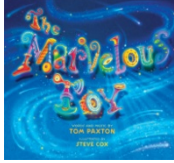


# Marvelous Toy

## Second Grade: Language Arts



**Gifted Behaviors to look for:**  
 Perceptive –  
 Communicative –  
 Resourceful -

<b>SBI Indicator(s)</b>	ELA.G2.2.a.1;ELA.G2.7.a; ELA.G2.8.f.4
<b>Materials</b>	 Toy Cards; Activity Sheet Post-It Notes (optional)
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Use peer buddy or other groupings.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been learning about using prior knowledge and illustrations to make predictions about the text. Today we will look at illustrations and make predictions.”
	<b>Assessment:</b> Listen for students who understand how to make a prediction and those who are willing to make a guess about the story.
<b>Engage and Educate</b>	<p>Play a game of “I Spy” with students. Choose an object in the classroom and give students clues about the object. Allow volunteers to guess the object.</p> <p>Engage students in the Cooperative Learning Structure <i>Who Am I?</i> Tape a card with the name of a toy on the back of each student. Students walk around the room and find numerous partners to answer questions which will lead them to the name of the toy taped to their back.</p> <p>Read the book <i>The Marvelous Toy</i> by Tom Paxton. Ask students to visualize the toy in their mind.  <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What do you think it looks like?”</li> <li>• “What color is it?”</li> <li>• “Does it move or stay still? Does it bend?”</li> <li>• “Is it hard or soft? Rough or smooth?”</li> </ul> <p>(A CD is provided with the book. You might consider playing the song as and having students sing along to help with the visualization process.)</p>
	<b>Assessment:</b> “Perceptive” students will look beyond the obvious and make connections between specific attributes during “I Spy” and the objects in the room. “Creative” and “Communicative” students will be able to verbalize the image in their mind after listening to the book.
<b>Active Learning</b>	Students will draw and describe “The Marvelous Toy.” Encourage students to think about what the toy looks like and how they will illustrate it before they begin. Then, allow students some time to either label the parts of the toy or write descriptive sentences about it. <b>**Teacher note:</b> consider playing music while students work independently.
	<b>Extension(s):</b> (1) Students will imagine and draw a toy that will help them learn something. (2) Research other “toys” that help people learn – Example, a computer.
	<b>Assessment:</b> “Resourceful” students will draw from their own experiences with toys to create the “marvelous toy” from the book. “Creative” work samples will show inventive skills and generation of new idea
<b>Reflect</b>	Students will take a <i>Carousel Walk</i> (Cooperative Learning Structure) around the room to view their classmates’ illustrations of the marvelous toy. Teachers may consider leaving two or three post-it notes on each desk so classmates can leave positive feedback about the illustrations.
<b>Now and Then</b>	<b>Say</b> , “Today we made predictions about the marvelous toy. We will continue to make predictions and connections in the stories we read.”

**Beach Ball**

**Slinky**

**Balloon**

**Yo-Yo**

**Jump Rope**

**Bicycle**

Legos

Model  
Airplane

Roller Skates

Stuffed Bear

Train Set

Puzzle

Wind-Up Car

Coloring  
Book

Mr. Potato Head

Dollhouse

Hula-Hoop

Wood  
Blocks

Race Car

Marbles

Dominoes

Walkie-  
Talkie

Wii

Play Station

Name \_\_\_\_\_

## The Marvelous Toy

*It went zip! When it moved  
And bop! when it stopped  
And whirr! When it stood still.  
I never knew just what it was,  
And I guess I never will.*

Draw a picture of the marvelous toy. Then label your picture or write descriptive sentences about it. Don't forget to give it a name, too!

# The Marvelous Toy

Words and Music by Tom Paxton

When I was just a wee little lad full of health and joy,  
My father homeward came one night and gave to me a toy.  
A wonder to behold, it was, with many colors bright,  
And the moment I laid eyes on it it became my heart's delight.

[Chorus:]

*It went "zip" when it moved and "bop" when it stopped,  
And "whirr" when it stood still.  
I never knew just what it was and I guess I never will.*

The first time that I picked it up, I had a big surprise,  
For right on its bottom were two big buttons that,  
Looked like big green eyes.  
I first pushed one and then the other, and then I twisted its lid,  
And when I set it down again, this is what it did:

[Chorus:]

It first marched left and then marched right,  
And then marched under a chair.  
And when I looked where it had gone, it wasn't even there.  
I started to sob and my daddy laughed, for he knew that I would find,  
When I turned around, my marvelous toy, chugging from behind.

[Chorus:]

Well, the years have gone by too quickly, it seems,  
I have my own little boy.  
And yesterday I gave to him my marvelous little toy.  
His eyes nearly popped right out of his head,  
And he gave a squeal of glee.  
Neither one of us knows just what it is,  
but he loves it, just like me.

It still goes "zip" when it moves, "bop" when it stops,  
And "whirr" when it stands still.  
I never knew just what it was,  
And I guess I never will.  
I never knew just what it was,  
And I guess I never will.