

HOME EXTENSION ACTIVITIES



Extension 1- Reader Response

Materials:

Paper

Pencil

Crayons, Markers, Color Pencils or Paint

Props for acting out

OR NOTHING--You can act it out or talk about it without any materials.

Learning Targets:

I can write about my connection to the story.

I can write to tell my thoughts about the story.

★To start:

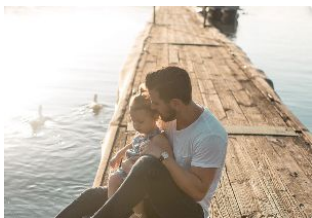
Reading Response Task Card

We just finished reading the book, "Ish"
It's time for you to respond to what you have read.

You have two choices to respond to:

1. How did Ramon feel throughout the book? Were his feelings the same throughout the book? Why? Have you ever felt this way?
2. Do you have a friend or family member like Marisol? How have they helped you? Maybe you have been a friend like Marisol to someone else. Share about that time.

TALKING



WRITING



DRAWING OR PAINTING



ACTING IT OUT OR PLAYING



OR Share your response by combining any of the ways above.

I can't wait to see how you respond.
Give your response on paper before you talk, draw, or act it out.
I want to see both!



Extension 2 - Estimation Jars

Materials:

Paper

Pencil

5 jars or clear containers

Various items (examples below)

Learning Targets:

I can look at a group of items and estimate (or guess) the amount of items.

★To start:

1. Fill 5 jars (or clear containers) with different items.
 - You might fill the jars with:
 - Legos
 - Q-tips
 - Cotton balls
 - Dried beans
 - Sticks
 - Rocks
 - Crayons
 - ANYTHING YOU WANT!
 - Count the items in the jars.
 - You will need to know the actual amount for a friend or family member to be able to estimate the actual amount in the jar. You can use the table below or create
 - To estimate means to guess, or get close to, the amount of something. So, you might not get the exact amount when you are estimating but you will get the amount-ish.

Item	How Many:	How Many (Ish)
Example 1: Q-Tips	12 are in the jar	10-ish (could be an estimated amount)
Example 2: Rocks	18 are in the jar	20-ish (could be an estimated about)

2. Have your friends or family members estimate the amount of items in each jar. Who guessed the most “accurate-ish amounts?”



Extension 3 - Ishfully

Adapted from: https://www.candlewick.com/book_files/0763619612.btg.1.pdf

Materials:

Pages 8+9

Crayons, markers, pencil, color pencils (your choice)

Learning Targets:

I can draw ishfully.

I can write a poem-ish about my drawings.

I can complete a drawing that someone else started.

★To start:

1. Use pages 8+9 to guide you. You can print them out or you can use them as a guide to create your own pages.
 - You could also think of your own Ish things to draw.
2. Finish the drawing of the “ish” girl.
 - You could also have a friend or family member “start” a drawing for you and you could finish-ish it.
 - Or: You could start a drawing for a friend or family member and have them finish-ish it for you.







Extension:

If you would like to write a poem to go with your “Ish” drawings, here are some pointers to guide you. Don’t worry about the perfect poem. Just write a poem-ish. This resource is from

https://attachments.convertkitcdn.com/32083/25480e59-e88c-4dbb-bf5c-62a7ceb64b35/poetic%20devices%20page_.pdf

Poetic Devices

Tools that Poets Use

 Line Breaks Breaking a line of text into shorter lines <i>Why?</i> – It slows the reader down and draws their attention to important words or ideas. <i>In the spring the path is shaded by tall lilac bushes.</i>	 Personification Describing something not human using human traits <i>Why?</i> – It lets the reader see something in a new way. <i>The dry grass Drinks up the rain</i>
 Simile Comparing two things using “like” or “as” <i>Why?</i> – It lets the reader see something in a new way. <i>He’s as fast as a cheetah.</i>	 Alliteration Using the same beginning sound in words that are close together <i>Why?</i> – It sounds interesting. <i>Drops drench the sidewalk</i>
 Repetition Using the same word or phrase more than once <i>Why?</i> – It tells the reader that word or idea is important. Can show that something will take time. <i>I planted corn, I planted beans, I planted carrots.</i>	 Metaphor Saying that one thing “is” something else <i>Why?</i> – It lets the reader see something in a new way. <i>Our classroom is a zoo.</i>

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If you enjoyed *Ish* by Peter H. Reynolds, check out these books on MyOn!

www.myon.com/school/montgomeryreads

Username: read

Password: read

Title	Author
<i>Drawing Wild Animals</i>	Abby Colich
<i>Drawing Ocean Animals</i>	Abby Colich
<i>Drawing and Learning About Faces: Using Shapes and Lines</i>	Amy Bailey Muehlenhardt
<i>Galen's Camera</i>	Jill Kalz
<i>Tickles, Pickles, and Floofing Persnickles: Reading and Writing Nonsense Poems</i>	Connie Colwell Miller
<i>Learning About Poems</i>	Martha E.H. Rustad