

# Sequencing

Good readers pay attention to the special events that happen in a story. In the boxes below, record as you read the important events.

→

→

→

## Let's take a look at the Story Vocabulary

| Vocabulary Word | Short Definition | How it's used... |
|-----------------|------------------|------------------|
| mumble          |                  |                  |
| nodent          |                  |                  |
| miserably       |                  |                  |
| scurry          |                  |                  |
| gnaw            |                  |                  |
| barged in       |                  |                  |
| tremble         |                  |                  |

## Responding to the Text

Directions: Good readers relate their reading to their own life, to other books they've read, or to what's happening in the world. We call this process **Making Connections**. There are three types of connections: Text to Self, Text to Text, and Text to World. In the space below, complete the reading response.

**My Connections:** *Hooway for Wodney Wat* is a book we can all understand. Many of us have had a struggle of some sort. Think about how the book relates to have a struggle, a story to self connection.

What story make you think of? Below, please explain.

What is in your school to help students feel happy and how they fit in?

## Hooway for Wodney Wat

|               |                                                                     |               |
|---------------|---------------------------------------------------------------------|---------------|
| Question Type | Question: How do you learn feeling happy or sad when you handle it? | Question Type |
| Question Type | Question: Why do Wodney Wat's friends like him so much?             | Question Type |
| Question Type | Question: How do you feel when you are sad?                         | Question Type |

## Hooway for Wodney Wat QAR Questions

Directions: Below, label the information.

|               |                                       |
|---------------|---------------------------------------|
| Question Type | Question: What was Wodney's struggle? |
| Question Type | Question: What was the solution?      |

# Hooway for Wodney Wat

Written by:  
Helen Lester  
QAR Lesson by:  
Comprehension  
Connection © 2015



## That's Me...

|                                          |                                      |                                                                 |                                                         |
|------------------------------------------|--------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|
| I am not shy at all. I love attention.   | When I speak, I get all tongue-tied. | I work working with a partner.                                  | Groups are great for me. I can play to get help.        |
| Sometimes I struggle in speech.          | I like being a helper to my friends. | I understand those who struggle.                                | I get frustrated easily. I need help when I am working. |
| I am an awesome writer, but I'm talking. | It's math for me.                    | I love writing books on building, art, and creating one for me. | I work well under pressure.                             |
| I need extra time on projects sometimes. | I work quickly.                      | I know someone with a disability.                               | I have a lot of time focusing.                          |

## The QAR Question

Readers who understand much more able to respond to a question. There are four main questions: Here, Think and Search, Author on my Own. Below are a description.



**Right Here**  
-Answers are in one place.  
-Recall questions.  
-Who, where, when...



**Think and Search**  
-Answers are in more than one place.  
-List questions.  
-On the book.



**Author on my Own**  
-Answer requires more thinking.  
-Uses story clues and your background.

## Hooway for Wodney Wat A Retelling

- 1
- 2
- 3
- 4
- 5
- 6
- 7

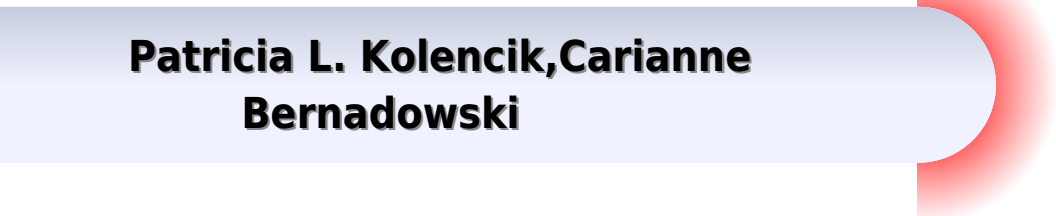
## Point of View

How Wodney Feel when the kids teased him.

Evidence from the Text

# Text Talk For Hooway For Wodney Wat

**Patricia L. Kolencik, Carianne  
Bernadowski**



### **Text Talk For Hooway For Wodney Wat:**

**Hooway for Wodney Wat** Helen Lester, 2003-08-25 This resealable package comes with a paperback and a two sided cassette tape The professionally narrated audio production includes lively sound effects and original music Side one includes page turn signals side two features an uninterrupted reading **Balanced Literacy Essentials** Michelann Parr, 2012 This practical book offers a comprehensive approach to teaching literacy that puts students at the centre of the learning process

**Using Paired Text to Meet the Common Core** William Bintz, 2014-12-17 Teaching students to make connections across related texts promotes engagement and improves reading comprehension and content learning This practical guide explains how to select and teach a wide range of picture books as paired text two books related by topic theme or genre in grades K 8 The author provides mini lessons across the content areas along with hundreds of recommendations for paired text each linked to specific Common Core standards for reading literature and informational texts In a large size format for easy photocopying the book includes 22 reproducible graphic organizers and other useful tools Purchasers also get access to a Web page where they can download and print the reproducible materials **The Texts in Elementary Classrooms**

James V. Hoffman, Diane Lemonnier Schallert, 2004-09-22 This volume explores a variety of topics including texts in the teaching and learning of reading word identification and text characteristics choosing fiction to support young children's literacy development electronic text in the classroom and issues surrounding text selection **Wordsart** Racknor & Morrow, 2011-03-01 Music is a powerful and effective way to teach literacy skills to young learners This book contains 24 high frequency sight word songs activities curriculum connections and suggested book selections to help any primary teacher design a comprehensive literacy and integrated curriculum program for young readers Watch your students eyes light up as they use familiar tunes and fun activities to unlock the magical world of print **Many Texts, Many Voices** Penny Silvers, Mary C. Shorey, 2012 On any given day a visitor to Mary Shorey's classroom will find elementary students using a variety of learning tools from books to wikis and blogs to pose critical questions about the world and take action to make a difference in the lives of others Whether sponsoring a book drive for victims of Hurricane Katrina using a multimedia presentation to persuade the principal to adopt their recycling plan or challenging a senior citizen's eviction it's all in a day's work for Mary's students Her young learners are becoming conscious consumers creative thinkers and effective communicators even while fulfilling the mandated curriculum and Common Core Standards As Shorey and coauthor Penny Silvers write in *Many Texts Many Voices* Critical literacy requires that the reader consumer examine multiple perspectives and ask Whose interests are being served and Whose voice is heard or silenced Rather than an addition to a lesson or curriculum critical literacy is a way of thinking communicating analyzing and living a literate life Critical literacy also implies the possibility of taking some kind of social action in order to support a belief make a difference or simply help during a time of need Always mindful of what is appropriate for young children Shorey and Silvers continually search for opportunities to

embed critical literacy and inquiry in the everyday lives of primary students Through a rich array of rubrics sample lessons text sets unit designs and professional resources Silvers and Shorey share their reflective practices so that all teachers can use print visual and digital tools to transform student learning      **Critical Literacy Practice** Bogum Yoon,Rukhsar Sharif,2015-08-17 This edited book shows how critical literacy can be applied in and outside the classroom setting It shows educators how critical theory is applied in practice using studies in diverse K 16 settings kindergarten through university contexts By providing specific examples of critical literacy practice in the classroom and beyond the book aims to help teachers researchers and teacher educators make clear connections between theory and practice in critical literacy

Teaching with Books that Heal Patricia L. Kolencik,Carianne Bernadowski,2007-05-31 Help children learn coping skills through literature This book answers the often repeated question Is there a children s book I can read in my classroom to give children insight into significant life events Literature ideas and activities help students cope with real life situations such as bullying that interfere with school This book will assist educators in guiding and nurturing children s special issues and concerns with outstanding ready to go reading and writing lessons This professional resource for K 6 educators and parents uses literature with identifiable characters to help children who are facing challenges in their lives Like bullying peer acceptance peer pressure and being different as well as family situations such as death divorce adoption and sibling rivalry

**Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood** Marilyn J. Narey,2017-01-03 Our image rich media dominated culture prompts critical thinking about how we educate young children In response this volume provides a rich and provocative synthesis of theory research and practice that pushes beyond monomodal constructs of teaching and learning It is a book about bringing sense to 21st century early childhood education with sense as related to modalities sight hearing and sense in terms of making meaning It reveals how multimodal perspectives emphasize the creative transformative process of learning by broadening the modes for understanding and by encouraging critical analysis problem solving and decision making The volume s explicit focus on children s visual texts art facilitates understanding of multimodal approaches to language literacy and learning Authentic examples feature diverse contexts including classrooms homes museums and intergenerational spaces and illustrate children s sense making of life experiences such as birth identity environmental phenomena immigration social justice and homelessness This timely book provokes readers to examine understandings of language literacy and learning through a multimodal lens provides a starting point for constructing broader multimodal views of what it might mean to make meaning and underscores the production and interpretation of visual texts as meaning making processes that are especially critical to early childhood education in the 21st century

That's a Great Answer! Dr Nancy Boyles,Nancy N. Boyles,2012 The ability to comprehend and to respond meaningfully to text is a skill students need every day not just on test day That s a GREAT Answer provides complete and ready to go support to help teachers get great answers to open ended comprehension questions from the students who need help the most

elementary students struggling older readers and English language learners In this revised second edition Nancy Boyles now includes new Common Core State Standards based objectives step by step lesson sequences collaborative tasks that link teaching to learning insightful new teaching tips updated and enhanced bibliographies and student targets on the CD that specify how to meet each objective and answer a particular comprehension question Her ready to go student scaffolds then break comprehension objectives into fifty three specific measurable open ended questions divided among four thinking strands A chart shows the correlation between all objectives and the Common Core State Standards for comprehension easily aligned to the literacy objectives of any state curriculum Each open ended question includes a step by step lesson sequence a template for a related oral collaborative task teaching tips a bibliography of fiction and nonfiction picture books aligned with the question a template instructing students how to find key evidence for the objective before writing their response an answer frame scaffold for initial response practice that helps students at any grade level organize and elaborate and a target on the CD that specifies for students how to meet each objective and answer a particular comprehension question The included CD provides all of the answer frames and targets for the open ended questions as well as rubrics criteria charts planners and an extensive master bibliography that matches key fiction and nonfiction literature models with appropriate objectives From setting a foundation with great standards books and instruction through guidelines for assessment That's a GREAT Answer offers a now more complete great answer for teachers who want to empower their students to respond well to open ended questions

That's a Great Answer! , **Teaching Children's Literature** Christine H. Leland, Mitzi Lewison, Jerome C. Harste, 2017-11-03

Inviting multiple ways of critically engaging with literature this text offers a fresh perspective on how to integrate children's literature into and across the curriculum in effective purposeful ways Structured around three mantras that build on each other Enjoy Dig deeply Take action the book is rich with real examples of teachers implementing critical pedagogy The materials and practical strategies focus on issues that impact children's lives building from students personal experiences and cultural knowledge to using language to question the everyday world analyze popular culture and media understand how power relationships are socially constructed and consider actions that can be taken to promote social justice Written for teachers and teacher educators each chapter opens with three elements that are closely linked classroom vignettes showcasing the use of literature and inviting conversation three key principles elaborating the main theme of the chapter and connecting theory with practice and related research on the topics and their importance for curriculum Other chapter features include key issues in implementation suggestions for working with linguistically and culturally diverse students alternative approaches to assessment and suggestions for further reading A companion website to enrich and extend the text includes an annotated bibliography of literature selections suggested text sets resources by chapter and ideas for professional development

Changes in the Second Edition Voices from the Field vignettes include examples from inspiring educators who use trade books to promote critical thinking and diversity Updated chapters include

information on new technology and electronic resources New references in the principles sections and new resources for further study New children s books added throughout the chapters as well as to the companion website [That's a Great Answer!](#) Nancy N. Boyles,2007 Introduction Great objectives Great books Great instruction Great discussions Great answers Forming a general understanding Developing an interpretation Connecting and reacting to text Examining the content and structure of text [Teaching Children's Literature](#) Christine Leland,Mitzi Lewison,Jerome Charles Harste,2013 Offers a fresh perspective on how to implement childrens literature across the curriculum in ways that are both effective and purposeful It invites multiple ways of engaging with literature that extend beyond the genre and elements approach and also addresses potential problems or issues that teachers may confront [The Common Core Companion: Booster Lessons, Grades K-2](#) Janiel Wagstaff,2015-09-02 You can find hundreds of literacy lessons in hundreds of places but none of them will do for students what the ones in this book do What s the magic bullet Potent integration Divided into five weeklong learning sequences the 50 lessons span the ELA standards bringing a Monday through Friday clarity to the sometimes mysterious process of skill building through demonstrations and practice Follow each sequence and week by week you ll build the instructional potency to help students achieve a year s worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features Each of the 50 lessons is eminently dipppable But if you want to do more extended instructional planning there are lots of additional tools including lists of mentor texts and If Then and Extending the Work charts within the book and on the companion website [www.corwin.com/commoncorecompanion](http://www.corwin.com/commoncorecompanion) [Children's and Young Adult Literature and Culture](#) Amie A. Dougherty,2016-08-17 This collection of essays explores a wealth of topics in children s and young adult literature and culture Contributions about picture books include analyses of variants of the folktale The Little Red Hen and bullying Race and gender are explored in essays about picture books featuring children as consumable objects about books focused on African American female athletes and about young adult dystopian fiction Gender itself is further explored in articles about Monster High Joyce Carol Oates s Beasts and The Hunger Games and Divergent Essays about fantasy literature include an exploration of environmentalism in Rick Riordan s The Heroes of Olympus a discussion of Severus Snape as a Judas figure an explication of Chapter 5 of The Hobbit and an analysis of ghosts and nationalism in Eva Ibbotson s The Haunting of Granite Falls An essay about Horrible Histories explores television genre and the way history is coded Other contributions explore how teaching literature to reluctant readers can be effective through multimodal texts and how Harry Potter has played a role in the popularity of young adult literature for adult readers **Words Matter** Susan Mandel Glazer,2013-12-05 Words Matter Teacher Language and Student Learning enables teachers to observe their actions and ask Do I know how children perceive my behaviors It also helps them to understand reasons for children s responses to their words and actions Teachers

behaviors are categorized in vignettes and readers determine where they fit and what changes ought to be made for their teaching practices to be more effective The Essential Guide to Children's Books and Their Creators , Upon publication Anita Silvey s comprehensive survey of contemporary children s literature Children s Books and Their Creators garnered unanimous praise from librarians educators and specialists interested in the world of writing for children Now The Essential Guide to Children s Books and Their Creators assembles the best of that volume in one handy affordable reference geared specifically to parents educators and students This new volume introduces readers to the wealth of children s literature by focusing on the essentials the best books for children the ones that inform impress and most important excite young readers Updated to include newcomers such as J K Rowling and Lemony Snicket and to cover the very latest on publishing and educational trends this edition features more than 475 entries on the best loved children s authors and illustrators numerous essays on social and historical issues thirty personal glimpses into craft by well known writers illustrators and critics and invaluable reading lists by category The Essential Guide to Children s Books and Their Creators summarizes the canon of contemporary children s literature in a practical guide essential for anyone choosing a book for or working with children

*Learning Under the Influence of Language and Literature* Lester L. Laminack,Reba M. Wadsworth,2006 Lester and Reba not only provide us with a bold new framework for weaving read alouds seamlessly into the fabric of the classroom they also show us how to do it with grace and art At the heart of their work are richly annotated lists of read alouds for a variety of purposes The authors intimate knowledge and experience with these books make the annotations sing Lucy Calkins Open this book and invite the richness the excitement of story and poetry into your classroom every single day Take note chapter by chapter of the endless possibilities and ways to steer your students toward the powerful enchantment of books Laminack and Wadsworth ask you to never forget the power of literacy in the lives of learners and this book will serve as a perfect reminder time and time again Rebecca Kai Dotlich author of Lemonade Sun and Other Poems of Summer The read aloud of yesteryear was often limited in its ambition and application a well intended routine for getting students attention or settling them down But today s read aloud is a vibrant deliberate part of good teaching an essential effective strategy for introducing sophisticated ideas to young learners throughout the school day by immersing them in rich language and literate behaviors The influence of reading aloud can be profound and *Learning Under the Influence of Language and Literature* shows you how to plan for and implement the read aloud for maximum instructional effect *Learning Under the Influence of Language and Literature* revolutionizes the read aloud Lester Laminack and Reba Wadsworth lay out six types of read alouds each of which targets key instructional goals including addressing standards in the curriculum building community demonstrating the craft of writing enriching vocabulary enticing children to read independently modeling fluent reading Whether you read aloud once a day or six times a day Laminack and Wadsworth give you all the strategies you need to make the read aloud a successful and effective way to lead your students to new understandings You ll discover how why and when to read aloud

and find both specific suggestions for planning instruction around it and numerous ideas for entry points into it Best of all they provide an extensively annotated list of four hundred titles to use with each of the six types of read aloud including ample suggestions for how each fits within the reading and writing curriculum     **The Publishers Weekly** ,2003

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