Unit 1/Week 2

Title: The Day Eddie Met the Author

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.9, WL.3.2, WL.3.5, L.3.1, L.3.2, L.3.3, L.3.4a

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Ordinary people are able to fulfill their dreams, but sometimes they need a little encouragement to realize their potential.

Synopsis

The students at Riverside Elementary School are excited about a visit from a real author. The class has been reading books by the author to get ready for her visit. No one was as excited as Eddie. Eddie has a very important question to ask the author (i.e., How do you write books that have parts meant for me?). He writes the question on a bright yellow piece of paper, and his teacher, Mrs. Morrow, encourages him to keep hold on that question. Eddie’s confidence level was high and he could hardly wait to hear the answer to his question. The author answers a myriad of questions after her talk, but she never calls on Eddie. As the children were walking back to class, Eddie is pleasantly surprised when the author puts her hand on his shoulder and tells him she knew he had an important question to ask because she saw him waving the bright yellow piece of paper in the air. After speaking with the author and getting his question answered, Eddie gets the extra boost he needs to believe he can be a real writer, too.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| The author states that October 10th was going to be a great day for Eddie and his class at Riverside Elementary School. Based on the text, why was October 10th going to be a great day? | It was going to be great day because Eddie and his classmates will actually meet the real live person/author who wrote the books they had been reading. |
| Mrs. Morrow says, “We are all authors with important stores inside us.”W What does Mrs. Morrow mean by this? How does this make Eddie feel? What does the author do to let you know this? | Mrs. Morrow means that all of the students have ideas for stories. They are all capable of writing those ideas out in the form of stories and becoming authors themselves. They just have to realize their abilities and the power of their ideas. Eddie is worried that he will never be a real author. The author of the story lets you know this when she writes that Eddie chewed on his pencil and thought hard. |
| Eddie thinks to himself, “How could *his* stories ever be like a real author’s.” The author emphasizes the word *his* by using italics. Why does she do this? | The author does this to bring your attention to the word *his* to show that Eddie considers himself an ordinary person who is less than a “real” author who has actually published books. Teacher should read sentence orally and model emphasizing the word *his.* |
| After reading all ten of the author’s books, what question does Eddie come up with? In your own words, write two sentences about what Eddie’s question means. | Eddie wanted to know how the author writes books that have parts meant just for him (and all of his classmates, as well.) |
| How does the text support that Eddie thinks his question is extremely important? | The text says that he wrote his question on a bright yellow piece of paper while it also shows that everyone else was using white paper. It also shows Eddie writing his question, while there isn’t any writing on any of his classmates’ paper. |
| The text says, “Eddie checked out the author from head to foot.” What did Eddie discover about “real” authors? | Eddie discovered they did not look differently from everyone else. They were just ordinary people like a teacher or a mom. |
| The author said, “You’ve all had your noses in my books.” What does she mean by this? | The phrase means the students have been reading many of her books. |
| What does the author say during the assembly that lets Eddie know he can become a writer? | She says that the best way to become a writer is to become a reader and Eddie knows he is an avid reader.  The teacher should call attention to the use of italics. |
| A simile is a comparison of two things using the words *like* or *as*. Example: She felt *as cold as ice*. Can you find a simile? What two things are being compared? | The simile “fast as lightning.” Comparing how quickly Eddie raised his hand to a bolt of lightning. |
| Why is Eddie’s box the only box with no words? | There were no words because Eddie did not get to ask his question. |
| After the assembly was over, why did the author choose the word “slowly” in describing the way Eddie put the bright yellow paper into his pocket? | The word *slowly* helps to show Eddie is disappointed he was not able to ask his important question. Slowly is also the opposite of “fast as lightning”, which was how quickly Eddie put up his hand when he wanted to ask his question. |
| Based on the text, how did the author know Eddie had an important question? | When she came up to Eddie as he was returning to class, she told him she remembered him waving the bright yellow piece of paper so she knew his question must be important. |
| When the guest author approached Eddie, Mrs. Morrow *shushed* everyone. What does shushed mean? | Mrs. Morrow *shushed* the children to get them quite. She may have put her finger to her lips and made the *shhh...* sound. Teacher should point out the use of *that* in italics. |
| Again, a simile is a phrase that describes something by comparing it to something else using the word *like* or *as*. Identify the two similes and explain in your own words what each one means. | 1. Her smile was like a big warm hug: When the author smiled at Eddie it made him feel important and that she really cared for him.  2. Eddie felt as tall as a grown up: Eddie felt special and more important than the other children. |
| What was the author’s answer to Eddie’s important question? | The author told Eddie to write about parts of himself and other readers would have some of those parts, too. |
| What does the author mean when she says, “parts of yourself?” How is this similar to what Mrs. Morrow said in the beginning of the story? | She means to write from your heart and your life experiences. If you write from your heart and your own experiences, then you will be using those ideas and important stories that Mrs. Morrow said each student had inside of them. |
| How do we know that Eddie listened to the author’s answer? | Eddie began a new story by giving it the title, “The Day I Met the Author.” This lets us know that Eddie was writing from his own life and heart, and that was what the author told him to do. |

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Simile | Flow  Microphone  Patchwork, squirmed  Autograph  Plenty  Dismiss |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Shushed | Cursive, assembly  Illustrations  Zoomed, proud  Crowded |

Vocabulary

Culminating Task

Ordinary people are able to fulfill their dreams, but sometimes they need a little encouragement to realize their potential.

* Re-Read, Think, Discuss, Write

*Eddie’s dream was to become a writer but he didn’t think his stories would ever be like a “real” author. Using the text and class discussion, what events gave the Eddie the encouragement he needed to believe that an ordinary boy could become a real author? Be sure to support your answer by citing at least three events from the text.*

1. Eddie checked out the author from head to toe and realized she was an ordinary person.

2. Eddie knew to become a good writer you had to become a good reader and he was a good reader.

3. In order for readers to relate to your writings, you need to write from **your heart/life experiences or things that have actually happened to you.**

Additional Tasks

* Compare and contrast Eddie’s question to the other children’s questions.

Answer: A proficient answer should show a clear understanding that Eddie’s question was so important to him because he wanted to become a writer. Eddie’s question required the author to stop and think about her answer before answering his question. The other children’s questions merely asked trivial facts like “how old are you”, etc.

Note to Teacher

* This story provides the opportunity to discuss similes. There are multiple examples in the text that are worth pointing out to students.