C.I.A.
Collect · Interpret · Apply
Unit of Study

3RD GRADE
VOLUME 3.1

Fantasy
Poppy

Sarah Collinge
with Bethany Robinson

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

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

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

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

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

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:
- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

Distribution of Common Core State Standards - *Poppy*

Reading Standards for Literature

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Key Ideas and Details																																
#1 Read closely / Monitor comprehension / Support thinking	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X		X	X	X	X	
#2 Determine theme / Determine author's message / Summarize the text													X	X						X	X	X					X			X	X	
#3 Analyze story elements	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X					X	X	X		X				
Craft and Structure																																
#4 Recognize author's craft / Recognize intertextuality															X													X				
#5 Analyze text structure / Infer genre / Compare multiple genres	X	X	X	X	X		X										X	X	X	X				X	X	X	X		X			
#6 Recognize point of view / Recognize author's perspective																											X			X		
Integration of Knowledge																																
#7 Connect to other representations of the topic (visual, oral)																																
#8 (Not applicable to literature)																																
#9 Compare/contrast themes across 1 genre																				X												

By the end of the year, read and comprehend literature in the grades 2–3 text complexity band proficiently with scaffolding as needed.

Distribution of Common Core State Standards - *Poppy*

Reading Standards for Information

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Key Ideas and Details																																
#1 Read closely / Monitor comprehension / Support thinking																							X									
#2 Identify main idea and details / Summarize the text																							X									
#3 Identify sequence of events / Recognize cause and effect																							X									
Craft and Structure																																
#4 Recognize author's craft																																
#5 Analyze text structure / Compare/Contrast / Problem/Solution / Cause/Effect																																
#6 Recognize point of view / Compare points of view / Recognize author's perspective																																
Integration of Knowledge																																
#7 Connect to other representations of the topic (visual, oral)																							X									
#8 Explain author's use of reasons and evidence to make a point																																
#9 Integrate on 1 topic																							X									

By the end of the year, read and comprehend informational text in the grades 2–3 text complexity band proficiently with scaffolding as needed.

Distribution of Common Core State Standards - *Poppy*

Writing Standards

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Text Types and Purposes																																
#1 Write an opinion piece																																X
#2 Write an expository piece														X													X		X		X	
#3 Write a narrative piece																																
Production and Distribution																																
#4 Write clearly / Organize appropriately / Consider task, purpose, and audience														X													X		X		X	X
#5 Strengthen writing through the stages of the writing process																																X
#6 Produce and publish writing																																X
Research																																
#7 Investigate different aspects of 1 topic																																
#8 Recall information / Gather information / Take notes/categorize	X		X	X	X	X	X	X	X		X	X	X	X					X	X	X	X	X	X	X	X	X		X		X	X
#9 Draw evidence																				X	X	X	X	X	X	X	X		X		X	X
Range of Writing																																
#10 Write for an extended time																																X
#10 Write for a short time														X													X		X		X	

Language Standards

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Conventions																																
#1 Follow rules of English grammar and usage																																
#2 Follow rules of English capitalization, Punctuation, and spelling																																
Knowledge of Language																																
#3 Convey ideas precisely, Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vocabulary																																
#4 Monitor meaning of unknown words: Context, Morphemes, Reference materials	X				X	X	X	X	X	X					X	X	X	X	X		X		X	X	X	X						
#5 Comprehend language: Figurative language, Word relationships, Idioms, adages, proverbs, Synonyms, Antonyms	X	X			X	X	X	X	X	X		X			X	X	X	X	X		X		X		X	X						
#6 Acquire and use grade-appropriate vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Distribution of Common Core State Standards - *Poppy*

Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32–38
Speaking and Listening Standards																																
Comprehension and Collaboration																																
#1 Express ideas clearly / Build on others' ideas / Respond to questions / Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#2 Paraphrase after listening to text read aloud / Paraphrase after listening to a presentation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#3 Identify reasons and evidence given by a speaker																																X
Presentation																																
#4 Speak clearly / Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Present with media support																																
#6 Use formal English when appropriate to the task	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Poppy Text Complexity

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

Mini-Lesson

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

Instructional Read-Aloud

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

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

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Infer character traits
- Visualize

Show understanding of story elements (RL 3)
- Character traits

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

Gather and categorize information through note taking (W 8)

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

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

Connect:

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

Teach:

Today I am going to teach you…

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

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

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

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

Today we will be using this stem for turn and talk:
When the book said_____, I visualized _____. This is helping me understand _____.

Begin reading chapter 1 of *Poppy*, starting on page 3 where it says, "On Bannock Hill…"

Model:

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

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

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

(Model adding this information to the character list.)

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

Guided Practice:

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

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

Turn and talk to your partners using this stem:
When the book said *Poppy poked her nose and whiskers out from under the bark*, I visualized _____. This is helping me understand _____.

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

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

Guided Practice:

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

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

Turn and talk to your partners using this stem:
When the book said *Poppy was terrified and Mr. Ocax enjoyed that*, I visualized _____. This is helping me understand _____.

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

Stretch It (Optional):

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

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

Link:

Today and every day when you read…
…I want you to use details in the story to help you visualize the important characters and infer character traits.

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

<u>Character List</u>

<u>Mr. Ocax</u>: Great horned owl
Large yellow eyes
Sees well in the dark
Nocturnal
4 talons on each claw

<u>Ragweed</u>: Golden mouse
risk taker

<u>Poppy</u>: Timid & careful

Mini-Lesson

Vocabulary Routine: *confidence* (L 4, 5)
The base word 'confide' means *to have full trust*. The suffix 'ence' makes this word a noun.

Instructional Read-Aloud

In this chapter…Poppy must cross Glitter Creek. She hops from rock to rock. Her last leap to dry land falls short, and she goes plunging into the water. Unfortunately, Mr. Ocax hears her desperate cry for help. Just as he is about to dive to get her, she goes under the surface of the water and doesn't come up again. Mr. Ocax believes her to be drowned. Poppy uses all her strength to save herself. She claws her way up the creek bank and is safe. Unfortunately, she is right below Mr. Ocax's watching tree.

In this lesson…you will be modeling how good readers infer character traits. In quadrant 2, readers focus on the main character and infer character traits based on the character's actions and words.

Learning Targets:

Read closely to monitor comprehension (RL 1)
 • Infer character traits

Analyze story elements (RL 3)
 • Character

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

Gather and categorize information through note taking (W 8)

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

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

Connect:

We have been learning…
…that good readers visualize the setting in order to make predictions.

Teach:

Today I am going to teach you…
…that good readers focus on the main character when they read fantasy stories. They think about the main character's actions and words in order to infer character traits.

Watch me as I model how I look for clues about the main character.

Notice how I consider how the actions and words of the main character reveal her character traits.

Today we will be using this stem for turn and talk:
When the book said _____, I was thinking _____.

Open up your reader's notebooks to a clean page. Title the page **Poppy**. Below the title, make a T-chart. Label the left column "actions and words" and the right column "traits."

Begin reading chapter 9 of *Poppy,* starting on page 75 where it says, "Scampering from bush to bush, Poppy soon reached the banks of Glitter Creek."

Model:

Stop after: "But the Bridge was situated exactly where Mr. Ocax had his watching tree, the last spot she desired to revisit." (p. 76, A; p. 77, H)

When the book said that Poppy gazed nervously toward Dimwood Forest, **I was thinking** that even though Poppy plans to travel through Dimwood Forest, she is still afraid of the dangers in the forest.

(Model adding this thinking to the T-chart.)

Now it is your turn to pay attention to Poppy's actions and words. Think about how her actions and words are helping you infer character traits.

Guided Practice:

📖 **Stop after:** "On she jumped, gaining confidence as she progressed." (p. 77, A; p. 78, H)

Poppy is jumping from rock to rock in order to cross the fast-moving creek. She gains confidence as she goes. When the book said that Poppy gained confidence as she crossed the creek, what were you thinking?

Turn and talk to your partners using this stem:
When the book said *Poppy gained confidence as she crossed the creek*, I was thinking _____.

(Model adding this thinking to the T-chart.)

As I read this next part, continue to pay attention to Poppy's actions and words. Think about how her actions and words are helping you infer character traits.

Guided Practice:

📖 **Stop after:** "At last she gave a shuddering groan of relief." (p. 81)

Poppy nearly drowned trying to cross Glitter Creek. But she used all her strength to save herself. When the book said "Poppy summoned all her remaining strength and began to swim," what were you thinking?

Turn and talk to your partners using this stem:
When the book said _____, I was thinking _____.

(Model adding new information to the T-chart.)

Stretch It:

📖 **Stop after:** "She'd come ashore at the one spot in the whole world she last wanted to be, right next to Mr. Ocax's charred oak." (p. 82)

Discuss: What do you predict will happen next?

Link:

Today and every day when you read…
…I want you to think about the main character's actions and words and use those clues to infer character traits.

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

Poppy

Actions & words	Traits
She gazed nervously at Dimwood Forest.	Scared
She jumped from rock to rock.	Confident
She used all her strength to save herself.	Determined

Mini-Lesson

Vocabulary Routine: *courageous* **vs.** *cowardly* **(L 4, 5)**
The base word 'courage' means *the quality of mind that enables someone to face danger.* **The suffix 'eous' makes this word an adjective.**
The base word 'coward' means *a person who lacks courage in facing danger.* **The suffix 'ly' makes this word an adverb.**

Instructional Read-Aloud

In this chapter…Poppy enters Dimwood Forest for the first time, and is in awe at its density. The noises of the forest cause Poppy to shiver. She realizes she is lost. She tries to stay calm but is frightened of being discovered by Mr. Ocax or worse, a porcupine.

In this lesson…you will be modeling how readers look for evidence to support a line of thinking. You will also model adding evidence to the evidence collection box.

Learning Targets:

Read closely to monitor comprehension (RL 1)

Determine central ideas or themes of the text (RL 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

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

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

Connect:

We have been learning…
…that when good readers get to the end of the second quadrant, they stop to think about what the author is telling them. We think the author is telling us that Poppy will prove she is a hero by demonstrating that she is not selfish, is confident, and is determined. We already have several pieces of evidence that Poppy is proving she is a hero.

Teach:

Today I am going to teach you…

…that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping us determine the author's message at the end of the third quadrant of the book. Readers can also use the evidence to make a prediction about how the book will end.

Watch me as I model how I think about what events in the text support our line of thinking that Poppy will be the hero.

Today we will be using this stem for turn and talk:
When Poppy _____, she proved she was a hero because _____. I think Poppy is _____.

Read the chapter title on page 83.
This chapter title tells me that this section of the text is going to be about Poppy entering Dimwood Forest.

Begin reading chapter 10 of *Poppy,* starting on page 83.

Model:

Stop after: "She had to find a place to regain her composure." (p. 85)

When Poppy felt her heart racing and grew tense, **she proved she was a hero because** she faced the dangers of Dimwood Forest. **I think Poppy is** confident and courageous.

(Model adding "and courageous" after "confident." Add this evidence to the evidence collection box under "is confident and courageous.")

Now it is your turn to look for evidence to prove that Poppy is a hero. As I read, be thinking about how Poppy proves that she is not selfish.

Guided Practice:

Stop after: "Now if she only knew which direction would lead her to New House." (p. 87, A; p. 88, H)

When Poppy reminded herself "…that by pressing on, she at least had a chance to make a difference for her family," how did she prove she was a hero?

Turn and talk to your partners using this stem:
When Poppy *remembered she wanted to make a difference for her family*, she proved she was a hero because_____. I think Poppy is _____.

(Model adding this evidence to the evidence collection box under the words "is not selfish.")

As I read this next part, continue to look for evidence to prove that Poppy is a hero. Think about how Poppy proves she is determined.

Guided Practice:

Stop after: "She would go north, hoping for the best." (p. 88, A; p. 89, H)

In this part of the story, Poppy keeps going even though she is tired. She continues to hope for the best. When Poppy kept going, even though she was tired, how did she prove she was a hero?

Turn and talk to your partners using this stem:
When Poppy *kept going even though she was tired*, she proved she was a hero because _____. I think Poppy is _____.

(Model adding this evidence to the evidence collection box under the words "is determined.")

Model:

When Poppy hoped for the best, **she proved she was a hero because** she stayed strong on the inside. **I think Poppy is** determined to stay strong and positive when she hopes for the best.

(Model adding this evidence to the evidence collection box under "is determined.")

Link:

Today and every day when you read…
…I want you to be looking for evidence that supports your line of thinking.

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

Poppy will prove she is a hero.

A hero is someone who is not selfish.

- She decides to travel through Dimwood Forest even though she is scared.

- She wants to make a difference for her family.

A hero is someone who is confident and courageous.

- She crosses Glitter Creek.

- She faces the dangers of Dimwood Forest.

A hero is someone who is determined.

- She uses all her strength to save herself.

- She keeps going even when she is tired.

- She hopes for the best.

Mini-Lesson

In this lesson…students will synthesize the entire text. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. If this is your students' first time writing a synthesis summary, I recommend conducting the lesson as a shared writing activity. You will model using a frame very similar to the retell summary frame. This frame requires students to retell only the most important events and limit the amount of detail used to describe these events. Students should be expected to produce quality work.

Learning Targets:

Determine theme and summarize text (RL 2)
- Synthesis summary

Write an expository piece (W 2)
- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

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

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

Connect:

We have been learning…
…that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you…
…that good readers write a summary after finishing a book, in order to synthesize what they have read. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today we will be using the synthesis summary frame to write a summary of the whole book. When writing a synthesis summary, it is important to be careful to include only the most important events.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like third-grade writing.

Introduce the Synthesis Summary Frame.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :
- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:
I agree with you because _____, OR
I disagree with you because _____.)

Synthesis Summary Frame

Introduction Sentence	*The book _____, by _____, tells* _____**.** This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.
Body	Tell all of the **most** important events from the book. Include **limited** detail. Make sure the turning point is included in your summary. Use transition words such as: *First, next, then, finally,* *First, next, after that, in the end,* *In the beginning, then, after that, finally,*
Conclusion	Your conclusion will reveal the author's message. Use concluding words such as: *In conclusion,* *All in all,* *As you can see,* *It is true,* *I am thinking* *I predict*

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Synthesis Summary (Sample):

The book *Poppy,* by Avi, tells about a deer mouse named Poppy who proves she is a hero when she risks her life to save her family. First, Poppy learns that her family must move because it has grown too large and they do not have enough food for everyone. They ask Mr. Ocax, a great horned owl who rules Dimwood Forest, for permission to move. Mr. Ocax refuses to give them permission. Poppy is certain that Mr. Ocax is hiding something. She bravely travels through Dimwood Forest to try to discover Mr. Ocax's secret. She shows courage when she crosses a creek, befriends a porcupine, and finally kills Mr. Ocax. As you can see, Poppy proves herself to be the hero of the story!

Mini-Lessons

In these lessons…your students will be practicing persuasive writing in the form of a letter. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:
- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

Learning Targets:

Write an opinion piece (W 1)
- Persuasive letter

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall and gather information from the text (W 8)

Draw evidence from the text (W 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 3, 4)

Connect:

We have been learning…
…that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you…

…that good readers write in order to share their thinking about a book with someone else. Today we will be starting a formal writing project. We will be writing a letter to Walt Disney Pictures persuading them to make the book *Poppy* into an animated movie.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:
- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce the prompt.

Introduce the drafting sheet.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:
- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:
I agree with you because _____, OR
I disagree with you because _____.)

Persuasive Letter (Sample):

Dear Walt Disney Productions,

 My name is _____, and I am a third-grader at _____ Elementary School in _____. My class just finished reading the book *Poppy*, by Avi. I think this book would make a _____ animated movie because it has an admirable main character and an entertaining plot. Let me tell you a little bit about the story.

 The book *Poppy,* by Avi, tells about a deer mouse named Poppy who proves she is a hero when she risks her life to save her family. First, Poppy learns that her family must move because it has grown too large and they do not have enough food for everyone. They ask Mr. Ocax, a great horned owl who rules Dimwood Forest, for permission to move. Mr. Ocax refuses to give them permission. Poppy is certain that Mr. Ocax is hiding something. She bravely travels through Dimwood Forest to try to discover Mr. Ocax's secret. She shows courage when she crosses a creek, befriends a porcupine, and finally kills Mr. Ocax. As you can see, Poppy proves herself to be the hero of the story!

 I think the main character, Poppy, is an admirable character for many reasons. First, Poppy showed she was unselfish when she traveled through Dimwood Forest in order to save her family. She showed she was confident and courageous when she faced the dangers of the forest and made it all the way through. Poppy showed that she was determined when she hoped for the best and accomplished her goal. I think people like to watch movies about a hero.

 Poppy is a really entertaining book. In fact, this book is one of the funniest books I have ever read. The porcupine in the story, Ereth, is always saying funny things like, "frog flip," "bat bilge," and "lice lips." The funniest part is when Ereth says, "Hit the puke switch and duck!" The story is suspenseful too. Poppy is almost killed by Mr. Ocax at least four times. I couldn't put the book down when Poppy had to fight Mr. Ocax using a porcupine quill as a sword. I think people will really enjoy the movie.

 In conclusion, if you made the book *Poppy* into a movie, I know a lot of people would want to watch it. All of the kids in my class would!

      Sincerely,

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	

re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

Vocabulary: Contrasts

Context:

"With his piercing gaze, [Mr. Ocax] surveyed the lands he called his own,
watching for the creatures he considered his <u>subjects</u>." (blurb)

"The territory around Dimwood *belongs* to him. Mr. Ocax is <u>king</u>."
(A: p. 10; H: p. 10)

Target Words:

subjects vs. king

What it is…   **What it is…**

_____   _____

_____   _____

_____   _____

_____   _____

I'll remember this word by: **I'll remember this word by:**