

the
Green
Umbrella



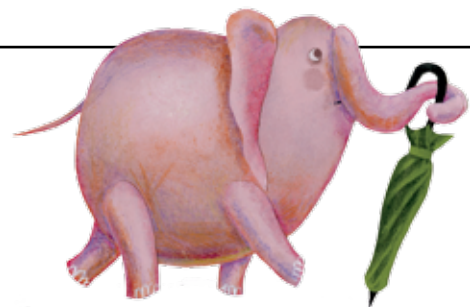
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TEACHER'S GUIDE TO the Green Umbrella

Text Characteristics for Interactive Read Aloud

Genre	Fiction, Animal Fantasy
Text Structure	Narrative Structure: This text is a patterned text with opportunities to teach into sequence. The problem: a series of characters Hedgehog, Cat, Bear, and Old Rabbit, mistake Elephant's umbrella as belonging to them. However, each animal thinks the umbrella is something different: boat, tent, flying machine, or a cane. Each animal recalls an experience they had: sailing, camping, flying, hiking. The solution is that by the end of book they share the umbrella and become friends.
Content	This is an imaginative story that appeals to primary grade students. Teachers can support readers by building on back ground knowledge for divergent thinking; understanding how a common item could be seen as something very different. For example a dry erase marker could be seen as a drum stick to make music, a tower in a Lego town, a microphone for singing – elicit additional responses from students so they can extend their background knowledge while promoting engagement.
Themes and Ideas	Themes include: Friendship, Caring, and Generosity. This text is ideal to promote making personal connections: as students analyze Elephant's actions to their own lived experiences enables them to move from the theme to infer the message the reader takes away from the story.
Language & Literacy Features	Discussion Focus: Expanding students' ability to process literary language: For example metaphor: "faced the crash of icy waves" "The stars were my guide and my boat, a faithful friend."



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Genre	Fiction, Animal Fantasy
Sentence Complexity	Children can “listen up” meaning they can understand more complex sentence structures than they can read independently. Scaffold supports for students to understand more complex sentence structures, for example: “I studied unusual plants and flowers in wooded forests and deep in the jungle. In the evenings, among hanging vines and giant leaves, I’d camp under my trusty tent and enjoy a cup of tea.” Discussions with others through rereading and paraphrasing, turn and talk prompts, or acting out prompts: will help students to comprehend these more complex sentences.
Vocabulary Vocabulary (continued)	Academic language presents challenges for students’ comprehension. Be sure to discuss the words in the context of the story to promote greater understanding. Here are some “kid friendly” definitions that are deeply contextualized from the text: along (coming to a particular place), mistaken (to be wrong about something), trusty (something you can count on), soared (goes up very fast), imagined (something that you think is real), sheltered (provides protection from bad weather), fast friends (quickly became friends).
Words	If this book is going to be shared after the read aloud with students consider the challenges the words may present to the readers: length, syllables, inflectional endings, and general ease for solving. However, during an interactive read aloud the teacher is reading so this is not necessary. This text can be recorded so that they are able to access the text independently.
Illustrations	High-quality illustrations will enhance comprehension. Illustrations can promote inferential thinking and questioning. Use illustrations as talking prompts to enhance the discussion around the text. Use the illustrations strategically to provide context for vocabulary where appropriate.
Book & Print Features	Discuss the layout of the text to demonstrate how this book works. Reading the story through its pictures, reading the story through its words, or comparing and contrasting the words and pictures.

*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Pinnell & Fountas

— A Special Note: Using Common Core State Standards —

Some states have adopted Common Core State Standards (CCSS). I have decided to map out the teaching points referencing CCSS in an effort to assist teachers in their daily work. If your state does not recognize CCSS, chances are that they have adopted similar standards and it is my hope that you find this standards mapping to be a useful tool to assist you when designating your state's standards to your teaching.

—Using this Guide —

This guide was written with deep respect for teachers and for the craft of teaching. This guide offers potential instructional sequences to support classroom instruction. How this guide works:

- The teaching objectives stem from literal (Within the Text) to inferential (Beyond the Text) to Analytical (About the Text)
- Select a lesson objective from the appropriate grade level “At a Glance” section. Lessons can be done during: Whole Group Read Aloud / Small Group Strategy Lessons / or even during side by side conferring.
- This guide offers a suggested instructional sequence that matches each objective for your convenience.

If you are a Kindergarten / First Grade Teacher...

At a Glance: Select one or more lesson objectives:

Objectives for thinking within the text: (literal meanings)

1. Ask and answer questions about key details in a text (KL.1) / (1L.1)
2. Retell a familiar story (KL.2) / (1L.2)
3. Acquire understanding of new words from context (KL.4) / (1L.4)

Objectives for thinking beyond the text: (inferred meanings)

4. Bring background knowledge to understanding the character's problems (KL.11 NYS) (1L.11 NYS)
5. Make predictions about what characters will likely do next (KL.1) / (1L.1)
6. Give reasons to support their thinking (KL.7) / (1L.7)

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Objectives for thinking about the text: (text structure)

7. Recognize common text type or forms such as a narrative pattern book (KL.5) (1L.5)
8. Notice details in the illustrations (KL.7) (1L.7)
9. Have opinions about the way the author/illustrator created the text & explain reasons (KL.9) (1L.9)

If you are a Second/Third Grade Teacher...

At a Glance: Select one or more lesson objectives:

Objectives for thinking within the text: (literal meanings)

1. Use key details to summarize the story & stop & jot a somebody/wanted/but/so summary (2L.2 / 3L.2)
2. Ask & Answer text dependent questions to monitor and clarify understanding (2L.1 / 3L.1)
3. Describe how the characters actions contribute towards the problem and solution (2L.3 / 3L.3)

Objectives for thinking beyond the text: (inferred meanings)

4. Make text to text connections from this story to other books of the same genre (2L.9 / 3L.9)
5. Infer meaning from the main character's actions that reveal what is valued (2L. / 3L.7)
6. Synthesize lesson learned, or theme from the beginning of the story to its conclusion (2L.5 / 3L.5)

Objectives for thinking about the text: (text structure)

7. Acknowledge differences in the point of view of characters while distinguishing their own point of view (2L.6 / 3L.6)
8. Analyze craft moves that the author uses rhythm/ parallel structure or (patterns) (2L.4 / 3L.4)
9. Define and critique the mood, the feelings, readers take away from the text. (2L.2 / 3L.2)

A Special Note

— Using Picture Books at the Intermediate or Secondary Levels —

Picture books can have an important place in the intermediate elementary or secondary classrooms. They offer an inroad to comprehension that is completely unique. The combination of visual and textual narrative provides universal access to all learners. This is especially crucial as we consider how to better serve the diverse needs of today's classroom. A brief whole class read aloud can generate greater student engagement while providing an experience to enhance classroom community. Under the Green Umbrella could contextualize deeper themes that will be explored in more complex texts. Possible themes:

- Friendship
- Compassion
- Equity
- Kindness
- Self-Control
- Altruism
- Love lost and rediscovered
- Individualism
- Personal responsibility
- Power and control
- Innocence

One last thing to consider, it is understood that levels of literacy acquisition vary greatly in the secondary classroom. Introducing theme through a non-threatening picture book can validate using a greater variety of texts to access higher level learning. In short this gives a kind of social acceptance for the different levels of the texts that students will read independently.

Notes:

Kindergarten — First Grade teachers select the corresponding teaching sequence for the lesson objectives. As the teacher select parts of the text that you feel would most benefit your students:

Teaching Sequence to achieve objectives: (literal meaning)

Active Engagement: Consider using “Turn & Talk” as a way to assess comprehension while promoting authentic opportunities for academic language:

1. Ask & Answer Questions (KL.1) / (1L.1):

Teach Readers:

“Let’s stop here and think about the characters (or) events in our story.”

Be sure to use the book to give context – and generate conversation:

- Characters are the “who” is in the story: elephant, cat, hedgehog...
- Events are the “what” is happening to them in the story...

Question Readers:

“What are you thinking about the characters (or) the events that are happening right now?”

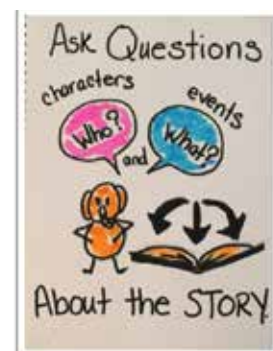
Support Readers:

Language to compliment & reinforce students: “That makes sense because you said...” / “You were really thinking about what you know when you said...” / “You were really thinking about the story when you...” / I know this because you said/did...”

Possible Anchor Charts / Tools:

Teaching Moves for this Chart:

- Characters can be people, animals, objects are the “who” is in the story.
- Events describe what is happening during the story.
- Readers ask: Who is on this page? They ask: What is happening on this page?
- Use gestures like pointing through the book to show examples.



Active Engagement: Consider using “Turn & Talk” as a way to assess comprehension while promoting authentic opportunities for academic language:

2. Retell a Familiar story (KL.2) / (1L.2)

Teach Readers:

“We can retell a story by connecting the pages.” Model how to retell the story across the pages while retelling across your fingers (touch your fingers to reinforce sequencing order) First/Next/Now

Questions Readers:

“What happened so far? What are we thinking now? Remember to tell the story across your fingers and connect the pages.”

Support Readers:

Language to compliment & reinforce students:

“Great job! We can retell the stories we read and connect all its parts together. We know it’s important to remember all the parts of the story and think about what makes sense.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Readers can retell stories as they connect the pages together to make sure the story makes sense.
- Label each part of the chart with the students
- Save connect for last – gesture by running your finger around the icon for connect talk about using transition words like first next, now as you model how to retell and connect the story across your fingers.
- You can extend by retelling and connecting favorite parts together.



Active Engagement: Consider using “Turn & Talk” as a way to assess comprehension while promoting authentic opportunities for academic language:

3. Acquire understanding of new words from context ((KL.4) / (1L.1))

Teach Readers:

“Let’s all think about the word/phrase... That word/phrase means...” Share a kid friendly definition. Begin this teaching sequence with a model. Here is the kind of language you might use: “Think about the phrase: “Fast friends” now think about the story and look at the pictures: ‘fast friends’ means that they all ‘quickly became friends’

Question Readers:

“How does reading this sentence... help us to understand the word...” and “How do the pictures help us to understand what the word’s meaning.” Select another word from the text some suggestions are: along, faithful, excuse me, mistaken, unusual, glimmer, and trusty.”

Support Readers:

Language to compliment and reinforce students:
“we can cross check the word to the pictures and think about what makes sense for the story too.

Possible Anchor Charts / Tools:

Teaching moves for this chart:

Be sure to gesture to each part of the chart to anchor the concepts to the language. There are four good ways to figure out a word as we read. When we come to a word we don’t know we can:

- Look at the pictures. We can check to see if the pictures help
- Look inside the word to see if there are parts of the word that we understand to know this new word.
- Look around the word and think about what it means in the sentence.
- We can think about a new word that could replace the word we’re not sure of and think to ourselves if it makes sense.



Teaching Sequence to achieve objectives: (inferred meanings)

Active Engagement: Consider allowing students to “Act Out” their thinking using gestures to grow their ideas, and flex their capacity for active working memory to long term storage:

- Make connections to the main character to better understand the problem (KL.11 NYS) (1L.11 NYS)

Teach Readers:

“Close your eyes and imagine something you really love. Let’s see all the smiles when you can picture it in your minds. Now imagine that someone thinks that it belongs to them and not you. Make a face that matches your feelings. It can be difficult when someone wants to take something away that is special to you. Now let’s think about Elephant.”

Question Readers:

Listen to this part of the book: *“I’ll be on my way,” said the Elephant closing his umbrella tight. “Good-bye.”* How might elephant be feeling here? Everyone show each other what Elephant looks like when he says this. Ask children to name the feeling that matches their facial expression. Invite children to expand upon their thinking: What makes you say that?” Elicit something like: “Elephant feels angry because they want his umbrella.”

Support Readers:

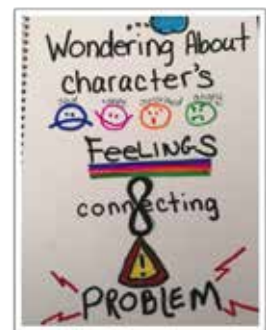
Language to compliment and reinforce students:

“You all worked so beautifully! You thought about what you already know to better understand the problem in the story.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Readers can retell stories as they connect the pages together to make sure the story makes sense.
- Label each part of the chart with the students
- Save connect for last – gesture by running your finger around the icon for connect talk about using transition words like first next, now as you model how to retell and connect the story across your fingers.
- You can extend by retelling and connecting favorite parts together.



Active Engagement: Consider allowing students to “Act Out” their thinking using gestures to grow their ideas, and flex their capacity for active working memory to long term storage:

- Make predictions about what characters will likely do next (KL.1) / (1L.1)

Teacher Readers:

“We can question what we already know about the story to think about what the main character, Elephant, might do next.” Model using some text to act out the events then make a prediction (tap the side of the head to show your thinking and then, tap the pages to link evidence to thinking).

Question Readers:

“What will Elephant do next based on what we know about him so far? Act out what already happened – think and make a prediction.” Encourage students to repeat the thinking/finding evidence gesture.

Support Readers:

Language to compliment and reinforce students:

“Great job we looked for evidence in the pictures, and the words. We thought about if there was a pattern in the story that could help us and we predicted.... Let’s keep reading to see if that happens.”

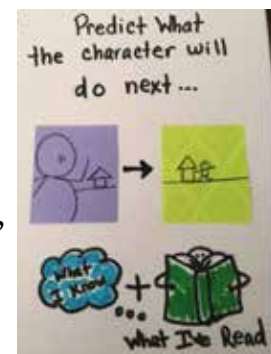
Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Treat this chart like a wordless book. Create a story around what the character might be doing.
- Ask the students why they say whatever it is they say – tell us why you said that...
- Stress the importance of what you know from experiences and what you know from reading the words or the pictures.

Active Engagement: Consider allowing students to “Act Out” their thinking using gestures to grow their ideas, and flex their capacity for active working memory to long term storage:

- Give reasons to support their thinking (KL.7) (1L.7)



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Teach Readers:

“Sometimes we need to think about what the author might be thinking but does not tell us in the story.”

Question Readers:

“Why would Elephant share the umbrella by the end of the book? Even though the author doesn't tell us why let's all think on this a bit. Let's look for reasons for our thinking in the pictures and the words.”

Support Readers:

Language to compliment and reinforce students

“We did important work here, we thought about what the author really meant! We supported our reasons by using what we know and what we read in the book.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- This is a 1,2,3 stepwise way to think about lessons learned.
- One – reread important parts like the last words of the story.
- Two – think about why the author decided to make those the last words to the reader. This is the last chance the author has to “talk” with the reader – why were these the last words of the text?
- Make a statement based on the text evidence and what readers think – “The lesson is...”



Potential objectives for thinking about the text: (text structure)

Active Engagement: Consider using “Thumbs up” and “Questioning” to generate students’ participation. Students listen for a teaching point and give a thumbs up and then they generate relevant questions to expand the thinking:

1. Recognize common text type or forms: a narrative pattern book (KL.5) (1L.5)

Teach:

“As readers, we can notice and think about how the author wrote the book. This book does something special it has a pattern. Patterns help us to read the book, because we already know what’s coming next, there is an action that happens over and over again.”

Question:

“Let’s see about this together: listen to this part: *Along came a Hedgehog.*

“Excuse me,” said the Hedgehog. “I believe you have...” Now look what happens on this page when Cat comes along... each time we hear this pattern give a thumbs up. Read on until most students are signaling that they recognize the pattern. Pose the question: “How does this pattern help us to understand what is happening in this book?” Encourage students to turn & talk their answers. Monitor the discussion and then select a few partnerships to share.

Support:

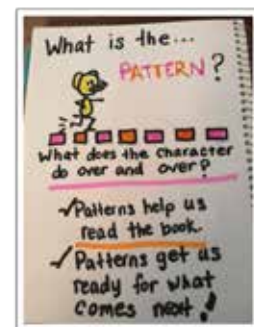
Language to compliment and reinforce students:

“Readers notice and use the patterns in books because a pattern can help us to read and understand the story.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Guide students through the chart – have them locate the pattern
- You can make this more multisensory by pairing it with a patterned clap one clap for pink two for orange.
- Link this to decoding – *Along came a...* this helps the readers read the book because we can remember the pattern.
- Link to meaning – We know that there is most likely going to be some kind of story that follows because that’s the pattern from the other pages we’ve read.



Active Engagement: Consider using “Thumbs up” and “Questioning” to generate students’ participation. Students listen for a teaching point and give a thumbs up and then they generate relevant questions to expand the thinking:

2. Notice details in the words and the illustrations (KL.7) (1L.7)

Teach:

“Authors and illustrators make a good team. Each one has a job authors write the words, while illustrators create the pictures. Together they work hard to tell stories children will love. The text, or words and the illustrations, or pictures should give information that helps us understand the story.” Consider making a sentence strip: I notice in the text or illustrations... Who?/What?/When?/How?

Question:

Model how to do this work first, the demonstration might look like this: “Look at this part of the book it says, ‘I need my flying machine! Growled the Bear’ (teacher gives a thumbs up) I notice the word ‘growled’ in the text. I see that the bear looks sort of scary in the picture. My question about this detail is: Why is Bear growling?” Elicit answer – he wants the green umbrella. Continue for guided practice, and after reading or rereading the text stop at an appropriate spot and survey the class: “Give a thumbs up if there are text/words that help you to notice important details. Now give a thumbs up if there are illustrations/pictures that help you to understand the story. Think about a question you can ask about the detail you noticed and tell a partner.”

Support:

“Hard working readers know that it’s so important to notice the little parts or details in illustrations/pictures so they understand the story better.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- This chart will help students root their thinking to authors or illustrators’ details
- While reading or selecting a portion of text or an illustration point to the author or the illustrator to contextualize where the detail came from.
- After questioning the detail go back to the idea that we are doing this work to make sure that our reading makes sense.



Active Engagement: Consider using “Thumbs up” and “Questioning” to generate students’ participation. Students listen for a teaching point and give a thumbs up and then they generate relevant questions to expand the thinking:

2. Have opinions about the way the author/illustrator created the text and explain reasons (KL.9) (1L.9)

Teach:

“We are going to think about if author and illustrator did a good job creating this book. As readers we think about the author/illustrators’ craft and all the work that goes into making a book. Remember it’s important to have opinions, to share what we think or feel, *and* to be able to point to evidence that supports our opinions.”

Question:

“Watch how I do this work.” Demonstration might look like this - teacher gives a thumbs up. “I like that the pictures match the words.” Point to the pictures and the words. Invite students to look closely at how the book was made, paging through it slowly and so that all students can see. Point to illustrations and text that reveal craft moves. “Give a thumbs up when you have your opinion about the author/illustrator’s work. Now, turn and talk to your partner and share your opinion, but please be sure to use evidence as to how a story was made.” Be sure to visit partnerships with the book in hand, so that children can reference the text. Consider writing opinion words on chart paper for students to reference: I like... I think... I believe...

Support:

“You thought about your opinion as to how this story was created. As readers it’s important for us to think about how books are made and the author/illustrators’ craft and to be able to explain our opinions using supporting evidence from the text.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- An opinion is what you feel or think. The purple character is the best one, I think that because he is holding out his book.
- Everyone has their own opinion (point to characters on chart) and can reason for why they think of feel that way.
- Having opinions about what we read is important. Your opinion is more powerful or persuasive when you can point to evidence.



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Second – Third Grade teachers select the corresponding teaching sequence for the lesson objectives. The teacher select parts of the text that would most benefit students:

Teaching Sequence to achieve objectives: (literal meaning)

Active Engagement: Consider using “Stop & Jot” in reader’s notebooks or whiteboards prior to discussion. Pose questions and ask students to record their thinking prior to group discussion:

1. Ask and answer text dependent questions to stop & jot a somebody/wanted/but/so summary (2L.1 / 3L.1)

Teach Readers:

“Let’s think about what we know so far to make sure we understand what is happening as we read. Watch me stop and jot a quick Somebody Wanted But So Summary.” Consider using your own reader’s notebook or charting your thinking as a model for how to stop & jot:

- Somebody - Hedgehog
- Wants – the green umbrella to be his boat
- But – Elephant says it’s his umbrella
- So – they share it to stay dry from the rain
- Put the sentences together: Hedgehog wants the green umbrella to be his boat. But Elephant says it’s his umbrella. So they share it to stay dry from the rain.
Read the next selection of text and guide children the process.

Question Readers:

“Now it’s your turn to do this work. Listen as I read this part and stop and jot a quick SWBS summary. What is happening right now in our story?”

Support Readers:

Language to compliment & reinforce students:

“So we know that a summary is just a few sentences that helps us understand what we’re reading. A SWBS summary is a great tool to help us do that work.”

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Possible Anchor Charts / Tools:

Teaching moves for this chart:

- A summary is telling about one part of a text in your own words.
- In every narrative story there is a “somebody” (characters) who “wants” something “but” something happens to get in the way (problem) “so” something new happens that helps to solve the problem (solution). This is a SWBS summary.
- We can stop & jot SWBS summaries to help us read and comprehend.
- See how it all fits together under an umbrella there is only enough room for what is really important. Jot only one or two sentences.



Active Engagement: Consider using “Stop & Jot” in reader’s notebooks or whiteboards prior to discussion. Pose questions and ask students to record their thinking prior to group discussion:

1. 2. Ask & Answer text dependent questions to monitor and clarify understanding (2L.1 / 3L.1)

Teach Readers:

“We can ask and answer questions about important parts of a story to make sure that we are monitoring (watching) our comprehension (understanding). We do that work to make sure the text makes sense to us...” Model how to monitor and clarify understanding using an appropriate text selection. For example: *Along came a Cat*. “Excuse me,” said the Cat. “I believe you have my tent.” “You’re what?” asked the Elephant and the Hedgehog. “Who thinks the green umbrella is a tent? Cat.” Model how to stop & jot the answers cat = tent this is a way to monitor and clarify reading. Read another part and have the students do the same.

Questions Readers:

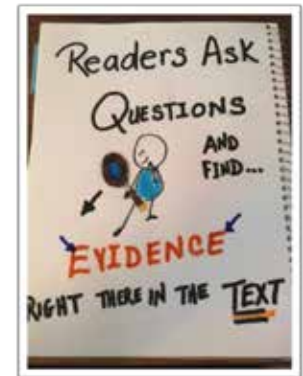
“How does asking text dependent questions help us to monitor and clarify understanding?”

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Support Readers:

Language to compliment & reinforce students:

“We did some fine work. Today we practiced how to monitor (pay attention) what we’re reading, and to clarify (make sure we understand) by asking text dependent questions. Text dependent means questions that can be answered right there in the text.”



Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Look at this little character. What do you notice? Elicit how the character is being thoughtful and using a magnifying glass to take a closer look. Even how the character is stepping into the word evidence
- Readers ask questions and read to find evidence, or information from text that helps them answer the text based questions. Those questions that can be answered “right there” you could actually point to the answer
- We do this work to make sure we are following what is happening in our narrative stories.

Active Engagement: Consider using “Stop & Jot” in reader’s notebooks or whiteboards prior to discussion. Pose questions and ask students to record their thinking prior to group discussion:

3. Describe how the character’s actions contribute towards the problem and solution (2L.3 / 3L.3)

Teach Readers:

“It’s important for readers to pay close attention to what the main character’s actions when we think about the story’s main problem and solution. We can do this work by looking back at our stop & jots.”

Question Readers:

Read the story’s turning point: *“I’m sure you’re mistaken,” sighed the Elephant. “This isn’t your cane. It’s my umbrella which has sheltered me from the rain and the sun.”*

Ask students to think about Elephant’s actions and think how his actions reveals the problem.

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- “What is elephant’s problem? How do you know? Now look at your stop & jots and write it down.”

Continue to read the next part: “*The Elephant noticed the Old Rabbit wiping his brow from the sun’s heat. “However, you’re welcome to share it and stay cool,” offered the Elephant opening his umbrella.* Pose the question:

- “What does Elephant do that solves the problem? What evidence is in your stop & jot notes to support your thinking?”

Support Readers:

Language to compliment and reinforce students:

“Readers think about and take note of how the main character’s action reveal the problem and solution of the story.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Use the pictures on the chart as you would a wordless book. Describe what the character is doing.
- He is walking and looks determined, he is happy he found the treasure chest. Now he is taking out the key to unlock it – he found his crown and put it on!
- We pay close attention to what the character does and ask ourselves why is doing that how does it help us figure out the solution?



Teaching Sequence to achieve objectives: (inferred meanings)

Active Engagement: Consider to allowing students to share their readers notebook or giving them paper to have a conversation about their thinking through writing. This can be used as formative assessment if it is collected at the conclusion of the lesson.

1. Make text to text connections from this story to other books of the same genre. (2L.9 / 3L.9)

Teach Readers:

“This story is a piece of fiction it is a fantasy. It contains events that could not possibly happen in real life. Today I want you to work with a partner and think about how this fantasy is similar to (select another fictional fantasy that has be read aloud) You may pass your (reader’s notebook/ paper) back and forth with your partner to make text to text connections.” Teacher should model how to do this work in a reader’s notebook or by charting.

Question Readers:

Read a section of text, then pose the question: “How is this story similar to... How is this story different than...” Monitor student note passing and confer with partnerships as necessary. The teacher may decide to pull models from the students to demonstrate the kinds of conversations that should be going on in writing.

Support Readers:

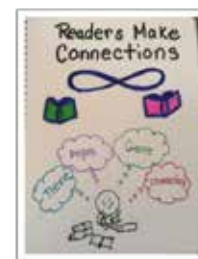
Language to compliment and reinforce students:

“You did some great work with your partners today. Together, we were able to think about how a book’s genre influences the story. We connected this story, Under the Green Umbrella to other fantasy books we’ve read and found there are similar elements in each.

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- We can make connections from one book to another
Today we are going to think about genre...
- We can connect one page to another, one theme to another, characters, or genre.
- Point to the books by the reader – these books are all fantasy books – list elements: talking animals, magic, animals that are like people – they wear clothes.
- Let’s look for evidence in each of these books...



TEACHER'S GUIDE TO the Green Umbrella

Active Engagement: Consider to allowing students to share their readers notebook or giving them paper to have a conversation about their thinking through writing. This can be used as formative assessment if it is collected at the conclusion of the lesson.

2. Infer meaning from what the main character says and his actions to reveal what is valued (2L. / 3L.7)

Teach Readers:

“We can think about what our main character, Elephant, says and does so we can learn what’s really important to him, or what he values most.”

Question Readers:

“Why do you think Elephant decides to share his umbrella with Hedgehog?” – Possible answer - t he is kind he doesn’t want Hedgehog to get wet.

“Listen to this part Elephant says: *When I was a child I imagined I was a pirate, and my umbrella was my sword. I was a circus acrobat, and my umbrella was the balancing pole. I was a home run hitter, and my umbrella my bat.* Why does Elephant say this to Bear?” Possible answer - that Elephant is imaginative and really loves his umbrella.

Now think about Elephant’s actions and what he says: The Elephant noticed the Old Rabbit wiping his brow from the sun’s heat. “However, you’re welcome to share it and stay cool,” offered the Elephant opening his umbrella. What does this tell us about Elephant? Possible answers - Elephant is caring (he notices that Old Rabbit is sweating) / Elephant is generous because he decides to share again.

Support Readers:

Language to compliment and reinforce students:

“We can examine what our characters say and do to tell us about what they value or think is most important.”

Possible Anchor Charts / Tools:



Teaching moves for this chart:

- Look at this chart what do you notice?
- Movement, speech bubble, heart with the word value, think...
- We can be observant readers who pay attention to everything a character does and says, so we can understand what the characters value, or think is most important to them
- When we think about what characters say and do we know the author and illustrator are showing us the story not telling... we can see what's important to the characters.

Active Engagement: Consider to allowing students to share their readers notebook or giving them paper to have a conversation about their thinking through writing. This can be used as formative assessment if it is collected at the conclusion of the lesson.

3. Synthesize lesson learned or theme from the beginning of the story to its conclusion (2L.5 / 3L.5)

Teach Readers:

“Readers think about the whole story – from the beginning to the end. We can look at our notes we’ve shared with our partners to think about what the story is really all about – the lesson the characters teach us.”

Question Readers:

“What is the story really about? What do you think the lesson is? Why do you think that?”

Support Readers:

Language to compliment and reinforce students

“We can have conversations with partners in writing to explore what the story’s lesson. We can support our thinking with reasons based on everything that happens in the story.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- The theme or moral is what the story teaches the reader. Sometimes we read stories so we can think about the kind of people we want to be.
- Do a quick summary of the story.

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- Brainstorm possible themes. You may want to provide examples from text to support thinking from the group. For example, reread selections of the text that would support thinking.
- Encourage students to share varied points of view as to the overall theme.

Potential objectives for thinking about the text: (text structure)

Active Engagement: Consider allowing students to work in their independent reading baggies/ boxes to make applications for learning.

- Acknowledge differences in the point of view of characters while distinguishing their own point of view (2L.6 / 3L.6)

Teach:

“As we read it’s important to pay close attention to the point of view, or who is telling the story. This story has a narrator – “*One rainy day an Elephant was taking a walk with his green umbrella. Along came a Hedgehog.*” This story has a Third Person Objective point of view. That means the narrator is telling the story and the characters feelings are revealed to us through their actions and dialogue. We also, have to think about our own point of view as readers. When we can explain the point of view of the narrator, the characters and also think about our own point of view – we are showing that we really understand how the story is being told to us.”

Question:

Model first. “Listen as I read this part... (make a selection that demonstrates point of view for example, Along came a Cat. “Excuse me,” said the Cat. “I believe you have my tent.” “Your what?” asked the Elephant and the Hedgehog.

- What part of the story did the narrator tell? (Along came a Cat)
- How does the action and the dialogue of the characters show readers how they feel? “Excuse me, I believe you have my tent.” Let’s think about how Cat feels by examining her dialogue: she seems polite (excuse me) but also surprised because she says it’s her tent; whereas Elephant & Hedgehog are asking – action and say “Your what?” dialogue Elephant & Hedgehog seem very surprised by Cat as well. Jot this on chart paper to model.

Go through several examples to give students opportunity to this skill. Then, continue this work by having students look for examples of the Third Person Objective in their book baggies or other preselected books that demonstrate Third Person Objective, so children may transfer the learning to their independent reading.

Support:

Language to compliment and reinforce students:

“Congratulations – I so admire how hard you all have worked today in thinking about point of view, specifically Third Person Objective. We have worked it out that there is a narrator in our story – Under the Green Umbrella & that the characters’ feelings are revealed to us through their actions, and dialogue.

Possible Anchor Charts / Tools:

- Talk about the character with the binoculars how the narrator is outside of the story telling it.
- The characters are revealed to us through their actions and dialogue. Use the chart to demonstrate it.
- Demonstrate in the book and connect to the chart – assess student understanding



Active Engagement: Consider allowing students to work in their independent reading baggies/ boxes to make applications for learning.

2. Analyze craft moves that the author uses rhythm/ parallel structure or (patterns) (2L.4 / 3L.4)

Teach:

“Authors can decide to write stories using many different technique, or ways of doing the writing. Today we are going to examine how Jackie Kramer, our author, uses rhythm (a parallel structure or repeated phrases) to help us as readers make sense of the story while giving her story a kind of rhythm we can count on.

Question:

Model first. Select a part of the text to read, for example, “Along came a...” How does this craft move help to organize her story? Show students that after each repeated phrase we can expect to hear a character’s story about what the green umbrella means to them.

Then read on to have students practice jotting down the big ideas from each character's story. Consider doing a choral read of "Along came a..." to demonstrate the rhythm of the story & ask their opinion about how that impacts the way the story is told – does that help them as readers? Why? This can be assessed through partnership conversations or through jots in readers' notebooks. Go through several examples to give students opportunity to practice this skill. Then, continue this work by having students look for examples of pattern texts or parallel structures in their book baggies or other preselected books that demonstrate this craft move, so children may transfer the learning to their independent reading.

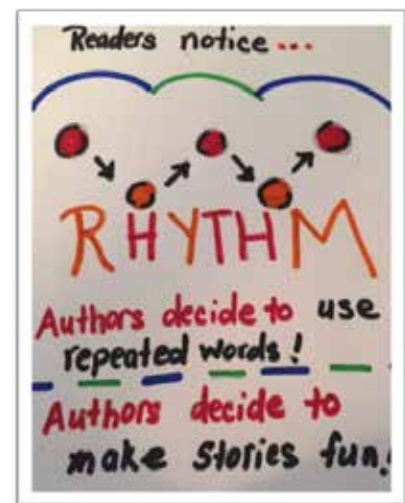
Support:

"We have done some great work today analyzing the craft move: parallel structure or patterns in our mentor text, *Under the Green Umbrella* and in our independent books. We can think about how authors use craft moves to help us understand their stories (organization) and to make the stories more fun to read (rhythm). And you did some impressive work finding that same craft move in your independent reading baggies/boxes.

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- Rhythm is when there is a pattern that repeats over and over.
- Demonstrate this when colors on the chart
- Repeated words can make stories have a sense of movement and time – each time we read – "Along came a..." we know that the story will continue to grow.
- Rhythm give stories a sense of whimsy meaning it's kind of funny and sweet at the same time.



Active Engagement: Consider allowing students to work in their independent reading baggies/ boxes to make applications for learning.

4. Define and critique the mood, the feelings, readers take away from the text. (2L.2 / 3L.2)

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Teach:

“When we are finished with a story, it’s a good idea to linger, or stay with the text for a while, and think about how the story made us feel. The feelings we get as readers, is called the story’s mood. After reading a story and thinking about the characters, we may be in a sad mood if the events in a story make the characters sad. If the events turn out to have a generous effect on the characters – the mood if the story may make us feel generous. A story may have a mysterious mood if the story made us wonder about the characters. Readers pay attention to mood and its effect on characters and think about how they feel after reading the story too.”

Question:

“How does this story make you feel? How well does the author communicate the mood of the story and its effect on the characters?” Select portions of text to deconstruct to drive the discussion. For example: *So, in the shade of the green umbrella, Elephant, Hedgehog, Cat, Bear and the Old Rabbit, shared their stories, drank tea, planned adventures and became fast friends. Together they went... Sailing. Camping. Flying. Hiking. And when it rained they stayed dry under the green umbrella.* Elicit their interpretations of the mood – possible words to use: cheerful, generous, joyful, grateful, or relieved. An earlier selection of text’s mood could be: competitive, longing, anxious, confused.

Support:

“We know that reading a story means much more than just reading words off a page. We can think about how characters are feeling and we can also think about how the story makes us feel. Readers you have done some important work here. Thinking about how an author creates a sense of mood is an important part of being a reader.”

Possible Anchor Charts / Tools:

Teaching moves for this chart:

- When we read and understand what we’re reading we get a feeling from the author’s words.
- We think about the characters, and the events and we linger – we stick with the story for a bit and think about how that makes us feel.



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Options for Kindergarten & First Grade Teachers

Imagination Station	Give Me Five!	Broadway Bound
<p>A playful jaunt into the imaginative world of children. Children pretend to “open up” their umbrellas... “POP” into a world of their making. Followed by a shared writing as they create an original class book with the help of a real professional author.</p>	<p>Share the pen with a professional author. Learn how to integrate the five senses into an original story, as they collaborate with Jackie. Children will learn firsthand how authors “show” not “tell” engaging stories by tapping into their five senses to make their stories come alive.</p>	<p>Join Jackie as she leads students through a rendition of her story through a Reader’s Theatre. Children work together in dynamic groups to chorally read their parts so that everyone is included! This offers fluency work with a purpose and fun that can be shared with other classrooms as they put on a show.</p>

Options for Second & Third Grade Teachers

Picture Books Are Not for Dummies (or are they?)	Igniting Inquiry	Brainy Beginnings
<p>Students can get real insights for the writing process. Picture book authors create a dummy, or rough mock-up. Authors use dummies to pitch books to editors or to agents. And help authors keep track of the book as a whole. Children can create their own dummies to celebrate the writing process.</p>	<p>Children can create their own dummies to celebrate the writing process. Children can learn how stories can bloom from their personal interests. Join Jackie as they create:</p> <ul style="list-style-type: none"> • Expert lists • Alphaboxes • Writing Maps <p>These are all ways creative writers can generate ideas for their own original expert books.</p>	<p>Young writers learn how to engage with warm up exercises to evoke the writing process. Brainstorm great ideas in an interactive experience:</p> <ul style="list-style-type: none"> • Riffing • Word Clouds • Tiny Notebooks • Beach ball Volley <p>Take an idea and write you never know what can lead to a great story.</p>



Writing Workshop for Educators

Live a writerly life, join Jackie as she facilitates professional development working with teachers in an authentic writing workshop. Create powerful and authentic mentor texts that will enhance writing instruction for students.