



2

SECOND
GRADE

Creativity

TASK CARDS

Thank You, Omu
by Oge Mora

REimagining and Accelerating
Literacy through Arts Integration

2025-2026

ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *Thank You, Omu*, are made possible through the **United States Department of Education** and **ArtsNOW**.



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Be inspired by the book, *Thank You, Omu*.

GRADE 2
THANK YOU, OMU

Let's create an abstract artwork that demonstrates love, sharing, and community from the story.

VISUAL ARTS

Supplies Needed

- *Thank You, Omu* book
- Paper
- Crayons, colored pencils, markers, or paint in warm colors (red, orange, yellow, pink)
- Scraps of tissue paper, magazines, string, other items to add texture

**I CAN
use warm
colors to make
abstract art.**

Vocabulary

Warm colors - colors that feel cozy and bright like red, orange, and yellow (and shades of each)

Abstract art - art that uses shapes, colors, and lines instead of real-life pictures

Emotion - a feeling like happy, mad, kind, or thankful

Texture - the surface quality, or "feel" of an object, such as roughness, smoothness, or softness

Balance - This is a sense of stability in the body of work. Balance can be created by repeating same shapes and by creating a feeling of equal visual weight.

Generosity - giving to others and sharing what you have

Characters - a person in a story or play, or an animal or object that has human qualities

Setting - where the story takes place

Central message - the big idea or lesson of the story

Instructions

- 1 Read the book. Who are the characters? What is the setting? What happened in the beginning, middle, and end of the story? What is the central message of the book?
- 2 Think about how Omu made people feel with her kindness. On your paper, use warm colors to draw shapes, lines, and swirls that show the warm feelings from the story.
- 3 Fill the page with your colors and textures. Add optional symbols like hearts, bowls, or smiling faces. Add scraps of fabric, tissue paper, or other items like string to create texture for your artwork and create a collage.
- 4 Share your abstract artwork with others.

Extensions

- Write an artist statement about your artwork describing how it relates to the story.
- Create another version using only cool colors (blues, greens, purples), and compare how they make you feel.

GRADE 2 THANK YOU, OMU

THEATRE

The characters in the story show their generosity to Omu.

Let's become the colorful characters that come by to taste some thick red stew and say, *Thank You, Omu!*

Supplies Needed

- *Thank You, Omu* book

**I CAN
use my voice and
facial expressions
to embody a
character.**

Vocabulary

Character - a person in a story or play, or an animal or object that has human qualities

Vocal expression - the way an actor uses their voice to portray a character or to convey feelings, often involving choices about pitch or volume

Pitch - how high or low/deep an actor's voice is to portray a character

Volume - how loud or soft/quiet an actor's voice is to portray a character

Posture - how an actor stands or positions their body to portray a character

Instructions

- 1 Read the book, *Thank You, Omu*. Look at Omu and the three characters that first come to Omu's door – the boy with the red car, the police officer, and the hot dog vendor.
- 2 With a family member or friend, decide who will be Omu and who will be the boy with the red car. Each actor should think about how to change their voice and what posture to adopt to become their character.
- 3 Reread the page where the boy comes to Omu's door. Reread what they say to each other. The actor playing the boy can go to a doorway and knock. Then, act out the scene, using your vocal expression and posture choices to be the characters.
- 4 Repeat the process for the pages with the police officer and the hot dog vendor. You can switch roles so that each actor gets to play both Omu and a visitor.
- 5 Find simple costume pieces or props (a shawl for Omu, a toy car for the boy, a cap for the police officer, an apron for the hot dog vendor) to use to add to the scene.

Extensions

- Choose three more characters from the page with all the other people that came and enact scenes when they came to Omu's door. Try to make each character's voice and posture different. Do they talk fast or slow? Do they have an accent or a particular way of talking?
- Choose a character and think about how they know Omu. Act out when they met. What would they say to each other? What would they say to each other if they met somewhere else?

DANCE

Thank You, Omu demonstrates how one person's generosity can change a community.

Use movement to express how the story develops from beginning to end.

Supplies Needed

- *Thank You, Omu* book
- Index cards or small slips of paper and a pencil

**I CAN
use movement
to reflect the
events and
sequence of a
story.**

Vocabulary

Movement - how you use your body to do a dance or action

Sequence - the order of events in a story or dance

Movement sequence - a series of movements performed in a specific order

Accumulation - a choreographic structure where movements are added one at a time and repeated in sequence (Ex: A, A+B, A+B+C...)

Gesture - an expressive movement of the body or limbs

Characters - a person in a story or play, or an animal or object that has human qualities

Instructions

- 1 Read *Thank You, Omu*. As you read, notice how more and more people come to Omu's door. Today, you'll be creating a movement sequence that uses accumulation. Bonus: What else is building up or accumulating in this story besides people? What does the accumulation help to show us?
- 2 Read the book a second time. While reading, create a movement to represent each character in the order that they appear at Omu's door.
- 3 Start with one gesture or movement for the first person. Then, each time a new character appears, add a new movement to your sequence using accumulation. (Ex. When the first character appears, perform one movement. When the second appears, perform the first movement and a new second movement.)
- 4 Repeat your sequence each time, adding one new movement to the end—just like the story builds.
- 5 Once you've reached the end of *Thank you, Omu*, perform your movement sequence with accumulation: A, AB, ABC, ABCD, and so on.

Extensions

- Choose one movement to represent Omu's kindness. Try repeating at the beginning and end of your accumulation sequence. How does it feel to layer that one gesture into your movement sequence? How does it help to better tell the story of *Thank you, Omu*?

Thank You, Omu demonstrates the impact of one person's generosity.

Let's use sounds and voices to bring the characters in the book to life!

GRADE 2
THANK YOU, OMU

MUSIC

Supplies Needed

- *Thank You, Omu* book

**I CAN
add voices and
sounds to make
a book come
alive!**

Vocabulary

Dynamics - loud and soft sounds; volume

Steady beat - the consistent pulse or "heartbeat" of music

Tempo - the speed of the beat

Character - a person in a story or play, or an animal or object that has human qualities

Setting - where the story takes place

Main idea or central message - the main message of the story

Punctuation - the marks at the end of a sentence to clarify meaning

Instructions

- 1 Read the book. Talk about the main idea or central message of the story. Who are the characters? How do people thank Omu?
- 2 Find words written in a larger font. Notice that many of these words are repeated throughout the story.
- 3 Practice reading what Omu says to each new character ("Little boy," "Ms. Police Officer," etc.). Notice the punctuation!
- 4 How would each character's voice sound (high, low, medium, high to low, low to high, fast, slow, etc.)? Use the character's special voice to read the response each character gives Omu ("ooooo, stew!"). Notice the punctuation!
- 5 Find "knock" each time it appears. How could you make a knocking sound? Notice that the number of knocks changes during the story. Will the knocking have a steady beat? Will it be at a fast, medium, or slow tempo?
- 6 Read the book, using different voices, dynamics, and sounds for the special words (greeting for each character, each character's response to learning Omu has stew to share, and knocking).

Extensions

- Find other parts of the story where sounds could make the book more interesting. For example, what would it sound like when Omu is stirring stew or when she puts down her spoon? What would it sound like when she spoons out the stew? Read the book, adding these special sounds.



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