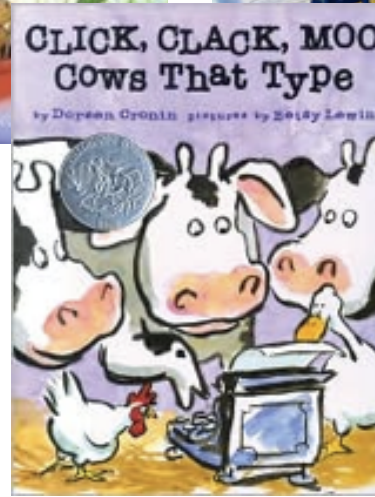
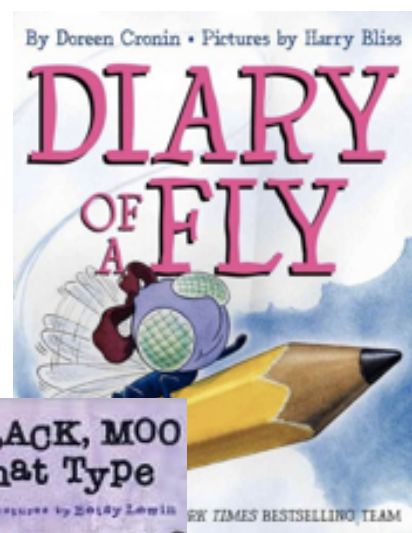
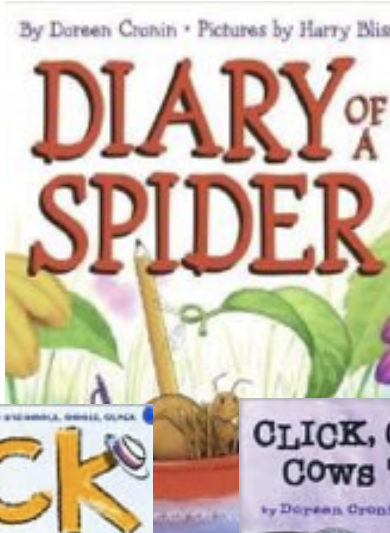
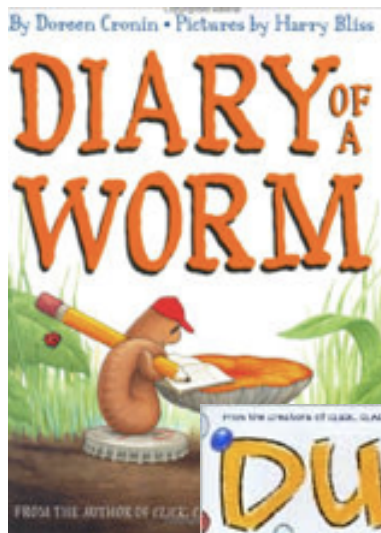


# Emergency Substitute Lesson Plans



## Second Grade Doreen Cronin Lessons



By Rachel Friedrich at Sub Hub  
<http://subhubonline.blogspot.com/>

## How to Use These Lessons

These lessons are intended for use as one-day emergency substitute teacher lesson plans. They can be downloaded by a classroom teacher to keep in a substitute binder or by a substitute teacher to keep handy in your bag of tricks. But they can also be used a lesson at a time. These lessons are written at a second grade level and include:

- A warm-up
- A reading lesson
- A language arts lesson
- A social studies lesson
- A science lesson
- A math lesson

## Materials Needed

**Warm-up:** A variety of books by Doreen Cronin including at least two from the "Diary" series (Diary of a Worm, Diary of a Spider, and Diary of a Fly) as well as Duck for President; copies of KWL chart if students will be doing this individually

**Reading/Language Arts:** 2 or more "Diary" books; copies of Venn diagram, fact/fiction sheet, and booklets made from 1 Diary cover page and 3-4 pages of the writing sheets

**Social Studies:** Duck for President; notebook paper

**Science:** "Diary" books; notebook paper; information from these websites:

Worms: <http://urbanext.illinois.edu/worms/>

Flies: <http://www.littleflybooks.com/fly-fun-facts.php>

Spiders: <http://www.tooter4kids.com/Spiders/Spiders.htm>

**Math:** Notebook paper; tub of objects (lengths of yarn or chenille sticks, plastic bugs, and gummy worms, etc.) for each group of students



## Warm-up

Introduce the author and background information. Read two books from these selections or others by Doreen Cronin:

Click Clack Moo Cows That Type

Dooby Dooby Moo

Duck for President

Diary of a Worm

Diary of a Spider

Diary of a Fly

Complete the K (what students already know) and W (what students want to know) parts of a KWL chart as a class or individually. You can choose the topic for the KWL chart. It could be about the author herself or the books, or something else related.

**\*\*Make sure to go back to the KWL chart at the end of the day to fill in the L (what students learned).\*\***

Read students the Doreen Cronin biography.



## Doreen Cronin Biography

From [www.doreencronin.com](http://www.doreencronin.com):

"I was born in New York and grew up on Long Island with my parents, two brothers, and a sister. We lived in a red house with a big backyard... and a neighborhood full of kids. My dad was a police officer and he was very, very funny. I decided that I wanted to be a police officer or an FBI agent when I grew up. When I grew up, I realized that was very dangerous. I changed my mind.

"It was my first-grade teacher, Mrs. Cooper, who first told me that I was a writer. She may have told all the students that. I have no idea! But the moment she told me I was a writer, I became one. Mrs. Cooper used to give me extra writing assignments to encourage me. It was extra homework, but I loved it. I also loved our library and spent most of my free time there.

"I graduated from Penn State in 1988 and St. John's University School of Law in 1998. I practiced law in downtown Manhattan for a few years. It was during that time that *Click Clack Moo: Cows that Type* was published. I left my job as an attorney and have been writing ever since. Thank you Mrs. Cooper!"



Name \_\_\_\_\_

Doreen Cronin KWL

K

W

L



## Reading

Pre-reading: Discuss the format of a diary. Make predictions of what the students think the book will be about. Also discuss that Doreen Cronin's "Diary" books blend fact and fiction. Students should listen for what they think is fact and what is fiction.

If you haven't already, read at least two books from the "Diary" series.

After reading, choose one or more of the following activities as time permits:

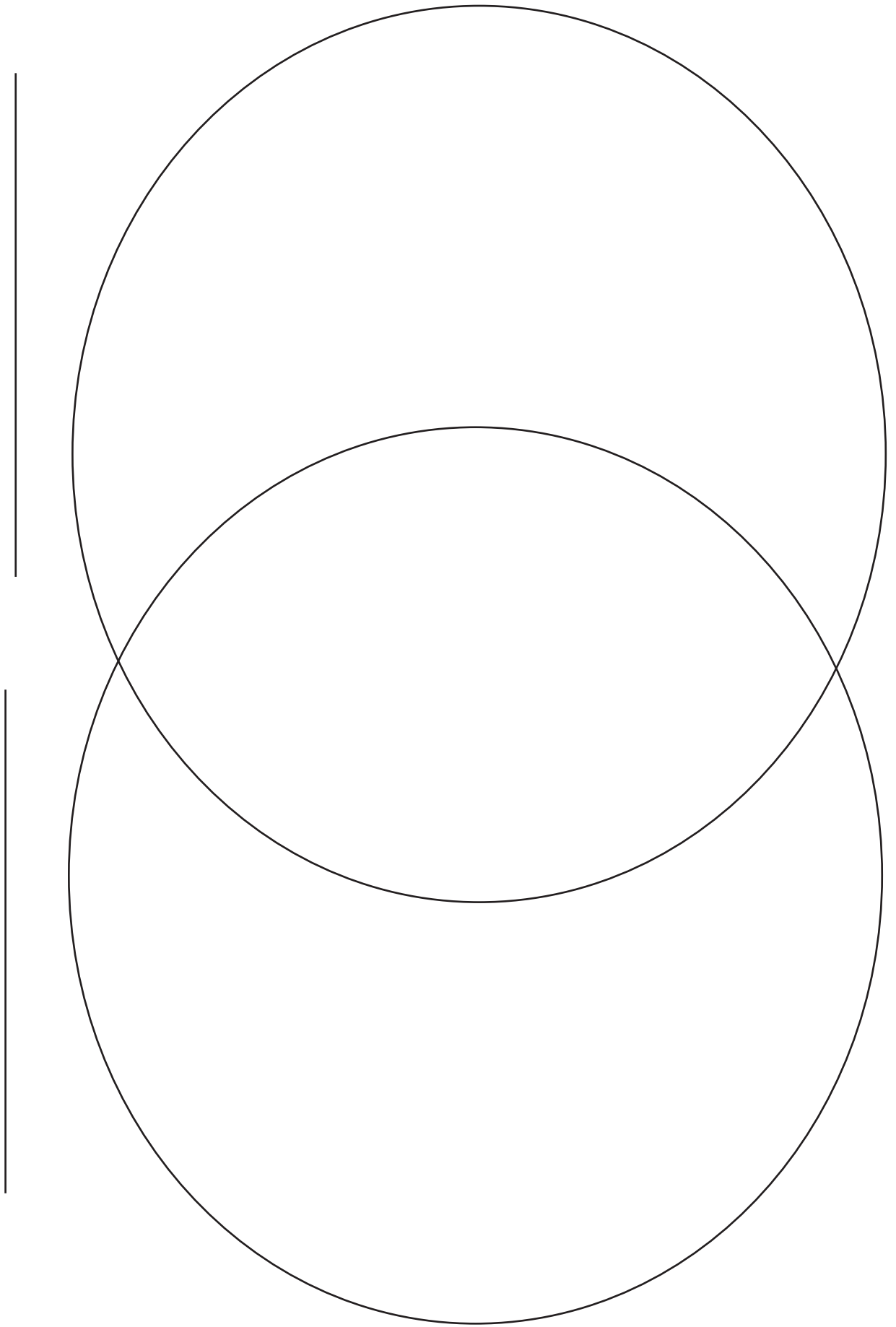
- 1) Students complete a Venn diagram comparing one or more of the books read.
- 2) Review the sequence of one of the stories. Hand out construction paper and have students fold it into 8 sections to retell and illustrate the story as a comic strip.
- 3) Have students complete a T chart listing facts and fictions about the worm, spider, or fly.

## Language Arts

Students will write and illustrate their own diary of an animal of their choice. You can choose how many diary entries their stories will have based on your allotted time.



Name: \_\_\_\_\_



Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Fact

Fiction





# Diary of a \_\_\_\_\_

Written and Illustrated By

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Date \_\_\_\_\_

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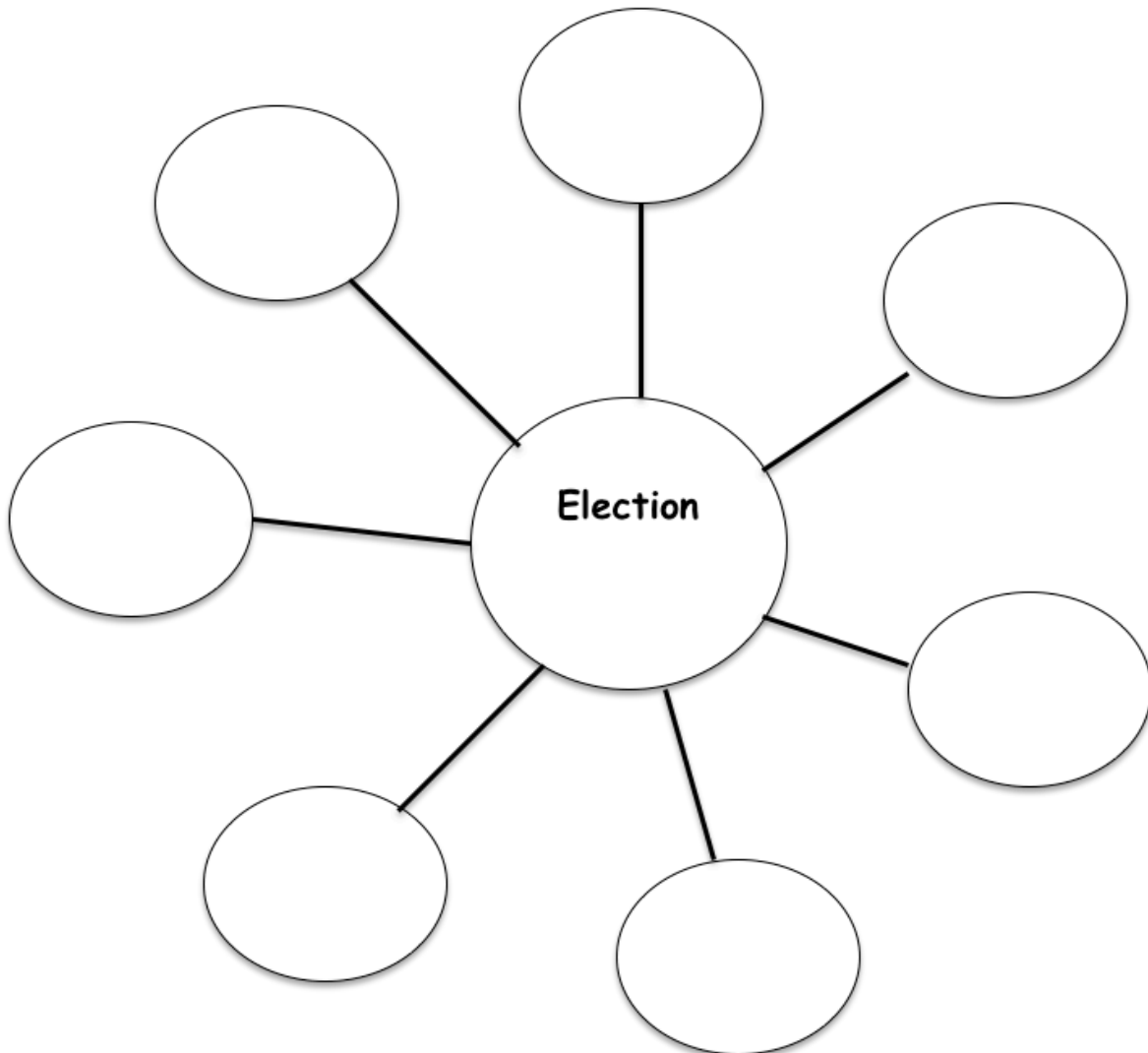


## Social Studies

As a class, complete a bubble map of an election (see example below).

Read Duck for President by Doreen Cronin. After reading show students that the book focuses on the executive branch of government. Discuss why Duck was not happy in any of his positions. Ask students which position they would want and why.

Students then write about what qualities they would want in a president. If time, they can also write about what qualities they have that would make them a good president or write what they would do if they were president.



## Science

Read the following if you haven't already:

[Diary of a Worm](#)

[Diary of a Spider](#)

[Diary of a Fly](#)

Discuss differences between spiders, flies, and worms. Some sources of information are here:

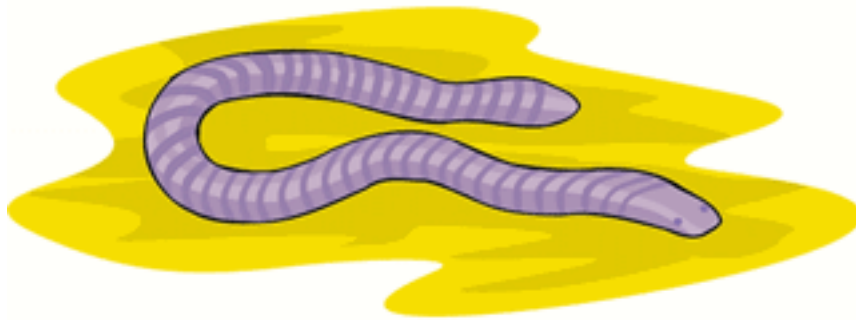
Worms: <http://urbanext.illinois.edu/worms/>

Flies: <http://www.littleflybooks.com/fly-fun-facts.php>

Spiders: <http://www.tooter4kids.com/Spiders/Spiders.htm>

Students should compare and contrast the three types of animals. This can be done as a class, individually, or in groups as a Venn diagram, list, or paragraphs.

Or discuss the environmental theme in [Diary of a Worm](#). Have students write to answer the question: Why does the Earth need worms, spiders, and flies?



## Math



Review how to use a ruler to measure objects. Model how to measure some objects.

Group students. Give each group of students a tub of objects to measure. Each student should have a piece of notebook paper to record the findings. Students should work together to measure the length of each object and record the results. Then each student should write 5 comparison statements (i.e. Object A was 2 inches longer than Object B.).

Suggestions of objects to measure in keeping with the Doreen Cronin theme:

- lengths of yarn or chenille sticks to represent worms (make sure they are labeled A,B,C, etc. with masking tape if you use several pieces)
- rubber or plastic insects
- gummy worms (if you are allowed to use food)



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