

*Curriculum Map*

*Mem Fox Author Study*  
*Grade One*

*Holyoke Public Schools*  
*America's Choice*

*Curriculum Map prepared by Holyoke Public School Staff  
December, 2007  
Revised  
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*Mary Curro, Academic Coordinator for Kindergarten  
Dorothy Jarry, District Literacy Coordinator  
Joan Holloway, Literacy Coach  
Lillian Norwood, Lawrence, Gr. 1  
Katharine Walmsley, McMahon, Gr.1*

## **Mem Fox**

### **Author Study for Grade One**

The America's Choice Author Study for Grade One focuses on the renowned children's author, Mem Fox. During this study, children will learn how Mem Fox draws on her everyday life, her joys and her disappointments to create her stories. Mem Fox uses rich language and rhythm of literature to create stories with universal appeal on the themes of family love, sibling rivalry, birth and dying, and relationships between the very old and very young.

In preparation for this unit, in order to learn basic autobiographical information about Mem Fox, teachers should read *Dear Mem Fox, I Have Read All of Your Books Even the Pathetic Ones*. A Trumpet video, *Trumpet Visits Mem Fox*, is available from the office of Academic Coordinator for Kindergarten for classroom use. Mem Fox' website, <http://www.memfox.com>, also has extensive information as well as details about contacting Mem Fox. Teachers should create an **Mem Fox Center** where artifacts and materials relating to **Mem Fox** can be kept and used during this unit.

The Mem Fox author study is designed by America's Choice to be a **read aloud study** that utilizes big books, charts, and shared reading. The main focus of the author study is to guide children to think in depth in **response to literature**. The literature used will be more sophisticated than grade one students can read independently. This author study will teach children to respond to literature through **oral communication, drama, drawing, and writing**. Please note that teachers can certainly expand the unit to include related and extended activities about Mem Fox stories as appropriate.

Many of the beginning lessons in this Author Study will be teacher directed. As the children develop more skills through exposure to **Accountable Talk**, they will learn to make specific references to text and to each other's talk to support their responses. In the course of the Author Study, children will gradually develop more strategies and assume more responsibility for their own learning. Teachers and students will work together during this unit to create the following ongoing attribute charts that will help to guide written responses:

- *About Mem Fox*
- *Books by Mem Fox*
- *Who We Are as Readers*
- *Good Readers Notice*

*Five Essential Practices for ELL Learners*  
*(America's Choice, Teaching English Language Learners, Literacy)*

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

***1. Develop Oral Language through Meaningful Conversation and Context***

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

***2. Teach Targeted Skills through Contextualized and Explicit Instruction***

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

***3. Build Vocabulary through Authentic and Meaningful Experiences with Words***

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

***4. Build and Activate Background Knowledge***

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

***5. Teach and Use Meaning Making Strategies***

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

## MA Curriculum Frameworks/ ELA Standards Author Study, Gr. 1 & 2

### Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.2 Describe common objects and events in general and specific language.
- 4.5 Identify the relevant meaning for a word with multiple meanings using its context.
- 6.1 Identify formal and informal language in stories, poems, and plays.

### Reading and Literature Strand

- 7.4 Demonstrate understanding of the various features of written English:
  - know the order of the letters in the alphabet
  - understand that spoken words are represented in written English by sequences of letters
  - match oral words to printed words
  - recognize that there are correct spellings for words
  - use correct spelling of appropriate high-frequency words whether irregularly or regularly spelled
  - recognize the distinguishing features of a sentence (*capitalization, end punctuation*) and a paragraph (*indentation, spacing*)
  - identify the author and title of a book
- 7.5 Demonstrate orally that phonemes exist:
  - generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
  - use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound association to read words.
- 7.6 Recognize common irregularly spelled words by sight (*have, said, where*).

7.7 Use letter-sound knowledge to decode written English:

- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words
- read accurately many irregularly spelled words, special vowel spellings, and common word endings
- apply knowledge of letter patterns to identify syllables
- apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- know and use more difficult word families (*-ought*) and known words to decode unknown words
- read words with several syllables; read aloud with fluency and comprehension at grade level

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

8.7 Retell a story's beginning, middle, and end.

8.8 Distinguish cause from effect.

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.

17.1 Identify the elements of dialogue and use them in informal plays.

## **Composition Strand**

19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order.

19.5 Write or dictate stories that have a beginning, middle, and end.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more exciting.

22.2 Use correct standard English mechanics such as:

- printing upper- and lower-case letters legibly and using them to make words;
- separating words with spaces;
- understanding and applying rules for capitalization at the beginning of a sentence, for names and places, capitalization and commas in dates
- using correct spelling of sight and/or spelling words  
using appropriate end marks such as periods and question marks.

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

25.1 Support judgments about classroom activities or presentations.

## **MA Arts Frameworks PreK-Gr. 4**

### **Theatre Strand**

- 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles.
- 1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

### **Visual Arts Strand**

- 1.1 Use a variety of materials and media, for example, crayons, paint, clay, various kinds of papers, textures, and yarns and understand how to use them to produce different visual effects,
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for assemblage and construction

## **MA Instructional Technology Standards PreK–Gr. 4**

- 1.1 Develop basic skills for using hardware and applications (e.g., open/close a file, navigate using scroll bars, arrow keys, and mouse).
- 1.10 Explore the use of drawing and painting applications for class projects.

### **The following MA ELA Standards will be incorporated into all lessons of the Author Study:**

- 1.1 Follow agreed-upon rules for discussion
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).
- 4.2 Describe common objects and events in general and specific language.
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

**English Language Proficiency Domains and General Learning  
Outcomes  
MA DOE**

**Listening and Speaking (S)**

**S.1 Vocabulary**

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

**S.2 Social Interaction**

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

**S.3 Academic Interaction**

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

**S.4 Presentation**

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

**Reading (R)**

**R.1 Vocabulary and Syntax in Print**

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

**R.2 Beginning to Read in English**

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

**R.3 Comprehension**

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

**R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

**R.5 Informational/Expository Text**

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

**R.6 Research**

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

## **Writing (W)**

### **W.1 Prewriting**

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

### **W.2 Writing**

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

### **W.3 Revising**

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

### **W.4 Editing**

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

### **W.5 Media**

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

*America's Choice Performance Standards  
Author Study, Grade One*

*Reading Standard 2/Getting the Meaning*

**Self Monitoring and Self Correcting Strategies**

- Notice whether the words sound right, given their spelling
- Notice whether the words make sense in context
- Notice when sentences don't make sense
- Solve reading problems and self correct
- Check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text

**Comprehension**

- Retell the story
- Tell what the book is about
- Describe new information
- Answer comprehension questions
- Extend the story
- Make predictions and say why
- Talk about character motives and describe causes and effects of events

*Reading Standard 3/Reading Habits*

**Reading a Lot**

- Read 4 or more books each day independently or with assistance, and discuss at least one with another student or group
- Read some favorite books many times, gaining deeper comprehension
- Read their own writing and sometimes the writing of their classmates

**Being Read To**

- Hear 2 to 4 books or other texts read aloud everyday.
- Listen to and discuss everyday at least one book or chapter that is longer and more difficult than what they can read independently or with assistance

**Discussing Books**

- Compare two books by the same author
- Talk about two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

## **Vocabulary**

- Make sense of new words from how the words are used
- Notice and show interest in understanding unfamiliar words in texts read to them
- Talk about the meaning of new words encountered in independent and assisted reading
- Know how to talk about what words mean in terms of functions and features
- Learn new words everyday from talk and books read aloud

# America's Choice Performance Standards Author Study, Grade I

## Writing Standard 1/Habits and Processes

### Children are expected to:

- Write daily
- Generate content and topics for writing
- Reread their work often with the expectation that others will be able to read it
- Solicit and provide responses to writing
- Revise, edit, and proofread as appropriate
- Write without resistance when given time, place and materials
- Apply a sense of what constitutes good writing
- Polish at least 10 pieces during the year

## Writing Standard 2/Writing Purposes and Resulting Genres

### Narrative Writing

- Evidence a plan in their writing, including making decisions about the sequence of events
- Incorporates drawings or diagrams into written text as well as gestures and intonations with oral retellings
- Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure
- Begins to recount not just events but reactions to events

## Writing Standard 3/Language Use and Conventions

### Style and Syntax

- Vary sentence openers
- Use a wide range of syntactic patterns
- Embed literary language where appropriate
- Mimic language from various genres heard or read

### Vocabulary and Word Choice

- Produce writing that uses the full range of words in speaking vocabulary
- Select a more precise word when prompted
- Use words newly learned from texts read or heard

### Spelling

- Produces writing that contains a large proportion of correctly spelled high frequency words
- Write text that usually can be read by the child and others

### Punctuation

- Demonstrate interest and awareness by approximating the use of some punctuation
- Use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, and direct readers to use particular intonations

*America's Choice Performance Standards, K-1*  
*Author Study, Grade One*

*Speaking and Listening, Standard I/ Habits*

**Talking a Lot**

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

**Discussing Books**

- Compare two works by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending a claim
- Politely disagree when appropriate
- Ask each other questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid
- Extend the story
- Make predictions and explain their reasoning
- Talk about the motives of characters
- Describe causes and effects of specific events
- Retell or summarize the story

*Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres*

**Narrative**

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Orient the listener to the setting.
- Describe information and evaluate or reflect on it
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations
- Include quotations
- Build sequence of events and comment on how they were resolved.
- Mark end of story

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

## *Speaking and Listening, Standard III/Language Use and Conventions*

### **Rules of Interaction**

- Know and be able to describe rules for school and interactions
- Learn rules for polite interactions
- Hold oneself and others accountable to the rules by using verbal reminders to self and others
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

### **Vocabulary and Word Choice**

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories
- Learn new words from reading, being read to daily, and classroom study
- Know more than one way to describe a person or action
- Increase vocabulary of verbs, adjectives, and adverbs

### *America's Choice/Accountable Talk*

*Accountable Talk as described in the Author's Study Guide is a prominent feature of the America's Choice model*

- Accountable talk involves links to our own lives.
- Accountable talk references the text.
- Accountable talk questions why an author did something.
- Accountable talk looks at elements of author's writing style.
- Accountable talk builds on what others say.
- Accountable talk revolves around the validation of other's thoughts
- Accountable talk encourages speakers to look deeper through questioning.

## Section One

*While Section One contains only three lessons, they are critical for establishing the link between reading and writing during response to literature. In order to give students sufficient time for activate metacognition (thinking about how we think), teachers should avoid the impulse to rush into the actual Author Study without giving adequate attention to Section One.*

### Lesson 1: Who We Are as Readers

#### MA ELA Standards

##### Composition Strand

19.5 Write or dictate stories that have a beginning, middle, and end.

**ELPBO W.3 Writing** Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

#### America's Choice Standards

##### Reading Standard 3, Reading Habits

###### Being Read To

- Hear 2 to 4 books or other texts read aloud everyday.
- Listen to and discuss everyday at least one book or chapter that is longer and more difficult than what they can read independently or with assistance

###### Discussing Books

- Compare two books by the same author
- Talk about two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

*Students will identify thoughts about being readers,*

*Students will create storyboard or class book, Who We Are as Readers.*

###### Opening

- Teacher will preview *Time for Bed* by Mem Fox and guide students to make predictions about text.
- Teacher will discuss with students who they are as readers and that each of them has favorite stories and ways to enjoy reading.
- Teacher will record children's thoughts about being readers on chart, *Who We Are as Readers*.

###### Work Period

- Each student will make an individual page for storyboard or class book, **Who We Are as Readers**, with adult support as necessary.

###### Closing

- Student pages may be displayed on bulletin board as a "story board."
- Student pages may be assembled as class book, *Who We Are as Readers*.

**Work Products:** *Who We Are as Readers* attribute chart, storyboard/class

book

## Lesson 2: Purposes of Reading

### MA ELA Standards

#### Reading and Literature Strand

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

8.7 Retell a story's beginning, middle, and end.

8.8 Distinguish cause from effect.

**ELPBO R.3 Comprehension** Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

### America's Choice Standards

#### Reading Standard 2/Getting the Meaning

##### Comprehension

- Retell the story
- Tell what the book is about
- Describe new information
- Answer comprehension questions
- Extend the story
- Make predictions and say why
- Talk about character motives and describe causes and effects of events

*Students will identify purposes for reading.*

*Students will respond to reading.*

Teacher will gather together materials together ahead of time: *Time for Bed*, big book and chart paper.

#### Opening

- Teacher will preview the book, *Time for Bed*, by Mem Fox.
- Teacher will provide the background information on the author. See page 20, *Author Study*.
- Teacher will read, or reread, *Time for Bed* big book by Mem Fox.
- Teacher will discuss our purpose(s) for reading and begin a chart entitled, *Why Do We Read?*

#### Work Period

- Teacher will introduce students to the Reader's Notebook and the purpose of the notebook.
- Students will turn and talk to a partner and express their thoughts and responses to *Time for Bed*.
- Students will draw and write about their thoughts about *Time for Bed* and the author's account of how the book developed.

#### Closing

- Students will share thoughts on *Time for Bed*
- Some students will add thoughts to the class chart, *Why Do We Read?*

**Work Products:** Readers's Notebook entry, class chart, *Why Do We Read?*

## Lesson 3: What Good Readers Notice

### MA ELA Standards

#### Reading and Literature Strand

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Technique** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### Composition Strand

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more exciting.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### America's Choice Standards

#### Speaking and Listening, Standard II

##### Kinds of Talk and Resulting Genres

###### Narrative

- Orient the listener to the setting.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations
- Build sequence of events and comment on how they were resolved.
- Mark end of story

##### Writing Standard 1/Habits and Processes

###### Habits

- Solicit and provide responses to writing
- Revise, edit, and proofread as appropriate
- Apply a sense of what constitutes good writing

*Students will identify strategies that good readers use.*

*Students will incorporate strategies of good readers in their writing.*

Before the lesson, teacher will gather, *Time For Bed* big book and prepare a chart entitled *Good Readers Notice* (See p. 24, *Author Study – primary literacy standards noted are listed in beginning of Mem Fox map.*)

### Opening

- Teacher will prompt students to record strategies that good readers use on chart, *Good Readers Notice*. Examples may include:
- Good readers look for an underlying theme in the text.
- Good readers notice interesting language and new words in text.
- Good readers notice similarities and differences between books.
- Good readers notice how a story relates to real life.
- Good readers notice details about characters.

**Work Period**

- Students will write a response to literature noting things that they noticed in *Time for Bed*.
- Teacher will prompt students to include examples from chart, *Good Readers Notice*, in their writing.

**Closing**

- Students will share responses to literature in whole group.
- Teacher will model possible comments to make in response to peer responses.
- Students will be encouraged to make comments to friend's work using phrases such as *I agree...., I wonder...., Tell us more....*

**Work products:** Chart, *Good Readers Notice*, Reader's Notebook entry

## Section Two

### Lesson 4: Introducing the Mem Fox Author Study, Day One

#### MA ELA Standards

##### Reading and Literature Strand

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

#### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### America's Choice Standards

##### Reading Standard 3, Reading Habits

##### Discussing Books

- Compare two books by the same author
- Talk about two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

*Students will review and practice routines of an Author Study.*

*Students will record information learned on attribute chart.*

#### Opening

- Teacher will review routines of an Author Study, reminding students of the Eric Carle Author Study completed in kindergarten.
- Teacher will revisit information previously introduced about Mem Fox and explain to students that they will be working on learning more about our new author

#### Work Period

- Students will review and practice routines of an Author Study.
- Students will record information learned on attribute chart.

#### Closing

- Students will return to whole group and share facts learned about Mem Fox.
- Teacher will guide students to record discoveries on chart, **About Mem Fox.**

**Work products:** Attribute chart, *About Mem Fox*, student recording sheets

## **Lesson 4: Introducing the Mem Fox Author Study, Day Two**

### **MA ELA Standards**

#### **Reading and Literature Strand**

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

#### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

#### **Reading Standard 3, Reading Habits**

##### **Discussing Books**

- Compare two books by the same author
- Talk about two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

*Students will review and practice routines of an Author Study.*

*Students will record information learned on attribute chart.*

##### **Opening**

- Teacher will introduce attribute chart template *Books by Mem Fox*, (see attached) explaining that we will complete a section for each new book by Mem Fox that we read during the Author Study. (See p. 32, *Author Study*)
- Teacher will discuss criteria that we will look for in each story that we read – characters, interesting language, connections, wonderings, and theme.
- Teacher will reread *Time for Bed* and discuss criteria found in text.

##### **Work Period**

- Students will work in small groups and explore a variety of books by Mem Fox, making note of characters and settings.

##### **Closing**

- Students will return to whole group and share orally discoveries on character and setting found in Mem Fox books.
- Teacher will guide students to record discoveries about *Time for Bed* on chart template, *Books by Mem Fox*.

**Work products:** Attribute charts, *Books by Mem Fox*

Title	
Author	
Characters	
Interesting Language	
Connections	
Wonderings	
Theme	

**Adapted by Katharine Walmsley, 2007**

## Lesson 5: Introducing Mem Fox

### MA ELA Standards

#### Reading and Literature

11.1 Relate themes in works of fiction and nonfiction to personal experience.

#### Composition Strand

19.5 Write or dictate stories that have a beginning, middle, and end.

#### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

#### Reading Standard 3, Reading Habits/Discussing Books

- Compare two books by the same author
- Talk about two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

*Students will make specific references to text using Accountable Talk.*

*Students will create a response to literature in Readers Notebook.*

#### Opening

- Teacher will preview *Wilfred Gordon McDonald Partridge*, noting that the inspiration for this book was the experience Mem Fox had visiting her grandfather in a nursing home. (Note quote from *Dear Mem Fox*, p.82)

*“Relating to grandparents is uniquely different from relating to parents, husbands, or children. With grandparents the tone of the bond is almost conspiratorial. I tried to catch that essence of conspiracy in Wilfred’s relationship to Miss Nancy.”*

- Teacher will read *Wilfred Gordon* aloud to class, stopping to model wonderings and personal connections to text and discussing children’s personal connections with the elderly.
- Teacher will discuss text with students encouraging them to make specific references to text using Accountable Talk.
- Teacher will note to children that the main character, Wilfred Gordon, was named after her father. (See *Dear Mem Fox*, p.6)

#### Work Period

- Students will create a response to literature in their Reader’s Notebooks.

#### Closing

- Students will share responses to literature using Reader’s Chair.

**Work products:** Student responses to literature

**Optional activity:** Creating personal memory boxes as seeds for writing.

## Lesson 6: Exploring the Work of Mem Fox

### MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

#### Reading Standard 3, Reading Habits/Discussing Books

- Compare two books by the same author
- Talk about two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

#### Speaking and Listening, Standard III/Vocabulary and Word Choice

- Learn new words from reading, being read to daily, and classroom study

*Students will identify and figure out unfamiliar words or phrases in text.*

*Students will create a response to literature that includes personal connections to text and refers to specific sections of text.*

### Opening

- Teacher will review *Wilfred Gordon* by asking students to summarize story.
- Teacher will reread *Wilfred Gordon* asking students to listen for and try to figure out unfamiliar words or phrases.
- Teacher will guide students to record unfamiliar words or phrases on chart, *Books by Mem Fox*.

### Work Period

- Teacher will model book discussion with a student using Accountable Talk and making specific references to text. (See examples, p. 41, Author Study)
- Teacher will model drawing and writing a response to literature in Reader's Notebook, thinking aloud while recording and using Accountable Talk. (See examples, p.42, Author Study)
- Students will complete a response to literature in Reader's Notebooks that includes personal connections to text and refers to specific sections of text.

### Closing

- Students will share responses to literature in small groups.

**Work products:** Teacher model of response to literature, student responses to literature in Reader's Notebooks

## Section Three

### Lesson 7: Modeling Making Personal Connections to Text

#### MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

#### ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

#### R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### America's Choice Standards

##### Reading Standard 2/Getting the Meaning

##### Comprehension

- Tell what the book is about
- Describe new information
- Talk about character motives and describe causes and effects of events

##### Reading Standard 3, Reading Habits/Discussing Books

- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid

*Students will make personal connections to text.*

*Students will create a response to literature.*

Prior to reading *Wilfred Gordon* teacher will sticky note places in the book where they have their own text-to-self connections and questions/wonderings. They will bring an object to share as an example of something that evokes a memorable experience.

#### Opening

- Teacher will read *Wilfred Gordon* aloud and model thinking aloud about personal connections to text and questions.
- Teacher will model using a shared object to evoke a memory as Wilfred Gordon did in the text.

#### Work Period

- Students will discuss personal connections and wonderings about the story using a pair/share strategy with another student.
- Students will complete a response to literature in their Reader's Notebook.

- Teacher will encourage students to reference the text in their response.

**Closing**

- Teacher will guide students to record discoveries about *Wilfred Gordon* on chart template to add to chart, *Books by Mem Fox*.
- Students will share responses to literature in the Reader's Chair.

**Work products:** Attribute chart, *Books by Mem Fox*, student responses to literature

## Lesson 8: Moving Into a Story Through Dramatic Play, Day One

### MA ELA Standards

- 4.2 Describe common objects and events in general and specific language.
- 4.5 Identify the relevant meaning for a word with multiple meanings using its context.

### ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

### America's Choice Standards

#### Reading Standard 3/Reading Habits

#### Vocabulary

- Notice and show interest in understanding unfamiliar words in texts read to them
- Talk about the meaning of new words encountered in independent and assisted reading
- Know how to talk about what words mean in terms of functions and features
- Learn new words everyday from talk and books read aloud

*Students will identify unfamiliar words in text.*

*Students will create a response to literature focusing on animals in the story.*

Teacher needs to pre-read *Possum Magic* and identify possible unfamiliar words and phrases to highlight. Teacher will pre-make several visual prompts needed for vocabulary development and story comprehension:

- an enlarged map in the back of *Possum Magic* for reference
- enlarged illustrations of story animals labeled with names
- a large chart version of the food glossary in the back of *Possum Magic* with definitions supported with illustration of foods mentioned in text

#### Opening

- Teacher will introduce the enlarged map of Australia and explain that the story characters in *Possum Magic* will travel to different places in Australia during the story.
- Teacher will preview *Possum Magic* using a story walk and identify the various Australian animals that appear in the story.
- Teacher will stop and talk about the interesting foods mentioned in the text and refer to pre-made chart of food glossary to use as a reference when reading the story.

#### Work Period

- Children will create a response to literature drawing and writing about one of the interesting Australian animals from the story.

#### Closing

- Students will share back their responses to literature in the whole group.

**Work products:** Student responses to literature

## **Lesson 8: Moving Into a Story Through Dramatic Play, Day Two**

### **MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will create stick puppets to dramatize story.*

*Students will become familiar with Australian story animals.*

### **Opening**

- Teacher will introduce the main character of *Possum Magic* using a puppet (Note one set of puppets is available per building and will need to be shared.)
- Teacher will read *Possum Magic* aloud to the class using the puppet to tell the story using dramatization.

### **Work Period**

- Children will work in small groups to create stick puppets of Australian animals in *Possum Magic* using enlarged outline drawings or photo images printed from suggested internet sites. (see attached)
- Teacher will make sure each group creates a set of the needed characters. Each group will need a wombat, a kookaburra, a dingo, an emu, a koala, a kangaroo, a snake and a possum.

### **Closing**

- Students will share their completed puppets and identify the animal characters necessary to dramatize the story.

**Work products:** Stick puppets of story characters

## **Lesson 8: Moving Into a Story Through Dramatic Play, Day Three**

### **MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will create a response to literature using dramatization.*

### **Opening**

- Teacher will reread *Possum Magic* and review the animal characters using completed puppets.

### **Work Period**

- Children will work in small groups and practice retelling the story using puppets for dramatization.

### **Closing**

- Students will present dramatizations of *Possum Magic* to the class using puppets

**Work products:** Dramatizations of *Possum Magic* (may be recorded for documentation)

## **Lesson 9: Interesting Language and New Words**

### **MA ELA Standards**

4.2 Describe common objects and events in general and specific language.

4.5 Identify the relevant meaning for a word with multiple meanings using its context.

### **ELPBO S.1 Vocabulary**

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

### **America's Choice Standards**

#### **Reading Standard 3/Reading Habits**

#### **Vocabulary**

- Notice and show interest in understanding unfamiliar words in texts read to them
- Talk about the meaning of new words encountered in independent and assisted reading
- Know how to talk about what words mean in terms of functions and features
- Learn new words everyday from talk and books read aloud

*Students will identify strategies for figuring out new words in text.*

*Students will create a response to literature focusing on new vocabulary.*

#### **Opening**

- Teacher will reread *Possum Magic* to class stopping to model and talk aloud about strategies for figuring out new words in context. (See example of modeling, pp. 59-60)
- Teacher will review strategies used with class and record them on chart, *How Good Readers Figure Out Words*. (See p. 60)
- Teacher will model using sticky notes to mark interesting words in text.

#### **Work Period**

- Students will work in small groups and mark interesting words in text using sticky notes.
- Students will create a response to literature that focuses on interesting words in text.

#### **Closing**

- Students will share responses to literature and interesting new words in Reader's Chair.

**Work products:** Student responses to literature, chart, *How Good Readers Figure Out Words*

*Note section on Conferences on p. 61. For schools using America's Choice Readers and Writers Workshops, this section is important.*



## Lesson 10: How Text to Self Connections Build Meaning

### MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

#### Speaking and Listening, Standard I/ Habits

##### Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

*Students will connect text to self connections to story understandings.*

*Students will create a response to literature that focuses on text to self connections.*

##### Opening

- Teacher will reread *Possum Magic* to the class modeling and recording text to self connections. (See chart, p. 63)
- Teacher will model thinking aloud and recording understandings of text to self connections and how those understanding help with story comprehension. *The focus here is on the students observing how a proficient reader (the teacher) notes and records text to self connections and understandings.*

##### Work Period

- Students will turn and talk with a partner and share personal experiences and knowledge connected to the story. For example, they may talk about favorite foods they ate on a trip.
- Students will create a response to literature that focuses on a text to self connection.

##### Closing

- Teacher will guide students to record information about *Possum Magic* on chart, *Books by Mem Fox*.
- Students will share their responses to literature using Reader's Chair.

**Work products:** Student responses to literature, attribute chart, *Books by Mem Fox*

## Lesson 11: Practicing Text to Self Connections

### MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

#### *Speaking and Listening, Standard I/ Habits*

#### Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

*Students will identify orally text to text and text to world connections in story. Students will create a response to literature focusing on text to self and text to world connections.*

#### Opening

- Teacher will share information about how Mem Fox came to write *Koala Lou* – both text to world (Olympics) and text to self (siblings) (See pp. 65-66. Teacher will guide students to record information on chart, *About Mem Fox*).
- Teacher will share background information on the Olympics with students. (See attached materials from [www.abcteach.com](http://www.abcteach.com)). Librarian may be able to locate video clips of summer Olympic activities to show class using Smart Board.
- Teacher will preview *Koala Lou* and read story aloud to class.

#### Work Period

- Students will work with partners and orally share text to self and text to world connections they noticed in the story.
- Students will create a response to literature focusing on text to self and text to world connections in *Koala Lou*.

#### Closing

- Students will share responses to literature.
- Teacher will guide students to record information about text to self and text to world connections on chart, *Our Connections to Koala Lou*.

**Work product:** Attribute chart, *About Mem Fox*, attribute chart, *Our Connections to Koala Lou*

## Lesson 12: Revisiting a Text through Dramatizing, Day 1

### MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will learn how to use tableaux as a response to literature.*

### Opening

- Teacher will explain that tableaux are ways to dramatize a story by selecting scenes from the story and having actors portray them as if they are frozen in time. (See p.72)
- Teacher and students will select story scenes to act out and select actors for each scene. (See p. 73)

### Work Period

- Small groups of students will practice their respective tableaux scenes to present to the class.
- Students will create a response to literature focusing on *Koala Lou*.

### Closing

- Students will discuss practicing their tableaux and how that dramatizing helped them to understand the story.
- Students will share responses to literature on *Koala Lou*.

**Work products:** Student responses to literature

## **Lesson 12: Revisiting a Text through Dramatizing, Day 2**

### **MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

#### **Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

#### **Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will present tableaux as a response to literature.*

*Students will revise a response to literature by adding information.*

### **Opening**

- Teacher will model how to revise a Reader's Notebook entry by adding information to a teacher created entry. (See p. 70)

### **Work Period**

- Students will work with partners to revisit yesterday's responses to literature and decide what information might be added to create a richer and more detailed response.
- Students will add information to response using a caret to indicate where information will be added.

### **Closing**

- Students will share revised responses to literature in Reader's Chair.
- Students will present their tableaux of Koala Lou.  
(Students may wish to present their tableaux over several days.)

**Work products:** Student responses to literature

## **Lesson 13: Making Text to Text Connections, Day 1**

### **MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

#### **Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will identify and record text to text connections.*

### **Opening**

- Students will review and present *Koala Lou* tableaux again. Teacher may wish to use a prompt such as a flashlight to signal each scene.
- Teacher will model text to text connections suggested by the tableaux and prompt discussion of how one book can remind of us of another book. (See p. 75)

### **Work Period**

- Students and teacher will discuss text to text connections prompted by dramatization of *Koala Lou*.
- Teacher will record text to text connections on chart. (See p. 75)

### **Closing**

- Teacher will guide students to record information about *Koala Lou* on chart, *Books by Mem Fox*.

**Work products:** Attribute chart, *Text to Text Connections*

## Lesson 13: Making Text to Text Connections, Day 2

### MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

#### Producing and Responding to Performances

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will identify and record text to text connections.*

#### Opening

- Students will review and present *Koala Lou* tableaux again. Teacher may wish to use a prompt such as a flashlight to signal each scene.

#### Work Period

- Students will review and present *Koala Lou* tableaux again. Teacher may wish to use a prompt such as a flashlight to signal each scene.

#### Closing

- Students will share responses to literature in Reader's Chair.
- Teacher will guide students to discuss and record suggestions for possible responses to literature on chart, *Responses to Literature*. (See p. 76)

**Work products:** Student responses to literature, Attribute chart, *Responses to Literature*

## Section Four

### Lesson 14: Using a Venn Diagram to Compare Two Books

#### MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

#### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### America's Choice Standards

##### *Speaking and Listening, Standard I/ Habits*

##### Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

*Students will identify similarities and differences between two texts.*

*Students will use a graphic organizer to record information.*

Teacher will prepare materials ahead of time to utilize as Venn diagrams. Possibilities include large prepared chart with intersecting circles, Venn diagram pocket charts, or large hula hoops with sentence strips.

##### Opening

- Teacher will introduce the concept of comparing and contrasting two books, using the chart, *Good Readers Notice*, as a prompt for understanding texts better.
- Teacher will lead discussion of the similarities and differences between *Possum Magic* and *Koala Lou* and record a few sample student responses on chart.

##### Work Period

- Students will turn and talk with a partner and discuss additional similarities and differences between *Possum Magic* and *Koala Lou*.

##### Closing

- Students will orally share additional similarities and differences they have noticed between *Possum Magic* and *Koala Lou*.
- Teacher will record additional information on the Venn diagram.

**Work products:** Venn diagram

## Lesson 15: Studying Characters in a Story, Day 1

### MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

### America's Choice Standards

#### Reading Standard 2/Getting the Meaning

##### Comprehension

- Describe new information
- Answer comprehension questions
- Talk about character motives and describe causes and effects of events

#### Reading Standard 3/Reading Habits

##### Discussing Books

- Compare two books by the same author
- Talk about two books by the same author
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification

*Students will give evidence from text on main character.*

*Students will describe main character using words and pictures.*

### Opening

- Teacher will preview *Tough Boris*, discussing illustrations and making predictions about story.
- Teacher will read *Tough Boris* aloud to class discussing main and supporting characters.

### Work Period

- Students will turn and talk with a partner and to give evidence from text that Boris is the main character.
- Students will create a response to literature in Reader's Notebook describing the character of Boris using both words and pictures.

### Closing

- Students will share descriptions of Boris from responses to literature.
- Teacher will record descriptions of Boris on *Character Web*. (see p. 87)

**Work product:** Student responses to literature, *Character Web*

## **Lesson 15: Studying Characters in a Story, Day 2**

### **MA ELA Standards**

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### **W.1 Prewriting**

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

### **America's Choice Standards**

#### **Reading Standard 2/Getting the Meaning**

##### **Comprehension**

- Describe new information
- Answer comprehension questions
- Talk about character motives and describe causes and effects of events

#### **Reading Standard 3/Reading Habits**

##### **Discussing Books**

- Compare two books by the same author
- Talk about two books by the same author
- Refer explicitly to parts of the text when presenting or defending a claim
- Ask others questions that seek elaboration and justification

*Students will identify the feelings, thoughts and actions the main character.*

*Students will demonstrate the feelings, thoughts and actions the main character through role play.*

##### **Opening**

- Teacher will reread Tough Boris again focusing on Boris's feelings, thoughts, and actions.
- Teacher will describe and model the procedure of the using the "Hot Seat" where students will assume the role of the main character and answer questions to deepen understanding of character development. (See p. 86)

##### **Work Period**

- Students will turn and talk with a partner and generate questions they would ask Boris to learn more about his feelings, thoughts, and actions.
- Students will participate in the "Hot Seat" procedure where a student will assume the role of the main character and other students will ask questions to deepen understanding of character development.
- Teacher will prompt questioning as needed to guide using background information to form questions.

##### **Closing**

- Teacher will prompt selected students to share how they assumed the character of Boris during questioning.
- Teacher and students will revisit *Character Web* and add information gathered in the "Hot Seat" activity (see p. 87)

## Work product: *Character Web*

### Lesson 15: Studying Characters in a Story, Day 3

#### MA ELA Standards

- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.
- 12.1 Identify the elements of plot, character, and setting in a favorite story.

#### Theatre Strand

- 1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

#### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

#### America's Choice Standards

##### Reading Standard 2/Getting the Meaning

##### Comprehension

- Describe new information
- Answer comprehension questions
- Talk about character motives and describe causes and effects of events

##### Reading Standard 3/Reading Habits

##### Discussing Books

- Compare two books by the same author
- Talk about two books by the same author
- Refer explicitly to parts of the text when presenting or defending a claim
- Politely disagree when appropriate
- Ask others questions that seek elaboration and justification

*Students will identify the feelings, thoughts and actions a character.*

*Students will demonstrate the feelings, thoughts and actions the main character through role play.*

##### Opening

- Teacher will reread *Tough Boris* aloud to class highlighting the character of the boy and emphasizing how his part in the story is told only through illustrations until the end of the story.

##### Work Period

- Students will revisit the “Hot Seat” procedure from previous lesson.
- A student will assume the role of the boy and other students will ask questions to deepen understanding of the boy’s character.
- Teacher will prompt students to notice that the boy does not speak and that they will have to learn about his character through his actions. (inference)

##### Closing

- Teacher and students will discuss how the characters of Boris and the boy are the same and different.

- Teacher will record similarities and differences on Venn diagram.
- Work product:** Venn diagram

## **Lesson 16: Looking at Story Structure**

### **MA ELA Standards**

12.1 Identify the elements of plot, character, and setting in a favorite story.

17.1 Identify the elements of dialogue and use them in informal plays.

### **Theatre Strand**

1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

### **ELPBO R.3 Comprehension**

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

#### **Reading Standard 2/Getting the Meaning**

##### **Comprehension**

- Retell the story
- Extend the story

#### **Reading Standard 3/Reading Habits**

##### **Reading a Lot**

Read some favorite books many times, gaining deeper comprehension

*Students will identify beginning, middle, and end of story.*

### **Opening**

- Teacher will read *Hattie and the Fox* aloud to children.
- Teacher will prompt discussion of the story structure, stressing beginning, middle, and end.
- Teacher will guide students to identify the events that organize the middle of the story and record information on *Story Structure Chart*.

### **Work Period**

- Students will work in pairs or small groups to retell Hattie and the Fox.
- Students will complete a story structure chart of a familiar Mem Fox book as a response to literature. (see attached template)

### **Closing**

- Children will share individual story structure charts and add information to class *Story Structure Chart*.

**Work products:** *Story Structure Chart*

## Lesson 17: Reviewing Elements of a Story Using a Story Map, Day 1

### MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

17.1 Identify the elements of dialogue and use them in informal plays.

### Theatre Strand

1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

### ELPBO R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### America's Choice Standards

#### Reading Standard 2/Getting the Meaning

##### Comprehension

- Retell the story
- Extend the story

#### Reading Standard 3/Reading Habits

##### Reading a Lot

- Read some favorite books many times, gaining deeper comprehension

*Students will review story plot using Reader's Theatre.*

Teacher will make a Reader's Theatre script for *Hattie and the Fox* by charting the text and marking each animal's refrain with color coding or asterisks.

Teacher will have a story map chart available to complete. (see p. 91)

### Opening

- Teacher will reread *Hattie and the Fox*, stressing the repetitive and predictable text.
- Teacher will introduce premade Reader's Theatre script of *Hattie and the Fox* noting that each animal's refrain is marked by color coding or asterisk.
- Teacher will model how to do a Reader's Theatre with whole group.
- Teacher will prompt students to complete and record sections of group story map.

### Work Period

- Students will work in small groups to practice Reader's Theatre.
- Students will complete individual story maps based on class model.

### Closing

- Students will perform Reader's Theatre.

**Work products:** Performance/Reader's Theatre

## **Lesson 17: Reviewing Elements of a Story Using a Story Map, Day 2**

### **MA ELA Standards**

12.1 Identify the elements of plot, character, and setting in a favorite story.

17.1 Identify the elements of dialogue and use them in informal plays.

### **Theatre Strand**

1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

### **ELPBO R.3 Comprehension**

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

#### **Reading Standard 2/Getting the Meaning**

##### **Comprehension**

- Retell the story
- Extend the story

#### **Reading Standard 3/Reading Habits**

##### **Reading a Lot**

- Read some favorite books many times, gaining deeper comprehension

*Students will record story elements using story maps.*

Teacher will have a story map chart available to complete. (see p. 91)

### **Opening**

- Teacher will reread *Hattie and the Fox*, stressing the story elements.
- Teacher will model how to record sections of the story map with whole group.
- Teacher will prompt students to complete and record sections of group story map.

### **Work Period**

- Students will record story elements using individual story maps based on class model. (See template)

### **Closing**

- Students will share individual story maps.

**Work products:** Story maps

## Section Five

### Lesson 18: Beginning Small Group Discussions

#### MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

#### ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

#### America's Choice Standards

#### Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres

#### Producing and Responding to Performances

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will discuss, mark, and share connections with text.*

#### Opening

- Teacher will introduce plan for book discussion groups with students and share expectations and group responsibilities. (See p. 101)
- Teacher will preview *Sophie* and discuss themes of birth and death that occur in the book. (Teacher should read Mem Fox's background of writing *Sophie* on p. 100.)
- Teacher will read *Sophie* to whole class.

#### Work Period

- *Sophie* will be available for small group rereading/retelling.
- Small groups will be assigned a category of the attribute chart such as character or setting to use as a focus for work.
- Students will work in small groups and mark specific elements from attribute chart, *Books by Mem Fox*, found in book with sticky notes.

#### Closing

- Students will share specific elements found in book marked with sticky notes and add elements from sticky notes to attribute chart, *Books by Mem Fox*.

**Work products:** Attribute chart with sticky notes

## **Lesson 19: Continuing Small Group Discussions**

### **MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will discuss, mark, and share connections with text.*

### **Opening**

- Teacher will review plans for book discussion groups with students and share expectations and group responsibilities. (See p. 101)
- Teacher will preview *Night Noises* and encourage students to predict what might happen in book.
- As students discuss responses to story, teacher will model ways to build on each others's responses using appropriate phrases. (see p.102)
- Teacher will read *Night Noises* to whole group.

### **Work Period**

- *Night Noises* will be available for small group rereading/retelling.
- Small groups will be assigned a category of the attribute chart such as character or setting to use as a focus for work.
- Students will work in small groups and mark specific elements from attribute chart, *Books by Mem Fox*, found in book with sticky notes.

### **Closing**

- Students will share specific elements found in book marked with sticky notes and add elements from sticky notes to attribute chart, *Books by Mem Fox*.

**Work products:** Attribute charts with sticky notes

## **Lesson 21: Interpreting a Story through Drama**

*\*Lesson 20 has been combined into Lessons 18 & 19*

### **MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

### **ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### **America's Choice Standards**

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will plan and create a dramatization of a story.*

*There are several options for this lesson. Teacher should select the appropriate method of dramatization for his/her class. (See p 109)*

*The following is an example of how to use tableaux as a response to literature.*

### **Opening**

- Teacher will explain that tableaux are ways to dramatize a story by selecting scenes from the story and having actors portray them as if they are frozen in time.
- Teacher and students will select story scenes to act out and select actors for each scene.

### **Work Period**

- Small groups of students will practice their respective tableaux scenes to present to the class.
- Students will create a response to literature focusing on *Sophie* or another selected Mem Fox text.

### **Closing**

- Students will discuss practicing their tableaux and how dramatizing helped them to understand the story.
- Students will share dramatic responses to literature on selected text.

**Work products:** Student dramatic responses to literature

## Section Six

### Lessons 22 and 23: What We Have Learned about Mem Fox and Her Work

#### MA ELA Standards

19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more exciting.

#### ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

#### ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

#### America's Choice Standards

##### Writing Standard 1/Habits and Processes

###### Children are expected to:

- Write daily
- Generate content and topics for writing
- Reread their work with the expectation that others will be able to read it
- Solicit and provide responses to writing
- Revise, edit, and proofread as appropriate

##### Writing Standard 2/Writing Purposes and Resulting Genres

###### Producing and Responding to Literature

- Write stories, memoirs, poems, songs, and other literary forms

*Students will create a response to literature in the form of a friendly letter to Mem Fox.*

###### Opening

- Teacher will review attribute charts, *About Mem Fox & Books by Mem Fox*, and discuss things students have learned about Mem Fox during Author Study.
- Teacher will record discussion on chart, *Things We Have Noticed About Mem Fox*. (See p. 119)
- Teacher will model procedure for writing a friendly letter.

###### Work Period

- Individual students will create rough draft of letter to Mem Fox.
- Students will share letters with a partner.
- Students will revise and edit letters to send. (This may take place over several days.)

###### Closing

- Students will share completed letters to Mem Fox.
- Teacher will assist in mailing of letters

**Work products:** Letters to Mem Fox

**Lesson 23: What We Have Learned about Mem Fox and Her Work, cont.**

**MA ELA Standards**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

12.1 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques**

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

**America's Choice Standards**

**Speaking and Listening, Standard 2/Kinds of Talk and Resulting Genres**

**Producing and Responding to Performances**

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

*Students will celebrate and share learnings from Author Study.*

**Opening**

- Teacher will discuss and plan a classroom celebration of Author Study with students.
- Celebration may take the form of dramatic presentations, Reader's Theatre, or individual presentations.

**Work Period**

- Individuals and small groups will present on Mem Fox.

**Closing**

- Students and teachers will reflect and share on learnings from Author Study.

**Work products:** Presentations

**Response to Literature  
Writing Rubric and Scoring Guide**

(based on pp.124-125, Author Study, America's Choice, NCEE, 2003)

<i><b>Got It</b></i>	<i><b>On the Way</b></i>	<i><b>Not Yet</b></i>
Response to literature contains a detailed retelling of the story line or cross book comparison	Response to literature contains a basic retelling or cross book comparison	Response to literature includes only a skeletal retelling or overview.
Response to literature includes appropriate strategies such as text to text, text to self, or text to world comparisons	Response to literature such as text to text, text to self, or text to world comparisons are present but loosely connected.	Response to literature comparisons are very general with little or no detail
Response to literature includes an opinion that is supported with examples from text and reflective comments about the book, author, or topic.	Response to literature includes an opinion about the book, author, or topic.	Response to literature includes a simple opinion (e.g. "I like) about the book, a character, the author or topic.