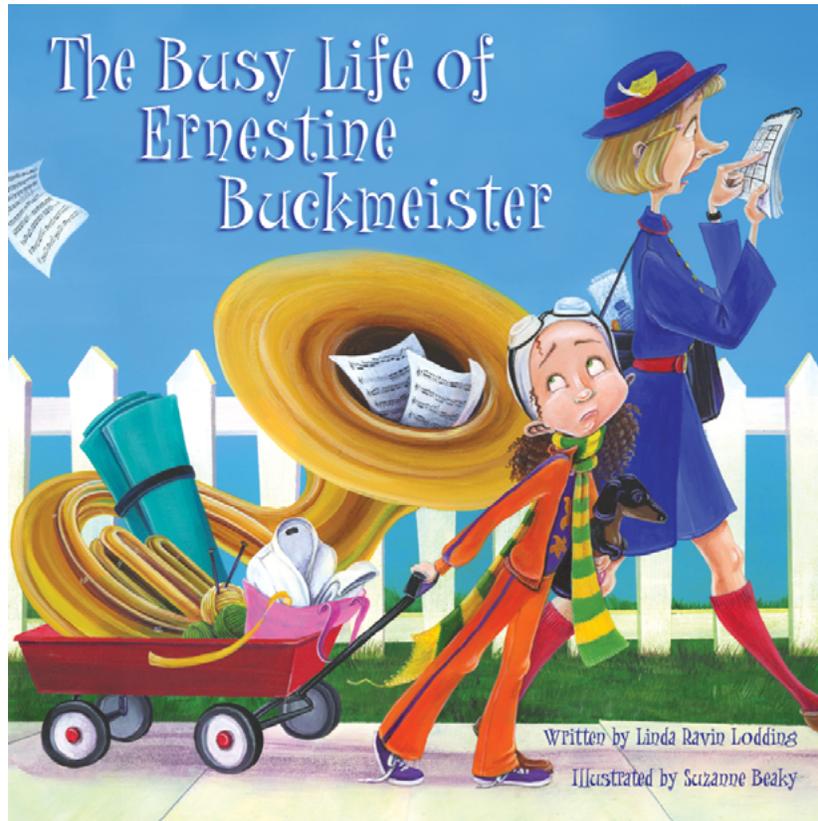


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 3RD



THE BUSY LIFE OF ERNESTINE BUCKMEISTER

WRITTEN BY LINDA RAVIN LODDING
ILLUSTRATED BY SUZANNE BEAKY

Watch
Connie Britton
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Ernestine is in over her head. Monday through Sunday, Ernestine’s week is packed with after-school lessons—tuba, knitting, sculpting, water ballet, yoga, yodeling, and karate.

Overwhelmed and exhausted, Ernestine decides to take matters into her own hands and heads off to the park with her Nanny where she builds a fort, watches the clouds, and plays all kinds of unstructured and imaginative games. But when a teacher calls Ernestine’s mom to report that she has not shown up for yodeling, her parents search everywhere until at last they hear their daughter’s laughter coming from the park. Ernestine tells her parents what a wonderful afternoon she’s had, and explains her plight, asking, “I like my lessons, but can’t I stop some of them?”

This saga hilariously captures the dilemma of the modern-day over-scheduled child in riotous color and absurd extremes. A delightful heroine, Ernestine will be sure to put “play” back on everyone’s agenda, demonstrating that in today’s overscheduled world, everyone needs the joy of play and the simple wonders of childhood.

THEMES IN THE STORY

Importance of play, over-scheduling, imagination, mindfulness and balance.

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grades but can be adapted to 3rd grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1 CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Materials: Chart paper

Procedure:

Step 1: Share your busy schedule with students. Ask students to share activities they participate in and the days and times of these events.

Step 2: Ask the following questions to stimulate discussion:

- What do they enjoy about these activities?
- Why do parents want their children involved in activities?
- Was there ever a time when you didn't want to go to a scheduled activity? Why?

Step 3: Introduce the title, *The Busy Life of Ernestine Buckmeister*. Ask students to predict what the story might be about. Record predictions on chart paper.

DURING VIEWING

Standards: CCSS.SL.1.2 CCSS.SL.2.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure:

Step 1: During the read aloud, ask students to give a sign (thumbs up) when they have done something or felt like Ernestine.

Step 2: Ask: How did the characters change from the beginning to the end of the story?

AFTER VIEWING

- Standards:** CCSS.RL.1.2, CCSS.RL.2.2
- Objective:** Students will use details from the story to determine the lesson the author is trying to convey.
- Materials:**
- Graphic organizer (see page 8)
 - **Teacher-prep:** use the options below:
 - Independent, partner, or group work – make a copy for each student or group
 - Teacher-led, whole class – duplicate organizer onto chart paper or SmartBoard.

Procedure:

- Step 1:** Explain **central message** to students – the big idea in a story. Sometimes the central message can be a lesson, or something the author wants us to learn. We can find the central message, or lesson, by looking at the key events, or key details. Key details are the important events in a story that keep the story interesting.
- Step 2:** Display the graphic organizer. Explain that this graphic organizer will help us determine the lesson in *The Busy Life of Ernestine Buckmeister*. **What does the author want us to learn from the story?**
- Step 3:** Explain how the graphic organizer will be used: Tell students that they are going to pick out the key details that will lead to understanding the lesson. When all four boxes are filled in with details, they will use them as clues to decide the central message, or lesson, in the story. The central message will then be written in the center circle on the organizer.
- Step 4:** Have students orally summarize the story, concentrating on the feelings of the main character.
- Step 5:** Complete the organizer according to the ability of your class:
- **Teacher-led:** work with students to complete the key details in the organizer.
 - Discuss details and guide students to a consensus of the lesson in the story.
 - Review the key details and the central message to make sure the key ideas support the central message.
 - **Partners or groups:**
 - After students have had time to complete the key details, gather the class together for groups to share answers.
 - Guide students to a consensus of the central message.
 - Review the key details and the central message to make sure the key ideas support the central message.

READING RESPONSE

- Standards:** CCSS.RL.1.1 CCSS.RL.2.1
- Objective:** Students will answer the prompt using at least two details from text to support the response.
- Reading Prompt:** Why do you think Ernestine decided to take a day off from her scheduled activities? Use at least two details from the story to explain your response.

WRITING

Option 1

Standards: CCSS.W.1.3 CCSS.W.2.3

Objective: Students will write a narrative piece using grade appropriate sentence structure and spelling.

Writing Prompt: What is your favorite activity?

Materials: Writing tools

Procedure:

Step 1: Use the prompts below to help students structure their writing:

- **What** is the activity?
- **Where** do you participate in this activity?
- **When** do you participate?
- **Why** do you enjoy this activity?

Step 2: Guide students through the writing process to publish their story.

Step 3: Have students draw a picture to go with their story.

Option 2

Standards: CCSS.W.1.1 CCSS.W.2.1

Objective: Students will write an opinion piece using grade appropriate sentence structure and spelling.

Writing Prompt: Which one of Ernestine Buckmeister's activities would you like to try?

Procedure:

Step 1: Use the writing process to guide students' writing to complete the prompt.

Step 2: Illustrate

ACROSS THE CURRICULUM ACTIVITIES

MATH – MEASURING TIME

Students use a calendar and clock to measure the passing of time.

Before teaching, generate interest in the importance of measuring time by viewing *The Busy Life of Ernestine Buckmeister*. Ask students to identify how Ernestine kept track of her activities. After reading, discuss the importance of time in our lives. Tell students that they are going to learn how to use a calendar to keep track of daily activities and a clock to know the time of the activity. Use the following suggestions to practice using a calendar and telling time.

READING A CALENDAR

OBJECTIVE —

Students identify the parts of a calendar and use a calendar to track events.

MATERIALS —

- Large demonstration calendar
- Monthly calendar sheet – Google it for the one that is best for your class
- Pencils

PROCEDURE —

- Step 1:** Explain to students that we use a calendar to keep track of days, weeks, and months in a year.
- Step 2:** Identify the parts of the calendar and how it is divided (days, weeks, months). Provide instruction according to the needs of your class.
- Step 3:** As a practice activity, guide students to write Ernestine’s activities on the first week of their calendar:
- Sunday: Yoga 8:00am – 9:00am**
 - Monday: Sculpting 4:30pm – 5:30pm**
 - Tuesday: Water Ballet 3:30pm – 4:00pm**
 - Wednesday: Knitting 6:30pm – 7:30pm**
 - Thursday: Tuba 5:00pm – 6:00pm**
 - Friday: Yodeling 3:00pm – 4:00pm**
 - Saturday: Karate 10:00am – 11:00am**

INDEPENDENT PRACTICE —

Have students fill in their weekly activities on the second week of the calendar, including the time. They can add any other events for that calendar month.

MATH – MEASURING TIME CONT.

TELLING TIME ON AN ANALOG CLOCK

MATERIALS —

- Large demonstration clock
- Judy clocks (Google it - If not available, students can make their own)
- Whiteboard and marker

PROCEDURE —

- Step 1:** Instruct students how to tell and write time using Ernestine's schedule from the calendar activity above. Remember to explain a.m. and p.m. to students.
- Step 2:** Guided Practice: Use Ernestine's activity times from the calendar to check understanding. For example, ask them to find the day Ernestine goes to yoga. Find the time and show it on the clock. Write the day she goes on the whiteboard.
- Step 3:** To practice writing time, orally read Ernestine's activity times. Have students show the time on the clock and write the time on the whiteboard.

SCIENCE – RESPIRATORY SYSTEM

OBJECTIVE —

Students gain an understanding of how our lungs work to help us breathe.

MATERIALS —

- Balloons (1 per student)

PROCEDURE —

- Step 1:** Ernestine participated in yoga, water ballet, and playing the tuba. Use this as a springboard to generate student interest in the various types of breathing. Demonstrate with students how we breathe differently in each activity: practicing yoga, holding our breath in water ballet, and inhaling and blowing hard out our mouth to play the tuba. Discuss the way each kind of breathing makes us feel.
- Step 2:** Identify the lungs as the organ in our body that is responsible for our breathing.
- Step 3:** Have students put their hands on their belly as they breathe in and out. Discuss what happens with each inhale and exhale. Tell students that this is our lungs at work.
- Step 4:** Explain that lungs work much like balloons. When we inhale, the lungs get filled with air (oxygen) and expand. Blow air into the balloon to demonstrate. When we exhale, the lungs get smaller and push out the air (carbon dioxide). Let the air out of the balloon.
- Step 5:** Partner students and have them use a balloon to model the lungs inhaling oxygen and exhaling carbon dioxide. Partner one blows into the balloon and lets the air out. Partner two explains what is happening at each step (inhaling oxygen, exhaling carbon dioxide). Switch roles.
- Step 6:** Students focus on their breathing. Instruct them to inhale through their nose and exhale through their mouth. Then switch- inhale through mouth and exhale through nose. Discuss which feels more comfortable. Next, have students take a deep breathe and hold it for 3 seconds. Discuss what the lungs might look like here.

PHYSICAL EDUCATION

Yoga, karate, and water ballet were three activities Ernestine participated in. Use the internet to find a lesson plan on these activities that are appropriate for your students.

ART – SCULPTURE

MATERIALS —

- Modeling clay
- Plastic knives or other sculpting utensils
- Acrylic paint (optional)

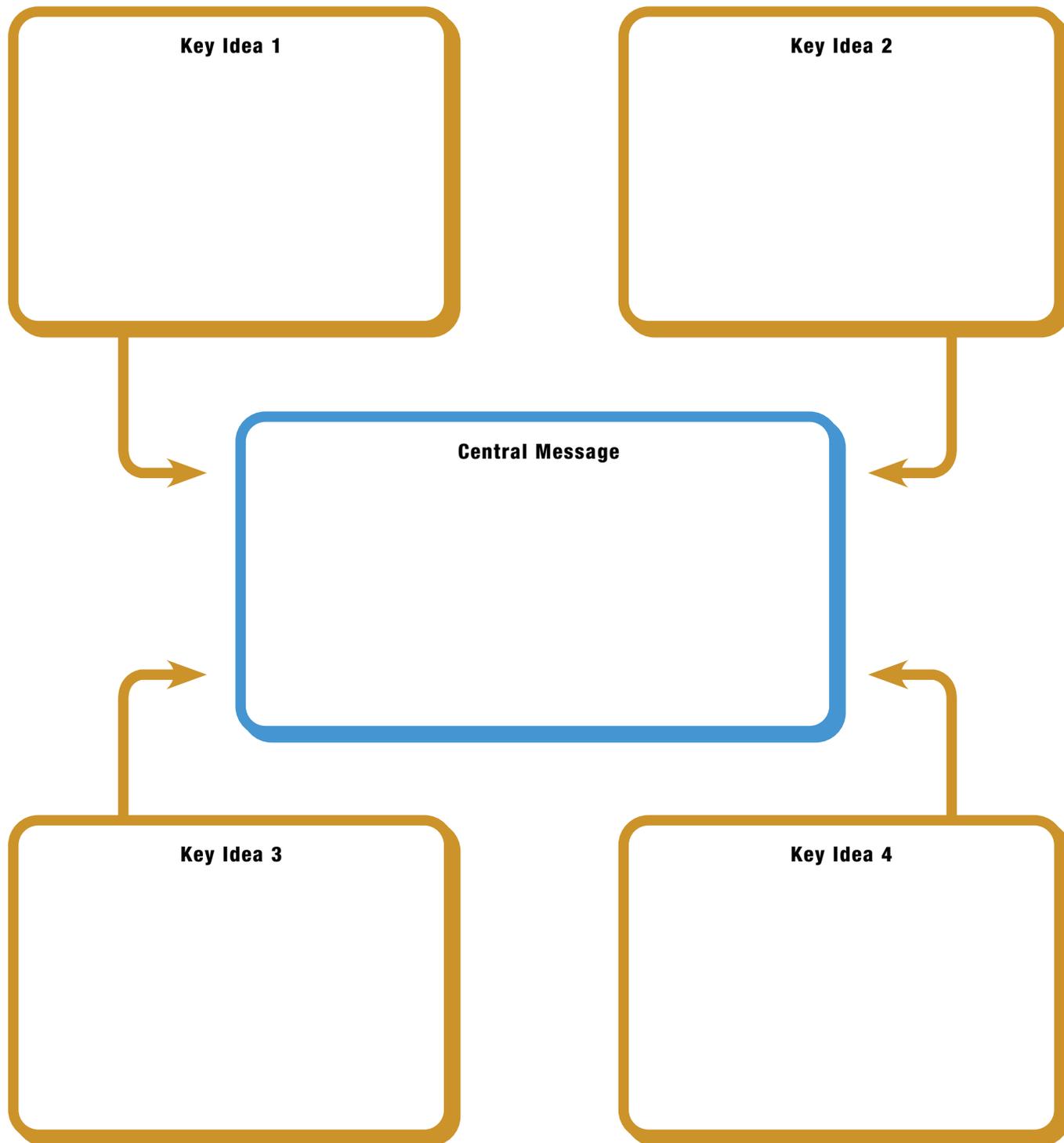
PROCEDURE —

- Step 1:** Tap student knowledge about sculpting. How is a sculpture different than a picture?
- Step 2:** Distribute the clay and let students explore its texture and consistency.
- Step 3:** Decide on a theme for students' sculptures: cats and dogs, farm animals, favorite characters, etc.
- Step 4:** Instruct students to use the clay to create an original sculpture.

THE BUSY LIFE OF ERNESTINE BUCKMEISTER

GRAPHIC ORGANIZER

What does the author want us to learn from the story? Use key details to help you figure out the lesson.



ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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