



Close reading plan

Me....Jane by Patrick McDonnell

Jane S Potts, 2014 Connecticut Dream Team teacher

| What makes this text complex? | | | |
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| Text and Author | Me.....Jane By Patrick McDonnell | Where to Access Text | http://www.amazon.com/Me-Jane/dp/0316045462/ref=sr_1_1?s=books&ie=UTF8&qid=1398536618&sr=1-1&keywords=me+++jane Public Library |
| Text Description | | | |
| Patrick McDonnell tells the story of a young Dr. Jane Goodard and her “cherished” stuffed animal Jubilee. Jane explores and discovers her own “magical world” and dreams of traveling to the jungles of Africa. This award winning book reminds the reader to dream – believe – persevere - achieve. | | | |
| Quantitative | | | |
| Lexile and Grade Level | 740 Lexile Kindergarten – Third Grade | Text Length | 36 pages with illustrations |
| Qualitative | | | |
| Meaning/Central Ideas | | Text Structure/Organization | |
| The central idea of the text is young Jane’s observes her world and dreams of a “life living with and helping all animals.” She dreams and wonders until one day she awakes to her dream coming true. | | This biographical text contains ornamental engravings, comic drawings and features two pages of drawings and puzzles that Jane created as a young child. | |
| Prior Knowledge Demands | | Language Features | |
| Prior knowledge about fiction versus nonfiction texts. | | See vocabulary below. | |
| 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"> • stuffed • studied • cherish • curious • magical • observed | <ul style="list-style-type: none"> • loved • snuck • wonder • miracle • dreamed • beneath | <ul style="list-style-type: none"> • Africa | <ul style="list-style-type: none"> • Tarzan |
| Potential Reader/Task Challenges | | | |
| This biographical text contains nonfiction type features that could be a challenge to young readers. | | | |

| Text-dependent questions | | |
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| Question | Standard alignment | Page of this document |
| TDQ #1 What are some of the things the little girl does with her monkey to show it is special to her? | 1.RL.3 | #5 |
| TDQ #2 How does the author's illustrations of Jane and Jubilee in the chicken coop change? Why? | 1.RL.3 | #9 |
| TDQ #3 On the first page the author described Jubilee as a "stuffed toy". How do the illustrations change of Jubilee throughout the text? Why? | 1.RL.7 | #13 |
| TDQ #4 The author included 2 pages of sketches featuring animals and nature in the book. What does this tell you about Jane? | 1.RL.7 | #16 |
| TDQ #5 The author said, "She would lay her cheek against its trunk and seem to feel the sap flowing beneath the bark." Why did the author follow that sentence with Jane feeling her own heart "beating...beating...beating?" | 1.RL.2 | #19 |
| Target Standards | | |
| <ul style="list-style-type: none"> • 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • 1.RL.3 Describe characters, settings, and major events in a story, using key details • 1.RL.7 Use Illustrations and details in a story to describe its characters, setting, or events. | | |

Question 1

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| Question #1 | What are some of the things the little girl does with her monkey to show it is special to her? | |
| Standard(s) covered: | 1. RL.3 Describe characters, setting and major events in a story using key details. | |
| Example response that meets standard | | Look-fors |
| <p>Students give two examples as the ones below:</p> <p><i>“She takes it everywhere with her.”</i></p> <p><i>“They sketch together”</i></p> <p><i>“They watch a chicken lay an egg”</i></p> <p><i>“They climb a tree.”</i></p> <p><i>“She tucked him into bed. They prayed and slept together. They explored their yard.”</i></p> <p><i>“They dreamed together”</i></p> | | <ul style="list-style-type: none"> Students accurately answers the question stating 2 or more correct responses taken from the text |
| 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 describe events in the story by using key details. | |
| Prior knowledge to review | <p>K.RL.3 With prompting and support, identify characters, setting and major events in a story.</p> <p>Prior practice on answering question about text in read alouds and small groups.</p> | |
| Steps to achieve objective | Think aloud for direct instruction | |

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| <p>1) Find the parts of the text that answer the question.</p> | <ul style="list-style-type: none"> • Hmm...I need to look at the text to answer that question. • The question tells me that the girl thought her monkey was special. • Where in the text would I find that part? Here it is on this page, let's read the words and look at the pictures. I know when something is special you spend a lot of time with ithmmm so where in this picture would I find evidence of that? • So now I know I need to look for places where Jane is spending time with Jubilee to help me answer the question. There are many pages in this book that show that. • I going to look for illustrations and text to see Jane with Jubilee, as I know that when someone is special you spend a lot of time with them. |
| <p>2) Ask yourself, "What words or illustrations help me answer the question?"</p> | <ul style="list-style-type: none"> • As I find pictures or words that answer the question, that show Jane and Jubilee spending time together, I am going to put a sticky note on the page. That will help me remember.... • When I come to this page I see them holding hands. I will put a sticky note here because you hold hands with someone you care about. • Let's turn the page, they are now drawing together. Should I put another sticky note on this page? • WOW – look Jubilee is joining Jane in the chicken coop. Sticky note? • Here they are lying in the grass and holding hands, I need a sticky note. • Oh my Jubilee trust Jane... look she is holding on so tight as Jane climbs the tree...Yes, sticky note. • Let's keep looking at more pages...Oh my Jubilee is sitting in a tree. I putting a sticky note here. • Look now, Jubilee is swinging from a tree with Jane. Another sticky note. • Now Jane is tucking Jubilee in bed. I tuck my granddaughter into bed because she is so special to me. Jane is doing the same thing to Jubilee. I am putting another sticky note there. • Look now they are in bed together....yes, another sticky note. • Wow, I have a lot of sticky notes. This shows me that there were many parts that help me to understand that Jubilee was very special to Jane. |
| <p>3) Record the answer to your question referring to the sticky notes in the text.</p> | <ul style="list-style-type: none"> • Now that I have looked at the text again, I am ready to record my answers. • I am going list all the ways Jane and Jubilee were together. • Remember, the sticky notes are my reminders of the parts where it shows Jubilee is special to Jane. • Let's look at the first sticky note....I am going to write....holding hands. Next sticky note.... Write - drawing together. • Ok let's look at next sticky note...hiding in the chicken coop together...I will write that. • Next sticky note – I will write - lying in the grass and holding hands. Turn the page...another sticky note - I will write - climbing the tree. Next sticky note – I will write - sitting in a tree. • I am turning the page to get to the next sticky note, they were swinging from the trees – I will write that. • Another sticky note, Jane is tucking Jubilee into bed – I will write that. Last sticky note they are sleeping together...I will write sleeping together. • Wow she spends a lot of time with Jubilee – Let's read our list together. All of these ways show that Jubilee is very special to Jane. |

Extension and practice

- Students draw a picture of Jane and Jubilee together, using evidence from the text. Students should add labels to their drawings. Students write a sentence describing their picture.
- Pair/Share - Students share their work with a classmate.

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 describe events in the story by using key details.

1. Find the parts of the text that answer the question.
2. Ask yourself, "What words or illustrations help me answer the question?"
3. Record your answer to your question referring to the sticky notes in the text.

<http://ctdreamteam.learnzillion.com/lessons/1894-answer-questions-about-a-story-by-rereading-looking-for-key-details>

Question 2

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| Question #2 | How does the author's illustrations of Jane and Jubilee in the chicken coop change? Why? | |
| Standard(s) covered: | 1RL.3 Describe characters, setting and major events in a story, using key details. | |
| | Example response that meets standard | Look-fors |
| | <p>Student's make observations of how the author used changes in the setting to demonstrate Jane's perseverance.</p> <p><i>"Jane is hiding behind the straw, hoping the chicken doesn't see her and Jubilee"</i></p> <p><i>"I noticed the sun is not shining in the window on the second page"</i></p> <p><i>"I see that on the third page it is almost dark in the chicken coop."</i></p> <p><i>"Jane and Jubilee waited in the chicken coop a long time."</i></p> <p><i>"Jane REALLY wanted to see where eggs come from...she was hiding in that straw for hours....it was bright on the first page and now on the third page it is almost dark."</i></p> | <ul style="list-style-type: none"> Students describe how the author showed time passed in the chicken coop with the illustrations. |
| 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 an author shows time passing by using illustrations to observe changes in the setting. | |
| Prior knowledge to review | K.RL.3 – With prompting and support, identify characters, setting and major events in a story. | |
| Steps to achieve objective | Think aloud for direct instruction | |
| 1) Find the parts of the text that the question refers to. | <ul style="list-style-type: none"> Hmmm...so let's look through the book again and find Jane and Jubilee in the chicken coop. First I have to know what a chicken coop is. A chicken coop is a building that houses chicken. It almost looks like a barn. OK here is a page of Jane and Jubilee getting ready to enter the chicken coop. I need to look at the pictures to answer the question...How does the author's illustrations change? Let's turn the page...the setting is still the chicken coop...turn the page again...they are still in the coop...turn the page no more coop. So it is just these three pages on Jane and Jubilee in the coop. | |

2) Ask yourself, "How do the illustrations help me answer the question?"

- Ok I have found the pages of Jane and Jubilee in the coop - now I have to look and see if they change.
- First page....I see Jane and Jubilee climbing in. I see the door is small. Just the right size for a chicken.
- I also see it is bright in the coop. Oh yes here is a window – the light shining in makes the coop bright.
- I am going to turn the page....let's see here comes the chicken. Let me turn back a page...yes looks like Jane and Jubilee piled up the straw to hide behind...Oh as I turned back the page I noticed the coop is not as bright as the previous page...hmmmm why is that?
- Oh look the author has a picture of a clock...oh that is a pocket watch. My grandfather had one. Why did the author draw a pocket watch here? Hmmmm....Let's turn the page. Maybe the next page will help me answer the question..."How did the author show changes in the pictures of Jane and Jubilee's time in the chicken coop? Why are there changes?"
- Wow...the chicken laid the egg...look at Jane's face. She looks surprised...Jubilee is smiling. The chicken laid the egg. Right here on these pages there are eggs in the background.... Wait let me go back a page...I just noticed this page is really dark. Almost no light is coming in the window...let me go back to the first page of the chicken coop...it is really bright in the first page...Wait this page has chickens all over...I will turn the pagenow it is getting a little darker....I will turn to the final page...it is really dark in the coop now.
- So in the first page the coop is bright and Jane and Jubilee are entering...then on the next page...they are hiding...then the chicken is coming in and it is darker in the coop... then the final page the chicken laid the egg and now it is really dark.
- So do the pictures help me answer the question? Let's look at the text again. In each picture the author's shows time passed by making each picture get darker and darker....it might be Jane and Jubilee's bed time... Wow...Jane and Jubilee must have hid in the chicken coop for hours....oh look let's look at these pages...first chickens...then the clock and finally eggs... yes the author also used these drawing to show us time passed...first chickens...then clock...then eggs...WOW what great clues...I never saw that the first time I read this book....all these pictures show that time passed. It takes a long time for a chicken to lay an egg.
- Jane and Jubilee really wanted to see where eggs come from...the illustrations showed me she hid for hours in the chicken coop...until they observed the miracle....Jane and Jubilee must have gotten tired of sitting there for so long – the text said they stayed very still....but they were willing to do it to achieve their goal...to see where eggs came from.

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| <p>3) Go back and jot down where the illustrations change.</p> | <ul style="list-style-type: none"> • So thinking back about the question...”How do the illustrations change? First I am going to jot down what changes I noticed on chart paper. • I am going to make two columns. First column I am going to title it...Jane, Jubilee and chicken (characters)...second column...Chicken Coop (setting). • Going back to the text...in the first page Jane and Jubilee climb into the coop...I am going to write...climb in...I am turning the page...I am going to write hid behind the straw and chicken enters ...turn the page then I am going to write chicken lays egg. • Now I am going to go back to the first page and look at the settings...first page...chicken coop is bright...I am going to write bright...turn page it is getting darker...I am going to write darker...turn page...now I am going to write REALLY dark. ... I almost forgot...I need to write....chickens.... watch.....eggs...those sketches behind the text were clues that helped up a long time had passed. • Now I have my observations written down and I can answer the question....the author wants the reader to understand the Jane and Jubilee waited hours to see the chicken lay the egg...she could have just written that in the text...but she choice to show us in the illustrations. • But the second part of the question is why?? Why did the author want us to know time had pasted? I believe we can use the illustrations to answer that question...the author wanted us to know that Jane and Jubilee were going to discover where eggs came from....it did not matter how long...they were going to hide in the coop for hours if necessary to “observe the miracle”. |
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| <p>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</p> |
| <p>Objective: In this lesson you will learn how an author shows time passing by using illustrations to observe changes in the setting.</p> <p>Find the parts of the text that the question refers to.</p> <ol style="list-style-type: none"> 1. Find the parts of the text that the question refers to? 2. Ask yourself, “How do the illustrations help me answer the question?” 3. Go back and jot down where the illustrations change. |

Question 3

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| Question #3 | On the first page the author described Jubilee as a “stuffed toy”. How do the illustrations change of Jubilee throughout the text? Why? | |
| Standard(s) covered: | 1RL.7 Use Illustrations and details in a story to describe its characters, setting and events. | |
| | Example response that meets standard | Look-fors |
| Student response: | <p>Students notice that with each page Jubilee slowly takes on human likeness.</p> <p>“Look Jubilee is holding Jane’s hand”</p> <p>“Jubilee is standing next to Jane as she is drawing....”</p> <p>“Jubilee is climbing into the chicken coop.”</p> <p>“Jubilee is hiding in the straw.”</p> <p>“Jubilee is holding on to Jane’s back as she is climbing a tree – now sitting in a tree...”</p> <p>“She is hanging on a vine....a stuffed animal can’t do that!”</p> | <ul style="list-style-type: none"> Students notice how Jubilee takes on human likeness in the illustrations. In Jane’s mind, Jubilee is real and her dream comes true taking care of a real Jubilee. |
| 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 observe changes in characters by noticing details in illustrations. | |
| Prior knowledge to review | K.RL.7 – with prompting and support, describe the relationship between illustrations and the story in which they appear. K. RL.5 – recognize common types of texts | |
| Steps to achieve objective | Think aloud for direct instruction | |
| 1) Find the illustrations of the character. | <ul style="list-style-type: none"> Let’s go back and reread the first page....”Jane had a stuffed toy chimpanzee named Jubilee.” OK it is a stuffed toy...does it change? Well first let’s go back and look at the title page...if I remember it has a photograph. Oh look here is a photograph of Jane and oh my...it is Jubilee...she is a stuffed animal! So do the illustrations change of Jubilee in the text...I don’t remember seeing her change...I will have to go back and look at the pictures again. | |

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| <p>2) Ask yourself, "How do the details in the illustrations change?"</p> | <ul style="list-style-type: none"> • I have a pad of bright pink post-it notes...if I notice changes in Jubilee I will tag it with a post-it note. • Oh the next page, Jane is just pulling her along...she looks like a stuffed animal here. Let's look at the next page.... • Hmm Ok Jane and Jubilee are sitting and holding hands...she is still looking like a stuffed animal. • Next page...Jubilee is watching Jane sketch in her book...I guess a stuffed animal could be sitting on the floor. • Look here – Jubilee is looking in the chicken coop...her head is turned...stuffed animals can't do that – I am going to put a post-it note on this page... • She is sitting in the straw – her head is turned again and her smile has changed ...stuffed animals can't do that – another sticky note...Look...Jubilee is copying Jane in this picture...they are both laying on their backs...so thinking back on the statement..."a stuffed toy" ...I have to say she is changing...another post-it note...let's turn the page again... • She can't be a stuffed animal in this picture...how could she be holding on her back?...post-it note...now she is sitting in a tree – a stuffed animal would fall off the branch...post-it note...look at this page...Jubilee is swinging on a vine...stuffed animals can't do that...another post-it note. • So the author has Jubilee changethe stuffed animal turns into a real chimpanzee...she almost turns into a friend for Jane... |
| <p>3) Ask yourself, "Why did the author have the character change?"</p> | <ul style="list-style-type: none"> • So why did the author have the "stuffed toy" become alive and be a friend for Jane... • Let's keep looking at the pages....Jane is putting Jubilee to bed...good night Jubilee...turn the page...good night Jane...turn the page...oh my...Jane is all grown up, she is no longer in her bed...She is in a tent...but where is Jubilee??...I am going to turn the page...maybe I will find Jubilee...look Jane is with Jubilee...but Jubilee is REAL – she is alive...a real Chimpanzee. I am putting a big pink post-it note here...she has become alive in this picture....So now I understand...Jane loved Jubilee so much that she grew up to live with "real chimpanzees" and take care of them just like she took care of Jubilee..... |
| <p>4) Record the answer to the question.</p> | <ul style="list-style-type: none"> • I am going to write my answer to the question...I have 7 post-it notes in the book marking that Jubilee changed. • So I am going to write...Jubilee was a stuffed toy but in Jane's eyes she became alive...then she grew up and took care of a "real Jubilee" |

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)

Objective: In this lesson you will learn how to observe changes in characters by noticing details in illustrations.

1. Find the illustrations of the character.
2. Ask yourself, "How do the details in the illustrations change?"
3. Ask yourself, "Why did the author have the character change?"
4. Record the answer to the question.

Question 4

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| Question #4 | The author included 2 pages of sketches featuring animals and nature in the book. What does this tell you about Jane? | |
| Standard(s) covered: | 1. RL.7 Use Illustrations and details in a story to describe its characters, setting, or events. | |
| | Example response that meets standard | Look-fors |
| | <p>Student response: <i>"The author wants us to understand that Jane really cared about animals and nature, she observed nature, she read about animals and nature, studied, and then sketched what she learned and observed."</i></p> | <ul style="list-style-type: none"> Students understand the author's message of wanting the reader to see the passion Jane had for learning about animals and nature. |
| 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 illustrations support meaning by noticing specific images." | |
| Prior knowledge to review | K. RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. | |
| Steps to achieve objective | Think aloud for direct instruction | |
| 1) Find the pages of the text that the question refers to. | <ul style="list-style-type: none"> First I need to find the pages to answer the question. Here is it page 10. Wow - there are two pages of sketches. I was so busy reading the story of Jane and Jubilee I didn't stop to read these pages...let's look closer at them. | |

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| <p>2) Ask yourself, "How do the illustrations help me answer the question?"</p> | <ul style="list-style-type: none"> • Let's go back and see what is before these two pages. I am going to turn back a page. • Yes, there is Jane and Jubilee together...what is she doing? • Oh look she is sitting at a table reading...oh no let's look closer. She has a pencil in her hand...no it is not a pencil...I see paints and an ink well. My mother used an ink well when she was a student. Years ago they did not have pens and pencils. My Mom had to put the brush into the well to get ink to do her writing...Jane is sketching...what is she sketching? • Look there is a shell and a starfish...leaf and pinecone. Could she be sketching those items? • I am going to reread the text ..."Jane learned all that she could about the animals and plants she studied in her back yard and read about in books" • So I see...let's turn the page and look at the sketches again...they must be Jane's sketches. The author showed me a picture of her sketching so I understood that they were hers... Wow she was a good artist for a young girl. Let's look closer at the sketches. She used a lot of detail...look at the feathers...the hair on the chimpanzee head. I am going to look closely now and study all the sketches.... • Wow these two pages are full of detailed drawing and labeled....she took a lot of time on her sketches.... • So I need to ask myself again...Why did the author add these two pages? • I can see now what he did...Let's turn back the page again. I have read this page in our past reading and did not look closely enough at what Jane's was doing... I thought she was reading a book... BUT when I turned the page and saw the sketches...it made me go back and reread the text BEFORE the sketches...the author wanted to show me (the reader) how important it was for Jane to collect...observe nature. It was so important she sketched nature and read about it...it was her passion. Passion is when you have a very strong feeling about something and Jane had a very strong feeling about nature...the text and sketches show that. |
| <p>3) Record the answer to the question.</p> | <ul style="list-style-type: none"> • So now I can answer the question – I am going to write on chart paper the question and answer. • First the question - Why did the author add 2 pages of sketches in the book? • Then the answer – The author wanted the reader (us) to understand that Jane's passion was observing, reading and learning about nature. |

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)

Objective:

“In this lesson you will learn how illustrations support meaning by analyzing specific images”

1. Find the pages of the text that refers to the question.
2. Ask yourself, “How do the illustrations help me answer the question?”
3. Record the answer to the question.

Question 5

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| Question #5 | The author said, “She would lay her cheek against its trunk and seem to feel the sap flowing beneath the bark.” <ul style="list-style-type: none"> Why did the author follow that sentence with Jane feeling her own heart “beating...beating...beating?” | |
| Standard(s) covered: | 1. RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | |
| | Example response that meets standard | Look-fors |
| | Student respond: <i>“She could feel the “heart” of the tree and her own heart beating...they are connected”</i> <i>“Jane loved nature so much that nature and her were “one”</i> | <ul style="list-style-type: none"> Students understand Jane’s connection to her favorite tree, Beech. Jane feels so connected to nature that she can feel their “heart beat.” That connection led her to pursue her dream. |
| What’s Next? | | |
| Objective | “In this lesson you will learn how to discover the central message of the book by looking closely at the text and illustrations.” | |
| Prior knowledge to review | K.RL.2 With prompting and support, retell familiar stories, including key details. | |
| Steps to achieve objective | Think aloud for direct instruction | |
| 1) Locate the sentences in the text to answer the question. | <ul style="list-style-type: none"> Let’s read that question again...The author said, “She would lay her cheek against its trunk and seem to feel the sap flowing beneath the bark.” I remember reading that sentence...I think Jane was climbing the tree....let’s find the page. Here it is...yes Jane is climbing the tree and let’s reread the sentence. | |

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| <p>2) Ask yourself, Why did the author write this sentence?"</p> | <ul style="list-style-type: none"> • Ok – the question is why did the author write this sentence? Let's reread the whole page.....Jane often climbed her favorite tree, which she named Beech....She would lay her cheek against its trunk and seem to feel the sap flowing beneath the bark. • First what is sap?? Oh I remember when we learned about sap in spring...one of the signs that winter was ending was that sap was collected from the trees to make syrup. • Hmm...Jane named the tree...the tree must be special to Jane...the text also says she often climbed her favorite tree...so yes the tree is important to Jane. • So why did the author write this sentence?...I think I am going to turn back a page and read that page...The author wrote, " It was a magical world full of joy and wonder, and Jane felt very much a part of it".....OK so the author told us Jane felt part of the world ...sort of connected...let's look at the illustrations now....looking at the picture, Jane looks like she is hugging the tree, that shows me she cares deeply for the tree. • The text says she would lay her cheek against the tree...the picture shows that too. When someone is special to me, I would hug them and lay my cheek against them...WOW Jane's really loves this tree...I bet she can almost feel the sap flowing.... • So the text stated that Jane felt part of nature and the picture shows that too... Jane is so close and connected to the tree that she can feel it's sap flowing. |
| <p>3) Ask yourself, "Why did the author add the next sentence?"</p> | <ul style="list-style-type: none"> • Now I have to answer the next question...why did the author follow the next sentence with Jane feeling her own heart beating? • Let's go back and read all three pages together.... • Hmm...I am going to look at the illustrations again...Jane has her hand on her heart...she is feeling it – beating – beating – beating...now I am going to go back and look at the picture of her hugging the tree...The text says she seemed to feel the sap flowing...the text also said she felt very much a part of nature.... • I get it! The sap flowing is the tree's heart beating...just likes Jane's own heart...they are both alive...Jane and the tree are almost connected. • Jane is so connected to nature that this passion for animals and nature led her to follow her dream. • And we know her dream came true....we see it on the last page of the book. |
| <p>4) Record the answer to the question.</p> | <ul style="list-style-type: none"> • So now I have the answer to the question. • I am going to write....Jane felt so connected to nature, that she could feel nature's heartbeat. Jane and nature were "one." That connection led her to pursue her dream and that dream came true! |

Extension and practice

- Create a web graphic organizer with a center circle and six outer circles. Write in the center circle - Jane is connected to nature because....
- Have students complete.

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 discover the central message of the book by looking closely at the text and illustrations."

1. Locate the sentences in the text to answer the question.
2. Ask yourself, "Why did the author write this sentence?"
3. Ask yourself, "Why did the author add the next sentence?"
4. Record the answer to the question.

Grandpa's Green By Lane Smith

- Great follow up lesson on looking at illustrations for deeper understanding of the author's message