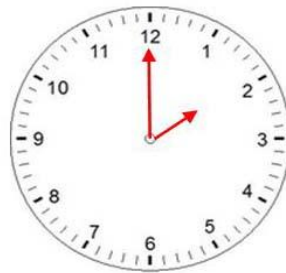
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9:00



10:00

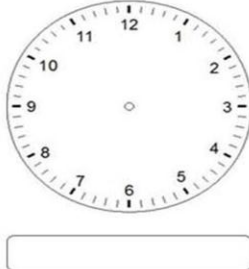
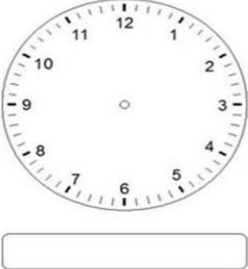
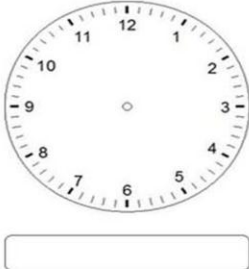
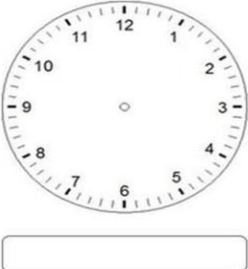
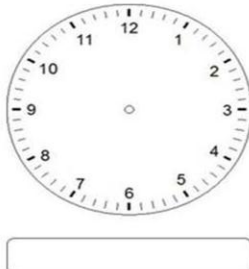
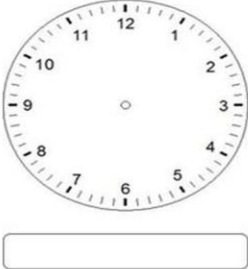
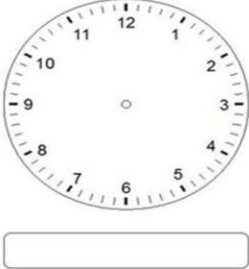



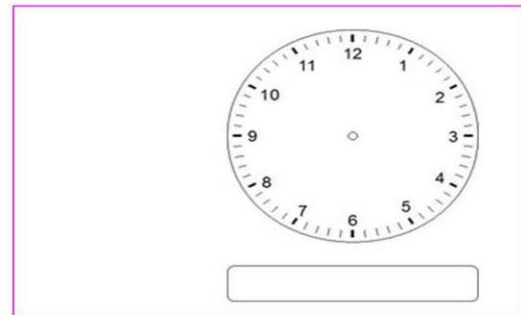
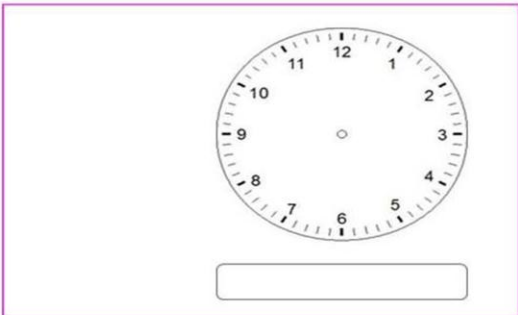
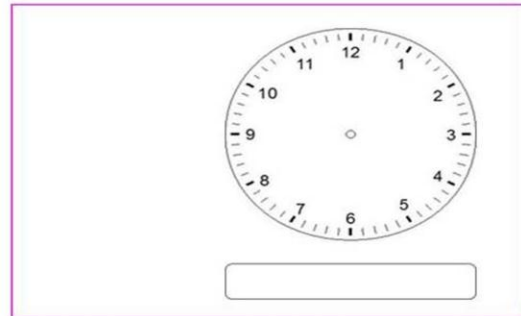
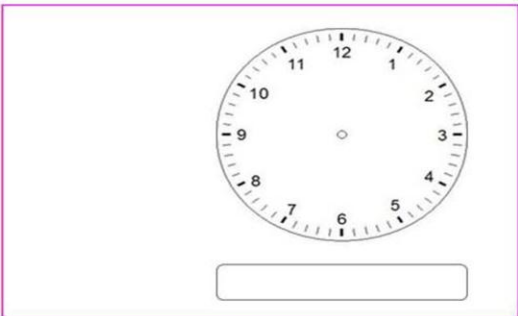
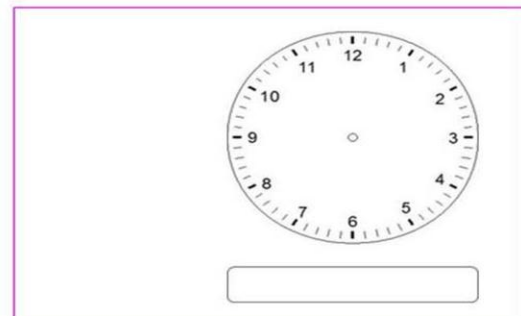
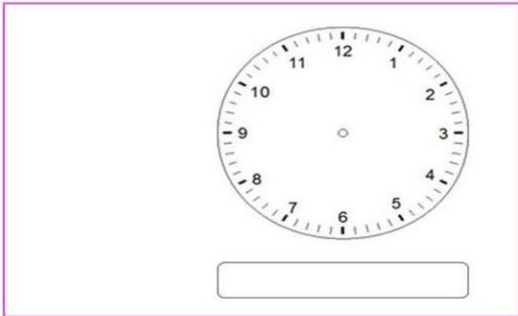
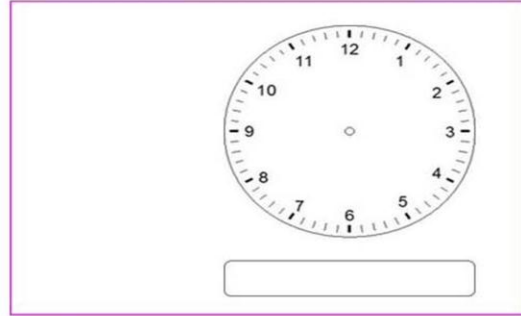
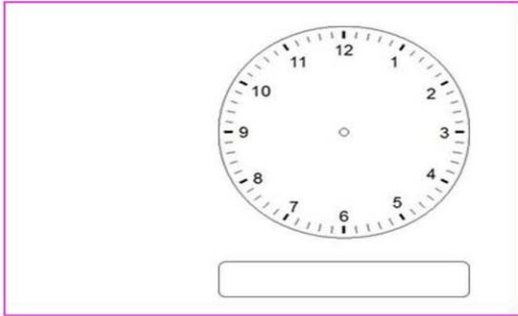
11:00

My Princess Posey O'Clock Booklet Pages

My Princess Posey Tiny Treasure
O'Clock Booklet

Name _____





Common Core State Standards Academic Annotations

Reading Standards for Literature

		Discussion Questions	An Opinion Piece	A Narrative Piece	The Clock Face	The O'Clock Booklet
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓				
RL.K.2	With prompting and support, retell familiar stories, including key details.	✓				
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓				
RL.1.1	Ask and answer questions about key details in a text.	✓				
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓				
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓				
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓				
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓				
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓				
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	✓				

Writing Standards

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).		✓			
W.K.2	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in reaction to what happened.			✓		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓	✓	✓		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓		
W.1.1	Write opinion pieces in which they introduce the state an opinion, supply a reason for the opinion, and provide some sense of closure.		✓			

		Discussion Questions	An Opinion Piece	A Narrative Piece	The Clock Face	The O'Clock Booklet
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			✓		
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.	✓	✓	✓		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		✓			
W.2.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			✓		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		✓			
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	✓	✓	✓		
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓	✓		

Mathematics

K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.				✓	
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.				✓	✓

Acknowledgements

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