



Close reading plan

A Bad Kangaroo by Arnold Lobel

Created by Tim Shortt, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	The Bad Kangaroo By Arnold Lobel	Where to Access Text	http://www.amazon.com/Fables-Arnold-Lobel/dp/0064430464/ref=sr_1_1?ie=UTF8&qid=1398537314&sr=8-1&keywords=Fables%2C+Arnold+lobel
Text Description			
This exemplar chosen from the CCSS Appendix B is fable by Arnold Lobel. The complexity of this text falls in upper range of the 2-3 grade band and deemed appropriate for a close read in 2 nd grade. The story “The Bad Kangaroo” by Arnold Lobel is a modern fable that takes place in the home of the kangaroo family. The main characters include the little kangaroo, his parents, and the principal at the little kangaroo’s school. The little kangaroo has been behaving badly in school, so the principal decides to visit his home and talk to the little kangaroo’s parents about their son’s behavior. Then, the story takes an unexpected turn. Students and teachers alike will enjoy the story line.			
Quantitative			
Lexile and Grade Level	780	Text Length	268 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central theme of the text, a child’s conduct will reflect the ways of his/her parents becomes more evident as the story goes on.		This text has a narrative structure. The story is told in chronological order. There is clear problem introduced by the narrator at the beginning of the story and clear steps the character take to overcome the problem. There is a surprise plot twist when the principal realizes that Kangaroo’s parents exhibit the same “bad” behaviors as him.	
Prior Knowledge Demands		Language Features	
The elements of a fable (animal characters, setting, plot, moral/theme) Multiple themes: we are a product of our environment: family, cultural differences.		<ul style="list-style-type: none"> • Pretty clear; • Some language is more ambiguous rather than figurative; “your behavior is impossible” • Varied sentence types- there were lots of varieties of sentence structure, complex sentences • Vocabulary words: some tier 2 (resist, dashed, rushed); few content specific words (lavatory) 	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>		<i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • Resist • Booming • Medicine chest • Dashed • Doubt 		<ul style="list-style-type: none"> • Impossible • Globs • Rushed • Instant 	
		<ul style="list-style-type: none"> • Lavatory 	
Potential Reader/Task Challenges			

Some students may have difficulty with some of the vocabulary. They also may get confused when the story takes an unexpected turn during the principal's visit to Kangaroo's home. *Students will expect this fable to be about a misbehaving child who learns to conduct himself appropriately. The reader has to infer that the principal is surprised and horrified to learn that the kangaroo's parents are equally mischievous.*

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 Why did Kangaroo get in trouble?	<i>RL.2.1</i>	#5
TDQ #2 <i>What does the principal mean when he says, “Your behavior is impossible”?</i>	<i>RL.2.1, RL.2.4</i>	#8
TDQ #3 <i>The principal told Kangaroo, “I am going to see your parents. I will tell them what a problem you are!” Why didn’t he ever tell them?</i>	<i>RL.2.1, RL.2.3</i>	#11
TDQ #4 <i>How would the principal describe the kangaroo family?</i>	<i>RL.2.1, RL.2.2, RL.2.6</i>	#14
TDQ #5 What is the story’s central message?	<i>RL.2.1, RL.2.2</i>	#17
Target Standards		
<ul style="list-style-type: none"> • 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. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • 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. 		

Question 1

Question #1	TDQ #1 Why is the Kangaroo in trouble?
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Standard(s) covered:	RL2.1
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Example response that meets standard	Look-fors
<p><i>The kangaroo is in trouble because he did some bad things in school. First, he put thumbtacks on the teacher's chair. Then, he threw spitballs across the classroom. He also set off firecrackers and put glue on the doorknobs.</i></p> <p>(2nd graders should include any two of the above reasons in their response)</p>	<ul style="list-style-type: none"> • Accurately answers the question stating 2 or more details from the text. • Student refers back to text to answer the question. Students must include at least 2 of the following details: <ul style="list-style-type: none"> ✓ Put thumbtacks on the teacher's chair ✓ Threw spitballs ✓ Set off firecrackers ✓ Put glue on the doorknobs

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to find the answer to a question in a Fable by locating evidence in the text.
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Prior knowledge to review	Key details- small parts of the text that relate to main topic. Paraphrasing/Word substitution
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Steps to achieve objective	Think aloud for direct instruction
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1) Reread the text looking for key words in a question.	<ul style="list-style-type: none"> • Hmm...I wonder which words I should be looking for in the text? • The question tells me that Kangaroo is in trouble. Oh! If he is in trouble, he must have done something bad. • Oh! So now I am going to reread and look for all of the parts where Kangaroo did something bad.
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<p>2) Highlight the evidence found in the text and ask yourself: “Does this help answer the question?”</p>	<ul style="list-style-type: none"> • Oh look! Right in the second sentence it says, “ He put thumbtacks on the teachers chair.” So, I’m going to highlight that sentence. • Wow! Then, he throws spitballs, sets off firecrackers, and puts glue on the doorknob! I am definitely going to highlight that! • Now I know why Kangaroo is in trouble!
<p>3) Record the answer to your question referencing key parts of the text.</p>	<ul style="list-style-type: none"> • Now that I went back into the text to find the key details that shows why Kangaroo was in trouble, I can record my answers. • I am going to write complete sentences...my highlights will help me. • Looking at my highlights, I am going to ask myself, “What did Kangaroo do to get in trouble?” • Now, I am going to write: “The first thing Kangaroo did to get in trouble was putting thumbtacks on the teacher’s chair. Then, he threw spitballs across his classroom. The last thing he did was put glue on the doorknobs.” I am pretty sure that I wrote about all of the reasons that Kangaroo was in trouble. • Now, I am going to go back and reread to check my answer to make sure I didn’t miss anything. • Okay, let’s see what I have highlighted. I have Kangaroo putting thumbtacks on the teacher’s chair, check. I have him throwing spitballs, check. My next highlight has Kangaroo setting off firecrackers. Oops! I missed that one when I wrote my answer. • Good thing I went back and reread. • Now I am going to add that to my answer, “Kangaroo also set off firecrackers in the bathroom”. • Okay, now I have all of the information I need in my answer.

Extension and practice

- Any student having difficulty will work with the teacher in small groups. The teacher will read aloud and instruct the students to listen as he/she reads, When the teacher gets to a point where Kangaroo does something, the teacher can stop and ask the students, “Was that something that might get a student in trouble at school?”
- Students with little trouble addressing this question can address the implications for the Kangaroo’s teacher by coming up with a list of appropriate consequences. They could rate each action by Kangaroo and explain their reasoning.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)	See more examples of how to teach (name skill and standard)
<p>Objective: In this lesson you will learn how to find the answer to a question in a Fable by locating evidence in the text.</p> <ol style="list-style-type: none"> 1. Reread the text looking for key words in a question. 2. Highlight the evidence in the text and ask yourself: "Are these things that would get someone in trouble at school?" 3. Record the answer to your question referencing key parts of the text. 	<p>If students are having difficulties finding facts and details to answer a question, have them watch: Answer a Question About a Text at: http://learnzillion.com/lessons/1955-answer-a-question-about-a-text-by-finding-facts-and-details.</p> <p>If students are having difficulties describing how characters respond to story, have them watch: http://ctdreamteam.learnzillion.com/lessons/2183-describe-how-characters-respond-to-events-in-a-story</p>

Question 2

Question #2	TDQ #2 <i>What does the principal mean when he says, "Your behavior is impossible"?</i>	
Standard(s) covered:	RL.2.1, RL.2.4	
	Example response that meets standard	Look-fors
	<p>The principal says Kangaroo's behavior is impossible because he did things that were inappropriate to do at school. Kangaroo threw spitballs, put tacks on the teacher's chair, and set off firecrackers in the laboratory. All of these things are <u>inappropriate</u> (<u>unacceptable</u>, <u>disruptive</u>, <u>unbelievable</u>) to do at school. The principal could not believe that someone would do so many <u>inappropriate</u> things at school.</p>	<ul style="list-style-type: none"> • Accurately answers the question stating that Kangaroo's behavior was in line with one of the following: inappropriate, unacceptable, disruptive, unbelievable, etc...) • Refers to evidence in the text and includes at least 2 behaviors to support their response (e.g. Kangaroo set off fireworks at school, that is inappropriate behavior.).
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn to determine the meaning of unknown words by rereading the text and substituting a familiar word.	
Prior knowledge to review	Key details- small parts of the text that relate to main topic. Word substitution- words that can be substituted for another, without changing meaning.	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Locate and highlight the unfamiliar word, and reread the surrounding text.</p>	<ul style="list-style-type: none"> • Okay...so first I am going to search for the word <u>impossible</u>. • Oh! Here is right on line 5. I think I will highlight the word <u>impossible</u>. • Now I should go back and read the sentences before and after to find out what the author means by “impossible”. • After rereading before and after the word “impossible”, the principal seems to be pretty upset. • I know this because right after he put thumbtacks on the teacher’s chair, threw spitballs, set off firecrackers, and put glue on the doorknobs, he told him that his behavior was impossible and what a problem he was. He was even going to see his parents and tell them what a problem he was.
<p>2) Cover the unfamiliar word, and ask yourself, “ What word could make sense there?”</p>	<ul style="list-style-type: none"> • Now I’ve located, highlighted, and reread around the unknown word, • So now I think I should cover the word and think of another word that might make sense. • So I need to think about what word could fit there. I am going to cover the word with my finger. The sentence now reads, “Your behavior is ‘blank’.” • Hmm... The word impossible usually means, “something that can’t be done or can’t happen”. I also know that Kangaroo did actually do those bad things. So, now I’m wondering what could go there? Since he did all of those naughty things at school, I’m thinking that the author used the word “impossible” to mean something else. I know that sometimes words can have more than one meaning, so maybe it means something else in this story. • The principal is describing the kangaroo’s behavior. Let’s see, the kangaroo did all these naughty things, and the principal is mad. So, I think I could describe his behavior as inappropriate, or bad. So, now let me try to replace the word “impossible.” Does “inappropriate” fit? Let’s reread it by substituting the word “inappropriate” for “impossible.” • Okay... “Your behavior is <u>inappropriate!</u>” said the principal. “I’m am going to see your parents. I will tell them what a problem you are!” That does make sense. Now I am sure I have it. Kangaroo did some things were bad or naughty at school. The principal also mentioned that he was a problem. Inappropriate does fit here!
<p>3) Say, I think the word means _____ because _____.”</p>	<ul style="list-style-type: none"> • Now that I’ve gone back and reread the text and found the information I need, I’m ready to write my answer. • I am going to write an answer that explains the Kangaroo’s behavior as impossible or inappropriate by checking the evidence. • Kangaroo put thumbtacks on the teacher’s chair, threw spitballs, set off firecrackers in the bathroom, and spread glue on the doorknobs. • I know that impossible can mean, “something that can’t be done or happen”, but that’s not the definition that makes sense here. It can also mean “difficult” or “very hard to deal with”. Going back and reading what happened before the word “impossible” was mentioned, helps me understand that all of the things Kangaroo did were inappropriate for school. • Okay, now I am ready to write. I think the word impossible means <u>inappropriate</u>, because Kangaroo does many things that a student would never do at school, like set off firecrackers, throw spitballs, and spread glue on doorknobs.

Extension and practice

- Any student having difficulty may be paired up with other students and teacher to discuss the question: *What does the principal mean when he says, "Your behavior is impossible"?* They can make a list together with the teacher after rereading, recording all of the events any teacher might find hard to deal with. They may set up a T-Chart with action on one side, and why a classroom teacher would see it as something that is hard to deal with on the other side.
- You may also give struggling students a sentence starter to help students paraphrase their response: "Your behavior is _____."
- For enrichment, students can come up with a list of words that can be substituted for the unknown word. This list could be posted for the whole class to refer to.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: In this lesson, you will learn to determine the meaning of unknown words BY rereading the text and substituting a familiar word.

1. Locate and the highlight unfamiliar word, and reread the surrounding text.
2. Cover the unfamiliar word, and ask yourself, "What word could make sense there?"
3. Say, I think the word means ___ because ____."

Identify character traits by finding words that show how a character is feeling at: <http://ctdreamteam.learnzillion.com/lessons/1980-identify-character-traits-by-finding-words-that-show-how-a-character-is-feeling>

What does the principal mean when he says, "Your behavior is impossible"? If students have trouble determining the meaning of unknown words in a text, show them [http://learnzillion.com/lessons/1640-determine-the-meaning-of-unfamiliar words](http://learnzillion.com/lessons/1640-determine-the-meaning-of-unfamiliar-words)

Question 3

Question #3	TDQ #3 <i>The principal told Kangaroo, "I am going to see your parents. I will tell them what a problem you are!" Why didn't he ever tell them?</i>
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Standard(s) covered:	<i>RL.2.1, R.2.3</i>
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Example response that meets standard	Look-fors
I think the principal didn't tell them because when he arrived at Kangaroo's house, Kangaroo's parents did the same, bad, inappropriate things he did at school. Before he had a chance to tell them, the parents did the same inappropriate things Kangaroo did like put thumbtacks on the teacher's chair, set off fireworks in the bathroom, and put glue on doorknobs. The principal was so scared that the Kangaroo family would keep playing pranks on him, that he decided to run away before he could say anything.	<p>Gives valid reasons for the principal not telling Kangaroo's parents about their child's bad behavior, including any of the following:</p> <ul style="list-style-type: none"> • Threw spitballs • Put thumbtacks on chairs • Set off fireworks • Put glue on the doorknobs

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to understand a character by thinking about their response to major events in a story.
Prior knowledge to review	-making inferences based on characters actions.
Steps to achieve objective	Think aloud for direct instruction
1) Reread the text and look for key details to answer the question.	<ul style="list-style-type: none"> • Hmm... what key details do I need to look for to be able to answer this question? • Okay, looking at part of the question the question, it says, "I will tell them what a problem you are!" So I am going to go back to the section when the principal says that, and then goes to Kangaroo's house. I need to pay close attention to what happens there after that. • Oh! Now the principal is at Kangaroo's home. That's great! Let's see what happens! • As I reread, I'm noticing that the principal did. • So now, when I get to something big that happens at Kangaroo's house, I am going to highlight it and ask myself, "Are there any clues or reasons as to why the principal never told the Kangaroo family about what a problem he was?"

<p>Highlight the key details and ask yourself: “What does this tell me about a character’s feelings or actions?”</p>	<ul style="list-style-type: none"> • As I reread, I’m looking for anything that tells me how the principal feels or does to help me understand what is happening at this point. I’m noticing that the principal did visit Kangaroo’s house. • Once he got there, he sat on a chair in the living room chair, and said “Ouch!” right away. Noticing that there was an exclamation point at the end of his statement, tells me he was very surprised. I am going to highlight what he says because he seems to be totally shocked and surprised! • So now, I am going to read on to look for more clues. As I reread, I am noticing that the principal has nothing more to say. That seems a little strange! • Hmm...Mrs. Kangaroo tells the principal that she enjoys putting thumbtacks on chairs. I think I’ll highlight that. • Wow! Now a spitball hits the principal right in the nose! Then, Mrs. Kangaroo says, “Forgive me, but I can never resist throwing those things.” I don’t think he ever expected that to happen, I know I wouldn’t! I’m going to highlight that as well. • Hmm... Let’s keep reading. Now there is a loud booming sound in the bathroom. Mr. Kangaroo tells the principal to keep calm. I’m guessing that the principal was not so calm. Why would he tell him that otherwise? Mr. Kangaroo continues to tell him, “The firecrackers that we keep in the medicine chest have just exploded. We love the noise.” I’m going to highlight that too, these are the same things that Kangaroo was doing! • I am noticing that the principal hasn’t said anything since he said, “There is a thumbtack on my chair!” I wonder if it’s just because he doesn’t know what to say? It might be because he is surprised and doesn’t know what to say. • Oh! Now the principal rushes to the front door. Oh my gosh, he’s stuck to the doorknob! He finally pulls himself off and dashes away. • Looking back at everything that has happened at the Kangaroo family home, thumbtacks on the chair he sat on, a spitball hitting his nose, firecrackers going off in the bathroom, and glue on the doorknobs, I am thinking that the principal was scared and didn’t have a chance to express feelings. • I think the principal was scared too even stay around anymore to even tell Kangaroo’s parents.
<p>3) Explain a character’s actions by saying, “_____did _____. I know this because_____.”</p>	<ul style="list-style-type: none"> • Now that I went back into the text to find the key details and highlighted everything that shows why Kangaroo was in trouble, I can record my answers. • I am going to write complete sentences...my highlights will help me. • Looking at my highlights, I am going to ask myself, “Why didn’t the principal ever tell Kangaroo’s parents what a problem he was?” <ul style="list-style-type: none"> • Now, I am going to write: “I think <u>the principal didn’t tell them</u> because <u>he was scared</u>. When he arrived at Kangaroo’s house, Kangaroo’s parents did the same, bad, inappropriate things he did at school. Before he had a chance to tell them, the parents did the same inappropriate things Kangaroo did like put thumbtacks on the teacher’s chair, set off fireworks in the bathroom, and put glue on doorknobs. The principal was so scared that the Kangaroo family would keep playing pranks on him, that he decided to run away before he could say anything.” • Now, I’ll go back to make sure I didn’t miss anything.

Extension and practice

Students can break up into groups of 5 and take turns acting out each character in the selected section of text. The 5th person in the group can be the observer, watching the principal's re^{ac}tion.

- If students are having difficulties locating and highlighting appropriate key details from the text, show them “Answer a Question about a Text by Finding Evidence at: <http://ctdreamteam.learnzillion.com/lessons/1991-answer-a-question-about-a-text-by-finding-evidence>. Have students work together in partnerships to read through and locate key details in shorter passages (paragraphs or small sections of a familiar text).

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach (name skill and standard)

Objective: In this lesson, you will learn how to understand a character by thinking about their response to major events in a story.

1. Reread the text and look for key details to answer the question
2. Highlight the key details and ask yourself: “What does this tell me about a character’s feelings or actions?”
3. Record the answer to the question referencing key parts of the text

1. Describe how characters respond to events in a story at: <http://ctdreamteam.learnzillion.com/lessons/2183-describe-how-characters-respond-to-events-in-a-story>

Question 4

Question #4	TDQ #4 <i>How would the principal describe the Kangaroo family?</i>
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Standard(s) covered:	<i>RL.2.1, RL.2.2, RL.2.6</i>
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Example response that meets standard	Look-fors
<ul style="list-style-type: none"> The principal would describe the Kangaroo family as strange, odd, unusual, and inappropriate. I think this because he thought that Kangaroo was disruptive and behaved inappropriately at school. When he went to tell Kangaroo’s parents, he was very surprised because they acted exactly as Kangaroo did; setting off firecrackers, putting thumbtacks on chairs, and putting glue on doorknobs. I know he was surprised because he dashed out of their house and ran down the street. 	<ul style="list-style-type: none"> Mentions that the whole family behaves inappropriately (or along those lines) Identifies at least one action that was inappropriate that most families wouldn’t do Includes an example of how dialogue helped them to make an inference about the principals thinking

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will understand a characters point of view by examining their experiences and actions.
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Prior knowledge to review	<ul style="list-style-type: none"> - Identify who is telling the story at various points in a text (dialogue). - Describe characters, setting, and major events in a story, using key details. - Making inferences
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Steps to achieve objective	Think aloud for direct instruction
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<p>1) Reread the text noticing the characters experiences and actions.</p>	<ul style="list-style-type: none"> • Okay, the question asks how the principal would describe the Kangaroo family. • First of all, I know that the principal went to Kangaroo’s house to tell them what a problem he was. • He already thought that Kangaroo behaved inappropriately at school and was hard to deal with. Hmm... Well, I already know that he thinks that Kangaroo is not well behaved, so let’s try to figure out how he feels about his parents. • Now I am going to go back and read the part of the story when the principal goes to visit the Kangaroo family. • As I reread, I am going stop at each action point and ask myself, “What might the principal think about the Kangaroo family?” • Once he arrived, he sat down on a chair with a thumbtack on it. I know he was surprised because he said, “Ouch! There is a thumbtack on my chair!” The exclamation points at the end of the sentences tell me he was either excited or surprised. I’m thinking he was surprised because adults don’t usually put thumbtacks on chairs. • Then he was hit with a spitball right in the nose, and then firecrackers went of in the bathroom. “Keep calm” Mr. Kangaroo said after that. I am thinking that the principal must have been surprised or over excited for someone to say, “Keep calm”. • Okay, now I see that the principal rushed for the door but got stuck to the doorknob. He must be scared and had enough excitement for one day!
<p>2) Highlight the key details and ask, ‘How does the character feel about the events?’</p>	<ul style="list-style-type: none"> • Hmm... well I know that the principal was already upset before arriving to the Kangaroo family’s house. • Hmm...after a spitball hit the principal on his nose, Mrs. Kangaroo said, “Forgive me, but I can never resist throwing those things.” I am thinking that the principal was surprised and not very pleased. The fact that Mrs. Kangaroo said, “Forgive me...” makes me think that she herself knows that she did something wrong or inappropriate. I’ll highlight that sentence. • Then, Mr. Kangaroo said, “Keep calm” after the firecrackers went off. I’m thinking that the principal must have been startled or maybe even scared. The Kangaroo family knows that they are loud. I know this because Mr. Kangaroo said, “We love the noise.” I’ll highlight those parts too. • So, looking back at the events the principal experiences, I don’t think he feels very comfortable at the Kangaroo home. • So, the principal is in a situation where he feels very uncomfortable. So, maybe he feels really scared because he doesn’t know what prank the Kangaroo family will think of next. • Finally, the principal dashes out of house and runs down the street. I will highlight that as well. I am pretty sure that I have all the details to answer the question
<p>3) Describe the characters point of view using evidence you have pulled from the text.</p>	<ul style="list-style-type: none"> • Okay, now that I’ve gone back into the text and found key details, I am to write down my answer using my highlights to help. I’ll also be sure to use evidence from the text. • Looking back at all of my highlights I am going to ask myself the question again, “<i>How would the principal describe the Kangaroo family?</i>” • Now I will write the answer the question in my own words, “The principal would describe the Kangaroo family as strange, odd, unusual, and inappropriate. I think this because he thought that Kangaroo was disruptive and behaved inappropriately at school. When he went to tell Kangaroo’s parents, he was very surprised because they acted exactly as Kangaroo did; setting off firecrackers, putting thumbtacks on chairs, and putting glue on doorknobs. I know he was surprised because he dashed out of their house and ran down the street.”

Extension and practice

- Struggling students can be part of a strategy group focusing on describing how characters react to events and situations in stories. Carefully choose texts that require students to go back and point to specific events and identify and describe how they react to those events. These texts could be texts that students have read previously with success.
- Students can work in a group reading teacher made (making inference) cards: The boy quickly grabbed his umbrella...so I know_____.
- Students can read simple riddles to each other and explain their thinking and how they solved the riddle

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach (RL.2.3)

Objective: (Lesson objective goes here)

1. Reread the text looking for key words in a question
2. Highlight the key details and ask yourself, 'What evidence in this section helps answer the question?'
3. Record the answer to the question referencing key parts of the text.

If a student is having trouble describing how a character feels about another character, have them watch:
<https://ctdreamteam.learnzillion.com/lessons/1980-identify-character-traits-by-finding-words-that-show-how-a-character-is-feeling>

Question 5

Question #5	TDQ #5 What is the story’s central message and how do you know?	
Standard(s) covered:	RL.2.1, RL.2.2	
	Example response that meets standard	Look-fors
	<p>The central message of this story is that a kid’s behavior will be like their parents or other adults they spend a lot of time with. I know this because Kangaroo behaved the same way his parents did. How he behaved at school was the same way his parents behaved at home. He put thumbtacks on chairs and so did his parents. He threw spitballs and so did his parents. He set off fireworks and so did his parents. He put globs of glue in doorknobs and so did his parents.</p>	<ul style="list-style-type: none"> ✓ Students are able to describe how Kangaroo’s parents behave much in the same way he does ✓ The things Kangaroo did at school were the same things his parents did at home ✓ They will be able include at least two similar actions of both he and his parents
<p>129=0987654321`</p> <p>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</p>		
Objective	In this lesson you will learn how to use key details in a text to determine its central message.	
Prior knowledge to review	RL1.1, RL1.2	
Steps to achieve objective	Think aloud for direct instruction.	

<p>1) Reread highlights in the margins.”</p>	<ul style="list-style-type: none"> • Okay, I am going to follow step 1 and go back, reread what I highlighted to help answer the question asked, “What is the story’s central message?” • Okay, I know that this story is a fable. I also know that fables also teach a lesson or a message. When reading a fable, a reader’s job is to identify the lesson or message and learn from it. • As I reread the parts I have highlighted, I am noticing that most of them have to do with what both Kangaroo and his parents did in the story. I already know that all of the members in the Kangaroo family like to play pranks on people. Maybe that has something to do with the central message. But I also know that in the beginning of the story, the principal was <u>angry</u> and <u>upset</u> about Kangaroo’s behavior and at end, he was more <u>scared</u> because it seemed like the whole family played pranks on people for fun. • The highlights remind me that the principal felt that Kangaroo did some things that were not appropriate at school. As I read on, my highlights also show me that when the principal went to visit Kangaroo’s home, his parents behaved in exactly the same way. Maybe that has something to do with the story’s message.
<p>2) Ask yourself, “What is the author trying to teach/tell the reader in the story?”</p>	<ul style="list-style-type: none"> • Hmm...so after rereading my highlights and noticing that the Kangaroo family behaved in much of the same the same way. Kangaroo did things at school that the principal deemed inappropriate, which made him <u>upset</u>. Then, the parents did things in Kangaroo’s home that the principal felt were inappropriate, but I don’t know if I would say he was upset. It actually seems to make sense that he was more <u>scared</u>. I know this because when he was at Kangaroo’s house, he rushed to get out of the house. It seemed as though he had enough of the pranks. • When I put everything together, like what happened (Kangaroo’s parents played the same pranks as Kangaroo), what didn’t happen (principal not telling Mr.& Mrs. Kangaroo what a problem their son was), it makes sense that Kangaroo was only behaving the same way as his parents. • I’m thinking that the principal only ran away because he realized that kangaroo and his parents like to play pranks on other people for fun. So, I think the author is trying to tell that kids are a reflection of their parents. I’m thinking that the principal figured out that sticking around to tell Kangaroo’s parents what a problem he was would have proved to be a waste of time. I know this because the principal rushed out of the house once he realized that Kangaroo’s parents did everything Kangaroo did.
<p>3) Write the story’s central message.</p>	<ul style="list-style-type: none"> • Now I am ready to write my answer! I’ll be sure to include all key details and thinking as I write. • So, I will begin with, “The central message of this story is that a kid’s behavior will be like their parents...”

Extension and practice

- Students still having difficulty can use a graphic organizer to help structure their response.
- Students that either finish early or totally master this, can meet in a discussion group and talk about this question, "Why do you think Arnold Lobel chose kangaroos as the animal characters in this Fable?" As a follow up they can do some quick research using: <http://www.pebblego.com/content/animals>

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: (Lesson objective goes here)

1. Locate and reread the previously highlighted key details that help answer the question, "What is the central message of the story?"
2. Ask yourself, "How do these details fit together to answer the question?"
3. Record your answer using key details from the text that answer the question, "What is the story's central message and how do you know?"

1. Determine an author's message by noticing by characters say and do at: <https://ctdreamteam.learnzillion.com/lessons/1945-determine-an-authors-message-by-noticing-what-characters-say-and-do>
2. Identify the theme by asking what did the character learn at: <https://ctdreamteam.learnzillion.com/lessons/916-identify-the-theme-by-asking-what-did-the-main-character-learn>