



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 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?