Title/Author: *Amazing Grace* by Mary Hoffman

Suggested Time to Spend: 7 Days (Recommendation: at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.3; L.1.1, L.1.2

Lesson Objective:

The students will be able to use the text, *Amazing Grace*, as a read aloud and use literacy skills (reading, writing, speaking and listening) to gather evidence and details to understand the central message of the text.

Teacher Instructions:

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

What makes Grace so amazing? One key takeaway is that Grace is amazing because of her determination and that she never gives up.

Synopsis

In the story, Grace wants to try out for the lead role of Peter Pan. Classmates discourage Grace by saying that Peter Pan was not a girl and was not black. After encouragement and support from her family, Grace learns that she can be anything she wants to be. The text showcases Grace’s willpower and her determination to “never giving up”, and Grace finds herself obtaining her goal to become Peter Pan.

1. Go to the last page of the lesson and review “What makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.   |  | | --- | |  | | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. |
| **SECOND READING:**  Before reading again, remind students of any difficult vocabulary that was addressed in the first reading. As the teacher reads the story again, stop briefly to ask questions to address the basic meaning of the story (see questions below). As needed, model going back into the text to find supporting evidence for answers to the questions.  During reading, stop three to five times to model your thinking. Your think-alouds should be brief so as not to interrupt the flow of the story.  After the read-aloud have students do a turn and talk with their neighbor focusing on one or two the focus questions below.  DAILY FOCUS QUESTIONS:   1. What would Grace do after hearing or reading a story? 2. Why did Raj say Grace couldn’t play Peter Pan? 3. Why did Natalie say that Grace couldn’t play Peter Pan? 4. What did the teacher do to solve the problem? 5. Where did Nana and Grace go on Saturday? 6. Who was voted to play Peter Pan? | Here is an idea for a think-aloud*:*  The text says, "After she had heard them, and sometimes while they were still going on, Grace would act them out." *Teacher think-aloud*: "It really seems like Grace is creative since she can act out stories. I wonder what else she will be creative with in this story.”  Sample answers to focus questions:   1. She would pretend to be that character. 2. She could not be Peter Pan because she was a girl. 3. She could not be Peter Pan because she was black. 4. The teacher held auditions to choose who was best for each part. 5. They went to the ballet to see Rosalie Wilkins in Romeo and Juliet. 6. Grace was cast as Peter Pan. Everyone voted for Grace. |
| **THIRD READING:**  Whole class responds to the focus questions for the day.  DAILY FOCUS QUESTION:  What do we know about each of the characters that Grace acts out?  Why did the author show Grace acting as the characters Joan of Arc and Anansi the Spider?  Note to Teacher: *Students will need to review the proper nouns and receive background knowledge about the historical characters and how they helped to develop Grace as a character*  (Older editions of this book include a reference and illustration of Grace dressed as Hiawatha. Later editions have this removed due to concerns from indigenous peoples. If you are using the older edition, it would be good to point out that the image bothered some in that it used the headdress which is sacred to Native Americans and promoted a stereotype.)  Have students concentrate on development of the central message: determination can get you what you want. DO NOT TELL THE STUDENTS WHAT THE CENTRAL MESSAGE IS.  Use the graphic organizer to complete the third & fourth character analysis of **MA** and **NANA** to support the focus question for the day. As the students fill in the character traits of Ma and NANA, discuss their answers and refer back to the second focus question of the day. | See sample completed chart for responses.  Sample Answer to Focus Question:  All of the characters that the author mentioned in the story have similar characteristics of being brave and determined, which Grace exemplified by the end of the story.  \*\*\*A Blank Copy and a Sample template are included at the end of this document. |
| **FOURTH AND BEYOND:**  Allow students to review the book and pull character traits from the story to describe Grace and complete the final parts of the graphic organizer.  Possibly have students work in groups with specific parts of the text to prepare for them to come together to complete the graphic organizer and then answer the writing prompt.  DAILY FOCUS QUESTION:  Why did Nana bring Grace to see Rosalie Wilkins as Juliet in the ballet *Romeo and Juliet*? | See sample completed chart for responses.  Sample Answer:  Nana wanted to show Grace a successful, black performer who worked her way to the top from her hometown of Trinidad. |

FINAL DAY WITH THE BOOK - Culminating Task

What makes Grace so amazing? Write a paragraph answering the question and pulling evidence from your readings to support your answer. Your answer may also include supporting illustrations.

Sample Response:

Grace is so amazing because she uses her imagination to play and to work towards things she wants, like being Peter Pan in the play. Grace pretends to be different characters like Joan of Arc, Anansi the Spider and a pirate, which can help her to act well in her audition for Peter Pan. Even though Raj said that she could not be Peter Pan because she was a girl and Natalie said she could not be Peter Pan because she was black, she still wanted to play the part. Her Nana helped her to see that she could do what she wanted by using the ballerina in Romeo and Juliet as a role model for Grace.

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Memory (page 1)– the ability to remember something; an experience, person, or thing one remembers  Exciting (page 1) – interesting  Fortune (page 9) – treasure  Adventure (page 9) – a trip or activity that is dangerous or exciting  Sparkle (page 16) – to shine  Audition (page 20) – tryout | Wicked (page 3) – evil in actions or ideas  Imagine (page 19) – made up or make believe  Stun (page 17) – to shock or amaze  Fantastic (page 20) – excellent; wonderful  Success (page 23) – a good result or “win” from doing something well  Amaze (page 23) – to surprise very much  Explore (page 4) – search or travel  Kingdom (page 4) – area of land ruled by king or queen  Companion (page 9) – buddy |

Extension learning activities for this book and other useful resources

* You Tube has a copy of *Amazing Grace* being read aloud <https://video.search.yahoo.com/video/play;_ylt=AwrTcdpjPtpUHCIAw7UnnIlQ;_ylu=X3oDMTB0ZWVkYm84BHNlYwNzYwRjb2xvA2dxMQR2dGlkA1lIUzAwMl8x?p=Amazing+Grace+by+Mary+Hoffman&tnr=21&vid=D7A1028986E40C4D3169D7A1028986E40C4D3169&l=427&turl=http%3A%2F%2Fts4.mm.bing.net%2Fth%3Fid%3DUN.608055635994739319%26pid%3D15.1&sigi=11r9nvbj8&rurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DfWzIfz5SKZQ&sigr=11bfiidgb&tt=b&tit=Amazing+Grace&sigt=10dtsuq19&back=https%3A%2F%2Fsearch.yahoo.com%2Fyhs%2Fsearch%3Fp%3DAmazing%2BGrace%2Bby%2BMary%2BHoffman%26ei%3DUTF-8%26hsimp%3Dyhs-001%26hspart%3Dmozilla&sigb=13916tcat&hspart=mozilla&hsimp=yhs-001>
* Pair text with *When Marian Sang*by Pam Munoz Ryan; Have students compare the main characters from each story for similar character traits.

Have students research and then dress up to represent the characters mentioned during the third reading. Have them talk about who they are and what made them important in the story.  *This activity is particularly supportive of English Language Learners.*

Note to Teacher

Materials you will need:

* 1 copy of *Amazing Grace*
* Graphic organizer for each child
* For extension and paired text lessons only: 1 copy of *When Marian Sang*

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

Lexile: 680

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The story has an overall message of determination through hard work and perseverance.

A fictional text written as a narrative in third person about a girl, Grace, with a creative imagination who sets a goal to be Peter Pan in a school play.

Language is pretty clear and straight forward to understand.

In order to gain the full meaning of the text, students will need to know who certain characters are in the story…Joan of Arc, Anansi the Spider, Hiawatha, Mowgli, etc.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Students might struggle with having background knowledge of some characters that Grace pretends to be; therefore, the teacher may need to provide additional supports for students if they are not able to pull from the illustrations’ support regarding these characters.

How will this text help my students build knowledge about the world?

Learning about different types of people in history and how the attribute of determination sometimes gets you what you want.

1. **Grade level**

What grade does this book best belong in? Grade 1

**Amazing Grace (Blank Copy)  
Mary Hoffman, Caroline Binch**

**Based on your reading so far, what can you infer about these characters?**

|  |  |  |
| --- | --- | --- |
|  | **Describe the character traits…** | **What told you so?**  **Use the book to support your answer. Refer to illustrations in book for details.** |
| **Third Reading**  **Joan of Arc** |  |  |
| **Third Reading**  **Anansi the Spider** |  |  |
| **Third Reading**  **Ma** |  |  |
| **Third Reading**  **Nana** |  |  |
| **Fourth Reading**  **Grace** |  |  |

**Amazing Grace (w/ SAMPLE ANSWERS)  
Mary Hoffman, Caroline Binch**

|  |  |  |
| --- | --- | --- |
| **Based on your reading so far, what can you infer about these characters?** | **Describe the character traits…** | **What told you so?**  **Use the book to support your answer. Refer to illustrations in book for details.** |
| **Third Reading**  **Joan of Arc** | **Brave**  **Confident**  **Female**  **Strong** | **Going into battle**  **Leading the troops**  **Ready and eager for battle** |
| **Third Reading**  **Anansi the Spider** | **Tricky/sneaky**  **Determined** | **Wove a wicked web**  **Eyes look wicked**  **Has a mission** |
| **Third Reading**  **Ma** | **Kind**  **Encouraging**  **Kind-hearted and caring** | **She plays with Grace and tries to cheer her up.**  **She tells Grace she can do it.**  **She asks Grace what’s the matter. She tells her she can be Peter Pan if she wants to.** |
| **Third Reading**  **Nana** | **Loving/caring**  **Inspiring** | **“If Grace put her mind to it, she can do anything she want.**”  **Takes Grace to ballet to show her the New Juliet** |
| **Fourth Reading**  **Grace** | **Imaginative**  **Creative**  **Talented**  **Determined** | **Acts out characters**  **Loves stories and plays dress up to act out the characters**  **Never gives up, even when others tell her things can’t be that way** |

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