

10 Little Ninjas

Curriculum Extensions for PK-Grade 1
For Teachers, Parents, and Caregivers



10 Little Ninjas was written by Miranda Paul, illustrated by Nate Wragg, a Borzoi Book published by Alfred A Knopf, an imprint of Random House Children's Books. Book text ©2017 Miranda Paul. All rights reserved. For licensing information and more teacher resources, visit www.mirandapaul.com.

Text to Text to Real World Comparisons- (Reading and Dramatic Play)

Whole Group Discussion

Gather Background Knowledge:

Do you like to play pretend? What different kinds of characters do you pretend to be?

Read *10 Little Ninjas*.

Discuss as you read:

How did the children play pretend?

Why do the children keep getting out of bed? Have you ever felt like that?

Where do you think the children are now in the house? Where do you think they're going?

Who is the sensei? The pilot? The marshal? Why do you think that person plays that role?

Let's look back at some of the ways the children play pretend in the story.

Discuss:

What did the ninjas do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (sneaking).

What else do you see in the illustration? (jumping, kicking, karate chopping, etc.) How can we pretend to be safe ninjas?

Let's try it.

What did the astronauts do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (zooming).

What else do you see in the illustration? (bouncing, flying, spinning, floating, etc.) How can we pretend to be safe astronauts? Let's try it.

What did the racers do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (revving).

What else do you see in the illustration? (steering, swerving, crashing, zooming, etc.) How can we pretend to be safe racers? Let's try it.

What did the tigers do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (prowling).

What else do you see in the illustration? (roaming, pouncing, sneaking, etc.) How can we pretend to be tigers? Let's try it.

What did the cowboys do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (lassoing).

What else do you see in the illustration? (sliding, singing, spinning the lasso, falling, etc.) How can we pretend to be safe cowboys? Let's try it.

What did the sharks do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (swimming).

What else do you see in the illustration? (swishing, gliding, chomping, etc.) How can we pretend to be safe sharks? Let's try it.

What did the firefighters do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (trekking).

What else do you see in the illustration? (spraying, splashing, laughing, etc.) How can we pretend to be safe firefighters? Let's try it.

What did the pirates do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (sailing).

What else do you see in the illustration? (spying, yawning, "arg"ing, etc.) How can we pretend to be safe pirates who are starting to get tired? Let's try it.

What did the dragons do?

Teacher can reread the page and ask students to listen for the action word (verb) that shows the pretend play: (flying).

What else do you see in the illustration? (flying, yawning, etc.) How can we pretend to be safe dragons that are really, really tired? Let's try it.

Play the "Freeze Game" with the characters from the story.

Teacher Directions:

"I am going to call out a pretend character from the story. When you hear which character it is, you may pretend you are that character. But when I say "FREEZE!" you must turn into a statue until I call out a new character. Listen carefully. I might even call out some new characters that were not in the story."

Read *Five Little Monkeys Jumping on the Bed* by Eileen Christelow

How are the two texts alike? How are they different? How does each of them apply to something that you do at home?

Compare: Record the class responses in a Venn Diagram or Thinking Map graphic organizer.

Write Your Own Class Book (Writing and Math)

Discuss:

"What happens on each page when a child hits his/her head?"

Use magnet manipulatives or draw pictures on the board to illustrate subtraction.

Read the story, erasing one picture each time a child bumps his head.

Then, act out the story subtraction! Start with 10 students and read the story. Students will pretend on each page as the teacher reads. When one student bumps his head, he must sit down for the rest of the enactment.

Now, create your own book. Title your book according to how many students you have.

Example: *20 Little Students*

___ (#) little _____ (student may choose the pretend character), jumping on the bed. One jumped off and bumped _____ (his/her) head.

The succeeding page will have one less. Student needs to draw and color the correct number for his/her page, choose the pretend character, and label his or her to reflect their identity. You may also opt to include (its) to protect gender identity.

-Use the class book template page at mirandapaul.com to create your class book with each student illustrating one page. OR

-Create a big book where students team up on the illustrations by drawing themselves as different characters in the story and gluing it to the collaborative page.