

“More Is Less ... Or Is It?” and the Common Core Standards for Reading: Literature

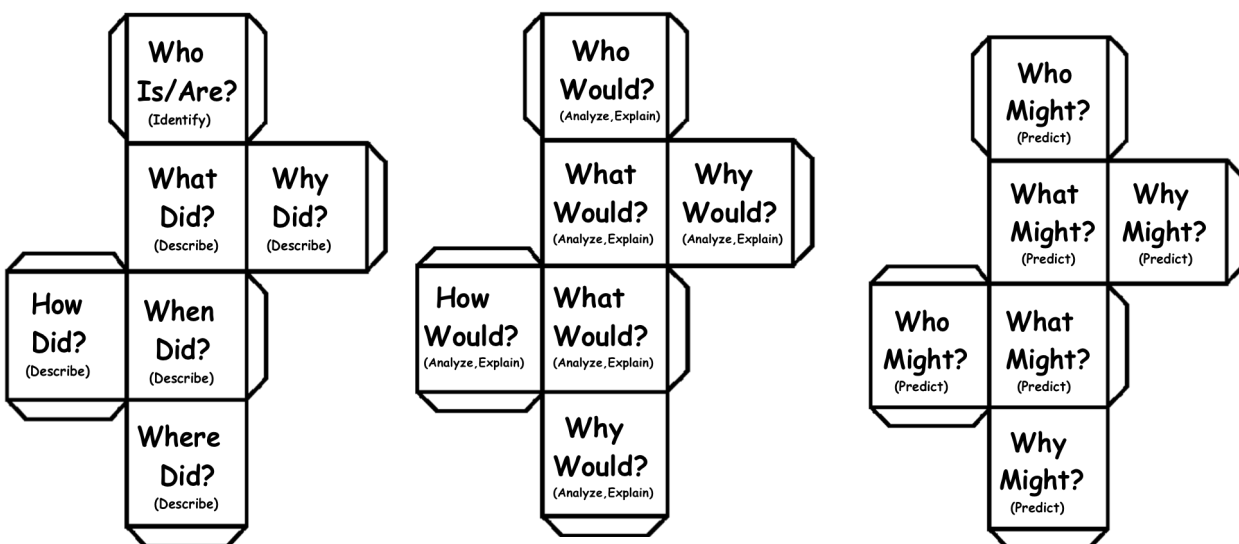
Third Grade

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

(Create Question Cubes for student groups or pairs---Moving towards Higher Level Thinking)



CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events).

Craft and Structure:

CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

(Using the chart below, students go back to the text and reference the literal phrase in the left-hand column. They sketch the literal meaning in the first box. Next, they write what the author meant in a sentence in the middle box. In the box on the right, they draw or write about a time when this phrase connected to their life experiences.)

Literal Meaning (What the words might actually look like.)	Nonliteral Meaning (What the author really meant)	Text to Self-Connection (A time this happened to you)
P. 2: "eyes glued to the screen"		
P. 8: "sucked into my black hole"		
P. 44: "eating through mountains of cereal"		

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Print the Storyboard below on sheets of 12 x 18 paper. Have the students respond with sketches to changes in Tommy, the main character, as he moves through the chapters.)

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Storyboard for--- <i>More Is Less ... Or Is It?</i>		
1. The Bus Ride	2. The Announcement	3. The Talk
4. The Cereal Aisle	5. The Plan	6. More Is Less
7. Hope, Or Less	8. The Reward	9. Where Do Bullies Come From?
10. Where Do Heroes Come From?	11. A Friend	12. The Secret Prize

CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

(Using Norma Gentner's copyrighted script based on the events in Chapter 1 of her book, choose different students to play Bradley Bratstone, Tommy Small, Joey, Sam or the Bus Driver, then reverse roles. Have name cards with yarn around each so they can trade places and experience another character's point of view.)

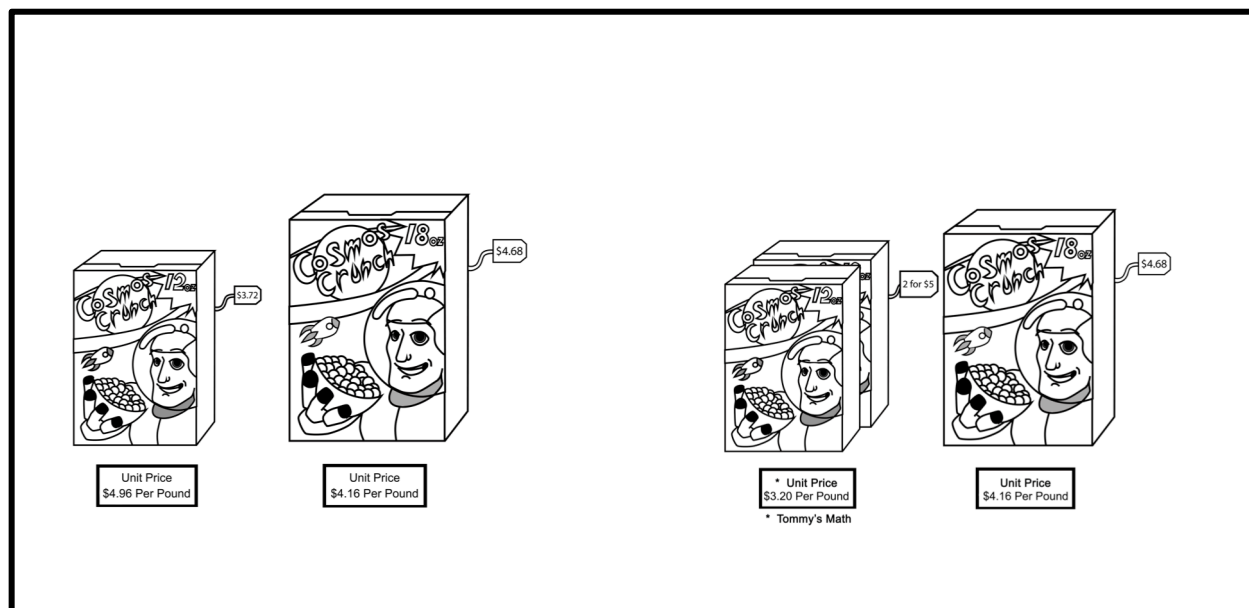


Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

(Compare the Unit Price Label amount of the “smaller” 12 oz. box at the beginning to the UPL amount when they’re on sale. Does Tommy get “more for less” when they’re on sale?)



Who
Is/Are?
(Identify)

What
Did?
(Describe)

Why
Did?
(Describe)

How
Did?
(Describe)

When
Did?
(Describe)

Where
Did?
(Describe)

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**Who
Would?**
(Analyze, Explain)

**What
Would?**
(Analyze, Explain)

**Why
Would?**
(Analyze, Explain)

**How
Would?**
(Analyze, Explain)

**What
Would?**
(Analyze, Explain)

**Why
Would?**
(Analyze, Explain)

**Who
Might?**
(Predict)

**What
Might?**
(Predict)

**Why
Might?**
(Predict)

**Who
Might?**
(Predict)

**What
Might?**
(Predict)

**Why
Might?**
(Predict)

Literal Meaning

(What the words might actually look like.)

Nonliteral Meaning

(What the author really meant)

Text to Self-Connection

(A time this happened to you)

P. 2: *"eyes glued to the screen"*

P. 8: *"sucked into my black hole"*

P. 44: *"eating through mountains of cereal"*

Storyboard for--- More Is Less ... Or Is It?

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1. The Bus Ride

2. The Announcement

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Tommy

Brad

Joey

Sam

Bus Driver

Mom