

Book Title: *There Was an Old Lady Who Swallowed a Trout*

Author: Teri Sloat

Illustrator: Reynold Ruffins

Annotation: A fast paced, rollicking retelling of *There Was an Old Lady Who Swallowed a Fly*, this is sure to delight all readers. It is set on the west coast, with many familiar icons. Great for early literacy, for a text set on cumulative tales, or just a great read-aloud.

Text Set: Here is an Arctic Winter, This is the house that Jack built, There was a Cold lady who Swallowed some Snow! (Lucille Colandro), I know an Old Lady who Swallowed a Pie (Alison Jackson), Animal food chains

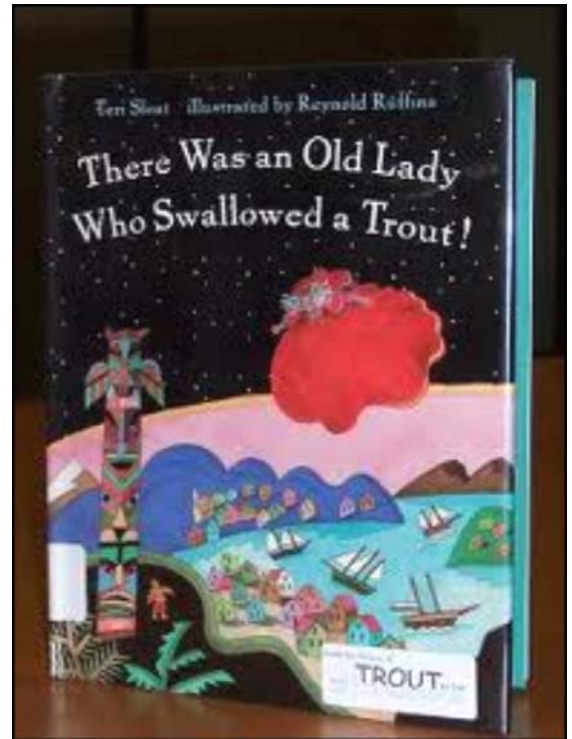
Concepts at a glance: Cumulative tales, Early literacy, BC coastal landscape

Links:

- The music and lyrics to the song: <http://kids.niehs.nih.gov/games/songs/childrens/swallflymid.htm>
- U tube -I know an old lady who swallowed a Bat <http://www.youtube.com/watch?v=XX0gTejB-zg>

Projects, Ideas and Activities:

1. Read the story for enjoyment.
2. Count the number and types of animals.
3. Make cut outs of animals and sort for comparisons.
4. Provide students with house shapes similar to those in the book. Experiment with moving them around. Teach:
 - a. How to overlap
 - b. Moving the horizon line to different spots
 - c. Running objects over the edge of the page
5. Have students make 2 compositions, using the same number of houses but demonstrating the art concepts listed above.
6. Make a hanging mobile with the lady and all of the animals – in order.
7. Make a diorama with each animal in order from front to back.
8. Write a class book, using local animals.
9. Write group books, using different settings, and therefore different animals in that setting. Share these books with a Division 1 class and donate them to that class library.



There was an old lady –Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ Topic D: Hot and Cold Temperatures

Science: Grade Three

- ✚ Topic E: Animal Life Cycles

Social Studies 2.1 Canada's Dynamic Communities (Inuit)

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.2 Investigate the physical geography of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting specific questions for inquiry.

Art Level One: Depiction Component 4-Main forms and proportions

- ✚ (A) All shapes can be reduced to basic shapes.
- ✚ (B) Shapes can be depicted as organic or geometric.
- ✚ (C) Shapes can be made using different procedures.
- ✚ (D) Animals and plants can be represented in terms of their proportions.
- ✚ (E) A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level One: Depiction Component 6 -Qualities and Details

- ✚ patterns. (B) Textures form
- ✚ lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value. (D) Colour can be
- ✚ (F)Details enrich forms.

English Language Arts

2.3 Understand Forms, Elements and Techniques (K-3)

- ✚ Experience a variety of oral, print and other media texts.
- ✚ Experiment with language.

2.4 Create original text

- ✚ (1) Change, extend or complete rhymes, rhythms, and sounds in pattern stories, poems, nursery rhymes, and other oral, print and other media texts.
- ✚ (2) Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts.

3.2 Select and Process

- ✚ (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
- ✚ (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
- ✚ (3) Review information to determine its usefulness in answering research questions.
- ✚ (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.