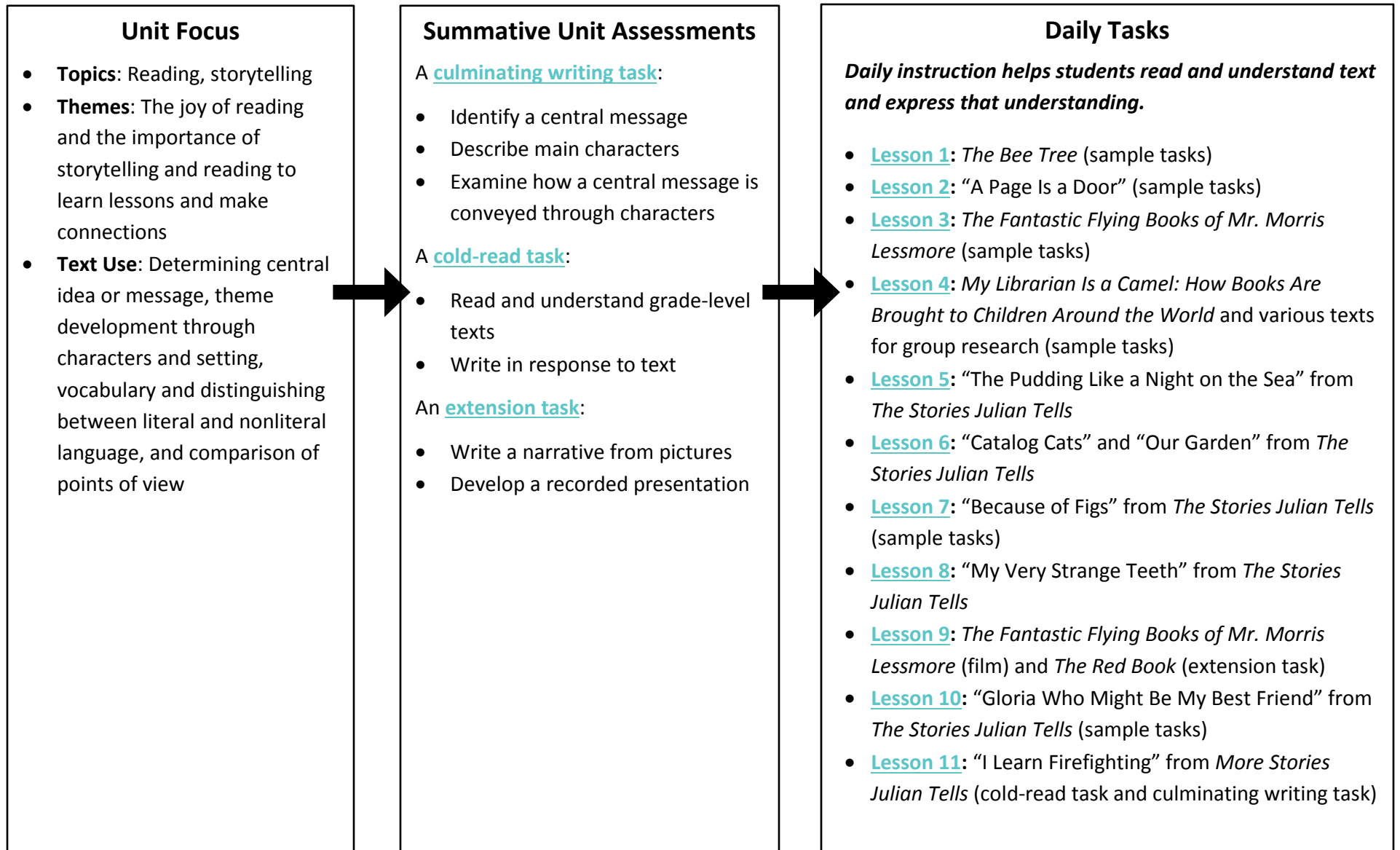


UNIT: THE STORIES JULIAN TELLS

<p>ANCHOR TEXT</p> <p><i>The Stories Julian Tells</i>, Ann Cameron (literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Bee Tree</i>, Patricia Polacco • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce • “I Learn Firefighting” from <i>More Stories Julian Tells</i>, Ann Cameron <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “A Page Is a Door,” Remy Charlip • <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>, Margriet Ruurs <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> (film) • <i>The Red Book</i>, Barbara Lehman 	<p>UNIT FOCUS</p> <p>Students learn that stories and books are important for learning about themselves and others. This unit allows students to learn how storytelling can be a way to learn about other cultures, pass on family history and traditions, and build a strong identity. Putting the same character in different situations can teach readers about how motivations, feelings, and a person’s actions affect events and other people. Students will also learn that sharing stories can build relationships and connect them to others.</p> <p>Text Use: Determining central idea or message, theme development through characters and setting, vocabulary and distinguishing between literal and nonliteral language, and comparison of points of view</p> <p>Reading: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10</p> <p>Reading Foundational Skills: RF.3.3a-d, RF.3.4a-c</p> <p>Writing: W.3.1a-d, W.3.2a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10</p> <p>Speaking and Listening: SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1a-i; L.3.2a, c-g; L.3.3a; L.3.4a-d; L.3.5a-c; L.3.6</p> <p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>The Stories Julian Tells</i> Overview</p> <p>Pages 37-40: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 41: Instructional Framework</p> <p>Pages 42-57: Text Sequence and Sample Whole-Class Tasks</p>
--	---

The Stories Julian Tells Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

What is a central message or lesson that can be learned by reading *The Stories Julian Tells*? Explain how that message is conveyed through the main characters in the text. **(RL.3.2, RL.3.3)** Write an opinion essay with an introduction that identifies a central message or lesson that is learned from *The Stories Julian Tells* and a body paragraph that describes how that message is conveyed through Julian, Huey, and his father. Make sure to refer to the text to provide reasons that support your opinions. **(RL.3.1; RL.3.2; RL.3.3; W.3.1a, b, d; W.3.10)**

Teacher Note: The completed writing should use grade-appropriate words and phrases, including those that link opinions and reasons and signal spatial and temporal relationships. **(W.3.1c, L.3.6)** It should also demonstrate command of proper grammar and usage, punctuation, and spelling. **(L.3.1b, c, d, e, h, i; L.3.2a, d, e, f, g)** Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. **(W.3.4, W.3.5, L.3.2g, L.3.3a)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Reading, storytelling • Themes: The joy of reading, and the importance of storytelling and reading to learn lessons and make connections • Text Use: Determining central idea or message, theme development through characters and setting, vocabulary and distinguishing between literal and nonliteral language, and comparison of points of view 	This task assesses: <ul style="list-style-type: none"> • Identifying a central message • Describing main characters • Examining how a central message is conveyed through characters 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks) • Lesson 8 Express understanding of text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 3 (sample tasks) • Lesson 11 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Independently read “Superboy and Me,” and “Huey Makes the Leap.” Then **answer** a combination of multiple-choice and constructed-response questions³ about the text and in comparison to the other texts in the unit. Sample questions:

1. Describe what Huey does to become strong. Why does he want to be strong? Refer to details from the text in your answer. **(RL.3.1, RL.3.3, W.3.10)**
2. Why is the talk between Julian and his father “surprising”? Refer to details from the text in your answer. **(RL.3.1, RL.3.3, W.3.10)**
3. Identify two ways that Huey “makes the leap.” What lesson does Huey’s “leap” reveal? **(RL.3.1, RL.3.3, RL.3.4, L.3.5a)**
4. How do the chapters “Superboy and Me” and “Huey Makes the Leap” build on each other? What information from “Superboy and Me” is necessary for understanding “Huey Makes the Leap”? **(RL.3.5)**
5. What lesson is learned from “Superboy and Me” and “Huey Makes the Leap”? What details in the texts convey this message? **(RL.3.1, RL.3.2)**
6. Compare and contrast *The Stories Julian Tells* and *More Stories Julian Tells*, focusing on Julian. How has Julian changed? Why do you think he has changed? Refer to details from each text in your answer. **(RL.3.1, RL.3.3, RL.3.9, W.3.10)**
7. How does storytelling help Mary Ellen, Morris Lessmore, and Julian? Identify a detail from each text that supports your response. **(RL.3.1, RL.3.2, RL.3.3)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Reading, storytelling • Themes: The joy of reading, the importance of storytelling and reading to learn lessons and make connections • Text Use: Determining central idea or message, theme development through characters and setting, vocabulary and distinguishing between literal and nonliteral language, and comparison of points of view 	This task focuses on: <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Writing in response to text 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 5 Express understanding of text: <ul style="list-style-type: none"> • Lesson 7 (sample tasks) • Lesson 11 (use this task)

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

Write a story based on the illustrations in *The Red Book*. Establish the situation, introduce a narrator, and organize the events. Use dialogue and descriptions of the thoughts and feelings of the characters to show how they respond to different events. Use grade-appropriate words and phrases, including those that signal time and order, such as *before*, *during*, and *after*. Provide closure to your story. **(W.3.3a, b, c, d; W.3.10; L.3.6)**

Use the following process with students:

1. View *The Red Book* as a whole class. Discuss how the pictures tell a story, establish a setting, convey a mood, or emphasize certain aspects of a character. **(RL.3.1, RL.3.7)**
2. Model for students how to develop ideas from the pictures (use *The Fantastic Flying Books of Mr. Morris Lessmore* as a model).
3. Have students work in pairs to brainstorm ideas about what could be happening in each picture in *The Red Book*. **(SL.3.1a)** Have them select a particular section of the book as the basis for the story and use sticky notes or storyboards to outline the events in the story. Sticky notes allow students to move the order of details and ideas around easily without feeling like they have to rewrite and/or start over. **(W.3.4)**
4. Monitor student products and verify that the initial outline of the story connects to and reflects the illustrations in *The Red Book* (e.g., students are telling the story of the illustrations, not an unrelated story).
5. Have students draft their stories.
6. Once the stories are written, have students return to their partner to receive guidance and support to revise and edit the story. **(W.3.5)** Work with students to make sure the completed writing demonstrates command of proper grammar and usage, punctuation, and spelling. **(L.3.1b, c, d, e, h, i; L.3.2c, d, e, f, g)**
7. Provide an opportunity for students to publish their stories using technology. **(W.3.6)**
8. Have students present and/or record their story using *The Red Book* and any other created visual displays to enhance the presentation. **(Note for Small-Group Reading: Students struggling with reading fluency should work during small-group reading time to build fluency in preparation for the audio recording.)** **(RF.3.4b, SL.3.4, SL.3.5, SL.3.6)**
9. Lastly, make sure each student develops a set of questions about the story and presentation to ask the audience. Allow the audience to ask questions about the various decisions each student made in the story and presentation. **(SL.3.1c, SL.3.3)**

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Reading, storytelling • Themes: The joy of reading, and the importance of storytelling and reading to learn lessons and make connections • Text Use: Determining central idea or message, theme development through characters and setting, vocabulary and distinguishing between literal and nonliteral language, and comparison of points of view 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Writing a narrative from pictures • Developing a recorded presentation 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks) • Lesson 10 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁵ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁶</p> <p><i>The Bee Tree</i>, Patricia Polacco</p>	<p>TEXT DESCRIPTION: Mary Ellen is tired of her studies and reading, so Grampa leads her on a chase with the whole town. In the end, Grampa compares the chase to the discoveries that can be made in reading books.</p> <p>TEXT FOCUS: This text presents the excitement of storytelling and how it connects us to people and ideas that we can't always experience in everyday life. Some of the vocabulary words and the names of the characters will be difficult for students to decode. However, this text, which provides an analogy for the reading process, is a good guide as students learn to read texts more analytically in grade 3. The vocabulary in this text can be studied in context to make real-life connections (L.3.5b) and to understand the difference between literal and nonliteral language. (RL.3.4, L.3.1a, L.3.5a, L.3.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the text aloud. Students reread the text multiple times to define key vocabulary and determine order of events. Students discuss comprehension questions as a class. Students write a response to comprehension questions.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud the text once for students to hear how the plot develops. • The middle section of this text follows a predictable pattern. Provide pairs of students a copy of the text that has been marked with phrase breaks (e.g., Phrase-Cued Text Lessons⁷ or Chunk It Up⁸) in order to develop reading fluency and comprehension. Model for students the reading of the phrase-cued passage. Read the passage chorally; then have student pairs practice reading the phrase-cued text aloud and circulate around the room to monitor students' oral reading accuracy and fluency. Finally, have students individually read aloud the original passage without the phrase-cue marks. (RF.3.4b) After this lesson is complete, place the text in a classroom library for independent reading. (RF.3.4a, RF.3.4c) • Note for Small-Group Reading: As particular students struggle with meeting these reading foundation standards, follow up with them during small-group reading time to work more specifically on these standards.⁹

⁶ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁷ <http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons>

⁸ http://www.fcrr.org/studentactivities/F_013c.pdf

⁹ During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/grade-3/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/3_5.htm), and/or *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>).

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Read the text again and project or display the text so students can follow along as the text is read aloud. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students identify the various ways that the group chases the bee in <i>The Bee Tree</i> (e.g., “chortled as she huffed past,” “wailed as she streaked by,” “scurried by,” “galloped up over,” “crossed, clattered,” “clambered through,” “sprinted along,” “waddled after”). Ask students to work in pairs to define the various words using context clues and verify their definitions using a dictionary. Then have students illustrate the various word relationships through semantic mapping.¹⁰ (RL.3.4; L.3.4a, d; L.3.6) • Reinforce the meaning of the words by asking students to make real-life connections between the words and their use by acting out the various meanings of the words. • Then begin building a word display.¹¹ Display these words for students to use when they write, focusing on choosing words for effect. (L.3.2g, L.3.3a, L.3.5b) • Analyze the difference between literal and nonliteral meanings of phrases in <i>The Bee Tree</i>. For example, the phrases “catch their breath” and “blinding speed.” (L.3.5a) Have students discuss the multiple meanings of those phrases and illustrate the various definitions. Then discuss the nonliteral meaning of the following excerpts and their impact on student understanding of the text: “There was music, dancing, tall tales and raucous laughter as they all buzzed about the sweet adventure of that day” and “Mary Ellen <u>savored</u> the honey on her book. ‘There is such sweetness inside of that book too!’ he said thoughtfully. ‘Such things...adventure, knowledge, and wisdom. But these things do not come easily. You have to <u>pursue</u> them.’” (RL.3.4, L.3.6) • Divide the class into pairs. Project or display the text. Read aloud every other page and have students partner to read the other pages (e.g., I Read, You Read¹² or Reading Twosome¹³). (RF.3.3c, RF.3.3d, RF.3.4a-c) • Provide pairs with index cards labeled with specific events from the text. Have them place the events in sequenced order. Then have each pair recount the story and discuss how each event in the text builds on the previous and leads to the next. (RL.3.1, RL.3.2, RL.3.5) • Provide each pair with a graphic organizer to complete about the characters in the text. This can also be part of an interactive notebook¹⁴ or reading log kept throughout the unit. (RL.3.1, RL.3.3)The graphic organizer should include:

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹² http://www.fcrr.org/studentactivities/F_024b.pdf

¹³ http://www.fcrr.org/studentactivities/F_015c.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Column 1: Character Name ○ Column 2: Description (traits, motivations, feelings) ○ Column 3: Evidence (quotations from the text to support Column 2) ○ Column 4: Contributions and Connections (explain in complete sentences how the characters' actions contribute to the sequence of events) <ul style="list-style-type: none"> ● Display the following sentences: <ul style="list-style-type: none"> ○ He loosened the lid of the jar. ○ He let one bee escape. ○ It stayed on the mouth of the jar. ○ It flew straight up. ○ It buzzed toward the cornfield. ○ "Quick now, RUN!" ○ Grampa called out. ○ He began to chase the bee. <p>Have students combine the sentences, ensuring pronoun-antecedent agreement and using coordinating or subordinating conjunctions. (L.3.1f, L.3.1h, L.3.1i) Ask students to share their sentences with their partner to verify that they make sense and have correct usage, punctuation, and spelling. (W.3.5, L.3.2c, L.3.2g) Then project or display the original sentences¹⁵ and ask students to compare their sentences to the originals. After they identify differences between the sentences, discuss as a class the function of nouns, pronouns, verbs, adjectives, and adverbs, focusing on the effect of the different words and phrases. (L.3.1a, L.3.3a) Repeat this exercise with other sentences in the text.</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Conduct a class discussion about <i>The Bee Tree</i>. Engage students in asking and answering questions to demonstrate their understanding of the text. (RL.3.10) Encourage students to ask questions by providing question stems or conversation starters¹⁶ and developing a routine to monitor all students to ensure they are participating in asking and answering questions. (SL.3.1a-d, SL.3.2, SL.3.4, SL.3.6) Sample discussion questions:

¹⁴ <http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/>

¹⁵ "Then he slowly loosened the lid of the jar and let one single bee escape. It stayed on the mouth of the jar for a moment, flew straight up, then buzzed toward the cornfield. 'Quick now, RUN!' Grampa called out as he began to chase the bee."

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ What can we learn about the setting (i.e., time and place) from the illustrations? Refer to the details from the text in your answer. (RL.3.1, RL.3.7) ○ Reread the first and last page of the text. How did Mary Ellen’s feelings change over the course of the story? (RL.3.1, RL.3.3, RL.3.5) ○ Why did Grampa suggest they find a bee tree? How does he reveal his purpose? (RL.3.1, RL.3.2, RL.3.3) ○ Determine a central message or lesson that can be learned from reading this text. How is this message revealed? (RL.3.1, RL.3.2) ● Have students work with their partner to write a response to one of the discussion questions. (W.3.4, W.3.5, W.3.10) Provide them with an answer frame¹⁷ to support them in organizing their writing. Prompt students to use the sentences they reviewed from <i>The Bee Tree</i> as models for structuring their sentences. (L.3.1b-f, h-i; L.3.2a, e-g; L.3.3a) Also ensure they use words from the word display in their written responses. (L.3.6) ● Note for Small-Group Writing: If a selected group of students need additional targeted writing or grammar support, provide this support during small-group writing.
<p>LESSON 2:</p> <p>“A Page Is a Door,” Remy Charlip</p>	<p>TEXT DESCRIPTION: This essay, though simple in form, is complex in meaning; it describes the structure of a book and Charlip’s feelings associated with reading.</p> <p>TEXT FOCUS: “A Page Is a Door” provides opportunities for exploration into various text types and discussions on how similar messages (experiences, traditions, storytelling, life lessons) can be conveyed through different texts. (RI.3.9) Students may also compare and contrast the author’s point of view to Grampa’s point of view in <i>The Bee Tree</i> and to their own point of view. (RL.3.6, RI.3.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the text aloud. Examine vocabulary and language in groups. Students summarize the text in writing. Conduct a class discussion to deepen student comprehension.</p> <p>READ THE TEXT:</p>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Read aloud the essay once to the class. • Continue building the word display¹⁸ started in lesson 1 that students can rely on for their own writing. <ul style="list-style-type: none"> ○ Provide students with a chart of suffixes (e.g., -ment, -ly, -al, -ous, -ion, -ful, -ize) and their meanings. ○ Explain that words are like a code—readers have to know what each part of a word means to determine the word’s meaning. Readers word parts (e.g., suffixes) can decode many more words. (RF.3.3a) ○ Have students decode and define unknown, multiple-meaning, and multisyllabic words from “A Page Is a Door” (e.g., <i>fantasize</i>, <i>incidental</i>, <i>sequential</i>, and <i>momentous</i>) based on their prefixes, suffixes, and known root words, as well as by using context clues. (RI.3.4; RF.3.3b, c; L.3.2e; L.3.4a-c) ○ Add those words to the word display, and then have students create a semantic map¹⁹ for each word. • Provide students with a copy of “A Page Is a Door” and a blank word list.²⁰ Ask them to record the multisyllabic words from the text and then practice reading the word list and the essay with a partner. (RF.3.3c-d, RF.3.4a-c) • Note for Small-Group Reading: As students struggle with the reading foundation standards, follow up with them during small-group reading time. Do an additional fluency activity²¹ using sentences from “A Page Is a Door.” • Read the essay aloud again as students follow along. • Engage students in analyzing the syntax and meaning of various phrases and sentences in “A Page Is a Door.” <ul style="list-style-type: none"> ○ Ask students to locate a long sentence in the text.²² (Ensure students select different sentences.) ○ Have them break the sentence into shorter sentences, and rewrite the shorter sentences in their own words. ○ Have them reread the original sentence and rewrite the sentence in their own words. ○ Ask a few students to share their sentences with the class. Discuss the differences between the two sentences—which sentence has more effect and is more interesting to read? Why? How do the words and phrases build interest? (L.3.1h, L.3.3a)

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁰ http://www.fcrr.org/studentactivities/F_014c.pdf

²¹ http://www.fcrr.org/studentactivities/F_015b.pdf

²² For example: “A thrilling picture book not only makes beautiful single images or sequential images, but also allows us to become aware of a book’s unique physical structure, by bringing our attention, once again, to that momentous moment: the turning of the page.”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Select one of the original sentences from the essay. Using different colored highlighters, ask students to identify the subject and verb (or compound verb) adjectives, and adverbs in the sentence. Then, as a class, discuss the meaning of and explain the function of the nouns, pronouns, verbs, adjectives, and adverbs in the sentence. (L.3.1a) <ul style="list-style-type: none"> ● As a warm-up, have students combine the following sentences, ensuring pronoun-antecedent agreement and using coordinating or subordinating conjunctions: <ul style="list-style-type: none"> ○ I read a book. ○ I sometimes wish I didn't have to hold it up. ○ It gets so heavy. ○ I fantasize a sea of type automatically unrolling. ○ It unrolls one word in focus at a time. ○ It unrolls at just the right speed. ○ It is on a moving screen or scroll. <p>As a class, discuss the various choices students made to combine the sentences, explaining the function of each part of speech used in the sentence. (L.3.1a, e, f, h, i)</p> <ul style="list-style-type: none"> ● Divide the class into pairs. Have students work with their partner to identify figurative phrases throughout the text and discuss the difference between literal and nonliteral and the various meanings of the phrases. (RI.3.1, L.3.1a, L.3.5a) ● Ask pairs to reread the text and summarize²³ each section in an interactive notebook or reading log. (RF.3.3d, RF.3.4a) ● Have students write answers to the questions below prior to discussing them as a class. As they write, prompt students to use the structures they analyzed from “A Page Is a Door” as models for sentences to include in their writing (e.g., use simple verb tenses and coordinating or subordinating conjunctions; ensure subject-verb agreement; and produce simple, compound, and complex sentences). (L.3.1e-f, h-i) <ul style="list-style-type: none"> ○ At the beginning and end of the essay, how does Charlip describe <i>excitement</i> in a book? (RI.3.1, RI.3.4, SL.3.2, W.3.10) ○ In paragraphs 2-5, what words does Charlip use to describe turning a page? (RI.3.1, RI.3.3, SL.3.2, W.3.10) ○ How does Charlip feel about turning the pages in a book? What examples does he provide that describe his feelings? Does Charlip like or not like to read? How does he support his idea? (RI.3.1, RI.3.8, SL.3.2, W.3.10)

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ What does the title “A Page Is a Door” mean? Illustrate both the literal and nonliteral meanings of the title. (RI.3.1, RI.3.2, L.3.5a) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Conduct a class discussion comparing and contrasting the author’s point of view in “A Page Is a Door” to Grampa’s point of view in <i>The Bee Tree</i> and to their own point of view. <ul style="list-style-type: none"> ○ Before the discussion, set the ground rules based an established routine developed with the students (e.g., conversation starters or accountable talk²⁴). (SL.3.1b) ○ Begin the discussion as a class by developing two or three sentences for Charlip and two or three sentences for Grampa that identify what they believe about reading based on the words, events, and details in the texts. (RL.3.1, RL.3.2, RI.3.1, RI.3.2, SL.3.1a, SL.3.2) ○ Use sentence frames²⁵ (targeting simple, compound, and complex sentences) for students to complete as a class and to use a reference for speaking in complete sentences during the discussion. (SL.3.6, L.3.1i, L.3.2a) ○ Then have students identify the similarities and differences between the points of view described in the sentences. Record their ideas on a class chart. ○ As students refer to additional details or ideas not included in the sentences, revise the sentences as a class to incorporate the additional information, focusing on modeling how to use conjunctions. (L.3.1h) ○ Have students discuss their opinions of reading, staying on topic and linking their comments to the remarks of others. (SL.3.1c) Record the information on a separate chart. ○ Ask students to distinguish their various points of view about reading from those of Charlip and Grampa by identifying where there are similarities and differences, using the charts created during the discussion and details from the texts read, and explaining their own ideas and understanding about reading in light of the discussion. (RL.3.6, RL.3.6, SL.3.1d, SL.3.4, SL.3.6)
<p>LESSON 3:</p> <p><i>The Fantastic Flying Books of Mr. Morris Lessmore,</i></p>	<p>TEXT DESCRIPTION: This text depicts the curative power of stories and books. Morris Lessmore loves stories and books, but he loses them all in a huge storm. When he is reunited with books, his world is made better. He is then able to share that magic with others around him.</p>

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>William Joyce</p> <p>(There is an application for projecting the story rather than providing a written copy for each student.)</p>	<p>TEXT FOCUS: This text is suitable for determining a central message or lesson and explaining how it is conveyed through key details in the text. In addition, students can analyze how illustrations contribute to what is conveyed by the words on the page. (RL.3.1, RL.3.2, RL.3.7) Students should be able to read <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, but are encouraged to engage in multiple reads, as this text is layered, and determining meaning requires making multiple inferences. (RL.3.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the text aloud. Students reread the text in groups to explore language and use the illustrations to understand the text. Conduct a class discussion requiring students use evidence from the text to support their claims.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud the entire text as students follow along with projected text or their own individual copies. • Reread various phrases and sentences in <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, focusing on the difference between literal and nonliteral meanings (e.g., “his life was a book” and “every story has its upsets”). Discuss as a class the multiple meanings of those phrases. (RL.3.1, RL.3.4, L.3.5a) • Ask students to identify the words that have the most effect on them: Why are those words particularly effective? (RL.3.1, L.3.3a, L.3.5c) Ask them to record those words or phrases in their interactive notebooks or reading logs. • Divide the class into small groups. Have each group reread <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> and recount the story. (RL.3.2, RL.3.10, RF.3.4a, SL.3.2) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Working in the same small groups, have students determine an initial lesson or message of the text. (RL.3.2) • Have students reread various portions of the text in groups and focus each rereading on a different purpose. <ul style="list-style-type: none"> ○ On one rereading, have students review the illustrations and describe their relation to the text. (RL.3.7) ○ Ask them to notice any patterns or contrasts within the illustrations (e.g., when books are in a person’s life, there is color; when books are gone, it is black and white). ○ Ask students, “Why would the author develop this pattern or contrast? What feelings do you have from viewing the illustrations that you do not have from reading the words?” ○ In interactive notebooks or reading logs, have students answer questions such as, “What patterns and/or contrasts did you notice in the illustrations? How do the illustrations contribute to the words on the page? How

TEXT SEQUENCE	TEXT USE
	<p>do they emphasize and/or convey a feeling or an idea that is important in this story?” (W.3.10)</p> <ul style="list-style-type: none"> ○ Conduct a class discussion about their findings, prompting students to make connections among the illustrations, setting, mood, and theme. (RL.3.2; RL.3.10; SL.3.1a, c, d; SL.3.4; SL.3.6) <ul style="list-style-type: none"> ● Provide students with other purposes for additional readings of the text that may include: <ul style="list-style-type: none"> ○ Describe Morris (e.g., traits, motivations, feelings) and identify and then explain how each of his actions adds to the sequence of events in the story. (RL.3.1, RL.3.3) ○ Analyze how each part of the story builds on the next by creating a timeline or cause-and-effect map to chart the plot of the story. Refer to specific events and portions of the text on the organizer. (RL.3.1, RL.3.5) ○ Reread the last few pages of the book. What happens at the end of the story? Why is this key detail important to the meaning of the story? (RL.3.1, RL.3.2, SL.3.2, RL.3.10) ○ Compare the points of view of Morris, Mary Ellen, and Grampa. How do their opinions of books differ? How are their various points of view different from your own point of view? (RL.3.1, RL.3.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Conduct a class discussion in which each group presents the initial lesson or message they determined. (SL.3.1a-b, SL.3.6) As a class, refine the statements to develop an agreed-upon theme written as a complete sentence (e.g., The message of <u>The Fantastic Flying Books of Mr. Morris Lessmore</u> is that books are important. They help people enjoy life and connect with others.) Sample discussion prompts: <ul style="list-style-type: none"> ○ Describe Morris Lessmore and his opinion of books. ○ Why are Mr. Lessmore’s books important? ○ What words or phrases let us know that books are significant to Morris and the other characters? ● Ask students to work in their small groups to locate details from the text that relate to or convey the class theme. Then, as a class, conduct a shared writing²⁶ exercise to develop a whole-class written explanation of how that theme is conveyed through key details in the text. Refer to the text as the basis for answers.²⁷ (RL.3.1; RL.3.2; W.3.1a-d; SL.3.1c-d; L.3.1b-i; L.3.2a, d-g; L.3.3a)

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁷ Sample answer: The message of The Fantastic Flying Books of Mr. Morris Lessmore is that books are important. They help people enjoy life and connect with others. Morris Lessmore loves his books and the information he gets from them, but he loses all of them in a storm. He is sad about losing his books. I know this because all of the pictures are in black and white. They are not in

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p><i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>, Margriet Ruurs</p> <p>Various texts for group research</p>	<p>TEXT DESCRIPTION: This text depicts the many different ways in which children are provided access to literature. This is a complex informational text.</p> <p>TEXT FOCUS: Students should not be expected to read the entire text independently. Consider reading one of the entries aloud as students follow along with the projected text. Then have students read another entry in collaborative groups. (RI.3.10) Use this text as the basis for a short research project about the importance of books in other parts of the world.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Determine a country of study as a class. Read the selected text aloud. Have students work in groups to summarize key details of the text. Gather additional information via research. Groups present new information.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Determine which entry to read from <i>My Librarian Is a Camel</i> by engaging students with the text features (e.g., the map, table of contents) to select a country to study as a whole class. (RI.3.5) • Project the text and read aloud the introduction and the selected excerpt as students follow along. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to record the following information in their interactive notebook or reading log. <ul style="list-style-type: none"> ○ As a class, recount the key details from the text. Have students write those details in their journals. ○ Develop a class summary²⁸ of the information gathered that students write down. (RI.3.2, W.3.10, SL.3.2) ○ Divide the class into pairs. Have each pair read the class summary and refer to the projected text. Model for each pair how to use the summary and information in illustrations and other key text features (e.g., sidebars) to determine a main idea of the excerpt. (RI.3.2, RI.3.7) ○ Review the key details in the excerpt and model an explanation of how each key detail works to develop the main idea. (RI.3.3) Point out when you use language that pertains to sequence or cause and effect. (L.3.6)

color. This makes Morris look even sadder. He then sees a girl with flying books. She shares a book with Morris Lessmore. The book leads him to a library. This isn't any library, though. The books are alive! They make Morris very happy, and the color comes back to the pictures. He repairs and takes care of the books and writes his own book. Then he shares the books with others. When he shares the books, all the other people become colorful as well. This must mean that they are enjoying the books and what they learn from them. Morris grows old. In the end, he flies away, but the books he wrote lead a little girl to the library. She reads Morris's book and turns into color. This teaches me that the lesson of the story is that books and what is in them are important and something we all should take care of and share with others.

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Have student pairs describe the connection between particular paragraphs in the text: How does the author organize the information to support the main idea? (RI.3.8) ○ Have each pair partner up with another pair to form a group of four. Assign each group another entry from the text (each group will have a different entry) and repeat a similar process. (RI.3.1, RI.3.10, W.3.10, SL.3.1a) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Engage student groups in a short research project to gather additional information about the country, the children who live there, their educational systems, and their access to books. (W.3.7) <ul style="list-style-type: none"> ○ Provide students with specific questions to answer for their research. ○ While researching, have students take notes and sort the gathered information into categories based on which teacher-provided question it answers. (W.3.8) ○ Have students survey family members, classmates, adults around school, etc. about their favorite books, what they learned from those books, and where they get books and information. (SL.3.6) ● Have student groups prepare a brief presentation, including a visual display, of the information gathered from their additional reading of <i>My Librarian Is a Camel</i>, their research, and their surveys. Present the findings to the class. (W.3.2a, SL.3.4, SL.3.6) ● As each group presents, prompt students to record the information shared (asking questions as necessary). Compare and contrast the most important points and key details that each group presented. (RI.3.1, RI.3.9, RI.3.10, SL.3.3) ● Ask each group to create an informational report that explains the different ways books are viewed throughout the world. (RI.3.1, RI.3.6, RI.3.9, W.3.2a-d, W.3.10, L.3.6) Have students work together to revise the report. (W.3.4, W.3.5) Ensure groups review for the following: <ul style="list-style-type: none"> ○ The report has an introduction and conclusion. (W.3.2a, d) ○ The report develops the topic with facts, definitions, and details from the text, research, and surveys. (W.3.2b) ○ The report uses linking words and phrases. (W.3.2c, L.3.1h) ○ The report uses grade-appropriate words from the word display that have an effect on the reader. (L.3.3a, L.3.6) ○ The report demonstrates standard English grammar and usage, punctuation, and spelling. (L.3.1b, c, d, e, i; L.3.2a, d, e, f, g) ○ The report is typed. (W.3.6)

TEXT SEQUENCE	TEXT USE
<p>LESSON 5:</p> <p>“The Pudding Like a Night on the Sea” from <i>The Stories Julian Tells</i>, Ann Cameron</p>	<p>TEXT DESCRIPTION: <i>The Stories Julian Tells</i> provides opportunities for discussion about the value of storytelling and how it can enrich our lives by teaching us lessons and helping us relate to others. Each chapter of the book begins a new storytelling adventure, but each adventure develops a different aspect of the characters and their interactions, which adds to the reader’s understanding of the family relationships and the importance of storytelling. Chapter 1 focuses on the relationships in Julian’s family (particularly the relationship between Julian and Huey) and how Julian uses storytelling to get himself into and out of trouble.</p> <p>TEXT FOCUS: The text provides opportunities for vocabulary study and explorations of how the structure of a sentence reflects and emphasizes its ideas. (RL.3.4, L.3.1a, L.3.4a) Focus on pages through 13-15 for students to read along to determine word relationships. Highlight the figurative language and word choices throughout. (L.3.5a-c) Throughout the reading of this text, keep track of the development of events and characters in an interactive notebook or reading log. Following the reading of each chapter, have students recount the key details and then describe each character (e.g., his/her traits, motivations, and feelings). Create a new entry for each chapter and discuss how the actions and experiences of each character contribute to the sequence of events. (RL.3.3)</p>
<p>LESSON 6:</p> <p>“Catalog Cats” and “Our Garden” from <i>The Stories Julian Tells</i>, Ann Cameron</p>	<p>TEXT DESCRIPTION: These chapters continue to build on the family relationships, particularly the relationship between Julian and his brother.</p> <p>TEXT FOCUS: These chapters can be used as a read-along exercise (an expert reader reads aloud as students follow along with an individual copy of the text) and then analyzed through group discussion. (RL.3.10) Ask questions (samples below) that focus on recounting events of the chapters, describing and analyzing characters and how their actions affect the sequence of events, and determining lessons learned from the text and how those lessons connect to the unit focus, requiring students to refer to details from the texts in their oral or written answers. (RL.3.1, RL.3.2, RL.3.3)</p> <ul style="list-style-type: none"> • Sample questions for “Catalog Cats”: <ul style="list-style-type: none"> ○ Recount the events of this chapter. Why might Huey suspect that Julian is not being truthful about the catalog? Why might Huey believe Julian is telling the truth? How do you know this? How does information in the previous chapter help you understand the events and relationships in this chapter? (RL.3.1, RL.3.3, RL.3.5) ○ Describe what Julian’s father thinks of Julian’s actions. How does he show his feelings? (RL.3.1, RL.3.3) ○ What does Julian learn from his father? What can we learn from that lesson? (RL.3.1, RL.3.2, RL.3.3) • Sample questions for “Our Garden”: <ul style="list-style-type: none"> ○ What is Julian’s father’s motivation for having Julian and Huey plant and take care of a garden? (RL.3.1, RL.3.3) ○ How are Huey and Julian able to enjoy their vegetables? (RL.3.1, RL.3.3)

TEXT SEQUENCE	TEXT USE
<p>LESSON 7:</p> <p>“Because of Figs” from <i>The Stories Julian Tells</i>, Ann Cameron</p>	<p>TEXT DESCRIPTION: “Because of Figs” from <i>The Stories Julian Tells</i> continues to develop an ongoing theme. It provides readers with opportunities to examine Julian as a character and to follow his experiences from story to story.</p> <p>TEXT FOCUS: This chapter can be read independently and then discussed in collaborative groups or as a whole class, preparing students for the Cold-Read Assessment. (RL.3.10; RF.3.4a, c) Continue developing vocabulary, analyzing the language and the characters, and considering a theme of the text. As this is a later chapter in the anchor text, it provides opportunities to analyze how each chapter builds on the information in previous chapters to help the reader understand the events and relationships in later chapters. (RL.3.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the text independently. Students identify key events and characters. Students write and then discuss comprehension questions.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Because of Figs” independently. Stop and listen to individual students to determine their ability to read and understand text at this point in the unit. (RL.3.10; RF.3.4a, c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to continue creating entries in either their interactive notebook or their reading log (as begun in Lesson 5), focusing on recording the development of events and characters in “Because of Figs.” (RL.3.3) • Before discussing the text as a class, ask students to write answers to two to three questions about the text (e.g., Why does Julian eat the fig leaves? What happens as a result? What does Julian learn from this experience?), referring to details from the text in answers. Use these answers as a check for understanding at this point in the novel. (RL.3.10; RF.3.4a, c; W.3.10) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a class discussion to explain how the actions and experiences of each character contribute to the sequence of events. Possible discussion questions: <ul style="list-style-type: none"> ○ How does Julian’s “storytelling” get him into and out of trouble?

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How does he use stories to make sense of situations and to relate to others? (RL.3.1, RL.3.3, W.3.10) <p>Before the discussion, set the ground rules based an established routine developed with the students (e.g., conversation starters or accountable talk²⁹). (SL.3.1b) Use sentence frames³⁰ (targeting simple, compound, and complex sentences) for students to use as a reference for speaking in complete sentences during the discussion. (SL.3.6)</p>
<p>LESSON 8:</p> <p>“My Very Strange Teeth” from <i>The Stories Julian Tells</i>, Ann Cameron</p>	<p>TEXT DESCRIPTION: This chapter can be used as a read-along exercise (an expert reader reads aloud as students follow along with an individual copy of the text) and then analyzed through whole-class or smaller, collaborative group discussion. (RL.3.10)</p> <p>TEXT FOCUS: In preparation for the culminating writing task, have students write an opinion essay that describes how Julian has changed in the text. (RL.3.3, W.3.1a-d, W.3.4, W.3.10) Students can focus on how he interacts with Huey, what his father teaches him, and what he learns (or doesn’t) from the lessons his father teaches him. (RL.3.1, RL.3.2) Guide students through the writing process and engage them in peer revision and editing, focusing on using grade-appropriate words and phrases for effect, and demonstrating proper grammar, usage, conventions, and spelling. (W.3.5; L.3.1b-i; L.3.2a, d-g; L.3.3a; L.3.6)</p> <p>MODEL TASK</p> <ul style="list-style-type: none"> ● Note for Small-Group Reading: “My Very Strange Teeth” can be used during small-group reading to reinforce grade-level phonics and word analysis skills in decoding words, specifically focusing on reading grade-appropriate irregularly spelled words. Have students refer to the chapter and search for words that contain the /-oo/ sound. List the words as a group (e.g., <i>Huey, you, tooth, do, two, new, to, loose</i>). (RF.3.3d) Identify the various spelling patterns that produce the /-oo/ sound (ue, ou, oo, o, wo, ew). Discuss which patterns are common and which are not. Then brainstorm and build word lists reflective of the most common spelling patterns. (L.3.2f)
<p>LESSON 9:</p> <p><i>The Fantastic Flying Books of Mr. Morris Lessmore</i>, William Joyce (Film)</p> <p><i>The Red Book</i>, Barbara Lehman</p>	<p>TEXT DESCRIPTION: <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> is a wordless film that tells the story of Morris Lessmore. <i>The Red Books</i> is a wordless picture book.</p> <p>TEXT FOCUS: Since neither text contains words, students can create stories based on the images. Use the short film as a model for how to compose stories from images. This is in preparation for the Extension Task.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMMATIVE TASK: Extension Task</p>

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 10:</p> <p>“Gloria Who Might Be My Best Friend” from <i>The Stories Julian Tells</i>, Ann Cameron</p>	<p>TEXT DESCRIPTION: In “Gloria Who Might Be My Best Friend” from <i>The Stories Julian Tells</i>, Julian meets a new neighbor, Gloria, who earns his trust (even though Gloria is a girl), and they quickly build a friendship.</p> <p>TEXT FOCUS: This chapter offers the reader more interaction with Julian and his storytelling and offers new lessons. (RL.3.2, RL.3.3) This chapter can be read independently, and then discussed in collaborative groups or as a whole class. (RL.3.10)</p> <p>MODEL TASKS</p> <p>SAMPLE TASK: Questions, vocabulary, and writing task³¹ for “Gloria Who Might Be My Best Friend”</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • After reading all the chapters in <i>The Stories Julian Tells</i>, have students work in groups to use the entries for each chapter to create a visual that compares and contrasts the characters and their experiences. The visual should outline the following: <ul style="list-style-type: none"> ○ Describe each character’s decisions and actions. ○ Determine whether the results of their decisions and actions are positive or negative. ○ Determine the lesson that can be learned from the character’s experience. • Ask groups to review the visual and determine a central message or lesson from <i>The Stories Julian Tells</i> and explain in complete sentences how it is conveyed through how the characters’ actions and the course of events. (RL.3.1, RL.3.2, RL.3.3, SL.3.1a) Write the response under the visual. (W.3.10, L.3.1i, L.3.2a, L.3.2d, L.3.6) • Publish the visual using technology and display it for the class to view. (W.3.6) Some sites for loading visuals into a virtual space for collaboration are My Big Campus³² and Blendspace.³³ • Use the various visuals and written responses to conduct a class discussion in which students compare and contrast the various messages and lessons determined from the text. (RL.3.9, SL.3.4, SL.3.6) Prompt students to review, ask questions about, and provide feedback on the visuals and written responses. (SL.3.1c-d, SL.3.3) Conclude the discussion by asking students to consider the importance of storytelling and books: <ul style="list-style-type: none"> ○ What is the value of storytelling in <i>The Stories Julian Tells</i>?

³¹ <http://www.achievethecore.org/file/567>

³² <http://www.mybigcampus.com/>

³³ <https://www.blendspace.com/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How is storytelling similar in the other books we've read? ○ Why do we tell stories and read books?
<p>LESSON 11:</p> <p>“I Learn Firefighting” from <i>More Stories Julian Tells</i>, Ann Cameron</p>	<p><u>TEXT DESCRIPTION:</u> This section from <i>More Stories Julian Tells</i> emphasizes changes in both Julian and Huey. While Julian told stories in <i>The Stories Julian Tells</i> to get himself out of trouble, he now recognizes that he has a habit of getting in trouble and wishes to learn a way to avoid trouble from the beginning. (RL.3.9) This section consists of “I Wish for Smokey the Bear,” “Superboy and Me,” and “Huey Makes the Leap.”</p> <p><u>TEXT FOCUS:</u> This is a long section of the text, but students must read all of it for full understanding. Read aloud and teach “I Wish for Smokey the Bear.” Focus on analyzing Julian’s motivations and feelings and how his actions are contributing to the sequence of events. (RL.3.3) Also examine the structure of the chapter, specifically how it builds on the idea of comparing trouble to a fire, as well as the multiple meanings of “firefighting” as used in this text (RL.3.3, RL.3.4, RL.3.5, L.3.5a) Then have students independently read “Superboy and Me” and “Huey Makes the Leap” and answer the assessment questions. (RL.3.10; RF.3.4a, c)</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task and Culminating Writing Task</p>