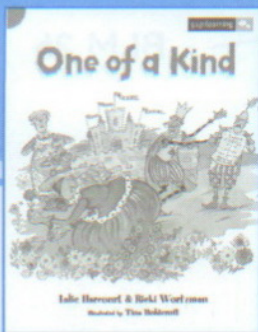


ONE OF A KIND



Story Synopsis

In this story, King Dewey can't think of a good birthday present for his cousin, Prince Louie. The king decides to hold a contest for the best one-of-a-kind present, and the results are excellent: the furniture makers build a special throne, the tailors sew a unique robe, the jewellers invent a clever crown ... and still more people arrive with their creations. King Dewey is delighted, and because every idea is a winner, he makes all the entrants King for a Day. *One of a Kind* uses a whimsical story and illustrations to introduce ideas about the elements of design. It also supports the idea that everyone can be creative.

LITERACY ELEMENTS

common and proper nouns:
throne, robe, crown, King Dewey, Prince Louie

capital letters for names:
King Dewey, Prince Louie, Your Majesty

words with silent letters:
signs, thought, wrote, great, designed

CONNECTIONS

MUSIC

use tone to express thought

DRAMA

solve problems through role-playing

WORDS TO DISCOVER

wonderful
splendid
finest
king
queen
guard
tailors
jewellers
furniture makers

ESL CONSIDERATIONS

The students will benefit from conversations that focus on what makes something unique in order to understand how important the "one-of-a-kind" quality is to this story.

Overall Learning Opportunities



Students will:

- describe how the ideas in a variety of art works relate to their own knowledge and experience
- produce two-and three-dimensional works of art that communicate ideas for specific purposes and to familiar audiences
- use the elements of design in ways appropriate for this grade
- interact with sensitivity to and respect for their own artwork and that of others



Students will:

- read a variety of written materials for different purposes
- retell stories, presenting ideas in a coherent sequence
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- interact with sensitivity and respect, considering the situation, audience, and purpose

ACTIVITY MENU

Exploration: An Advertising Poster, page 75

Guided Reading, pages 76–78

As a Group, pages 79–80



- *One-of-a-Kind Creation*: designing and making a unique object
- *Symmetrical Castles*: using symmetry to draw a castle



- *One-of-a-Kind Objects*: identifying unique objects by sight and by touch
- *If I Were King or Queen for a Day*: using imagination to tell a story

Independent Work, pages 81–82



- *BLM 27*: showing understanding by deciding if statements are true or false
- *BLM 28*: showing understanding by locating events



An Advertising Poster

LEARNING OPPORTUNITIES

Students will:

- produce works of art that communicate ideas for specific purposes and to familiar audiences
- describe how artists use the elements of design to create a specific effect
- recognize that there are many ways of perceiving and knowing

YOU WILL NEED

- drawing materials (crayons, pencil crayons, markers)
- white drawing paper and coloured construction paper, in various sizes
- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- clearly communicate the message?
- make independent choices about layout?



Whenever possible, discuss with students how advertisers use the elements and principles of design to convey their message. Refer to any current advertisement that the students have noticed.

Reading the Story

Refer to pages 6–7 as you review the story *One of a Kind* with the children. Say:

- How did people in the kingdom find out about the contest? (signs put up everywhere) This is called *advertising*.
- What information is on the poster? Who would like to jot these ideas on the board?
- The way a poster looks or how it is organized is called *layout*. Describe the layout of this poster. (uses symbols, bright colours, large words, lines are centred) Why do you think King Dewey used red for some of the words? Why are some words larger?
- Would you change anything about King Dewey's poster? (perhaps add a border, contact information, pictures)
- Where have you seen advertisements like this poster? (TV, billboards, sides of trucks, magazines, newspapers, etc.)

Starting the Exploration

Choose a class or school event that needs to be publicized. Ask the children to make posters for the event. Brainstorm a list of information that needs to be included on the posters, and record the list on chart paper so the children can refer to it for spelling. Then discuss layout:

- We want people to notice our posters and read them. What colours would draw attention? How large should the words be so we can read them from across the room?

Note down the suggestions on chart paper. Then show the children the paper and drawing materials. Ask:

- What colour and size of paper might you choose? What colour letters? Why?

Working on the Poster

In groups or individually, have children plan their poster on scrap paper. Encourage them to include a border, interesting colours and pictures, and legible text. Remind them to check the chart for the information that needs to be included.

As the children work, ask them to check the layout periodically by having a buddy hold their poster up across the room so the artist can reflect on it.

Sharing

When the posters are complete, carry out a Think-Pair-Share activity with the class. Ask:

- What would be some good places for us to put our posters? Why would these be good locations?

Children should think for a few moments before sharing their ideas with a partner. Then ask for volunteers to share with the whole group. Discuss the effectiveness of the proposed locations. The children can then put up the posters.

Extension

Children can redo — or redesign — their posters using a computer. The class can choose their favourite and have it posted on your school's Web site. Ask them to choose a piece of music (see [Grade 2 Audio CD](#)) that could be playing in the background when people go to the site.

This Exploration works well with Stand-Alone Activity 27: "Pizza Sandwich Boards" on page 155.

LEARNING OPPORTUNITIES

Students will:

- predict what the text will be about based on its title and pictures
- set their own purposes for reading and viewing
- use clues from the text and personal experiences to gain an understanding of character
- apply the rules of participating in a conversation and working with others

Setting the Scene

Hand out copies of the book to the children in the group and have them look at the cover. Say:

- You're going to meet a lot of people in this story. Here are four of them.
- The queen is bending over picking flowers. Put your finger on the queen.
- The lady-in-waiting is holding the basket of flowers. Put your finger on the lady-in-waiting.
- The king is wearing a crown and robe. Put your finger on the king.
- The guard is holding a sign with the heading "Contest." Put your finger on the guard. Good for you.

Ask:

- Have any of you ever been in a contest? Tell us about it. What did you have to do? Was there a prize? How did you do?
- This story is titled *One of a Kind*. Point to the words as we read the title together: *One of a Kind*. Good for you.
- The king and queen look very happy. What do you think is making them smile?
- What do you think the king's contest is about? What do you think the contestants will have to do? What do you think the winner might get as a prize?

Encourage a variety of responses and then say:

- *One of a Kind* was written by Lalie Harcourt and Ricki Wortzman and illustrated by Tina Holdcroft.

Reading the Story

Invite the children to open their books to pages 2–3 and look at the picture. Focus the children's attention on the information the picture is giving about the storyline by asking a series of questions such as the following:

- The king is thinking about his cousin, Prince Louie, and he's thinking about Prince Louie's birthday. Why do you think he's thinking about it?
- Look at King Dewey's face. He looks worried. Why do you think he's worried?
- What's the queen doing while King Dewey is thinking?
- Read these pages to find out why King Dewey is worried.

Have the children share what they've found out about King Dewey's worries. Then ask them to turn to pages 4 and 5.

Say:

- On these pages the queen makes some suggestions about presents the king might send this time. But the king wants a special kind of present. Read these pages to find out what will make a special present for Prince Louie.

Say:

- The king is getting worried because the prince's birthday is getting closer and closer. But one morning, he comes up with an idea for a way to decide on a present for the prince.

OBSERVING FOR ASSESSMENT

Does the student:

- sub-vocalize (i.e. whisper the words when reading silently)?
- appeal for help rarely? sometimes? frequently?
- demonstrate perseverance and appear to be reading all the words and every page?

TEACHING tip

As you discuss what the various contestants have created, be certain the students understand what it means to be: a furniture maker, a tailor, and a jeweller.

Turn to pages 6 and 7 and read to give the details of the contest. Say:

- By the next day, people were coming to see King Dewey with their one-of-a-kind ideas. Turn to pages 8 and 9 and look at the picture to see what idea the furniture makers came up with.

After talking about what they see in the picture, have the children read the pages to learn about the details of the throne.

Then say:

- Turn the page to see the idea the tailors came up with.

Talk about reversibility, about why this robe looks to be one of a kind, and tell the children that there's a very special pocket that the king will be happy to know about. Then have the children read to learn of all the details of the robe, including the special pocket.

Say:

- The next people to come with a one-of-a-kind idea were the jewellers. What do you think they might have designed?

Encourage the children's responses as you record their ideas on chart paper. Before turning the page, you could hold a vote for the most popular prediction. Then turn the page and have children look at the picture to find out what the jewellers created. Talk about the special qualities of the crown that they can see — the visor, the umbrella — and then invite the children to read these pages for further details of its unique qualities. Then say:

- So, the king has seen one-of-a-kind ideas from the furniture makers, the tailors, and the jewellers. Which gift should he declare as the winner?

After taking a raise-the-hand vote, say:

- The king is about to find out that there are lots of one-of-a-kind gifts waiting for him to see. Turn to pages 14 and 15 and look at the picture as I read page 14 to you.

Then say:

- Look back to page 7 for the contest rules and conditions. Read them over again and think about a *big* problem the king has now.

When the children realize that there may be more than one winner and that the king made a promise, have them return to page 15 and follow along as you read the text to them. Then ask:

- What should the king do?

Encourage the children to brainstorm a variety of possible solutions to the problem and then say:

- Turn to page 16 to find out what the king did.

Independent Reading

Have the children enjoy the story again by reading the whole book independently with as little assistance as necessary.

After Reading

Have the children look at the picture on page 15 and talk about what some of the one-of-a-kind presents that the people are carrying might be. Encourage the children to guess what might be in the barrel, the sack, and the chest.

Revisit the Story

Engage the children in conversation about the story using open-ended prompts, such as:

- What did you enjoy most about the story?
- Could this story have happened in real life? Why? Why not?
- The title of a story tells about a main idea in the story or what the story is about. If you were going to give this story another title, what would it be?

Engage the children in recalling specific information from the story. Ask:

- At the beginning of the story, the king was very worried. Why?
- How did the queen try to help the king?
- What was the tailors' one-of-a-kind creation?
- How did the king solve the problem of choosing a winner and of making the winner "King for a Day"?
- What special talent does the king have that he used at the feast?

Focus the children on the way the story is told through language. Ask:

- What do you call the people who made the throne?
- What do you call the people who made the robe?
- What do you call the people who made the crown?

- How did the king feel when he saw what the furniture makers had made? When he saw what the tailors had made? When he saw what the jewellers had made? What words other than *thrilled* could you use to tell how he felt?

As the children respond, record the words on chart paper.

The children could complete **BLM 27** to secure their understanding of the story by reading and deciding if the information is true or false.



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Reinforce the Story

Invite the children to do an oral retelling by tracking the storyline through the picture sequence. You could start by saying, "Once upon a time, King Dewey was thinking about his cousin Prince Louie's birthday and he started to get worried because he didn't know what to give him for a present. He had no idea at all."

Go round the group in turn and have the children continue the storytelling through to the end.

Have the children complete **BLM 28** to reinforce events by location in the story: beginning, middle, or end.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- produce art that communicates ideas for specific purposes
- describe the relationship between an artwork and their own experiences

YOU WILL NEED

- paper and drawing materials
- assorted construction material: cereal/milk boxes, beads, paper plates, fabric scraps, etc.
- glue gun, white glue, and scissors

LEARNING OPPORTUNITIES

Students will:

- identify the characteristics of symmetrical shapes

YOU WILL NEED

- drawing materials
- photocopies of symmetrical objects
- manipulatives for tracing
- pictures of symmetrical castles/buildings from different cultures

OBSERVING FOR ASSESSMENT

Does the student:

- design a castle that shows symmetry?

Activity: One-of-a-Kind Creation

With the children, reread pages 8–13 of *One of a Kind*. Ask:

- What one-of-a-kind gifts did you see? (throne, robe, crown)
- Do you know of something that is one of a kind? Tell us.

Ask the children to create their own one-of-a-kind objects (perhaps to give to the king). Have them discuss and then each choose an object — a piece of clothing, a chair, a car, and so on. When they have chosen, say:

- Close your eyes and imagine your creation. What size is it? What colours? Does it have texture? Does it have patterns?

Encourage the children to think of details that will make their creation special.

Discuss any good suggestions with the class. The children will be eager to share their imaginative details.

Encourage the children to plan their creation on scrap paper, then draw it, or make a small model. Suggest that they put labels on their finished creation, then allow time for each child to share with the class or a small group. Model how to ask questions and then let the children guide the discussion.

Extension

Have the children wrap inflated balloons, empty tissue boxes, paper-towel tubes, and other found objects with papier mâché to create their one-of-a-kind objects.

This Extension works well with Stand-Alone Activity 25: "Papier Mâché" on page 153.

Activity: Symmetrical Castles

Show the children the castle on the cover of *One of a Kind* and ask:

- What shapes do you see? (triangles/cones, rectangles, arches)
- What do you notice about the right and left sides of the building? (they look the same) When a shape is the same on both sides it is *symmetrical*. If you drew a line down the middle and folded the paper along this line, the two sides would match. What can you see in this room that is symmetrical?

Show pictures of objects that are symmetrical (a chocolate bar, a maple leaf, a window, an ice-cream cone) and ask the children to show you where the "middle" line (line of symmetry) would be. Fold the picture along the line of symmetry, and show how the two halves match up.

Ask the children to draw their own symmetrical castle, that is, one that can be folded. They can draw freehand or trace available shapes. Encourage them to sketch the castle outline first, then add details. Suggest they add details around the castle. (a dragon? Are dragons symmetrical?) Post some castle pictures so the children can refer to them.

Children can investigate the symmetry of each others' work and share any interesting details about their creation.

Extension

Children can build three-dimensional castles from materials and manipulatives around the room. Take a digital photo of the finished work before putting the materials away.

LEARNING OPPORTUNITIES

Students will:

- apply the rules of participating in a conversation
- use speech appropriately for various purposes

OBSERVING FOR ASSESSMENT

Does the student:

- use appropriate labels and language patterns to identify the object, describe its function, and determine a unique feature?
- maximize the use of the sense of touch to identify the object when blindfolded?

Activity: One-of-a-Kind Objects

Put a collection of one-of-a-kind items in a “mystery box.” (For example, have a shoehorn, a small household tool, a kitchen gadget, an unusually shaped brush, and so on. Your home probably has many items in this category.)

Have the children sit in a circle and, in turn, reach in, take out an item, study it, and then tell the group:

1. what the item is (give it a name, a label)
2. what it’s used for (its purpose/function)
3. what makes it unique (i.e., one of a kind)

Encourage the other children to add observations or knowledge, and to ask questions.

Extension

Change (add or replace) several items so some of the contents of the mystery box are new items. Blindfold the child whose turn it is, so the sense of touch becomes paramount in the identification of the selected object. If the child can’t identify by touch, invite the other children to help by offering clues, e.g., the colour, the function, where the item can be found, or how it’s used.

LEARNING OPPORTUNITIES

Students will:

- participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say
- use appropriate vocabulary and oral language structures

OBSERVING FOR ASSESSMENT

Does the student:

- speak with an enthusiasm that engages the other children and holds their attention?
- sequence the story so it makes sense?

Activity: If I Were King or Queen for a Day

Have the children sit in a circle. Invite each child, in turn, to talk about how he or she would spend a day being a king or queen.

Encourage the children to give a breakfast-to-bed account with a beginning, middle, and end to their fantasy.

Choose one of the fantasies and have a group of children role-play part of it. Continue until all have had a chance to engage in role-play.

Extension

Have the children select from an array of art materials to create a picture of themselves as kings or queens for a day. Mount the pictures on a bulletin board for the rest of the class to see.

This Extension works well with Stand-Alone Activity 21: “Yarn Faces” on page 149.

Name _____ Date _____

Yes or No?

1. King Dewey is a prince. _____
2. Jewellers can make crowns. _____
3. Prince Louie gave King Dewey the tallest giraffe
in the world. _____
4. Tailors make furniture. _____
5. The queen came up with the idea of a contest. _____
6. An ostrich is a bird. _____
7. The crown had a place for the king's cell phone. _____
8. The guard told the king to peek out the window. _____
9. At the end of the story, everyone was happy. _____

Name _____ Date _____

Read each sentence. If it happened near the beginning of the story, print **B** on the line after the sentence.

If it happened near the middle, print **M**.

If it happened near the end, print **E**.

1. King Dewey was worried because he couldn't think of a birthday present for his cousin. _____
2. The furniture makers made a one-of-a-kind throne for the king. _____
3. One morning the king came up with an idea. _____
4. The queen tried to help King Dewey think of ideas for a birthday present for Prince Louie. _____
5. The crown had a visor that the king could flip down on sunny days. _____
6. The king kept his promise, as everyone knew he would. _____