



**3** **RD**  
**GRADE**  

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**VOLUME 3.1**

**Fantasy**  
*Poppy*

**Sarah Collinge**  
with Bethany Robinson



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First Printing October 2012  
Second Printing September 2015  
Third Printing October 2017  
Fourth Printing September 2020  
Fifth Printing July 2021

ISBN: 978-1-59849-191-3  
Library of Congress Control Number: 2015914994

Printed in the United States of America

Design: Soundview Design

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## Welcome to the C. I. A. Unit of Study for *Poppy*

This read-aloud unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

The book *Poppy*, by Avi, was chosen for its genre. Students in the primary grades have typically been exposed to the following types of fantasy stories: fairy tales, fables, folktales, and fantasy stories that incorporate talking animals. As students advance toward the intermediate grades, fantasy stories typically become more complex as elements of epic fantasy are introduced. *Poppy* incorporates both the primary and intermediate elements of fantasy, making it a perfect transition for students in their third-grade year.

In this unit, students will learn that when reading fantasy, it is important to focus on the main character in order to learn the author's message. The main character will go on a journey and throughout that journey will reveal qualities of a hero. This theme will connect to other third-grade books in the C. I. A. series.

I know you will love reading the book *Poppy* with your third-graders! *Poppy* is a funny, suspenseful, and touching story that is sure to keep your kids engaged.

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

## Prepare Reader's Notebooks

Just as writers keep notebooks to record ideas for writing, readers keep notebooks to record thoughts while reading (Buckner, 2009). Rather than a showcase of work, the reader's notebook is a tool for comprehension. This tool will be essential throughout this unit of study and will help students organize their thinking about the text in order to better understand its meaning.

I like to use the traditional composition books for my students' reader's notebooks because they are durable, a nice size, and easy to make more personal. Students will use approximately 20 pages for each read-aloud book. I recommend using durable tabs to mark sections of 20 pages. If the tabs are put in ahead of time, students can enter work on more than one book at a time without worrying about running out of pages in any one section.

Students can personalize their reader's notebooks by adding clip art, magazine clippings, personal art work, and stickers to the front and back covers. Cover the decorations with clear packing tape for durability.

## Get Ready for Vocabulary Instruction

"Teacher read-aloud is one of the major opportunities for children to learn new word meanings" (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at [readsidebyside.com](http://readsidebyside.com).) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i>            If applicable:  <i>What is the root? (underline the root)</i>  <i>What does the root mean?</i>  <i>What is the prefix? (circle the prefix)</i>  <i>What does the prefix mean?</i>  <i>What is the suffix? (box the suffix)</i>  <i>What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page ____.</i>  <i>Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk:            What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i>  <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>            *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i>            *add accurate examples to the chart</p>
<p>6. Turn and talk:            What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word?</i>  <i>Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>            *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>

# Poppy Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, good and evil. In addition, the author tells a hero's story and reveals what he believes are qualities of a true hero. Critical vocabulary important to the theme is inferred in the text.</p> <p><b>Structure</b> Fantasy stories like this one follow a complex story structure in which there are multiple settings and a variety of characters. A flashback scene makes the structure of this story slightly more complex.</p> <p><b>Language Conventinality and Clarity</b> Avi uses descriptive language, higher-level vocabulary, and irony to convey his message. Challenges also emerge through use of dialect and slang.</p> <p><b>Knowledge Demands</b> General background knowledge about the setting of a farm and a forest is helpful to access this text. In addition, readers will make connections to classic fantasy stories.</p>	<p>The Lexile level for <i>Poppy</i> is 670 based on word frequency and sentence length. This is in the middle range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>



## Poppy Scope and Sequence

**NOTE:** The lessons for this unit give page references for the 1997 Avon Books publication (A) and the 2007 Harper Trophy publication (H).

**Unit of Study:** *Poppy*

**Genre:** Fantasy

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	<b>Vocabulary:</b> <i>subjects vs. king</i>  Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"><li>• Complete story elements handout together</li><li>• Make a prediction</li></ul>
2		<b>Vocabulary:</b> <i>hero vs. villain</i>  Use the genre chart to help students understand what to expect from fantasy.	
3	Chapter 1 A: pp. 1–3 H: pp. 1–3	<b>Vocabulary:</b> <i>consequences</i>	Focus on visualizing important characters and inferring character traits—Mr. Ocax. <ul style="list-style-type: none"><li>• Co-create a character list</li></ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapter 1 A: pp. 3–8 H: pp. 3–8	<b>Vocabulary:</b> <i>satisfaction</i>	Focus on visualizing important characters and inferring character traits—Poppy and Ragweed. <ul style="list-style-type: none"> <li>• Add to the character list</li> </ul>
5	Chapter 2 A: pp. 9–11 H: pp. 9–11	<b>Vocabulary:</b> <i>persistence</i>	Focus on visualizing important characters and inferring character traits—Lungwort and Sweet Cicely. <ul style="list-style-type: none"> <li>• Add to the character list</li> </ul>
6	Chapter 2 A: pp. 11–15 H: pp. 11–15	<b>Vocabulary:</b> <i>protects</i>	Gather important information from the text. <ul style="list-style-type: none"> <li>• Co-create a list of important information about porcupines</li> </ul>
7	Chapter 3 A: pp. 16–17 H: pp. 16–18	<b>Vocabulary:</b> <i>territory</i>	Visualize the setting. Use the setting map.
8	Chapter 3 A: pp. 18–22 H: pp. 18–22	<b>Vocabulary:</b> <i>avenge</i>	Identify the problems in the story. <ul style="list-style-type: none"> <li>• Co-create a problems list</li> </ul>
9	Chapters 3–4 A: pp. 22–30 H: pp. 22–30	<b>Vocabulary:</b> <i>crisis</i>	Identify the problems in the story. <ul style="list-style-type: none"> <li>• Add to the problems list</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
10	Chapter 4 A: pp. 30–35 H: pp. 30–35	<b>Vocabulary:</b> <i>sympathetic vs.</i> <i>unsympathetic</i>	Feel sympathy for the main character.
11		Recall important events. <ul style="list-style-type: none"> <li>Co-create an important events list.</li> </ul>	
12	Chapter 5 A: pp. 36–47 H: pp. 36–47	<b>Vocabulary:</b> <i>honor</i>	Identify the important events. <ul style="list-style-type: none"> <li>Add to the important events list</li> </ul>
13		Oral Retell Summary	
14		Retell Summary Writing	
15	Chapter 6 A: pp. 48–56 H: pp. 48–56	<b>Vocabulary:</b> <i>generosity</i>	Recognize the author’s craft. <ul style="list-style-type: none"> <li>Irony</li> </ul>
16	Chapter 7 A: pp. 57–61 H: pp. 57–62	<b>Vocabulary:</b> <i>guilty conscience</i>	Focus on inferring a character’s feelings.
17	Chapters 7–8 A: pp. 61–69 H: pp. 62–69	<b>Vocabulary:</b> <i>sacrifice</i>	Make predictions.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
18	Chapters 8–9 A: pp. 69–75 H: pp. 69–75	<b>Vocabulary:</b> <i>desire</i>	Visualize the setting to make a prediction. Use the setting map.
19	Chapter 9 A: pp. 75–82 H: pp. 75–82	<b>Vocabulary:</b> <i>confidence</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> <li>• Main character chart</li> </ul>
20		Brainstorm lines of thinking. <ul style="list-style-type: none"> <li>• Co-create an evidence collection box</li> </ul> Recall evidence from the text.	
21	Chapter 10 A: pp. 83–88 H: pp. 83–89	<b>Vocabulary:</b> <i>courageous vs. cowardly</i>	Collect text evidence. <ul style="list-style-type: none"> <li>• Add to the evidence collection box</li> </ul>
22	Chapters 10–11 A: pp. 88–99 H: pp. 89–99		Collect text evidence. <ul style="list-style-type: none"> <li>• Add to the evidence collection box</li> </ul>
23	Outside Text: Porcupines	<b>Vocabulary:</b> <i>contradict</i>	Gather important details from the text. <ul style="list-style-type: none"> <li>• Add to the list co-created on day 6</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
24	Chapter 12 A: pp. 100–106 H: pp. 100–106	<b>Vocabulary:</b> <i>admire</i>	Focus on identifying important characters and inferring character traits—Ereth. <ul style="list-style-type: none"> <li>• Add to the character list</li> </ul>
25	Chapter 13 A: pp. 107–115 H: pp. 107–116	<b>Vocabulary:</b> <i>hopeful</i>	Make predictions based on text evidence. <ul style="list-style-type: none"> <li>• Add to the evidence collection box</li> </ul>
26	Chapter 14 A: pp. 116–122 H: pp. 117–123	<b>Vocabulary:</b> <i>vulnerable</i>	Identify the most important event in the story—the turning point—and use that event to infer the author’s message. <ul style="list-style-type: none"> <li>• Add to the evidence collection box</li> </ul>
27		Turning Point Writing (Part 1)	
28	Chapters 15–16 A: pp.123–135 H: pp. 124–136		Recognize the author’s use of foreshadowing and make a prediction.
29		Turning Point Writing (Part 2—prediction)	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
30	Read-In Chapters 17–20 A: pp. 136–160 H: pp.137–161		
31		Shared Writing: Synthesis Summary	
32- 38		Formal Writing: Letter to Walt Disney Productions	

# ***Poppy Stems List***

## **Day 1 – Blurb**

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 2 – Genre**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_because \_\_\_\_\_.

## **Day 3 – Character List**

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This is helping me understand\_\_\_\_\_.

## **Day 4 – Character List**

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This is helping me understand\_\_\_\_\_.

## **Day 5 – Character List**

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This is helping me understand\_\_\_\_\_.

## **Day 6 – Gather Important Information**

When the book said \_\_\_\_\_, I thought this was an important detail. This makes me think \_\_\_\_\_.

## **Day 7 – Setting**

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 8 – Problem**

When the book said \_\_\_\_\_, I thought the problem was \_\_\_\_\_. I predict \_\_\_\_\_.

## **Day 9 – Problem**

When the book said \_\_\_\_\_, I thought the problem was \_\_\_\_\_. I predict \_\_\_\_\_.

## **Day 10 – Sympathy**

When the book said \_\_\_\_\_, I felt sympathy for Poppy because \_\_\_\_\_.

This helps me understand\_\_\_\_\_.

## **Day 11 – Recall Important Events**

An important event from the story was \_\_\_\_\_. This event caused \_\_\_\_\_.

## **Day 12 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## **Day 15 – Author’s Craft**

When the book said \_\_\_\_\_, I thought this was an example of irony because \_\_\_\_\_.

## **Day 16 – Infer Characters’ Feelings**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand\_\_\_\_\_.

## **Day 17 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking\_\_\_\_\_.

**Day 18 – Make Predictions**

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. I predict \_\_\_\_\_.

**Day 19 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

**Day 20 – Line of Thinking**

When Poppy \_\_\_\_\_, I thought \_\_\_\_\_. I think the author is telling me \_\_\_\_\_.

**Day 21 – Collect Evidence**

When Poppy \_\_\_\_\_, she proved she was a hero because \_\_\_\_\_. I think Poppy is \_\_\_\_\_.

**Day 22 – Collect Evidence**

When Poppy \_\_\_\_\_, she proved she was a hero because \_\_\_\_\_. I think Poppy is \_\_\_\_\_.

**Day 23 – Outside Text**

When the article said \_\_\_\_\_, I thought this agreed with/contradicted what Mr. Ocas said about porcupines. I think \_\_\_\_\_.

**Day 24 – Character List**

When the book said \_\_\_\_\_, I thought \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

**Day 25 – Use Important Events to Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 26 – Turning Point**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 28 – Use Foreshadowing to Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 30 – Read In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.



# C. I. A. Lesson Plans

## *Poppy*

**NOTE:** The lessons for this unit give page references for the 1997 Avon Books publication (A) and the 2007 Harper Trophy publication (H).

# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–14, Chapters 1–5

## DAY 1, BLURB

### Mini-Lesson

**Vocabulary Routine:** *subjects vs. king* (L 4, 5)

The suffix 's' makes the word 'subject' plural.

### Instructional Read-Aloud

**In this lesson...** you will be modeling for students how you use clues in the blurb to help you get the main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of the blurb for each student to glue or tape into his/her reader's notebook. (I recommend using the blurb from the 2007 Harper Trophy publication, because it gives readers more details about the story than does the blurb from the 1997 Avon publication.)

To prepare for this lesson, students will need crayons or colored pencils in two different colors for highlighting.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers preview the book before they read to help them form ideas about the text and to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Listen and follow along while I read the blurb.

**Read the entire blurb aloud.**

## Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to circle their names and any important information I have learned about each of the characters.

**When the blurb said** that Mr. Ocax is a great horned owl that surveys the land of Dimwood Forest, **I was thinking** that Mr. Ocax must be the king of Dimwood Forest. **This helps me understand** that Mr. Ocax will be an important character in this story.

(Model using one color to circle the name Mr. Ocax and the following details: great horned owl, surveys the land.)

## Guided Practice:

Did we learn about any other characters from the blurb or maybe from the cover?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model using another color to circle the name Poppy and the following details: courageous deer mouse.)

## Guided Practice:

The setting of a story is where the story takes place. We are going to underline information about the setting. Where does this story take place?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model underlining the words Dimwood Forest and Gray House.)

## Model:

The blurb doesn't give us any information about the time period when this story happens. We *did* learn some information about the problem in the story. We are going to double underline information about the problem.

**When the blurb said** Poppy found herself in terrible danger, **I was thinking** that the problem in the story is that Mr. Ocax is probably trying to hurt or kill Poppy. **This helps me understand** that she must try to survive dangers.

**When the blurb said**, "Will Poppy battle Mr. Ocax to the end?", **I was thinking** that the problem in the story is that Poppy will have to battle Mr. Ocax. **This helps me understand** that she might be the hero of the story.

(Model double underlining the words terrible danger and battle Mr. Ocax.)

## Stretch It:

Good readers not only gather key information about the character, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Discuss: What are you predicting will happen in this story?

## Link:

*Today and every day when you read...*

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

## **Notebook Entry #1: Finding Story Elements in the Blurb**

*Before reading, good readers get the story in their heads by reading the blurb and identifying story elements.*

Blurb (from the 2007 Harper Trophy publication):

### *The Gray House Mice Need a Hero*

At the very edge of Dimwood Forest stands an old charred oak. A great horned owl, Mr. Ocax, waits there. With his piercing gaze, he surveys the lands he calls his own, watching for the creatures he considers his subjects. None dares disobey him, until the night a courageous deer mouse named Poppy boldly defies him, only to find herself in terrible danger. To lead her family to a better life, will Poppy battle Mr. Ocax to the end?

The following is a sample showing what a marked-up blurb *might* look like:

### **Notebook Entry #1: Finding Story Elements in the Blurb**

*Before reading, good readers get the story in their heads by reading the blurb and identifying story elements.*

**Blurb** (from the 2007 Harper Trophy publication):

#### **The Gray House Mice Need a Hero**

At the very edge of Dimwood Forest stands an old charred oak. A great horned owl, Mr. Ocax waits there. With his piercing gaze, he surveys the lands he calls his own, watching for the creatures he considers his subjects. None dares disobey him, until the night a courageous deer mouse named Poppy boldly defies him, only to find herself in terrible danger. To lead her family to a better life, will Poppy battle Mr. Ocax to the end?

## DAY 1, MARK EACH QUADRANT OF THE TEXT

### Mini-Lesson

**In this lesson...** you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read. Each student will need three small sticky notes, preferably in different colors.

#### **Learning Target:**

Analyze the structure of texts (RL 5)

- how larger portions of the text relate to each other and the whole

#### **Connect:**

*We have been learning...*

...that good readers get ready to read a book by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

#### **Teach:**

*Today I am also going to teach you...*

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You should each have three small sticky notes.



## **Model:**

First, open up your book to the last page. There are 160 (A) pages or 161 (H) pages in our book, *Poppy*. If we take that number and divide it by 4, we get 40. We are going to divide our book into four quadrants that are each roughly 40 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 47, at the end of chapter 5. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 82. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 122 (A) or page 123 (H). When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

## **Link:**

*Today and every day when you read...*

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

## Mini-Lesson

Vocabulary Routine: *hero vs. villain* (L 4, 5)

## Mini-Lesson

**In this lesson...**you will be activating students' background knowledge about the genre fantasy. For this lesson, I suggest transferring the sample genre chart for Fantasy—Talking Animals onto chart paper and posting this in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide a handout of this chart for students to glue or tape into their notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RL 5)

- Fantasy

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers consider the type of books they like to read when selecting a “just right” book.

## Teach:

*Today I am going to teach you...*

...that good readers learn about the different types, or genres, of literature. Knowing about the different types of literature helps readers make good book choices and also helps them understand the books that they read better. Good readers use what they know about the genre of any given book to think about character, setting, and plot.

Today we are going to review the genre fantasy—talking animals, which is the genre of the book we will be reading. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Poppy*.

Today we will be using this stem for turn and talk:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading a fantasy story that includes talking animals, you can expect the story to occur in a realistic world. Our story, *Poppy*, takes place in a realistic setting (a forest) but has elements of fantasy because the animals in the story talk.

Animals are given human qualities in order to reveal human nature.

## Model:

When reading a fantasy story that includes talking animals, some characters are foolish, while other characters are wise.

**When the chart said** that some characters are foolish, while other characters are wise, **I made a prediction. I think** the owl, Mr. Oax, will be a wise character in the book **because** across literature, owls are typically wise characters.

## Guided Practice:

In some fantasy stories, there will be a hero and a villain.

Who do you think will be the villain in the story?

Turn and talk to your partners using this stem:

When the chart said *that fantasy stories have a hero and a villain*, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Guided Practice:

When reading fantasy stories, you can expect the main character to deal with a real-life problem. What do you think the problem in the book will be?

Turn and talk to your partners using this stem:

When the chart said *the main character would deal with a real-life problem*, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

In fantasy stories, we can expect the main character of the book to change over time. Throughout the story, the main character will prove that he/she is a hero.

**When the chart said** that the main character of the book would change over time, **I made a prediction. I think Poppy** will become more and more brave throughout the book **because** I think she will be the hero of the story.

## Link:

*Today and every day when you read...*

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

## Fantasy—Talking Animals

<b>Setting</b>	A realistic world (no magic). Time is relatively unimportant or nonexistent.
<b>Characters</b>	Animals are given human qualities in order to reveal human nature. Some characters are foolish, while other characters are wise. One character may prove to be the hero of the story, while another character may prove to be the villain of the story. A main character changes over time.
<b>Plot</b>	The main character must deal with a real-life problem. The main character changes over time.
<b>Most important story element</b>	Character
<b>What readers will think about</b>	How does the main character change over time? How do the characters reveal human nature?

## Mini-Lesson

**Vocabulary Routine:** *consequences* (L 4, 5)

The suffix ‘s’ makes this word plural.

## Instructional Read-Aloud

**In this chapter...**the author introduces the setting of the story (the Dimwood Region) and one of the important characters, Mr. Ocax. Mr. Ocax is a great horned owl who rules the area of Dimwood. He loves to eat mice, and he finds satisfaction in the knowledge that animals fear him. He spots two mice and says, “Catching these two mice is going to be fun.”

**In this lesson...**you will be modeling how readers visualize important characters while reading and infer character traits. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. Because the list will be used in this way, it is very important that all students keep a copy of this list in their reader’s notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers think about what they know about the genre to help them predict what will happen in the book.

## Teach:

*Today I am going to teach you...*

...that good readers visualize important characters and infer character traits. Today I will model how good readers visualize characters based on details in the story. When readers visualize a character, they picture the character in their minds.

Watch me as I model how I visualize the important characters in our story.

Also notice how I use clues in the story to help me infer character traits.

You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.

### Read the chapter title on page 1.

This chapter title tells me that this section of the book is going to be focused on one of the important characters in our story, Mr. Ocax.

(Model adding Mr. Ocax's name to the character list.)



**Begin reading chapter 1 of *Poppy*, starting on page 1.**

## Model:



**Stop after:** "Moonlight—even faint moonlight—was as good as day for him." (p. 1)

The details in the story are helping me visualize what Mr. Ocax looks like.

**When the book said** that Mr. Ocax had round yellow eyes that could see well, even in faint moonlight, **I visualized** Mr. Ocax staring out into the darkness. **This is helping me understand** that Mr. Ocax is nocturnal—he hunts at night.

(Model adding this information to the character list.)

Now it will be your turn to visualize this important character, Mr. Ocax. As I read, pay attention to details in the story and use those details to help you visualize Mr. Ocax and infer character traits.

## Guided Practice:



**Stop after:** “Just the glimmer of food was enough to cause his owl’s heart to pound, his curved black beak to clack, and his feathered horns to stand up tall.” (p. 2)

We continued to learn new details about Mr. Ocax. When the book said, “Just the glimmer of food was enough to cause his owl’s heart to pound, his curved black beak to clack, and his feathered horns to stand up tall,” what did you visualize?

Turn and talk to your partners using this stem:

When the book said *the glimmer of food caused his feathered horns to stand up tall*, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

As I read this next part, continue to pay attention to details in the story, and use those details to help you visualize Mr. Ocax and infer character traits.

## Guided Practice:



**Stop after:** “ ‘Catching these two mice,’ he mused, ‘is going to be fun.’ ” (p. 3)

We continued to learn new details about Mr. Ocax. When the book said, “...his sharp-as-needles talons, four to each large claw and jet-black at their tips, cut deeply into the branch he was perched on,” what did you visualize?

Turn and talk to your partners using this stem:

When the book said *Mr. Ocax’s talons were sharp as needles*, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

## Link:

*Today and every day when you read...*

...I want you to use details in the story to help you visualize the important characters and infer character traits.

The following list is a sample showing what your co-created list *might* look like:

## Character List

Mr. Ocax: Great horned owl  
Large yellow eyes  
Sees well in the dark  
Nocturnal  
4 Talons on each claw



## Mini-Lesson

Vocabulary Routine: *satisfaction* (L 4, 5)

## Instructional Read-Aloud

**In this chapter...**the author introduces the reader to two mice, named Ragweed and Poppy. Both are up on Bannock Hill without Mr. Ocax’s permission. Poppy is timid and remains hidden under a log, while Ragweed is bold and stands in plain view of Mr. Ocax. Mr. Ocax captures Ragweed in his right claw, and crushes him. Poppy escapes with a scratch on the tip of her nose.

**In this lesson...**you will be modeling how readers visualize important characters while reading and infer character traits. You will demonstrate how readers continue to keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers use details in the story to help them visualize the important characters and infer character traits. Yesterday we read about Mr. Ocax, the great horned owl, and included information about him on our character list.

## Teach:

*Today I am going to teach you...*

...that good readers continue to visualize important characters and infer character traits.

Watch me as I model how I visualize the important characters in our story.

Also notice how I use clues in the story to help me infer character traits.

Please open up your notebooks to your copies of the character list we began yesterday. This character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.



**Begin reading chapter 1 of *Poppy*, starting on page 3 where it says, “On Bannock Hill...”**

## Model:



**Stop after:** “Nevertheless, Mr. Ocax decided to hold back another moment to see if the deer mouse might budge.” (p. 5)

The details in the story are helping me visualize the golden mouse named Ragweed.

**When the book said** that the golden mouse was out in the open where Mr. Ocax could see him, **I visualized** the mouse eating a nut, completely unaware of Mr. Ocax’s presence. **This is helping me understand** that Ragweed is foolish—he doesn’t think about the possibility of danger.

(Model adding this information to the character list.)

Now it will be your turn to visualize the important characters in our story. As I read, pay attention to details about the other mouse, Poppy. Use details in the story to help you visualize Poppy and infer character traits.

## Guided Practice:



**Stop after:** “ ‘Poppy,’ he said, ‘you may be my best girl, but admit it, you don’t know how to live like I do.’ ” (p. 6)

In this part of the story, Poppy is hiding under a rotten piece of bark. She is trying to get Ragweed to hide under the piece of bark with her. When the book said, “Poppy...wanting to show that she was *not* a coward, poked her nose and whiskers out from under the bark,” (p. 5) what did you visualize?

Turn and talk to your partners using this stem:

When the book said *Poppy poked her nose and whiskers out from under the bark*, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

As I read this next part, continue to pay attention to details in the story, and use those details to help you visualize and infer character traits.

## Guided Practice:



**Stop after:** “Then, Mr. Ocax did that rare thing for an owl: He smiled.” (p. 8)

We continued to learn new details about Poppy and Mr. Ocax. When the book said, “[Poppy] was terrified, and [Mr. Ocax] enjoyed that,” (p. 8) what did you visualize?

Turn and talk to your partners using this stem:

When the book said *Poppy was terrified and Mr. Ocax enjoyed that*, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

## Stretch It (Optional):

Yesterday we learned about the genre of our story, which is fantasy. We learned that in fantasy stories we can expect one character to possess qualities of a hero, and another character to possess qualities of a villain. Yesterday, many of you predicted that Mr. Ocax would be the villain in our story.

Discuss: What evidence in this chapter proves that Mr. Ocax is the villain?

## Link:

*Today and every day when you read...*

...I want you to use details in the story to help you visualize the important characters and infer character traits.

The following list is a sample showing what your co-created list *might* look like:

## Character List

Mr. Ocax: Great horned owl  
Large yellow eyes  
Sees well in the dark  
Nocturnal  
4 Talons on each claw

Ragweed: Golden mouse  
risk taker

Poppy: Timid & careful

## Mini-Lesson

**Vocabulary Routine:** *persistence* (L 4, 5)

The base word ‘persist’ means *to continue despite difficulty*. The suffix ‘ence’ makes this word a noun.

## Instructional Read-Aloud

**In this chapter...** Poppy remembers back to her father’s lecture about asking Mr. Ocax for permission to move about the Dimwood Region. The author introduces the reader to Lungwort, Poppy’s father, and Sweet Cicely, Poppy’s mother.

**In this lesson...** you will be modeling how readers visualize important characters while reading and infer character traits. You will continue to demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers use details in the story to help them visualize the important characters and infer character traits. During our last two read-aloud lessons we read about Mr. Ocax, Ragweed, and Poppy. We included important information about each of these characters on our character list.

## Teach:

*Today I am going to teach you...*

...that good readers continue to visualize important characters and infer character traits.

Watch me as I model how I visualize the important characters in our story.

Also notice how I use clues in the story to help me infer character traits.

Today we will be using this stem for turn and talk:

When the book said\_\_\_\_\_, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

Please open up your notebooks to your copies of the character list. This character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

### Read the chapter title on page 9.

This chapter title tells me that this section of the book is going to be focused on Poppy.



**Begin reading chapter 2 of *Poppy*, starting on page 9.**

## Model:



**Stop after:** “Oh how she wished she were home.” (p. 10)

The details in the story are helping me visualize the deer mouse named Poppy.

**When the book said** that even for a deer mouse, Poppy was dainty, **I visualized** the mouse’s round white belly, tiny nose, and little dainty feet. **This is helping me understand** that Poppy is a small mouse.

(Model adding this information to the character list.)

## Model:



**Stop after:** “ ‘Mr. Ocax has been about for ages,’ her father, Lungwort, lectured in his sternest voice.” (p. 10)

In this part of the story, Poppy is remembering something that happened “a few full moons ago.” This reference to time tells me that Poppy is having a flashback—a memory of an event in the past. This event happened approximately three months before the story begins.

## Model:



**Stop after:** “The territory around Dimwood *belongs* to him.” (p. 10)

The details in the story are helping me visualize Poppy’s father, Lungwort.

**When the book said** that Lungwort wore an ivory thimble as a hat, **I visualized** the mouse acting important in his tall ivory hat. **This is helping me understand** that Lungwort is the leader of the family.

(Model adding this information to the character list.)

Now it will be your turn to visualize the characters in the story. As I read, pay attention to details in the story and use those details to help you visualize and infer character traits.

## Guided Practice:



**Stop after:** “Sweet Cicely was a small creature even for a deer mouse, with soft, pale eyes and a nervous habit of flicking at her ears with her paws as if they were dusty.” (p. 10)

In this part of the story, we meet Poppy’s mother, Sweet Cicely. What did you visualize when the book said she was a small, nervous deer mouse?

Turn and talk to your partners using this stem:

When the book said *Sweet Cicely was a small, nervous deer mouse*, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

As I read this next part, continue to pay attention to details in the story, and use those details to help you visualize and infer character traits.

## Guided Practice:



**Stop after:** “Poppy admired Ragweed’s persistence.” (p. 11)

We continued to learn new details about Ragweed. What did you picture when the book said, “Ragweed was an outsider who was always asking questions”?

Turn and talk to your partners using this stem:

When the book said *Ragweed was an outsider who was always asking questions*, I visualized \_\_\_\_\_. This is helping me understand \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

**Link:**

*Today and every day when you read...*

...I want you to use details in the story to help you visualize the important characters and infer character traits.



The following list is a sample showing what your co-created list *might* look like:

## Character List

Mr. Ocax: Great horned owl  
Large yellow eyes  
Sees well in the dark  
Nocturnal  
4 Talons on each claw  
Villain

Ragweed: Golden mouse  
Risk taker  
Curious  
Persistent

Poppy: Timid & careful  
Deer mouse  
Dainty

Lungwort: Poppy's father  
Wears an ivory thimble  
Leader of the family

Sweet Cicely: Poppy's mother  
Small  
Nervous