

A LANGUAGE ARTS READ-ALoud GUIDE TO ENGAGE STUDENTS IN A
FIFTH-GRADE CLASSROOM

by

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Introduction

My experience as a fifth-grade teacher revealed to me certain beliefs that I hold about the language arts curriculum and reading. One strong belief is that read-aloud is a solid strategy that should be conducted in the fifth-grade language arts curriculum.

Within this technique I also believe that students should do more than just sit back and listen; they should take an active role in the read-aloud experience. These beliefs led me to ask myself the research question of *how to make read-aloud in language arts engaging to students in a fifth-grade classroom.*

Project Description

To answer my research question, I designed a curriculum for a specific read-aloud book because I felt that there was not a step-by-step plan for books to be read aloud to fifth-grade students. The book I chose as the content for my curriculum was *The War That Saved My Life* by Kimberly Brubaker Bradley. I created lessons for each reading session that a teacher could read beforehand and know what to do. The format that I selected for the lesson plans was a combination of Understanding by Design created by Grant Wiggins and Jay McTighe and the lesson plan framework that my school district uses.

To create a lesson plan format that integrates the two, I chose to take elements from each design framework. I kept the date, subject, and topic from the district plan, but I added a place for listing the standards and the essential questions that are addressed based on the first stage of Understanding by Design (Wiggins & McTighe, 2011). I also kept the lesson objective area at the beginning per both plans, but I made sure to include the assessment within the learning goal statement. I also added in a part called “teacher

preparation” where I described the duties the teacher must do before the reading session. After these changes, I kept the order of the components from the district’s lesson plan including prior learning activities, lesson format, assessment, and connection to the next lesson. For the part of my district plan that asks for an explanation of how the lesson ties into the unit, I decided to include a description of how the lesson connects to the essential questions. The last part of the plan includes a list of materials needed where I listed any resources or materials the teacher needs.

Participants and Setting

The intended student group for my project was fifth-grade students based on my experience as a fifth-grade teacher. I originally designed the read-aloud guide for an elementary classroom setting. This was due to my experience teaching in an elementary school where fifth grade was the highest grade before middle school. I also designed the lessons in this way based on the research I completed that recommended teachers have a set block of time each day to read aloud to students. This means the teacher would allot 20-30 minutes in the daily schedule for read-aloud which is easier for an elementary teacher to do because he or she spends more time with the same set of students throughout the day. Therefore, I wrote the lesson plans with the idea that a teacher would be implementing this read-aloud over a period of a few weeks, completing a lesson every day, and would not skip any days.

On the other hand, I acknowledge that not all fifth-grade classrooms are set in an elementary school, but even in a middle-school setting, this read-aloud guide for fifth-grade could still be implemented. Many middle schools have an English or Language Arts class as core curriculum that students need to take. A teacher for this class could use

the read-aloud lessons I have designed and complete them for any fifth-grade classes he or she teaches. The idea of completing a reading session daily would not fit as well with this setting because a class is usually 40 to 60 minutes long and the read-aloud would take up too much time. Instead, I would recommend modifying the reading schedule so that a teacher performs at least one lesson from the guide per week. This would mean giving up a day of the week for read-aloud, but it would allow a teacher to carry out the whole read-aloud over the course of a semester.

Summary

Overall, my project consists of multiple lessons written so that a fifth-grade teacher can perform a read-aloud of the book *The War That Saved My Life* by Kimberly Brubaker Bradley. The lesson plan framework combines elements from Understanding by Design and the lesson template my school district uses. Academic standards and essential questions are used to identify desired results, and formative assessments in the form of reader responses serve as the evidence needed to show how close students are to meeting the learning goals. Each lesson is organized so that there is a review of the previous reading session, time for new chapters to be read aloud, time for students to respond after reading, and a conclusion at the end. With this guide, a fifth-grade teacher can conduct a read-aloud with students that supports the language arts curriculum.

Date: Session One	Lesson Subject and Topic: Building background knowledge and Chapter 1
<p>Standard: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>Essential Question: How do readers respond to literature?</p>	
<p>Lesson Objective: Students will be able to describe the personality of the main character using evidence from the text by speaking with a partner as well as by sharing their ideas with the whole class.</p>	
<p>Teacher Preparation: Read Chapter 1. Reread it and mark the first paragraph for Think Aloud by reacting to the way that Mam is treating Ada with a post-it. Think aloud, "I wonder what the author is trying to tell us about their relationship?" Mark the quote "'And why shouldn't he be?' Mam said. 'He ain't a cripple. Not like you'" for a Pause and Ponder (McKibben & Sax-Bendix, 2017) about what the author is telling us about Mam's point of view. Mark the paragraph about Ada's description of the blood on the floor for a Think Aloud that models questioning. Say aloud, "I wonder whose blood that is? From what? Why does Ada seem to take responsibility for it?" At the end of the first section on page 3 put a post-it to have students Turn and Talk (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) answering the question, "What can you conclude about the relationship between Mam and Ada? What evidence in the text supports your claim?" On page 5 mark the sentence, "I was good at crawling" and stop for a Think Aloud about what you are envisioning based on Ada's description. Share your feelings with students like how you feel sympathy for Ada and also anger that a ten-year-old would have to live like that.</p>	
<p>Prior learning activities completed in this unit or lesson design: Students will bring their personal experiences of read-aloud from previous years to this first session. Most will be used to just listening to a read-aloud, but some may have experience with the different strategies of Pause and Ponder and Turn and Talk. There may be some children who have already read this book, so they should be reminded not to share information that we have not read as a class yet.</p>	
<p>Lesson Format: (How will students learn?) Have students in their seats in front of a white board or chart paper. Show students the cover of the book and introduce the idea that you are going to start a read-aloud with the class titled <i>The War That Saved My Life</i> by Kimberly Brubaker Bradley. Ask students to first just look at the cover and state what they observe. Call on students for different answers like "a girl", "airplanes", "a horse" and then push for more details like "her feet are turned in" and "the planes look old". Write on the board/chart paper "Plot, Character, Setting, Theme, Mood" and ask students, "What narrative elements does the book cover highlight? What in the book cover supports your answer?" Call on students to answer and make sure that they, or another student, can justify their answer using clues from the cover. After talking about the different elements, ask students, "What clues in the cover hint at what the book might be about?" Have students share their answers with the class. (This opening activity was taken from Barone, 2011, p. 120).</p>	

Next, clarify for students that this book is historical fiction set during World War II. Ask students, “What do you already know about World War II?” and write down student answers so that everyone can see.

Using a Smartboard or similar technology, pull up the BrainPop video, *World War II*, and explain to students that they are going to watch a video that will give more information about the war so that everyone has similar background knowledge before starting the read-aloud book. Instruct students, “Pay close attention to what happens to England in the video because that is where our story takes place; the setting of the book.” Show students the short video.

Afterwards, explain to students, “While the United States’ participation in WWII is an important part of our national history, we are going to focus on England instead because our read-aloud book is set there during the war. Who can remember what the video said happened to England during WWII?” Call on students and look for the answer that Germany bombed it. Tell students, “To protect its citizens, especially children, England evacuated people from high-target cities like London. Let’s take a closer look at this evacuation to build more knowledge before we jump into the book.”

Bring up the BBC website on “Primary History” and “World War 2: Evacuation” on the board. Tell students, “Let’s take a closer look at the evacuation of children in England”. Ask for volunteers to read the four different sections on the left. Take time to click on the photos and read the captions to immerse the class in this time in history. If there is time, listen to some of the audio provided on the webpage.

Once you are done with the website, instruct students to move from their desks to the designated read-aloud area. Make sure you have chart paper within reach of your teacher spot. Tell students, “This is where we will sit every day for our read-aloud time. My job is to read loud enough for you to hear, read clearly and with expression, share my thoughts and reactions, and ask questions of you to think about the book. Your job is to sit up, have your body facing me, and to listen carefully imagining the story in your head. At times, I will ask questions and you will just think to yourself silently, or you may turn and talk with a partner. As we keep reading you will do other things too, but I will explain that as we get there. For today, let’s focus on getting to know the characters in the story, especially the main character, Ada.”

Read Chapter 1 stopping for Think Aloud at the marked spots and asking students questions at the places marked.

When you finish with the chapter, close the book, and ask students, “What kind of person do you think Ada is? How do you know? What in the story so far supports your conclusions? Turn and talk with a partner.” (Hancock, 2008, p. 279). Give students a couple of minutes to discuss with each other and walk around to hear students’ thoughts. Come back as a class and ask for students to share their thoughts with the whole class. Write down on the chart paper the title “Ada” and write students’

descriptions of the main character. If students start to only focus on physical characteristics, encourage them to dig deeper by asking, “How would you describe her personality? What kind of a person is she? Think of adjectives. How do you know this?” Continue writing down student responses until you fill up the page.

Conclude the session with students by saying, “Well, it seems that we have determined that Ada is (*read some of the list*). This is one thing that readers do when they read a book: they analyze the main character and try to get to know her or him. Once we get to know the main character, we start to bond with him or her and we respond emotionally to what happens to him or her in the story. Has anyone ever experienced this with another book?” Look for raised hands and acknowledge them with a nod. “Let’s see if this happens with Ada as we continue reading more about her story tomorrow.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by walking around to hear their partner discussion about the character of Ada at the end of the chapter. The teacher will also know if students have met the objective by hearing their descriptions of Ada that they share with the whole class. During both discussions students need to use evidence from the text to support their answers. In the class discussion, the teacher asks, “How do you know?” after hearing an adjective which pushes students to look for evidence in the text to justify their answers.

Connection to next lesson:

This lesson leads into the next session where students will hear Chapters 2-4. Now students have a better understanding of who the main character is and what she is like which will help their comprehension in the next session. In the next lesson, the strategies of Pause and Ponder and Turn and Talk will be used again so students can practice these more.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers respond to literature?” by having students discuss their thoughts about the main character. Students also practice the responses of looking at a character’s point of view and describing relationships between characters. This lesson introduces students to responses to literature through teacher modeling like when the teacher shares a personal reaction. The teacher also models questioning and visualizing during the read-aloud which are reader responses.

Additional Materials Needed:

A Smartnotebook slide, white board, or chart paper where you can write down student responses to the questions about the book cover.

Access to the BrainPop video *World War II* to show to students.

Access to the website www.bbc.co.uk/schools/primaryhistory/world_war2/evacuation to show to students.

Chart paper by the read-aloud area to write down student answers after partner discussion about the main character.

Date: Session Two	Lesson Subject and Topic: Chapters 2, 3, and 4
Standard: 5.1.3.3 Compare and Contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Essential Question: How do readers respond to literature?	
Lesson Objective: Students will be able to consider how two characters feel in the same situation by comparing and contrasting their feelings.	
<p>Teacher Preparation: Read Chapters 2, 3, and 4. Reread each chapter and mark the following with post-its: On page 9 where it describes the blood on the floor, think aloud about how that answers the question from the previous session about whose blood was on the floor. On page 10, think aloud after reading how exhausted Ada is by describing how you empathize with her plight and how she must feel discouraged on her second day of trying to walk. On page 11, stop after Jamie says he was kicked out of the store and tell students, “I am thinking the author is trying to tell us something here. Why would the shopkeeper treat Jamie this way? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 13 at the section break, ask students, “What do you notice about the dynamics between Mam, Jamie, and Ada? How do you know? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 14 when Ada says Mam wouldn’t like her to be strong, ask students to Pause and Ponder, “Why wouldn’t Mam like it if Ada got stronger?” (McKibben & Sax-Bendix, 2017) Later on the same page, think aloud after Mam says it’d be cheaper to send Jamie away: “I wonder, is Mam saying this because she really believes it’ll be cheaper and wants to save money? Or is she saying it as an excuse to hide the fact she loves Jamie and wants to send him away to be safe, but doesn’t want to tell him explicitly?” (Flottmeier, 2017) On page 15, after Mam’s statement about Ada staying, think aloud about how Mam might be saying this because she knows that she is stuck and she wants Ada to be stuck too. That way Mam won’t be alone and she can feel better about herself because Ada has it worse than she does.</p> <p>In Chapter 3, put a post-it on page 18 where it describes Ada’s calloused feet. Define what “calloused” means and ask students, “Why are Ada’s knees calloused? What can we infer about how they are tougher than most people’s? Turn and talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 21, Think aloud on the part where Stephen uses the word “simple” and explain to students that the word does not mean “easy” in this context but that back in the day it was a way of saying “mentally ill”. At the end of the chapter after Ada thinks to herself “<i>Crazy?</i>” ask students, “Why does Ada question what Stephen says about what Mam did to Ada? Why does ‘crazy’ not make any sense to her? Pause and Ponder.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 4, after the first paragraph on page 24, stop and think aloud about how scary it must be to be on a trip where even the adults do not know what is going on or where the children are going. On page 26, after the description of the girl on the pony do a Think Aloud with students saying, “The author wants to show us that this girl riding</p>	

the pony is important by the detail given and the long description. Ada is watching from a train, fleeing from a life of imprisonment and she sees this girl in control of herself and a horse. The girl and pony symbolize the freedom that Ada longs for.”

Prior learning activities completed in this unit or lesson design:

In the prior reading session students built background knowledge about World War II and the evacuation of children from cities in England. The teacher read the first chapter of the book introducing students to the characters and settings. The activity at the end focused on the main character and described her personality using evidence from the text. Students talked with partners about their ideas first, and then they shared with the whole class while the teacher wrote down their ideas.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area for the second session bringing a notebook and pencil with them. Remind students that in the first reading session you began a book set during World War II in England, and you all were introduced to the main character of Ada. Ask if any students remember other characters from the first chapter and if they can remember how old each one is. Call on students and talk about the characters of Mam, Ada (10 years old), and Jamie (6 years old). Then ask students if they remember where the three characters live. Students may start out broad saying England or London, but encourage them to go deeper into detail about the flat where the family lives. Emphasize that it is a small space, that has hard floors, one window, and is on the second floor. Tell students that this is the setting of the story so far and that it is important as readers to have a clear image of this place in their minds. Tell students, “Today, in order to get back into the book, you are going to draw a representation of Ada’s home. Take out your notebook and pencil and I want you to sketch a picture of where these characters live based on what we read yesterday in the book. Don’t worry about making it perfect, I just want you to visualize in your mind what you think Ada’s home looks like and make a drawing of it in your notebook. You have only two minutes and then we will share.” (Hancock, 2008)

After two minutes, tell students to put their pencils down and turn and share their picture with a partner. Tell them they need to describe the picture that they drew and explain why they sketched it that way. Have students talk for one minute and then give a reminder: “If the second person has not shared yet, please switch and share now”. Give students another minute and have them stop their conversations and put down their pencils and notebooks.

Address students and say, “I saw and heard lots of good representations of the book’s setting so far. Now that we have an idea of where all of this is taking place, let’s continue with our story for today. This time, I would like to you focus on the main character of Ada, but also her little brother Jamie too.”

Read Chapters 2, 3, and 4 stopping at the places marked to do Think Alouds, have students Pause and Ponder, and to give students time to Turn and Talk.

When you finish the chapters, close the book, and tell students, “We’ve seen the three family members interacting more this session than last. Let’s focus on Ada first. You

are going to talk with a partner about a question I give you and that means that each person has to talk. Here are some helpful sentence starters if you get stuck and don't know what to say (show the sentence starters written on chart paper for students to see). Using these sentence starters, turn and talk with your partner answering, 'How would you feel if you were Ada in this situation?' Use examples from what we have read to support your answers.' (Hancock, 2008) Give students two minutes to talk and walk around listening in and observing students' conversations. After two minutes tell students to stop their conversations. Instruct students, "Now take out your notebook and jot down your ideas that you just shared with your partner about the question, 'How would you feel if you were Ada in this situation?' This is a silent and individual activity." Give students a minute to write and walk around and observe students' writing.

After a minute, tell students to stop writing and put their notebook and pencil down. Instruct students, "Now, with the same partner as before, you are going to turn and talk again, but this time discuss how you would feel if you were Jamie in this situation. Make sure to use examples from the book and use the sentence starters so that everyone has a chance to talk." (Hancock, 2008) Give students two minutes to talk and walk around listening in and observing students' conversations. After two minutes tell students to stop their conversations. Instruct students, "Now take out your notebook again and write down your responses about how Jamie would feel in this situation. Remember that this is a silent writing time for independent work." Give students a minute to write down their thoughts and walk around to observe students' writing.

Tell students to stop writing and put their pencils down. They can keep their journals in their hands for the next part. Tell students, "You're going to compare and contrast how these two characters feel in the situation we read about today. Take a minute and look over your own writing. Then you will talk with your partner identifying similarities between the two and differences." Give students time to review their writing and then have them turn and talk with their partners. At this time, turn to the chart paper or white board that has the Venn Diagram drawn on it and get a marker to start writing down answers.

Instruct students to stop their conversations after two minutes and then instruct them to raise their hands to share a similarity or a difference about how the two characters feel in the book right now. Call on volunteers and ask if their response goes in "Ada", "Jamie", or in the middle. Make sure to also ask follow-up questions like, "Why do you think that?" or "What from the story supports your idea?" Write down their answers in the correct category and keep going until the diagram has answers in each section.

After completing the diagram for the day, tell students, "By comparing and contrasting two characters' perspectives on the same situation, we as the reader gain more information to help us empathize with the characters and form our own opinions about what is happening in the book. Our diagram shows that the characters of Ada and Jamie both feel (list a few examples), but that Ada is the only one feeling (list an

example) and that Jamie is feeling (list an example). Let's see if the characters' feelings start to change at all in tomorrow's reading or if they stay the same."

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing student conversations when they talk about how Ada feels and about how Jamie feels. The teacher will also know if the objective has been met by observing and reading students' writing about Ada and Jamie after the partner conversations. Finally, the teacher can evaluate if the objective has been met by listening in to partner conversations when students are comparing and contrasting Ada's and Jamie's feelings in the same situation. The teacher can also assess whether the objective is met by listening to student responses during the Venn Diagram whole class activity where students determine if only Ada, only Jamie, or both characters felt a specific way during the book.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students should have in the back of their minds how Ada and Jamie feel currently at the end of Chapter 4 and see if this changes throughout the next three chapters and even throughout the whole book. Students have also thought about the character of Jamie more during this lesson which will help their understanding of this character for the rest of the book since he is an important part of the story.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers respond to literature?" because students are given the chance to focus on two characters in the book and compare and contrast their feelings. Students learn that readers respond to literature by identifying how the characters feel so that the reader can empathize with them and come to understand the characters better. Students also learn how readers respond to literature through teacher modeling during the read-aloud. The teacher models how to answer a question that was asked in the previous chapter using textual evidence. The teacher also models how to identify implicit messages from the author in the text about a character, as well as modeling how to identify symbolism in literature.

Additional Materials Needed:

On chart paper have the following sentence starters written down for students to use during their conversations: "I agree AND...", "I think...", "My opinion is...", and "I noticed..." (Barone, 2011, p. 42)

On another piece of chart paper or white board, draw a Venn Diagram with one circle labeled "Ada" and the other "Jamie". Make sure this is within your reach so you can write on it during the discussion part of the lesson.

Date: Session Three	Lesson Subject and Topic: Chapters 5, 6, and 7
Standard: 5.1.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	
Essential Question: How do readers respond to literature?	
Lesson Objective: Students will be able to describe the sequence of events from chapters 1 through 7 that make up the main characters’ journey by drawing the series of events and by explaining it verbally.	
Teacher Preparation: Read Chapters 5, 6, and 7. Reread them and mark the following with post-its: In Chapter 5, on page 28, mark the word “quay” and tell students that this means a train landing or station. On page 30, mark the word “appalled” when Ada first uses it and tell students it means “horrified”, and then at the end of the section after Jamie says, “Doesn’t matter” ask students, “Why is Ada appalled at her and Jamie’s appearances whereas Jamie doesn’t care? Why do they have such a different point of view? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On the next page where Ada talks about the fishmonger’s shop and the women, tell students “I’m thinking the author is trying to tell us something here. Why is Ada all of a sudden going on about women buying fish? What does this have to do with Ada and Jamie? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) At the end of Chapter 5, ask students, “What do you think will happen to Ada and Jamie now? Turn and Talk.” (Hancock, 2008; Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)	
<p>In Chapter 6, on page 33, stop after the iron-face woman responds to Jamie and say, “I think the word ‘nice’ here doesn’t mean the regular definition of ‘kind’ in this context. The way the lady says, ‘<i>that nice</i>’ makes me think that instead the word is being used to describe upper-class or wealthy people.” On page 34, stop after the lady picks up Ada and ask, “Why does Ada say, ‘even worse than falling in the first place?’ What does she mean by this remark? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 35, after the iron-face woman walks inside the house, think aloud, “I’m thinking that from this first encounter we can conclude that Miss Smith just wants to be left alone and she may not even take the children!” On page 37 after Ada responds that she doesn’t know what that word means, tell students, “From the context of the iron-face woman saying it after Ada responded ‘Hitler’ I can figure out that ‘impudent’ means ‘rude.’”</p>	
<p>In Chapter 7, on page 40, stop and define the word “parcel” for students telling them that a parcel is a small package or a bundle, but is not a suitcase. On page 41, at the end of the section, think aloud, “Here again we see the use of the word ‘nice’ to mean wealthy or upper-class, but the author is also playing with the definition of ‘kind’ as well in relation to Miss Smith.” On page 42, stop after Miss Smith says, “‘That foot’s a long way from her brain,’” and tell students, “What do you think Miss Smith means when she makes this remark? What does it reveal to us about her beliefs about a physical disability? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 43,</p>	

at the end of the chapter, do a Think Aloud: “I wonder now who Becky is too and I think the author dropped this clue on purpose. Hopefully it’ll come up again later on and give us insight into Miss Smith’s character.”

Prior learning activities completed in this unit or lesson design:

In the prior reading session students compared and contrasted how two of the main characters felt so far in the story. Students talked with each other, then wrote down their thoughts, and discussed similarities and differences between the two characters’ feelings. Eventually, students shared with the class to create a whole class Venn Diagram.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebook and pencil and make sure you have chart paper and colored markers with you for the review activity. Remind students that yesterday they compared and contrasted how Ada and Jamie felt at the end of Chapter 4. Instruct students, “Today, we will be reviewing how Ada is feeling, but instead of talking or writing about her, we will be drawing a representation of her feelings. This will be a more abstract drawing because we are not drawing Ada or her face to show how she feels, but we will draw her feelings as we think they should be interpreted. The rules are that we can only use color, shapes, and lines in this drawing; no concrete figures or people.” (Whitin, 1996)

Tell students, “First, let’s brainstorm how Ada is feeling right now in her journey. Does anyone remember what we wrote yesterday?” Call on students and write down their answers of how Ada feels on the top of the chart paper. Have about 3 to 5 feelings that the class agrees on. Tell students, “Let’s stop there. Now think of colors, lines, or shapes. What color is (insert feeling)? What would its shape be? Is it a type of line?” Call on volunteers and draw on the paper below the written feelings what students describe the feeling to look like. Move on to the next feeling and ask, “What would the color or shape be for (insert feeling)? How would we draw this?” Call on volunteers and draw what they describe. You should have the feelings overlap to create one group of lines and shapes representing the character’s feelings. Continue these steps for the rest of the feelings you have written down on the paper. When you finish label the artwork “Ada’s Feelings.” Tell students, “This is another way to represent our understanding of how the main character feels right now in the story. We can describe how she feels (insert feeling) by pointing at this part (point at the represented feeling) of the drawing. This one character has many different feelings (point to all the different lines and shapes overlapping) just like real people do, and our drawing shows that combination. We’ll do this activity again at another time, but now we have an idea of what Ada is feeling as we move into the next part of the book.”

Open the book to Chapter 5 and say, “For today, focus on Ada and Jamie’s evacuation journey and see if you can name all the different steps by the time we finish reading today.” Start to read the chapters assigned for today, stopping at the specific points marked for Think Aloud, Pause and Ponder, and Turn and Talk.

When you finish Chapter 7, close the book and tell students, “We’ve finally arrived at Ada and Jamie’s destination in the country with Miss Smith! They had a long, hard

journey though from their home in the city to here. Open to a new page in your notebook and in three to five scenes or steps, draw out Ada and Jamie's evacuation journey. Draw in what happens from when they start out at home all the way until they arrive at Miss Smith's house. You can draw a timeline, or a comic strip, or a web, any way that you want to represent the sequence of events of their journey. You have three minutes to draw your three to five scenes or steps." Give students time to draw and walk around and observe their drawings and how they are deciding to show the sequence of events.

Tell students to put down their pencils and instruct them to pair up. Say, "With a partner, you are going to describe the sequence of events of your drawing from the beginning to the end. One person will share first while the other listens, and then I'll say when you can switch roles. Make sure to include detail when you can of characters and settings using evidence from the book." Give students two minutes for the first partner to share and walk around listening to students' explanations. Tell students to switch and give the second student two minutes to share. Continue observing and listening in to students' descriptions of the journey.

Turn the page of the chart paper to the one titled, "Ada and Jamie's Evacuation Journey" and call students' attention back to the front. Write down on the paper "1" for the first step and ask students, "Can someone share the first stage in Ada and Jamie's journey that you drew and shared with your partner?" Call on volunteers and listen for responses for each step in the sequence. Ask students if they agree with the order of the event and if not, negotiate about what step the answer may be. Write down students' answers in the correct order going from top to bottom on the chart paper. You may need to insert some events here and there, but try to have around 5 steps. Be sure to include the events of Ada and Jamie living at home with Mam, going to the school and lining up, going on the train, getting off the train and not being chosen, and travelling to Miss Smith's house to stay.

When you finish the class sequence of events tell students, "When we read, we respond to the text by ordering events in our head. We have read seven chapters now and that's the way the author organized the information. For us, we can sequence it in a different way by connecting the scenes to create a timeline of the characters' evacuation journey. By doing this we understand what the characters are experiencing at a deeper level and we can imagine how they would feel at each part. We can also use this ordering to help us predict what might happen next. Now that their journey is over, what's next for these two characters? We'll find out tomorrow!"

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students' drawings. Students are instructed to include three to five events in order and the teacher can see this on their papers as he/she walks around. The teacher also knows if the objective is met by listening in to students' explanations of their drawings with their partners. The teacher can listen to see if students are using words like "first", "second", "then", "next", and other words that connect ideas in order. Finally, the teacher can assess whether the objective is met by the answers that students provide for

the whole-class activity at the end where the class creates an order of events for the evacuation journey negotiating what events come at the beginning, middle, or end.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students will have background knowledge about the journey that Ada and Jamie have taken to arrive at Miss Smith's. They also will have information about how Ada was feeling that they can use to compare to how she feels as the story moves along.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers respond to literature?" by giving students time to practice ordering a series of events across multiple chapters. Readers put scenes in a specific order in their heads to create understanding of the story as they read, so having students do this through drawing and verbal explanations shows them how readers respond. The teacher also models reader responses for students during the read-aloud including defining vocabulary words using context clues, questioning to identify an analogy, observing how an author can play with words, predicting what will happen next, and using character dialogue to reveal beliefs the character holds.

Additional Materials Needed:

Chart paper and markers of different colors.

Chart paper titled "Ada and Jamie's Evacuation Journey."

Date: Session Four	Lesson Subject and Topic: Chapters 8, 9, and 10
<p>Standard: 5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>Essential Question: How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to tell a story from their personal experience that relates to the book by writing a short narrative piece describing their personal connection.</p>	
<p>Teacher Preparation: Read Chapters 8, 9 and 10. Reread them and mark the following with post-its: In Chapter 8, on the top of page 45, mark a spot for Think Aloud where you tell students, “I am thinking here that Ada is feeling proud of her accomplishment of walking and that this has given her self-confidence and courage.” On page 46, stop and think aloud after Butter walks away, “This author uses so many sensory details in this passage that I almost feel as if I am there with Ada and Butter!” On page 47, after Ada says, “I wasn’t stupid,” stop and ask students, “What does Ada mean by this remark? Why is she thinking this about waking Miss Smith? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 48, stop after the paragraph when Ada says she doesn’t like people touching her and ask, “What is the author telling us here about Ada’s experience with physical touch from other people? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On the bottom of page 48, you can tell students you wondered what the two diseases named by the doctor were, so you looked them up. Explain that, “impetigo is a children’s skin disease caused by bacteria and rickets is a childhood disease that is a softening of the bones due to the lack of calcium and Vitamin D from the sun.” On the bottom of page 49, after the doctor makes his remark about clubfeet, ask students, “What does this tell us then about Ada’s clubfoot and Mam if most can be ‘successfully resolved in infancy’? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 52, after Ada says, “Miss Smith was rich,” do a Think Aloud saying, “I am inferring here using my prior knowledge, that ‘on tick’ means ‘on credit’ or ‘on a tab’ because when you don’t pay with cash, you either use credit or write down the payment as a debt you owe.” At the end of the chapter, make a post-it with the question, “What does this chapter remind you of from your own life?” (modified from Hancock, 2008, p. 20) and name some connections to your own life you can share with students.</p> <p>In Chapter 9, on page 57, after Jamie throws his plate, ask students, “What is going on with Jamie right now? What’s the comparison between this Jamie and the Jamie back at Mam’s house? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 58, after Ada says, “At home I knew who I was,” ask students, “What does Ada mean when she says that Miss Smith’s place is ‘frightening’? Why would she say, ‘At home I knew who I was’? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 59, after Miss Smith says she isn’t very good in the winter, stop and do a Think Aloud: “I’m thinking that with the information we just</p>	

learned about Becky, that Miss Smith means that she becomes more depressed in the fall time because that's when Becky passed away." On page 61, after Miss Smith says, "I've been living off the sale of Becky's hunters," stop and question aloud, "I wonder what she means by this. Maybe Becky knew hunters who sold their catch and gave her some of the money? Let's see if we find out more." At the end of the chapter, make a post-it with the question, "What does this chapter remind you of from your own life?" (modified from Hancock, 2008, p. 20) and name some connections to your own life you can share with students.

In Chapter 10, on page 64, mark where it explains about what hunters are and think aloud, "Oh! So, they're not hunters like we know, but they are a type of horse, or a breed of horse that Becky had and they were sold." At the end of the chapter, make a post-it with the question, "What does this chapter remind you of from your own life?" (modified from Hancock, 2008, p. 20) and name some connections to your own life you can share with students.

Prior learning activities completed in this unit or lesson design:

In the previous reading session students drew out the sequence of events that made up Ada and Jamie's evacuation journey. Students told it to their partner and then the whole class made a chart showing the order of events. In Session Two, students practiced writing down their thoughts after talking about them when they were describing character feelings. They did this as a silent, independent writing activity.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Review with students what happened in the last session by saying, "In our last reading session, we ordered the series of events that made up Ada and Jamie's evacuation journey. We did this in about five steps including a beginning, a middle, and an end where they arrived at Miss Smith's house. Today to review, I want you to order the series of events for the whole story up until now starting with what happened in the beginning, then including a middle, and an end where we left of yesterday. Turn and talk with a partner summarizing what has happened until now in the book. Remember to take turns speaking and let your partner talk." Walk around listening in to students' summaries and descriptions of the story. Listen to see if students are using ordering words like "first", "next", "then" and others. Call students' attention back to the group after 2-3 minutes.

Instruct students, "Now that we are all caught up in our story so far, let's continue. Today, I will pause after every chapter and I want you to Stop and Jot in your notebook answering the question 'What does this chapter remind you of from your own life?' I know the book is set in World War II and most of us have probably never experienced an evacuation quite like Ada and Jamie, but you can think smaller. What moments in the story remind you of something you have experienced in your own life? Keep that question in the back of your mind as you listen to the story today."

Read the chapters assigned for today, stopping at the specific points marked for Think Aloud, Pause and Ponder, and Turn and Talk. At the end of Chapter 8, remember to ask the question, "What does this chapter remind you of from your own life?"

(modified from Hancock, 2008, p. 20) and give students some examples like an experience with a horse, going to the doctor, or buying new clothes. Then give students time to write one example in their notebooks. Provide one minute of writing time and then have students set down their pencils and notebooks for the next chapter. At the end of Chapter 9, ask the same question and give examples like being a picky eater, having temper tantrums, having nightmares, or losing a loved one. Once again provide writing time for students to write down one example in their notebooks. Continue with Chapter 10 and at the end ask the same question and give examples like playing outside in nature or being homesick. Give students a minute to write down one connection they have and then have them stop.

Address the whole group after students are done writing. Tell students, “You now have three examples of how you can connect your life experiences to this story. I want you to look over your examples and choose only one.” Give students 30 seconds to do this. Tell them, “Put a star by the one that you chose. Now, you are going to go into more detail with that experience. With a partner, you will tell your story being as thorough as you can in your description. You need to also say how it connects to what we have read today, so I am going to give you this sentence structure to use to start your conversation (reveal the chart paper that has the structure written down). One partner will speak at a time and the other will listen. I will tell you when to switch.” Give students time to talk with a partner describing their life experience that relates to the book. Walk around listening in to students’ stories and hearing how they connect with the story. After two minutes, instruct partners to switch so that the other student can share his/her story. Give two minutes for the second partner to speak and walk around listening to stories.

Call students back to the group. Tell them, “Now, you are going to have time to write out your story. When we write a story that tells something that happened in our own life it is called personal narrative. Does anyone remember what we need to include when writing a personal narrative?” Take a moment to call on some volunteers and hear three to five comments. Stop taking volunteers after that and show students the chart paper with the list of personal narrative elements. Read through each point and remind students that they are to include each one of these in their writing. Go back to the page with the sentence structure, and tell students to take out their notebooks and pencils and open to a new page. Instruct students, “Write down this sentence inserting the moment of the book you are connecting to and the moment from your life that it reminds you of. This will be your first sentence for your personal narrative writing piece.” Give students a minute to write down this sentence in their notebooks, then switch back to the page with the list of writing elements. Tell students, “You will be given about ten minutes to write your narrative including the elements listed here. You have your first sentence to start with. This is silent writing time and individual work.” Have students go to their seats or move around the room for individual writing time.

As students work, walk around and observe students’ writing. Read through what they have written so far looking to see if students are using the different elements of personal narrative writing. If a student becomes stuck or doesn’t know what to write,

converse with him/her and help to brainstorm and begin the writing. After 8-10 minutes, tell students to finish the sentence they are on. Tell them to find the partner they originally told their story to and go share what they wrote about with him or her. As students find each other and share their writing, walk around the room listening in to students' writing, once again checking in to see what elements of personal narrative they are including. After a minute, give a reminder to students to switch who is sharing if they have not done so already.

After another minute, call students back to the read-aloud area. Conclude the lesson by saying, "Today we learned that another way readers respond to text is by making personal connections with what they read. You all wrote about a personal experience that the book reminded you of in the form of a personal narrative. As you read your own books and as we continue with our read-aloud book, think about what the book reminds you of in your own life in order to make a personal connection with the text."

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by listening to student descriptions of the personal experience they chose when they share with a partner. The teacher will also know if students have met the objective by walking around during the silent writing time and observing students' work. The teacher can read students' writing, especially the opening sentence, and talk to those students who may not know where to start, but have an idea in their head that still connects to the text.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students will now have practice with connecting the story to their personal experiences so they can use that response as we continue reading. Students will also continue talking with partners and writing, so their practice with that in this lesson will lend itself to the next.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers connect with the text they are reading?" Students learn the reading response of connecting text to self by taking moments from the story and thinking about what this reminds them of in their own lives (Morrison & Wlodarczyk, 2009). The teacher models making connections after every chapter and students are given time to write down their own personal connections. At the end of reading the three chapters students choose one connection to write about in detail in the style of a personal narrative. This shows students that readers think about how the text they are reading relates to the experiences in their personal lives.

Additional Materials Needed:

Chart paper or a white board with the following sentence structure written down for all students to see: "When (moment from the book), it reminded me of the time (moment from your own life)."

Chart paper with the following title "Elements of a Personal Narrative":

1. Choose a small moment from your life (use first person, "I")
2. Describe the people, places, and things (use sensory details, the 5 senses)
3. Have a beginning, middle, and end (use order words, "first", "next", "last")
4. Tell how you feel (emotions and feelings)
(modified from Moody-McCoy, 2014)

Date: Session 5	Lesson Subject and Topic: Chapters 11, 12, and 13
<p>Standard: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>Essential Questions: How do readers connect with the text they are reading? How do readers respond to literature?</p>	
<p>Lesson Objective: Students will be able to recognize their own emotional reactions to a scene in the story by drawing an artistic representation of their feelings.</p>	
<p>Teacher Preparation: Read Chapters 11, 12, and 13. Reread them and mark the following with post-its: In Chapter 11, on the first page where it says Jamie carried the tea up the stairs, stop and ask students, “What can you infer using your background knowledge and the text about why Miss Smith is acting this way? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On the next page, right after the section break, do a Think Aloud saying, “I am surprised here! I thought Ada just copied Miss Smith’s last name. I thought she was making it up especially based on Ada’s response to Miss Smith on page 42 (go to that page and reread that Ada asked Mam once, but that ‘it didn’t matter’). I guess I was wrong!” On page 69 at the section break, share with students, “The author is telling us explicitly why Miss Smith wasn’t getting out of bed and was crying. Did many of you infer this answer?” On page 73, after Ada becomes dizzy, ask students, “How does Ada feel right now after speaking to Billy’s mother? How do you know? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 75, after the comment about eating all they want, think aloud, “I’m not sure of the precise conversion to today’s money, but by the way Ada is reacting to 19 shillings, I can infer that it’s a lot if it’s more than her mom’s weekly wages and if it can buy food for a whole week.”</p> <p>In Chapter 12, on page 78 after Ada says she studies the thing with pieces of papers and a drawing until she understood, tell students, “I have noticed the author does this a lot: she describes an object rather than stating outright what it is. Why do you think the author does this? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 80, in the middle of the paragraph where it says, “but I kept on,” stop and ask students, “The author is showing that Ada has a lot of perseverance and grit because she won’t give up easily. Can you think of a time when you had to persevere to learn a new skill? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) At the end of Chapter 12 ask students, “Why doesn’t Ada want to go home? What does it mean for her if she stays in the country versus going back to the city to live with Mam? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 13, on page 84, stop after the description of “milky eyes” and think aloud, “I’m thinking the author is giving us a clue here with the description of the old man having ‘milky eyes.’ Usually, this means the person is blind or at least can’t see very</p>	

well.” On page 86, after Stephen and Ada’s interaction where Ada says she is still puzzled, stop and ask students, “What was the message Stephen was trying to give Ada with his body language and gestures? Hypothesize his ulterior meaning using evidence from the text. Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 87, make sure to define that a “plait” is what the British call a braid so that students can visualize this in their heads.

Prior learning activities completed in this unit or lesson design:

In the last session students practiced how to make a personal connection to a text they are reading. In previous sessions, students practiced writing their thoughts down, as well as conversing with partners. Students also helped the teacher create a representation of the main character’s feelings using only color, lines, and shape in a drawing in one of the earlier sessions.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. To review from the previous session, students will make another personal connection to the text. Tell students, “Today, we will begin by making personal connections to our story like we did in our last session. This time though, instead of just using the last three chapters, you can use all the events in the story that we have read so far. Think about what this story reminds you of in your own life? (Hancock, 2008, p. 20) Don’t use the example you used the last session, but think about a different connection you can make. Turn and share your connection with a partner.” Give students time to share. Walk around and listen to what connections students are making with the text. After about a minute, give students a reminder saying, “If your partner has not shared yet, please do so now.” Continue observing and listening for another minute.

Tell students that they can end their conversations and turn their attention back to the front. Instruct students, “Today we will continue with the next three chapters. I want you to be aware of how you feel as we read this next part. What reactions does this story cause you to have? Keep this in the back of your mind. Let’s continue.”

Read the chapters assigned for this session making sure to stop for Think Aloud, Pause and Ponder, and Turn and Talk. When you finish the last chapter, tell students, “I am now going to reread page 70 to 72 and as I read, I want you to think about what you notice in this scene with Billy’s mother. What does this scene reveal about the characters who were there?” Reread the section starting from, “On Thursday all three of us…” and ending after, “I couldn’t stand looking at Billy’s mother anymore.” Close the book, and tell students, “What did you notice? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) Give students a couple of minutes to share their thoughts, then call them back by saying, “Now let’s focus on this scene, but not on the story elements. I want you to reflect on your own reaction to this interaction between characters. Take out your notebook and pencil. Stop and jot down your answers to the following questions: How does this scene make you feel? (modified from Hancock, 2008, p. 279) List at least five feelings. What specifically makes you feel that way? Why? This is a silent and independent writing time.” Give students time to write down their feelings and reflect on their reactions to this scene.

Walk around and observe what students are writing. When a few minutes have passed, tell students to finish the sentence they are on and stop writing.

Tell students, “Now what you are going to do is take your ideas in your writing and represent them in an abstract drawing using only color, line, and shape like we did before with Ada. (Whitin, 1996) You need to know in your mind the feeling that each shape or line represents and why you felt that way. Let’s focus on three feelings and draw them out on one piece of paper. Take out markers or colored pencils and I will give you the paper. This is once again a silent, individual activity.” Send students back to their desks or around the room to work on their drawings. Walk around observing how students are representing their feelings. Stop and ask students to define what feeling they drew, and help students who may be struggling to start or continue with the task. Give students 5-8 minutes for this task so they can be thorough and draw what they need. Suggest aloud that if they would like they can also label each representation with the name of the feeling or emotion it represents if that helps. Give students a one-minute warning and then tell them to put their colors and notebooks away and bring only their drawings with them to the read-aloud area.

Explain to students, “The next part is to share your drawings with others. To help you share, I will leave up a sentence starter for you (show the sentence starter) that you can use when presenting your drawings. Everyone needs to share their three feelings that they drew. You need to point to the representation on your paper, name the feeling, and then explain why you feel that way in relation to the scene we just read. One member will talk at a time and then it will be somebody else’s turn to go. You will be in groups of four that I have already assigned, and you need to sit in a circle facing each other. The only one who has a paper in their hands is the presenter, the rest can put theirs on the floor until it is their turn. Any questions?” Answer any questions students may have and then reveal the assigned groups of four. Tell students to move around the room sitting in their groups. Give students time so that all members of the group can share. Provide a 5-minute warning and a 1-minute warning so that students can manage who still needs to present. As students share with their groups, walk around, and listen to students presenting. You may comment or ask questions of the presenter and his/her drawing as you observe the groups. After everyone has had the chance to share, have students move back to the read-aloud area.

Tell students, “Raise your hand if in your group there was another member who had the same feeling as you.” Look for hands and then tell students, “Raise your hand if in your group there was another member who had a different feeling from you?” Look for hands in the air. Explain to students that, “Sometimes I may have the same emotional response as my partner and sometimes I won’t. That’s ok because readers have different emotional responses to the same story. There is no ‘right’ or ‘wrong’ way to respond because it is your personal connection to the text. When we talk about how a story makes us feel, then we are being self-aware and evaluating our feelings. It also helps us to hear how others feel in response to the story because then we can look at it from a different perspective which deepens our understanding. This is another way that

readers connect with what they are reading, and it is fun to see what emotions a story can evoke. We will continue with the story in our next session.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students’ writing because students need to write the feelings they had while the teacher was reading a specific scene. The teacher will also know if students have met the objective by observing and listening to students present their drawings in groups. Students’ artistic representations of their feelings will show the teacher whether they were able to recognize their own emotional responses to the text.

Connection to next lesson:

In the next session students will continue with the book. They will practice more writing and speaking like they did in this lesson. They will also have more opportunities as the teacher continues reading to connect to the text. Students will bring along a deeper understanding of how Ada is looked upon by people from the city where she used to live.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers connect with the text they are reading?” because students start out by identifying something this story reminds them of in their own lives. Students connect with the text when they need to identify and draw representations of their own emotional responses to a specific scene in the story. Students also connect with the text through the Pause and Ponder done during the read-aloud when the teacher asks students to think about a time they persevered to learn a skill. This lesson also ties into the essential question of, “How do readers respond to literature?” through student writing and drawing of the emotional responses they had. Also, the teacher models responses to literature during the read-aloud including inferring, making hypotheses, empathizing with a character, and referring back to quotes in the text.

Additional Materials Needed:

Blank pieces of white paper for each student.

Markers or colored pencils.

On chart paper or a white board, write the sentence starter, “I feel _____ because...”

On chart paper or a white board, write down the groups of 4 students will be in.

Date: Session 6	Lesson Subject and Topic: Chapters 14, 15, and half of 16
Standard: 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
Essential Question: How do readers respond to literature?	
Lesson Objective: Students will be able to determine the meaning of different examples of figurative language from the read-aloud text by discussing with partners and writing it on a poster.	
<p>Teacher Preparation: Read chapters 14, 15, and half of 16 (up until the second break on page 108). Reread the chapters and mark the following with post-its: In Chapter 14 on page 90 right at the end of the section, do a Think Aloud sharing, “Wow! I can recognize feeling angry at the teacher and sad for Ada in this scene. It must feel degrading to be asked to read when the teacher knows Ada can’t. The teacher embarrassed her on purpose and won’t even teach her!” On page 92, after Ada states that she and Jamie are “tempest-tossed” ask students, “What type of figurative language is this? What does this mean? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 94, at the end of the chapter, tell students, “Make predictions about this ‘strange horse.’ Whose it it? Where did it come from? What will Ada do with it? Will it bring trouble? Is it nice or aggressive? Turn and Talk, then Stop and Jot.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 15, on page 95, stop at the end of the sentence about the airplane “screaming” and ask students, “What type of figurative language is this about the plane? What does it mean? How does this help you to imagine what is happening? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) At the bottom of page 98 after Margaret says, “A trot would be the end of me” ask students, “What type of figurative language is this? What does it mean? How does this help you to imagine what is happening? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 99, after Margaret tells Ada, “Ponies are snakes,” stop and ask students, “What type of figurative language is this? What does it mean? How does this help your understanding of a pony versus a horse? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 100, after Margaret finishes talking about the horse saying, “...there’s nobody to go with me,” stop and ask students, “What type of figurative language is this? What does it mean? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 101, after Ada admits her foot is a clubfoot, share with students a Think Aloud: “I think the author is showing us how much Ada has changed and how brave she is to share the truth about her foot with Maggie. She doesn’t feel as ashamed about it as before.” On page 102, stop and define that “farrier” is “another word for blacksmith, a person who makes horseshoes and shoes horses.” On the same page, after it says, “Whatever the</p>	

place was, it wasn't a house," stop and ask students, "What type of figurative language is this? What does it mean? How does this help you to imagine what is happening? (K. Fox, personal communication, July 18, 2017) Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 104, after the break, but before the last paragraph, tell students, "Take out your notebooks and look at the predictions you wrote down about the 'strange horse.' Did any of your predictions come true? Were they different from what happened? Pause and Ponder." (McKibben & Sax-Bendix, 2017) At the end of Chapter 15, tell students, "Rage is anger, fury, to be really upset or mad. Why would Miss Smith be angry when Ada arrives home? What do we already know about Miss Smith that could help explain her reaction? Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)

In Chapter 16, after reading the first sentence, stop and ask students, "What type of figurative language is this? What does it mean? How does this help you to imagine what is happening? (K. Fox, personal communication, July 18, 2017) Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 107, after Ada closes her mouth because she doesn't know what to say, think aloud, "I'm surprised at this reaction from Miss Smith! I thought she had learned to trust Ada more, but here she is telling Ada to her face that she doesn't believe her! I am astonished!"

Prior learning activities completed in this unit or lesson design:

In the last session students reflected on their emotional responses to a scene from the story and identified different feelings that the scene evoked in them. Students created an artistic representation of their feelings in a drawing and then presented to a small group. Students focused on how readers connect with the text they are reading. In previous sessions students have practiced Turn and Talk, Pause and Ponder, as well as Stop and Jot which will all be implemented in this lesson.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Instruct students: "Turn and talk with a partner summarizing what happened in the story during our last reading session." Give students time to talk so that each person shares part of the summary. After everyone is caught up, remind students, "Last session we made personal connections to the story by recognizing how one specific scene made us feel. Literature provokes emotional responses in us and one way it does so is by how the author chooses to write. Today as we continue reading we are going to focus on figurative language. Authors use figurative language, words and phrases without their literal meanings, in order to create a description that conveys a mental image or provokes emotion in the reader. Can you think of examples of figurative language you have seen before?" Create a list on chart paper or a white board and make sure at a minimum it includes metaphor, simile, personification, and hyperbole. For each example of figurative language, ask students to give an example. Write down key ideas for each type such as "like" or "as" for simile with the definition, "a comparison between two nouns." For metaphor write down "was or is" and add, "also verbs or adjectives," and underline the word "person" in personification. For hyperbole, write the definition, "a huge exaggeration."

Tell students, “As I read, be on the lookout for different examples of figurative language. I will stop at some so we can identify what type it is and talk about its meaning and why the author chose to use it.”

Read the chapters assigned for today, stopping at the specific points marked for Think Aloud, Pause and Ponder, Turn and Talk, and Stop and Jot. When you arrive at one of the examples of figurative language, reread the sentence or paragraph that it is in so students hear it at least one more time. Also, for each example, after students Turn and Talk, come back as a group and have a discussion. Call on volunteers to share their ideas about what type of figurative language it is, what it means, and how it enhances the picture in their mind. On page 92, the example is a metaphor meaning that Ada and Jamie have moved around so much they feel like a boat in a storm. On page 95, it is an example of personification meaning that the airplane made a loud sound as it flew overhead, and it helps us imagine the sound like a person screaming. On the bottom of page 98, the example is a hyperbole because her head was not really broken in two, it just means it hurts a lot, and it helps us to understand how much pain she is in. On page 99, the example is a metaphor meaning that the pony is tricky and sneaky like a snake which helps us understand that ponies are not as tame as horses. On page 100, the example, “...goes like a lamb”, is a simile because it means the horse becomes calm and submissive to others. On page 102, the example is a simile meaning that the house Ada saw was huge because it is being compared to the size of the London train station. The first noun is in the previous sentence, but it is still comparing size which helps us to picture a huge mansion. On page 105, the example is a simile meaning that she looked scary and it helps us understand the body language and facial expressions of Miss Smith. Make sure to stop reading on page 108 before starting the next section, “Out in the field that afternoon...”

After closing the book, tell students, “We talked about multiple figurative language examples from the book. We found out that most were similes or metaphors, but we also had a few examples of personification and hyperbole. To work with these examples more, you will work in groups identifying the type of figurative language, determining what it means in the story’s context, and then creating another way you could say the same thing (modified from K. Fox, personal communication, July 18, 2017). I will model one example so you know what is expected.” Show students the chart paper you have already prepared with the quote from page 102 and the three requirements written underneath. Read the quote aloud to students. Then walk them through your thinking process by saying, “Here, the last sentence is comparing the house, mentioned in the first sentence, to the London train station. It is a comparison of two different nouns and it uses the word ‘like’ to combine them so I know it is a simile. [write this down underneath the first line] The author must have chosen to use figurative language here to help us create a picture of a mansion-sized house because it is a lot better than just saying, ‘the house was big’ which tells us that it means that the house is bigger than regular houses. I’ll write, ‘the house in front of Ada and Maggie is huge’ for the meaning. Lastly, I need to think of a different way to say this while still using a simile because I want to practice using figurative language. I could think of similar nouns to the London train station that would convey the same huge size. Let’s

try nouns that would be a part of Ada’s reality like ‘an entire apartment complex’ or ‘the airfield.’” Reread the quote aloud replacing “London train station” with the nouns you chose. Let students know, “I think I like ‘an entire apartment complex’ better so down here where it says, ‘Another Example’ I am going to rewrite the quote, but using my own noun in the simile.” Write the quote inserting your new noun and read it aloud to the class. Tell students, “Now it’s your turn. I have assigned you to groups of four. Each group will receive a poster with a figurative language quote already written down and you need to fill in the rest just like I modeled up here. Include the type of figurative language it is, what it means, and create another way to say the same thing. Are there any questions?” Answer any questions and then show the groups for the activity.

Send groups off to work around the room and walk around observing each group. Observe what groups are writing down and listen to their conversations negotiating the meaning and creating other examples. Answer student questions if they have any and help groups that may be struggling to begin or are stuck in the middle of the activity. Give students around ten minutes of work time and give them a two-minute warning to finish. Call students back to the read-aloud area with their posters. Instruct students to hand in their figurative language posters to you in a pile. Let students know, “Tomorrow before we review, you will share your figurative language posters. It’s important for us as readers to recognize and identify an author’s use of figurative language in a book because it helps us to better visualize the story and deepen our understanding. Be on the lookout for examples of figurative language in your independent reading.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by listening to student conversations during the Turn and Talk time after each figurative language example. The teacher will also know if students have met the objective by listening to students’ conversations in their groups of four when they are assigned a specific example of figurative language and then have to write down what it means. Finally, another way the teacher will know is by reviewing the figurative language posters that are handed in and reading what students wrote for each one.

Connection to next lesson:

At the beginning of the next lesson students will present their figurative language posters to the class. After that, the lesson will continue with the rest of Chapter 16, Chapter 17 and 18. From now on the teacher can use the same questioning technique about figurative language during reading time whenever the class comes across another example of simile, metaphor, hyperbole, or personification in the text.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers respond to literature?” because students are provided the time to identify the types of figurative language used in the read-aloud book, define what the author means, and how it helps them to imagine what is happening. Readers do this in their heads when they are reading, so it is helpful for students to break each example down and analyze it more in depth to see how it enhances their reading experience and understanding. The teacher also provides students time to practice predicting and comparing their predictions to what really

happens in the story. The teacher models emotional responses to the text during the reading session showing how readers respond to text.

Additional Materials Needed:

Chart paper or a white board to write down a list of examples of figurative language.

Leave room between each example so you can write down key words or a definition.

On another piece of chart paper, have the following quote written at the top of the page: "The trees opened up and in front of us was a huge stone building, big like I imagined the dock warehouses must be. Big like the London train station." Below this, leave space underneath each of the following lines: "Type of Figurative Language," "Meaning," and "Another Example."

On chart paper or a white board, split students into groups of four and write down the names in each group.

Create at least 6 posters for students to use. If you have more than 24 students, you may need to repeat posters. On big paper, write down one quote from the book on each paper. Use the figurative language quotes from pages 92, 95, 98, 99, 100, and 105.

Underneath each quote write down the following leaving space beneath each: "Type of Figurative Language," "Meaning," and "Another Example."

Date: Session 7	Lesson Subject and Topic: Half of Chapter 16, Chapters 17 and 18
Standard: 5.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Essential Questions: How do readers connect with the text they are reading? How do readers respond to literature?	
Lesson Objective: Students will be able to justify how the read-aloud book relates to other books or texts that they have already read by writing a reflection using at least three examples from the read-aloud story.	
<p>Teacher Preparation: Read the rest of Chapter 16, and read Chapters 17 and 18. Reread them and mark the following with post-its: In Chapter 16 on page 109, after Miss Smith responds in an “oddly stiff voice,” think aloud with students, “I’m thinking the author is trying to tell us something here about how Miss Smith is feeling right now. What can you infer about how she feels with the given information? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 113 at the end of the chapter, instruct students, “Write in your notebook how what we just read reminds you of any other books or texts that you have already read. Write down titles and the part in this story that made you think of that book.” (Morrison & Wlodarczyk, 2009)</p> <p>In Chapter 17 on page 114, after it says, “spitting rain,” stop and ask students, “What type of figurative language is this? What does it mean? How does it help you imagine the scene? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On the same page after you read the line about sitting down and the plane blowing up, share with students, “Wow! I am surprised at how abrupt this information was told to us, but I think the author did this on purpose so we would know what it feels like for Ada, Jamie, and Miss Smith. It’s more realistic written this way.” On page 116, right at the first section break, tell students, “I wonder what Ada is feeling right now. What does she mean by this remark? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 118 at the section break, ask students, “Why <i>does</i> it matter? What is Miss Smith assuming that Ada remembers? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 119, after is says, “the chinks were gone” think aloud, “From the context here I can conclude that a ‘chink of light’ means a small opening where the blackout fabric isn’t covering the light, so a ‘chink’ is a gap.” On page 120 after Ada says, “I knew my limits,” pause and share with students, “I wonder what the author is telling us about Ada here? I wonder why she says, ‘I knew my limits’ about the clothing? Think about it. Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 122, before reading the last sentence of the chapter, tell students to take out their notebooks and, “Write down anything in this chapter that reminded you of other books you have read. Write the title and what it was in this story that reminded you.” (Morrison & Wlodarczyk, 2009) At the very end of the chapter on the same page, tell students, “A welt is a wound from an injury where the skin is swollen and red. With this information, what could you infer about how Jamie got this welt? What evidence from the text supports your inference? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p>	

In Chapter 18 on page 124, after Miss Smith says they'll come back in a half an hour, think aloud with students, "There's a clue here that the author is giving us. Why would they need to come back in a half an hour? Pause and predict in your head what this is hinting at." At the bottom of page 127 after it says, "Miss Smith stood, and guided me to follow her out" stop and tell students, "Reflect on your emotional response right now. How does this scene make you feel? Why? (modified from Hancock, 2008, p.20) Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) At the end of the chapter, tell students, "Write down anything in this chapter that reminded you of other books you have read. Write the title and what it was in this story that reminded you." (Morrison & Włodarczyk, 2009)

Prior learning activities completed in this unit or lesson design:

In the last session students practiced how to identify types of figurative language from examples in the read-aloud book and wrote down what each example meant and created a new one. In another session prior to this one, students practiced recognizing their emotional responses to scenes in the story and identified how they feel. Students have also discussed with partners and written in their notebooks in previous sessions.

Lesson Format: (How will students learn?)

Start out the session by having students sit in a circle in the read-aloud area with their groups from their figurative language group. Call up each group to present their figurative language poster explaining what type of figurative language it is, what it means, and the new example they came up with. Have all groups present and share with the class. Collect the posters at the end to display in the room.

Instruct students to go and grab their notebooks and pencils and return to the read-aloud area. For review, tell students, "Open up to a page in your notebook and summarize what happened in our story from yesterday's session. We read Chapters 14, 15, and half of 16. Write down any events you remember and put them in the correct order." Give students a minute or so to write down what they can remember. Then tell them to find a partner and share what they wrote down. Give students a couple of minutes to talk and listen in to students' conversations to see if they are highlighting the important parts of the story.

Call students' attention back and have them put their notebook and pencils down. Tell them, "Now that we are caught up to the part where Miss Smith doesn't believe Ada and Jamie doesn't want to go back to school, we'll continue with our reading. Today, we will once again practice making connections to the text, but instead of personal connections from your own life experience, we are going to make connections between texts. Readers think about other books that they have read while reading a book and make connections between the two. This helps to build more knowledge about a subject and to deepen understanding of the book one is currently reading. As we read today, think about if anything happens in these chapters that reminds you of any other books or texts that you have already read. I will also give you time to write down some of your connections."

Read the chapters assigned for this session making sure to stop for Think Aloud, Pause and Ponder, and Turn and Talk. At the end of each chapter, instruct students to take out their notebooks and write down any connections to other books they can make.

Encourage students to not only write down the titles of other books, but also the event or part of the read-aloud story that reminded them of the book they have already read.

After finishing the last chapter, close the book and tell students, “Using the notes you took after every chapter and thinking about what has happened in the story up until now, you will write a reflection in your notebook describing what this story reminds you of that you have read in other books or texts. To help you begin your writing, here are some sentence starters that you can choose to use.” Reveal to students the sentence starters you have on chart paper or the white board.

Explain to students, “Your writing must include the titles of books or other texts you connect this story with as well as three different examples from the read-aloud story. This can look a couple of different ways in your writing. One, you could think of one book and then three examples from this story that remind you of that book. They could be story elements or events or the genre; you just need to make sure you write a description of the part in our read-aloud book and describe how it relates to the book you named. Another way could be where you name three different book titles and use a different example from our read-aloud book for each one. Again, you need to summarize the scene or identify the element they have in common and write how it relates to the other text you’ve already read. Lastly, you could write a mixture with two examples for one book and one example for another explaining how this read-aloud book relates to the ones you name. Whichever way you choose, you are writing a reflection about how you connect our read-aloud book to other books or texts you have read before. You can use the connections you wrote down from the chapters we read today, and/or you can reference other parts of the book that we’ve already read. This is an independent, silent writing reflection that you will do. Are there any questions?” Take time to answer any questions and provide clarifications about the activity. Once that is done, have students move back to their desks or move around the room to write.

Give students about 8-10 minutes to write their reflection leaving up the sentence starters where students can see them. Observe students’ work by walking around, reading students’ writing, and asking questions for clarification. Be available to help students who are struggling to think of other books. Let them know that the book they connect to can be any genre including poems, informational text, a newspaper article, or magazine article, as long as it is something they have read before. Give students a 2-minute warning and at the end of the time, tell students to put their pencils down and find a partner to share with. Walk around and listen in to students’ conversations hearing the specific details from the read-aloud story that reminded them of other books they have read. Remind students after one minute to let the other partner share if he or she has not done so yet.

Call students back to the read-aloud area and tell them, “I have heard many different connections to our read-aloud book today! Some of you focused on (scene/element of

the story) and others of you focused on (scene/element of the story). We all make different connections to this text because we come with different reading experiences. Readers frequently think of other books they've already read when they are reading a new story or text which helps them to better understand what they are reading. As you read your own books and as we continue with this book together, think about what other books this story reminds you of that you've read in the past. That gives you another way to connect with the text."

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students' writing. Students needed to use three examples from the text, so the teacher could go around the room and see which students used three examples and which students used less because they could not think of any or ran out of time. The teacher will also be able to tell if students met the objective by listening in on their conversations during sharing time after writing to hear if students name three examples from the read-aloud book or not.

Connection to next lesson:

The next lesson will continue with the next three chapters in the book. Students will be able to use their practice from this lesson for future reading sessions. They will be reminded of other books and texts that they have read while they hear the story. Students will also continue writing responses, talking with other students, and thinking about questions posed from the teacher during the reading time.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers connect with the text they are reading?" because students need to identify other books and texts they have read before that the read-aloud book reminds them of, thus making text-to-text connections (Morrison & Wlodarczyk, 2009). This lesson also ties into the essential question of, "How do readers respond to literature?" because during the read-aloud students are asked to infer, predict, reflect on their emotional response to the text, refer to a previous event in the text, and identify figurative language. The teacher also models types of reader responses including empathizing with a character, questioning why an author wrote in a specific way, and defining vocabulary using contextual clues.

Additional Materials Needed:

Students' figurative language posters from the previous session.

On chart paper or a white board, write down the following sentence starters to help students begin their writing:

"That reminds me of when I read..."

"It's just like in that book..." (Angelillo, 2003, p. 39)

Date: Session Eight	Lesson Subject and Topic: Chapters 19, 20, and 21
Standard: 5.1.3.3 Compare and Contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Essential Question: How do readers respond to literature?	
Lesson Objective: Students will be able to compare and contrast the two settings in the read-aloud story by creating drawings of each setting and writing similarities and differences between the two.	
<p>Teacher Preparation: Read Chapters 19, 20, and 21. Reread them and mark the following with post-its: In Chapter 19 on page 131, think aloud an inference you have about how Miss Smith knows Latin. Tell students that we know from the book she is the daughter of a clergyman and from your background knowledge you know Catholics needed to know Latin to read the bible and participate in mass, so Miss Smith probably knows it from church and school. On page 133 after Jamie says what happens at schools for birthdays, stop and tell students, “I think the author is trying to tell us something here. Why did Jamie say this ‘gloomily’ meaning he was sad about it? Make an inference based on the text and your background knowledge. Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 20 on page 136, stop after the first paragraph and tell students, “Based on the description of the handwriting and that Jamie can’t read it yet, what does this tell us about how the letter is written that the author is explaining to us implicitly, not explicitly, meaning not directly. Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 137 after Ada tells us her thoughts about being friends with someone who helps you, ask students, “What does Ada mean by this remark? Why would she say this? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 138 at the section break think aloud, “Here the author has confirmed for us that the ‘milky eyes’ of the colonel described in Chapter 13 really mean that the colonel is blind.” On page 141 at the end of the chapter, think aloud, “I am visualizing here a dark room with a fire going in the fireplace, a desk and chair for Miss Smith’s sewing machine, and a rug for Jamie to play on. I can see all three characters cuddled up on an old couch, Jamie’s eyes closed, sleeping against Miss Smith, and their faces lit by the fire.”</p> <p>In Chapter 21 on page 143, after Miss Smith tells Ada she isn’t blind, define for students, “Negligent means neglectful or inattentive because Miss Smith lets Ada do a lot on her own and she has always said she doesn’t know how to care for children properly.” On page 145 after the section break, ask students, “Why does Ada always want to do things on her own? Why does she not like accepting help from others? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On the same page farther down, stop after the description of the airfield and tell students to take out their notebooks and pencils. Say, “Stop and draw a picture of what you imagine the airfield looks like. I’ll reread the passage to help you with ideas and details.” On page 148 after Grimes talks about ponies needing to be loved and cared</p>	

for, pause and think aloud, “I’m thinking the author is making an analogy here, a comparison between the care of a pony and what Ada has gone through. Ada didn’t have any of those either when she was with Mam. How would/did this affect Ada? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 149 after Grimes talks about caring for leather, stop and define for students, “Tack is a word for gear used in equipping horses like the saddle, the bridle, and other equipment.” Later in the same page after Grimes says there’s no more hunting, pause and share with students, “When I read this I wondered what horses have to do with hunting, so I looked it up and back in the day the English would go fox hunting with hounds and riders (hunters) on horseback. This is why they would need the horses.” On page 150 after finishing the chapter, tell students to take out their notebooks and pencils and ask them, “What do you think will happen to Ada? (Hancock, 2008, p. 279) Make a prediction and write it down in your notebook where you’ll be able to find it again.”

Prior learning activities completed in this unit or lesson design:

In Session Two, students drew the setting of the flat in the city where Ada and Jamie lived with Mam. In the same session, the whole class completed a Venn Diagram comparing and contrasting how Ada and Jamie felt about the same situation. Students have also discussed with partners and worked in groups in previous sessions.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Instruct students to open to a new page for the review. Tell students, “Write down what happened in the story last session. Write down key events and details you remember and put them in order.” Give students about a minute to write. At the end of the time, ask for volunteers to tell an event that happened towards the beginning when you were reading the last half of Chapter 16. From there, ask for volunteers to share the next event by giving students prompts such as, “What happened next?” and “What happened after that?” Call on different students to answer piecing together the order of events from the last session until the class has caught up to the conversation Miss Smith and Ada had about her clubfoot not being from the devil and how Ada’s mother shouldn’t hate her for it.

Continue on with today’s session by telling students, “Readers respond to the story they are reading by looking at how two elements are similar and different to help them create a better understanding of what is going on. In an earlier reading session, we compared and contrasted Ada’s and Jamie’s feelings. Today, I want you to focus on a different story element: the setting. In our story, we’ve seen the setting in the city where Ada and Jamie lived with Mam, and now we’re seeing another setting where they are living with Miss Smith. As we read, pay attention to what you are visualizing in your head about the country and Miss Smith’s house.”

Read the chapters assigned for this session making sure to stop for Think Aloud, Pause and Ponder, and Turn and Talk. Make sure to provide students with a few minutes to create their drawing of the airfield and wait until every student has a prediction written down after Chapter 21.

Close the book and grab the blank paper to hand out to students. Tell them, “Now that we’ve practiced visualizing the setting in the country, you’re going to draw it based on what you see in your head. I am going to give you a blank sheet of paper. Fold it in half like so (show students the ‘hamburger way’) and on one side draw the setting of the country where Ada and Jamie live with Miss Smith. Draw her house, Butter’s pasture, the airfield, anything you picture in your head when we read about this setting. On the other side of the page, draw what you remember of the flat in the city with Mam. If you need help, you can refer back to the drawing you did in Session Two that you should still have in your notebook. Draw what you visualize the city flat looks like so you have both settings side by side. Don’t worry about making it perfect, just draw down what you picture inside your head.” Hand out the paper to each student and instruct students to get their makers or colored pencils before finding a place to work. Give students 10 minutes to draw and give them a 5-minute warning saying, “If you haven’t started the second setting, please do so now.” Walk around observing students’ drawings and noting similarities and differences about how they draw each one.

At the end of the time, call students’ attention for instructions; they don’t need to move back to the read-aloud area yet. Instruct students, “On the backside of your paper, draw a Venn Diagram that fills up the whole page. Label one side, ‘Mam’s Flat in the City’ and the other, ‘Miss Smith’s in the Country.’ Using your drawings and what we’ve read so far, write down at least five differences in each one and at least three similarities in the middle. You may work with a partner to complete the Venn Diagram, but each partner must have his/her own diagram on the back of their sheet.” Give students about 5 minutes to write down similarities and differences between the two settings. Walk around observing what students are writing in their diagram and listening in to students’ conversations as they negotiate what to write down. Ask students questions to have them justify why they wrote down a specific similarity or difference and help those pairs who may be struggling to think of comparisons especially.

Call students back to the read-aloud area and have them turn in their papers to you. Tell them to sit in a circle for discussion. Ask for volunteers who would like to share differences they found between the two settings first since they are the most obvious. Call on a few students to share with the class trying not to repeat anything that was already stated. Next, ask for volunteers to share about similarities and call on a few students to share. After hearing from multiple volunteers, tell students, “Readers think about how settings in a book are similar and different because it gives us more information about what the characters are experiencing, and it helps us to see how characters act based on the setting they are in. For our book, it seems the two settings are drastically different which influences what we think about each one and impacts what we want to happen in the story. As we continue reading, pay attention to how the setting influences the ways in which characters feel and act.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students work on their Venn Diagrams in partners. The teacher can see how many differences students were able to think of and write down, as well as how many similarities

students thought of. The teacher will also know if students have met the objective by listening to volunteers share their thoughts about differences and similarities between the two settings during the whole-class discussion at the end. Finally, the teacher will know if students have met the objective by reviewing the papers that they turned in at the end of the lesson to see how they drew each setting and by evaluating their Venn Diagrams.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students will refer to the prediction they made at the end of Chapter 21 and see if what they predicted is similar or differs from what happens in the story. Also, students now have a better understanding of the two settings in this book which will support their comprehension as they continue with the story. Students will also continue talking with partners, sketching what they visualize in their heads, and writing responses.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question, “How do readers respond to literature?” by providing students practice with comparing and contrasting the settings in the story. This lesson also provides students with the opportunity to make inferences, make predictions, visualize the story, think about character’s feelings, and explore implicit versus explicit information. The teacher also models reader response including making inferences, defining vocabulary, connecting to evidence from the text in previous chapters, and visualizing aloud.

Additional Materials Needed:

Blank paper for students to draw on.
Markers or colored pencils.

Date: Session Nine	Lesson Subject and Topic: Chapters 22, 23, and 24
<p>Standard: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>Essential Question: How do readers respond to literature? How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to express their personal opinion on the choice a character made by writing down their thoughts and participating in a class discussion.</p>	
<p>Teacher Preparation: Read Chapters 22, 23, and 24. Reread each chapter and mark the following with post-its: In Chapter 22 on page 154, stop right after Miss Smith remarks, “It’s awful having to face your own shortcomings,” and think aloud, “A shortcoming is a failure. I’m thinking Miss Smith doesn’t like facing her failure with Butter just like in real life it’s sometimes hard to admit your failures and you feel ‘awful’ like Miss Smith says. Overall though, she does face her failure just like we should too.” On page 155 at the end of the chapter, tell students, “Take out your notebook and find the prediction you made at the end of Chapter 21 yesterday. Was your prediction similar to what happened? Was it different? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 23 on page 157, stop after Miss Smith says, “Then they’ll show the story” and explain to students, “At this time in history there weren’t televisions in every home, just radios, so they would show the news before movies instead of the trailers we have today.” On page 158, at the section break tell students, “Make a connection to your own life. Was there anything in the news that was overwhelming or too much for you like Ada? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 160 at the end of the chapter, tell students, “The author is trying to tell us something here about Ada’s point of view. Has her opinion about her foot changed since the start of the book? What evidence from the text shows you it has? What evidence from the book shows you it hasn’t? Stop and Jot.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 24 on the bottom of page 162 to 163, stop after it says, “In exchange I’d work for him the rest of the afternoon,” and tell students, “Make a connection to another book or text you have read where two people made an exchange like Ada and Grimes. They don’t use money, but work instead. Who were the two characters? What did they each trade? What did they get in return from the other? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 163 after the second break where Ada declines the invitation, tell students, “I wonder why Ada keeps declining the colonel’s invitation? What is she thinking that makes her not want to go? What’s stopping her? Think about it. Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 165 stop at the section break and ask students, “What might be the reason Mam isn’t answering Miss Smith? Hypothesize various answers that make sense from what we know about Mam. Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 169 at the end of the</p>	

chapter, tell students, “It seems the author is giving us more information about Miss Smith and her relationship with the other women in the town. Why didn’t Miss Smith want to join the Women’s Volunteer Service? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)

Prior learning activities completed in this unit or lesson design:

In the previous session students compared and contrasted the two settings in the story by drawing representations of each one and completing a Venn Diagram with a partner. In other sessions students have practiced talking with partners and in groups, as well as practiced writing responses to different prompts to show their thinking. Students have also made connections to their own life using the story and have made connections to other books they have already read.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with a notebook and pencil. Tell students, “We are about half way through our book now. What are the thoughts, reactions, expectations, predictions, or concerns that you have right now in relation to our story? (Fisher et al., 2004). Write down some thoughts you have using the sentence starters provided here.” Show the first piece of chart paper with the kinds of thoughts listed and the sentence starters. Give students a couple of minutes to write down their thoughts.

Next, instruct students to form a circle. Say, “Let’s have a class discussion sharing what you wrote. We’ve done this where I have called on volunteers, but now I want to step back and hand it over to you. You may share something you wrote down, just make sure only one person is talking at a time. You may use the sentence starters to help you state your idea. Take turns letting others share, and listen to what the speaker is saying by looking at him or her with your whole body.” Give students time to try this strategy. Only interfere if you see someone overtaking the conversation or if students speak at the same time and can’t stop interrupting each other. Practice wait time and only give feedback by nodding your head. Do not repeat what a student says and do not comment on every shared thought. Let the students lead the discussion.

After students have shared in the discussion say, “That was good! We will practice some more after reading our chapters. For this session let’s focus on how readers respond to the same story in different ways. You’ve already proven this with your discussion sharing your thoughts, concerns, questions, and predictions. Since each reader is a unique individual, they also form strong opinions and judgments about what is going on in the story. For example, readers care about what characters do and what they don’t do. Today as we continue reading, pay attention to how you view each character and judge what choices they make.”

Read the chapters assigned for this session making sure to stop for Think Aloud, Pause and Ponder, Stop and Jot, and Turn and Talk. Give students a little extra time for the last Turn and Talk at the end of Chapter 24 because it leads into the next activity.

After students finish talking about the last prompt from Chapter 24, tell them, “Take out your notebooks and pencils and open to a new page. We have learned that Miss Smith doesn’t fit in with the other women of the town, yet she has just agreed to

volunteer for the WVS where she'll have to work with the same women she claims do not like her. What do you think about her choice? In your own opinion, do you think she made the right choice, or not? Here is the question you'll be answering today in your notebook (reveal the second piece of chart paper to students). To start your writing today you can choose to use this sentence starter or this one (point to the two choices on the same sheet of paper beneath the question). Use evidence from the text to support your answer providing examples from what we have already read in the story. This is your own unique opinion, so don't worry about what others are writing. To you personally, what do you think of Miss Smith's choice? Stay where you are to write today." Keep students in the same read-aloud area for their writing. Give them around five minutes to express their opinions in their writing. Walk around observing what they write especially noting who thinks Miss Smith made the right choice and who thinks she didn't make the right choice. Give students a one-minute warning and then tell them to stop writing and put their pencils down.

Instruct students to form a circle and put their notebooks on the ground in front of them. Explain, "We will have another discussion like we did at the beginning of class, only this time you may only talk about the topic of Miss Smith's choice. Here are some sentence starters to help you continue the discussion (show the third piece of chart paper). This time because these are personal judgments, you may feel a little more excited and passionate, but we need to stay respectful of others' opinions and listen to everyone's point of view. Remember, only one person talks at a time and you need to take turns letting others share. Everyone should be looking at the speaker with their whole body to show him or her we are listening. You may use your writing to guide what you say, but this is meant to be a discussion, not a presentation, so do not read directly from your notebook. Is there anyone who would like to share their opinion first?" Call on someone with their hand raised to start the conversation. After that, don't ask for volunteers, just wait for students to share on their own. Give feedback by nodding your head, but refrain from restating what a student has said or questioning so that you let students lead the discussion. If students start to become defensive and/or attack others' opinions, step in and stop the conversation reminding students they need to remain respectful. If the disrespect continues or if students cannot seem to continue the conversation on their own, then you may facilitate more by calling on students to share. Even during this though, still try to let students be the only ones who are talking.

After about 10 minutes of discussion or so, tell everyone to stop the discussion. Praise students saying, "Great job sharing everyone! I noticed... (list examples of what you observed like, 'you let everyone speak,' 'there was only one person talking at a time,' 'you were respectful of others' opinions even if they didn't agree with yours,' and 'you kept eye contact with the speaker and turned your body towards him/her to show you were listening'). Expressing your own opinion and listening to others' perspectives respectfully is a lifelong skill. It also helps readers when they share their opinions and hear others' because then they can look at a story from a different point of view which supports their understanding. As we continue reading, identify your opinion first about what is happening in the story, but also try to think of another perspective that someone else might have and look at the issue from both sides."

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students' written responses in their journals. The teacher will be able to read what students answer to the question about Miss Smith's choice and see what evidence they use from the book as support. The teacher will also know if students have met the objective by observing and listening in to the student-led discussion. Students will share their opinions in a group and some will agree while others will disagree. The teacher will be able to see who believes what and why just by paying attention to the conversation students have.

Connection to next lesson:

The next lesson will continue with the next three chapters. Information may be given in this lesson that influences students' opinions about whether Miss Smith made the right choice or not. Students will also continue practicing written responses and oral responses such as discussion in a group, as well as with partners.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers respond to literature?" by giving students the opportunity to identify their own opinions on an issue that happens in the story. They also share their opinions with others and listen to others' point of view. Students are introduced to the idea of looking at an issue from multiple perspectives which gives them a strategy to use when they are reading on their own. During the reading time students practice responses to literature by hypothesizing and using evidence from the text to justify an answer, and they use evidence in the story to see if their prediction is similar or different. This lesson also ties into the essential question of, "How do readers connect with the text they are reading?" by giving students the opportunity to make a connection to their own life experiences as well as connecting this story to another book or text that they have already read.

Additional Materials Needed:

One piece of chart paper with the following list of responses: thoughts, reactions, expectations, predictions, and concerns. On this same first piece of paper have the following sentence starters written down: "I think...", "I wonder...", "I notice...", "My opinion is...", "I predict...", "I expect...", and "I feel..." (modified from Barone, 2011).

On a second piece of chart paper write the following at the very top: "Question: Why do you believe Miss Smith did or did not make the right choice?" (Hancock, 2008, p. 279) Below this write down two answers: "I believe Miss Smith made the right choice because..." and "I believe Miss Smith did not make the right choice because..."

On a third piece of chart paper write the following sentence starters: "I think...", "My opinion is...", "I agree with _____ because...", and "I disagree with _____ because..." (modified from Barone, 2011).

Date: Session 10	Lesson Subject and Topic: Chapters 25, 26, and 27
<p>Standard: 5.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Essential Question: How do readers respond to literature? How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to analyze what would have happened if a major event from the story was placed earlier, later, or left out completely by writing a journal entry choosing a major event, deciding when, or if, it occurs, and describing its impact.</p>	
<p>Teacher Preparation: Read Chapters 25, 26, and 27. Reread them and mark the following with post-its: In Chapter 25 on page 170 after Ada says, “I started to shake,” ask students, “Why is Ada choosing to react this way? What in her past experience may be influencing this reaction? Make an inference. Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 174 at the section break, think aloud, “I’m thinking that the author is sharing with us the impact that Mam’s abuse has had on Ada. She’s lived through extreme maltreatment and people who have experienced that need time to heal from such a trauma.” On page 175 after the remark, “They were nothing like cats,” share with students, “Even though a cat isn’t a donkey, Jamie is still doing what we’ve practiced too: making connections in real life to the book he’s reading with Miss Smith!”</p> <p>In Chapter 26 on page 178 at the section break, ask students, “Why doesn’t Ada ask for Miss Smith to teach her to write? Why is she going to sneak a pencil to try writing secretly without Miss Smith and Jamie knowing? Think about it. Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 179, stop after reading, “...my bad foot had become more of a problem,” and share with students, “In this context ‘forward’ doesn’t mean a direction, but a description. It means ‘advanced,’” and reread the whole sentence. On page 180 after Grimes says, “England lost three million men,” think aloud, “I’m thinking Grimes is referring to World War I because England was in the war from 1914 to 1918. The United States joined only in 1917.” At the end of the chapter, tell students to take out their notebooks and pencils to Stop and Jot (McKibben & Sax-Bendix, 2017). Ask, “How are Mam and Miss Smith similar? How are they different? What in the book shows this? Write down similarities and differences using examples from the text. You can make a Venn Diagram if that helps you.”</p> <p>In Chapter 27 on page 185, stop after, “...I could walk for ages without getting tired,” and ask students, “What type of figurative language is this? What does it mean? How does it help you imagine and understand what Ada means? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On the same page after Miss Smith says, “Never you mind,” tell students, “Make an inference with what you already know about who Dr. Graham and Miss Smith are talking about. Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On the bottom of page 188 before the next section, pause and instruct</p>	

students, “Think about your own life experiences. Was there anything you did that others looked down upon, but you knew was right and would do it again if you had the chance? Stop and Jot your connection.” (McKibben & Sax-Bendix, 2017) On page 190 at the section break, think aloud, “I wonder why it’s so hard for Ada to be thankful and show her gratefulness to others? What does this say about her character?” On the top of page 192, define for students “old ducks” by saying, “This is an old phrase, but from the context I can figure out it means, ‘he’s harmless’ and is probably said with affection.” In the next paragraph on the same page define “feebly” by saying, “It means ‘weak.’” On page 193 at the section break, ask students, “With this new information, what kind of a person do you think Stephen White is? How do you know? (Hancock, 2008, p. 279) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)

Prior learning activities completed in this unit or lesson design:

In the previous session students practiced leading a discussion sharing their opinions on whether a character chose to do the right thing. Students have written long responses in previous sessions using examples from the text. Students have compared and contrasted characters and settings using a Venn Diagram in previous sessions. Students have also practiced making personal connections to text before this lesson.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Tell students, “To review today, you will work in assigned groups of four. Each group needs to decide whether they will write a list or draw a comic of the sequence of events from our last reading session. Use one notebook for the whole group. You will not need colors this time; this is just a review activity. You need to put the events in order, so you may want to brainstorm on a separate page first.” Show students the assigned groups with everyone’s names and have groups move to desks or around the room to work. Walk around observing students’ work and noting which groups are deciding to write and which are deciding to sketch. Give students 5-8 minutes to complete this review. Give them a 2-minute warning to let them know they need to finish, and then call them back to the read-aloud area and have them close their notebooks.

Explain to students, “In our last reading session, we looked at how hearing other people’s opinions helps us to view an issue from multiple sides. Today, we’re going to look at issues in the story from various angles, but this time it’ll be in relation to the sequence of events in our story. Readers think about how authors have chosen to order events in their stories, and how one little change in sequence could impact the whole trajectory of the plot. In our reading session today, a major scene will appear for us and I want you to think about why the author chose to put it purposefully in the order of the story that she did.”

Read the chapters assigned for this session making sure to stop for Think Aloud, Pause and Ponder, Stop and Jot, and Turn and Talk. When you read Chapter 27 and arrive at the part where the vicar and boys are making the Anderson Shelter in Miss Smith’s backyard, take out the photos you have printed and hang them up somewhere students can see so they understand what this shelter looks like and realize it was something in real life.

When you complete Chapter 27, close the book and say to students, “The major event that I mentioned earlier was Ada’s reaction to breaking the sewing machine. This scene clearly demonstrated for us the impact that Mam’s abuse has had on Ada and revealed how kind and patient Miss Smith is. This came after Ada has been separated from Mam a while, but not late enough in the story where she fully trusts Miss Smith as she remarks at the end of Chapter 26. Let’s explore this event together (reveal the page with the question written down in three lines). What might have happened if this event with breaking the sewing machine had occurred earlier in the story, later in the story, or had not happened at all?” (Fisher & Medvic, 2003, p. 54) Point to each phrase on the chart paper as you read each one. Ask students, “What do you think would’ve happened if Ada had broken Miss Smith’s sewing machine when she had just arrived? What if the author had put this event at Mam’s house instead?” Have students raise their hands to share with the class, and call on them to hear their responses. Write their ideas beneath the first phrase. Next, ask students, “What would’ve happened if Ada had broken the sewing machine after being with Miss Smith six months or a year instead of only a couple of months? What if she broke it after having learned to trust Miss Smith more?” Have students raise their hands to share with the class, and call on them to hear their responses. Write their ideas beneath the second phrase. Lastly, ask students, “What if the author had chosen not to put this event in the story at all? What if she left out the broken sewing machine and Ada’s consequent reaction? How would that have affected the story? What would’ve happened? How would that have affected us as readers getting to know the characters and seeing how they interact with each other?” Have students raise their hands to share with the class, and call on them to hear their responses. Write their ideas beneath the third phrase.

Tell students, “We can understand the importance of this event more by exploring where the author placed it in the story and how it would make the story different if it had not occurred at all. Now it’s your turn. You will choose a major event from the story that we’ve read so far and you’ll choose only one of these options (point to the three phrases), not all three to write about. Describe the event and what would’ve happened if it had occurred earlier, *or* later, *or* not at all (Fisher & Medvic, 2003, p. 54). Think of how it would have affected the plot and the characters, but also how it would’ve affected the reader if the event were in a different sequence. To help, I have a list of major events from the story that you can choose from.” Reveal to students the list of major events either on another piece of chart paper or written on the white board. Let students know, “These are suggestions, but if you have another event you want to focus on, go ahead. You just can’t use the event we worked on together. You need to describe what would’ve happened if the event had occurred earlier, later, or not at all in the story (Fisher & Medvic, 2003, p. 54). Choose one event and one sequence order from the three to examine more in depth. Take out your notebooks and pencils and open to a new page. This is individual, silent writing time.”

Leave the list of major events up where students can see as well as the chart paper with the question and its three parts you worked on as a class. Let students move around the room to write. Walk around observing students’ writing. Read what they have written

and ask students, “Can you tell me more about that?” If students are struggling, help them to pick a major event and maybe suggest that they choose the last option where they describe what would happen if the event had not occurred at all. Help them to focus on the plot and characters, but also how the reader would lose information or may not understand the story as well. Give students about 10 minutes of writing time and a 1-minute warning to stop writing. At the end, tell students to find a partner and share what they wrote down. Give them about two minutes for the first person to share and then remind them to have the other person share if they have not done so already. Walk around listening in to students’ conversations and ask for clarification of students’ ideas. Read students’ writing when available too to find out more about their thoughts.

Call students back to the read-aloud area and say, “I heard a lot of great hypotheses of what might’ve happened if a major event had happened earlier, later, or not at all in our story (Fisher & Medvic, 2003, p. 54). Looking at the major events in our story this way helps us as readers to understand why the author chose the sequence of events she did and gives us insight into the characters and the plot. Think about this with your independent reading books and see how the sequence of events affects the story and how you interpret it.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students’ writing. The teacher will be able to read what major event a student chose and what sequence order he or she is exploring. The teacher will also know if students have met the objective by listening in to their conversations with a partner sharing their writing. The teacher will be able to listen for the major event, as well as what might’ve happened if it were earlier in the story, later, or not in the story at all.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students will practice drawing for review like some chose to do in this lesson. Students will continue writing down their thoughts and sharing them with partners, as well as with the whole class in a discussion.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers respond to literature?” by providing students with the opportunity to investigate how the sequence of major events in a story impacts how a reader interprets the story. Students are able to see that authors purposefully choose when major events occur, and how, if they happened at different times or not at all, then the story and what the reader understands would be different. Students also practice responding to text during the reading time by inferencing, identifying figurative language, comparing and contrasting two characters, and describing character traits based on information from the text. The teacher also models ways in which readers respond to literature by sharing background knowledge, helping to define vocabulary and phrases, and using the technique of questioning. This lesson also relates to the essential question of, “How do readers connect with the text they are reading?” by having students practice making self-to-text connections during the reading time.

Additional Materials Needed:

Chart paper or a white board with assigned groups of 4 with every member's name written down.

Printed photos of Anderson Shelters from World War II in London. You can find these on the internet. Choose a couple that look like the description in Chapter 27.

Chart paper or a white board to write down the following question. Make sure for each option it is on its own line and you leave room to write beneath it. Write down, "What might have happened if this event had occurred earlier... (first line) later... (second line) or had not happened at all? (third line)" (Fisher & Medvic, 2003, p. 54).

Another piece of chart paper hung in a different place in the room from the previous paper to show the following list of major events from the story (you could also have this on a white board and hide it until the writing activity): Ada teaching herself to walk, Ada and Jamie running away, Ada and Jamie meeting Miss Smith, going to the doctor's with Miss Smith, Ada riding Butter, Jamie going to school, Maggie falling off and losing her brother's horse, Miss Smith finding out about Jamie's hand situation at school, and Ada visiting Fred Grimes.

Date: Session Eleven	Lesson Subject and Topic: Chapters 28, 29, 30
<p>Standard: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>Essential Question: How do readers respond to literature?</p>	
<p>Lesson Objective: Students will be able to produce questions related to the story as well as answer some of their own questions by writing questions during the reading time and answering them in a class discussion.</p>	
<p>Teacher Preparation: Read Chapters 28, 29, and 30. Reread each chapter and mark the following with post-its: In Chapter 28 on page 196, after reading the first sentence define for students that, “‘Frail’ is a synonym for feeble and weak.” On page 197 at the top after it says, “It pleased me,” share with students, “‘Curmudgeon’ means difficult, like a grouch or sourpuss.” On that same page at the section break, tell students, “Stop and Jot a few questions you have up until now in the chapter.” (McKibben & Sax-Bendix, 2017) On page 199 at the section break tell students, “Stop and Jot some questions from this part of the chapter.” (McKibben & Sax-Bendix, 2017) On page 201 after you read what is in parentheses, stop and tell students, “To ‘mollify’ means when a person softens in feeling or temper; to calm or alleviate or to mellow.” At the end of the same page which is the end of the chapter, tell students, “Write down a few more questions from this chapter that you have.”</p> <p>In Chapter 29, on page 202 at the section break, tell students, “Stop and Jot a question or two based on this information Ada is sharing with us.” On page 203, after Maggie says, “Oh, of course not. Come on,” stop and ask students, “Why would Maggie say this to Ada? What is she thinking? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 205 at the end of the page at the section break, tell students, “Stop and Jot a few more questions about the chapter up until now.” (McKibben & Sax-Bendix, 2017) On page 207 after the paragraph about the cat sleeping in the bed, stop and tell students, “Stop and Jot a few more questions from this part of the chapter.” (McKibben & Sax-Bendix, 2017) On page 208 at the bottom where Maggie asks Ada about pocket money and says, “Oh,” share with students, “Pocket money is allowance or an amount of money parents would give their children weekly.” On page 209 after finishing the chapter, tell students, “Write down any other questions you have about this chapter.”</p> <p>In Chapter 30 on page 211, stop after reading the paragraph that ends with, “...white wool” and tell students, “An oddment is like a bit or piece of something left behind, a remnant.” On page 212 stop at the section break and tell students, “Stop and Jot some questions you have up until now for this chapter.” (McKibben & Sax-Bendix, 2017) On page 214 at the end of the chapter, tell students, “Stop and Jot more questions you have about this chapter now that it’s done.” (McKibben & Sax-Bendix, 2017)</p>	
<p>Prior learning activities completed in this unit or lesson design:</p>	

In the previous reading session students explored what would have happened if a major event in the story had happened earlier, later, or not at all. In previous reading sessions students have practiced leading class discussions where the teacher acts as a guide and only steps in when needed. Students have also had experience hearing the teacher ask questions about the story and responding to open-ended questions for Pause and Ponder, Turn and Talk, and writing prompts.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Share with students, “In our last session we explored how the story would’ve been different had a major event taken place earlier, later, or not at all. From the three chapters we read last time, think of one major event or scene that you remember. Take out your notebook and pencil and draw a sketch of that scene including the specific characters and where the event took place. As you draw, think about why this scene is so important in our story. This is an individual activity to be completed silently.” Give students around two minutes to sketch in their notebooks quietly, and walk around looking at the different scenes students choose to draw. When two minutes is up, tell students, “Turn and share with a partner the scene you drew, how you chose it, and why it is important to the story.” Give students under five minutes to share reminding them half way, “If your partner has not shared his or her drawing yet, please do so now.” Walk around listening in to students’ thoughts and ideas about the scenes they drew. At the end of the time, tell students to put their notebooks and pencils down.

Explain to students, “All throughout our time reading this book, we’ve practiced different responses to literature. I have also modeled some responses that readers do when I think aloud with you. We’re going to focus on one specific strategy today that readers use to aide in their comprehension: questioning (Lloyd, 2004, p. 114). I model questioning whenever I say aloud, ‘I wonder...’ and just leave the question in the air for us to think about. This is different from asking questions that have specific ‘correct’ answers like, ‘I wonder what Miss Smith’s pony’s name is?’ That’s more of a closed question, and we want to make more open-ended ones. That means that the answer isn’t as fixed and there can be multiple interpretations like when we asked ourselves if Miss Smith made the right choice a few sessions ago. Today, I’m not going to model questioning anymore; it’s your turn! Take out your notebook and open to a new page. At the top write, ‘Chapter 28’ and leave eight lines beneath it. In the middle of the page write, ‘Chapter 29’ and leave about 8 lines, and then write ‘Chapter 30’ and make sure you leave room underneath to write.” As you instruct students, write down the same titles in the same places on chart paper that students can see. Say, “During our reading today, I’ll stop periodically in each chapter so you can write down questions you have (Lloyd, 2004). Use the following sentence starters to help you write more open-ended questions.” Show the paper or white board with the sentence starters written down and leave it up where students can see during the reading time.

Read the chapters assigned for this session. You will not give as many opportunities for Turn and Talk or Pause and Ponder for this session so that students can write their own questions in their notebooks. Provide a minute or so each time you stop for students to write questions in their notebooks and look around the room observing the

lists of questions each student has. Stop to define vocabulary and for the Turn and Talk when Maggie says that Ada must be happy there is a war so that students can figure out what she means by her remark.

When you finish the last chapter and have provided time for students to write down any questions they have, close the book. Tell students, “Now we’ll hear some of your questions from each chapter that you have come up with. Who would like to share a question they made in Chapter 28?” Have students raise their hands and call on them to share their questions writing them down on the chart paper underneath the correct chapter. Follow the same procedure for Chapter 29 and 30. Do not write down repeated questions and let students know if a question is too concrete to write down. Once you have your chart paper full of questions, instruct students to close their notebooks and form a circle for discussion.

Tell students, “For today’s discussion I will help facilitate a little more by helping you choose a question to discuss, but after that, you will have a class conversation just like you did a few sessions ago. I’ll tell you when to stop and pick another question to discuss. Who can remember the expectations for having a class discussion?” Call on students with their hands raised to review the rules of only one person speaking at a time, taking turns to make sure everyone can share, and paying attention to the speaker by respectfully facing him or her with your whole body. To start the discussion, ask for students to choose a question from Chapter 29 listed on the chart paper. Call on a volunteer to read the question aloud and explain to students, “Now this is your topic. You may answer the question or ask follow-up questions and answer those.” Let students speak on this question for a few minutes. If it seems there is nothing more to say on the topic, just have students choose another question from the same chapter. Stop the conversation at around five minutes and ask for another volunteer to choose a question from Chapter 29 to discuss. Follow the same procedure and do the same for Chapter 30. Make sure that you are only helping students decide on a question to talk about. Other than that, stay out of the discussion and let students lead it. This class discussion should last around 15 minutes total.

End the class discussion and tell students to face the front with the chart paper. Tell them, “You all did a great job asking questions and answering them in a class discussion today! Readers ask questions about what they are reading all the time. There are many reasons readers do this.” Reveal the chart paper with the list of reasons why readers ask questions and read the list aloud to students. Conclude the lesson by saying, “As we continue with the story, I will ask questions that I want you to think about, but I also encourage you to ask questions to yourselves so that you can dig deeper into the text.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students write questions in their notebook for each chapter. The teacher will also know if students have met the objective by hearing student volunteers share their questions with the class for the teacher to write down on the chart paper. Another way the teacher will know if students have met the objective is by listening in to the class discussion that

students have at the end focusing on a few specific questions from each chapter and answering them, as well as asking follow-up questions.

Connection to next lesson:

The next lesson will continue with the next three chapters. From here until the end of the story, students will know how to ask their own questions as well as answer questions they have made or that the teacher asks. Students will also participate in class discussions in future lessons that are student-led with minimal teacher support.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of “How do readers respond to literature?” by providing students the opportunity to practice the strategy of questioning. Readers ask questions about what they are reading while they read to understand the story better and help the reader focus on important information, as well as for other reasons. Providing students the time to practice creating questions about the read-aloud story during read-aloud time gives them experience with questioning that they can eventually apply to their individual reading.

Additional Materials Needed:

A blank sheet of chart paper where you will write down students’ questions underneath each chapter heading.

Another sheet of chart paper or white board that students can see at the same time as the chart paper with the chapters. This paper should have the following sentence starters written down for students to use: “I wonder...”, “Why...?”, and “How...?”

A sheet of chart paper with the following list of reasons that readers ask questions written down: “It helps the reader pay attention; it helps the reader predict; to deepen understanding; it helps the reader figure out what is important; it helps the reader ‘think back’; it helps the reader picture what the author intends; it helps the reader make connections; it helps the reader analyze characters; it helps the reader focus on important information; to figure out if something is confusing” (Lloyd, 2004, p. 118).

Date: Session Twelve	Lesson Subject and Topic: Chapters 31, 32, and 33
<p>Standard: 5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>Essential Questions: How do readers respond to literature? How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to assume the role of the main character in the read-aloud story by writing a journal entry describing events, thoughts, feelings, and reflections from the character’s point of view.</p>	
<p>Teacher Preparation: Read Chapters 31, 32, and 33. Reread them and mark the following with post-its: In Chapter 31 on page 216 after the first paragraph, stop and tell students, “A furrow is a groove or a line dug into a surface. Think about when you furrow your brow and you get that line between your eyebrows.” On page 218 towards the end of the page after, “. . .not on that gentle morning,” ask students, “Why does Ada think those feelings are ‘bad’? Why does she believe it’s not ok to feel any of them? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 219 after Miss Smith says, “Ada, come back,” think aloud, “I’m thinking that this is a coping strategy for Ada when she becomes overwhelmed with feelings and wants to panic. She goes into her head and shuts out the rest of the world.” On page 220 at the section break, tell students, “Turn to a partner and share a question or two you have at this point in the chapter. Remember to make it open-ended and not so concrete.” (Flottmeier, 2017) On page 221 at the top after Susan says she feels like she’s receiving the gifts of the Magi, share with students, “Miss Smith’s making an analogy to the three wise men in the Bible who brought gifts to baby Jesus. She’s making a connection to text and her background knowledge.” At the bottom of the same page after the sentence, “Looking like a girl with a family who loved her,” stop and think aloud, “From the context here, I’m thinking that ‘imposter’ means a fake, someone who’s pretending to be something they’re not.” On page 223 at the end of the chapter, tell students, “Stop and Jot about a book that you’ve read where you felt similar to the main characters and what they went through like Ada does with Alice.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 32 on the bottom of page 224 after Ada says, “Me too,” think aloud, “I’m thinking that Ada and Jamie are doing this because they experienced not having enough food when they lived with Mam, so to avoid that, they are trying to save food.” On page 226 after it says, “At myself, for being so glad to go,” tell students, “Here we’ve heard about many of Ada’s accomplishments, but instead of being proud, she is angry. Why does Ada feel angry at these events rather than happy? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 228 at the end of the chapter, instruct students, “Think about your own life. Have you, or anyone you know, ever had an operation or surgery? What was it like? What did it include from the beginning when you first found out about it until the end when you or the person was healing? Pause and Ponder.” (McKibben & Sax-Bendix, 2017)</p>	

At the end of Chapter 33, tell students, “Predict what will happen after Ada has had this conversation with Dr. Graham and Miss Smith. Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)

Prior learning activities completed in this unit or lesson design:

In the previous reading session students practiced the strategy of questioning by writing down questions throughout the three chapters during reading time. They also practiced discussing their questions and answering them as a class. In Session Three, students participated in creating an abstract representation of Ada’s feelings with the teacher at the beginning of the lesson, and in Session Five they used this technique again, but with their own feelings. Throughout the read-aloud, students have been given writing time to respond to prompts and practice their writing skills. Students have also practiced sharing with partners and groups.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Remind students of the last chapter where Ada receives the velvet dress from Miss Smith on Christmas Eve and then starts to panic. Tell students, “Think about what Ada must be feeling right now. Why is she reacting this way? What are the thoughts going through here head? What emotions is she experiencing? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) Give students around a minute or so to talk about this, then call their attention back. Explain, “Once again you’re going to create a representation of Ada’s feelings at this specific point in the story, but instead of an abstract drawing, you’re going to create a pie chart (Whitin, 1996, p. 119). To review, a pie chart is a circle that is separated into different sections.” Draw a circle on chart paper or a white board for students to see. Say, “The sections will represent the feelings Ada is having right now. The bigger the section, the more she is feeling that emotion, and similarly, the smaller the section, the less she is feeling that emotion.” Draw in a few big sections and some small ones and write in percentages. Tell students, “The whole pie chart adds up to 100%. You can use fractions, percentages, or no quantity at all, but you must label each section and color it in with a color that you think represents that emotion.” Label one of the sections of your pie chart as “Happy” and color it in yellow or orange. Explain to students, “This is an individual, silent project that will help us empathize with Ada right now in the story. Make sure to include at least three different emotions she is feeling in your chart. Are there any questions?” Answer any questions and then hand out the blank sheets of paper.

Students need to take out makers or colored pencils and they can move around the room to work. Walk around observing students’ pie charts noting the emotions they are using, the colors, and the size of the sections they are delegating to each feeling. Note if there are any repeats among students as well as if there are any emotions that only one student has thought of that shows deeper understanding.

Provide students with five to eight minutes to make their pie chart giving them a one-minute warning. At the end, call students back to the read-aloud area and explain, “Each one of you now has a complete representation of what Ada is feeling at the moment. You will share your pie chart describing the feelings you included, how you chose the size of the section, and how you decided on the color. Turn to a partner and

choose who will go first. I will tell you when to switch.” Give students about a minute or so to share and then instruct them to switch who is sharing. Walk around as students’ share, listening in to their descriptions of their pie charts noting feelings that are repeated frequently. At the end of the time, call everyone back. Tell students, “As I went around, I heard many of you say that Ada is _____, _____, and _____. Some of you realized she could also feel _____ or _____ (insert feelings you heard often and feelings you heard only mentioned once that reflect deeper thinking). Identifying how Ada feels helps us to understand her point of view. Today, I want you to focus on Ada’s perspective as we continue reading our story.” Have students put their notebooks and papers down.

Read the chapters assigned for today making sure to stop for Turn and Talk, Pause and Ponder, Think Aloud, and Stop and Jot. Chapter 33 is very short, so there is only one student response completed at the end.

Close the book and say to students, “We’ve seen a lot happen in these past three chapters including Ada’s Christmas, the rationing of food during the war, and Ada learning about the possibility of foot surgery. Let’s try and empathize more with Ada and what her perspective of all this is. Today, you’ll be writing another journal entry, but this time your job is to write as if you were Ada recording your thoughts, feelings, and reflections about one or more of the events that happened in these chapters (Hancock, 2008, p. 298). Use the first person ‘I’ and include details from what we read in the story today. Turn and talk to a partner about what event you are thinking of writing about. Bounce some ideas around to brainstorm what you’ll include in your writing.” Give students a few minutes to talk, sharing ideas for what they might write about. Walk around listening to what students are thinking of and give a reminder half way through to have the other partner share his or her idea if they have not done so already. If you see partners who can’t think of anything, help them out by giving examples of events that they could write about from the day’s reading.

After the time has passed, call students’ attention back to the front. Tell them, “Now that you have a few ideas to start with, take out your notebook and pencil and open to a new page.” Reveal the chart paper with the writing prompt and instructions. Explain, “This is individual, silent writing where you will take the role of Ada and write about an event from her point of view. Make sure to include her feelings, thoughts and reflections, and include detail from the part of the book we just read.” Let students move around the room to work independently. Give students around ten minutes of writing time with a one-minute warning towards the end. As students are writing, walk around reading students’ work. Ask questions for clarification and help students to add in feelings and details. If you see students struggling to begin or if they become stuck, talk with them about ideas they can include so they keep writing. After ten minutes, call students back to the read-aloud area for instructions.

Tell students, “Now it’s time to share your writing. You’ll be in assigned groups of four and each person will read aloud one page of their journal entry. If you have more, that’s great, you can just summarize the rest so others in your group can take a turn. Sit

in a circle where you can see everyone. There is only one speaker at a time and the rest of you are listening with your whole body. Here are the groups for today.” Show the assigned groups and let students move around the room in their groups to share. Walk around the room stopping at each group to listen in to what the speaker is sharing. Observe whether the student uses first person and if the student shares thoughts, feelings, and reflections, as well as details from the text. Give students about ten minutes so everyone has the chance to share.

At the end of sharing time, instruct students to move back to the read-aloud area with their notebooks and pencils. Say to students, “I heard many of you sharing Ada’s feelings and thoughts about specific events in the book. This shows me you were able to empathize with the main character and see what is happening in the story from her point of view. Readers do this often when they are reading a story. They may not write it down like you did, but they are constantly thinking, ‘Wow! I bet that character is feeling this, or thinks that, or sees things this way...’ to help them understand the story better. When you can empathize with a character in the book you’re reading, you have the opportunity to see events in the book in a whole new way. I highly encourage you to pause and ponder during your independent reading and think to yourself, ‘If I were this character, I bet I would feel...’ You’ll see how it makes the story richer for you as a reader when you do this.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by reading students’ writing during writing time and listening to students share their writing in groups. By observing students’ writing and hearing students read their writing aloud, the teacher will be able to listen for specific feelings, thoughts, reflections, and details from the text told from a first-person point of view to evaluate whether students met the objective or not.

Connection to next lesson:

The next reading session will continue with the next three chapters. Students will continue to practice sharing their work with partners and groups. They will also continue identifying how characters feel during specific parts in the story. Students will have the chance to write other journal entries as well in coming sessions.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers respond to literature?” by giving students the chance to write from the point of view of the main character. This allows students to empathize with the main character and understand her perspective which is one way that readers respond to the literature they are reading. During the reading time students practice responding to literature by producing questions they have about the story, exploring why a character feels the way she does, and predicting what will happen next. The teacher also models reader responses such as defining vocabulary from context, identifying analogies within the text, and focusing on important information. This lesson also ties into the essential question of, “How do readers connect with the text they are reading?” by giving students the opportunity to connect text-to-text describing a book that they feel reflects their life experiences, and to connect self-to-text by reflecting upon any experiences they have had with surgery (Morrison & Włodarczyk, 2009).

Additional Materials Needed:

Chart paper or a white board in the read-aloud area that students can see. Start with a blank page/board.

A yellow or orange marker for the pie chart demonstration.

Blank white paper for students to use for their pie charts.

Students need colored pencils or markers.

Chart paper with the following writing prompt and instructions written down: “Write as if you were Ada recording your thoughts, feelings, and reflections about one or more events that happened in the past three chapters. Use the first person ‘I’. Include details from the story.” (Hancock, 2008, p. 298)

On chart paper or a white board, separate students into assigned groups with four students per group. Have this prepared ahead of time and show students only when needed.

Date: Session Thirteen	Lesson Subject and Topic: Chapter 34, 35, and 36
<p>Standard: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>Essential Questions: How do readers respond to literature? How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to express their feelings and opinions about a major event in the read-aloud book by participating in a class discussion.</p>	
<p>Teacher Preparation: Read Chapters 34, 35, and 36. Reread them and mark the following with post-its: In Chapter 34 on page 235, stop at the section break and ask, “What does Ada mean when she says she doesn’t want to just ‘survive’? What does Miss Smith mean by her response? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 236 after it says, “The more I read, the less I had to ask,” stop and say, “Pause and Ponder. Think back to when you were beginning to read and you needed less and less help from teachers and adults at home. Think about how you felt and how it changed you.” (McKibben & Sax-Bendix, 2017) On page 237 stop after the sentence, “...chilblains appeared on my bad foot,” and explain, “chilblains are when your feet or hands become inflamed by exposure to cold and moisture.” On page 238 after Ada says she wasn’t as afraid as before, ask, “What does Ada mean by this remark? What has happened? What has changed to make her feel this way? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 239 at the end of the chapter ask, “How would you feel under these war conditions with food rationing, less coal for heat, and having a winter on top of all that? (modified from Allen, 2000) Pause and Ponder.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 35 on the top of page 241 after it says, “Jamie was agitating for chickens...” think aloud, “I’m inferring that since ships with imported food are being sunk by German U-boats, then the English government must have recommended citizens grow their own food in Victory Gardens.” On page 242 after Maggie says, “When she writes me letters they come from her public side,” think aloud, “The author is showing us through Lady Thorton how a person can act one way in public and act totally different when alone or with family. We should be careful not to assume how someone is just by their outward behavior.” On page 245 after it says, “The air force built pillboxes around our airfield, to defend it,” tell students, “A pillbox is a small fortress made of reinforced concrete with tiny windows and machine guns inside used to protect an area from attack.” On page 246 after Miss Smith says children in Norway and Holland were unharmed, think aloud, “I’m thinking here that Miss Smith means children in those places that were Christian because we know from history that this wasn’t true for Jewish children, but Miss Smith wouldn’t know that.” On page 247 at the section break, ask students, “What can you infer about how this helped Jamie feel better? Why would this be so reassuring to him? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On the same page after the colonel says he shouldn’t be useless, stop and share with students, “The Local Defence</p>	

Volunteers group was made up of men who were too old or too young to join the services, so they were to act as secondary defense in case Germany invaded.”

On page 250 after Ada says, “...they would all die,” instruct students, “Picture in your head thousands of soldiers standing on the beach waiting to board ships. They are all together in one spot, clustered, just perfect for the enemy to attack. They have nowhere else to go.” On page 251 after it says the planes, “...flew out toward the ocean and didn’t come back,” tell students, “Based on what’s happening at Dunkirk I can infer these planes are going to defend the ships that are carrying the soldiers back to England.” On page 252 after it says, “Stalwart British fighters, heroic and grateful to be home,” share with students, “‘Stalwart’ means strong and brave.” On the top of page 254 after Ada says she went to the pub, define for students, “A pub is a bar.” Later on the same page after Daisy says, “‘I’ll bring buckets back and forth,’” think aloud, “The word ‘publican’ has ‘pub’ in it, so I can infer it refers to the owner of the pub.” On page 257 after the sentence, “Reluctantly, Susan allowed me to stay in the village,” tell students, “‘Reluctantly’ is like unwillingly, like she doesn’t really want to, but she does anyway.” At the end of the chapter on page 258, ask students, “What does this description of war remind you of that you’ve read before? In what book or article did you read something similar? What was the context of what you read? What war? When? Who were the forces fighting each other? Stop and Jot.”

Prior learning activities completed in this unit or lesson design:

In the previous session students assumed the role of the main character, Ada, and wrote about an event from her point of view. Students included the character’s feelings, thoughts, and reflections and wrote in first-person using details from the story. In earlier sessions students have practiced leading a class discussion on their own with some support from the teacher. Students have also had the opportunity to connect self-to-text, text-to-text (Morrison & Włodarczyk, 2009) and to generate questions about the story (Lloyd, 2004).

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Instruct students, “Turn and Talk with a partner summarizing what happened in the three chapters that we read last session.” Give students two to three minutes to talk about what happened in the story in the previous reading session. Call students’ attention back and ask for volunteers to share the sequence of events starting in Chapter 31 with the end of Ada’s panic attack on Christmas Eve. Continue calling on students to share events until you catch up to the end of Chapter 33 where Ada writes to Mam asking for her permission for the surgical operation. Tell students, “Now that we’ve reviewed, let’s continue with the next three chapters. I will warn you that the last chapter today describes a major historical event from Ada’s point of view that is very descriptive of hurt soldiers, just so you know before we read through it. As I read, I want you to focus on the responses that you have to the events in the story. Check in with how you feel and identify some emotions during each chapter.”

Read the chapters assigned for today, stopping at the specific points marked for Pause and Ponder, Turn and Talk, and Think Aloud. Give students time to respond to the

Stop and Jot at the end of Chapter 33 because this will help them brainstorm ideas for the class discussion.

After students have written down their thoughts about books or articles they have read that connect with the scene from Chapter 33, tell students to close their notebooks and put everything down. Start by saying, “That last chapter was the major event I talked about before we started reading. It’s known as the Evacuation of Dunkirk and was a real event. Here’s a map of what was going on.” Show students the map either printed out or on a screen for all to see. Explain, “Dunkirk is a city in France on the coast. The Germans had pushed the English soldiers to this point by running them out of the country. Here is England, the land to the northwest. France and England are only separated by this water here, the English Channel. Ada lives with Miss Smith by the ocean which means they must be on the coast just across from Dunkirk. The author is sharing information about this historical event through the description in the story of Ada’s experience in Chapter 33. I want us to discuss this chapter more, so for the next part, form a circle where you can see everyone.”

Once students have formed a circle, tell them, “We’re going to have a class discussion about the Dunkirk event in the story. I’ll ask a few guiding questions, but then it’s up to you to continue the conversation. Who can remind us about our expectations during a class discussion?” Call on students to share the following rules: only one speaker at a time, let others take a turn talking, and face the speaker with your whole body so he or she knows you are listening respectfully. Begin the conversation by asking, “How does this last chapter make you feel?” (Hancock, 2008, p. 279). Call on one student to start, but after that let students continue on their own. Only intervene if students lose control. Let students talk about this topic for about five minutes maximum and then ask another question: “What would you do in that situation if you were there?” (Allen, 2000; Angelillo, 2003; Hancock, 2008). Give students about five more minutes to answer this question and share their thoughts. Then change the topic by saying, “Now, share a text connection that you can make using the following sentence starter.” Write on a white board or chart paper where everyone can see, “It’s just like in that book...” (Angelillo, 2003, p. 39). Let students talk about the connections they can make to another book or text for another five minutes. After that, stop the conversation and give students the last prompt saying, “Lastly, come up with questions you have after reading this chapter either about real history or the story. You may also answer each other’s questions. Use the following sentence starter.” Write down, “I wonder...” (Barone, 2011, p. 42) on the chart paper or white board for students to see. Give students time to generate questions and answer the questions posed by other students. Only step in if you hear incorrect historical information that you can correct. Otherwise, if students look to you for information and you don’t know the answer, be honest and encourage them to look it up during their free time. After five minutes or so end this last part of the conversation. This class discussion should take around twenty minutes to really dig into the prompts and the story.

After the class discussion is over, tell students, “Great job everyone with your discussion today, especially with such an intense topic! When there is a serious event

in a book it's always good to reflect on how you feel as a reader, particularly if the event actually happened in history. Readers also ask themselves, 'What would I do?' to empathize with the characters in a book and to make a comparison between the people in the story and themselves. This helps readers understand the story better and develop deeper understandings about a character's personality, motives, relationships, and choices. Dunkirk was a big event for Ada that helped her grow stronger. Let's see how this change in her character shows itself in the coming chapters."

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by listening in to students' responses during the class discussion. The teacher will listen to students sharing how Chapter 33 made them feel, as well as what they would do if they were in the same situation as Ada. The teacher will also know if students have met the objective by listening to them make connections from the read-aloud text to other text they have read about war, and by hearing the different questions they produce about the story.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students will practice talking with a partner to share their thoughts, and they will write in their journals more. Students will continue leading class discussions with teacher guidance.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers respond to literature?" because students participate in a discussion where they share what they would do in the same situation as the main character which is an empathic response. Students also talk about how they feel after reading Chapter 33 which is a reflection on their emotional response to the story. Another way students practice reader response is by generating and answering questions they have about the read-aloud story and sharing them with the class. During the reading time students practice responding to the text by imagining how they would feel in the condition the characters live in, visualizing what the author describes, and making inferences based on evidence from the text and their own background knowledge. The teacher also models responding to text by defining vocabulary using words found within a word, making connections to world knowledge, and making inferences. This lesson also ties into the essential question of, "How do readers connect with the text they are reading?" because during reading time students connect to their own life remembering what it was like to learn how to read, and they think of another book that they have already read that is similar to Chapter 33's description of the Evacuation of Dunkirk. During the class discussion students also share with the class the text-to-text connection they have made comparing the read-aloud book to another that they have already read.

Additional Materials Needed:

Look online by searching "Map of Dunkirk Evacuation" and print off one or two maps to show students when providing them with information. You can also show this on a screen if students are near one. Make sure the map shows both Dunkirk and England and has the English Channel labeled for students to see how close the two locations are.

Blank chart paper or a clean white board by the read-aloud area to write sentence starters on.

Date: Session Fourteen	Lesson Subject and Topic: Chapters 37, 38, and 39
<p>Standard: 5.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>Essential Questions: How do readers respond to literature? How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to justify their opinion about whether a character made the right choice using evidence from the text by writing a journal entry.</p>	
<p>Teacher Preparation: Read Chapters 37, 38, and 39. Reread them and mark the following with post-its: In Chapter 37 on page 259 after it says, "...we were staying put," think aloud, "I'm thinking there's another reason why Susan won't send Ada and Jamie away because she can't count on Mam to know about how dangerous it is in Kent, much less write to Susan telling her to send them away." On page 261 follow-up with your first Think Aloud after Miss Smith says, "...she'll go right back to where she was," and say, "Oh! So <i>this</i> is the reason Miss Smith doesn't want to send them away, because she's afraid Ada will be mistreated again or at least be held back from a normal life because of her foot." On page 262 at the section break, ask students, "Do you think Susan is making the right choice for Ada and Jamie? (modified from Hancock, 2008) Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 263 after Fred says that horses aren't important, think aloud, "I'm shocked by this remark, but I guess the way to know whether something is important is if it can help the war effort. Horses can't be of service." On page 264 after Miss Smith says, "Some things you've got to face as a family," share with students, "The author is revealing to us here that Miss Smith thinks of Ada and Jamie as her family!" At the end of the chapter after reading the last line, tell students, "An air raid is an attack by enemy planes dropping bombs. This is what the Anderson shelter is for."</p> <p>In Chapter 38 on page 269 after Ada says, "I imagined riding Butter," tell students, "Make a connection to your own life when a specific smell reminded you of a particular memory, good or bad. Pause and Ponder." (McKibben & Sax-Bendix, 2017) On the same page at the section break tell students, "Think of the effect the air raids have on Ada especially. Does this influence your opinion about if Miss Smith made the right choice? (modified from Hancock, 2008) Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 271 at the end of the chapter ask students, "What are Ada and Miss Smith silently agreeing upon that is worse than bombs? Does this influence your opinion about if Miss Smith made the right choice? (modified from Hancock, 2008) Turn and Talk." (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 39 on page 272 after Miss Smith states, "...you're actually much safer in the shelter," share with students, "This is an example of irony. It's ironic because a shelter is made to keep you safe, yet Ada doesn't feel safe when she's in the shelter. It's the opposite of what you'd expect." On page 275 at the section break after it says, "...he was a spy," tell students, "Predict what Ada is going to do, and what's going to</p>	

happen with this strange man on the beach. Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 276 after the sentence, “...and had a rucksack on his back,” stop and tell students, “A rucksack is a backpack.” At the end of this paragraph when it describes the boat floating away, think aloud, “I wonder why the man would let his boat go freely like that? Why wouldn’t he tie it up? I wonder what this means?” On page 279 when Ada tells the officer that the man’s “trouser cuffs are wet. And they’re full of sand,” tell students, “trousers are pants, so she’s saying the ‘cuffs’ or bottoms of his pant legs are wet.” On page 281 at the first section break, instruct students, “Think back to the prediction you made about the man on the beach. Was your prediction close to what happened? Or was it different from what you predicted? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) At the end of the chapter, ask students, “Does this incident with Ada catching a spy influence your opinion about Miss Smith’s choice? (modified from Hancock, 2008) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)

Prior learning activities completed in this unit or lesson design:

In the last reading session students participated in a class discussion about the main event of the Evacuation of Dunkirk that was described in the book. In Session Nine students discussed whether they believed Miss Smith made the right choice joining the WVS. Students have also practiced writing longer journal entries in previous sessions where they needed to include evidence from the text to support their view.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Explain to them, “To review today, you’re going to draw an event from the plot that we read in our last session (Barone, 2011). Draw what you remember about the Evacuation of Dunkirk in our story. Think about the following questions: What was going on? Where were the characters? What were they doing? Who were they with? Sketch on a new page in your notebook the answers to these questions. Don’t worry about color or how realistic your drawing looks. Focus on incorporating as much information about Chapter 33 as you can in your sketch.” Give students time to remember and draw. Walk around observing students’ sketches. If you notice anyone who can’t seem to get started, help him or her by suggesting he or she draws basic information about where Ada was, where Miss Smith was, and where Jamie was. Give students five to eight minutes to complete their sketches with a one-minute warning towards the end. When time is up, tell students to find a partner to share with. Explain to them, “One person will share first describing what he or she drew and why. Then it’ll be the other partner’s turn.” Give students around two minutes to share reminding them half way that the second partner needs to talk if he or she has not done so yet.

Call students’ attention back to the front and remind them, “A few sessions ago we looked at how readers judge the choices that characters make. We talked about Miss Smith’s choice to join the WVS even though the other women weren’t very accepting of her. That wasn’t a high-risk choice since it didn’t put Miss Smith or anyone else in harm’s way, but it still was something to debate about. Other times though, characters need to make a decision in a risky situation where there will be positive and negative consequences to their choice. It is up to us as readers to interpret whether we think the

character made the right decision. We can justify our point of view with evidence from the text by looking at what happens in the story as a consequence. Today, think about the decision Miss Smith makes in our first chapter. What is your point of view about if she made the right decision? What in the story that we read today can support your opinion?"

Read the assigned chapters for today making sure to stop for Turn and Talk, Pause and Ponder, and Think Aloud. At the end of the last chapter, let students talk about their opinions and take out the prepared chart paper or white board to begin the next part.

Say to students, "Take out your notebooks and pencils and open to a new page. Draw a t-chart like this on your page." Point to the chart paper or white board. Instruct students, "Label the left side with 'I agree because...' and the right side with 'I disagree because...' What we are going to judge today is whether Miss Smith made the right choice. At the top of your page write, 'Miss Smith made the right choice to keep Ada and Jamie with her in Kent.'" Observe students and wait until everyone has the chart labeled in their notebooks. Point to the big space on the left side and right side of the chart and say, "Here is where we'll list examples from the story that support each side. You need to be able to explain how an example either supports that Miss Smith made the right choice (point to the left side) or how it shows she didn't (point to the right side). We'll fill in this chart together, but make sure to copy down in your notebook what I have written up here. Does anyone want to offer an example?"

Call on students to provide supporting evidence. It can be for either side, just have students explain which side the evidence belongs on and why. Point out to students that an event could fit in both sides depending on the justification. For example, it was good Ada was still in Kent to catch the spy, but it's also not good for a child to be living in an area where spies could be putting her life in danger. Another example is the air raids. It's not good for Ada to be in a town where she is triggered about her past abuse when she goes in the Anderson shelter, but on the other hand, it does say in the book that she eventually got used to it and stopped panicking. You may also have to play devil's advocate if students cannot look at both sides and are preferring only one. If students start to become passionate about a specific side they agree with, clarify for them that, "This pre-writing is a way for us to look at both sides first before coming to a conclusion (Morrison & Wlodarczyk, 2009, p. 115). Be open to others' point of view for right now." Write down even small evidence to support either side like Ada being able to help with the WVS by staying or Jamie having to stop school when he could continue if he were relocated. Continue hearing students' examples until you have five or more on each side.

Stop and explain to students, "Now that we've brainstormed reasons that support both sides, it's time for you to choose which side you agree with. This is your personal opinion, so there is no reason to be talking with a partner at this point. Think about which side you want to take about this situation and circle the title on your page, either 'I agree because...' or 'I disagree because...' Using the evidence we've listed, and any other examples from the story we read about today that you can think of, write a

journal entry describing your point of view whether Miss Smith made the right choice to keep Jamie and Ada with her. You may start your writing by using this title (point to the title above the t-chart) changing it to what you believe.”

Let students move back to their desks or around the room to write. Walk around observing students’ writing. Read their opinions and what examples they choose to use as their support. Ask students to tell you what evidence they are going to use if they haven’t written it down yet, and talk with students who may be struggling to write. Let them know they should be using the t-chart in their notebook to help them write their response. After about nine minutes of writing time, give students a one-minute warning to finish their sentence or idea. After that, have students stay where they are and just call their attention to listen for instructions.

Tell students, “To share your work today, you’ll find a partner and take turns reading aloud what you wrote.” Let students move around the room with their partners and walk around listening in to what the speaker’s opinion is. Note the examples from the story that he or she uses to support his or her point of view. After two minutes, remind students to switch who is sharing if they haven’t done so already. Continue walking around listening to students read their writing aloud. After another two minutes, instruct students to move back to the read-aloud area.

Ask students, “How many of you said they agreed with Miss Smith’s choice today? Raise your hands.” Observe how many raise their hands. Then ask, “How many of you said they disagreed with Miss Smith’s choice?” Look around to note how many hands are up. Tell students, “Notice that not everyone raised their hand the first time and not everyone raised their hand the second time. We have some who agree and some who disagree which is okay. Everyone has their own opinion, and as readers it’s important that we think about whether we support a character’s decision or not. Finding examples from the text helps you to arrive at a conclusion and the evidence also makes your point of view stronger, or harder to dispute. This situation wasn’t as simple to think about as the one we explored before, but that’s also what makes it worthwhile to think about. In your own lives, you’ll have times when you need to make serious decisions and looking at the consequences, the pros and the cons, will help you to decide on the best course of action just like we practiced today.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by reading students’ writing. The teacher will be able to determine students’ point of view and look to see if they are using evidence from the read-aloud book to support their conclusions. The teacher will also know if students have met the objective by listening to students read their writing aloud to a partner. The teacher can hear a student’s opinion about the writing prompt and can hear what examples from the story he or she used to support his or her opinion.

Connection to next lesson:

The next lesson will continue with the next three chapters. Students will gain more information that will support both sides of whether Miss Smith made the right decision to keep Jamie and Ada. Students will continue writing responses in the next lesson and will practice talking with partners.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers respond to literature?” through giving students the opportunity to evaluate their opinion about Miss Smith’s choice. Readers respond to a story by questioning and judging the decisions characters make, so this lesson provided students with a strategy to weigh pros and cons to help them develop a conclusion. Readers also rely on textual evidence to support their opinions and students practiced this in the lesson by creating a list in the t-chart and then using examples in their writing. During reading time students also responded to the read-aloud book by making a prediction and then assessing whether it was close to what really happened in the story. This lesson also ties into the essential question of, “How do readers connect with the text they are reading?” by giving students the chance during the reading time to think about a smell that brings them back to a specific memory whenever they smell it just like Ada in the story.

Additional Materials Needed:

Chart paper or a white board that you can cover up. On the page at the very top write, “Miss Smith made the right choice to keep Ada and Jamie with her in Kent.” Below that create a t-chart and label the left side, “I agree because...” and the right side, “I disagree because...” (Morrison & Wlodarczyk, 2009, p. 115). Make sure you leave the area underneath each side blank to write down examples from the book.

Date: Session Fifteen	Lesson Subject and Topic: Chapters 40, 41, and 42
<p>Standard: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<p>Essential Questions: How do readers respond to literature? How do readers connect with the text they are reading?</p>	
<p>Lesson Objective: Students will be able to reflect upon their responses to the read-aloud story by sharing their thoughts and reactions in a class discussion.</p>	
<p>Teacher Preparation: Read Chapters 40, 41, and 42. Reread them and mark the following with post-its: In Chapter 40 on page 283 at the section break tell students, “Think of another book where a character performed a heroic act, but was uncomfortable with the fame and glory afterwards because he/she was humble or modest. Stop and Jot in your notebook the title of the book, the character, and the situation.” (McKibben & Sax-Bendix, 2017) On page 284 after reading the sentence, “...until one plummeted, leaving a trail of smoke,” ask students, “What type of figurative language is this? What does it mean, and how does it help you imagine the scene? (K. Fox, personal communication, July 18, 2017) Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 285 at the section break ask students, “Is there anyone in your own life you wish that you could go back in time and spend more time with or get to know better? It could be before they died or before they moved or before you moved. Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 286 after Fred says, “...trailing parts of his airplane as he went,” stop and think aloud, “I’m visualizing this plane heading back to Germany and I can infer it’s been attacked since it’s losing pieces which is a good thing for the British.” On page 287 at the end of the chapter, tell students, “Hypothesize the reason Mam is at Miss Smith’s. Come up with a few ideas. Stop and Jot them in your notebook.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 41 on page 291 after Mam says, ““They don’t need no things. Not where they’re goin’,”” share aloud with students, “I’m thinking that Mam’s refusal of Ada and Jamie’s nice things shows she wants to keep them at her level and doesn’t think they deserve the things Miss Smith bought.” On page 292 at the end of the chapter, tell students, “Stop and Draw a pie chart of your own feelings right now. How does this chapter make you feel? (Hancock, 2008, p. 279) Write the emotions, color names, and percentages in your pie chart.”</p> <p>In Chapter 42 on page 293 at the section break, ask students, “What can you infer about Ada’s future with Mam based on this remark? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On the same page in the next paragraph after it says, “Servicemen sat on kit bags in the aisle,” tell students, “A kit bag is a soldier’s duffle bag.” On page 294 at the section break, tell students, “This phrase comes from the idiom ‘you’re pulling my leg’ which is an example of figurative language. Based on the context here, what could Mam mean by this? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) On page 295 after Mam says, ““Letting you out where</p>	

people could see you,” tell students, “‘The cheek of her’ means ‘What nerve!’ or ‘How rude of her!’” On page 296 after Mam says, “‘I can see I’m going to have to beat the toff out of you,’” tell students, “‘A toff is a stylish person who wants to be upper-class.’” At the end of the chapter, ask students, “‘What does Ada mean by this? What war is she fighting? Stop and Jot your thoughts in your notebook.’”

Prior learning activities completed in this unit or lesson design:

In the previous reading session students wrote a journal entry describing their opinion whether they thought Miss Smith made the right decision to keep Ada and Jamie in Kent with her. In previous sessions students have led class discussions that the teacher facilitated minimally where they shared their thoughts and opinions. In sessions before this one students have practiced questioning, predicting, describing how they feel after reading a section, and judging a character’s choices.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Show the chart paper or white board with the phrases from what happened in the story last reading session. Explain to students, “‘To review today, you will use all of these phrases and put them in order to describe what happened last reading session. You can choose to write a summary underlining the phrases in your writing, or you can draw a comic of scenes from the story including the phrases in your drawings. Either way, you need to sequence the events to summarize what happened. You may repeat phrases if you wish as long as it makes sense to do so. You will work in partners, so you need to decide what method you’ll use and how you will share the work so that each partner is contributing. Use your notebooks and don’t worry about colors if you choose to draw, just sketch.’” Give students about five minutes of work time either writing or drawing a summary of the last three chapters. Walk around looking at students’ products and notice what phrases were used and what may be missing to get an idea of what students remember. After the five minutes, tell students to stop wherever they are and face back towards the front. Ask students to raise their hands to say which phrase they used first. Call on volunteers and number the phrases on the chart paper or white board in order. You can also rewrite each phrase and put them in order if that is easier for students to see.

After recapping last session’s reading, explain to students, “‘Today is our penultimate, or second-to-last, reading session. As I read, be aware of the thoughts that go through your head, what emotions you feel and which scenes provoke them, any questions you may be wondering, and what you predict will happen at the end of our book. Basically, you will be doing a mixture of responses that we’ve already practiced in previous reading sessions.’”

Read the chapters assigned for today making sure to stop for Turn and Talk, Pause and Ponder, Think Aloud, Stop and Jot, and Stop and Draw. For the written responses and the pie chart, give students extra time to work on these since they require a little more time.

At the end of the chapters when students are finished with their Stop and Jot, tell students to close their notebooks and form a circle. Say, “‘We’ve reached the climax in

the plot seeing Mam and Miss Smith argue about who Ada and Jamie should be with. Ada's been wondering about Mam throughout her stay in Kent, whether she'd want her and Jamie back, whether she'd leave them with Miss Smith, what she'd say about school and the foot surgery, and now she has her answers. Let's have a discussion about where we are in the book. I will ask some questions to help the dialogue at first, but after that it's your responsibility to keep the conversation going. Remember our expectations for discussion including one speaker at a time, taking turns to let others share, and to face your body toward the speaker to show him or her that you are respectfully listening. First, I want you to think back to your pie chart. How do you feel at this point in the story?"

Call on one student to start and then wait for other students to offer their thoughts after. When it seems like no one else wants to share, ask students, "Why do you believe Miss Smith did or did not make the right choice by giving Ada and Jamie up?" (Hancock, 2008) Call on a student to start and then let other students share their opinions building on others' ideas. When it seems students are done talking about this topic, reveal the chart paper you have prepared and tell students, "I don't have any more specific prompts. Now it's up to you. I have a list of responses to the story you can share up at the top (point to them) and I have sentence starters down here (point to the bottom of the page) to help you continue the discussion. Looking at these ideas, does anyone want to share something to start the conversation?" Call on a student with his or her hand raised and let the discussion flow from there.

Be observant of how students are speaking with each other, and if there is a lull at any point where no one is talking you can help them by suggesting one of the responses like, "Predict what will happen next," or "Ask questions you have about our reading from today." Do not interfere with the discussion unless you think it is absolutely necessary so that the students lead the conversation and decide how to transition from topic to topic. Let students talk for another ten minutes or so until the total amount of discussion time adds up to around twenty minutes.

Help students finish the discussion and say to them, "You've done a wonderful job today sharing your responses to our story! I heard you discuss _____ and _____ (name a few topics students chose to talk about), and you all practiced _____ and _____ (name specific strategies like predicting, inferring, questioning, hypothesizing, etc.). This is exactly what readers do when they are reading a book although they mostly just 'discuss' with themselves. Instead, I encourage you to have book conversations, like your class discussions, with others even if the other person hasn't read your book. Share your thoughts, concerns, predictions, etc. and you'll see how it helps your understanding of the story. It may even encourage someone else to read the book too!"

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing the class discussion that students lead. The teacher will ask two specific questions to prompt student responses and will be able to see which students answer these prompts. The teacher will also know if students have met the objective by listening to student

responses that they choose to share on their own, as well as responses that they build off classmates' ideas. The teacher can evaluate whether students have met the objective by identifying the types of responses students make during the class discussion including, but not limited to, emotional responses, predictions, questions, hypotheses, inferences, expectations, and concerns about the story.

Connection to next lesson:

The next lesson will continue with the final four chapters of the book. Students will take ideas and thoughts from this lesson with them to the next to evaluate how they change or if their predictions were correct. In the last session students will have the chance to practice more of the responses that they shared during the discussion in this lesson.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, "How do readers respond to literature?" by providing students the chance to share their responses with others. Students practice identifying their emotional response to the story and they judge a character's decision. Students also choose other responses they want to share from a list that includes thoughts, reactions, expectations, concerns, questions, and predictions. During reading time students identify and explore figurative language, they make inferences and hypothesize ideas, and they interpret what a character means by a specific remark. The teacher also models responses to literature including inferencing, describing a character's thoughts, and defining vocabulary. This lesson also ties into the essential question of, "How do readers connect with the text they are reading?" by giving students time to write about another book they have already read that has a character similar to Ada who does not like all of the admiration for her heroic act. Students also make a connection to their own lives by thinking of someone who they wished they had spent more time with like Ada wished she had with the pilots who died.

Additional Materials Needed:

A piece of chart paper or a white board with the following phrases written down randomly so they are not in any particular order: evacuating evacuees, Miss Smith's choice, air raid, Anderson shelter, Ada's hill, man on the beach, spy, first officer, second officer.

A piece of chart paper with the following written down on the top half in a list format: thoughts, reactions, expectations, concerns, questions, predictions (modified from Fisher et al., 2004). On the same chart paper write down the following on the bottom half: "I think...", "I wonder...", "I noticed...", "My opinion is...", "I agree with _____ because...", "I disagree with _____ because..." (modified from Barone, 2011).

Date: Session Sixteen	Lesson Subject and Topic: Chapters 43, 44, 45, and 46
Standard: 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
Essential Question: How do readers respond to literature?	
Lesson Objective: Students will be able to describe a theme from the completed read-aloud book based on examples in the text by writing a journal entry and sharing it with others.	
<p>Teacher Preparation: Read Chapters 43, 44, 45, and 46. Reread them and mark the following with post-its: In Chapter 43 on page 301 after Mam says, ““When you was a baby your foot wasn’t half as ugly as it is now,”” tell students, “Here the author reveals to us that Mam had known about the operation when Ada was a baby, but deliberately chose not to have it done. What does this show about Mam’s character? Pause and Ponder.” (McKibben & Sax-Bendix, 2017) On page 302 after it says, “Better she thought I stayed in my chair,” think aloud with students, “I’m thinking about how opposite this is of what I know because I know if I were a child who cleaned the house, my mom would be delighted! This shows even more of the way that Mam thinks about Ada that she’d be angry, not grateful, that Ada cleaned the house.” On page 303 at the bottom after it says, “...and was sitting placidly in my chair,” explain to students, ““Placidly’ means calmly, peacefully, tranquilly.” On page 306 after Mam says, “...him always rocking you, singing to you,”” share with students, “I feel like now this piece of information really confirms that Mam didn’t want Ada and Jamie in the first place. It was more her husband’s idea than hers. This gives us more insight into Mam’s behavior.” At the end of the chapter, ask students, “After such a confrontation and learning the truth about how Mam feels, how is Ada feeling right now? What are all the emotions going on inside of her? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)</p> <p>Chapter 44 is short, so the only response you’ll need to prompt is at the end of the chapter on page 309. Ask students to predict: “What do you think is going to happen to Jamie and Ada from here until the end of the book? How will things be resolved? Stop and Jot in your notebook.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 45 on page 311 after reading the paragraph that ends with, “All the shattered glass,” tell students, “The author is using lots of figurative language here. How does this help you visualize this scene better? (modified from K. Fox, personal communication, July 18, 2017) At the end of the chapter on the same page ask students, “What do you think of this scene reuniting Jamie and Ada with Susan? Why do you think the author wrote it this way? Pause and Ponder.” (McKibben & Sax-Bendix, 2017)</p> <p>In Chapter 46 on page 314 pause after the sentence, “The train to Kent was packed,” and think aloud with students, “I can infer here that after the bombing in London many</p>	

people who had not already evacuated to the country decided to do so now for their safety. That’s why the train is packed.” On page 315 after it says, “A direct hit from a German bomb,” ask students, “What do you think of the author including this event? What makes it significant? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017) At the end of the chapter on page 316, tell students, “Look back at how you predicted the story would end. How was your prediction similar to what happened? How was it different? Turn and Talk.” (Cunningham, 2014; Flottmeier, 2017; McKibben & Sax-Bendix, 2017)

Prior learning activities completed in this unit or lesson design:

In the previous reading session students led a class discussion responding to two specific prompts from the teacher and then chose responses of their own to talk about with the group. In the first reading session students talked with partners to describe what the character of Ada was like and then they shared with the class in order to make a compiled list of characteristics and adjectives describing Ada. In earlier sessions students have also written longer individual journal entries responding to a prompt, and they have shared in small groups in other lessons.

Lesson Format: (How will students learn?)

Have students move to the read-aloud area with their notebooks and pencils. Remind students of where you are in the story by saying, “Ada is back with Mam once again just like she was at the beginning of the book, but even though the setting may be the same, other parts of our story have changed. At the beginning of the book we looked at who Ada is as a character and we described her personality. Now, after having been with her through this journey in her life, how would you say she has changed? How would you describe the Ada we know now after her experience with Miss Smith as compared to the Ada we met at the beginning of the book? In your notebook, open to a new page and create a t-chart. Label the left side, ‘What Ada was like before’ and the right side, ‘What Ada is like now.’” Reveal the chart paper with the t-chart you have prepared. Once you see all students have the chart written in their notebooks, say, “Turn and talk with a partner to generate a list of adjectives to write underneath each column. See how one can fit under both, or how it may fit only under one. Make sure each partner has their own t-chart filled in.”

Give students about five minutes to create their lists. Walk around observing the adjectives students choose to use and how they are negotiating with their partners. Focus on what examples they are using for the story to justify why Ada is one way now that she wasn’t at the beginning of the book. Give students a one-minute warning and then call students’ attention back to the front. Ask for volunteers to offer descriptions of Ada at the beginning of the story versus now and write them down in the correct column of the chart paper. Ask students, “Why do you say that?” or “What examples can you think of that show this?” to have students support their conclusions with evidence from the text. Continue until you have at least five adjectives on each side of the t-chart.

When you finish, explain to students, “This is one thing readers do to respond to a story when they are reading the end like we are. It’s important to look at how the main character has changed throughout the book and to think of what events caused this to

happen. By doing this you walk away with a deeper understanding of the character and the story in general once you finish. Today, I want you to focus on another literary element that usually comes toward the end of a book: theme. Remember that a theme of a story is a broad, overarching idea that can be applied to our own lives. Sometimes it's easy to think about it as the lesson that we can take away. Themes are not specific, so we won't be talking about characters from the book or events in the plot when we identify a theme. Instead, we'll think more broadly using words like 'people' or 'a person' when we talk about the theme. Books can also have more than one theme as long as they can be supported by textual evidence. As we finish our story today, think about what theme or themes this book has that we can learn from and apply in our own lives."

Read the chapters assigned for today making sure to stop for Think Aloud, Pause and Ponder, Turn and Talk, and Stop and Jot. When you finish, close the book and turn the chart paper to a new page or clear off the white board so you have room to write.

Say to students, "That's the end of our story, so now let's think about those themes we were talking about before. Themes are broad, abstract, and focus on big ideas. For example, one big idea from this story is family (write this as the title at the top of the page/white board). What are the specific examples of family we see in this story?" Call on volunteers to share their ideas and write down their examples below the title while still leaving room at the bottom. Help students to include examples such as Ada, Jamie, and Mam; Ada, Jamie, and Miss Smith; Maggie, Lady Thorton, Maggie's dad, and Jonathan; Mrs. White, Stephen White, and Billy White; Stephen White and the Colonel; and Miss Smith and Becky.

After you have the examples written down, go through each one thinking aloud with students: "I see here that these families are biological, meaning they share the same DNA (point to the families like this). I look at these families (point to the other ones) and they're not blood-related, but they still care for each other and love one another. I also look at Mam and see that she may be the biological mother of Ada and Jamie, but she definitely didn't care for them like Susan does. I can connect this idea of family to real life too because not all families look the same. Some children are adopted, some children have a step-parent, some have only one parent, and some are raised by grandparents or aunts and uncles. From this, I can create a statement that reflects what this story teaches me about family that I can apply in real life: A person's family consists of those who love you, care for you, and support you in good times and in bad (write this at the bottom of the page or white board). We can now come up with a list of events in the story that prove this like when Miss Smith wrapped Ada in a blanket to calm her down, how Miss Smith stopped the teacher from hurting Jamie, how Stephen cares for the Colonel, and many more. These examples from the text support the theme we have just identified. We could also talk about how this applies to our own lives which would make a personal connection and show that this is a broad idea rather than specific to this book. Today, I want you to use this process to answer the following questions in a journal entry where you identify another theme from this story." Reveal the chart paper you have already prepared with the writing prompts. Tell students,

“This will be your starting point, your title at the top of the page (point to the first question). Think of examples from the book and then create a broad statement about what Ada teaches us (point to the second and third question). Write about how you can use this theme in your own life giving examples. This is an individual writing activity to be completed silently.”

Let students move around the room to work on their writing. Walk around observing what students are writing. Note specific examples students use from the text to support their answers to the question. Read any statements students write that reflect a theme based on their story examples. Look at what students write about how they can apply their theme to their own lives. If you see students who have specific character names or other story elements in their theme, point this out to them and help them make their statements broader. If students are struggling with the prompt, talk with them and help them generate examples from the text about how Ada lives with her foot including learning how to walk in the flat, using crutches, riding a horse, going out in the village, the phrase, “My foot is a long way from my brain,” and any other examples that show her perseverance.

Give students about ten minutes to write with a one-minute warning. Then call their attention and tell them, “Now you will share your writing in assigned groups of four. Take turns letting each person share their writing including their examples, their theme, and how they can apply this to their own life. The other members of the group will listen respectfully by facing their whole body towards the speaker. Move around the room and find a place you and your group can sit in a circle.” Show the assigned groups to students and let them move around the room. Walk around to each group listening in to the student who is sharing at the time. Note what examples from the story he or she uses, what theme he or she wrote down, and how he or she says the theme can apply to real life. Give students around ten minutes to finish sharing in their groups and then call students back to the read-aloud area.

Explain to students, “I heard lots of solid themes today mostly about persistence and how you shouldn’t let anything, not even a disability, hold you back. While this story is a great one to read, we may forget some of the details as we go on to read other books, but a theme stretches farther than just one story; it impacts your life. Readers look for the themes of a story not only to help them understand the book better, but to understand life better as well! As you read and finish your own independent reading books, I encourage you to think about what lesson, or lessons are in the story that you can take away and use in your own life.”

Assessment: (How will I know what the students have learned?)

The teacher will know if students have met the objective by observing students’ writing during writing time. The teacher will be able to read students’ themes that they have developed and will be able to identify some examples from the text that students have used to support their theme. The teacher will also know if students have met the objective by listening to students sharing in their small groups. The teacher will be able to hear the student’s theme stated aloud along with supporting evidence from the text that he or she used to identify it.

Connection to next lesson:

There will be no other lessons after this as the book is done. Students will be able to use all the reader response strategies and connection strategies they practiced throughout the read-aloud sessions during their individual reading time. The teacher can also insert any of the reading strategies in other books that he or she reads aloud in the language arts curriculum knowing that students will be comfortable performing any of the responses.

How does this lesson tie into the unit you are teaching?

This lesson ties into the essential question of, “How do readers respond to literature” by providing students the chance to practice identifying a theme from the read-aloud story. Readers respond to literature by determining the themes that are present in a book and students do this in the lesson by looking at specific examples in the text that show a broader idea that can be applied to their own lives. During the reading time students also respond by thinking about the personality of a character, they empathize with a character by naming her emotions, they make a prediction and then evaluate whether it was similar or different from what happened, they explore the use of figurative language, and they share their opinions about the author’s choice to include specific events. The teacher also models reading responses such as judging a character’s beliefs, looking deeper into a character’s personality, defining vocabulary, and making inferences.

Additional Materials Needed:

Chart paper or a white board with a t-chart prepared with the left side labeled, “What Ada was like before” and the right side labeled, “What Ada is like now.”

Blank chart paper or a clear white board to write down the example theme of “Family” with students so you can walk them through the process.

Chart paper prepared with the following questions for students to write about: How does Ada respond to the challenge of having a clubfoot? What lesson does she teach us that can be applied in our own lives? (What is the theme?)”

Chart paper or a white board prepared with students listed in groups of four.

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