

MENTOR TEXTS

illustrations & words

MagiCORE

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ILLUSTRATIONS & WORDS

TEXT: _____

ILLUSTRATIONS

What is an example of significant words or phrases?

_____
_____
_____
_____
_____
_____
_____
_____
_____

ILLUSTRATIONS

POINT OF VIEW

How does this illustration contribute to the plot?

_____
_____
_____
_____
_____
_____
_____
_____
_____

PLOT

POINT OF VIEW

How does this word or phrase show the mood?

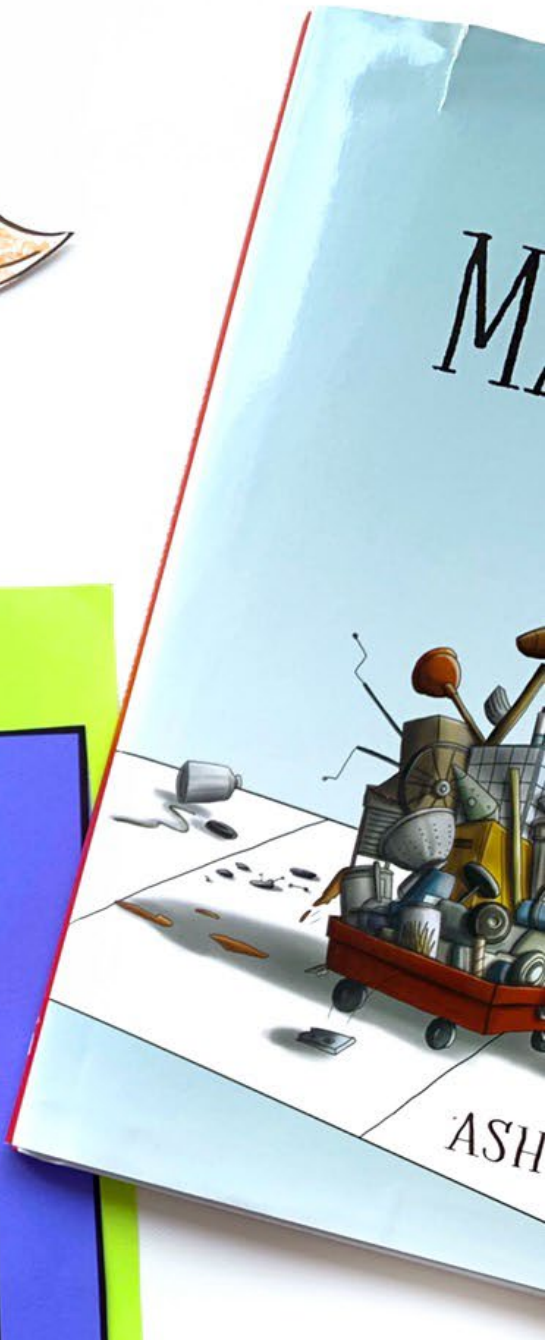
_____
_____
_____
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_____
_____
_____

MOOD

ILLUSTRATIONS & WORDS

I can identify how the text contributes to the plot.	
I can identify how the illustrations contribute to the plot.	
I can identify how the text contributes to the mood.	
I can identify how the illustrations contribute to the mood.	





illustrations & words	scene 1	scene 2


drawn
MINH LÊ
CALDECOTT MEDAL
DAN SANT
Title:



PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.

I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

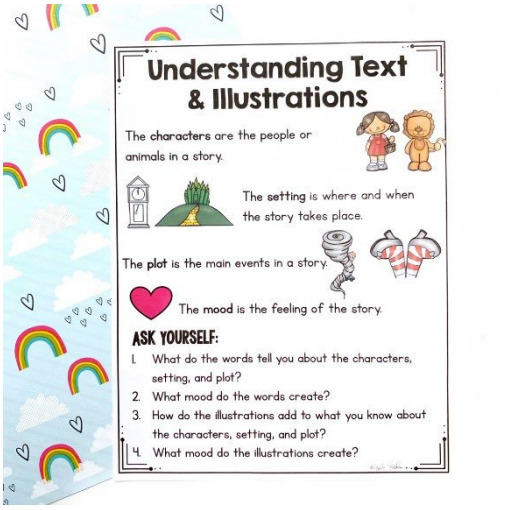
- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

PEDAGOGY

Unit Components

Anchor Charts

Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-sized anchor charts are available for students to keep in their reading notebooks for reference.



Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.



Student Work Pages

Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas they need to improve.

Interactive Flipbooks & Organizers

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.



LESSON PREP

materials:

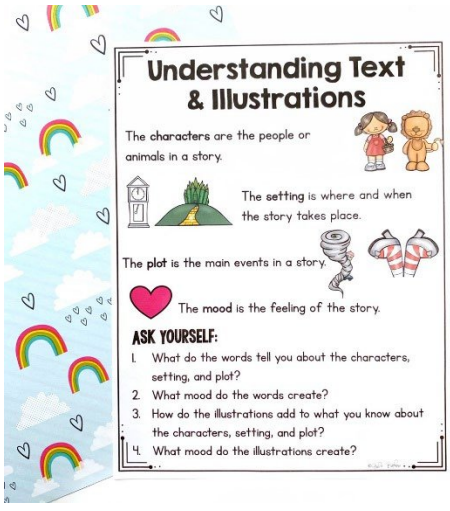
- Books: *The Most Magnificent Thing by Ashley Spires, Lubna and Pebble by Wendy Meddour, and Drawn Together by Minh Le*
- Sticky notes
- Prepared anchor chart
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the "Illustrations" anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the "Sticky Note Template" page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.







LESSON PLANS *Illustrations & Words*

FOCUS:

Explain how illustrations and words work together to contribute to the plot and meaning of a story.

Standard:

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.
RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Day 1

I DO:

Opening: Show students the "Illustrations and Words" anchor chart. Explain that authors often use illustrations and words to tell a story. Both the words and illustrations show meaning, character emotions, and convey a mood.

Model: The book we are reading today, *The Most Magnificent Thing* by Ashley Spires, is a story where the author equally uses the words and illustrations to tell the plot.

Read the story through, stopping to ask and answer the sticky note questions.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay attention to the words and illustrations authors choose for their story? *(Both words and illustrations convey the plot, character feelings, and mood. Sometimes the words say things the illustrations don't show. Sometimes illustrations show events or emotions the words do not show.)*

Day 2

Guided Practice:

Opening: Review the "Illustrations and Words" anchor chart.

Guided Practice: Show students the cover of *Lubna and Pebble.* The book we are reading today, *Lubna and Pebble* by Wendy Meddour, is a story about a little girl who is a refugee, living in a tent city. A refugee is a person who is forced to leave their country to escape danger. Tent cities are temporary places refugees live while waiting for a permanent home. While we read this story, we are going to pay close attention to both what the story and illustrations are telling us about the plot.

Read the book, stopping at indicated spots to ask questions and allow for student discussion about the illustrations and words. Have students turn and talk about their answers, then record their responses on sticky notes. Then, students can put their sticky notes on their anchor chart template. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- Why is it important to pay attention to the words and illustrations authors choose for their story? *(Both words and illustrations convey the plot, character feelings, and mood. Sometimes the words say things the illustrations don't show. Sometimes illustrations show events or emotions the words do not show.)*
- Ask a volunteer to share how the words and illustrations from their independent reading book contributed to the story meaning.

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The Most Magnificent Thing by Ashley Spires



ILLUSTRATIONS & WORDS: *The Most Magnificent Thing*

QUESTIONS: BEFORE

The first story in our illustrations and words unit is *The Most Magnificent Thing* by Ashley Spires. While we read this story, we are going to pay close attention to both what the story and illustrations are telling us about the plot.

1. Based on the title and the cover illustration, what do you think this story will be about?

(Answers will vary.)

QUESTIONS: PAGE 2

1. How do the illustrations and words work together on these two pages?

- *There are separate illustrations that depict each thing the girl and her dog do together.*

2. What do the illustrations and words tell us about the girl and her dog?

- *They are inseparable.*

QUESTIONS: PAGE 4

1. Based on the illustrations and words, what can we infer about the girl's personality?

- *She is creative. I know this because she is making a plan in the illustration, and the text says she makes things all the time.*

2. Who does the girl hire as her assistant? How do you know?

- *She hires her dog. I know because the illustration shows he is wearing a tie and sitting down while she asks him interview questions.*

QUESTIONS: PAGE 6

1. The text says, "They set up somewhere out of the way". Using the details in the illustration, how does this contribute to the mood?

- *This is humorous because they got to work in the middle of the street. This is not out of the way. The illustration shows everyone being annoyed by the girl and her dog being in the way.*

QUESTIONS: PAGE 10

1. How is the girl feeling at this point? How do you know?

- *She is annoyed and frustrated. I can tell from the look on her face in the illustration.*

QUESTIONS: PAGE 17

1. What details does the illustrator use to depict the words on this page?

- *The illustrator shows her with big hands. There is also a scribble above her head to show that she is not in the right frame of mind.*

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