

Literature Guide

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Summary:

Lilly is a young, female mouse who portrays similar qualities to most young girls attending elementary school. She adores her teacher and loves going to school. Lilly describes her teacher, Mr. Slinger, as a modern teacher who is not old-fashioned, and he inspires her to want to become a teacher.

One day, Lilly brings a new purse, quarters, and sunglasses to school. She is so excited with these new items that she wants to share them with the whole class. This sharing becomes a distraction to the rest of the class during Mr. Slinger's lessons. He eventually takes the purse, quarters and sunglasses away. He explains to Lilly that she will get her items back at the end of the day. Lilly becomes very mad at Mr. Slinger.

Lilly draws a mean picture of Mr. Slinger and places it in his bag. When she receives her purse back, at the end of the day, she discovers a note and treats from Mr. Slinger. Lilly immediately feels bad about the picture that she placed in his bag. She rushes to tell her parents the whole story. Lilly punishes herself by sitting in the uncooperative chair. She then creates a new picture with an apology letter.

Lilly returns to school with a new letter and treats for Mr. Slinger. He accepts her treats with apology. During share time that day, Lilly is allowed to share her purse, quarters and sunglasses with the class. The story ends happily with Lilly being inspired again to be a teacher.

Rationale:

This book is filled with a variety of literary concepts which are all interwoven into a story that children can relate to. Lilly's experiences mimic the daily life of young students. These connections will enable the students to comprehend the story with ease. The lessons and activities that follow are intended for students within the second grade.

There are many directions in which this book could take the class. Key lessons could easily focus on schema - specifically text-to-self connections, vocabulary, inferring, retelling, and summarizing. This is the type of book that could be read multiple times to students, and with each reading, new discoveries, concepts, and ideas will appear.

Lilly's Purple Plastic Purse tackles common social issues that young elementary children face each day. It brings feelings of anger and shame to the forefront, opening the door for discussion without ridicule. According to Chip Wood in his book Yardsticks, children in second grade (ages 7 -8) don't like taking risks or making mistakes. This book clearly demonstrates that we all can make mistakes, but we can also fix some with an apology. This is a lesson worth teaching multiple times to all students. Woods also informs us that children within this age range appreciate personal relationships with their teacher. These children also begin to be very interested in stories of fairness and justice. This book captures all of these elements, making it a highly engaging book for second grade students.

Overall, this little book packs a big punch. The obvious potential is for literacy and social lessons but there are numerous extension activities that could lead the class into the subjects areas of math and art too. The book can be utilized for whole-group activities, small group work, and independent reading. It is an excellent book to add to any kindergarten through second grade classroom library.

Initiating Activity:

The key items within the book will be introduced prior to the book introduction. The teacher will display a purple, plastic purse with 3 shiny quarters and glittery, movie-star sunglasses. The items can be passed around for closer observation. The teacher will begin by asking the following question, pausing after each question to allow for students responses.

- ☒ What are these items that I have passed around?
- ☒ How would you describe them?
- ☒ Why do you think I would be sharing these with you today?
- ☒ What would you think if I told you that these items cause a huge problem for one girl?
- ☒ Do you have ideas about what that problem may have been?

Once the children have had time for open discussion about the proposed questions above, introduce the book by reading it aloud to the students. At the end of the first reading, provide ‘treats’ such as those that Mr. Slinger provided to his students within the story.

By introducing the book as noted above we are creating direct, tangible connections for the students to gain interest and engagement. They can see, taste and feel the items within the book. Additionally, by allowing this hands-on experience we are drawing on senses that would not ordinarily be utilized while reading a book (sense of touch and taste). This introduction will increase the overall effectiveness of the upcoming lessons.

Reading Comprehension

Research indicates that proficient readers often utilize specific comprehension strategies to create meaning and understanding when they read. These strategies can be taught to create more successful, proficient readers. Debbie Miller (2002) outlines these comprehension strategies as:

- ☒ Using prior knowledge (schema)
- ☒ Creating mental images

- ☒ Inferring
- ☒ Asking questions
- ☒ Determining the most important ideas and themes
- ☒ Synthesizing

The lessons that follow are only a couple of examples of lessons that focus on these reading comprehension strategies. The first lesson was created to be used as the first in our sequence. We will be working with children to identify important details and information within the story. Creating a summary of our reading is a quick, effective way to check our understanding before we delve further into other lessons. The skill of effectively summarizing will also continue to be utilized with other comprehension strategies such as synthesizing.

The second lesson does not have to follow the first lesson. It can be added at any point as the teacher feels appropriate. This lesson is two-fold. We teach the students the importance of mental imagery while also working on adjectives can make our mental images more vivid. “When readers create mental images, they engage with the text in ways that make it personal and memorable to them alone.” (Miller, 2002, p.77)

Mini-Lesson #1	Summarizing
Objective	Create a story summary from beginning to end with important details, setting and characters

<p>Standards</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>Materials</p>	<p><u>Lilly's Purple Plastic Purse</u>, photocopied pages of the book (1 set), worksheet (appendix)</p>

Steps

1. The teacher will begin by establishing the lesson as follows:
“Today we are going to summarize the story of Lilly’s Purple Plastic Purse. A summary is different than retelling a story because we don’t describe every detail only the important ones. We tell just enough information so our audience understands the story. This would include key details about how the story begins, what happens in the middle and how the story ends. We could also describe the setting, the main characters.”
1. Display the photocopied pages of the book in random order.
2. Ask the students to assist you by identifying the beginning, middle and end of the story. As they are sharing important details of the pages move them to the proper order. Discard pages that don’t possess important details (this is a good visual for students).
3. Review completed page order with established summary. Leave these pages on display for students to refer back to during the activity.
4. Instruct students to work in assigned pairs with each student completing the worksheet provided (appendix). The worksheet uses a two-column note format to summarize the story, identify main characters and setting.
5. Collect the worksheet from each student upon completion.
6. Reflect on the process with students

<p>Assessment</p>	<p>Formative assessment – observation during whole group and partner work; review of completed worksheet.</p> <p>Possible assessment questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can the student identify characters within the story? <input type="checkbox"/> Can the student identify the setting? <input type="checkbox"/> Is the student able to organize the story from beginning to end? <input type="checkbox"/> Does the student include too many unnecessary details that are not needed for summarizing the story? <input type="checkbox"/> Does the student capture most of the important details?
<p>Other Considerations</p>	<p>It is suggested that the teacher assign working partners. Students at a higher reading level can be paired with a student at a lower level to form a productive and beneficial pairing for both students.</p>
<p>Mini-Lesson #2</p>	<p>Mental Images</p>
<p>Objective</p>	<p>To introduce children to the concept of creating mental images while exploring adjectives.</p>
<p>Standards</p>	<p>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>Materials</p>	<p><u>Lilly’s Purple Plastic Purse</u>, game board (appendix), dice, game markers, paper and pencils</p>

<p>Steps</p>	<ol style="list-style-type: none"> 1. Ask student, “What would you think if we changed the title of this book (show book) to just, <u>Lilly’s Purse</u>?” 2. Allow children to answer probing further as necessary. 3. Teacher: “If I changed the title it would not create such a clear mental picture. It would also not be as interesting. Let’s review more describing words that help build a picture in our head.” 4. Review the book calling out the pointy pencils, squeaky chalk, shiny hallways, etc.” 5. Read these sentences without the adjectives and ask students, “Which sentence do you like better? The one with the describing word(s) or without? Why?” 6. Allow children to respond 7. Teacher: “Describing words such as these are used to give us more details about nouns. They are called adjectives. Can you share some adjectives that you may use to describe a dog?” 8. Allow students to provide some ideas 9. Repeat 6-7 with other nouns such as house, car, mouse, playground and sister. 10. Separate students into small groups to play adjective game (appendix). 11. Return to the whole group; reflect on words that were used by requesting students to give specific examples from there games. Write these adjective examples on chart paper for future use on the word wall.
<p>Assessment</p>	<p>Formative assessment: observation of students while playing the game and during reflection.</p>
<p>Other Consideration</p>	<p>Optional Extension: You may also have students pick their favorite example from the game (#11) to draw a picture of what they see for their mental image.</p>

Critical Thinking – Focusing Questions:

- ☒ What are some things in the book that remind you of your own life?
- ☒ How do you think Lilly felt when she couldn't share her purse, quarters or sunglasses? What makes you think that?
- ☒ Why does Lilly want to be a teacher? How do you know?
- ☒ What are some reasons that you think Lilly sat in the uncooperative chair?
- ☒ Why does the author use only the word "wow" in three different places within the book?
- ☒ Do you think Mr. Slinger was mad at Lilly? How do you know?
- ☒ Have you ever felt awful or bad because of something that you did? Why?

Possible Extension Activities/Lessons:

Write an opinion paragraph	Do you think that it was fair for Mr. Slinger to take away Lilly's purse? Explain your thinking. Have students draft, edit, revise and share their opinions.
Text-to-self connections	Have children use a two column note format to describe what was in the text and what that reminded them of.
Inference lesson	Make purple purses filling them with various items and have students guess what is in each using clues. Explain how this is similar to what we do when reading to determine vocabulary or ideas that the author hasn't told us about.

Problem/Solution or Cause/Effect	Have students work in small groups or pairs to discuss and document the problem developed within the book and how it was solved. Also, encourage them to think of alternate endings for the story.
Write a story	Have each student create a story about something they did to another person that they felt bad about after.
Counting Money	Count Lilly's 3 quarters; have students determine other coin combinations that equal the same amount
Art	Create glittery, movie star sunglasses or a purse
Dance session	Interpretive dance like Lilly's class

References:

Henkes, Kevin (1996). Lilly's Purple Plastic Purse. New York, NY: Scholastic Inc.

Miller, Debbie (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Portland, ME: Stenhouse Publishers.

Wood, Chip (2007). Yardsticks: Children in the Classroom Ages 4 – 14 (3rd ed.). Turners Falls, MA: NEFC.

Common Core State Standards. Retrieved May 7, 2013, from the Common Core State Standard Initiative Website <http://www.corestandards.org>.

Appendix:

Two Column Notes – Summary	
Main Characters (Who?)	
Setting (When? Where?)	
Beginning	
Middle	
End	

Adjective Game

Materials: board, dice, markers, adjective cards

Teacher Instruction:

- ☒ Determine number of games needed. For each game:
 - o Print out word cards on heavy card stock (you may want to laminate these)
 - o Print game board on heavy card stock (you may want to laminate these too)
 - o Dice – 1 for each game
 - o Markers – to mark place for each player (can use bingo chips, buttons, Unifix cubes, etc.)

Game Directions:

1. Roll the die
2. Select a card containing a noun
3. Come up with 3 adjectives that could describe the noun (other players can assist if needed)
4. Return card to the bottom of the pile
5. Move the number of spaces rolled
6. Next players repeat steps 1-5 until one player reaches the end of the board.

cat	school
flower	mother

rock	water
book	bus
store	bird
dog	snail
spider	pizza
boy	shoe
pillow	clown
eyes	chair
nose	flag
pencil	desk