



# Author Study: Tomie dePaola

## English Language Arts and Literacy, Grade 2

In this three-week author study, second-grade students listen to and read both picture books and chapter books by Tomie dePaola. Instruction and learning emphasize story structure, including how the beginning introduces the story and the ending concludes the action; how characters respond to major events and challenges; and how to identify and read dialogue with proper expression. Students learn to use the illustrations to provide insights into understanding the text. There will be a focus on determining the central message or lesson of a story and relating it to their own lives. The class will complete a Comparison Chart comparing books by Tomie dePaola and discussing similarities and differences among characters, setting, major events, central message, use of illustrations, and the influence the author's life had on the story. Finally, students write a book review on an individually selected book by Tomie dePaola. This book review will be put in the library pocket of these books for other students to read and decide whether they want to read the book.

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*



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Stage 1 – Desired Results			
<b>ESTABLISHED GOALS</b> <b>G</b>  CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. MA.ELA-Literacy.RL.2.8a Identify dialogue as words spoken by characters (usually	<b>Transfer</b>		
	<b>Students will be able to independently use their learning to...</b>		<b>T</b>
	T1. Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes. T2. Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. T3. Communicate ideas effectively in writing to suit a particular audience and purpose.		
	<b>Meaning</b>		
	<b>U</b>	<b>ESSENTIAL QUESTIONS</b>	<b>Q</b>
	<b>UNDERSTANDINGS</b> <b>Students will understand that...</b> U1. Authors use their experiences to create stories. U2. Books in a series often have continuity in characters, settings, and themes. U3. Illustrations help the reader to comprehend the setting, characters, plot, mood and tone of a book. U4. Writers use examples to support their opinions.	Q1. Where do writers get their ideas?  Q2. Why read multiple books by the same author?  Q3. How do illustrators help readers to understand the words and ideas in a book?  Q4. How can I explain my opinion about a text?	
	<b>Acquisition</b>		
	<b>K</b>	<b>Students will be skilled at...</b>	<b>S</b>
	<b>Students will know...</b> K1. The structure of a story moves from beginning to end and includes setting, character, problem, and solution. K2. The beginning of a story introduces the story and the ending concludes the action. K3. Important events in Tomie dePaola’s life	S1. Identifying the structure of a story, including the setting, characters, problem, and solution. S2. Discussing the beginning of a story and the ending of a story. S3. Relating how events in a story	



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<p>enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.</p> <p>CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-Literacy.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read-aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>in order to connect these events to events in his stories.</p> <p>K4. The plot of a story focuses on characters' responses to major events and challenges in the story.</p> <p>K5. An author conveys a central message, lesson, or moral in a story.</p> <p>K6. The role of illustrations in a story and how they contribute to understanding of characters, setting, and plot.</p> <p>K7. The contribution dialogue makes in bringing a story to life for the reader.</p> <p>K8. An opinion piece includes stating the opinion, citing evidence that supports the opinion, and a concluding statement.</p>	<p>sometimes reflect events in an author's life.</p> <p>S4. Determining major events and challenges a character faces in a story and how characters in a story respond to events and challenges in a story.</p> <p>S5. Examining illustrations and explaining how they support understanding of the text.</p> <p>S6. Identifying dialogue in a story and reading it with appropriate expression.</p>
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Stage 2 – Evidence	
Evaluative Criteria	Assessment Evidence
<p>The book review will be written in complete sentences, with proper beginning capitalization and ending punctuation. It will include:</p> <ul style="list-style-type: none"> <li>• Title and author</li> <li>• Opinion</li> <li>• Three reasons or examples</li> <li>• A concluding statement</li> <li>• Proper beginning capitalization and ending punctuation</li> <li>• Linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons</li> </ul>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</b></p> <p><b>Performance Task:</b> When readers are looking for a new book, they often read reviews of books. The review is another reader’s opinion about a book. Students choose a book by Tomie dePaola on their instructional level, read it independently, and write a book review. The book review will be placed in the library pocket of the book to help other students to decide if they want to read the book.</p> <p><b>Goal:</b> The goal is for students to write a book review so other students can read it to decide if they want to read the book.</p> <p><b>Audience:</b> Other second-grade students</p> <p><b>Directions:</b> Students will:</p> <ol style="list-style-type: none"> <li>1) Choose a book by Tomie dePaola that they can read.</li> <li>2) Read it.</li> <li>3) Write a book review that gives their opinion about the book, with reasons for that opinion.</li> </ol>
	<p><b>OTHER EVIDENCE</b> <span style="float: right;"><b>OE</b></span></p> <p>Oral discussions:</p> <ul style="list-style-type: none"> <li>• Recounting key ideas from the read-alouds of Tomie dePaola’s autobiography</li> <li>• Reading dialogue with appropriate expression</li> <li>• Participating in completing the Comparison Chart</li> <li>• Participating in co-constructing and revising book reviews</li> </ul> <p>Daily written responses:</p> <ul style="list-style-type: none"> <li>• Describing how characters in a story respond to major events and challenges</li> <li>• Describing the overall structure of a story, including how the beginning introduces the story and the ending concludes the story</li> </ul>



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- Describing how information from illustrations helps the reader to understand characters, setting, and plot
- Writing a Book Review

### Stage 3 – Learning Plan

#### Summary of Key Learning Events and Instruction

**Lessons 1–5:** In this series of five lessons, students learn about Tomie dePaola through reading and listening to stories he has written. They learn how understanding an author’s life and point of view can help the reader to understand the stories. Instruction and learning focus on the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. These lessons also emphasize how illustrations and text combine to help the reader to understand the story. As students identify dialogue, they will start to recognize differences in the points of view of characters by speaking in a different voice for each character when reading dialogue aloud. After reading or listening to each story, students focus part of the discussion on the central theme or message of the story.

**Lesson 6:** This one-day lesson introduces students to characters that appear in multiple books by Tomie dePaola. The focus of the lesson is on how characters respond to major events in a story. The teacher begins by reading aloud *Strega Nona* (or students watch Tomie dePaola read it on the videodisc). One group reads *Strega Nona* and *Big Anthony and the Magic Ring* (Very Complex text); the second group reads *Meet the Barkers* and *Trouble in the Barkers’ Class* (Moderately Complex text); and the third group reads *Boss for a Day* and *Hide and Seek All Week* (Readily Accessible text). Reading is done independently or in a small group, depending on the needs of students. Students use a Book Note to record their daily written responses.

**Lessons 7–11:** This five-day series of lessons has a dual focus: comparing and contrasting books by Tomie dePaola and writing a paragraph expressing an opinion about a book. The teacher begins by reading aloud several of Tomie dePaola’s books. The class then co-constructs a large Comparison Chart, which includes the book title, characters, setting, major events, how the character responds, central message, and how the story relates to the author’s life. Students continue reading in three homogeneous groups with the texts started in the previous lesson. Reading is done independently or in a small group, depending on the needs of individual students. Students use a Book Note to record their daily written responses.

**Lessons 12–15:** This is a four-day series of lessons in which students independently read a book by Tomie dePaola and write a book review. This is the Curriculum Embedded Performance Assessment (CEPA). Completed book reviews are placed in the library pocket of the classroom books so that other students can read the review and decide if they want to read the book. The class has a celebration on



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the last day as they read their book reviews to each other, put library pockets inside books that don't have them, and insert a book review in the pocket.

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## *General Resources and Notes*

### **Preparation:**

- Meet with specialists (ELL, special education, reading) to discuss the unit and how they can support their students in the classroom and in their small groups.
- Create a list of students who will work together in small, homogeneous reading groups.
- Write the Essential Questions on chart paper, with one question at the top of each piece of chart paper.
- Make a grouping chart, listing which students will work together in small groups. This should be based on those students needing little support, those needing some support, and those who will need significant support. These groups are just for the duration of the unit.
- Make a list of partners within each of the different groups who can work together during the unit and are reading on a similar level.
- Have students choose a book at their independent reading level to read when they are finished with their work.
- If you do not already have them, buy library pockets for the Tomie dePaola books in your classroom.
- At some time during the unit, you may access Tomie dePaola's website (<http://www.tomie.com>) either with a projector for the whole class or in a computer lab where each student can view the website on his/her own screen.

### **Some ways of making difficult text easier for students struggling with grade-appropriate text:**

- Read part of the book or chapter to students and discuss the characters, setting, problem, or goal before having them read on their own.
- Read to students and then have students reread what you have just read.
- Have students read an easier book on the same topic or do a read-aloud on the same topic before asking students to read a difficult book.
- Give students a lot of background knowledge before they read a book.
- Preview what will happen in the story, listing characters, places, and difficult words on the board.
- Break up the assigned reading into smaller portions. Set a purpose for reading each small portion and discuss each portion after reading (guided reading).
- Have students read chorally or echo read (you read a sentence or two and then they read the same portion).

### **Resources**

- Collect and organize all texts for whole-class and small-group reading.
- Collect as many books by Tomie dePaola as possible from the classroom library, school library, and public library. These need to be at all of the instructional levels of students.



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- Make sure that each student has a Reading Response Journal (RRJ) for written responses and reflections to reading. These may be commercially produced notebooks or teacher-made with stapled pages for responding to each day's reading (see a description of the Reading Response Journal below under "Reading Response Formats").
- Copy the Book Review Form (see the Appendices) for each student to complete the CEPA.
- Have chart paper available to record student responses in whole-class discussions.

NOTE: Individual texts and resources will be described in detail in the Lesson Overviews and in Unit Resources.

**Time:** Lessons are designed for approximately 60 minutes. This will allow time for additional reading and writing instruction required by the district (guided reading, writing workshop, word study, etc.).

### **Reading Response Formats:**

Both oral and written responses to reading enhance students' understanding and connections to stories they are reading. Consider a variety of oral response formats that will allow all students to participate in discussion, share their ideas, and listen to the ideas of others. Whatever the format, students should be provided with a common question or topic to prompt and focus their thinking. Possible formats for use in this unit are:

- Whole-class discussion – Students respond in a whole-class discussion to a teacher- or student-posed question. This may be used to initiate a discussion or to summarize what was learned. It is limited to only those students who offer to share their ideas.
- Turn and Talk – Students in a whole-class meeting work with a partner to discuss their ideas and questions related to a question or topic. Since each partner group participates, all students in the class will participate in the discussions.
- Think/Pair/Share – This format encourages students to think for a brief time before they share with a partner. After discussing their ideas with a partner, they share them with a small group or the whole class.
- Reading Response Journals (RRJ) – The RRJ is useful in providing students with an opportunity to express their ideas about their reading in writing. Students respond to their thinking on a variety of levels. They may write in response to a teacher-posed question or to a question they generate themselves or in a group about a topic or story. They may use this journal to synthesize important events in a story or character actions that will help them to understand the story. They may also use the journal to make connections between the story and their own lives.



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## Author Study: Tomie dePaola English Language Arts, Grade 2 Lessons 1, 2, 3, 4, and 5

**Brief Overview of Lessons:** In this series of five lessons, students learn about Tomie dePaola through reading and listening to stories he has written. They learn how understanding an author's life and point of view can help the reader to understand the stories. Instruction and learning focus on the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. These lessons also emphasize how illustrations and text combine to help the reader to understand the story. As students identify dialogue, they acknowledge differences in the points of view of characters by speaking in a different voice for each character when reading dialogue aloud. After reading or listening to each story, students focus part of the discussion on the central theme or message of the story. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- Knowledge of story structure
- Ability to recount information gained from listening to a story read-aloud

**Estimated Time:** 60 minutes for each lesson

**Instructional Model:** Each lesson includes a teacher read-aloud, a mini-lesson, setting a purpose for reading, and a written response to reading. During these lessons, students all read the same text using a flexible grouping model. Students are divided into three groups according to the amount of scaffolding needed. Those students who can read the



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text by themselves should do so. Those needing a small amount of support can read with a partner. Those needing significant help should read with you or another teacher. (See ideas in the Instructional Tips/Strategies/Notes for the Teacher section for more detailed ideas about supporting readers with complex text.)

## Resources for Lessons

Student texts:

- Class set of *The Art Lesson*, by Tomie dePaola
- Class set of *Now One Foot, Now the Other*, by Tomie dePaola
- Class set of *Stagestruck*, by Tomie dePaola
- Many books by Tomie dePaola, especially the autobiographical ones (see listing of books by genre or category in Selected Books by Tomie dePaola in Unit Resources)

Teacher read-aloud text:

- One copy of *26 Fairmount Avenue*, by Tomie dePaola

## Materials

- Chart paper or space on the board to write the Essential Questions



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**Content Area/Course:** English Language Arts and Literacy, Grade 2

**Unit:** Author Study: Tomie dePaola

**Time (minutes):** 60 minutes for each lesson

**Lessons 1–5:** Getting to Know the Author

**By the end of these lessons, students will know and be able to:**

- Explain events in Tomie dePaola’s life that he wrote about
- Name books that the author wrote
- Use information gained from the illustrations and words in print to understand characters, setting and plot
- Identify dialogue on a page and read it with expression

**Essential Question addressed in these lessons**

Q1. Where do writers get their ideas?

Q2. Why read multiple books by the same author?

Q3. How do illustrators help readers to understand the words and ideas in a book?

**Standard(s)/Unit Goal(s) to be addressed in this lessons**

CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.



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CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

MA.ELA-Literacy.RL.2.8a Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read-aloud or information presented orally or through other media

Instructional Tips/Strategies/Notes for the Teacher

During this first week, all students will be reading the same books: *The Art Lesson*; *Now One Foot, Now the Other*; and *Stagestruck*. A flexible grouping model will be used to ensure that all students have access to the text.

Anticipated Student Preconceptions/Misconceptions

- There is no connection between an author’s life and what he writes.
- Illustrations are sometimes interesting to look at but they are not important to the story. They do not help understanding.

**Lesson Sequence**

**Lesson 1 (60 minutes) Introduction to Tomie dePaola and his books**

**Before Reading (10 minutes)**

- Tell students that for the next three weeks, they are going to read books by Tomie dePaola. He writes both fiction and nonfiction, and many of his stories are autobiographical.
- Pre-Assessment  
Ask students the following questions:



- What is a biography? What is an autobiography?
- Who is Tomie dePaola? What has he written?
- What is an author study?
- Introduce the unit and the concept of an author study: we study an author and read multiple books by one author so we can compare story elements (setting, characters, problem, solution), illustrations, and how the writer writes across many texts.
- Read the Essential Questions on the chart paper. Tell students that they will focus on questions all three questions during this week.
- Explain that often knowing what happens in an author's life gives the reader insights into the author's writing.

#### **Mini-Lesson, Biography and Autobiography (10 minutes)**

- Ask students if anyone has read a biography. Explain the word.
- Show students the *26 Fairmount Avenue* books. Explain how this book, or series, is autobiographical.
- Tell students that Tomie dePaola has written many other picture books that are autobiographical and that they will be reading them as a class and on their own. Show students some of the autobiographical picture books (see the Comparison Chart in the Appendices).
- Make sure students know what the word autobiographical means. Write "biography" and "autobiography" on the board and explain the difference. Beside each one write "biographical" and "autobiographical" and explain that they are adjectives and describe how they are used.

#### **Interactive Read-Aloud of 26 Fairmount Avenue (10 minutes)**

- Read aloud Chapters One and Two in *26 Fairmount Avenue*. Stop periodically to model your thinking strategies. Share the insights you gain into Tomie dePaola's life.
- When finished, ask students to recount key or major events in the author's life from the text read-aloud. Record those on a class chart.

#### **Reading and Responding to Whole-class Text *The Art Lesson* (25 minutes)**

- Explain to students that for the next two days, they are all going to read *The Art Lesson*, by Tomie dePaola. (Give each student a copy of the text.)
- Explain the format and expectations for working in small groups.
- Point out that Tomie dePaola is both the author and the illustrator. Ask students why authors put illustrations in their books. Have students look through the illustrations and discuss what they can learn from them.
- Set a purpose for reading: Ask students, as they read, to take time to look at the illustrations and put them together with the words to understand characters, setting, and plot.
- Students read through: "When the art teacher comes, you only get one piece" in one of three grouping options: independently, with a partner, or in a small group with the teacher.
- Ask students to respond to the following questions in their Reading Response Journals once they finish reading:
  - What did Tommy want? Name three things that Tommy wanted.
- Students who finish early can read independently.



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### After Reading and Closure (5 minutes)

- Reconvene the class to discuss what they have read in *The Art Lesson*.
- Review characters and setting (time and place).
  - Explain what the plot is—what happens in a story and how it happens. It includes a conflict or problem or goal the main character has, how the character tries to solve the problem or reach the goal, and the solution.
  - Ask students, what is the main character's (Tomie dePaola's) goal in this story?
- Ask students: How do the illustrations and the words help you to understand the characters? The setting? The main character's goal?
- Look at the picture where the paint is blowing off of Tommy's picture.
  - Can you infer from the illustration how Tommy feels? (Use this vocabulary even if you have not yet introduced inference.)
  - Explain that when you infer something, you use what you know from your background knowledge along with what the author says in the text or pictures to figure something out.
  - What were some of Tommy's problems? What made you infer that?
- Discuss what they have written in their RRJs. Ask students to share their writing.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow we are going to learn about how authors use dialogue in their stories.

### Lesson 2 (60 minutes) The use of dialogue

#### Interactive Read-aloud of 26 Fairmount Avenue (15 minutes)

- Begin by continuing the read-aloud of Chapters Three and Four of *26 Fairmount Avenue*. Stop periodically to model any comprehension strategies you have used as a reader or any insights you have gained about Tomie dePaola's life.
- After reading, ask students to recount key or major events in the author's life from the text read-aloud. Record these on a class chart.
- Review the chart (of key events in Tomie dePaola's life) and look for connections between these events and what he writes about in his stories. Discuss any connections.

#### Mini-Lesson, Whole-class Text *The Art Lesson* (10 minutes)

- Ask one student to explain what happened in the story yesterday without looking at the book. That student may ask other classmates for help in recalling the central ideas.
- Tell students that today they are going to look at dialogue.
  - Ask students, What is dialogue? How can we identify it in the text (usually enclosed in quotation marks)?
- With their books, have students look back over what was read yesterday and find the first instance of dialogue.
  - If students struggle, write on the board, "No more drawing on the sheets, Tommy." Point out the quotation marks.
- Find the next instance of dialogue and have students read it and point to it.
  - Ask students, How might that be said?
  - You may need to model how the dialogue is read differently depending on the character and what is said.



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- Continue finding dialogue in the pages read yesterday and have students chorally read the dialogue with expression.
- Discuss why authors use dialogue:
  - It helps the reader to understand the character and how the character thinks and feels, makes the story interesting, and helps the reader to picture what is happening, etc.
  - Ask students to pay particular attention to the dialogue as they read today.

### **Reading and Responding to Whole-class Text *The Art Lesson* (25 minutes)**

- Set a purpose for reading. Ask students to read to find out Tommy's problem and how it was solved. This is part of the plot of the story.
- Students read the rest of the story in one of three grouping options: independently, with a partner, or in a small group with you.
- When they are finished, students individually write a response to this question in their RRJs: What was Tommy's problem in the art lesson and how was it solved?
- Students who finish all of the assignments can read independently.

### **After Reading and Closure (10 minutes)**

- Bring the class back together. Have one student retell the second part of *The Art Lesson*, starting from the art lesson, without looking at text or illustrations.
  - If necessary, ask other students to fill in missing details.
  - If students have difficulty, ask them questions about the missing structural elements (setting, characters, problem, events, solution).
  - If they still have difficulty, show them the pictures of the missing elements.

- Finally, if necessary, reread a selected portion related to the missing element.
- Discuss the central message of the story. In every story, the author is trying to tell us something about life. Ask:
  - What was Tommy's goal in the story *The Art Lesson*?
  - What did he do to reach his goal?
  - What were some of the problems he had along the way? How did he solve his problems?
  - What is the author trying to teach us? What is the lesson in this story? (Work hard, and you can reach your goal. You may need to compromise in order to get what you want.) You may need to help students with this.
- Ask a few students to share their written responses.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow we will focus on the plot of a story.

### **Lesson 3 (60 minutes) The plot of a story**

#### **Interactive Read-aloud of *26 Fairmount Avenue* (15 minutes)**

- Continue the interactive read-aloud of Chapters Five and Six of *26 Fairmount Avenue*. Stop periodically to model any strategies you are using for comprehension.
- After reading, ask students to recount key or major events in the author's life from the text read-aloud. Record those on a class chart.
- Review the chart (of key events in Tomie dePaola's life) and continue to discuss Essential Question 1: Where do writers get their ideas?
  - Discuss any connections.





### Mini-lesson, Whole-class Text *Now One Foot, Now the Other* (15 minutes)

- Introduce the next whole-class text *Now One Foot, Now the Other*.
- Ask students to read the first page to themselves.
  - Ask them to identify the dialogue in the story and read it aloud chorally.
  - Ask students to explain why Grandpa had Bobby call him Bob.
- Have students read the second page to themselves (or chorally if you think they need to). Have them again identify and read the dialogue.
- Discuss how the beginning of a book introduces the story. Ask:
  - How does Tomie dePaola introduce this story?
  - What do we know about the characters?
  - What do we think their relationship is like? How do we know?
  - Do they like to spend time together? How do we know?
- Ask students to look through the pictures and discuss how the illustrations might help them to understand the text.
  - What do they think is going to happen in the story based on looking at the pictures?
  - What do we know about the characters?
  - What is their relationship? How do you know that?
  - What do we know about the setting?
  - What do you think you know about the plot? Make sure students know what the word “plot” means.
- Tell them that as they read, they will put the words together with the illustrations to understand what the author is saying.

### Reading and Responding to Whole-class Text *Now One Foot, Now the Other* (25 minutes)

- Set a purpose for reading: Ask students as they read to find out the major event in the story and how Bobby responded to it.

- Students read *Now One Foot, Now the Other* through “So, don’t be scared if he doesn’t remember you” in one of three grouping options: independently, with a partner, or in a small group with you.
- When finished, have students individually write a response to the following question:
  - How did the text (words) and illustrations help you to understand the characters?
  - Extra question for those who finish early: How did the text (words) and illustrations help you to understand the plot?
- After responding to the question, students who finish early can read independently.

### After Reading and Closure (5 minutes)

- Reconvene the class and discuss the written response.
- Review the lesson outcomes by asking students questions about “plot”:
  - What was the plot in this story?
  - How did the illustrations help you to understand the plot?
- Preview outcomes for the next lesson: Tomorrow we will learn how the end of a story concludes the action.

### Lesson 4 (60 minutes) The end of a story concludes the action

#### Interactive Read-aloud of *26 Fairmount Avenue* (15 minutes)

- Finish reading *26 Fairmount Avenue* aloud to students.
- Ask students to recount key or major events in the author’s life from the text read-aloud.
- Record those answers on the class chart.







- Ask students to discuss this question with a partner: After listening to *26 Fairmount Avenue*, do you think there are any connections between the events in Tomie dePaola's life and some of these stories? What are some of the connections?

### Mini-Lesson, Whole-class Text *Now One Foot, Now the Other* (10 minutes)

- Seat students in partners.
- Give partners a page of the story with dialogue on it. Have them identify all the dialogue on the page and who is talking. Then, they practice with their partner to read it with expression.
- Put four students together (two pairs of partners) and have them read with expression the dialogue they found on their page.

### Reading and Responding to Whole-class Text *Now One Foot, Now the Other* (25 minutes)

- Briefly ask students questions to review the overall structure of a story (setting, characters, problem, events, solution).
- Review the main event so far in the book (Bob has been in the hospital for months and months and can't move or talk.)
- Have students reread the first two pages of *Now One Foot, Now the Other* and discuss the following question:
  - How does the beginning introduce the story?
- Set a purpose for reading: Ask students to read the rest of the story to see how the ending concludes the action. (Make sure students know what the word "conclude" means.) Remind students that this is part of the plot of the story.
- Students read in one of three grouping options: independently, with a partner, or in a small group with you.

- When they finish reading, ask students to answer the following question in their Reading Response Journal:
  - What did Bobby do to try to help Bob get better?

### After Reading and Closure (10 minutes)

- Reconvene the class to discuss their reading.
- Review the lesson outcomes by asking students questions.
  - How does the ending conclude the action?
  - Ask two or three students to share their written responses.
- Preview outcomes for the next lesson: Tomorrow we will discuss the central messages of some of Tomie dePaola's stories.

### Lesson 5 (60 minutes) Central Message of a Story

#### Before Reading (10 minutes)

- Review the concept that authors have a central message or lesson in a book.
  - Ask students to recall the message of *The Art Lesson*.
  - Be prepared to help students to recall the story and prompt them with the message (be true to yourself, never give up, always keep trying, learn to compromise, etc.).
- Now ask students: What do you think the central message of *Now One Foot, Now the Other* is (helping each other, relationships, relationships between kids and grandparents, etc.)?
- Introduce *Stagestruck* as another autobiographical book by Tomie dePaola.
  - Check to see who remembers what "autobiographical" means.
- Students can read with partners.



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- Make sure the partners who struggle are sitting up front near you so you can help them with the reading.
- Pass out a copy of *Stagestruck* to each student.

### Reading and Responding to Whole-class Text *Stagestruck* (45 minutes)

- Use a guided reading structure for the first part of the book.
- Ask students to read the first two pages to themselves. (Struggling readers may read it chorally.)
  - Next, ask students to reread the second page focusing on the dialogue.
  - Ask students to practice with their partner reading the dialogue, the way the teacher might sound and how Tommy might sound.
  - Ask a pair of students to read the dialogue to the whole class. Make sure students have different intonations. Note that the author tells the reader how to read Tommy's part (Tommy whispered loudly).
  - Then, ask students to read pages 3 and 4 with their partners.
  - Ask students to discuss the following questions with their partners once they finish:
    - What new information did we learn on those two pages?
    - How does the illustration help you to understand the text on page 4?
    - What does "stage presence" mean? How do you know? (The author tells you in the next sentence.)
- Students read page 5 with their partners. Then, discuss the following questions with the class:
  - What happened on this page?
  - How do the illustrations help you to understand the words?
  - Point out the bubble, meaning this is what Tommy is thinking.

- Have someone read what Miss Bird said, with appropriate intonation.
- Have the whole class chorally reread what she said.
- Ask students to read pages 6, 7, and 8 with their partners and discuss the following questions:
  - What happened next in the story?
  - How do the illustrations help you to understand the words?
- As a class, review what has happened in story so far.
- For pages 9–20, do an interactive read-aloud, finishing with: "Someone yelled, Bravo!"
- Ask students to read page 21 to the end in one of three grouping options: independently, with a partner, or in a small group with you.
- Set a purpose for reading. Remind students that the end of the book concludes the action and that they read to find out how Tomie dePaola concludes the plot.
- When they finish reading, ask students to respond to the following question:
  - What happens after the play and the next day? How does Tomie dePaola conclude the action in this book?

### After Reading and Closure (5 minutes)

- Reconvene the class and discuss the end of the story.
- Ask students to share their written responses.
- After listening to a few responses, add in any key events that are missing.
- Review the lesson outcomes by asking questions.
- Preview outcomes for the next lesson: Tell students that tomorrow they will learn how to identify major events in a story and to pay attention to how characters respond to these events.



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Formative Assessment (after the class)

Think about which students could:

- Locate dialogue and read it with appropriate expression.
- Participate in class discussions.
- Orally read with fluency and expression.



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# Author Study: Tomie dePaola

## English Language Arts, Grade 2

### Lesson 6

**Brief Overview of the Lesson:** Lesson 6 is a one-day lesson that introduces students to characters that appear in multiple books by Tomie dePaola. The focus of the lesson is on how characters respond to major events in a story. The teacher begins by reading aloud *Strega Nona* (or students watch Tomie dePaola read it on the videodisc). One group reads *Strega Nona* and *Big Anthony and the Magic Ring* (Very Complex text); the second group reads *Meet the Barkers* and *Trouble in the Barkers' Class* (Moderately Complex text); and the third group reads *Boss for a Day* and *Hide and Seek All Week* (Readily Accessible text). Reading is done independently or in a small group, depending on the needs of students. Students use a Book Note to record their daily written responses. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Knowledge of story structure

**Estimated Time:** 60 minutes

**Instructional Model:** This is a guided reading model where students are grouped homogeneously to read a text at their instructional levels. Texts were chosen for three groups reading various texts: Very Complex, Moderately Complex, and Readily Accessible. Students will finish reading their guided reading texts in the next series of lessons. These groups are only formed for the duration of the next six lessons.



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## Resources for the Lesson

### Student texts:

- Small-group sets of *Strega Nona* and *Big Anthony and the Magic Ring* (Very Complex text); *Meet the Barkers* and *Trouble in the Barkers' Class* (Moderately Complex text); and *Boss for a Day* and *Hide and Seek All Week* (Readily Accessible text)
- Other books for independent reading when students have completed their reading assignments

## Materials

(Tomie dePaola) *Live in Concert: The Pied Piper of Children's Books*, videodisc, 1999, along with a way to project it. Find the part on the disc where Tomie dePaola is reading *Strega Nona*. (If this is unavailable at the library, you can read *Strega Nona* to students.)

Book Note (one per student; see the Appendices)



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**Content Area/Course:** English Language Arts and Literacy, Grade 2

**Unit:** Author Study: Tomie dePaola

**Time (minutes):** 60 minutes

**Lesson 6:** How Characters Respond to Major Events

**By the end of this lesson, students will know and be able to:**

Identify major events in a story after discussion with peers and the teacher.

**Essential Question addressed in this lesson**

Q2. Why read multiple books by the same author?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read-aloud or information presented orally or through other media.

Instructional Tips/Strategies/Notes for the Teacher

- Meet with the group reading Readily Accessible text. Use the time to:
  - Teach the meanings of identified words using the Beck model (See the unit Realistic Fiction: Stories Matter.)
  - Review and discuss the major events in the story.
- Check in briefly with the other two groups.
- Be sure that ELLs understand the vocabulary you are using, such as: challenges, major, respond, and central message.



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- Students with learning disabilities may need help in completing the Book Note or may work in a small group to discuss it while a teacher or more able peer writes the information on the Book Note.

Anticipated Student Preconceptions/Misconceptions

There is no relationship between characters and events in their lives.

**Lesson Sequence**

**Lesson 6 (60 minutes) How characters respond to major events**

**Before Reading (5 minutes)**

- Discuss Essential Question 2: Why read multiple books by the same author?
- Tell students that this week they are going to pay special attention to characters in the stories they read, how the author introduces each character, and how the characters respond to major events in the story.

**Mini-lesson, Plot (10 minutes)**

- Tell students that today they are going to identify the major events in the stories that they read.
- First, talk about what a major event is:
  - List some major events on the board, such as:
    - You forgot your lunch or your lunch money.
    - A friend broke his arm.
    - Someone stole your bike from the school bike rack.
  - Ask students how they might respond to these events.
    - Forgot lunch—possible responses: call mom, share with friend, borrow money to buy a lunch, don't eat lunch, get upset, etc.



- A friend broke his/her arm—possible responses: take him to the nurse, scream and run away, laugh, etc.
- Stolen bike—possible responses: talk to teacher, accuse a friend of stealing it, go look for it, etc.
- Remind students that the way characters or people respond to various things that happen tells us what that character or person is like.
- Ask students to think about *Now One Foot, Now the Other*.
  - Ask: What was the major event in the story? (A possible response is: Bobby can't walk and then Bob can't walk.)
  - How did Bob respond? How did Bobby respond?
    - Discuss how "response" includes what someone says, what someone does, or how someone feels.
    - What did Bob or Bobby say? What did he do? How did he feel?

### Interactive Reading of *Strega Nona* (15 minutes)

- Tell students they are going to listen as you read *Strega Nona* (or watch a videodisc of Tomie dePaola reading *Strega Nona*).
  - Before reading, on a chart or whiteboard, make a two-column chart. Label the left-hand column "Major Event or Challenge" and the right-hand column "How the Characters Responded."
  - After reading the first page, ask students how Tomie dePaola introduces the story (we know the setting, the time, and the main character's name).
  - What do we know about the main character? (She has a magic touch; people come to see her when they have troubles; people in the town talk about her in whispers.)
  - Discuss how important it is to pay attention as they read the first page(s) of a story because the author always introduces the setting and characters and often the problem as well.

- Continue with an interactive read-aloud. During the reading, periodically stop and have students identify major events and challenges in the story and write them in the chart on the board.
- After reading the story, refer to the list of major events and ask students to think about how the characters responded to these events. Perhaps different characters responded in varying ways. Discuss this and add them to the chart.

### Reading Guided Reading Books in Small Groups (20 minutes)

- Pass out the books to each group. Explain the small-group format and expectations.
  - Each group should read about one-third of the book each day for the next three days.
  - If they finish their reading and written response before the others, they should reread the assigned pages and then read independent reading books.
- Set a purpose for reading: Ask students to think about the following things as they read: the characters, the setting, and any major events that occur in the story. The major events are the plot of the story.
- Show the Book Note (see the Appendices) on an overhead projector or document camera. Ask students to fill out the following as they read today:
  - Title
  - Characters
  - Setting
  - An explanation of how the illustrations helped them to understand the characters and setting
- Ask students to read through the assigned pages the first time and then reread to fill in the Book Note.
- As students are reading, work with each group briefly, guiding their understanding and helping them to complete the Book Note.



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### **After Reading (10 minutes)**

- Reconvene the whole class to discuss the characters they read about, the settings, and how the illustrations helped them to understand the characters and settings.
- Ask students to provide examples from their Book Note.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tell students that tomorrow they will learn how to write a book review.

### **Formative Assessment (after class)**

- Review the Book Notes.
- Think about who participated in the class discussion and the types of comments they are making.



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## Author Study: Tomie dePaola English Language Arts, Grade 2 Lessons 7, 8, 9, 10, and 11

**Brief Overview of Lessons:** Lessons 7–11 are a five-day lesson series with a dual focus: comparing and contrasting books and writing a paragraph expressing an opinion about a book. The teacher begins by reading aloud several of Tomie dePaola’s books during the lesson. The class then co-constructs a large Comparison Chart, which includes the book title, characters, setting, major events, how the character responds, central message, and how the story relates to the author’s life. Students continue reading in three homogeneous groups with the texts started in the previous lesson. Reading is done independently or in a small group, depending on the needs of students. Students use a Book Note to record their daily written responses. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- Knowledge of story structure
- Understanding of what a major event is
- Understanding of the concept of a central message
- Facts about Tomie dePaola’s life

**Estimated Time:** 60 minutes for each lesson

**Instructional Model:** Continue with a guided reading model as in Lessons 1–6.



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## Resources for Lessons

Student texts:

- Small group sets of *Strega Nona* and *Big Anthony and the Magic Ring* (Very Complex); *Meet the Barkers* and *Trouble in the Barkers' Class* (Moderately Complex); and *Boss for a Day* and *Hide and Seek All Week* (Readily Accessible)

## Materials

Comparison Chart (to be co-constructed with the class on a large whiteboard; see the Appendices)

Sample Comparison Chart (see the Appendices: for reference only)

Book Note (one per student; see the Appendices)

Book Review Worksheet (one per student; see the Appendices)

Revising and Editing Checklist (one per student; see the Appendices)



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**Content Area/Course:** English Language Arts and Literacy, Grade 2  
**Unit:** Author/Illustrator Study: Tomie dePaola  
**Time (minutes):** 60 minutes for each lesson  
**Lessons 7–11:** Comparing and Contrasting Books by Tomie dePaola and Writing an Opinion Piece

**By the end of these lessons, students will know and be able to:**

- Complete a Book Note on a book they are reading with minimal teacher assistance
- Discuss how subsequent books that they read by Tomie dePaola are similar to and different from other books they have read

**Essential Question addressed in these lessons**

- Q1. Where do writers get their ideas?  
Q2. Why read multiple books by the same author?  
Q3. How do illustrators help readers to understand the words and ideas in a book?  
Q4. How can I explain my opinion about a text?

**Standard(s)/Unit Goal(s) to be addressed in these lessons**

CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read-aloud or information presented orally or through other media.  
CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Instructional Tips/Strategies/Notes for the Teacher

- Meet with two groups each day: with the group that requires the most support and with one other group.
  - Use the time to clarify the meanings of words or phrases, the most important facts, and the major events in the story.
  - Help students to complete their Book Notes or review completed Book Notes.

Anticipated Student Preconceptions/Misconceptions

- A book review is a summary of a book.
- Each book is completely different than every other book by that author.
- There is nothing I can learn from a story, especially one from another time or place.

**Lesson Sequence**

**Lesson 7 (60 minutes) Introduction of a book review**

**Before Reading (10 minutes)**

- Begin a class Comparison Chart by filling in the elements for *Strega Nona*. (See Sample Comparison Chart in the Appendices.)



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### Mini-Lesson, Writing a Book Report (15 minutes)

- Introduce the term “book review.” Ask students if they know what is included in a book review.
- Explain that a book review includes at least three parts. Put this list on chart paper for display during the rest of the unit:  
How to Write a Book Review
  1. Title and author and your opinion—good, great, fair, boring, interesting, exciting, funny, scary, etc.
  2. Three reasons to support your opinion (e.g. an example from the text that supports your opinion, a major event and how the character responded, dialogue, central message, your favorite part, etc.)
  3. Conclusion: Do you recommend this book? To whom? Why?
- Using chart paper or a projector, model how to write a good book review. Do a think-aloud as you write. You might write something like this:
  - *Strega Nona*, by Tomie dePaola, is a funny book. It is a picture book about a woman, Strega Nona, who can do magic to help people. I liked the funny places in the book. Big Anthony made the magic pasta pot work but he didn’t know how to stop it and the pasta went all over the town. Also at the end, Strega Nona made Big Anthony eat all of the pasta. I loved the illustration of Big Anthony after he had eaten it all. I recommend this book to anyone who wants to read a funny story with great illustrations.
- Leave this model up for students to use as they write their own book reviews during the remainder of the unit.

### Reading and Responding to Guided Reading Books in Small Groups (25 minutes)

- Set a purpose for reading: Ask students to continue reading to find out the major events and challenges in the story.
- Students continue to read the next third of their books.
- Ask students as they finish to add to the Book Note.
- Work with the struggling readers and the grade-level readers. Then, briefly check in with the third group.
- If needed, help students with comprehension and with completing the Book Note.
- Students who finish early can read independently.

### After Reading and Closure (10 minutes)

- Reconvene the whole class to discuss their Book Notes: What were some of the major events or challenges that your characters had? How did they react?
- Return to Q3. How do illustrators help readers to understand the words and ideas in a book? Discuss and add ideas to the Essential Questions chart. Have students show illustrations and read selected text in their books to demonstrate how they work together to aid comprehension.
- Ask if anyone has an opinion about his/her book so far. Practice sharing opinions. Ask students to back up their opinions with reasons.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow we are going to learn how to add reasons to support our opinions.



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## **Lesson 8 (60 minutes) Reasons for an opinion**

### **Before Reading (10 minutes)**

- As a group, add *Now One Foot, Now the Other* to the Comparison Chart.
  - Discuss the similarities and differences among the books on the chart.
  - Discuss what you know about Tomie dePaola as an author.

### **Mini-lesson, Book Reviews (15 minutes)**

- Review and discuss the elements of a book review:
  - Title, author, and your opinion—good, great, fair, boring, interesting, exciting, funny, scary, etc.
  - Include three reasons to support your opinion (e.g., how the illustrations helped with understanding of the story, a major event and how the character responded, dialogue, central message, your favorite part, etc.)
  - Conclusion: Do you recommend this book? To whom?
- Discuss various reasons that someone may like a book:
  - Illustrations
  - Main character is interesting
  - Story is exciting, adventurous, funny, reminds you of something
  - Setting is interesting or reminds you of a place you know
  - The plot has interesting problems (name them), and how the characters solve the problems is funny, suspenseful, exciting, etc.
- Make a list on the board and add to it throughout the lesson so that students have a repertoire of ideas.
- Introduce the Book Review Worksheet. Students should be familiar with each part. Using a document camera, either model or co-

construct a Book Review Worksheet based on the story *Now One Foot, Now the Other*.

### **Guided Reading Books in Small Groups (25 minutes)**

- Set a purpose for reading: Ask students, as they read, to think about the central message of the story: What is the author trying to tell us?
- Students should finish reading the first of their two small-group books this lesson as well as completing their Book Note.
- Meet with the *Boss for a Day* group and then with the *Strega Nona* group. Briefly check in with the *Meet the Barkers* group.
- After students finish reading their books, have them complete their Book Notes.

### **After Reading (10 minutes)**

- Reconvene students to discuss the central messages of their books.
  - Look at the Comparison Chart and talk about the various messages and how they are similar and different.
  - What other messages or themes might an author write about (e.g., friendship, how to treat others, bullies, fear, anger, frustration, sadness, sibling rivalry, families, etc.)?
  - Go back to the chart about the events in Tomie dePaola's life from *26 Fairmount Avenue*.
  - Discuss: Do any of the themes Tomie dePaola's connect with the events on the chart?
- Preview the outcomes of the next lesson: Tomorrow we will learn how to plan a book review.



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## **Lesson 9 (60 minutes) Planning a book review**

### **Before Reading (30 minutes)**

- Read aloud *Strega Nona's Magic Lessons*. (One group has read this, but the whole class will be able to enjoy the story and also add to the Comparison Chart and the Book Review Worksheet after the read-aloud.)
- Add this story to the Comparison Chart.
- Review the Book Review Worksheet. Display it with a document camera.
  - Decide whether you want students to fill in each section or just the three reasons.
  - Complete the worksheet with the class.
  - If you have time, use the Book Review Worksheet and model (aloud) how you would write a book review on this book.

### **Reading and Responding to Guided Reading Books in Small Groups (25 minutes)**

- Students in each group begin reading the second book in their groups. The group reading complex text read *Big Anthony and the Magic Ring*; the group reading moderately complex text read *Trouble in the Barkers' Class*; and the group reading readily accessible text read *Hide and Seek All Week*. (Students will read one-third of the books each day.)
- Pass out a Book Note to each student.
- Set a purpose for reading: Ask students to fill in the Book Note as they are reading.
  - Ask them to check as they are reading that they are clear about the characters and the setting.

- Students should read to find out what they know about the characters. Remind students that the illustrations can help them to understand the story.
- Students read in their groups either individually or with a partner.
- Work with the group reading *Hide and Seek All Week* and the group reading *Trouble in the Barkers' Class*. Then, briefly check in with the group reading *Big Anthony and the Magic Ring*.
- As students finish reading, they complete their Book Note.
- Help students with comprehension and with completing the Book Note.

### **After Reading and Closure (5 minutes)**

- Reconvene the class to discuss their characters and settings and anything else on their Book Notes.

## **Lesson 10 (60 minutes) Using linking words to connect opinion and reasons**

### **Before Reading (10 minutes)**

- Add *The Art Lesson* to the Comparison Chart and discuss with students the similarities and differences between the books on the chart.
- Discuss giving reasons to support an opinion that you express. Model using the words *also*, *and*, *because*. Give personal examples and discuss them, such as:
  - I liked the dessert because it was chocolate. It also had lots of nuts in it, and nuts are my favorite. On the top was whipped cream.







- I loved the movie *Midnight in Paris* because I like movies by Woody Allen and I love anything that is set in Paris. (Point out that the word “set” means the “setting.”)
- Use as many examples as are necessary for students to understand.
- See if students can apply those words to the discussion of the books on the Comparison Chart.

### Mini-lesson, Revising Book Reviews (15 minutes)

- Use an overhead or document camera to display a student’s book review on *Strega Nona’s Magic Lessons*. (Choose one of the stronger examples and ask the student’s permission before displaying it.)
  - Introduce the Revising and Editing Checklist on an overhead projector or SMART Board or using a document camera (see the Appendices).
  - Read the book review out loud. Tell students that this is a good revising strategy that writers use. When they read out loud, they will notice mistakes, such as missing or extra words. It also helps them to determine if their writing makes sense.
  - Discuss with the class whether the book review includes all of the elements.
  - Discuss reasons for one’s opinions. Demonstrate how students can use elements from the Book Note as reasons, e.g., major events and how the characters respond to the events, the central message, something about the characters or the setting.
  - Ask students to give examples of an opinion linked with two reasons for the opinion using the words *and*, *because*, *also*. (Suggest categories: favorite subject in school, favorite food, worst day ever, best and/or worst season.)
  - Revise the book review with the class to make it a model.

### Reading and Responding to Guided Reading Books in Small Groups (25 minutes)

- Set a purpose for reading: Ask students to read to find out how the author concludes the action in the story.
- Work with the group reading *Hide and Seek All Week* and the group reading *Trouble in the Barkers’ Class*. Then, briefly check in with the group reading *Big Anthony and the Magic Ring*.
- Help students with comprehension and with completing the Book Note.
- As students finish their Book Review Worksheets, give feedback about how to make their ideas stronger. Make sure they have reasons with details to support their opinion.
- Ask students to complete these tasks independently:
  - Fill in your Book Note as you read.
  - Complete a Book Review Worksheet to plan for your book review. (Ask students to complete the entire worksheet or just the three reasons.)
  - Write your book review.
  - Use the Revising and Editing Checklist to make your book review stronger.
  - When you finish, read your independent reading book.

### After Reading (10 minutes)

- Reconvene the class to discuss the major events and challenges in their books, and how the characters responded to them.
- Review the lesson outcomes by asking students questions.
- Preview outcomes of the next lesson: Tomorrow we will work on revising our book reviews.





## **Lesson 11 (60 minutes) Revising book reviews**

### **Before Reading (10 minutes)**

- Read aloud *Meet the Barkers*. (One group has read this, but the whole class will be able to enjoy the story read-aloud.)
- Add this story to the Comparison Chart.
  - What do you notice about the chart now?
  - What can you say about Tomie dePaola's writing?

### **Mini-Lesson, Revising Book Reviews (15 minutes)**

- Use an overhead or document camera to display a student's book review of *Meet the Barkers*. (Choose the best example and ask the student's permission before displaying it.)
  - Read it aloud.
  - Use the Revising and Editing Checklist to determine with the class whether the book review includes all of the elements.
  - Focus on the connecting words to make sure they are included.
  - Revise it with the class to make it a model.

### **Writing and Reading (25 minutes)**

- Students will read and reread their own writing today. Ask students to complete the following tasks:
  - Finish writing your book review.
  - Reread your book review, looking for missing words or information. You can do this several times.
  - Use the Revising and Editing Checklist.
  - When you are finished, read the Essential Questions and get ready to talk about them when we come back to the group.
  - Read your silent reading book when you are done.

- Work with those students who need the most support. These could be students from any of the groups.

### **After Reading and Closure (10 minutes)**

- Reconvene the class. Look at the Comparison Chart and use the information on the chart to revisit the Essential Questions.
- Review the lesson outcomes by asking students questions.
- Preview the outcomes for the next lesson: Tomorrow you will choose a book by Tomie dePaola to read on your own and then write a book review on that book.

### **Formative Assessment (after class)**

- Read the book reviews that students are writing.
- Think about how students are participating in the revision process.
- Think about how students are participating in class discussions.



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## Author Study: Tomie dePaola English Language Arts, Grade 2 Lesson 12, 13, 14, and 15

**Brief Overview of Lessons:** Lessons 12–15 are a four-day series in which students independently read a book by Tomie dePaola and write a book review. This is the Curriculum Embedded Performance Assessment (CEPA). Completed book reviews are placed in the library pocket of the classroom books (or the school library if permission has been granted) so that other students can read the review and decide whether they want to read the book. The class has a celebration on the last day as they read their book reviews to each other, put library pockets inside books that don't have them, and insert each book review in the pocket. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- What needs to be included in a book review
- All sentences begin with a capital and end with punctuation

**Estimated Time:** 60 minutes for each lesson

**Instructional Model:** This lesson uses a reading workshop model. Students independently read a book of their choice by Tomie dePaola and then write a book review. This group of lessons is fluid since some students will take longer than others to read, draft, revise, edit, and publish. The lessons are broken down into a sequence of events, but students will



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be at different stages throughout the lessons. For this reason, no time breakdown is given for the lessons. Students can read an independent reading book when they finish their work.

### **Resources for Lessons**

Student texts:

- Multiple books (at multiple levels) by Tomie dePaola

### **Materials**

Book Review Worksheet (see the Appendices)

Revising and Editing Checklist (see the Appendices)

Book Review Form (one per student; see the Appendices)

Library pockets for books that do not have them

Examples of student-written book reviews from the Spaghetti Book Club (<http://www.spaghettibookclub.org>) (you may want to download or bookmark some)



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**Content Area/Course:** English Language Arts and Literacy, Grade 2

**Unit:** Author/Illustrator Study: Tomie dePaola

**Time (minutes):** 60 minutes for each lesson

**Lessons 12–15:** Writing a Book Review

**By the end of these lessons, students will know and be able to:**

Write a book review including their opinion of the book, supporting reasons, and a conclusion.

### Essential Questions addressed in these lessons

Q1. Where do writers get their ideas?

Q2. Why read multiple books by the same author?

Q3. How do illustrators help readers to understand the words and ideas in a book?

Q4. How can I explain my opinion about a text?

### Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Instructional Tips/Strategies/Notes for the Teacher

- Be sure ELLs and students with disabilities have chosen books at their independent reading levels. Check in with individual students throughout the reading and writing to see if they are decoding and understanding the text as they are reading.
- During the writing, make sure students are clear about the task.
- Since this is an assessment, students should mostly be working on their own without significant support from the teacher.
- It may be necessary for ELLs and students with disabilities to verbalize what they are going to write before they write it. In this way, the teacher can scaffold proper English syntax.
  - This can be done in a small group or individually.
  - Some students may prefer to write on a computer. If possible, allow students to work on computers in the classroom or in a computer lab with adult guidance. This may be especially helpful for students with disabilities.

### Anticipated Student Preconceptions/Misconceptions

Writing a book review is only an academic task we do in school. It has no usefulness in the “real world.”

### Lesson Sequence

#### Lesson 12 (60 minutes) CEPA Instructions and book choice

#### **Before Reading (30 minutes)**

- Read a student-written book review to the class. Show students several examples of these reviews (see the Spaghetti club website: <http://www.spaghettibookclub.org>).



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- Explain to students that each week in the newspaper and online there are book reviews. Adults read them to determine whether they want to read a particular book.
- Distribute the CEPA Student Instructions and explain each criterion.
- Review the model book reviews that are displayed around the room that you have written with the class.
- Discuss how each criterion for the CEPA is represented in the book reviews. (You could color code each part to correspond to the criteria for the CEPA.)
- Tell students that some authors primarily write in one genre. For example, Jean Fritz is known for writing excellent historical fiction. Other authors write in many genres. Tomie dePaola is an author who writes in many different genres.
- Display many different genres of the books by Tomie dePaola.
- Work with students to organize the books by categories (see Unit Resources).
  - Ask if students know some of the genres and start with those.
  - If students need some help getting started, begin with the *26 Fairmount Avenue* books and ask what genre they belong to.
  - Add any other autobiographical books to the pile.
  - Go through all of the books one at a time and help students to categorize by genre (legends, informational books, religious books, holiday books, board books, poems, etc.).
  - Put each genre in a separate pile.
  - At the end, label each pile.

### Reading and Responding (20 minutes)

- Students choose a book at their level to read.
- Make sure everyone can read their chosen book by going around the room and “listening in” on their reading.



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- Sit next to a student and quietly ask him or her to start reading aloud—wherever they may be in the story.
- After several paragraphs, ask what the story is about.
- If a student has difficulty explaining, ask him or her to reread and then explain again.
- Ask students to fill in a Book Note once they are finished reading. Remind students that they may need to reread some portions of their books to fill in the chart.

### After Reading and Closure (10 minutes)

- Have students share some of their Book Notes and compare their book to the books on the Comparison Chart. Ask questions such as:
  - Who is reading a book with Strega Nona in it? Big Anthony? Tommy? Tommy’s grandmother? (etc.)
  - Who is reading a book where the setting is at home?
  - What is the problem in your book?
  - How does a character respond to the problem?
  - How did the illustrations go with the words to help you to understand the story?
  - What is the central message of your book?
- Review the lesson outcomes by asking students questions.
- Preview the outcomes for the next lesson: Tomorrow you will finish reading your book and filling in your Book Note. Then, you will begin planning your book review.

### Lesson 13 (60 minutes) Reading a book and planning a book review

#### Before Reading (10 minutes)

- Review the steps in Process Writing: planning, drafting, revising, editing, and publishing. Tell students that they will go through all of



the stages in this piece of writing, and that this is what real writers do when they write.

- Focus on the planning stage today. Tell students:
  - Planning is when they think about what they are going to write and how they are going to write it.
  - Tell them they will plan by filling in a Book Review Worksheet. Pass out the Book Review Worksheets and quickly review the elements they need to include on it.

### **Reading and Writing (40 minutes)**

- Set a purpose for rereading: Ask students as they read and reread their books to think about their opinion of the book and the reasons that support that opinion. Think about details for those reasons.
- Have students work individually while you circulate around the room to answer questions, “listen in,” and confer with students who need extra support. Each student needs to:
  - Read a selected book.
  - Reread the book and complete a Book Note.
  - Complete a Book Review Worksheet
- Take a running record on your struggling students to analyze their reading strengths and weaknesses.
- Make sure students have all of the necessary information on the Book Review Worksheets so they will be able to write their book review tomorrow.

### **After Reading and Closure (10 minutes)**

- Have several students share their Book Review Worksheets.
- Review the lesson outcomes by asking students questions.

- Preview the outcomes for the next lesson: Tomorrow you will write your book review using the information on the Book Review Worksheet.

### **Lesson 14 (60 minutes) Writing a book review**

#### **Before Writing (20 minutes)**

- Review the CEPA Student Instructions.
- Present the Book Review Form to the class and go over the format:
  - The review is written on the left.
  - In the right-hand column are your name and the date.
  - This will be folded so that your name and date are visible in the library pocket.
- Review the Revising and Editing Checklist.
- Remind students of the book reviews that the class revised together last week and some of the strategies they used:
  - Read your writing out loud to see if it makes sense.
  - Add more details to make the writing clearer.

#### **Writing (30 minutes)**

- Ask students to write their book review on the Book Review Form using the Book Review Worksheet that they completed yesterday.
- Once students are finished, remind them to complete the following steps:
  - Get a Revising and Editing Checklist.
  - Reread your book review out loud and revise it to make it clear.
  - Check for correct capitalization and punctuation.
- When students are finished, conference with each student and make the necessary corrections with him or her.



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### **After Writing and Closure (10 minutes)**

- Review the lesson outcomes by asking students questions.
- Preview the outcomes for the next lesson: Tomorrow you will revise and publish your book review.

### **Lesson 15 (60 minutes) Revising and publishing a book review**

#### **Before Writing (10 minutes)**

- Ask students where they are in their writing process (writing, revising, editing, publishing).
- Have one or two students read their book reviews.

#### **Writing and Publishing (45 minutes)**

- Work with small groups or individual students to revise their book reviews.
- After students have finished their revisions, they rewrite their book review on the Book Review Form.
- Students help to glue library pockets in books that need them.
- In small groups, students read their book reviews to each other.
- Direct students in folding the book review to fit into the library pocket of the book.
- Students place their book reviews in the pocket of the books.

#### **Closure (5 minutes)**

- Review the lesson outcomes by asking students questions:
  - What did you learn about writing an opinion piece?

- What do you need to include?
- Did you enjoy hearing the book reviews of the other students in your group? Might you like to read some of the other books based on their book reviews?



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# Curriculum Embedded Performance Assessment (CEPA) Teacher Instructions

**Performance Task:** When readers are looking for a new book, they often read book reviews. The review is another reader's opinion about a book. Students choose a book by Tomie dePaola on their instructional level, read it independently, and write a book review. The book review will be placed in the library pocket of the book to help other students to decide if they want to read the book.

**Goal:** The goal is for students to write a book review so other students can read it to decide if they want to read the book.

**Audience:** Other second-grade students

**Directions:** Students will:

- Choose a book by Tomie dePaola that they can read.
- Read the book.
- Write a book review that gives their opinion about the book, with reasons for that opinion.

**Standards Addressed:**

CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Criteria for Success:**

The book review will be written in complete sentences, with proper beginning capitalization and ending punctuation. It will include:

- Title and author
- Opinion



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- Three reasons or examples to support the opinion
- A concluding statement
- Proper beginning capitalization and ending punctuation
- Linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons



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# Curriculum Embedded Performance Assessment (CEPA) Student Instructions

**Performance Task:** When readers are looking for a new book, they often read book reviews. The review is another reader's opinion about a book. You will choose a book by Tomie dePaola that you can read, read it independently, and write a book review. The book review will be placed in the library pocket of the book to help other students to decide if they want to read the book.

**Goal:** The goal is to write a book review so other students can read it to decide if they want to read the book.

**Audience:** Students who are looking for a book to read

**Directions:**

- Choose a book by Tomie dePaola that you can read.
- Read the book.
- Write a book review that gives your opinion about the book, with reasons for that opinion.

**Criteria for Success:**

Your book review needs to be written in complete sentences, with proper beginning capitalization and ending punctuation. It must include:

- Title and author
- Opinion
- Three reasons or examples to support your opinion
- A concluding statement
- Proper beginning capitalization and ending punctuation
- Linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons



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## CEPA Rubric

<b>Written assignments</b>	<b>4 Exceeds expectations</b>	<b>3 Meets expectations</b>	<b>2 Developing</b>	<b>1 Emerging</b>
Topic/idea development <i>Introduces and organizes the topic and ideas, provides key details, and may include visuals</i>	Full/rich topic development  Logical organization  Strong supporting details	Adequate topic development  Good organization  Includes key details	Rudimentary topic development  Basic organization  Basic supporting details	Little or weak topic development  Little organization  Few details
Evidence from text <i>Refers back to text (quotations, paraphrases) if needed; includes evidence for assertions and/or facts and supportive details</i>	Logical and/or persuasive use of evidence	Adequate use of relevant evidence	Basic or simple use of evidence	Little or weak use of evidence
Clarity <i>Organizes ideas, details, and evidence logically and clearly; uses language effectively, including academic vocabulary</i>	Logically organized, and effective use of language	Clear organization and language use	Basic organization and language use	Poor organization and language use
Standard English conventions <i>Includes correct use of sentence structure, grammar and usage, and mechanics</i>	Demonstrates control of standard English conventions	Errors do not interfere with communication	Errors interfere somewhat with communication	Little control of sentence structure, grammar, mechanics



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## Unit Resources

### Lessons 1–5

Student texts:

- Class set of *The Art Lesson*, by Tomie dePaola
- Class set of *Now One Foot, Now the Other*, by Tomie dePaola
- Class set of *Stagestruck*, by Tomie dePaola
- Many books by Tomie dePaola, especially the autobiographical ones (see listing of books by genre or category below)

Teacher read-aloud text:

- One copy of *26 Fairmount Avenue*, by Tomie dePaola

### Materials

Chart paper or space on the board to write the Essential Questions

### Lesson 6

Student texts:

- Small-group sets of *Strega Nona* and *Big Anthony and the Magic Ring; Meet the Barkers* and *Trouble in the Barkers' Class*; and *Boss for a Day* and *Hide and Seek All Week*
- Other books for independent reading when students have completed their reading assignments

### Materials

(Tomie dePaola) *Live in Concert: The Pied Piper of Children's Books*, videodisc, 1999, along with a way to project it. Find the part on the disc where Tomie dePaola is reading *Strega Nona*. (If this is unavailable at the library, you can read *Strega Nona* to students.)

Book Note (one per student; see the Appendices)



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## Lessons 7–11

Student text:

- Small-group sets of *Strega Nona* and *Big Anthony and the Magic Ring*; *Meet the Barkers* and *Trouble in the Barkers' Class*; and *Boss for a Day* and *Hide and Seek All Week*

### Materials

Comparison Chart (to be co-constructed with the class on a large whiteboard; see the Appendices)

Sample Comparison Chart (see the Appendices: for reference only)

Book Note (one per student; see the Appendices)

Book Review Worksheet (one per student; see the Appendices)

Revising and Editing Checklist (one per student; see the Appendices)

## Lessons 12–15

Student texts:

- Multiple books (at multiple levels) by Tomie dePaola

### Materials

Book Review Worksheet (see the Appendices)

Revising and Editing Checklist (see the Appendices)

Book Review Form (one per student; see the Appendices)

Library pockets for books that do not have them

Examples of student written book reviews from the Spaghetti Book Club (<http://www.spaghettibookclub.org>) (you may want to download or bookmark some)

## Selected Books by Tomie DePaola (Suggestions for the CEPA)

- Autobiographical
  - *26 Fairmount Avenue*
  - *Here We All Are*
  - *On My Way*
  - *What a Year*



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- *Things Will Never Be the Same*
- *I'm Still Scared: The War Years*
- *Why?: The War Years*
- *For the Duration: The War Years*
- *Nana Upstairs & Nana Downstairs*
- *Watch Out for the Chicken Feet in Your Soup* (very loosely based on childhood experiences)
- *Oliver Button Is a Sissy* (loosely based on childhood experiences)
- *Now One Foot, Now The Other* (very loosely based on childhood experiences)
- *The Art Lesson* (mostly autobiographical)
- *Tom* (mostly autobiographical)
- *The Baby Sister* (mostly autobiographical)
- *Stagestruck*
- *My Mother Is So Smart*
- *Christmas Remembered*
  
- **Strega Nona Books**
  - *Strega Nona*
  - *Big Anthony and The Magic Ring*
  - *Strega Nona's Magic Lessons*
  - *Merry Christmas, Strega Nona*
  - *Strega Nona Meets Her Match*
  - *Strega Nona, Her Story*
  - *Big Anthony, His Story*
  - *Strega Nona Takes a Vacation*
  - *Brava, Strega Nona!*
  - *Strega Nona's Harvest*
  - *Strega Nona's Gift*
  
- **Irish Books**
  - *Jamie O'Rourke and the Big Potato*
  - *Patrick: Patron Saint of Ireland*



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- *Fin M’Coul: The Giant of Knockmany Hill*
- Fables, Folktales, Myths, And Legends
  - *The Legend of the Indian Paintbrush*
  - *Days of the Blackbird*
  - *The Legend of the Bluebonnet*
  - *The Legend of the Pointsettia*
  - *The Legend of Old Befana*
  - *The Tale of Rabbit and Coyote*
- Nonfiction
  - *The Cloud Book*
  - *Popcorn*
  - *Quicksand*
- Barker Twins
  - *A New Barker*
  - *Boss for a Day*
  - *Morgan and Moffat Go to School*
  - *Trouble in the Barkers’ Class*
  - *T-Rex Is Missing*
  - *A New Barker in the House*
- Book of Poems
- Nursery Rhymes
  - *Hey Diddle Diddle and Other Mother Goose Rhymes*
  - *Tomie dePaola’s Favorite Nursery Tales*
  - *Tomie dePaola’s Mother Goose*



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## Appendices

1. Book Note (Lesson 6)
2. Comparison Chart (Lessons 7–11)
3. Sample Comparison Chart (Lessons 7–11)
4. Book Review Worksheet (Lessons 7–11)
5. Revising and Editing Checklist (Lessons 7–11)
6. Book Review Form (Lessons 12–15)



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## Appendix 1: Book Note

Title	
Characters	
Setting	
Major events and challenges	
How did the characters respond to the major events and challenges?	
Central message or lesson	
How did the illustrations help you to understand characters, setting or plot?	
What connections can you make to the author's life?	



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## Appendix 2: Comparison Chart

Title	Characters	Setting	Major Event	How the Character Responds	Central Message	How the Story Relates to the Author's Life



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## Appendix 3: Sample Comparison Chart

Title	Characters	Setting	Major Event	How the Character Responds	Central Message	How the Story Relates to the Author's Life
<i>The Art Lesson</i>	Tommy, Tom and Nana, mom and dad, twin cousins, brother Joe, Miss Landers, Mrs. Bowers	At home, at school	Tommy loved to draw.	He practiced and practiced.	Keep practicing doing what you want to do to become really good at it.	Tomie wanted to be an artist and practiced all his life.
			Art teacher told him he had to copy.	He didn't want to. Told her that real artists don't copy.		
<i>Now One Foot, Now the Other</i>	Bob, Bobby	At home	Bobby didn't know how to walk.	Bob taught Bobby how to walk.	Family; friendship; helping each other; grandparents; relationships	Tomie and his grandfather did all those things.
			Bob got sick and couldn't walk and couldn't talk.	Bobby helped Bob to learn to walk and talk again.		
<i>Stagestruck</i>	Miss Bird, Tommy, Miss	At home, at school, Miss	Tommy stole the show—Mom told	Tom apologized but still thought	Be respectful of other people and	Tomie went to dancing school



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	Leah, Jeannie, Miss Mulligan, Mom, Johnny	Leah's dancing school	him he had to apologize.	about being the star on stage.	be yourself and follow your dream.	and loved to be on stage.
			Tommy wanted to be Peter, but Johnny was chosen.	Tommy decided to react every time Peter did something.		
<i>Strega Nona</i>	Strega Nona, Big Anthony, people in the village	Strega Nona's house, town square, Calabria	Big Anthony didn't pay attention.	Made the magic pasta pot work, but didn't know how to stop it.	Pay attention. Do what you are told to do.	His grandparents were from Italy.
<i>Nana Upstairs &amp; Nana Downstairs</i>	Tommy, Nana Upstairs, Nana Downstairs, Tom, Mother, Father	Tommy's house, Tom and Nana Downstairs's house	Nana Downstairs tied Nana Upstairs into a chair.	Tommy asked Nana Downstairs to tie him into a chair also.	Relationships with grandparents; death of a grandparent	This is what Tomie did with his grandmothers.
<i>Strega Nona's Magic Lesson</i>	Tomie, Bambolona, Bambolona's father (the baker), Big Anthony, Signora Rosa	Strega Nona's house, bakery	Big Anthony did not pay attention and didn't know to blow the three kisses at the end of the magic.	The pasta pot did not stop.	Pay attention. Do what you are told.	Setting is Italy, where Tomie's grandparents are from.
			Bambolona told Big Anthony that a man can't be a strega.	Big Anthony dressed as a woman, Antonia, and he went to Strega Nona's house to learn to become a strega.		



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<i>Tom</i>	Tom, Tommy, Nana, Mom, Jeannie, principal	At home, at school	Tom showed Tommy how you could pull on the tendons of chicken feet and make them move.	Tommy put the chicken feet on his hands and made them move and scared the girls.	Relationship with grandfather	Tomie and his grandfather used to spend a lot of time together and the book is based on their relationship.
<i>Meet the Barkers</i>	Morgie, Moffie, Mama, Ms. Shepherd, the teacher, Billy, Papa, Sally	At home, at school	Sally and Moffie both want to build the tallest tower with blocks but there aren't enough blocks to each build a tower.	They work together.	Friendship; working together	



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## Appendix 4: Book Review Worksheet

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Your opinion of the book—good, great, fair, boring, interesting, exciting, funny, scary, etc.:

Reason #1

Reason #2

Reason #3

Conclusion: Do you recommend this book? To whom?



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## Appendix 5: Revising and Editing Checklist

### Revising

- I included the title and author and my opinion in my first sentence.
- I have three reasons, with details that support my opinion.
- I used at least two linking words (*also, and, because*) to link my reasons to my opinion.
- I ended the paragraph with a summary statement.

### Editing

- I have a period or other punctuation at the end of each sentence.
- I used capitals at the beginning of each sentence.
- Word Wall Words are correctly spelled.
- My handwriting is neat.



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## Appendix 6: Book Review Form

Title:	
Author:	Book review by
	(name)
	(date)



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