



Lesson ELA KA

What Happened in This Hole?

In this lesson, students will use the FFOE strategy to generate ideas based on a page in *The Book with a Hole*, and they will choose one idea to elaborate on by drawing and writing.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Time Frame

This lesson may be done in one or two class sessions. If planning this lesson over two class periods, a good place to pause the lesson is after the **Explain** session. When restarting the lesson, be sure to briefly review the ideas students developed in the Explain section before they begin the Elaborate/Extend session.

Materials

The Book with a Hole by Hervé Tullet (1 per class)
 Writer's workshop lined paper/pencil (already have in classroom)
 Paper with a circle drawn on it for each student
 Paper with circle and outside scene for each student



Engage

Hold up a page that is blank except for a circle in the middle. Teacher asks, "What do you notice about this?" "What could it be?" (Invite multiple contributions – wait a bit to call the circle a "hole" to see if a student decides to call it that.) "What might you see happening inside this hole or around this hole?" Allow students to share many ideas.



Look For?

- Students who show fluency, flexibility, originality and/or elaboration with their ideas. (Creativity)

Explore

Give each student a copy of the paper with a circle on it. Invite them to draw a scene using the circle. What is the circle? What's around the circle? Who is

there and what is happening there? Encourage students to talk to each other and the teacher to elaborate the details of the scene they drew.

Share 10-15 pages from *The Book with a Hole*. Pre-select pages that will encourage students to use originality to talk about what could be happening, such as:

- *What are you going to cook?*
- *What is happening at the swimming pool?*
- *What is he looking at?*

Encourage multiple students to share different ideas to show flexibility. Save the page with a flowery hill that says “Who lives here?” for the next part.



Look For?

- Students who show fluency, flexibility, originality, and/or elaboration with their ideas. (Creativity)
- Students who can describe their ideas about their scene clearly. (Communicative)

Explain

Now show students the page with a flowery hill. Ask, “Who could live here?” Tell students, “You can pick an animal that you know lives underground, or any kind of character that might be there. Who can you imagine being in this setting?” Ask students to turn and talk with a partner to share their ideas.

Next, give students their own copy of the page with the hill. Ask students to draw their character idea on the paper.

After they’ve drawn, bring students back to the meeting area. Allow a few to share their characters.

Tell students, “Now we’re going to think a bit more about the characters that we drew. What could they be doing? What could be happening here?”

Once again, bring the group back together and allow multiple students to share their ideas. If needed, prompt the students to think about additional ideas about what their characters could be doing.



Look For?

- Students who show fluency, flexibility, originality and/or elaboration with their ideas. (Creativity)

- Students who can describe their character and/or their scene clearly. (Communicative)

***You can break the lesson into two sessions here.**

Elaborate/Extend

Target Task



Once the group has had a chance to share, let the students know that now they'll be adding the story behind the character. Tell students: "Now you are going to turn your picture of a character into a story by writing down what happened. How can you add details to your picture to show what is happening? What might the words sound like on your writing paper?"

Give students lined paper. Encourage them to show originality and use details in their writing.



Look For:

- Students who are adding detail to their writing or drawing. (Communicative)
- Students who are showing interesting or original ideas. (Creativity)
- Students who use prior learning and resources. (Resourceful)

Extend the Task

For students who demonstrated some of the high potential behaviors throughout the lesson including, especially, elaboration, give students a booklet of 2-3 lined pages stapled. Ask students to think about the following questions and add to their ideas:



- Who else might be there with your character?
- What might they say to each other?
- What might happen next?

Scaffolding and Support

If you notice that students are having trouble thinking of what to write about their character or how to create a narrative about what the character is doing, choose one of the following options:



- Ask additional prompting questions such as: What is your character doing? Is your character happy or sad - why/what happened?
- Elicit more background knowledge about animals underground and story elements. Ask: Is your animal like a snake or a worm? What kinds of things do those animals do?
- Ask the student to think about whether their writing is about something that is real (non-fiction) or whether it's something that is a made up story (fiction). Discuss the difference and encourage their

writing in one direction or the other.

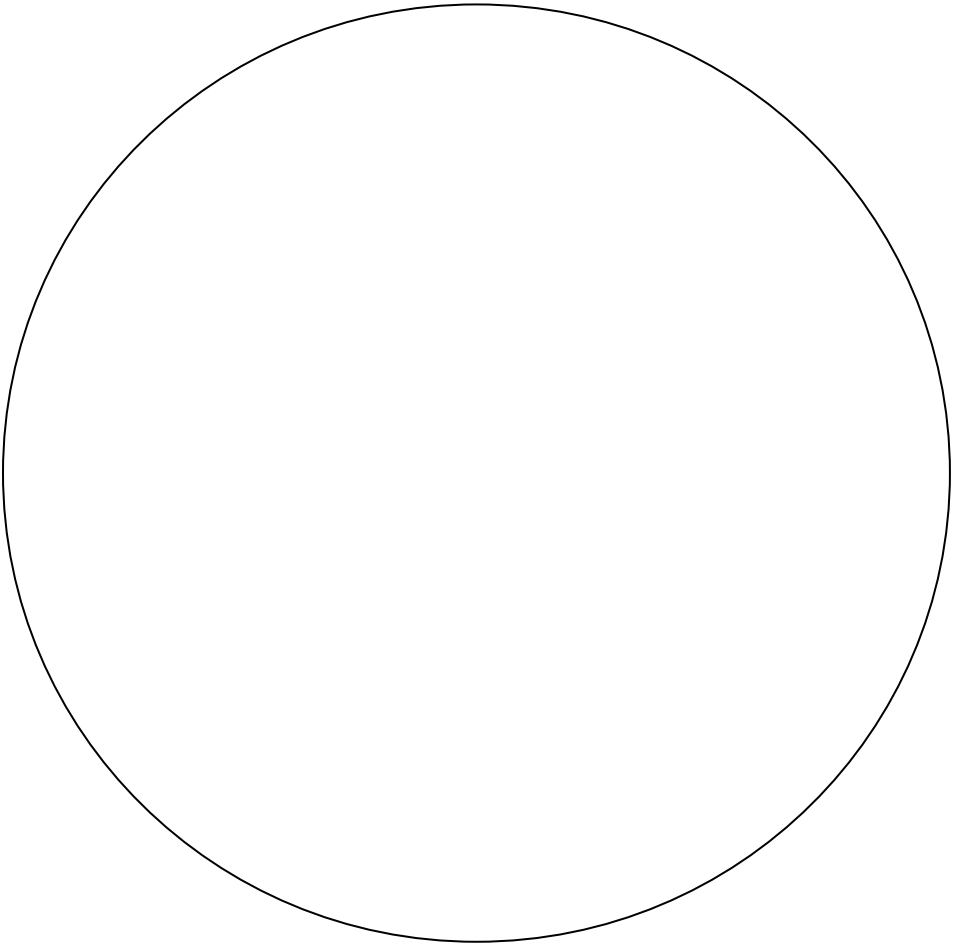
- If needed, have the student narrate all or some of the story to a designee to write for them.

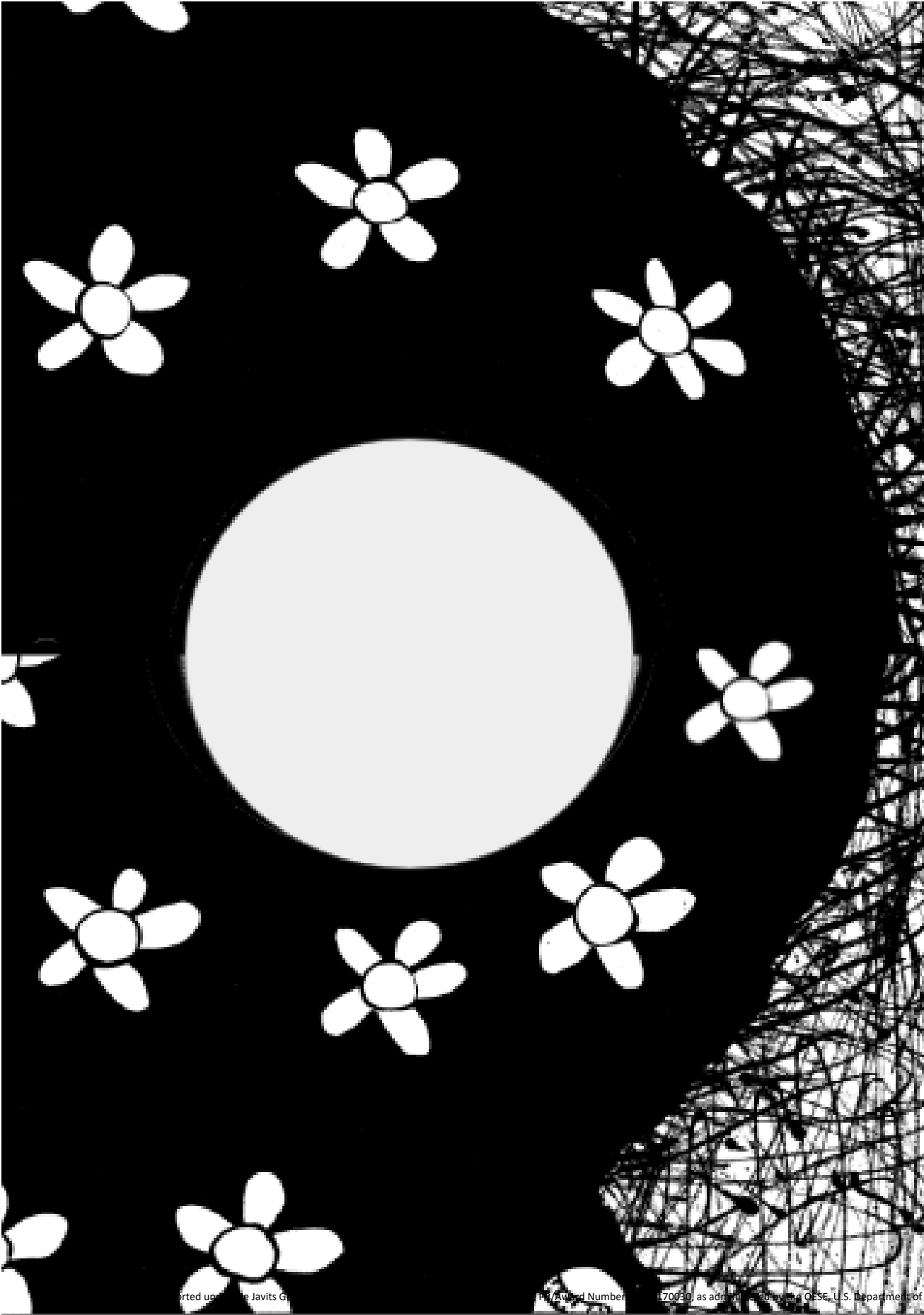
Evaluate

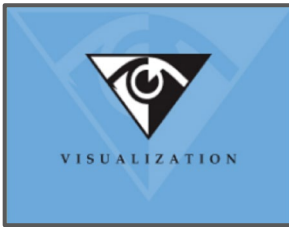
Have students come back together to share their writing. Invite students to share what their animal is doing in the hole. Encourage students to ask questions about each other's work and notice the way that flexibility, fluency, originality, and elaboration played a role in their writing.

Ask a question or two to keep the students' discussion moving:

- What can you ask the author about what is happening?
- What do you notice about all of our writing?
- Was our writing all the same? Why or why not?







Lesson ELA 1A

Visualizing Dreams

In this lesson students will visualize Jane Goodall's path to becoming an environmental conservationist as a step toward being able to communicate the author's message of following one's dreams. Students will use the Visualization strategy as a key part of interpreting the theme of the book.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Time Frame

This lesson may be done in two 45-minute sessions or one 90-minute session. If planning this lesson over two class periods, a good place to pause the lesson is after the **Explain** session. When restarting the lesson, be sure to briefly review the conclusions students came to in the Explain section before they begin the Elaborate/Extend session.

Materials

Book: *Me...Jane* by Patrick McDonnell
 "Visualizing About Jane" sheet
 Student response worksheets
 Pictures of young and old Jane Goodall
 Goodall drawing from end of book (for *extend* option)
 Chart paper and markers



Engage

Ask students to think about this question: *What is something that you enjoy doing (interests like reading, dancing, soccer, art, cooking) or have gotten better at?* Invite students to share some of their ideas. Then ask, *Make a picture in your mind and think of the things you have done to get better at something. What do you see? What could you see yourself doing to get even better?* (possible answers to discuss – read books, watch videos, practice, experience the real thing).



Students are encouraged to use the pictures to begin visualizing the answer to these questions and thinking about how visualizing can help them understand text.



Today we are going to read a story that will help us learn about a real person and some of the things she did throughout her life to get better at something she was interested in.

Explore

Show students the picture from the title page of *Me...Jane*. Ask students to describe the details they see in the picture. Then show the picture from page 37 of adult Jane and ask them to describe details.

Explain to students that these two photographs both show the same person, named Jane. Ask students what details they see that may help them connect the two pictures, and to consider what questions they may have about the person - *what do you think this person is interested in? What does she care about? How do you know? What do you think were some things she learned about while she was growing up?*

Tell the students that we are going to read a story about Jane to figure out how she went from this little girl to the adult who is a famous conservationist who cares for chimpanzees and their homes.

Have students turn and talk to a partner about the following question: *What do you think we may see Jane doing in the story and why?*



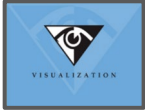
Look For

- Students who can explain specific kinds of things that Jane could have done at different stages to prepare her to become a conservationist. (Communicative)
- Students who can make inferences based on details from the two photographs. (Perceptive)
- Students who anticipate varied ideas about what might happen in the story. (Creative)

Explain

Tell the students that to help us discover the steps Jane took, we are going to visualize or make a movie in our minds of the events and actions that happen in the story to see if that can help us understand how Jane went from this little girl to fulfilling her dream to become a conservationist that we see in the picture when she is older.

Give students the “Visualizing About Jane” sheet. Start reading the story *Me...Jane* showing the pictures as you read.



Here, students are using visualizing to help themselves understand the words they hear from the text and to capture the main ideas of the text as they listen.

At page 6 (Jane learned all that...) **read the page without showing students the pictures.** Tell the students that they are going to visualize and make a movie in their mind based on what they hear from the words. Explain that as you read the page again, students should imagine what they think Jane is doing based on the author's words, and draw a picture that shows details that help Jane reach her dream. Reread the page and give students 3-5 minutes to make a sketch. Then continue the story, showing the pictures as you go.

At page 17 (Jane often climbed..) **read the page without showing students the pictures.** Tell the students that they are going to visualize and make a movie in their mind based on what they hear from the words. Explain that as you read the page again, students should imagine what they think Jane is doing based on the author's words, and draw a picture that shows details that help Jane reach her dream. Reread the page and give students 3-5 minutes to make a sketch. Then continue the story, showing the pictures as you go.

At page 21-25 (With the wind...all animals) **read the pages without showing students the pictures.** Tell the students that they are going to visualize and make a movie in their mind based on what they hear from the words. Explain that as you read the page again, students should imagine what they think Jane is doing based on the author's words, and draw a picture that shows details that help Jane reach her dream. Reread the page and give students 3-5 minutes to make a sketch. Finish reading the story.



Display students' pictures on desks or post around the room, and have students take a gallery walk around the room to look at their classmates' visualizations. Have students begin to notice similarities between what they visualized and what their classmates visualized.

Now looking back at these pictures of what you visualized from the story, I want you to think about which key details were the most important to help Jane's journey to become a conservationist. Turn and talk with a partner. Share out and record students' ideas on chart paper.

[Possible answers: read books, observed animals, went to Africa, helped animals, climbed trees, spent time outside, observed chicken lay eggs and spiders spinning webs]

Thinking about the visualizations and ideas posted on the chart, ask students: *How did each detail help Jane on her journey to become a conservationist? What important detail did you include in your drawing that shows that Jane might become someone who works with chimpanzees?*

[Possible answers: she read books to learn more about chimpanzees, she observed animals to learn more about studying animals in their natural habitats]



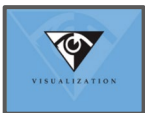
Look For

- Students who include important details from the text in their drawings. (Perceptive)
- Students who can clearly communicate why specific details are important in the story. (Communicative)



Extension question: for students who are showing advanced responses to the questions, consider adding a direction to draw key details that were **left out** of the book that could have helped Jane on her path.

****This would be a good place to pause the lesson.***



Students are applying visualizing to think about applications to their own dreams and experiences.

Elaborate/Extend

Ask students to think about how Jane's story might connect to their own lives. *What would your future picture look like?* Explain that students should think about what some of the steps might be to help them continue to improve in something they enjoy and perhaps eventually get to their own dreams of what they would like to do when they grow up, and what the pictures might look like showing what they will do on their way to their dreams. Have them think back to what they brainstormed earlier that they were good at.



Target Task

Students will visualize what they want to be when they grow up and fill in the blank on the recording sheet Me.... _____. (example: Me....Teacher, Me....Doctor, Me....cooking, Me....dancing, Me....riding my bike, etc.). Invite students to draw pictures into the bubble clouds to show how they visualize the steps they will take to get to their goals. Students may write sentences to accompany the pictures of what they visualize.

**Look For**

- Students who are going deeper with their visualizations of the skills they need and resources to achieve their long term goals. (Perceptive)

Extend the Task

For students who have shown evidence of high-potential behaviors in the earlier parts of the lesson, consider extending the task in one or more of the following ways:

- Show students the cartoon on the last page of the book, and talk about how this cartoon shows important things about Jane's dreams and what she wanted to do. Have students visualize what a picture of them achieving something about their own dream would look like, and have them draw and explain their picture.
- Have students research skills they could improve to reach their long term goal to add to the "steps" needed to reach the goal. They might share what they learned about the career/hobby or possibly create a how-to book for this career/hobby.

Scaffold and Support

For students who may need some additional support, present them with fewer bubbles on the recording sheet and/or provide support to visualize an immediate next step they could accomplish instead of a future goal.

Evaluate

Have students come back together to share their recording sheets showing the steps they will need to take to get to their dreams. Ask students, *How can visualizing key details help you when you read stories? How can visualizing the key details help you in your own life?* Discuss.

Visualizing About Jane

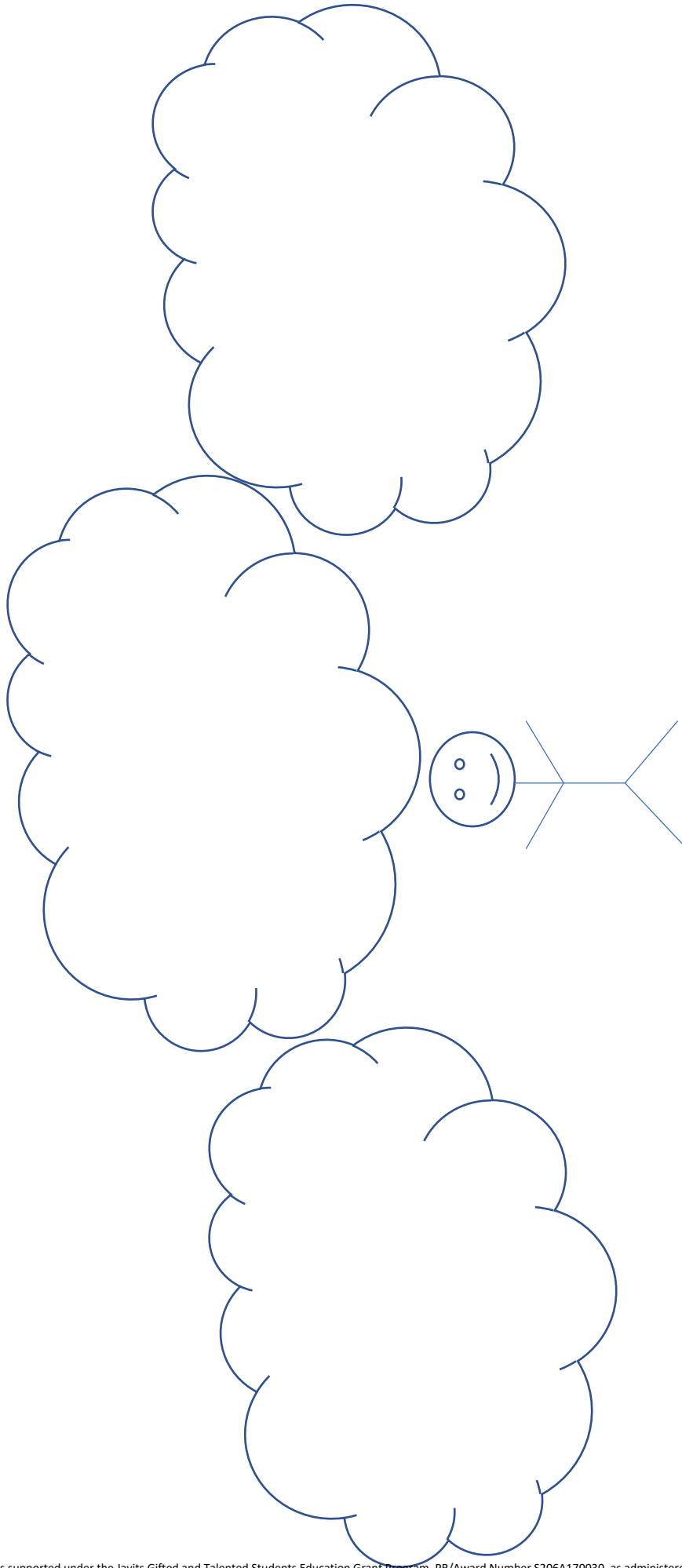
“Jane learned all that...”

“Jane often climbed...”

“With the wind in her hair...”

Name: _____

Me... _____



I can see myself getting to my dreams by _____



Lesson ELA 1B

Story Elements are like Puzzle Pieces

In this lesson, students will use details to describe characters, settings, and major events in a story. Students will do an activity to think about how these elements of a story are related to one another. The lesson includes a focus on the Decisions and Outcomes strategy to help students explore the connections between character decisions and key events that result from those decisions.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Materials

The Kissing Hand book

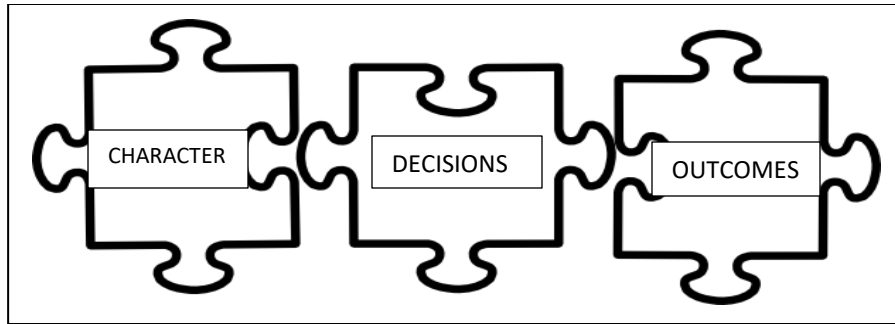
Chart paper and markers

Student reading journals/paper for drawing

Puzzle pieces chart

Engage

Tell students that today we're going to learn more about characters and their actions and choices. Then ask them to take a minute to think about a favorite story they've read, thinking mostly about the characters. Invite them to turn and talk to tell a partner why they like the story. Then ask students to think about a choice that a character in the story had to make. Tell them that we are going to be filling out the following chart together to think about how characters' decisions affect the outcome of a story.



Explore

Tell students,

"Today I'd like you to draw a picture of one part of your favorite story in your reading journal. Be sure to include any important details that will help us understand what is going on."



Allow students a few minutes to draw their pictures, then have them turn to a partner to share their drawings.

Then ask students to think about how this picture shows something about a choice or decision that the character has made or will need to make. Is the picture showing something that happened *after* a character made a choice or decision? Is the character *about to* make a choice or decision? Have students talk about the choice or decision related to the picture with their partner.

Then say:

"Now look at your drawings. You are going to spend the next couple of minutes using words to label what you've drawn. I want you to think mainly about using words that describe what the CHARACTERS are doing and any decisions they are making or have made."

Have students share with their partner what words they used to describe their characters. Invite students to circle words that help to describe or explain the choice or decision that the character made in the story.



Look For

- Students who use details in their illustrations/words that help to elaborate on the story or clarify the character.
(Communicative)



Here, students are beginning to ask themselves about the kinds of choices and decisions characters have to make and the possible outcomes.



This discussion emphasizes Decisions and Outcomes because the students need to understand that the characters' decisions will affect the outcomes in a story [i.e., they have to be feasible/make sense together, one will influence the other, etc].



- Students who are able to make connections between specific choices and broader character traits. (Perceptive)

Explain

Ask students to share some of the words they used to describe the characters in their stories.

Ask students, What is something that happened after your character made a choice or decision? What might have happened differently if your character made a different choice or decision?



Look For

- Students who clearly explain logical connections between decisions and outcomes for characters in a story. (Perceptive)
- Students who can extrapolate what they've learned about characters to talk about the story events. (Resourceful)

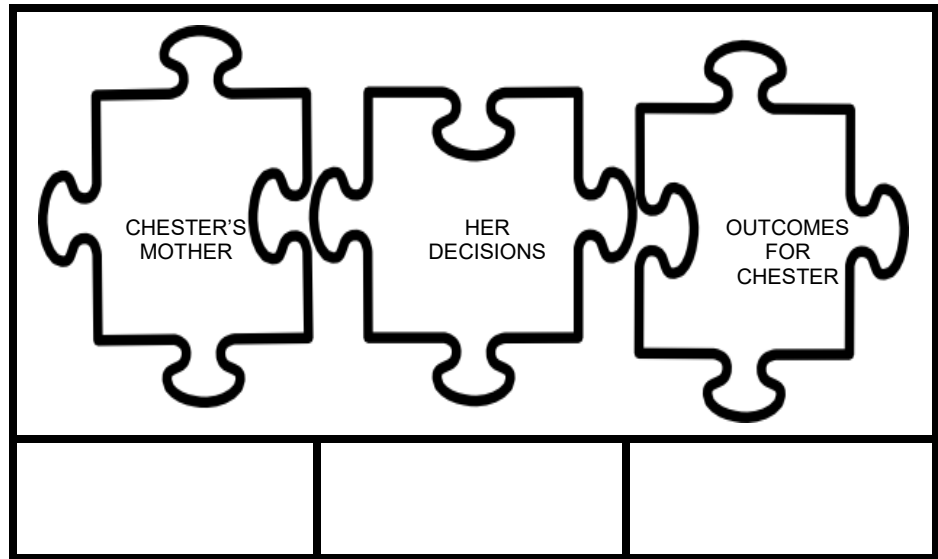
Explain to students that the decisions that characters make in stories help to lead to next steps in the story or *outcomes*. When we read stories, we can draw connections between what a character decides and what happens next because of the decision.

Tell students that today we're going to read *The Kissing Hand* to get more information about one particular character and her actions that will help us better understand about decisions and outcomes in stories. Invite students to listen for decisions that the characters make in the story and what happens next. Read *The Kissing Hand* aloud.

Elaborate/Extend

Target Task

Now tell students that we're going to talk about one particular character, Chester's Mother, and how her decisions affected Chester. Tell students that they are going to work with two other partners to think about all of the decisions she made in the story that affected Chester. Tell them that they will work with their groups to fill out the table on their group's paper.



Extend the Task

This is a possible place to differentiate by grouping students who have evidenced strong understanding of the connections between characters and their decisions and outcomes. For these students, use the *Extend* chart to have them explore how the outcomes for Chester might change if his mother's actions had been different and list those in a chart similar to the chart in the task above.

Scaffold and Support

For students who need additional support, consider giving them the graphic organizer that is partially completed, which already has some sections filled out so that there is less choice and abstraction and less for students to have to complete.

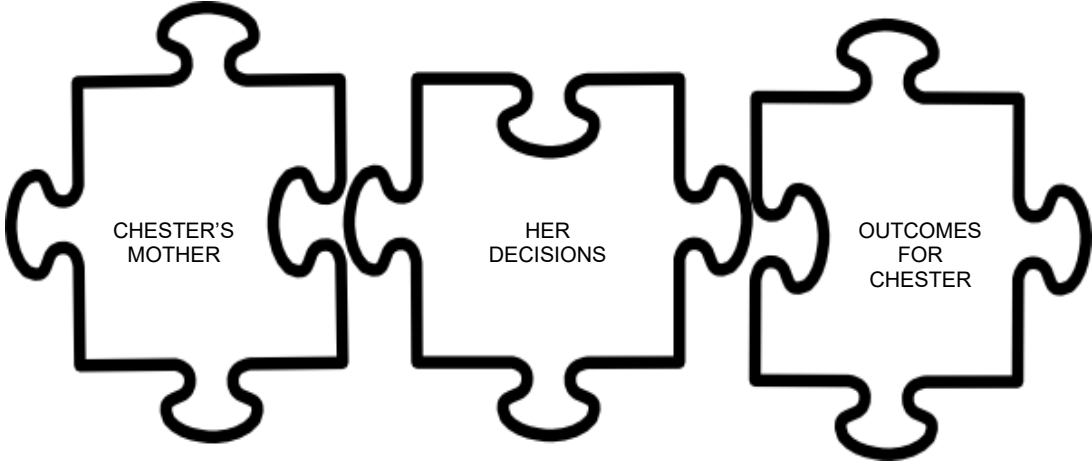


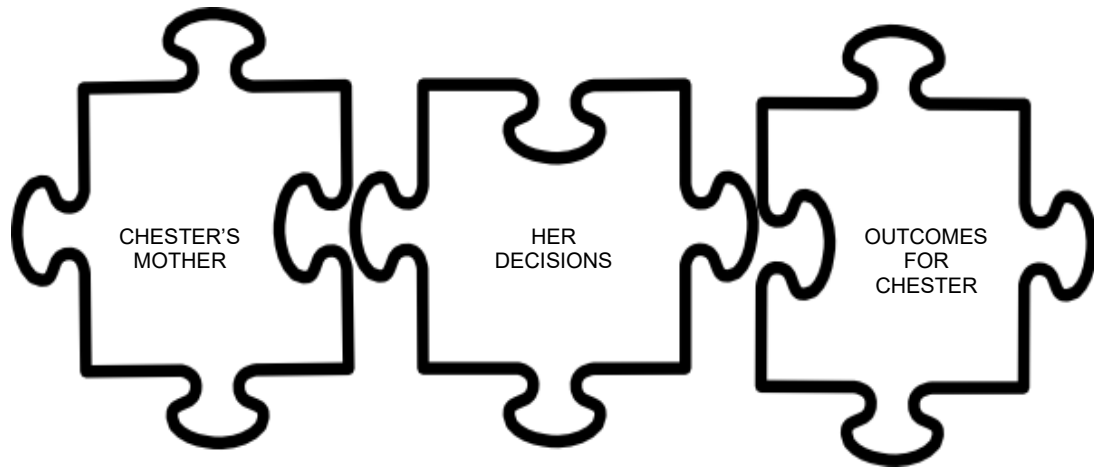
This discussion engages students in Decisions and Outcomes because they need to understand how the decisions of one character affect the outcome of the story.

Evaluate

Have students gather together to share out their ideas about the decisions and outcomes that Chester's mom made and how those affected Chester in the story.

[Possible answers: kissing his hand let him know she loved him, she gave him confidence, she helped him want to go to school.]

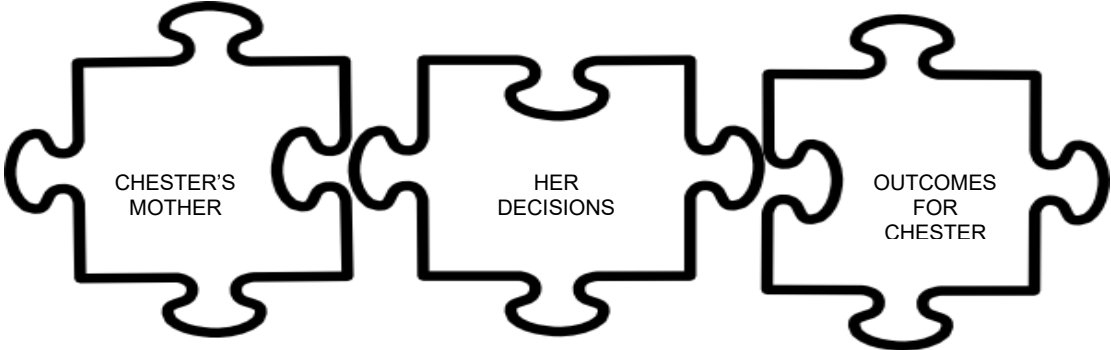
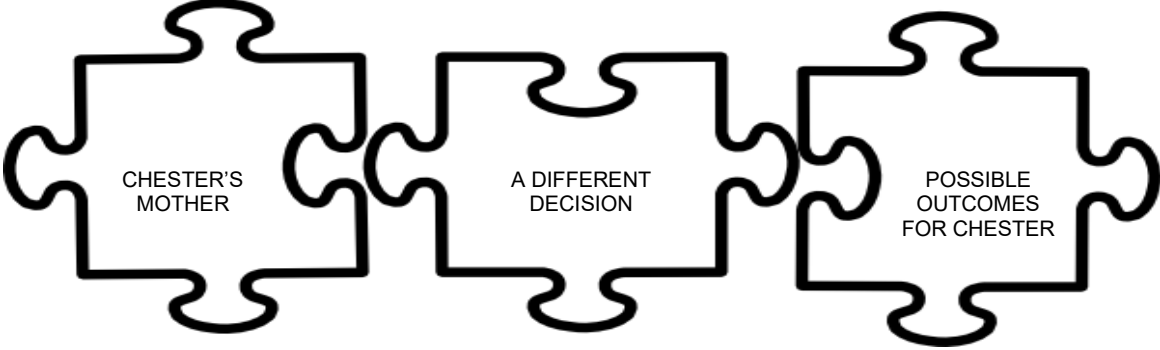


Chester's mother explains that
he will make new friends.

Chester's mother explains that
we all do things we don't want
to do.

Chester's mother kisses his
hand.

Extend the Task



Lesson ELA 1C

What “Love” is to Me

In this lesson students will identify words and pictures from the picture book *Love* to describe what love means from their point of view. Students will use the point of view strategy to compare how other students view love and create their own definition of love.

Timeframe: 60 minutes

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Materials:

Book - *Love* by Matt De La Pena (7 copies of books for each teacher)

Chart paper

Chart Markers

Book Page for Class Book (1 for each student)

Sticky Notes (different colors)

Scaffolding Worksheet (1 for each student)

Engage

Today we are going to read a story in which the author describes what love is to them. What do you think of when you hear the word “love”? Turn and talk to a partner about what love means to you.

Explore

Tell students that to help us to figure out what love means to others, we will listen to a story in which the author describes love. Group students into groups of 3-4.

Give each group a copy of the book. As you read out loud, the students will follow along and stop at each page that has a sticky note.



Stop at page #1-2 (In the beginning...) and ask students to look at this picture. Ask: How does this author show you **love** in the picture, words, or phrases? Students will discuss in their group. Have them share out with the class as you record their answers on chart paper, whiteboard, or Smartboard.

Continue reading and stop at page # 7-8 (In a crowded concrete...), and ask students to look at this picture. Ask: How does this author show you **love** in

the picture, words, or phrases? Students will discuss in their group. Have them share out with the class as you record their answers on chart paper, whiteboard, or Smartboard.

Continue reading and stop at page #19-20 (And in time you...), and ask students to look at this picture. Ask: How does this author show you **love** in the picture, words, or phrases? Students will discuss in their group. Have them share out with the class as you record their answers on chart paper, whiteboard, or Smartboard.

Look For

- Students who use details from the words and pictures to elaborate on how the author shows love. (Communicative)
- Students who are able to make connections between how the author is describing love and how they view love themselves. (Perceptive)

Explain



After discussing and finishing the story, bring the class back together and facilitate sharing so that all students have the chance to speak. Ask students to share out: What are some examples from the book that help you think about what love could mean to people?

To guide the discussion of students' point of view on love, have students turn and talk to a partner: What words would you use to describe what love means to you? What might you draw to show what love means to you?

Look For

- Students who recognize that other peers' points of view of love can be different from theirs. (Perceptive)
- Students who have determined a definition of love that is unique or original. (Creative)

Elaborate/Extend



Target Task

Students will create their own page about what love means to them to add to a class book. Tell students that they will use words and pictures to show how they think of love and what it means to them. Give students the handout and encourage them to think about the sentence starters "To me love looks like _____. Love feels like _____. Love sounds like _____." Invite them to develop a picture to show their thinking. Give students 10-15 minutes to create.

***Extend The Task***

For students who have demonstrated some of the high potential behaviors in the earlier parts of the lesson, ask them to create a page for the class book that shows what love means from two different points of view – for example, they could show what love means to them and what they think love means to a parent, friend, grandparent, pet, or other close connection. Students might combine two points of view into one picture or create facing pages showing two perspectives. Use the second handout for these students to complete their task.

***Scaffold and Support***

For students who need additional support, brainstorm some ideas together before giving them the graphic organizer. Refer back to examples from the text to prompt students' thinking.

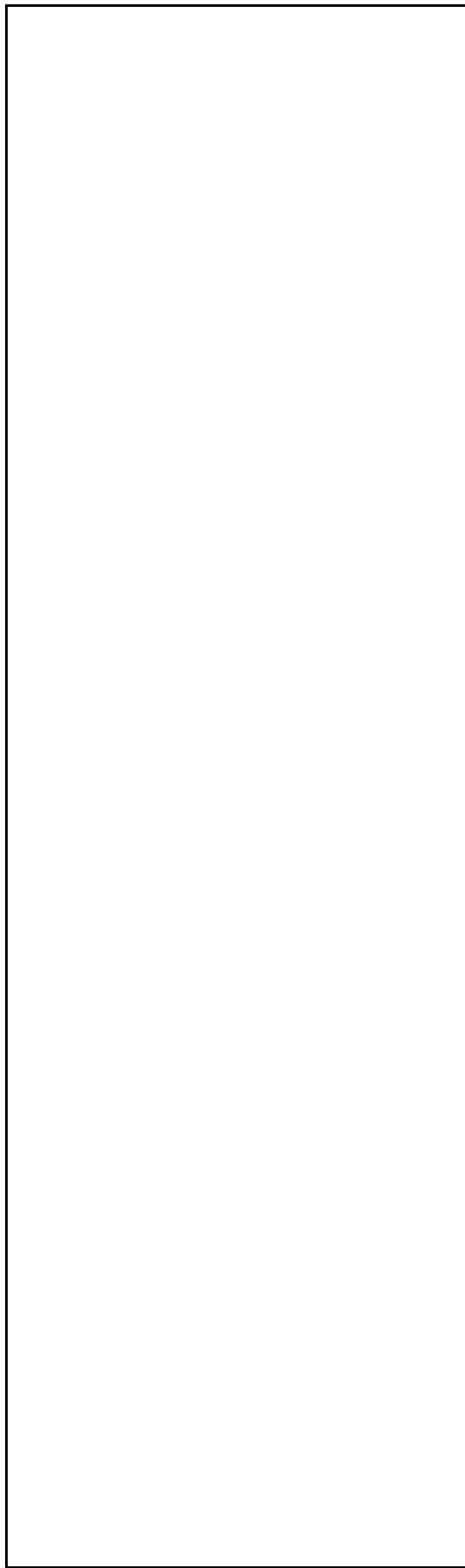
**Look For**

- Students who use their definition of love and transfer it to the idea that each person has their own definition of love. (Perceptive)
- Students who are sharing their perspective, but understanding that others may have a different definition. (Resourceful and Perceptive)
- Students who give reasons and elaborate on their definition with their peers. (Communication)

Evaluate

Have students gather together to share their page for the class book on love to share what the word love means from others' point of view. Ask them what similarities and differences they see as they listen to one another's perspectives. Ask: What do you notice about what love means to people? Why do you think people have so many different ideas or ways of understanding what love is?

What Love Means To _____

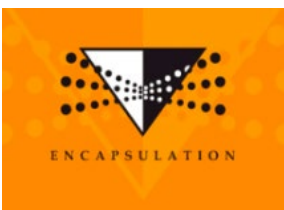


To me love looks like _____

Love feels like _____

Love sounds like _____

What Love Means To _____



Lesson ELA 1D

Analyzing Illustrations

Why, Why, Why with the Fly?

Students use the illustrations in a text to draw conclusions about the essence of character, setting, and events. The lesson uses the Encapsulation strategy to help students develop concise conclusions.

NOTE: The extension part of this lesson is a follow up to and uses the resources created in the lesson *Same and Different* (ELA 1E). Students will use the chart they created in that lesson on another animal to gain ideas for their work in this lesson.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Materials

Diary of a Fly by Doreen Cronin

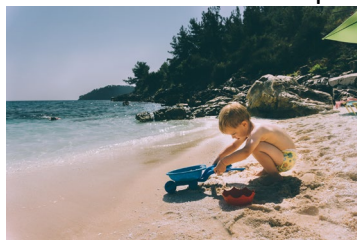
Beach picture (see “Engage”)

Question Chart from Same and Different lesson (for *extend* task)

Paper, pencils, markers for creating their diary page

Engage

Have students view this picture (or something similar).



Turn and talk to the person next to you - what do you notice about this picture? What do you wonder? What do you think is the most important thing about the character in the picture? Why?

What do you notice about the setting? How does the setting help you decide what is important in the picture?

 **Look For**

- Students who notice and describe specific details in the picture (especially about setting) and draw conclusions about main ideas. (Perceptive)
- Students who explain their observations with thorough detail. (Communicative)
- Students whose questions about a picture demonstrate curiosity and flexible thinking. (Curious)

Explore

Explain to students, *Today we're going to read Diary of a Fly. We're going to pay close attention to the clues in the illustrations so that we can use the setting to understand the story better.*

During reading, stop on the pages for the diary entries for June 10th and June 14th.

At each of these points, ask students to turn and talk about these questions:

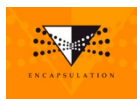


- *Where do you think the things on this page are happening?*
- *When are they happening?*
- *What details were important to help you figure this out?*

Finish reading the story. Ask students to watch for other details of time and place as they are listening. Invite them to name another part of the story in which the clues in the pictures told them something about the setting.

 **Look For**

- Students who notice and describe specific details in the pictures relevant to setting. (Perceptive)
- Students who explain their observations with thorough detail. (Communicative)
- Students whose questions about a picture demonstrate curiosity and flexible thinking. (Curious)



Here, students are using encapsulation to explain how illustrations contribute to aspects of their understanding of a story.



Explain

Students share (turn and talk) about what they know about the character/setting/events in the story. Encourage them to talk to each other about how the illustrations helped them to come to those understandings.

Make a chart on the board with three columns labeled Character, Setting, and Events. Use questions such as the following to encourage students to share their observations about how the *illustrations* informed their understanding of the story. Write student responses into the columns on the board. Model an example of sharing a specific, concise response to one of the questions.

- How did an illustration help you understand something about a *character* in the story?
- How did an illustration help you understand something about the *setting* in the story?
- How did an illustration help you understand something about the *events* of the story?

Highlight when students make a precise, concise statement that explains how the illustration helps the reader understand something about the story.



Look For

- Students who are paying attention to the details in the pictures and making connections to the broader story. (Perceptive)
- Students who are clear and precise in their explanation of how the illustration helps with understanding aspects of the story. (Communicative)
- Students who generalize from the specific story to make statements about how illustrations can inform understanding. (Perceptive)

Elaborate/Extend



Target Task

Students will create another diary page for the fly. Emphasize that students should make sure that the details of the picture contribute to the reader's understanding of the character, setting, and/or events.

Extend the Task

For students who demonstrated some of the high-potential behaviors earlier in the lesson or in prior work, challenge their thinking by having them use a different animal for which the humor in the setting details would be different. If you have completed the *Same and Different* lesson (ELA 1E), encourage students to use the list of facts about elephants to support developing a diary page for that animal. Emphasize that students should make sure that the details of their picture contribute to the reader's understanding of the character, setting, and/or events.

Scaffolding and Support

For students who might need a little more support, ask questions to help students identify the elements of the picture before they draw. For example, ask them to brainstorm several other *settings* that they could use for the fly, or several *events* that might happen for the fly. Then invite students to elaborate with the details they include in their pictures.

**Look For**

- Students who label and/or orally explain details of their pictures (Communicative)
- Students who provide specific details that are strong indicators of the setting they are illustrating (Perceptive)



Here, provide opportunities for students to use encapsulation again to capture the key understanding of the lesson about using details to increase understanding of aspects of the text.

Evaluate

Have students come back together and share their pages with one another. Invite students to ask each other questions about the pictures to determine the details of the setting. Conclude the lesson by reviewing the key points students explored around how illustrations can help the reader come to additional understanding of the characters, setting, or events of a story.





Lesson ELA 1E

Same and Different

Students learn to recognize how authors of non-fiction texts help readers through use of illustrations/photographs and text. Students will also discuss how different authors use similar or different techniques. Students use the Questioning strategy to help guide their reading and to explore the different answers they might find in different texts.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Materials

Copies of 2 same topic texts

Illustration of an animal (elephants are referenced here; another animal may be selected with relevant adjustments to lesson components)

Text Sheets on Durians (with and without pictures)

Question Chart (may be on students' papers, chart paper, or Google doc)

Engage

Ask students to imagine that you are a visitor to the school and you need to get to the cafeteria. Ask them to create something that could help you get there - including possibly a list of directions, a map, or a model.

Invite students to share their ideas. Use questions such as these:

- *Tell or show us how you explained the directions.*
- *What is the purpose of your model?*
- *In what ways did you use words, and in what ways did you use something other than words?*





Students are encouraged to ask questions in response to a text and to notice how additional text or pictures may provide answers to questions.

Look For

- Students who share multiple ideas (Creative)
- Students who explain clearly (Communicative)
- Students who focus on the most efficient or clearest way of explaining how to get there (Strategic)

Explore

Explain to students that just as they made choices about how to explain the way to the cafeteria, authors make choices about how they share information in a text. Tell students that now we will look at some information from a book and think of some questions we have after we read.

Show students the page *Durians* - ask students if anyone knows what durians are. Read the text for students. After reading, ask *What questions do we still have about Durians after reading this?*

If needed, follow up with

- *After looking at this page, what are you still wondering about this fruit?*
- *Do you feel like you would be able to go to the grocery store and find this fruit? What information would we use to make our selection?*

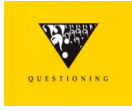


Next, show students the page with pictures and read the text to them. After reading, ask *Now do you feel like you would be able to go to the grocery store and find this fruit? What added information did you have this time?*

Look For

- Students who generate many and varied questions. (Curious)
- Students who make connections between specific parts of the text and their understanding of what the overall text is about. (Resourceful)
- Students who provide details to explain the text features used by the author. (Communicative)

Explain to students that our focus in this lesson will be on *how pictures and text help us understand what we are reading.*



Students are encouraged to raise questions that they would like to read in order to answer.

Explain

Explain to students that today we're going to practice using text and pictures to learn more about an animal. We're going to study elephants [or insert another topic here]. Show students one or more elephant photos (one attached). Then show students the question chart (may use Google Doc, chart paper, or individual copies). Ask students "What questions do we have about elephants?" Record student questions in the chart. (Consider having students turn and talk to come up with some questions to ensure everyone is thinking about and developing questions.)

****As needed at this point, conclude the first part of the lesson to prepare copies of the questions for students.**

Assign students to small groups in which everyone in a group has the same text on the topic, but different groups may have different texts. Ask students to use their assigned text to complete 2-3 questions from the question chart. Ask students to use their books to search for answers to questions to complete the chart above.



Once the groups have finished their work, ask students to pair up with members from another group that read the opposite text. Have each group share:

- What was some information you found about elephants in the words?
- What was some information you found about elephants in the pictures?
- Were there other places you found information about elephants?
- What was some information that you found in both books?
What was something you only found in one book?



Then pull the small groups back together to discuss:

"How do pictures and text help us understand what we're reading?"

Possible prompting questions could include *"Do pictures and texts provide the same information? Why or why not? Do we need both?"*



Look For

- Students who ask many and varied questions. (Curious)
- Students who are able to recognize patterns in important

information and level of detail across texts. (Perceptive)

- Students who return to the text to check details in discussion. (Resourceful)

Elaborate/Extend

Target Task



Have students choose a question from the chart and create a book page that uses both text and a picture to answer the question.

Extend the Task



For students who were observed engaging in one of the high-potential behaviors or demonstrated advanced understanding in the Explore or Explain sections of the lesson, this target task can be extended by having students do one of the following in place of the target task:

- Students can create a book page that answers one of the questions raised in our chart using ONLY an illustration or diagram.
- Students can generate a new question about the topic, seek out answers, and create a page with a text feature to answer the question.

Scaffolding and Support



For students who may need additional support, provide an illustration/photograph of an elephant (possible handout version attached) and work with students to write a question and 1-2 sentence answer that could go along with the photo/illustration in a book about the topic.



Look For

- Students whose book pages reflect understanding of main ideas/subtopics. (Strategic)
- Students who suggest unusual ideas for possible diagrams or pictures in a text. (Creative)

Evaluate

Have students post their book pages or lay them out on desks and do a gallery walk for students to view the various pages with the questions and the text and illustrations answering the questions. Then have students come back to the group for wrap-up discussion.

Whole group discussion:

As the chart shows, we learned that both of the books that we looked at together and the pages we created are about elephants.

What might the authors have been trying to teach you about elephants by including pictures? What might the authors have been trying to teach you about elephants by including text?

What could we say about how authors use text features such as words and pictures?

How did the questions we asked help us to find information and understand the books?

Durians

Have you ever had an apple? How about a banana? Both of these fruits are easily found in the United States.

Have you ever had a durian? This is a fruit that isn't often found in the U.S. This kind of fruit grows in some warm countries in the eastern half of the world.

Durians are big fruits. They are about the size of a football. They are brownish green and hard on the outside. And they are covered with spikes!

On the inside, the fruit is yellow-ish white. It feels creamy. And it tastes a little sweet. But the fruit doesn't smell sweet... it smells very, very strongly. Some people don't mind the smell. But many people do. In fact, some places don't allow durians in because of their strong smell!

reprinted from READWORKS

Durians



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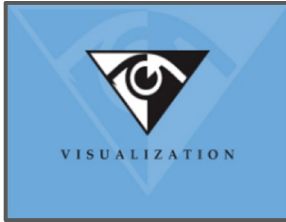


photo from gsndev.org



Question Chart

Question:		
Can we find the answer in the book? Circle: YES NO	Was the answer found in the WORDS or PICTURES? (Circle to show your answer.) WORDS PICTURES BOTH	
What is the answer?		



Lesson ELA 2A

Visualizing Your Inner Tacky

Students will use visualization as a strategy for understanding the behavior of the characters in the text *Three Cheers for Tacky*. They will extend the thinking to visualize the addition of their own penguin character to the story.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Time Frame: 2 lesson periods of about 45 minutes each

If the lesson will extend across two class periods, a good place to pause the lesson is noted in the **Explain** section. When restarting the lesson, be sure to start with a brief review of previous work before moving students into the Elaborate/Extend section.

Materials

Three Cheers for Tacky- text

Template of penguin handout

New character handout

Handout for scaffold/support elaboration activity

Sticky notes

Engage

Write the words *who*, *what*, *when*, *where*, *why*, and *how* on the board. Ask students what these words have in common (they are words we often use to start questions). Tell students that you are picturing in your mind a character from a story you have previously read as a class, and explain that students can ask questions starting with any of the words on the board to try to figure out who the character is – the only question they *cannot* ask is “who is it?” Invite students to ask questions until they figure out the character you are thinking about. Play another round or two of the game – you may wish to continue being the one

picturing the character or allow students to play the game with a partner (be sure to encourage students to focus on a character from a story you have explored in class so everyone will be familiar).

Explain to students that when we *visualize*, or make a picture in our minds as we read, it can help us to understand the characters, setting, and events and to be able to ask and answer questions using our question words. Today we will focus on how visualization can help us to understand the characters in a story. Tell students that today we will practice visualizing while we read a book called *Three Cheers for Tacky*.

Explain that by the end of the lesson we should be able to determine how we can use visualization to better understand stories and answer questions about the who, what, when, where, why and how.

Have the following written on the board or chart paper:
How can we use visualization to help us understand and answer questions about *who, what, when, where, why, and how* in stories?

Explore

Tell students:

It is important for us as readers to be able to visualize and understand the characters in a story as a way of helping us to understand the text.

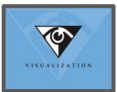
Invite students to brainstorm some describing words about characters. Encourage them to share whatever words they come up with, and guide them to focus on descriptors that would link more to behaviors than to how characters look. Record student responses on the board/chart paper.

Once you have a varied list, pick a few describing words listed and have the students visualize how a character showing that word would act or behave. After some thinking and visualizing time, ask students to act them out. Encourage students to connect the behaviors they act out to specific characters they can think of from stories.

Explain to students,
Today we will make pictures in our mind to better understand the character of Tacky. As I read the first page of the story, I want you to pay attention to the names of the characters.

Read page 3.

What do you notice? What do the names of the characters make you think they might be like?



Students will use visualization to connect actions with characters.



 **Look For**

- Students who notice traits that are specific to individual characters vs. all penguins (Perceptive)
- Students who make predictions that go above and beyond what is in the text. (Perceptive)
- Students who are able to make a connection between the names of the characters and character traits. (Perceptive)

Explain

Continue to read aloud *Three Cheers for Tacky*.

Re-read page 3 and ask these questions, pointing to the question words on the board:



- *Picture the characters you have met so far. How do you think these characters will behave in the story? Why?*

Read pages 4-5, showing students the pictures as you go.

What do you notice about how Tacky behaved on these pages? Knowing that, what do you think Tacky will do in the rest of the story, and why?

Read pages 6-7 without showing the pictures. Say to students, *I want you to use what you know about Tacky so far to visualize what you think he will do with the shiny blue bow tie if he wins.* Invite students to turn and talk to share their ideas.

Show the students the pictures in the text and invite students to talk about similarities and differences to what they visualized.

Read aloud pages 8, 9, & 10 showing the pictures. DO NOT SHOW the pictures on page 11. Have students stop and work with a partner or small group to act out how they think Tacky will perform the dance.

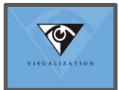
Turn and talk:

What helped you decide how he would behave?

What do you still wonder about Tacky? Use one of the question words to ask a question. Have students put questions on sticky notes and post on the board. If there are similar questions, stick them together.

Read the remainder of the story.

As I read the rest of the story, I want you to form a picture in your mind of Tacky performing at the contest.



Students will use visualization to make predictions about the story.

At the end of the book... *How did your pictures in your mind match the pictures you saw in the book? How did the pictures you created in your mind help you to answer your questions?*



Have each of the character names written on a piece of paper. Have students choose a character name out of a “hat.” Pass out copies of the blank penguin picture. Each student should use what they have learned about their character to draw and describe their character. They can then share their drawings with other students who also drew the same character and compare their responses.



Look For

- Students who identify descriptive details or language about the characters. (Communicative)
- Students who are able to use evidence to visualize and predict Tacky’s behavior (Resourceful, Communicative)

This would be a good stopping point if needed to split into 2 days.

Meet on the rug to discuss the penguins they have created.

Elaborate/Extend

Target Task

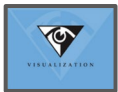
Give students copies of the new character handout. Explain that students should create a new character for the story and name/describe the character based on a personality/behavior trait, like the penguins in the story. Encourage students to visualize what their character would look like and how it would behave.

Provide time for students to design their picture and write several sentences describing how their penguin would act. Then have students work with a partner to ask one another questions about how their new penguins would change the story if they were added to the team. (Provide example questions as needed to help students get started: *What steps and words would your penguin add to the cheer? How would your penguin be different from the other penguins? What do you think the other penguins might say to your penguin? etc.*)



Look For:

- Students who can use evidence from the text to recreate parts or all of the story with their character. (Creative, Resourceful)
- Students who are able to create a character based on a personality trait. (Perceptive)
- Students use visualization to determine how their character will



Students visualize how the story might look different with the addition of a new character.

behave. (Perceptive, Creative)

- Students who analyze patterns throughout the book to show how their character will interact. (Perceptive)



Extend the Task

For students who have demonstrated some of the high-potential behaviors including creativity, being perceptive, and being communicative, consider adjusting the task with the following activity:

- Have students write and draw a scene from the story to show how it might change with an additional penguin joining the team.

Scaffolding and Support

For students who need more support, use the handout asking students to visualize their penguin on page 5 of the story. They should illustrate the existing text.

Evaluate

Remind students of this key understanding: *Good readers are able to visualize the stories that they hear or read to help them understand what they read.*

Ask: How can you use visualization to understand what you read?

Take a few minutes for students to share their ideas in a group discussion.



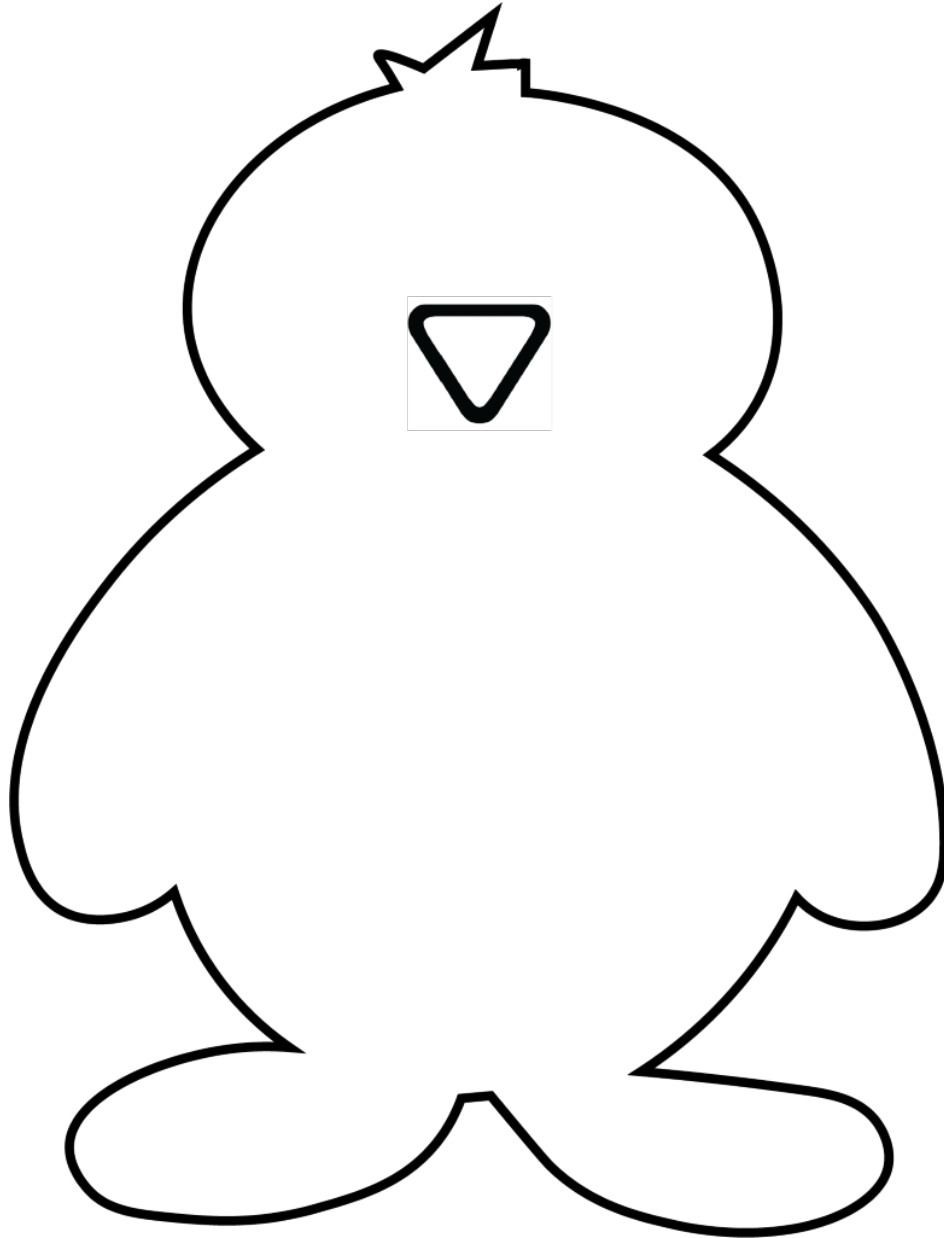
Look For

- Students will be able to connect how the pictures in their minds helped them to remember story elements or decide how their new character might act or behave. They should be able to give details based on this visualization. (Perceptive, Communicative)

As second graders, you will be asked to read text without pictures. This is why it is important for us as readers to visualize, or create a movie in our head, as we read to better understand the stories we read.

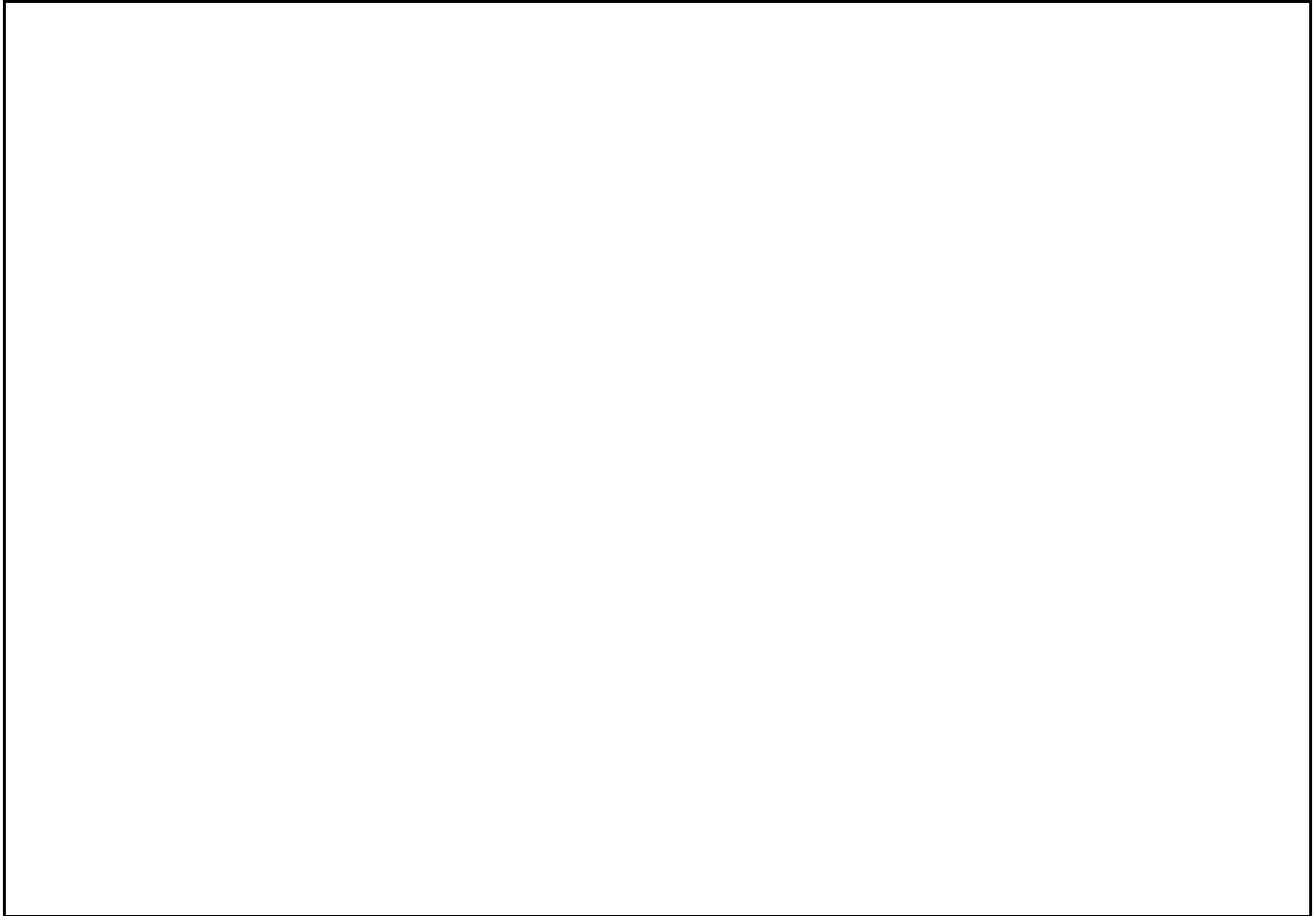
Name: _____, _____ Date: _____

Explain: Draw a character from *Three Cheers for Tacky* and use what you know about the character to describe how the character would behave.



Name: _____ Date: _____

Elaborate/ Extend: Create a new character for Three Cheers for Tacky. Draw the character. Describe how the character would behave. Name the character according to its character traits.



Name: _____

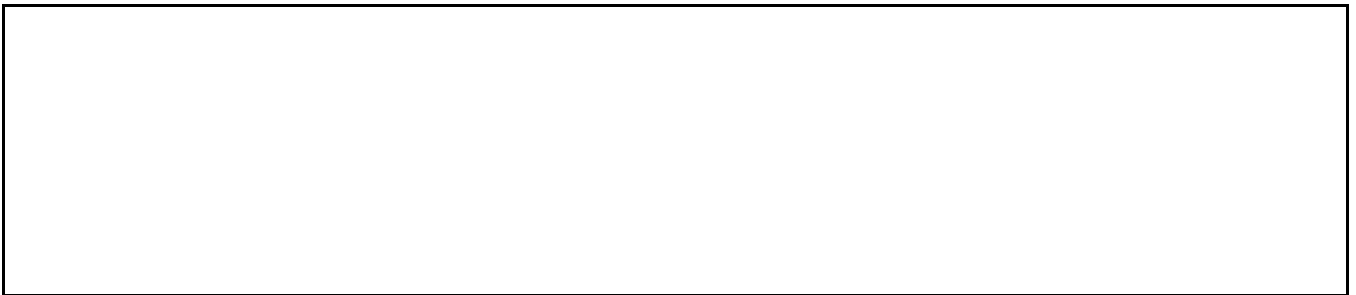
Scaffolding/ Support

Add your character to page 5 of the book. How would your character behave? Illustrate below.

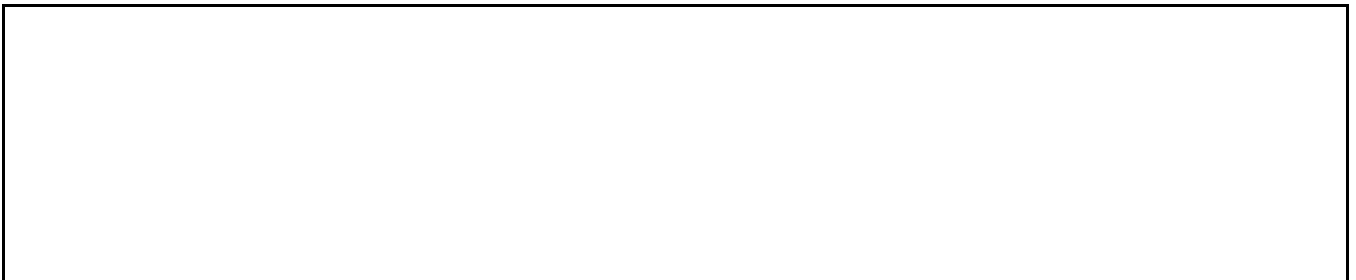


They read books.

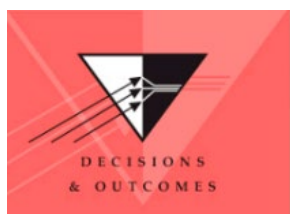
They wrote their names.



They learned their numbers.



What else might your character do if they were in this book? Draw another scene on the back.



Lesson ELA 2B

Making Mountains out of Mole Hills

In this lesson, students will think about how characters react to major events and challenges in a story. Students will think about their own experiences and responses to challenges and compare them to story characters' responses to yield a general conceptual statement about response to challenge. Students will use the decisions and outcomes strategy to think about how character choices in response to challenge affect further events in a story.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Materials

Mole's Hill book

Chart paper & markers

Individual copies of levelled books - one for each member of the group

Reading journals, pencils

Sticky notes

Handouts for Elaborate/Extend (tiered versions)

Engage

Ask students to recall a story you have read recently and what challenges the main character in the story had to face. Tell students that today we're going to explore how characters in stories respond to challenges. Tell them as part of figuring this out, we're going to look at our own lives to see if we can figure out how WE respond to challenges and then think about how that might help us answer our question for today, which is: *"How do characters in a story respond to major events and challenges?"*

Explore

Tell students,

"Everyone here has probably faced challenges in their lives. [invite students to name a few examples.] Today, I want you to think of a time when you were faced with a challenge. Then I want you to write as many ideas for this statement as you can think of. The statement is: "When I face a challenge, I . . ." and I want you to add each idea to a separate sticky note."

You may want to demonstrate this to your class with an example of your own before letting them start working independently.

Ask student volunteers who finish early to help you collect the sticky notes and help you stick them on the board. At this point you have three choices:

1. Organize the paper sticky notes on the board with a Think Aloud and the help of the students and label the categories.
2. Take a picture of the sticky notes using the Post-it app and organize them on the screen/projector and discuss categories.
3. Take a picture of the sticky notes using the Post-it app and have the students organize the ideas into categories.



[Whichever option is selected, involve students in the process of organizing the ideas into groups. Students may identify some of the following strategies or categories: persevere, keep trying, look for a different solution, ask someone for help, brainstorm ideas for solving the problem.]

**Look For**

- Students who recognize patterns and categories in the responses. (Perceptive)
- Students who contribute many ideas to the discussion. (Creative)
- Students who describe problem-solving strategies in response to challenges. (Strategic)

Tell students that you think that these things might be some of the same things characters do when they are faced with a challenge in a story, so we're going to test our ideas and try to answer the question, *"How do characters in a story respond to major events and challenges?"*

Tell students,

"We'll be reading Mole's Hill, a book about a mole who has a big problem. I want you to listen as I read to see how the mole solves the problem she has and whether she uses any of the same strategies you use when you are faced with a challenge."

Ask students to make a note in their reading journals of any of the strategies that they hear Mole using.



Explain

After reading *Mole's Hill*, ask students to share their thoughts about which strategies they saw Mole using to respond to Fox's challenge.



Look For

- Students who describe other things that Mole could have done to solve the problem. (Strategic)
- Students who discuss what might have happened to Mole if she had not used the strategies identified - or if she used faulty strategies. (Resourceful)
- Students who pose What If? questions to explore other possible decisions/outcomes Mole might have made. (Curious)



Some students will clearly understand the relationships between Decisions & Outcomes that were made within the story here and how decisions characters make will affect how the story is resolved.

[Students should explain ideas such as that Mole looked for a different solution, persevered, and was patient.]

Explain that the strategies that we use to make decisions about how to solve problems are often the same ones we see characters using in stories. Tell students that we can expect to find these strategies in other books we read and we can use them to try to predict the outcomes that will result.



Elaborate/Extend

Target Task

Have students choose from books they are currently or soon to be working with to read in small groups. Try to ensure that there are at least 3-4 different books being explored across the class. Groups will work to fill out the chart (shown below) to record what strategies are used by the characters.

Story Event or Challenge	Character’s Response	What Happened Next?

Circulate among the groups during the students’ work time.



Look For

- Students who can easily explain the relationships between the story events or challenges and the characters’ responses. (Communicative)
- Students who can extrapolate beyond the story read in their small group to compare the story events and responses to those from another book, such as *Mole’s Hill* read with the entire class, or another text. (Perceptive)



Extend the Task

For students who showed evidence of high-potential behaviors earlier in the lesson, consider modifying the lesson with one of the following activities. Note that these activities should replace the target task, not be added to it.

- Ask students to use the table below to include inferences that can be made about the character based on the character’s responses.

Story Event or Challenge	Character’s Response	Inference about Character	What Happened Next?

- Alternatively, ask students to think about two stories in which the characters were faced with similar types of challenges and to complete the chart below to describe the similar challenges.

	Events and how they were similar	Characters’ reactions	Outcomes of Decisions	How the Outcomes Were Similar or Different
Story #1				
Story #2				



Scaffolding and Support

For students who are struggling to identify the relationships of character actions to outcomes, identify a specific event in the story they are reading and have students answer the questions on the Making Decisions handout.



This discussion engages in Decisions and Outcomes to make a final generalization about the connection between character’s actions and story events (and vice versa). Students will also begin to make inferences about characters or compare stories.

Evaluate

Have students return to the large group and ask them to share the results of their group investigations. Look back to the original question for the lesson to determine whether the evidence from the lesson supports our previous findings. We’ll compare the final responses to our original sticky note response categories. Finally, work to make or revise a final statement of generalization or conceptual understanding regarding how characters react to story events or challenges.

What Do the Characters Decide?

Story Event or Challenge	Character’s Response	What Happened Next?

For one of the events above, explain how the character’s decision of what to do affected what happened next.

What Do the Characters Decide? (Extend)

Story Event or Challenge	Character’s Response	Inference about Character	What Happened Next?

For one of the events above, explain how the character’s decision of what to do affected what happened next.

What Do the Characters Decide? (Extend version, option 2)

Think of the challenges characters faced in the story you read, and think of another story with a similar type of challenge. Complete the chart showing how the two stories were similar and different.

	Events and how they were similar	Characters’ reactions	Outcomes of Decisions	How the Outcomes Were Similar or Different
Story #1				
Story #2				

Making Decisions

What happened in the story that made a character have to make a decision?

What were the character's choices?

What did the character decide to do?

What happened next?



Lesson ELA 2C

The Most Magnificent Thing

In this lesson, students will think about how characters react to major events and challenges in the story. By trying to identify with the main character, students will be able to relate her strategies and successes to their own challenges. By understanding that obstacles and failures are a part of the process, students will be able to apply that to their own life.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Time Frame: 60-75 minutes

Materials

The Most Magnificent Thing by Ashley Spires (1 copy per student but could be shared among teachers at a school)

Sticky Notes (box of stickies) or Index Cards

Chart Paper

Handout for Target Task

Handout for Extend the Task

Engage

Explain to students that today we are going to investigate what happens when we face difficult challenges.

Read the first 2 pages of the book, *The Most Magnificent Thing*. Ask the students, What do you think is going to happen on her journey to create this magnificent thing? Listen to a few students respond.

Explain to students that before we read on, they are going to have a chance to create an amazing tall tower.

Explore

Tell the students they will be building the tallest tower they can create with sticky notes (or give them index cards).



Ask the students to turn and talk about which material they would choose and why (sticky notes or index cards).

Have a few students share their thoughts.

Pass out materials and give the students 5 minutes to build their tower. Let the students know they should work on this quickly. Do not provide additional details or guidance – focus should be on having the students explore.



Look For

- Students who articulate clear explanations. (Communicative)
- Students who come up with original ideas. (Creative)
- Students who continue to find new ideas to try out. (Creative)

Explain

Think about how you felt during the activity. How did you feel as you were building? What did you do when you felt struggle?

Ask the students to use sticky notes to write down all of the things they did when they felt frustrated.

Ask students to bring their sticky notes to the discussion area.

Ask each student to read their sentence and place the sticky note on the chart paper.



Ask students, what do you notice about the responses? How might you sort the responses? Have students turn and talk.

Continue reading the story. Stop reading when the girl finishes her first attempt. Ask: How do you think she is feeling? How can you tell?

Continue reading, stopping to check in how the girl is responding to the process of building her magnificent thing. Give students the opportunity to turn and talk about what they notice.



Look For

- Students who come up with more than one idea. (Creative)
- Students who notice a pattern with the sticky notes on the chart paper. (Perceptive)
- Students who articulate clear explanations about their ideas. (Communicative)
- Students who can effectively explain their feelings or the feelings of the character. (Communicative)

Elaborate/Extend*Target Task*

Distribute the handout (first handout attached on the following pages) and student copies of the book. Ask students to think about what challenges the character faced in the story, how she responded to them, and why they think she responded that way. Then ask students to give a response about what they've learned about how to face challenges. Students can write their response and draw an illustration.

Once the students have completed this task, pair them up to compare their ideas. Post the following questions on the board/Smartboard for them to use as potential conversation starters:

- What did the character do when she started to struggle?
- Why do you think she responded in the way she did?
- How do you think she felt when she was struggling? What makes you think that?
- What happened to make the situation get better?
- Can you think of a time you struggled at something? How did you feel?

Extend the Task

For students who showed evidence of high potential behaviors earlier in the lesson, consider modifying the lesson with the following activity. (Note that this should replace, not add onto, the target task.)

- Review the Extend the Task handout (second handout on the following pages) with the students.
- Ask students to think about what challenges the character faced in the story and how she responded to them, and then to think of another way the character could have responded to the challenges in the story.
- Then ask students to consider what they've learned from the way the character faced the challenge.

Scaffolding and Support

For students who are struggling to identify how the character responded to challenges she faced in the story, review the text and ask guiding questions such as these:

- What was something that was hard for the character? What did she do when building was hard for her?

For students who are struggling to write their response, encourage them to add details to their drawing and describe the event and response to you. They should also be encouraged to use spelling patterns they are familiar

with to sound out words or parts of words.

 **Look For**

- Students who can easily explain the relationships between the story events or challenges and the character's responses. (Communicative)
- Students who come up with other ways for the character to face challenges. (Creative)
- Students who use ideas from the first task to persevere through the challenge. (Resourceful)
- Students who use ideas from the first task to write how the character would have persevered through the challenge. (Resourceful)

Evaluate

Ask students: How did the character respond to challenges in the story? What are some ways that you responded to challenges, either in today's lesson, or in other situations?

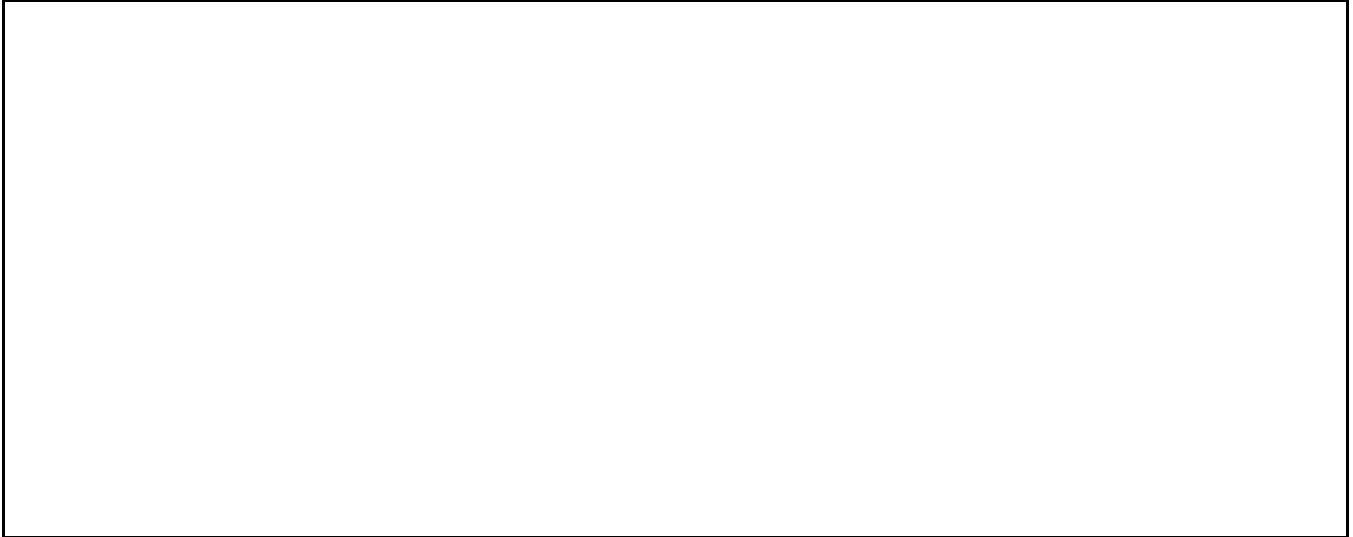
Take a few minutes for students to share ideas in a group discussion.

Reiterate that people/characters respond in many different ways to challenges. By understanding that obstacles and failures are a part of the process, students will be able to apply that to their own life.

Name: _____ Date: _____

Think about the story, *The Most Magnificent Thing*. Respond to the questions in complete sentences.

Draw a picture to match your words.



What was a challenge that the character faced in the story? How did she respond to that challenge?

Why do you think she responded that way?

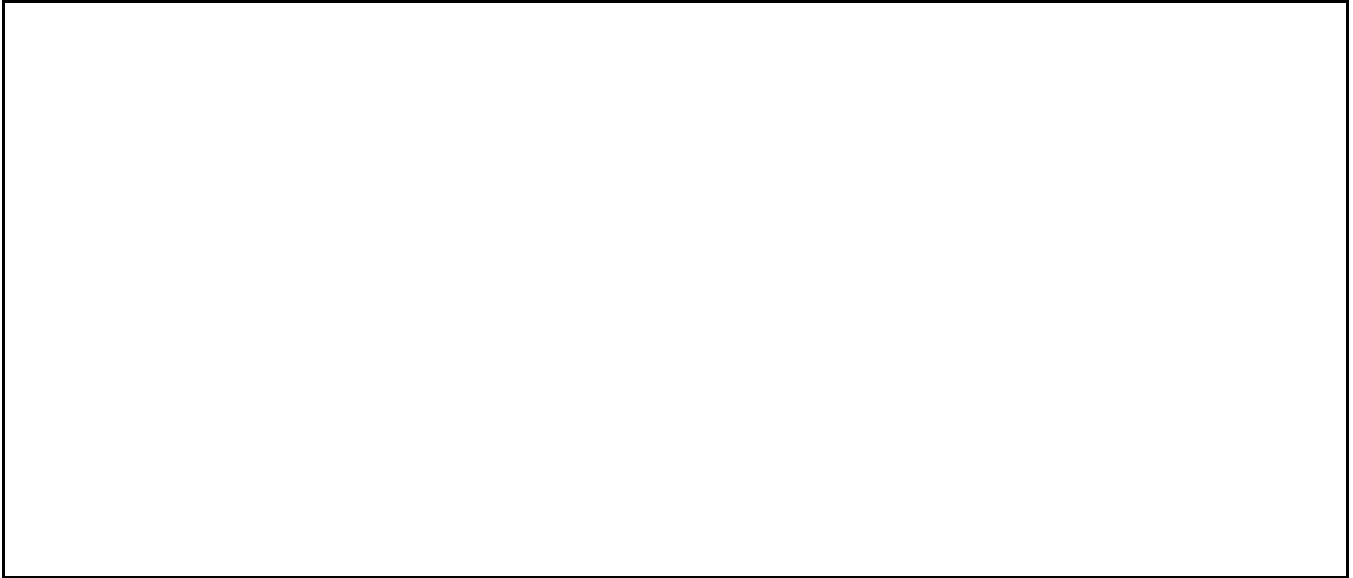
Finish this sentence:

When you face a struggle, you should _____

Name: _____ Date: _____

Think about the story, *The Most Magnificent Thing*. Respond to the questions in complete sentences.

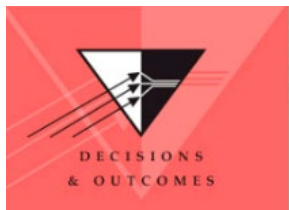
Draw a picture to match your words.



Think about the challenges the character faced and how she responded to them. What is another way the character could have responded to her challenges in the story?

Why would your suggestion have been a good response? What might have happened next?

What did the character's response teach you about how YOU can address problems or challenges?



Lesson ELA 2D

Ruby the Copycat

In this lesson, students will use the text *Ruby the Copycat* to analyze the structure of the text and will think about how characters' decisions create corresponding outcomes that influence the trajectory of a story. The Decisions and Outcomes Strategy will be used to help students recognize the structure within the story.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces a story and the ending concludes the action.

Time Frame: 2 lesson periods of about 45 minutes each

If the lesson will extend across two class periods, a good place to pause the lesson is noted at the end of the **Explore** section. When restarting the lesson, be sure to start with a brief review of previous work before moving students into the Explain section.

Materials

Ruby the Copycat by Peggy Rathman (1 copy per student pair)

Ruby the Copycat GoodReads Video

([https://www.youtube.com/watch?v= hwHCHOUwQc](https://www.youtube.com/watch?v=hwHCHOUwQc))

Chart Paper

Markers

Sticky notes

Story Map Anchor Chart

Story Map handout

Big Event handout

Engage

Tell students that today we're going to explore how the beginning of a story introduces the elements of character, setting, and problem, and the ending concludes with a solution. Have students work with a partner to think of a story read in class and identify the characters,

setting, problem, and solution of the story. Turn and talk about the problem and solution in the story. Invite partners to share some of what they discussed.

Explore

Tell students, *I want you to think of a time when you were in a new situation and you didn't know many people or anyone at all. How did you feel?*

Have students stop and jot thoughts on a sticky note (1 idea per sticky note).



Have students stick their sticky notes on the board. Ask, *What do you notice?* Have students turn and talk (pair or group) about what they notice (patterns, similarities/differences).

Call on student volunteers to share ideas to the whole class. Group/categorize sticky notes according to student responses.

Here students begin to think about the decisions someone can face in a new situation and what may happen as a result of decisions.

Then ask students to think about one thing that they decided to do in their new situation – *What was a decision you had to make? What did you choose to do? What happened next?* Invite a few students to share (or turn and talk).



Look for:

- Students who connect their ideas into categories and notice similarities and differences between ideas. (Perceptive)
- Students who relate their ideas to texts, movies, or other media. (Perceptive)
- Students who can effectively communicate their feelings and/or any similarities/differences noticed. (Communicative)
- Students who ask their partner(s) questions about their experiences/feelings. (Curious)
- Students who make connections between their choices and next steps or outcomes. (Strategic)

Here students are asked to look for examples of decisions in the context of a story and how the decisions may affect outcomes.

Explain to students that today we will read a story called *Ruby the Copycat* in which a girl named Ruby is new to her school. Tell students that as you read the story, they should think about the decisions or choices that Ruby makes and how those decisions affect what happens next.

Read *Ruby the Copycat* aloud to students.

After reading the story, ask students to talk with a partner to identify

Some students may use the questions posed here to connect Decisions and Outcomes in the story and their own experience.

some of Ruby's decisions in the story: *What was a decision Ruby made about how to act? What happened next?* Have a few pairs share out, and then ask, *How is Ruby's situation similar to or different from the experience you shared about a time you were in a new situation?* Turn and talk with a partner about your experience.

Explain

At this time, take an opportunity for students to share their responses about how their situation was similar to or different from Ruby's. Review students' responses from Explore as a whole group.



Look for:

- Students who use the “elements of stories” vocabulary (i.e. character, setting, problem...) to explain their connection/thinking. (Resourceful, Communicative)
- Students who make unique connections to the story beyond the “expected” responses (e.g., “I was adopted and was the new person in my family”) (Creative)
- Students who reflect attention to thinking about possible outcomes linked to decisions. (Strategic)

*** If you chose to break the lesson into 2 days, this would be a good place to play the *Ruby the Copycat* GoodReads Video (resource link in *Materials*) to revisit the story on day 2 before finishing the lesson.**

Display the *Story Map Anchor Chart*. Ask students, *What do you notice? How do you think this graphic could help us understand the parts of a story?*

Allow student volunteers to share ideas.

Explain that the function of a Story Map is to outline the major parts or events in a story so that we have a better understanding of what we have read. Fill in any misconceptions. One example of this could be to emphasize the peak of the mountain representing the “big event” or turning point of the story noting that this is the point at which the problem begins to be solved.

Elaborate/Extend

Target Task

Pass out the *Story Map Graphic Organizer* handout to each student. Ask them to complete the organizer using the story *Ruby the Copycat*. In doing so, each person will need to think of the “big event” or turning point of the story. Each pair or small group of students should have a copy of the book to refer to as they work, and each student will

There are several options for students to use Decisions and Outcomes in their thinking here, beyond just recognizing it

in the characters' actions. In the Target Task, students must decide the turning point of the story. Those Extending the Task will need to justify their decisions.

complete their own graphic organizer. Consider giving students bigger paper to complete the organizer if space is too limited on the sheet.



Look For

- Students who use detail to fill in the graphic organizer (i.e., provide more than just the word "setting"). (Perceptive)
- Students who go back into the book to fill in the organizer accurately. (Resourceful)
- Students who analyze the story to find multiple events within the story. (Strategic)



Extend the Task

For students showing evidence of high potential earlier in the lesson, provide the Big Event organizer and encourage them to extend the thinking from their story map to complete the chart with emphasis on whose decisions were most influential on the outcome. NOTE: This task should not be presented as just *more work* beyond the original target task. Consider abbreviating the target task for this group, or add a component such as illustration or an extension question to the target task for other students.



Scaffolding and Support

In a small group, go through the story with students who are struggling to complete the graphic organizer and ask them guiding questions to help identify the story elements, focusing on the decisions and outcomes. Some guiding questions to think about:

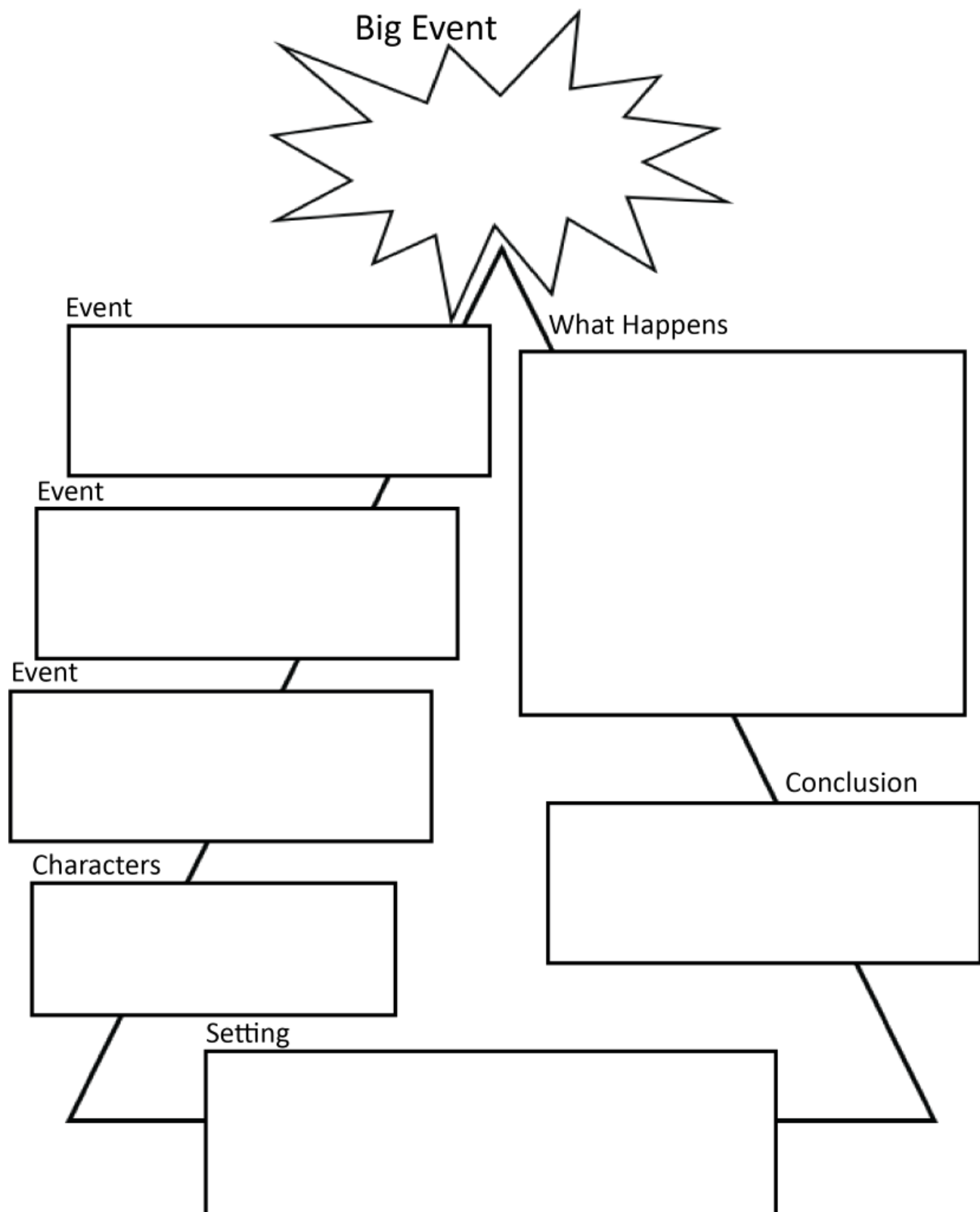
- *What are the elements of a story?*
- *What is a character? Setting? Event? Big Event? Solution?*
- *Where can we look back in the story to find the characters? Setting? Events?*

Evaluate

Have the students come together (fishbowl style could be used) and ask them to share their graphic organizers. Focus on the events students chose to include in their organizers. Comment on the similarities/differences found between students' "Big Events" (top of the Story Map mountain) and the outcome (conclusion) of the story. Ask, *Why do our graphic organizers look different? Is it okay that we have different events in our organizers?* Emphasize the idea that there are many events in a story that affect the outcome.

Name: _____

Title: _____



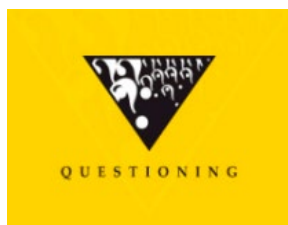
Name: _____

Title: _____

Big Event

Whose decision was it?

How did it change the
outcome?



Lesson ELA 2E

Why Can't Calvin Fly?

In this lesson, students will use Questioning as a strategy to help them gain a deeper understanding of the story *Calvin Can't Fly* by Jennifer Berne. They will also use Questioning to examine the relationships between pictures and text in a story.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Time Frame: ~ 60-70 minutes

To allow students to investigate the tasks and concepts in this lesson fully, it may take more than one class period. If the lesson will extend across two class periods, a good place to pause the lesson is after the Explain section. When restarting the lesson, be sure to start with a brief review of using textual evidence to develop and answer questions while reading before students begin reading independently in the Elaborate/Extend section.

Materials

Pictures of fisherman

Picture 1 of Calvin

Picture 2 of Calvin

T-chart for class discussion

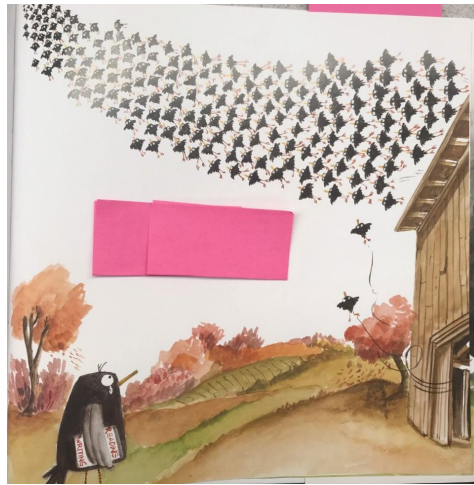
Book: *Calvin Can't Fly* by Jennifer Berne



Stick Figure



Fisherman



Picture 1



Picture 2

Engage

Show students the stick figure picture, and write this sentence on the board: "Bob is going somewhere." Ask the students to think about what they think Bob might be doing and also what questions they wonder about Bob or would need to ask to find out what he is doing and where he is going. Have students use Think, Pair, Share to raise ideas and questions, and record a few of their questions on the board.



Show the second picture with additional detail, and write a more descriptive sentence on the board: "Bob is going on vacation." Again ask students to think about what Bob might be doing and what questions they wonder, and Think, Pair, Share a second time. Ask students to talk about why it was easier to figure out some things in the second picture - raise questions such as these: *What did the second picture show that the first one did not? Which of your questions from the first picture were answered in the second picture? What details*

helped you answer your questions, and what details helped you to find new questions? What questions do you still have?

Explore

Explain to students that the focus of the lesson will be on using a strategy of *questioning*. Explain that readers ask questions before, during, and after they read because it helps them understand what they are reading and the details of the story. When we ask questions as we read and look at the illustrations and then look for the answers to our questions, it helps us to understand the story better.

Explain that we will be looking at two illustrations of a character from a story we will read together. We will use the details in the illustrations to come up with questions we have about the character.



Show the first Calvin picture (showing Calvin crying). Ask students to point out what they see in the picture and what they wonder or would like to know about the character. Encourage students to spend a few quiet moments observing the picture and thinking about their questions, and then invite them to share. Write student questions on the board.



Students are using questioning to explore their own curiosity before getting into the text of the book.

Then show the second Calvin picture with the ribbons tied around Calvin. Ask students again to spend a few moments observing the picture and coming up with what they see and what they wonder or would like to know. Ask students to share observations and questions with a partner and then with the larger group. Encourage students to describe details from the illustration that may have helped them to come up with a question. Record student questions.

Ask students if they have any additional observations and questions now that they have seen two pictures of Calvin, and write those questions on the board as well.



Look For

- Students who are asking questions about the character to help further their understanding of what's coming. (Strategic)
- Students who are asking questions that demonstrate they are using inferencing to understand the character, or who use combinations of details across the two pictures to develop ideas and questions. (Perceptive)
- Students who ask unusual questions or generate many questions. (Creative)



Students are focusing on key questioning words to help focus their attention on asking a variety of questions as they explore the story.

Explain

Explain that in this lesson, we will be looking at illustrations and reading the text to help us understand more about a character and his experiences. Remind students that one of the ways we understand characters and stories better is by asking questions while we read.

Ask students to identify some of the key words we often use to begin our questions - *who*, *what*, *when*, *where*, *why*, and *how*. Circle those words where they appear in the questions students already shared about the pictures from the Calvin story.

Explain that you will read the Calvin story and model asking and answering questions about a character as you go along to help understand the story better.

Read the first page of the book and ask, "What is a starling?" Record the question on a T chart like the one below. Invite students to record ideas on their own copy of the T chart if desired.

Questions I have about the text	Answers & Evidence

Continue to read the next two pages, and ask students if we can answer the first question yet. Following the first sentence on the third page ("Right from the beginning Calvin was different..."), record a question such as "How is Calvin different?" Continue reading, and ask students if they can begin to answer the question after that two-page spread (Calvin likes to read and his siblings enjoy more typical bird activities). (Record text evidence/answer on chart.)

Read pages 5-6, and ask a question such as this: “I wonder... What might happen to Calvin if he doesn’t do any regular bird activities?”



Explain that as you continue to read, students should think of their own questions they wonder about Calvin. Continue to read the story, pausing after reading a couple of pages to allow students to generate and record their questions on individual whiteboards. Encourage students to put checks beside their questions that are answered as you continue to read.

At the pages where the original two pictures discussed appear, ask students how their questions are the same and different now that they have read some of the story. Revisit the original questions to see which we can now answer, and discuss what new questions students may have.

Ask students to consider these questions in a Think-Pair-Share: How did the illustrations/pictures help you answer your questions? How did the text help you answer your questions?

Emphasize that the pictures provided a limited understanding of the story. When we use the pictures and the text together we get a much better understanding of the story (and answers to your questions).

At the end of the story, ask students to look back over the questions that they asked and share how the questions helped them in understanding the story and the character.



Look For

- Students who are able to synthesize many ideas from their questions to explain the outcomes. (Communicative)
- Students who determine early on that Calvin will fly at the end of the story. (Perceptive)
- Students who use a variety of types of questions. (Communicative)
- Students whose questions target key details of the story. (Strategic)



Students are extending their use of questioning words and a questioning approach to reading to their own other texts.



Elaborate/Extend

Target Task

Students will use questioning in other books by working with a picture book at their own level. Explain that as students are reading, they will need to generate **at least 4 questions** about their character and write them on sticky notes. When students find an answer to a question while reading, they can place the sticky note in the book where the text evidence is found.

Extend the Task

For students who were observed engaging in one of the high-potential behaviors or who demonstrated advanced understanding in the Explain section of the lesson, this target task can be extended in one of the following ways (note that this *replaces* the target task above and should not be done *in addition to* the target task):

- Tell students that as they generate their questions, they should make sure that their 4 questions begin with 4 different question words (i.e., *who*, *what*, *when*, *where*, *why*, and *how*). (Students may generate more than 4, but there should be at least 4 questions with 4 different question words.) When students find an answer to a question while reading, they can place the sticky note in the book where the text evidence is found.
- After students read, have them develop 1 question that can *only* be answered by looking at illustrations, 1 question that can *only* be answered from the text, and 1 question that can *only* be answered by a combination of illustration and text.



Scaffolding and Support

For students who may need some support generating questions or providing text-based answers, have them take a “picture walk” of the text first. Invite them to say what they notice and/or what they wonder about some of the pictures they see. You might also provide students with sentence frames to facilitate their questioning. Examples could include:

- Why did my character _____?
- How will my character _____?
- What if my character _____?



Look For

- Students who ask questions that demonstrate they are trying to make inferences based on details about their character (Perceptive)
- Students who ask many and varied questions (Curious)

Evaluate

Students will assemble at the end of the reading period to share.

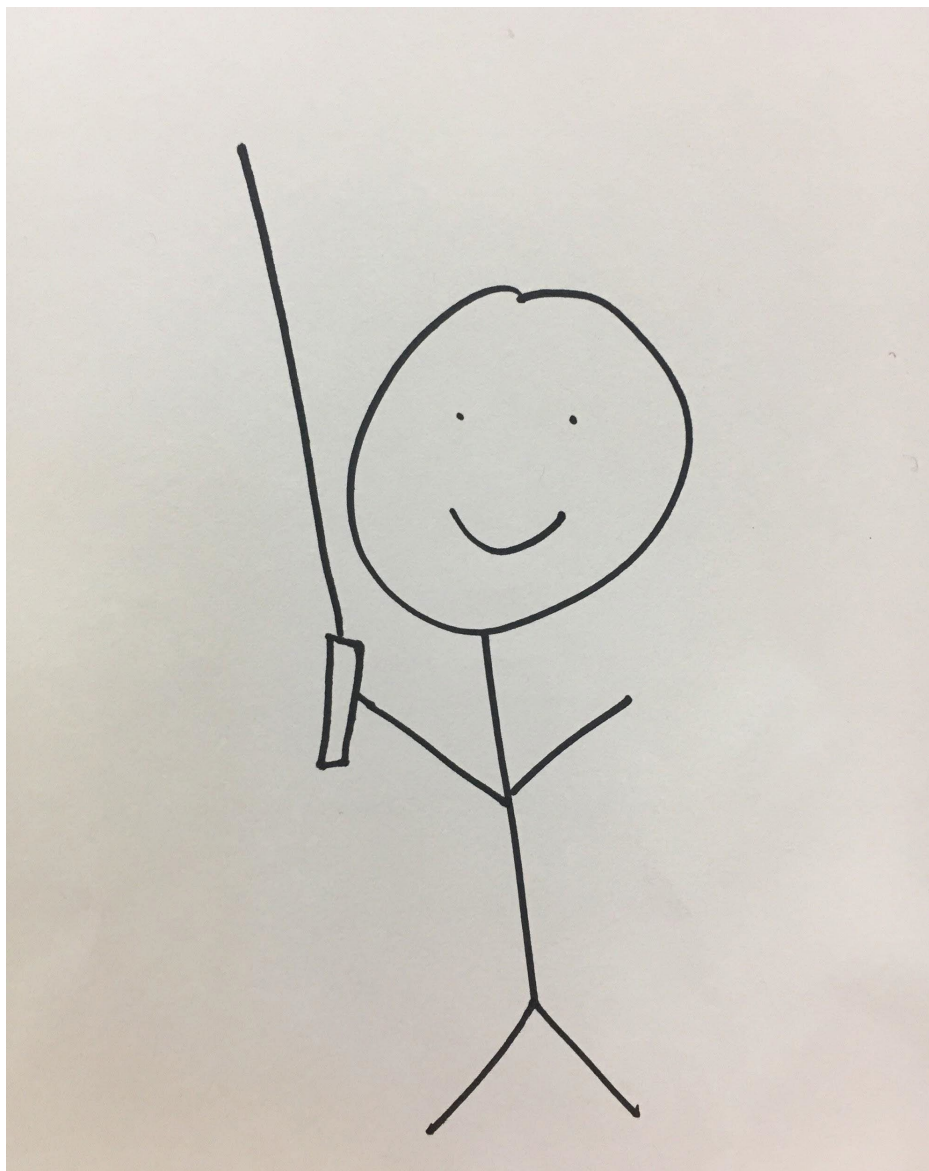
Ask students *“What did we learn today about asking questions while we read? How did we use both the illustrations and the text to ask and answer questions?”*

Invite students to share with a partner one question that they were able to ask and answer about their independent reading book. Have a few partners share out their questions.

Engage



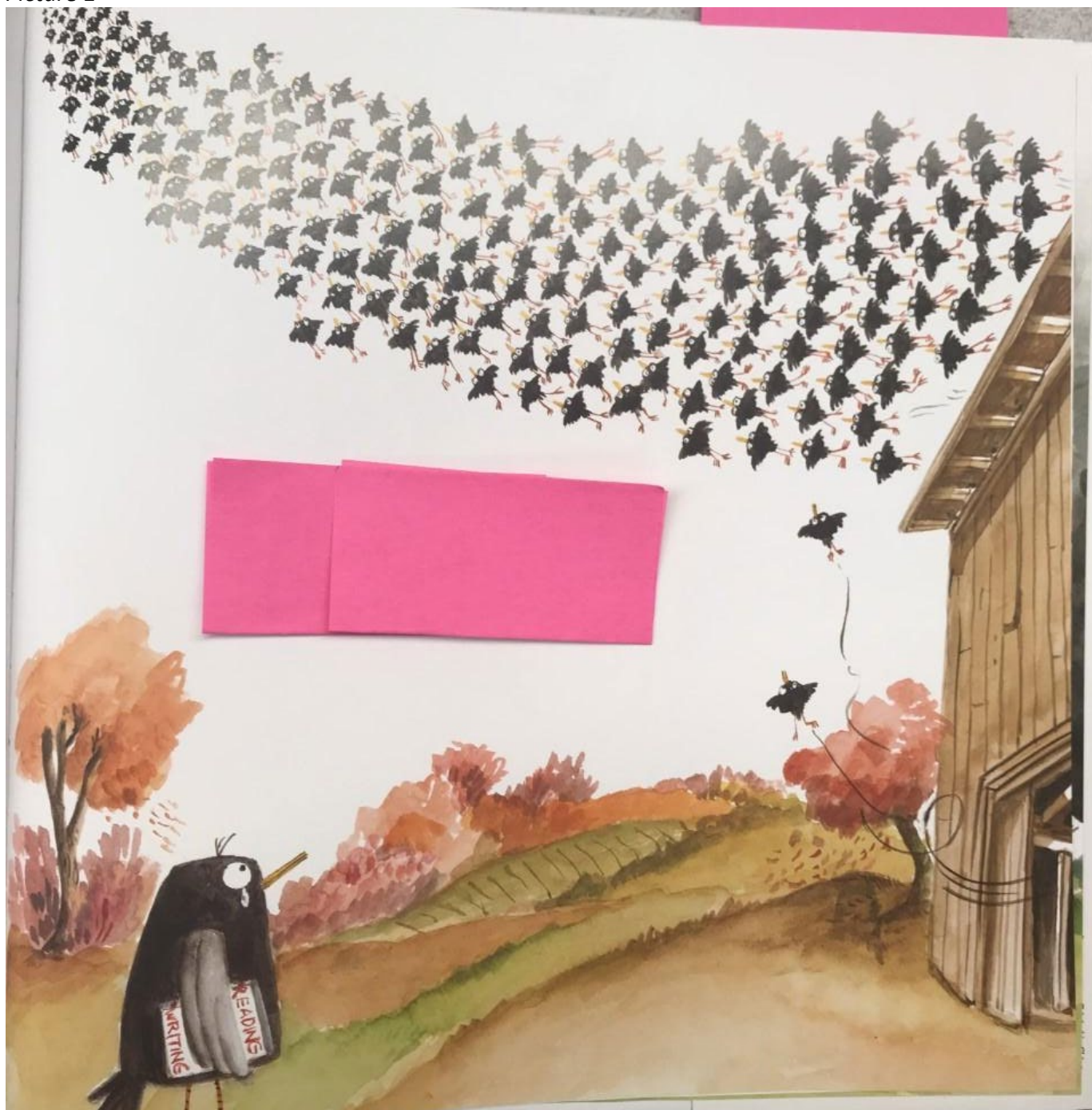
Bob is going on a vacation.



Bob is going somewhere.

Explore

Picture 1



Picture 2



T Chart For Calvin Questions

Questions I have about the text	Answers & Evidence



Lesson ELA 2F

The Proudest Blue

In this lesson, students will use the text to understand characters. They will also be able to share their different points of view and use the text to explain their point of view even when it differs from the point of view of classmates.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Materials

- Text: *The Proudest Blue* - individual copies for each student
- Chart paper
- Markers
- Sticky notes
- Copy of activity sheet for each student (all three levels)
- Anchor chart of emotions and character traits.

Engage (10 min.)

Explain that today we are going to look at how different characters react to the same situation in different ways. We are going to use the story *The Proudest Blue*.

As we take our picture walk please look for what the characters are thinking or feeling and how the pictures helped you figure that out.

Do a picture walk.

Teacher tip: At this time you will not discuss the book. You will simply walk the students through the pictures.

Turn and Talk

- What are the characters thinking/ feeling throughout the book? How do you know by looking at the illustrations?

Explore (40 min.)

Explain to students, "As I read the book, please look for evidence to show

what the characters are thinking or feeling. We are going to be looking at different points of view throughout the book and I'll be asking you to show evidence. As you look for evidence be sure to look at the title, illustrations, and words used by the author. Be a detective and look for some hidden meanings throughout the book. Ask yourself questions such as what you think the author was thinking when she wrote this book, and what clues help you to understand that."

Read the book aloud.



Post charts around the room with pictures of Asiya, Faizah, Mom, the boy, and the classmates. Tell students that they will do a museum walk to visit each chart and share their ideas about what each character was feeling/thinking during the story. Give students sticky notes to record their responses – provide several minutes for students to write down initial thoughts. Then choose one of these options for the next step:

- Send students around to visit the charts and add their thoughts to each character's chart. Give 3 minutes at each station, with students rotating around to visit each chart and post their notes.
- Or, simply record students' responses on the charts.



Look For

- Students who give detailed descriptions of characters' traits or feelings (e.g., not using just "sad" or "happy," but more specific words. (Communicative)
- Students with the ability to communicate evidence from the text to support their responses. (Resourceful)

Explain

Bring the students back together after the museum walk. Begin the discussion by asking the group that ended with the Asiya chart to read all of the responses to the class. Have them choose 1-2 of the responses, and ask for the people who wrote those sticky notes to tell about their reasoning for their responses. Then have them ask for other volunteers to share. Pose the following question to the class - "Why might some of us have different points of view about how Asiya was thinking and feeling?"

Then repeat the process with the charts for Faizah, Mom, the boy, and the classmates.



Look For

- Students who can explain their reasoning for their responses. (Communicative)

- Students who identify patterns across the information from the posters. (Strategic)
- Students are able to recognize different points of view. (Perceptive)

***** If you need to break this into two days, this is a good place to stop.**

Elaborate/Extend

Students will now have the chance to join one of the following groups.

Teacher Note:

If you have noticed students exhibiting high-potential behaviors previously in this lesson, you can assign them to the Extend task, or if you believe they may need more support, you can assign them to the Scaffolding/Support task.



Target Task (Activity Sheet 1):

Have students work in groups of about 3-4 students. Give them these questions to discuss and ask them to write a group response to share with the class.

- How do the illustrations help you understand the title of the book?
- Why did the author and/or illustrator choose to use blurred illustrations for the characters on some pages?

Extend the Task (Activity Sheet 2):

Tell students in this group that they will work to answer the following questions.

- What is the meaning of the color blue in this story?
- Based on this book, what do you think is the author's point of view or message?
- What choices did the author make about characters' actions to show her point of view? Which illustrations give you evidence of this? Be prepared to share a page that shows this with the class.

Scaffolding/ Support (Activity Sheet 3):

For students who might need a little more support, ask them to think about how the story could be extended. Their task will involve some creativity and visualization, but less writing.

- If you were the author, what would a scene from the next day of school look like? Draw it.
- Be ready to tell how your picture continues the plot of the story or allows the characters to resolve the problems.



Look For

- Original thinking, different from the classroom brainstorm. (Creative)
- Descriptive expressions of feeling or character traits.

(Communication)

- Ability to apply a viewpoint to a new situation. (Resourceful)

Evaluate

Have students come back together and share their products from the Elaborate/Extend section of the lesson. Ask them to share how each of the following affected their work:

- The text/pages of the book.
- Their own point of view about the book's topics.

Activity Sheet 1 for The Proudest Blue

Directions:

In your small group, choose one of the following topics to think and talk about. Your group will write and share a response that answers one or more of these questions.

1. How do the illustrations help you understand the title of the book?
2. Why did the author and/or illustrator choose to use blurred illustrations for the characters on some pages?

Activity Sheet 2 for The Proudest Blue

Directions:

In your small group, choose one of the following topics to think and talk about. Your group will write and share a response that answers one or more of these questions.

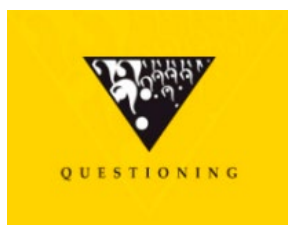
1. What is the meaning of the color blue in this story?
2. Based on this book, what do you think is the author's point of view or message?
3. What choices did the author make about characters' actions to show her point of view? Which illustrations give you evidence of this? Be prepared to share a page that shows this with the class.

Activity Sheet 3 for The Proudest Blue

Directions:

If you were the author, what would a scene from the next day of school look like? Draw it.

1. How does your picture continue the plot of the story, or allow the characters to resolve the problems?



Lesson ELA 2G

Where Do Frogs Live?

In this lesson, students will be using the Questioning strategy to explore the information presented by multiple texts on similar topics. They will use text information to infer the questions that an author was trying to answer, and then explore which questions are answered by different texts on the same topic. They will be using the questions as a basis for comparing the information provided by multiple texts and determining the most important information.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

Time Frame: ~ 60-70 minutes

To allow students to investigate the tasks and concepts in this lesson fully, it may take more than one class period. If the lesson will extend across two class periods, a good place to pause the lesson is after the **Explain** section. When restarting the lesson, be sure to start with a brief review of the prior work completed before students begin working on the Elaborate/Extend section.

Materials

Photographs for asking questions

Question cube

Sticky notes

Frog habitats handout

Frog questions handout (for *Extend the task*)

Frog Books (enough for each student to work with one book)

- *Fantastic Frogs* by Penelope Arlon (Scholastic) Level O
- *Frogs* by Elizabeth Carney (National Geographic) Level O
- *Frogs* by Valerie Bodden (Amazing Animals)
- *Frogs* by Nic Bishop (Scholastic) Level I



Students are encouraged to ask questions linked to their own curiosity but to use specific question words as a way of developing questioning skills.



Engage

Start with the image of the turtle (Photo by [Tanguy Sauvin](#) on [Unsplash](#)). Ask students to talk to a partner to share one thing they observe and one thing they wonder about the animal in the picture. Roll the question cube, and invite students to ask a question about the turtle that starts with the question word you rolled. Roll the question cube again and invite additional questions that start with the next question word. Ask students to name some other words that we often use to start questions.

Explore

Post the additional four photos on the board and give students some sticky notes. Roll the question cube and ask students to work with a partner to come up with a question starting with the rolled word about one of the photos and to add their sticky note to the board near that photo. Roll the question cube a few more times and invite students to continue writing and posting questions. (Alternatively, make question cubes for the students and have them work in pairs at their own pace to develop questions for 3-4 of the question words they roll.)

Review some of the questions and ask students to think about how they might learn answers to some of their questions. What kinds of books or websites might help us answer the questions?



Look For

- Students who generate many and unusual questions. (Curious)
- Students who generate questions that incorporate multiple details of the pictures or questions relevant across pictures. (Perceptive)



Students are exploring questioning as a strategy to support reading by recognizing that informational text can provide the answers to specific questions.

Explain

Explain to students that in some ways, nonfiction texts are basically authors answering questions about the topic for readers. If we have questions about a topic, we can read a book on that topic, and find answers to some of our questions. We might also find that different books on the same topic might answer some of the same questions and some different questions.



Show students pages 8-9 of *Frogs* by Valerie Bodden (from Amazing Animals series). Read the text on page 8 aloud. Ask students to think about *what questions the author is answering on this page*. Invite students to share some ideas of the questions that are answered (e.g., *How big are frogs? How big are the biggest frogs? What is something that is about the same size as the smallest frog? How much might a big frog weigh?* etc.). Write the questions on the board.



Here, students are exploring the detail and specificity in the types of questions they might explore across different books.

Then explain that we are going to look at some other books about frogs to see if they have the same information or might tell us something additional or something different. Share page 16 of Carney's *Frogs* and ask students if the questions they came up with are also answered here. How is the information the same, and how is it different? Ask what additional questions are answered on the page, and add those questions to the list. Then do the same with page 28 of Arlon's *Fantastic Frogs*.



Ask students what they noticed about the information about frog size in the three books. Some questions that could be asked during this part of the lesson are as follows:

- What do you notice about the questions that were answered in more than one book?
- What is some important information about sizes of frogs that you would have gotten from any of these books?
- What is some interesting or useful information that you would only get from one of these books?



Look For

- Students who generate many and unusual questions. (Curious)
- Students who recognize patterns of similarity and difference across books and questions. (Perceptive)



Students are combining the idea of asking questions they are curious about with connecting the questions specifically to texts. Students are also using questions of interest as the basis for making comparisons across texts.

Elaborate/Extend

Target Task

Give each pair of students one of the frog books and direct them to the pages about frog habitats (listed below). Explain that students should read the habitat section with their partner and generate 3 questions that could be answered by the information in their text about habitats. Encourage students to write the questions on the Frog Habitats sheet individually (so that each student has a copy for the subsequent comparison activity). Tell students to add one more question they

wonder about frog habitats that was **not** answered by the book that they explored.

Habitat pages:

Fantastic Frogs by Penelope Arlon: primarily on pages 20-23

Frogs by Elizabeth Carney: primarily on pages 6-7

Frogs by Valerie Bodden: primarily on pages 10-11

Frogs by Nic Bishop: pages 8-15

Regroup students so that they are working in a group of 2, 3, or 4 students who have read passages from *different* books. In their groups, have each student share at least one of the questions they developed with their partner. The other students in each group should then find out whether those questions can be answered in *their* books, and the student who asked the question should record on the Frog Habitats sheet which books answered the question. Allow time for the students to share their questions and record which books answered which questions within the group.

Encourage students to share the question that they wondered about and ask the others in their group if any of the other books had an answer to the question.



Look For

- Students who generate many and unusual questions. (Curious)
- Students who recognize patterns of similarity and difference across books and questions. (Perceptive)
- Students who notice and raise questions about some of the nuances in similarity and difference across books (i.e., those who may have trouble definitively answering “yes” or “no” on whether particular questions are addressed because of different levels of detail). (Perceptive)
- Students who elaborate on ideas to demonstrate reasoning. (Communicative)

Extend the Task

For students who were observed engaging in one of the high-potential behaviors or who demonstrated advanced understanding in the earlier sections of the lesson, this target task can be extended in one of the following ways (note that this *replaces* the target task above and should not be done *in addition to* the target task):

- Give each student or pair two different books and have them skim through the books to identify two topics about frogs that

are addressed in both books. For each topic, have them identify two questions that are answered by both books, two questions that are answered only by one or the other, and an additional question that they wonder but do not see answered in either of their books. Encourage them to check the other frog books to see if their additional questions are answered there.

- Point out to students that some nonfiction books are organized with a question-and-answer structure. Ask them to pick a topic about frogs, read the information on that topic across the four books, and create a page for a book that uses a Q&A structure to share information about that frog topic.

Scaffold and Support

For students who may need some support generating questions or finding answers in the text, have them work together to read the habitat section from one of the books and identify 2-3 key facts they learned. Then have them use the question words to develop a question that could be answered by each fact. Then have students use those questions and any others they may develop to explore the section on frog habitats in a different book and talk about what was the same and what was different. Note that students in this group are still *developing questions* and *exploring what is similar and different across texts*, but they have a little additional guidance in the process.



Look For:

- Students who recognize and can explain patterns they are seeing in texts. (Perceptive)
- Students who generate many and varied questions. (Creative)
- Students who express and expand on ideas. (Communicative)

Evaluate

After students have worked in groups, have students come back to the whole group to share what they have found. Ask students to share out some questions that *more than one book* could answer, and some questions that *only one book* answered. Record the questions in those two categories on the board.

Have students turn and talk about questions such as the following:

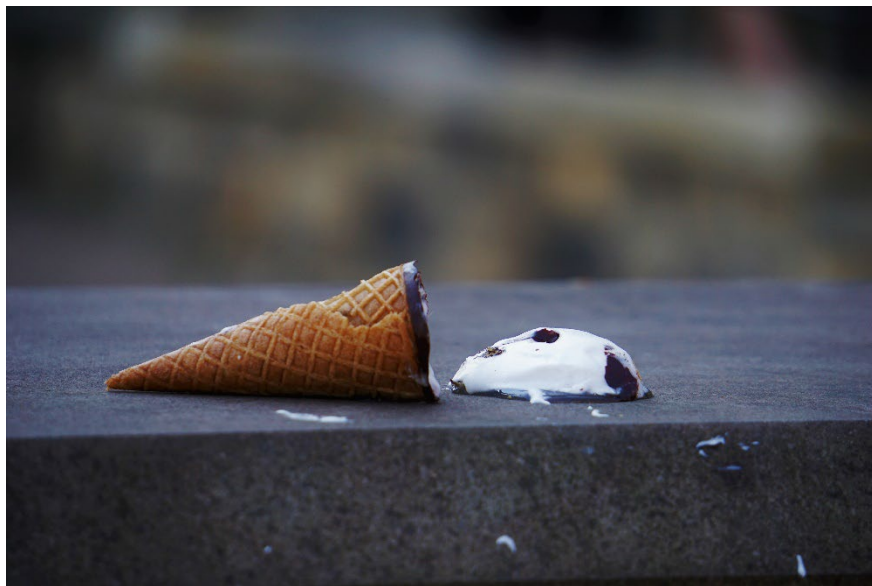
- What is some important information about frog habitats that you would have gotten from any of the books?

- What is some interesting or useful information that you would only get from one of the books?
- Which questions did you find most interesting to answer today? Why?
- Why might it be important to look for answers to our questions in more than one book?

Through the discussion, help students to recognize that some *general* information likely appears in multiple sources, but some of the smaller *details* might only be in one book versus all of them. Demonstrate that sometimes the details are different in multiple books, and explain that part of why we look at multiple sources is to help get the most accurate information we can. (Note: possible demonstration of this in the different details about “biggest frog” presented in the texts.) Point out that sometimes these details that might appear in only some of our books also help to give us some *fun and interesting* information to support the *main idea* points that are more likely to appear in multiple texts.







Frog Habitats

Name: _____

Write your questions in the first column. When you share with the group, circle YES or NO to show which books can answer each question.

My Questions	<i>Fantastic Frogs</i> by Penelope Arlon	<i>Frogs</i> by Nic Bishop	<i>Frogs</i> by Valerie Bodden	<i>Frogs</i> by Elizabeth Carney
1.	YES NO	YES NO	YES NO	YES NO
2.	YES NO	YES NO	YES NO	YES NO
3.	YES NO	YES NO	YES NO	YES NO

Write ONE question you wonder about frog habitats that was NOT answered by your book. When you share with the group, ask whether any of the other books can answer your question.

Our additional question: _____

Frog Questions

Name: _____

Find two topics about frogs that BOTH of your books talk about. For each topic, write TWO questions that both books answer, TWO questions that only one book answers, and ONE question you wonder about that neither book answers.

Topic 1:	
2 Questions Answered by BOTH books	Answers
1.	
2.	
2 Questions only Answered by ONE book	Answers
1.	
2.	
ONE question you still wonder about:	

Topic 2:	
2 Questions Answered by BOTH books	Answers
1.	
2.	
2 Questions only Answered by ONE book	Answers
1.	
2.	
ONE question you still wonder about:	



Lesson ELA 2H

Repetition in *We Are Water Protectors*

In this lesson, students will be using the encapsulation strategy to determine the theme of the story *We Are Water Protectors*. To do this, students will have to pay close attention to repeated language in the story. This will help them understand that the words that are repeated are done so intentionally by the author and have importance to the meaning of the story. They will use encapsulation to show what they understand about how authors demonstrate meaning in text.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Materials:

[T-Chart](#)

Poster paper

Markers

Sticky notes

6-7 copies of the book (small groups)

Engage

Play excerpt from the movie, *Encanto*.

<https://youtube.com/clip/Ugkxr7Ki2Y57SVR5umO3pLadku4yAgrUh52C>

Ask students to think about the following question: Why did the writers of this song include repetition in this segment?

Explore

Post image and phrase from the story, “We are Water Protectors.”



Read the quote and give students time to think. Ask students, “What do you think the author is trying to tell their readers?” Allow students to think about their ideas and then share them with a partner. Next, call on students to share their ideas with the class. Record their ideas on the left side of the T-Chart provided.

 Look For?

- Students who clearly explain their thinking. (Communicative)
- Students who think of the word “stand” as an individual who stands up for something or someone. (Perceptive)

Explain

Tell the students that this quote came from the story, *We are Water Protectors*.

Tell students, “You’re now going to listen to the story, but I want you to pay attention to any repeated words, phrases or sentences and think about why the author would choose to use repetition in their writing.”

(Read the story)

Consider asking some of the questions below as you read:

- Do you think the black snake is actually a snake? What else could it be?
- What does the author mean when he says, “Making it unfit to drink”?
- Why is it important to have clean water to drink?
- What does “rally” mean?
- Why do you think they are holding hands?

- The author talks about standing and writes, “We stand.” What do you think that means?
- Take a look at the character’s hair. What does that look like to you and why did the illustrator choose to create it that way?

Direct the students' attention to our T-Chart and put the original illustration and phrase back up for students to view. Have the students think/pair/share once again about what the author of this story is trying to tell their audience and record their responses on the right side of the anchor chart.

Ask students, “How do the repeated phrases help you understand the meaning of the story?”

If you need to break this into two days, this is a good place to stop.

 Look For?

- Students who clearly explain their thinking. (Communicative)
- Students who think of the word “stand” as an individual who stands up for something or someone. (Perceptive)

Elaborate/Extend

Target Task

In the previous part of the lesson, the students analyzed the repeated quote. Tell students that authors tend to repeat really important words, phrases and sentences to help readers pay attention to the meaning.

Have students work in groups of 3 to look through the pages of the story and try to find more examples of repeated words, phrases or sentences.

Give each group sticky notes and pencils. Tell students to mark their page and write down the words, phrases, or sentences they noticed are being repeated by the author. As they write down these words, they should think about what it means and why it is important. Then have students come up with a sign that uses only 2-3 of the most important words to show the message of this story. Invite them to illustrate the sign to support the meaning.

Extend the Task

For students who have shown some of the high-potential behaviors earlier in the lesson or elsewhere, provide this task in place of the target task:



Explain to the students that when someone has strong beliefs that they want others to hear, they protest. When one protests, they make special signs with a chant. Chants are a few words put together to get out an important message.

Provide the examples:

"I believe that we will win"

"Fight Team Fight!"

"We can change the world."

"Never Give up!"

Ask students, "What are some words that you can put together to create your own chant that supports the theme of the story?"

Send the groups off to create a poster that has one or more short phrases of 3-7 words that represent the message of the story.

Scaffolding and Support

For students who may need a little additional support, display the last page of the book that shows the people holding up signs. Say to students, "The people in this story felt strongly about this issue and put their feelings on this sign. What is another sign that you think could have been at this march?"

Work with a partner to make a sign that one of the characters might have been holding." Discuss students' idea calling attention to different places in the book when needed.

 Look For:

- Students who utilize evidence from the text as the basis for their ideas. (Resourceful)
- Students who come up with unique ideas. Students who think of many possible options. (Creative)

Evaluate

Gather the students back to the discussion area. Allow each group to hold up their sign and explain to the class why they chose the words they did.

Once each group has presented, reiterate the importance of paying attention by telling students that repeated language is one tool an author can use to give you hints that the repeated words are words we should pay close attention to because they represent what the author is trying to teach you.

What I think the quote means before I read	
What I think the quote means after I read	



Lesson ELA 2I

Identity Exploration – *When We Were Alone*

This lesson uses the book *When We Were Alone* to introduce students to the concept of identity. Through personal identity introspection, responding to literature, and classroom discussion, students will be able to encapsulate the idea of identity in an opinion piece. Emphasize that encapsulation involves stating main points concisely and precisely.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Materials

Book: *When We Were Alone* (1 book/pair of students)

Chart paper for classroom discussions

Kid Shape Cut-Outs (25 Per Class)

Pencil

Glue

Post-it notes (one for each student)

Target Task Writing Template

Extension Task Writing Template (a few copies)

Engage

Provide students with a “kid shaped” cut-out. Instruct students to think of words (at least 5 words) that describe themselves and write the words on the cut-out. Students can decorate their cut-out to resemble themselves.

Explore

Gather students together. Tell students, “Today’s class will be spent finding the answer to a really important question - What makes up someone’s identity? Your identity is all the things that make you, you. Today we’ll be exploring this question through discussion and reading.”

Have students PAIR with a partner to tell them the words they chose for their cut-out. Then, have 1-2 students SHARE out to the class.

Next, begin the discussion with the students by posing each of these questions and allowing for discussion [if needed, re-explain your group discussion norms before starting]. Record students' thinking as much as possible using the chart paper provided.

- What kinds of things make up someone's identity?
- What makes you who you are?
- What is an important and special identity trait that you have?



Look For:

- Students who effectively describe identity and what makes them who they are. (Communicative)
- Students who are able to build their ideas off the thoughts of others who have shared. (Resourceful)

Explain

Gather in the class meeting area. Before reading, tell students that as you're reading, you'd like them to think about what we can learn about identity from the story. Begin reading the story, *When We Were Alone*.

After reading the first two or three pages, ask the students what evidence they have from the text about each of these questions:

- What happens each time something is taken from the main character?
- Why are these items so important to the main character?
- What conclusions can you make about the main character?

Continue reading the story and support students with the understanding of how the items taken from the main character are pieces that make up her identity. At the end of the story ask the following questions:

- What is the main problem throughout the story?
- How does the main character overcome the problem?
- What is the most important lesson to take away from this story?

Ask the students to think/pair/share about a part of their identity that they would not want to live without and why. How would you feel if this was taken from you? How would you overcome your feelings if that was taken from you?



Look For?

- Students who use the text to explain their thinking about an important part of the character's identity. (Resourceful)

- Students who make inferences about an important part of the character's identity being intangible. (Perceptive)

Elaborate/Extend

Target Task

Tell students that we are going to continue to explore the question, "What makes up someone's identity?" by doing some writing about an important part of their identity.

Tell students they should begin by looking at their cut-out and choosing one important aspect of their identity to write about.

Next, they will be writing an opinion piece about one important part of their identity. On the back of their "Target Task Writing" Template, they should determine which of the aspects of their identity they would like to write about and three reasons why it is important. Then they should write their opinion piece.

Extend the Task

For students who are found to show high potential behaviors such as resourcefulness in using information from the text and perceptiveness in their ability to think about their own identity, encourage them to extend their thinking about their identity through a hypothetical thinking exercise. Using the extension writing worksheet, students are asked to respond to the following prompt: "What is one important aspect of your identity, and what would you do if it was taken away from you?" (Note that this should *replace* the target task, not be added onto it.)

Scaffold and Support

Students who are struggling with the target task should be given additional assistance in thinking about an important aspect of their identity. This could be by helping them choose one of the aspects to write about from their cut-out at the beginning of the lesson, directing them to the anchor charts, or reviewing the class discussion previously. Students who are struggling with the writing portion should be encouraged to illustrate their ideas as much as possible.



Look For:

- Students who identify intangible aspects of their identity. (Creative)
- Students who provide reasoning in addition to identifying aspects of their identity. (Perceptive)

Evaluate

At the conclusion of the lesson, students rejoin the group in the meeting area. Each student has the opportunity to write the one thing they've identified as an important aspect of their identity on a sticky note and add it to a chart paper with the outline of a person drawn on it. With the students, discuss the similarities and differences in responses and reiterate ideas about the importance of identity.

Target Task Writing

What is one important part of your identity?

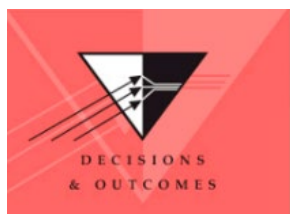
What is one reason this is an important part of your identity (who you are)?

What is another reason this is an important part of your identity (who you are)?

What is another reason this is an important part of your identity (who you are)?

Extension Task Writing

What is one important aspect of your identity, and what would you do if it was taken away from you?



Lesson ELA 3A

Showing Your Stripes

In this lesson, students will use the Decisions & Outcomes Thinking Strategy to determine how characters' actions and decisions can affect story events.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Time Frame: ~ 60-70 minutes

To allow students to investigate the tasks and concepts in this lesson fully, it may take more than one class period. If the lesson will extend across two class periods, a good place to pause the lesson is after the **Explain** section. When restarting the lesson, be sure to start with a brief review of using textual evidence to develop and answer questions while reading before students begin reading independently in the Elaborate/Extend section.

Materials

Book: *A Bad Case of the Stripes*

Chart paper & Markers

Student reading notebooks, pencils

Handout of triangle/rectangle graphic (if desired)

Chart for elaborate/extend (as needed)

Engage

Ask students to think about a time they had to make a choice that they knew would have an effect in the future. Share a couple of examples as models, then invite students to talk with a partner about the choice they had to make. Use questions such as these to invite a few students to share out:

"What choice were you making? What information did you use to help you decide? What were some of the things that

motivated you to make a certain decision? What was the effect that happened in the future as a result of your decision?"

Tell students that today we're going to read a story in which a character's decision affects the outcome. Show students chart paper on which you've written the following question - "How do the characters' actions and decisions affect the sequence of events in a story?" Tell students,

"Today we're going to be working together to explore this question. As you're thinking about this question, consider books that you've read in the past and use them in your thinking."



Ask students to think quietly about today's question for a minute or two before forming a hypothesis. Ask them to consider also traits, motivations, and feelings that might affect decisions and outcomes - *How can we use what we know about a character to understand why they might make a certain decision?* Then ask,

"Who can give us a hypothesis that explains how characters' actions affect the sequence of events in a story? I'm looking for three hypotheses which we'll record on the board."

Write their hypotheses on the board next to the chart paper.



Look For

- Students who recognize patterns in the connections between decisions and outcomes for characters (and in real life). (Perceptive)
- Students who give clear connections between decisions and outcomes in examples. (Communicative)

Explore

Tell the students,

"Today we're going to read a story that will help us answer the question posed at the beginning of the lesson."

Encourage students to listen for situations in the story in which the character makes decisions and to observe what happens as a result. Read the book *A Bad Case of the Stripes*.

After reading, ask students to think about how the story they've just heard might help them answer the question posed in the lesson. After



Here students are focusing on the sequence of events in a story and how decisions affect outcomes.



a minute of thinking time, ask them to record their thinking about the question using drawings, text, or both in their reading notebooks. Circulate to look at students' work.



Look For

- Students who recognize that characters' decisions will be in direct relation to plot events, particularly that decisions made based on *limited or erroneous* information may create problems. (Perceptive)
- Students who make connections between a character's motivations and the decisions that character makes. (Perceptive)
- Students who have given examples of potential outcomes that could result from a decision. (Communicative)
- Students who are able to speak hypothetically, explaining how outcomes can change when decisions change. (Strategic)

Explain

Ask students to spend 5 minutes sitting with knee partners sharing their text or drawings to explain their thinking about the question, *"How do the characters' actions and decisions affect the sequence of events in that book? Be sure to use specific examples from the book."*

After 5 minutes, ask students to find another pair with which to share their thinking. Ask students to

"Work together in pairs to determine the similarities and differences in your thinking."



Throughout this time, circulate and listen to groups. Use the iPad to take pictures of the work of several students to use for demonstration and discussion.



Look For

- Students who recognize patterns of similarity and difference in responses. (Perceptive)
- Students who are able to synthesize many ideas from their group members to explain the outcomes that can result from decisions. (Communicative)



This discussion engages in Decisions and Outcomes because the students will

Returning to the whole group, explain that we are going to look at some examples of student thinking. Share 3-4 examples of student work that were recorded with the iPad (choose examples that are

give open-ended examples that can then be tested by the group.

logical responses but show different representation of the ideas; do not choose errant thinking as it may embarrass students). Ask students to discuss the thinking behind their answers.

Say the following:

"We are going to look at the hypotheses we formed at the beginning of the lesson again and look at each one to determine if each of them make sense."



Together with the students, read each hypothesis and ask them whether it still makes sense and if there is evidence from the story to support the hypothesis. After evaluating each of the original hypotheses, work together with the students to form a conceptual understanding statement that explains how characters' actions affect the events of a story. Use questions like the following to elicit their thinking and write the final definition on the chart paper.

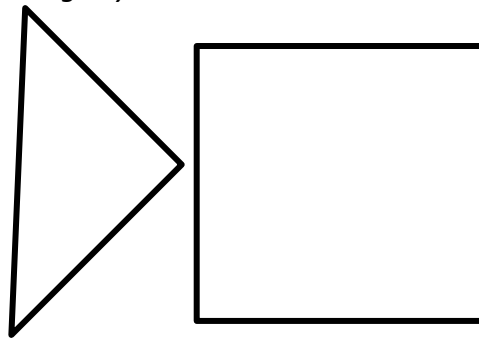
- *"How can we state, in a couple of sentences, what we know about how characters' actions and decisions affect the story events?"*

Elaborate/Extend

Target Task

Say to the students,

"We just did a lot of work to try to answer the question posed in today's lesson, but the good news is that we can use this information with any fiction story that we read. During the next part of our lesson, you're going to be reading from a fiction book and using the conclusions that we have been discussing. As you're reading, you're going to make a note about times when a story event is affected by a characters' actions or decisions. We're going to use the following graphic to show this, so please draw the following in your readers' notebook:"



[Or provide copies of the graphic if preferred]



This discussion engages in Decisions and Outcomes as students seek to understand how actions and decisions are connected to character traits.

“When you find an example of decisions characters make that are based on their traits, motivations, or feelings, add them to the triangle. Then read on and look for the ‘outcome’ or ‘effect’ of the character’s decision, and when you find it, record it in the rectangle. As much as you can, use exact words or actions from the text and add page numbers for where you found your information. You can add more than one of these to your notebook if you find more than one as you’re reading. At the end of class today, we’re going to ask for some people to share some examples from their reading so we can see if our generalization works in many different stories, not just A Bad Case of the Stripes.”

Allow the students to read their self-selected material at this time. Circulate and work with individual students during this time to ask about their thinking.

Extend the Task

For students who demonstrated some of the high-potential behaviors earlier in the lesson or in prior work, consider one or more of the following adjustments at this point in the lesson.



- Ask students to focus on what happens when decisions are made based on *limited or erroneous* information. [Note: making decisions based on limited or erroneous information will often create problems for the characters in fictional stories]
- Ask students to identify two points in the book *A Bad Case of the Stripes* or in their own book where the outcome of the story would have been completely different if the characters had made a different choice at an earlier point in the book. Ask them to tell how the events of the story would have been different. [Note: students might describe one of the following points: Camilla could decide on page 1 that she doesn’t need to try to impress others or fit in (result: she would not have changed colors), Camilla might have made a joke of the colors when she first went to school (result: she would have turned back to normal more quickly).]

Scaffold and Support

Students who may be struggling to make the connections across books could be asked to do the Target Task using a book of their choosing, but using a more comprehensive graphic organizer. They will look specifically at the connections among a story’s challenges, the character’s response, and the outcome of that response. An additional

scaffold here is the step of thinking about inferences about the character which may help students understand the connections among elements.

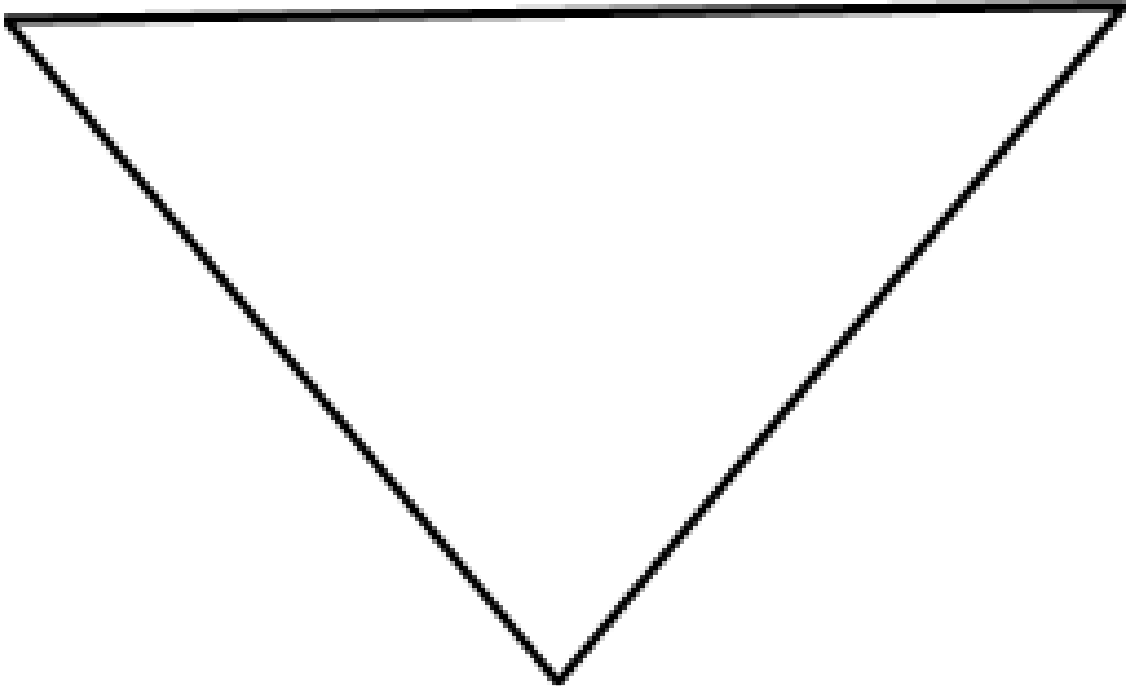
	Story Event or Challenge	Character's Response/ Decision	Inference about Character	Outcome of Character's Response
<i>A Bad Case of the Stripes</i>				
Your story: _____				

Finally, students will be asked to work with a partner to make connections between the stories they read.

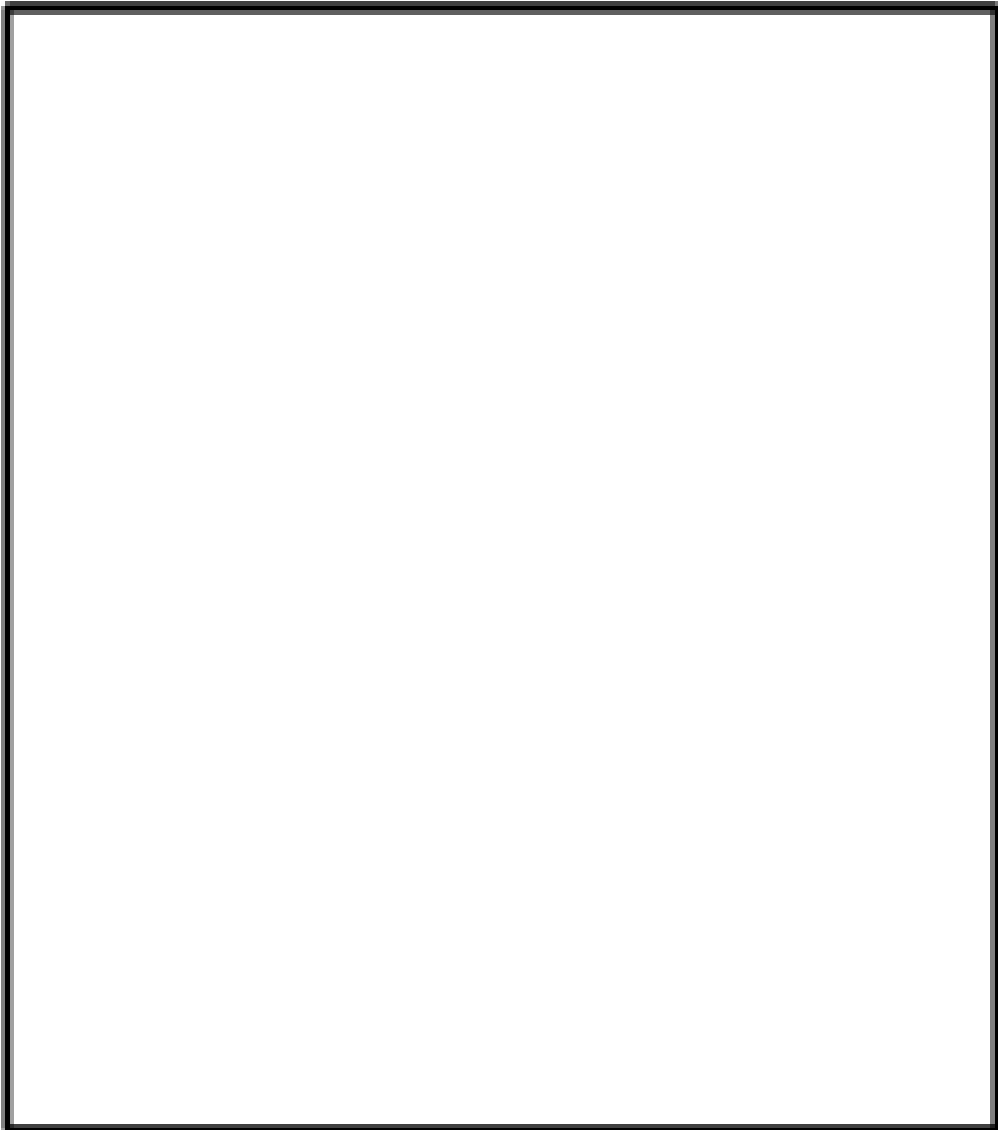
Evaluate

Have students reassemble together in the gathering area and remind them that we're looking to see how this generalization worked in the books they are reading. Ask for student volunteers to share their examples with the class and compare these to the conceptual understanding statement created by the class as needed to point out how well their ideas align.

DECISIONS



OUTCOMES



Story Event or Challenge	Character's Response/ Decision	Inference about Character	Outcome of Character's Response
<i>A Bad Case of the Stripes</i>			
Your story: _____			



Lesson ELA 3B

The Mystery of Storytelling

In this lesson, students will use the FFOE Thinking Strategy to write a well-structured narrative piece based on clues found in illustrations, titles, and captions from *The Mysteries of Harris Burdick*. Students will use their imaginations and brainstorm ideas that include the elements of an intriguing story. Students should recognize that stories can be told many different ways and no matter where the planning begins, the final product should include a sequence of events. A strategy that might help in narrative writing is to start with the “heart” or middle of the story and build the beginning and ending from there. Students will be asked to write, evaluate, share and discuss their ideas.

Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

RL 3.3 - Describe characters in a story (e.g., traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

W 3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.3a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

3.3b - Use dialogue and descriptions and actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Time Frame: ~60 minutes

It is recommended that the lesson be completed in one session, or in two to help students develop their writing more thoroughly. It is also recommended that this lesson be done toward the end of the year.

Materials

Comic Strip - <https://www.gocomics.com/garfield/2021/07/17>

Sticky notes

Student writing notebooks or word document for writing/typing story

The Mysteries of Harris Burdick by Chris Van Allsburg (1 book per teacher)

- ARCHIE SMITH, BOY WONDER: *A tiny voice asked, "Is he the one?"*
- UNDER THE RUG: *Two weeks passed and it happened again.*
- UNINVITED GUESTS: *He was sure he had seen the doorknob turn.*
- THE THIRD-FLOOR BEDROOM: *It all began when someone left the window open.*

The Chronicles of Harris Burdick: Fourteen Amazing Authors Tell the Tale (6 per teacher)

The Mysteries of Harris Burdick Posters (1-2 per teacher)

Engage

Begin by reviewing with students how to read a comic (look at the picture and read the text in the first box before moving to the next box, etc.) Show the *middle frame only* (to start) of the Garfield Comic strip (crumple, crumple, crumple). Discuss how the middle of the story is the heart of the story and where the most exciting action takes place.

Ask students:

- *"Take a look at this image. Close your eyes and visualize what YOU think is happening in this story and what caused this to happen."* (Visualize)
- *"How many ideas can we generate to write a caption based on this picture?"* (FFOE)

Have a class discussion in which students generate ideas of what might be happening. Teacher writes a list of ideas on the board or chart paper of possible captions.

Next, show students the whole comic strip. Then, ask students:

"Which of our ideas is the most unique or unusual?" (FFOE)

Explore

Introduce *The Mysteries of Harris Burdick* by Chris Van Allsburg. Do not read



the whole story, but introduce the book. Paraphrase the introduction for students to understand this book is made up of many different drawings and story ideas to go along with the pictures. Each picture stands alone. Harris Burdick's life is a mystery; he left us with clues about his disappearance, similar to the "clues" that he left us in each picture.

Say to the students,

"Today, we started off by looking at the Garfield comic strip and explored different story ideas based on one picture. We also zoomed in on the middle of our comic and brainstormed story ideas. We are now going to look at the pictures from The Mysteries of Harris Burdick, and you will have the opportunity to write your own story based on what you see. When you are thinking about your story, start by visualizing the heart of our story."

(Teacher Note: The heart of a story is the main event or problem in the story.)

Explain to students that they will choose one of these pictures to develop a well-structured story based around that event (the heart of the story).

Students will choose one image and brainstorm/visualize the story that surrounds the clues that the author gives us, building from the image and caption. (Refer to book/posters for images and captions.)

Question:

- *Visualize what is happening in the image you have chosen. (Visualization) Think about the clues the author has given you in the illustration, title, and caption. What do you think is happening now? What events happened before and after this image? Try to think about several different ideas that may fit. Record your ideas. Be prepared to discuss with classmates.*

Teacher Note: There are four pictures that students can choose from. You may choose to limit the options. Use the title and caption for each picture. Students will be asked to brainstorm story ideas - ideas can be recorded based on the teacher's discretion. Encourage students to start by generating *many* ideas (Fluency) and then to start expanding on the ideas they like the most (Elaboration). Suggestion: 3 consecutive sticky notes; one each for beginning, middle and end. (Story maps, graphic organizers, etc. can also be used.)

Look For

- Students who generate unique or abstract ideas. (Creative)
- Students who think of multiple ideas for one picture. (Creative)
- Students who make connections between the image and their own experiences. (Perceptive)



- Students who look for details in the image and/or caption that others may not notice. (Strategic)

Explain

If possible, group students according to the image they chose. Students will discuss their plan with their group using their sticky notes or other graphic organizer.

Questions:

- Which ideas are the most unusual or unexpected? (Originality)
- What do you notice about the characters and events in the story ideas? What else might you add to the ideas to provide more detail? (Elaboration)
- What is similar and different between everyone's ideas? Are there ways that some of the different story ideas might be combined? (Flexibility)



Look For

- Students who can clearly explain their ideas about what they notice. (Communicative)
- Students who make connections between characters and events related to one another. (Perceptive)
- Students who make connections between their ideas and others in their group and/or students who make associations with other texts/resources. (Perceptive)
- Students who give specific feedback and support to classmates in an effort to extend their thinking. (Strategic/Communicative)

E Elaborate/Extend

Target Task

Students will be given time to write their stories based on their previous knowledge of story structure and what they have brainstormed about their image and sequence of events.

Teacher Note: Students will need writing notebooks/Chromebooks or whatever means you are currently using for recording student writing.

Extend the Task

For students who demonstrated some of the high-potential behaviors earlier in the lesson or in prior work, consider one or more of the following adjustments at this point in the lesson.



- Have partners or groups read over their story and then read another author's interpretation from *The Chronicles of Harris Burdick: Fourteen Amazing Authors Tell the Tale*. Students then discuss:
 - Who is the narrator in the author's story? Is your story being told in the same perspective or point of view as the author's? (Point of View)
 - What do you notice is the same and different between your writing and the author's story? (FFOE)
 - What is unique about the author's story? (FFOE)
- Have students edit their work by focusing on **Standard 3.3b**: *Use dialogue and descriptions and actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.*



Scaffold and Support

For students who may be struggling to get started, a graphic organizer can be provided to aid in the planning process. For those students who are having trouble with sequencing events, they can also record their own storytelling so that they can listen to their thought process and revise their thoughts prior to writing.



Look For

- Students who are open to and use constructive feedback from others. (Strategic and Resourceful)
- Students who use real experiences in their writing. (Perceptive)
- Students who have descriptive details in their writing. (Communicative)
- Students who are “thinking outside of the box” for their writing. (Creative)
- Students who are using already taught strategies in narrative writing. (Resourceful)
- Students who are making purposeful word choices with their writing. (Perceptive)

Evaluate

Have students reconvene, and remind them that we are focusing on how stories tend to go. All stories include character(s), a setting, a problem and solution. They should be written in a way that makes it easy for readers to understand.

Have students partner up and share their story with a partner. Students can consider the questions below with their partner ahead of the group discussion.

Then have a few students share their stories out loud to the class. Engage in a class discussion about the different stories that were shared using the questions below.

Questions for discussion:

- Did these stories have a beginning, middle, end? Narrator?
- Did the events go in order?
- What was unique about everyone's story?
- Which of your classmates' ideas would you use? Why?
- What did you learn about story writing and sequencing of events?

Teacher Note: Make note of which students may need additional support or extension activities moving forward.

“The Mysteries of Harris Burdick” Graphic Organizer	
Title of my Picture	
Setting Where does the story take place?	<hr/> <hr/> <hr/>
Character(s)	<ul style="list-style-type: none"> ● <hr/> ● <hr/> ● <hr/>
Beginning (Introduction) What event leads up to the heart or problem in the story?	<hr/> <hr/> <hr/> <hr/>
Middle (Heart of the Story) What is the heart of your story? What is the main event? What is the problem?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
End (Solution/Conclusion) How does the story end? What is the solution? Did the character(s) learn a lesson?	<hr/> <hr/> <hr/> <hr/>



Lesson ELA 3C

The Magic of Context Clues

In this lesson, students will use the Questioning strategy to determine the meaning of unknown words in texts.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Time Frame: ~60-80 minutes over 2 days (Day 1 Engage, Explore, Explain, Day 2 Elaborate/Extend, Evaluate)

To allow students to investigate the tasks and concepts in this lesson fully, we recommend teaching over two class periods. When restarting the lesson, be sure to start with a brief review of what students discovered the day before during the Explain section of the lesson.

Materials

Flat staple remover

Slideshow of pictures and zoomed-in pictures

Sylvester and the Magic Pebble by William Steig

Copies of the graphic organizer

Class set of three short fiction reading passages at different reading levels (teacher must prepare depending on class reading levels, readworks.org is a good resource because you can print articles at varying levels and students can listen to the passage rather than read it, plus it's FREE; see suggested samples below)

Chart paper

Markers

Reading notebooks

Tiering up index cards with "next steps" (bolded)

Optional Slide Show:

https://docs.google.com/presentation/d/1evclhlBo8MrnAzLnT2Jav_H3ncvP-veQ0zkkVamJJog/edit?usp=sharing

(Please make a copy of the slide show if you would like to edit it)

Reading Passages:

*These passages have question sets attached.

[The Swift Runner](#) (swift, brambles, antlers, proclaimed, henceforth)

- On Level

[The Monster in the Barn](#) (screeching, perplexed, rafters, nocturnal) -

Above Level

[Impossible to Train](#) (Chucks, sulks) - Below Level

Engage (Day 1)

Tell students,

“Today we are going to play a game in which you will look at a picture and try to figure out what the objects are or what they’re used for.”



Show pictures zoomed in to an obscure object on Smartboard and zoom out as students try to figure out what the object is. Students should turn and talk about their ideas of what the objects are and how they know.

[3.4 Slide Show](#)

Then give a teacher example. Hold up a flat staple remover and say, “When I first started teaching, I came across this object in my new classroom. I wasn’t sure what to do with it. It looked like a pen, but it didn’t have ink or a tip to write with. For a while, it sat in my desk, until one day I needed to take down a bulletin board, and I had to remove a bunch of staples. In that moment, I realized this was a helping tool to take staples out of the wall!”

Ask students what clues helped you to figure out what the staple remover was. Then ask what clues they were able to use in trying to figure out the pictures. Ask them what questions they asked themselves or their partner as they tried to figure out the pictures. Invite students to share what surprised them about the full pictures. Then explain a connection with reading:

Tell students, “Sometimes a similar thing happens when we are reading. We get to a word that we can decode, but we are not sure what it means. We have to use clues and questions to figure out what the word means!”

Explore

Tell students that today we are going to do a similar activity with reading. “First we will look at an example together and come up with



This engages students in the questioning thinking skill by having them generate questions to guide their thought process while reading.



some questions we can ask ourselves to figure out the meaning of unknown words.”

Sentence to use for the example: It was an **idyllic** day - sunny, warm, and perfect for a walk in the park.

Ask students to think about questions they may ask when they get to a word they don't know the meaning of while they are reading. Write student responses on an anchor chart.

Some possible responses:

- What's going on in the story?
- What does the picture show?
- What are the words around this word?
- What part of the word do I recognize?
- What are some possible other words I could use to replace this word and have the sentence still make sense?

[Note: If students generate statements about possible strategies for determining meaning, such as “You can look at the pictures” or “You can look up the word in the dictionary,” encourage them to turn their idea into a question format.]



Look For

- Students who ask unexpected questions - for example, What does the word **not** mean? (Strategic)
- Students who ask questions related to finding similar words that could fit in the sentence. (Perceptive)
- Students who quickly generate many and varied questions. (Curious)

Explain

Tell students that the focus in the story you will read today is on figuring out unknown words from context clues, using some of the questions the group developed:

Explain how to use the graphic organizer and tell students: “We are going to read *Sylvester and the Magic Pebble* by William Steig. As we read, use this organizer to write down your thoughts about the meaning of unknown words. Remember to use the questions on the chart to guide your thinking.”

Organizers can be printed or students can copy the template into their reading notebooks.

Explain to students that they will fill in the meanings of the words on the organizer. Emphasize that students should write down any additional vocabulary words on the chart they do not know.

Words to stop for in the text:

Ceased (p. 3)

Fetlock (p. 5)

Perplexed (p. 7)

Read to page 7 and stop (you may finish the book at another time outside of the lesson).



Have students turn and talk after each word. Have them share questions that helped them, and add any new questions to the chart.



Look For

- Students who have additional examples completed on the graphic organizer. (Perceptive, Curious)
- Students who visibly make use of the questions on the chart without prompting. (Resourceful)
- Students who can communicate their thinking clearly to peers. (Communicative)
- Students who write a robust or elaborated definition. (Creative, Communicative) For example, rather than just writing “curious” for a definition for the word perplexed, the student writes “perplexed means a person is questioning what is happening.”

Extend the Task



Watch for students who easily identify unknown words and figure out their meanings using context clues from the story. Provide them with an index card (as a “think beyond” activity) that says, “Make a list of other words that might fit in the original word’s place and a list of words that could mean the opposite.”

Scaffolding and Support

If students are having difficulty, ask guiding questions like:

- Do you know this word?
- What do you think it might mean?
- How does what’s going on in the story help you figure out the meaning of that word?
- Look at our class chart. Which of those questions can help you figure this word out?

Graphic Organizer

Word	Question(s) that Helped Me	Meaning
Ceased		
Fetlock		
Perplexed		

Elaborate/Extend (Day 2, review the question chart before starting)
Review the questions on the anchor chart created at the beginning of the lesson. Have a brief conversation to consider which questions worked well (star them) and any they would add. If any questions were not starred, discuss why and possibly take them out. For example, if students did not use the question, “Did the picture help me?” it could be because it is not a third grade appropriate question

Teacher Note:

Have 3 fiction passages available for students to choose from at appropriate reading levels. Preview the passages to make sure they have vocabulary appropriate for the objective.



Reinforce the approach of asking questions about unknown words by referring students to the chart of sample questions and encouraging them to add other questions that they may develop.



because many books we read do not have pictures. Teacher will add any new questions and cross out any that the whole class agrees should be removed.

Target Task

Give students the choice of 3 short fiction passages. Please use teacher discretion and make sure students end up with a passage at their reading level. Example passages are attached. Tell them, “Now you will work independently to read your passage and record any new words on a new graphic organizer that I will collect when you are finished.” Provide additional copies of the graphic organizer for students to use for this activity.

**Look Fors**

- Students who have more than one example completed on the graphic organizer. (Resourceful)
- Students who make effective and efficient use of the questions on the chart without prompting. (Resourceful, Strategic)
- Students who have written thorough definitions. (Perceptive)
- Students who have written unexpected definitions. (Creative)
- Students who are making thoughtful choices about which words to define. (Perceptive)

As mentioned above, for this portion of the lesson, make sure to have texts available at various levels.

Extend the Task

For students who have shown evidence of high-potential behaviors in the earlier parts of the lesson, start by ensuring that their reading passages continue to provide more advanced vocabulary. In addition, provide “think beyond” index cards with directions such as the following for them to explore with the words in their reading passage. (Note that these options should be *in place of* the target task above, not *in addition to*).

- **For each new word, create a question to explore that would help a reader uncover what the word means.**
- **Find at least one synonym for each new word, and develop some questions that writers might ask themselves as they choose between possible words to use in the sentence.**
- **Draw a picture that goes along with the passage that might help someone understand the meaning of a specific word. Write a question that the reader might ask about the picture to help understand the passage further.**

Scaffold and Support

For students having difficulty identifying words in the passage:

- Pick a word from the passage and ask them, “Do you know what _____ means in this passage?”

For students who are having difficulty determining the meaning of unknown words:

- Ask them which question from the chart they are using to guide their thinking. Guide them toward the most appropriate question for their situation.



This engages students in the questioning strategy by having them plan for how to use questioning during independent reading with different texts.

Evaluate

Have the class gather back together and reflect on how the questions worked for them with the different texts. Ask students to consider how they can use these questions on a consistent basis during independent reading. Have students highlight the most useful questions, and keep them posted in the classroom (and/or in student notebooks) for ongoing use.

Collect the organizers filled out independently and explore which students need additional support or challenge/extension moving forward.





Word	Question(s) that Helped Me	Meaning

Cards for Extending – “Think Beyond”

<p>Make a list of other words that might fit in the original word’s place and a list of words that could mean the opposite.</p>	<p>For each new word, create a question to explore that would help a reader uncover what the word means.</p>
<p>Find at least one synonym for each new word, and develop some questions that writers might ask themselves as they choose between possible words to use in the sentence.</p>	<p>Draw a picture that goes along with the passage that might help someone understand the meaning of a specific word. Write a question that the reader might ask about the picture to help understand the passage further.</p>



Lesson ELA 3D

Each Kindness

Students will be asked to draw connections between the author's words and the pictures drawn in a story. Students will be asked to explain how illustrations enhance the words and help them form a deeper understanding of what is happening in the text. Students will use the Questioning strategy as a way of supporting their own understanding of the interplay between pictures and text.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Time Frame: This lesson will likely require 2 class sessions.

Day 1: Engage -> Explain

Day 2: Elaborate -> Evaluate

When restarting the lesson, be sure to start with a brief review of prior work before moving into the Elaborate/Extend section.

Materials

Book: *A Kick in the Head* by Paul B. Janeczko (for poem: "Back- to-School Blues" by Bobbi Katz)

Book: *Each Kindness* by Jacqueline Woodson

Pencil

Paper

Highlighter

Coloring materials

Copies of text and illustrations in color



Students are encouraged to ask questions to figure out what the pictures tell them about the character.

Engage

Show the picture from the poem to the class.

Ask: "What do you think is happening in this picture? How do you think the girl feels? Why? What do you wonder about her?"

Have students share out what they think is going on and what questions they wonder. Then read the poem and ask students in what ways the words match the picture.



Book: “A Kick in the Head” by Paul B. Janeczko

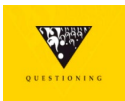
Poem: “Back- to-School Blues” by Bobbi Katz

Just wiggling my toes
In my brand new shoes.
Guess i’ve got a case
Of the back to school blues.
Shiny new notebook
With nothing inside it.
Feeling kind of scared-
Trying to hide it.
What’s waiting for me
behind a classroom door?
A brand new teacher
I’ve never seen before!
Maybe she’s a good one.
Maybe she’s bad news.
I’m just a-wiggling,
Just a-jiggling-
Got those back to school blues.



Look For

- Students who ask many and varied questions. (Creative)
- Students who notice details of the picture and use them to develop questions. (Perceptive)
- Students who make inferences about the mood and tone from the picture and/or words. (Perceptive)



Students are encouraged to ask questions for many different reasons, including curiosity and clarification.



Explore

Explain that our focus today will continue to be on asking questions based on the illustrations we see and then exploring how the words of a story help to answer the questions and may give us new ones to think about. Emphasize that students should look at details of illustrations and think not just about what is *happening* but about how characters might be *feeling* (or aspects of mood, tone, etc.).

Have students work in small groups. Give each group a picture from the story “Each Kindness” by Jacqueline Woodson. Have students look at their group’s picture and generate questions about the picture or what is happening in it. Have students write down their group’s questions to

share. Remind students again to think about not just actions but also mood/tone/feelings as they ask questions about their pictures. Provide about 10 minutes for students to record their questions. Then bring the class together, and give each group 1-2 minutes to share out their questions.



Look For

- Students who make inferences about the mood and tone from the picture. (Perceptive)
- Students who use precise and/or high level vocabulary in connecting what they see in the pictures to questions they may have. (Communicative)
- Students who develop many and varied questions. (Creative)
- Students who develop detailed questions, especially “why” questions that reflect attention to the details of the pictures and the individual characters (Perceptive)



Tiering note:

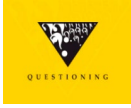
Some pictures from the text lend themselves more easily to the activity than others. Consider the complexity or abstractness students will have to address to develop questions, and assign pictures accordingly so that students are presented with levels of challenge that will be a good match for them.

Explain

Explain to students, “I love how you were all able to come up with questions about what we were noticing in the pictures. We are now going to read the story to see if the words change how we view the pictures and answer our questions. We will also think about new questions we have as we read.” Invite students to think about the questions that they are really curious about. Tell them to pay special attention to the words that go with the picture they had to see if their questions are answered. Read the story without stopping for questions/comments.

After the story is complete, ask the students to go back to their groups. Give each group the text that goes with the picture they were originally given.

Ask students to look at the text and circle/ highlight/use a sticky note to mark any words that support the picture and help to answer the group’s original questions about what was going on in the picture.



Students are encouraged to ask new questions to drive their responses.



Share questions such as the following and ask students to talk about the questions in their groups:

- **How did the text answer the questions you had when you looked at the picture?**
- How does the text enhance or add to the picture?
- How did the words change your perspective or understanding about what is shown in the picture?
- What new questions do you have now?
- What more do we need to know?
- Why do you think the author chose to include both words and pictures in this book? How would the book have been different if it were just the words with no pictures?

Bring students back together to share their observations and new questions. (How did the text change your understanding of the illustrations? How did the text answer your question or cause you to come up with new questions?)



Look For

- Students who make good inferences using evidence from the combination of pictures and words. (Perceptive)
- Students who develop new and insightful questions going beyond the story. (Curious)
- Students who make observations about how the text and illustrations work together or complement each other, especially specific details that speak to mood, tone, or character. (Perceptive)



Students are encouraged to ask questions about the words and the pictures in their independent reading books.



Elaborate/Extend- Day 2

Remind students that we ask ourselves questions while we are reading to help make sure that we understand what is happening in the text and pictures. Discuss the importance of using both words and pictures in illustrated texts to answer questions and comprehend the story.

Target Task

Have students choose a high level picture book from a selection. Students will look at the illustrations in the story and, without reading the text, will compose a list of at least 5 questions about the book on sticky notes. Students will then read the book to discover the answers

to their questions and write their answers on the sticky notes.



Extend the Task

For students who were observed engaging in one of the high-potential behaviors or who demonstrated advanced understanding in the earlier sections of the lesson, this target task can be extended in one of the following ways (note that this *replaces* the target task above and should not be done *in addition to* the target task):

- Have students develop questions about a picture book as in the target task but write them into the chart as outlined below and complete the additional columns.
- Have students develop a list of questions that they would ask an author/illustrator pair about the choices they made in developing the pictures and words in a book.



Students are encouraged to use the chart to help organize their thoughts and see the connections between questions and evidence to help answer.



After viewing the pictures, I have these questions about the text:	After reading the text, here are my answers and evidence:	Here's what I noticed about how the pictures and text work together to show the details and message of the story:

Scaffolding and Support

Students may struggle to make the connections between pictures and text and how they can support readers. Consider having students work with a partner or small group to help generate more questions and ideas about their selected story.

In addition, be purposeful in the book choice for each student/ group. Students can also use online books for this task.

After viewing the pictures, I have these questions about the text:	After reading the text, here are my answers and evidence:



Look For:

- Students who notice nuances like the colors, lines, shading used in illustrations (Perceptive)
- Students who expand on their ideas and questions by providing additional information (Communicative)
- Students who actively seek new information. (Curious)

Evaluate

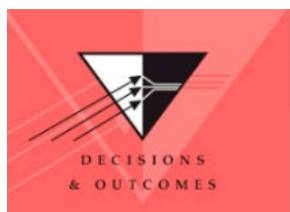
Again, everyone will gather back on the carpet. Groups will share out what they noticed with the text and the illustrations. Invite discussion of how the illustrations and text were connected in the books students read, and how students made use of their questions. Emphasize the importance of using the illustrations and words together to be a strong reader.

Chart for *Extend the Task*

After viewing the pictures, I have these questions about the text:	After reading the text, here are my answers and evidence:	Here’s what I noticed about how the pictures and text work together to show the details and message of the story:

Chart for *Scaffold/Support*

After viewing the pictures, I have these questions about the text:	After reading the text, here are my answers and evidence:



Lesson ELA 3E

Rosie, Ada, and Iggy Make Decisions

In this lesson, students will think about how characters in several stories written by the same author react to major events and challenges in those stories. Students will use the Decisions and Outcomes Strategy as they compare the characters' experiences/choices and their responses to challenges across texts.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.RL.3.9

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Time Frame: ~ 60-70 minutes

To allow students to investigate the tasks and concepts in this lesson fully, it may take more than one class period. If the lesson will extend across two class periods, a good place to pause the lesson is after the **Explain** section. When restarting the lesson, be sure to start with a brief review of prior work before moving into the Elaborate/Extend section.

Materials

Pictures for Engage activity

Rosie Revere, Engineer by Andrea Beaty (multiple copies)

Ada Twist, Scientist by Andrea Beaty (multiple copies)

Iggy Peck, Architect by Andrea Beaty (multiple copies)

→[NOTE: Consider seeking out online read-alouds of the texts for students who may benefit from that support.]

Chart Paper & Markers

Student reading notebooks, pencils

Question sheets – Decisions, Decisions (questions); Decisions, Decisions (chart); Miss Greer and Her Students

Andrea Beaty activity sheet (one for each student)

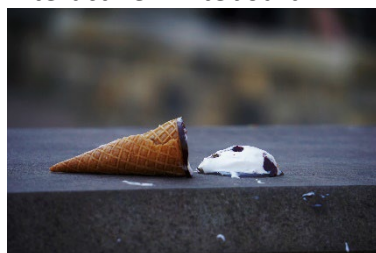


Students are engaged in using the strategy because they have to evaluate the consequences of decisions made in certain situations.



Engage

Ask students to think about a time that they ran into an obstacle or challenge and they had to make a decision about how to respond to the situation. Have students look at the following picture, thinking about possible decisions they could make if they were in this situation and what the outcome would be. Have them turn and talk to discuss possible decisions. Share and label responses on chart paper or interactive whiteboard.

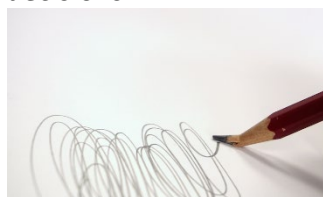


Look For

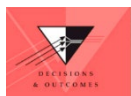
- Students who generate many and/or unusual ideas (Creative)
- Students who show they are considering the outcome of possible decisions. (Strategic)

Share the additional photo and discuss:

“Now we are going to look at another situation. You are working very hard and suddenly your pencil breaks! What decision can you make? Let’s share some decisions and think about outcomes based on your decisions.”



Teacher Note: Consider reading *Rosie Revere, Engineer* to the class on a day prior to this lesson.



Students are engaged in this strategy because they have to identify decisions characters make and the associated outcomes.

Explore

Tell the students that just like the decisions they make will affect the outcomes, the same thing happens with characters in stories. Today we are going to look at characters in books and the decisions that they make and how those decisions affect the outcome. Tell them we will read the book *Rosie Revere, Engineer* all together, and then they will read two more books in groups.

Read *Rosie Revere, Engineer*.

Ask students,



What were some of the challenges that Rosie faced that required her to make decisions? What were the outcomes of those decisions?

Based on students' responses, note some of the decisions that Rosie made and how those choices affected the outcome on a T chart as a class.



Look For

- Students who demonstrate clear understanding of connections between decisions and outcomes. (Strategic)
- Students who propose other things that might have happened if the character had made different decisions. (Creative)
- Students who make observations about the character herself and how the decisions are consistent with what we know about the character. (Perceptive)

Teacher Note: Students can read the texts in their groups or listen to the stories on Youtube.

Explain

Tell students, *"Today you are going to work in groups to read two more stories written by Andrea Beaty. We are going to look for decisions that Ada and Iggy make in response to challenges throughout the stories. As you read or listen, think about how these characters' situations and decisions might be similar to or different from Rosie's."*

Students break into small groups. Half of the groups read or listen to *Ada Twist, Scientist* and the other half read or listen to *Iggy Peck, Architect*. Point out to students that all of these books were created by the same author and illustrator, and that sometimes an author might use similar themes or messages in more than one book.



As students read the texts, they should jot down decisions and outcomes in their reading notebooks using a T chart or on graphic organizers. Leave the Rosie decisions/outcomes T chart up for students to use as a reference. Note that all students should write the group's observations into their notebooks/organizers, because they will each need the information for reference later in the lesson.

Circulate to look at students' work and ask questions such as these:

- *What decisions did the character need to make?*
- *What influenced the character's decisions?*
- *What were the possible outcomes?*
- *What were the consequences?*



Here students are engaged in recognizing and generalizing about patterns in decisions and outcomes as they examine different characters and the decisions they make.

Look For

- Students who notice and make observations about similar types of decisions/outcomes in both stories. (Perceptive)
- Students who give examples of potential outcomes that could result from a decision. (Communicative)
- Students who are able to speak hypothetically, explaining how outcomes can change when decisions change. (Strategic)

Elaborate/Extend

Target Task

Ask students to share their charts with a partner who read a different story. Have students explore the questions on the “Decisions, Decisions” handout with their partner and write observations for each question. Have students return for whole group discussion, explain that we are going to share some examples of student thinking. Share 3-4 examples of student work and record on chart paper. Ask students to discuss the thinking behind their answers.

Look For

- Students who highlight similarities between the characters’ decisions and outcomes. (Perceptive)
- Students who are able to recognize patterns between the three stories and link them to themes. (Perceptive)
- Students who are able to synthesize many ideas from their group members to explain the outcomes that can result from decisions. (Communicative)

Extend the Task

For students who were observed engaging in one of the high-potential behaviors or who demonstrated advanced understanding in the earlier sections of the lesson, have them share their charts briefly and then focus further on the interaction of characters and their decisions in the stories with the “Miss Greer and Her Students” handout. (Note that this *replaces* the target task above and should not be done *in addition to* the target task).

Scaffold and Support

For students who may need additional support, provide the “Decisions, Decisions” chart handout and work with students to complete it. (Note that this *replaces* the target task above and should not be done *in addition to* the target task).

Evaluate

After reading the stories, what messages do you think the author might be trying to communicate about making decisions in response to challenges? How did the author show that message in each story?

Invite students to look for the ways the author and illustrator included connections across the three books. Have them turn and talk with the same partner from earlier who read a different story from them. Together, they should fill out the Andrea Beaty activity sheet.

Decisions, Decisions!

Answer these questions with your partner after you share your charts about *Iggy Peck, Architect* and *Ada Twist, Scientist*.

1. What is one way that Iggy and Ada faced *similar* kinds of challenges?
2. What is one way that Iggy's challenges and Ada's challenges were different?
3. What is one example of how Iggy and Ada made a *similar* kind of decision?
4. What is one example of how Iggy and Ada had *similar outcomes* from a decision?
5. What is another decision that you think Iggy or Ada may have to make in the future?

Miss Greer and Her Students

Work with a partner to fill in the chart below about the three students we have read about in Miss Greer's class.

	Rosie	Ada	Iggy
What was something Miss Greer said or did that presented a challenge to the main character?			
What did the main character decide to do in response to the challenge?			
What was a decision Miss Greer made after the main character's action?			
What was the outcome of Miss Greer's decision?			

What observation can you make about Miss Greer and her decisions and the outcomes of her decisions?

Decisions, Decisions Chart

Work with a partner and use your T-chart from the previous activity to complete the chart below about the stories we have been reading.

	Iggy	Ada
What was a decision the character had to make?		
Why do you think the character made the decision that they chose?		
What was an important outcome of the decision?		
What else might have happened if the character had made a different decision?		

What is one way that these two characters are similar to each other in how they faced their challenges and made their decisions?

Name: _____ # _____ Date: _____

Andrea Beaty Activity Sheet

Directions: Develop one sentence for each story that shows how the key message was communicated within the text.

Iggy Peck, Architect _____

Rosie Revere, Engineer _____

Ada Twist, Scientist _____

What is the theme throughout all 3 books?



Lesson ELA 3F

Compare and Contrast Texts

Students will compare and contrast two texts on the same topic using a Venn diagram. They will then use the Encapsulation thinking strategy to identify the most important points and key details from the texts.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.RI. 3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

Time Frame: ~ 60 minutes

Materials

Copies of Venn diagrams

Sticky notes (two colors)

12 copies each of two different student texts (on the same topic - some kind of animal)

Chart paper

Engage

Prior to the class, select an animal that will be the focus topic for the lesson.

Divide students into two groups (group A and group B). Each group should have a different color of sticky notes. [Note: With a larger class, you may want to have several smaller groups, but make half of them part of group A and half part of group B, or call them the “blue group” and the “yellow group” or similar.]

Ask students to think of what they know about the selected animal. Set a timer for 1-2 minutes of think time. Ask students to record one fact they know about their animal on their sticky note.



Encourage students to work together in their groups to talk about what they know and to write additional facts or observations that they develop onto sticky notes.

Explore

Draw a large Venn diagram on the board and label one circle group A and the other group B (or “blue group” or “yellow group” or however you have designated the groups).

Ask a student from group A to share a fact. Ask students from group B if anyone has the same fact. If so, place facts in the center of the venn diagram. If not, have the group A student place the sticky note in the group A section of the diagram.

Continue sharing, comparing, and placing sticky notes on venn diagram.



Look For

- Students who link the similarities and differences they see with other background knowledge. (Perceptive)
- Students who expand on ideas to explain. (Communicative)
- Students who provide a lot of detail (elaboration) with their facts. (Creative)



Students are encouraged to synthesize the information presented to them to answer specific questions.



Explain

Pose a series of questions about the Explore activity and the process of making a comparison this way. Use questions such as the following to guide discussion:

What observations can you make about our Venn diagram? How does it work?

(Possible student responses: some things are different, some are the same, the same information goes in the middle)

What do you notice about the notes that are in the middle compared to the notes that are only in one circle or another?

(possible responses: more “obvious” or well-known info in the middle, more unusual or less widely known details in the individual circles)

*What does it mean to **compare**? What were we **comparing** when we shared and organized our sticky notes?*



Students are encouraged to encapsulate a purpose for making comparisons.



(possible responses: to see how some things are similar and different; we were looking at which facts from the two groups were the same and which were different)

Why do you think we were comparing our responses? What might be some other reasons for making comparisons?

(possible responses: to see what information was most widely known and what details maybe only a few people knew; we might make comparisons to help us make decisions between two options, or we might compare the information from different sources to learn what is most important about the topic)

Record student responses on chart. Invite students to work with a partner to write one clear sentence about one reason why we might make comparisons (e.g., we might make comparisons to help us make a decision between two things, we might make comparisons to help us decide what information is most important about a topic, etc.). Ask students to share some of their responses, and add to the chart. Explain that comparing information from multiple sources helps us to learn more about our topic and determine what information is most important.

Explicitly state the core learning focus: To identify the most important information on a topic, good readers use more than one text.

Teacher may ask (encouraging further encapsulation):

What is the most important thing to take away from making our venn diagram?

What was the most important thing we learned today?



Look For

- Students who are able to explain how and why they might engage in comparisons to accomplish a purpose. (Strategic)
- Students who expand on their ideas to explain. (Communicative)
- Students who are able to identify multiple contexts and purposes for looking for similarities and differences. (Strategic, Perceptive)

Elaborate/Extend

Have students work in pairs. Assign each pair of students a subtopic about the animal they will read about (e.g., habitats, what they eat, physical features), and give each partner a different book.



Students are encouraged to develop concise and precise statements about the information they uncovered.



Target Task

Students read individually about their topic and write at least 3-4 sticky notes with an important fact or detail on each note. Emphasize that students should select what they think are the most important and interesting details and write a concise statement about each one on a sticky note. Then students compare their findings with their partner and complete a Venn diagram showing what information appeared in both texts or only one text or the other.

Then students should work with their partner to select what they think is the most important information about their topic and prepare a concise statement of it to share with the class.



Look For

- Students who use their two texts and then want an additional text to support their learning (Resourceful)
- Students who understand that information in both texts is important and accurate (Perceptive)
- Students who are asking questions about the information they find or asking about additional information about their topic. (Curious)
- Students who are able to articulate their ideas to their partner. (Communicative)
- Students who are using text features to gather information. (Resourceful)



Extend the Task

For students who were observed engaging in one of the high-potential behaviors or who demonstrated advanced understanding in the earlier parts of the lesson, this target task can be extended by having student pairs explore a third text as another resource on the topic. Avoid making this seem like just *more work* by saying students should write 1-2 statements per text instead of 3-4, and emphasizing that they should write one detail from each text that they expect *will* be in all of the texts and one detail that they expect *may not* be in all the texts. (Note that this *replaces* the target task above and should not be done *in addition to* the target task).

As another option, as a follow-up to the target task or extension task, ask these students to talk about what a good reader should do if an interesting detail they want to learn more about shows up in only one of their texts, or what they should do if two texts seem to provide information that doesn't match.

Scaffolding and Support

For students who are struggling to focus on a specific set of information, provide some guiding questions for the section they are being asked to explore, as in the examples below:

- What is the animal's habitat?
 - What is the most important information you learned about the habitat?
- What does this animal eat?
 - What is the most important information you learned about diet?
- Can you find this animal in Connecticut?
- Name at least 3 body parts.
 - What is the most important information you learned about the body? Is there a feature of this animal that is unique or important?



Students will present the information they found in a concise manner.

**Evaluate**

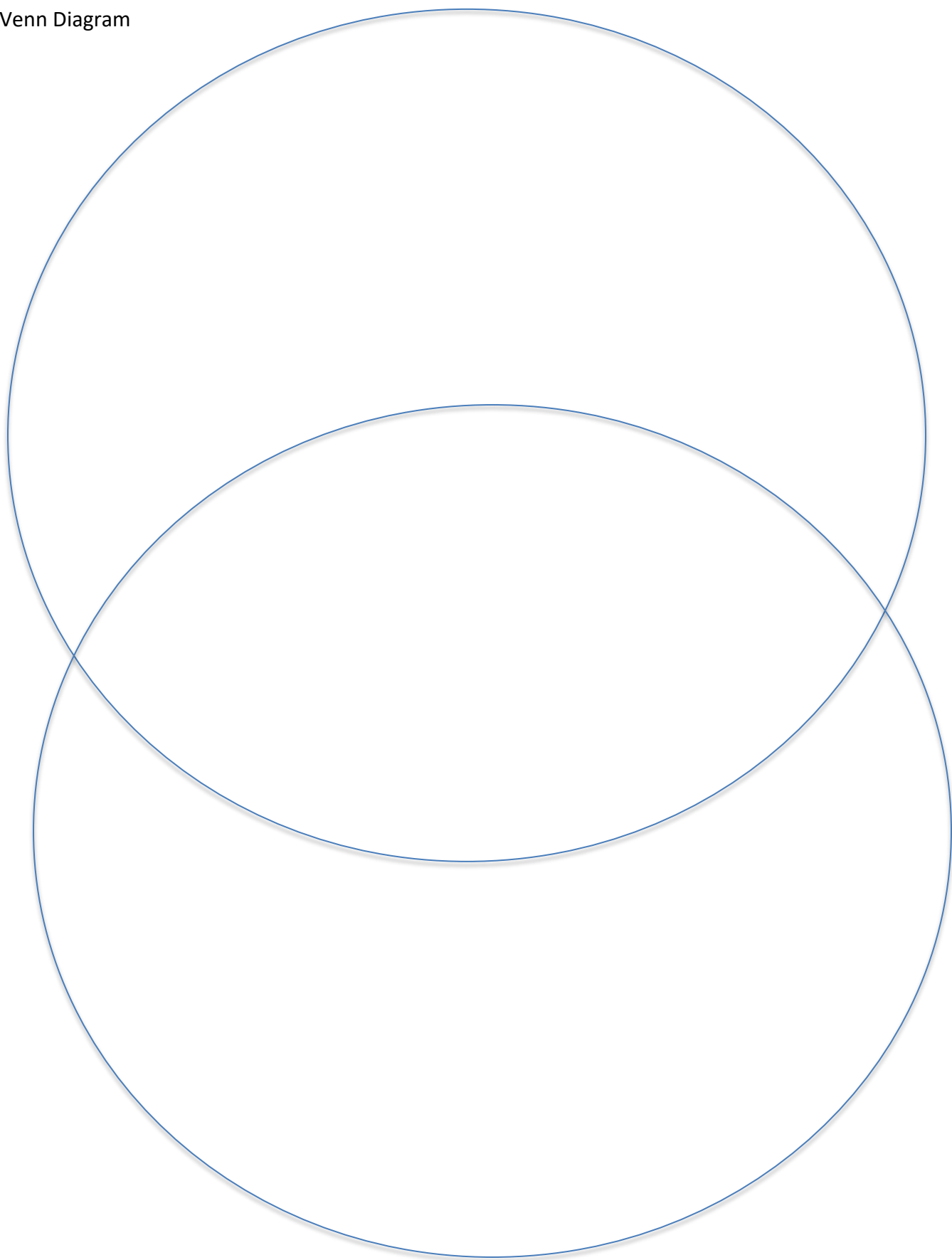
The class comes back together as a whole group to teach one another about their subtopic. Have students share the statement they developed with their partner with the most important information they wanted to share. Emphasize that *encapsulation* involves stating main points concisely and precisely.

The teacher may ask:

- *What is the most important thing to take away from your learning today?*
- *What is the most essential thing to remember about your topic?*
- *How might you use a visual representation to capture what we talked about today?*

(Students discussing/wrapping up; Teachers evaluating; offering next steps)

Venn Diagram





Lesson ELA 3G

Identity in *The Name Jar*

In this lesson, students will be asked to think about how a name can represent one's identity and what other things might be part of defining one's identity. Students will use the Point of View Strategy as they write an opinion piece and are asked to share their opinions and listen to the opinions of others.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

Time Frame

~ 60-70 minutes

Materials

Copy of *The Name Jar* for each student

Post-it notes

Pencils

Engage

Start the lesson by handing every student a sticky note and asking them to write their name (Students can write their first and last name, just their first name, or a nickname, do not specify). You should write one for yourself as well. Add all of the sticky notes on the board.

Next, ask students, “How do names represent identity?” Tell students that you want them to think about their ideas first. Show students a chart paper with the following questions on it and tell them that they can also consider these questions in their thinking:

- What does your name mean?
- Where does it come from?
- Why were you given that name?
- Does your name have a story?
- Do you have a nickname?
- Do you go by a certain name in different circumstances?

After a few moments have students share their ideas with a partner then partners can share with the whole class.

Ask students to look back at our chart paper with names and pose the following questions, “Who wrote their full name? Who just wrote your first name? Who wrote a nickname?”

Then write the question “How do names represent identity?” on a piece of chart paper, or in a Google Slide so during the class discussion you can jot some students' responses to the question. Tell students that we’ll be continuing to explore this question throughout the lesson.

Explore

Show the front cover of *The Name Jar* by Yangsook Choi and ask students what they think the book might be about. Avoid reading the back cover so as to not give away hints as to how Unhei is feeling about her name. Tell students “As we are reading, think about how Unhei’s name represents her identity, and be prepared to share your ideas after we read.”

Pass out a copy of the book to each student, as well as sticky notes. Make sure students are following along as you are reading.



Begin reading the book, when you get to the part where Unhei is starting her journey to school on the school bus, tell students that you want them to consider the ways that the students at her new school make Unhei feel welcome or unwelcome. As you continue, encourage students to use their

sticky notes to mark pages where they believe students are or are not making Unhei feel welcome.

 **Look For:**

- Students who look for details in the images that others may not notice. (Strategic)
- Students who make connections between characters and events related to one another. (Perceptive)
- Students who make good inferences using evidence from the combination of pictures and words. (Perceptive)
- Students who develop new and insightful questions going beyond the story. (Curious)

Explain

Ask students to consider the following statement “The students at her new school make Unhei feel welcome” and then ask them to move to one of 4 corners of the room marked with the following signs: Strongly Agree, Agree, Disagree, Strongly Disagree.



Once they have moved, ask students to tell why they are standing where they are standing. Emphasize that there is no right or wrong answer and that students should share and listen to one another’s point of view on the question.

 **Look For:**

- Students who can clearly explain their ideas about what they notice. (Communicative)
- Students who make connections between their ideas and others in their group and/or students who make associations with other texts/resources. (Perceptive)
- Students who give specific feedback and support to classmates in an effort to extend their thinking. (Strategic/Communicative)
- Students who actively seek new ideas and points of view. (Curious)

Elaborate/Extend

Target Task

Once students have listened to one another’s opinions during the 4 corners discussions, tell students that they will use all the information they have gained so far to respond to the following question “Do the students at her new school make Unhei feel welcome?” Again, remind students that there is no right or wrong answer, so they should be expressing and supporting their opinion even if it is different from someone else’s. Students can answer this question in a notebook, or on the worksheet provided. Students should be

sure to start with an opinion statement then provide evidence from the text to support their thinking. Students will use their copies of the book that they can use to help them find their supporting evidence. They can go back to where they placed their sticky notes to help them find evidence to support their opinion.



Scaffold/Support

- Provide students with two possible opinion statements from which to start their work. They can either choose: “I think that the students at Unhei’s new school did make her feel welcome” or “I do not think the students at Unhei’s new school made her feel welcome.”
- You can encourage students to think about the discussion that they just heard and ask them to consider which of their classmates’ ideas they would use in their answer.
- You can also provide students with “Signal Words” to help write their evidence: First, Second, After that, Also, In my opinion.
- Students should use the book to help find evidence to support their opinion.



Extend the Task

Instead of writing their opinion piece about whether Unhei’s classmates make her feel welcome or unwelcome, ask students to write an opinion piece about “How names represent identity.” Ask students to include information from the text and/or in-class discussion in their writing to justify their thinking.



Look For:

- Students who make connections between the story and their own experiences. (Perceptive)
- Students who have descriptive details in their writing. (Communicative)
- Students that are using already taught strategies in opinion writing. (Resourceful)
- Students who use real experiences in their writing. (Perceptive)

Evaluate

Go back to the slide or chart from the beginning of the lesson. In a large group discussion format, ask students to use their ideas from their opinion writing to answer the question, “How do names represent identity?” If needed, pose the following questions for discussion:

- Do you have any new ideas to add to our chart?
- If you could, would you change any of your earlier statements, or opinions?

- Why might you feel differently now than you did before?
- Based on what you wrote about Unhei feeling welcomed at school and what you have heard from your peer's point of view, has your opinion changed or stayed the same?
- What evidence did someone else share that changed or enhanced your thinking?

What is your Point of View?

Name: _____

Directions: Now that you have listened to the story *The Name Jar*, do you think that Unhei’s classmates made her feel welcome at her new school?

When answering this question make sure to...

- Start by stating your opinion.
- Refer back to the book for supporting details.
- Write a concluding sentence that restates your opinion.
- Write in complete sentences.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Lesson ELA 3H

Don't Cut Yourself Short!

After exploring the book *Crown: Ode to the Fresh Cut*, students will use the Visualization strategy to develop effective techniques, descriptive details, and clear event sequences in their writing. Students will write a narrative, introducing a narrator and/or a character in an organized, sequential story of events that unfold naturally. Students will incorporate dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show a response of characters to situations.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

Time Frame:

Day 1 Engage to Explain

Day 2 Elaborate to Evaluate

To allow students to fully investigate the tasks in this lesson, it will take more than one class period. A good place to pause the lesson will be after the **explain** section. The best place to start day 2 is in the elaborate/extend section.

Materials

Crown: An Ode to the Fresh Cut by Derrick Barnes (1 copy)

Teacher Cut Version of the story

Typed out Version of the entire story
 Read Aloud Link: <https://video.link/w/v3ryd>
 Graphic Organizer
 Chromebooks, pencils, paper, notebooks

Engage

Tell students:

"Today, I'm going to read an *excerpt* from a story by Derrick Barnes. This means that I'm only going to read you part of the story. As I read, close your eyes and listen carefully. Try to visualize, or see in your mind, what is happening in the excerpt."

Project the following lines on chart paper, a white board or smart board for students to view as you are reading:

***When it's your turn in the chair
 He'll lean you back in the chair
 Finally, he'll remove your cape
 You'll put the money in his hand***

Then, ask students to turn and tell their partner what they visualized.

Explore

Move into a larger group discussion of the excerpt using one or more of the questions here:



- *What can you explain about this excerpt? How do you know?*
- *What language did the author use that helped you picture/visualize what is happening?*
- *What clues do these lines tell you about the character(s) in the story?*
- *What questions could you ask the author to help you better visualize this scene?*
- *How are your thoughts similar to or different from one of your classmates' thoughts?*

Tell students:

"When we are reading a story, we use the author's words to help us visualize what is happening. So far, this excerpt is missing a lot of details we need to help answer questions and understand what we are reading. The lines that

we were given were just the basic beginning, middle, and end of a story, but it's missing a lot of details that we could get from more descriptive language."

 Look For:

- Students who posed additional questions about the text. (Perceptive/Curious)
- Students who made inferences about the event or setting based on related words from the passage. (Perceptive)
- Students who brainstormed more than one idea about what might be happening. (Creative)

Explain

Tell students:

"As readers, some questions we were able to answer, others were a bit more difficult. As you will see when I read the original story of *Crown: An Ode to the Fresh Cut*, the author uses descriptive language and figurative language to help the readers visualize the story and have a stronger sense of understanding. The descriptive language helps us use our senses to visualize and imagine what the author is talking about. The figurative language helps us visualize in other ways by making connections to things that aren't directly in the story but help us make stronger pictures in our minds – like if we say someone "swims like a fish" or that there is "a blanket of snow" outside."

[NOTE: Figurative language is introduced briefly here – depending on how much this has been explored previously in the class, you may want to give more or less emphasis to this component.]

"Now you are going to follow along with [the story, *Crown: An Ode to the Fresh Cut*](#), by Derrick Barnes while I read. As you are listening, please pay attention to the author's use of descriptive language and how it helps you visualize what is happening in the story. Circle or make a note of any particular language that helps you picture the story. Afterward you'll have a chance to talk with a partner about what you found."

Read *Crown: An Ode to the Fresh Cut*. Give students a printed copy of the text to allow them to highlight or otherwise mark examples of descriptive language.



Tiering note: For students who have shown a stronger grasp of descriptive language previously, you may want to place more emphasis on having them look for figurative language in the text.



After reading, have students work with a partner to identify and explain the passages they noticed. Possible guiding questions:

- What phrases helped you visualize what was happening in the story?
- What were some of the words that described what the character actually saw and experienced, and what words created more imaginative visualizations for you?

Students will then come together and share their findings with the class. Ask students to center the discussion around this question:

- How does the author use descriptive language to help the reader visualize what is happening in the story?



Look For:

- Students who recognized techniques of descriptive/figurative language. (Perceptive)
- Students who were able to identify the technique by name. (Communicative)
- Students who were able to infer from the descriptive language the events of the story. (Resourceful)

If needed, this is a good place to pause the lesson.

Elaborate/Extend

Tell students:

“Now that we have an idea of how descriptive language is used in the books that we read, you will have a chance to write your own story. Similar to what we read yesterday, I am giving you three lines that will be the outline of your story. Those lines represent the beginning, middle, and end. It is your job to build a story using those lines and add descriptive language to help the reader visualize your writing.”

*I go and stand in line.
I finally decide and make my choice.
Finally, he placed it in my hand.*

Target Task

Students will be asked to look at three given sentences in their graphic organizer. Using these sentences that outline a beginning, middle and end, students will visualize and write their own story using descriptive techniques. Students completing the Target Task should be given the [Using Descriptive Language Graphic Organizer](#).



Look For:

- Students who demonstrated appropriate use of descriptive techniques. (Communicative)
- Students who have a story with an organized sequence/flow that unfolds naturally. (Strategic)
- Students who chose a creative plot point. (Creative)



Scaffold and Support

For students struggling to get started, a graphic organizer can be provided to aid in the planning process. The [Using Descriptive Language - Including Starting Questions](#) graphic organizer includes some specific questions that writers can consider as they write descriptive language for each section of their story.



Extend the Task

Students who have demonstrated a strong understanding of visualization throughout the lesson can be given the task of using similes and metaphors to enhance their descriptive language. These students should be given the [Using Similes and Metaphors to Create Description](#) graphic organizer.

Evaluate

Gather everyone back as a group and remind them that we are focusing on the use of descriptive language to help us visualize what is happening in a story.

Have students partner up and share their writing with each other. As they are reading, their partner can illustrate the story they are hearing. They should be able to visualize their partners' work through their use of descriptive language.

Ask students to consider the following questions:

- Could you visualize what was happening in your partner's story?
- What language did your partner use to help you visualize?
- What more information would they need to help you visualize?

Excerpt:

When it's your turn in the chair

He'll lean you back in the chair

Finally, he'll remove your cape

You'll put the money in his hand

Using Descriptive Language

Story Writing with Descriptive Language Graphic Organizer			
	Beginning	Middle	End
<div style="border: 2px solid black; padding: 10px; text-align: center;"> Your story sequence </div>			
The plot of your story - moving from beginning to middle to end.	<i>I go and stand in line.</i>	<i>I finally decide and make my choice.</i>	<i>Finally, he placed it in my hand.</i>
Descriptive Words Which of the following techniques can you use in the sections of your writing? <ul style="list-style-type: none"> • Proper Names • Adjectives: color, size, sounds, links to other senses • Showing (not just telling) • Dialogue • Feeling words 			
Write a draft of your story on the next page.			

Using Similes and Metaphors to Create Description

Story Writing with Descriptive Language Graphic Organizer			
	Beginning	Middle	End
Your story sequence			
Your words moving from beginning, middle to end.	<i>I go and stand in line.</i>	<i>I finally decide and make my choice.</i>	<i>Finally, he placed it in my hand.</i>
Similes (a comparison of two unlike things, using like or as.)			
Metaphors (names a person, thing or action as something else.)			
Descriptive Words (proper names, adjectives, show don't tell, dialogue)			
Write a draft of your story on the next page.			

Using Descriptive Language - Including Starting Questions

Story Writing with Descriptive Language Graphic Organizer			
<div style="border: 2px solid black; padding: 10px; text-align: center;"> Your story sequence </div>	Beginning	Middle	End
Your words moving from beginning, middle to end.	<i>I go and stand in line.</i>	<i>I finally decide and make my choice.</i>	<i>Finally, he placed it in my hand.</i>
Descriptive Words Which of the following techniques can you use in the sections of your writing? <ul style="list-style-type: none"> • Proper Names • Adjectives: color, size, sounds, other senses • Showing (not just telling) • Dialogue • Feeling words 	Some ideas to think about and explain in your writing: -Where are you standing? -What do you see while you're in line? What do you hear? -Who is with you? Are you alone?	Some ideas to think about and explain in your writing: -What choice did you make? What were the other choices? -How do you feel once you've made your choice? -What do you say here? -What do you see? What do you hear?	Some ideas to think about and explain in your writing: -What is in your hand? -What do you do next? -What do you say? -How do you feel?
Write a draft of your story on the next page.			

Crown: An Ode to the Fresh Cut (text)

Written by Derrick Barnes and Illustrated by Gordon James

When it's your turn in the chair,
You stand at attention and forget about
who you were when you
walked through that door.

You came in as a lump of clay,
a blank canvas, a slab of marble.
But when my man is done with you,
they'll want to post you up in a museum!
That's my word.

He'll drape you like royalty with that cape
to keep the fine hairs off your neck
and your princely robes.
It's amazing what a tight fade, high/low/bald
does for your confidence:
Dark Caesar.

Who knows? You might just smash that geography exam tomorrow
and rearrange the entire principal's honor roll.
A fresh cut does something to your brain, right?
It hooks up your intellectual.

You're a star.
A brilliant, blazing star.
Not the kind that you'll find on a sidewalk in Hollywood.
Nope. They're going to have to wear shades
When they look up to catch your shine.

He'll lean you back in the chair,
dab that cool shaving cream on your forehead,
and then craft a flawless line with that razor-
slow, steady, surgical.
It frames your swagger.

The cute girl in the class across the way
won't be able to keep her pretty eyes off of you.
Her friends will giggle and whisper, "Girlllll... he's so fine!"
Yeah. That's what they'll say.

The whole school will be seasick from the rows and rows of ripples.
You'll have more waves on your head than the Atlantic Ocean.
(Shout out to my do-rag and patience.)

There's a dude to the left of you
with a faux-hawk, deep part, skin fade.
He looks presidential.
Maybe he's the CEO of a tech company that
manufactures cool.
He's a boss.
That's how important he looks.

Dude to the right of you looks majestic.
There are thousands of black angels
waiting to guide and protect him
as soon as he steps a foot out that door.
That's how important he looks.

There's a dude standing in the mirror hat can't get over
the masterful designs crafted on the side of his dome.
Everywhere he goes, people will ask for his autograph.
He looks that FRESH!
He looks like he owns a few acres of land on Saturn.
Maybe there's a river named after him on Mars.
He looks that important.

There are two dudes, one with locs, the other with
cornrows, and a lady with a butterscotch complexion,
and all they want is a "shape up", "tapered sides,"
"a trim," and a crisp but subtle line.
And sometimes in life, that's all you ever need.
A crisp but subtle line.

When your barber is done, you'll feel like
a million dollars – and some change!
When his fingertips hit you with that
apple green alcohol or that witch hazel,
it'll sting, but not like a scorpion or a hornet,
more like an electric stamp of approval.

And when you see the cut yourself,
in that handheld mirror,
you'll smile a really big smile.
That's the you that you love the most.
That's the you that wins – everything.
That's the gold medal you.

Every person in the shop will rise to their feet
and give you a round of applause
for being so FLY!
Not really... but they'll look like they want to.
You'll see it in their eyes.

It's the look your English teacher gives you
when she hands you your last test
with a bright red 97 slapped on it.
It's how your mother looks at you
before she calls you beautiful.
Flowers are beautiful.
Sunrises are beautiful.
Being viewed in your mother's eyes
as someone that matters – now that's beautiful.
And you'll take it.
You don't mind at all.

Finally, he'll remove your cape,
then swipe you down with a brush
made from a golden horse tail.

You'll put the money in his hand
without even expecting change back.
Tip that man!
Tip that man!
It was worth it. It always is.

You know why?
Because you'll leave out of "the shop"
every single time, feeling the exact-same way....
Magnificent.
Flawless.
Like royalty.
Hello, world...