

APRIL 2009

Due by Wednesday, April 29, 2009



**Let's R.A.P. Coupon  
(Let's Read As Partners)**

Student's Name: \_\_\_\_\_ Literary form: The Arts and Recreation

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

Grade: 2 Room No.: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.

Parent's/Partner's Signature: \_\_\_\_\_

**ALL R.A.P. COUPONS MUST HAVE A WRITTEN STATEMENT INCLUDED. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.**

Large empty rectangular area with a dotted border, intended for a written statement.

# Let's Read As Partners

## **The Arts & Recreation**



Includes: History of Art  
Arts and Crafts  
Games  
Sports

### Hawaii Content and Performance Standards (HCPS III)

**General Learner Outcomes** (Encompassing goals for all grade levels and content areas):

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

### Hawaii Content & Performance Standards III

Language Arts Standards for Reading and Literature – Grade K-12

Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts

Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical.

#### **List of Optional Activities**

**(Based on Hawaii Content & Performance Standards III)**

1. Explain how the directions helped you accomplish your project or game.
2. Re-write the directions from the book so a younger person could accomplish the same or a similar task.
3. Show an example of a product / craft that you made and describe your feelings as you worked on the project.
4. Share what you liked or disliked about the directions given in the book.  
Explain the reading strategies you used to help you complete your project or game
5. Explain how or what you would do differently the next time you tried this project, game or task
6. Compare the structure of functional text (e.g. procedures) to another form (e.g. fiction) and explain how the structures support the purpose of the text.