



How Can What We Learned Today, Change the World Tomorrow?

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This curriculum unit is recommended for:
3rd Grade Literacy

Keywords: “The Miraculous Journey of Edward Tulane,” dynamic character, change, growth, emotions, fiction, nonfiction, close reading, real-world problems

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Reading a variety of genres is a way for students to express their interests and feelings about a particular subject. “By studying different kinds of literary texts, or genres, children learn to appreciate the language and devices authors use in creating them.”¹ Students find reading more enjoyable if they are able to relate to the characters in the story. This curriculum unit will focus on a closer analysis of a fictional text, read in tandem with nonfiction pieces to offer students a deeper understanding of our world and the problems human face. To begin, the students will read the story, “The Lion King,” which is a familiar tale for them. As a class, we will create a circle map of the main character, Simba’s, characteristics in the beginning of the story. I will be the one completing the first circle map, where I will model cognitive and high order thinking skills required to complete this activity. Then, the students will complete a circle map at the end of the story identifying Simba’s characteristics at the end of the story. This will serve as a pre-assessment activity.

The school for which I have designed this unit is a dual language academy, where a great deal of emphasis is focused on higher level thinking and rigor. The model circle map will be used as a basis for this unit. I will also use the circle map as a solution station for the students to refer to throughout the remainder of this unit and the school year. If you are looking for interactive reading analysis lessons across a variety of genres, then this curriculum unit will be very helpful to you!

I plan to teach this unit during the coming year in to 19 students in 3rd Grade/Literacy.

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How Can What We Learned Today, Change the World Tomorrow?

Kayla D'Allura

Introduction

Have you ever read a story and completely understood how the character was feeling? Has a character in a story you were reading ever been faced with a problem and you wish you could help them? Have you ever finished a story and wished it could continue because it felt like the character was your best friend? Thankfully, I have experienced this last sensation numerous times because of the wonderful English teachers I have encountered throughout my education.

I was taught, throughout many school years, the way to relate to characters in the story is to understand what they are going through. Then, I was taught how to identify and relate to characters by looking at their character traits and determining the mood and tone of the text. I was always given an opportunity to explore a wide variety of genres and resources. I believe that because of this education; I am now a better reader and a person in this world.

I have written this unit for third grade students at the beginning of the school year. This unit introduces students to a character who goes through a variety of real-world events that causes him to grow and change. This unit will take approximately four weeks (twenty lessons) depending on your students' reading and critical thinking abilities. Students may need to re-read and close read certain chapters until they grasp what the author is trying to portray. I have included a detailed outline of the unit, including a timeline and lesson plans in the Classroom Activities section of this curriculum unit. This unit has students learning through many hands-on activities, whole group introductory activities, small group activities and one-on-one conferences during the Reader's Workshop time.

Background

I am a third grade teacher at Collinswood Language Academy in Charlotte, North Carolina. I currently have twenty-four students in my class. Of those twenty-four students, seven students were classified as Limited English Proficient (LEP) and four students were classified as exceptional children (EC). Five students leave my classroom during Reader's Workshop to receive additional support from the Exceptional Children (EC) teacher and the English as a Second Language (ESL) teacher. I will have a total of nineteen students left in the classroom after the EC and ESL students leave to receive services.

Collinswood Language Academy is a dual language school where the students learn in both English and Spanish each day. I teach Literacy and Science in English, and then my students go to my Spanish partner teacher to learn Mathematics and Social Studies in Spanish during the other half of the day. This past school year (2013-2014) Collinswood was named the number one elementary school in America by the Magnet Schools of America in Hartford, Connecticut. Collinswood Language Academy educates approximately 770 students in grades Kindergarten to 8th grade. The demographics of the school indicate that our population is approximately 58% Hispanic, 23% White, 16% African American, 2% two or more races, and 1% Asian.

Our population is so unique because every student in our school is bilingual in at least Spanish and English. One of the biggest challenges I face as a third grade teacher at Collinswood Language Academy is the fact that my students speak two languages on a daily basis, which means that I do not see my students for a full day. Half of the day my students receive instruction in Spanish; therefore, I have limited time with these students.

Rationale

I am the type of teacher who aims to guide my students to realize their greatness. I provide my students with guidelines and tips and have them experiment and do the learning on their own. By doing this, I also encourage my students to engage in discussions and share their ideas with their peers. "Language is a child's most powerful learning too. Within all of the instructional contexts that are part of a comprehensive language and literacy curriculum, learning is mediated by oral language."² Students remember concepts and make a better connection when they are the ones who figured something out for themselves. Exploration is a key ingredient in teaching. Allowing children to read multiple genres and topics is crucial to helping a student fall in love with reading. As stated by Fountas and Pinnell, "The books in the collection must cover a wide range of topics that mesh with young children's life experiences and interests."¹

My main reason for writing this unit is the theme this year at Collinswood Language Academy: "Saving the world, one child at a time." Many of my students have experienced difficulties and problems in their own lives. I want to open up the world of literacy to them to show them how they can change the world, even if it is just by changing the life of one person. Many of my students were not born here in America and have families who live all around the world. I want my students to be globally aware of issues that arise around the world and the ways in which they can make an impact. I believe that if I teach my students how to become knowledgeable about global issues, this knowledge will have a profound impact on their lives and the lives of others.

Content Objectives

Purpose

The purpose of this unit is to increase my students' awareness of global issues and how literacy can help them make an impact in this world. Students experience different things in this day and age compared to when we were growing up. As quoted by Thompkins, "The children of the 21st century will face many challenges that will require them to use reading and writing in different forms."³ I hope to have my students reading a fictional story that includes real world problems. Then, I will have my students read nonfiction articles based on those problems.

I want my students to realize the importance in being knowledgeable about problems that occur globally. Once they understand the importance of having this knowledge, they will want to help and be the change that they want to see in this world.

Unit Objectives

This unit is designed to meet multiple third grade language, reading, writing, speaking, and listening standards. I have broken the unit into three parts: how characters change throughout a text, relating fiction to non-fiction, and recognizing how one person can have a global impact.

The first part, how characters change throughout a text, introduces the students to how characters can grow and learn from their mistakes. My goal with part one is for students to be able to identify specific character traits in the beginning of a story and notice how a character changes throughout the story. Once students understand what a dynamic character is, they will be able to relate these characters to their own lives and the world in which we live.

Part two of the unit involves the students relating fictional stories to non-fiction. I will close read a fictional story as a Close Shared Reading each day and identify the problems in that story that can and do arise in our world. Then, the students will be reading non-fiction articles about the problems they have encountered in the texts. The goal of part two is to have students both identifying real world problems in a fictional setting and close reading to learn about those problems in our world.

The goal of part three of the unit is to have students recognize how they can change the world. Now that the students have seen the fictional character change by living through real-world problems, the students will create ways to help our world. Civic engagement is a crucial skill for young adults to learn. According to the article, "Habits from Home, Lessons from School: Influences on Youth Civic Engagement," the authors explain that "Scholars were guided by their belief in the primacy principle – the notion that the lessons of early childhood shape the attitudes and behavior of individuals as they age (Searing et al. 1973)."⁶ Teaching the students humane instincts will help them today and in the future as citizens.

My ultimate goal is for students to realize how much the main character has changed and become a better figure. In turn, and through close reading, the students will focus on one problem that our world is facing. They will choose the problem about which they would like to learn more. The students will then gather resources to learn about this problem. Afterwards, students will work together to close read and discover ways that they can help resolve this problem or help people who are dealing with this issue at hand.

Teaching Strategies

Shared Reading

During shared reading, I will close read to focus on a dynamic character throughout the text. I will address how the character is changing throughout the story. Also, I will discuss the problems that the character is facing. I will point out how these problems can relate to problems in our world today.

After I have finished reading a chapter to the class, I like to go back and discuss parts of the chapter and look at places where the character has changed, given the situations he has encountered. In the beginning of the year, I am asking questions like “What is the problem the main character is facing?” or “What is the setting of the book?” As I ask questions about the book, I am also reviewing real-world issues. Students will begin to notice how the character is changing and growing throughout the story. If students are paying attention to the dynamic characters in the story, you will see a positive change in their assessment of real-world problems.

Modeling for Students

During modeling, the teacher writes the answers in front of the students but the students do not write during this activity. Modeling draws students’ attention to the correct ways to solve problems and answer questions. “For too long, we have been telling kids what do rather than showing them how. Now the way we deliver effective instruction always involves modeling and/or guided practice in one form or another.”⁴

Many teachers model work for their students to show their expectations and guide their students on the right track. One thing to remember when modeling for your students is to give your students ownership of their work. Do not let them copy exactly what you have written. Instead, allow them to use your model as a guide, rather than as an answer sheet.

Another advantage of modeling in your classroom is that the models will become an excellent tool during your Writer’s Workshop as well. Teachers can laminate what they have modeled for their students to use as a Writing Solution Station. Students can view

how the teacher has correctly used punctuation, sentence structure, and grammar. Students will become confident writers because the sentences will be predictable and because they helped create them.

Anchor Charts

Instructors should organize and clearly display anchor charts so that all students can refer to them. They should display significant concepts and/or steps to being a good reader and problem solver. For instance, during a mini-lesson, my students and I make an anchor chart displaying a dynamic character. This anchor chart presents the key words and/or pictures of the changes through that the character goes. I then hang this chart in the Reading Solution Station for students to refer to when they begin identifying dynamic characters.

In third grade classrooms; anchor charts are essential to creating rigor and relevance for the students. Because my classroom has a large population of LEP students, anchor charts are a way for me to display new themes and vocabulary that most of my students have not heard before. On my anchor charts, there are always words along with pictures to assist my students in referencing the words.

Thinking Maps

In third grade, the students use various types of graphic organizers to organize their thoughts. The type of graphic organizer students will use on a given day depends on what task they will be completing. For example, if a student wants to compare two things he/she would use a Venn diagram to map out the differences and similarities of those two things. Now if a student needs to explain all of the information he/she knows on one topic (for example, cats), then the student would use a concept map to sort out all the facts they know about cats.

During our reader's workshop time, I may also have the students create a circle map about their character. A circle map helps the students identify the character traits for a specific character. For example, if a student is reading about Simba in "The Lion King," he/she can use a circle map to identify Simba's character traits in the beginning of the story. Then when the time comes, the student can use another circle map to identify Simba's character traits at the end of the story. Finally, he/she can visibly see the changes through which the character has developed.

Technology

Technology is a wonderful and interactive tool for students of all ages. Students should be engaged in their learning as much as possible, and technology can make that happen. Many schools around the country are fortunate enough to have smartboards in their

classrooms. A smartboard is an interactive white board that can connect to a computer, VCR, DVD player, document camera (lady bug), iPad, etc. On the smartboard you can display documents, videos, games, activities for students, and much more. An instructor controls the smartboard with his or her finger or with a colored, digital pen that comes with the smartboard. I am fortunate enough to have a smartboard in my classroom.

The smartboard is used as an alternative to the chart paper. I do use the smartboard to have students complete interactive activities, solve problems, fill in charts, and much more. The smartboard allows the students to become engaged and involved in their learning.

In my classroom there is also a class set of chrome books, which gives the students the opportunity to research information and have the Internet at their fingertips. I also have at least five iPads in my room at all times. These portable types of technology give students the access to resources anytime and anywhere.

Conferencing

During the independent reading time, a teacher can pull a small group of students to a table to address the one reading strategy on which they all need to work. I also complete one-on-one conferences. My preference is conferring with students on a one-on-one basis because this allows me to ensure that each student receives the instruction they need; at the appropriate learning level. A teacher should be conferring with all of his or her students at least once a week. The lower-level readers may need to confer with the teacher multiple times a week so that the instructor can reinforce the skills being taught.

As teachers confer with their students, they will need to keep records of the reading conferences they perform. I recommend that teachers carry a binder with a schedule so they can record with whom they need to meet that day and what skills they have addressed with that student. If you have a schedule and notebook with what you have completed with each student, then you can keep track of the progress each student is making. Conferring also allows the students to have some personal and individual time with their teacher. It gives the students the opportunity to share their work and their ideas with their teacher as they typically would not be able to during whole group instruction.

Classroom Activities

Lesson One: Dynamic Character Introduction

On the first day of the unit I will have the whole class come and sit on the carpet. I will inform the students that we will be starting a new unit where we will grow as readers and as human beings. I will conduct a Read Aloud of the story, "The Lion King." Before I

begin the story, I will ask the students to focus on the character traits of the main character, Simba.

While reading the story, I will stop to reflect on specific parts. For example, I will stop when Simba's father passes away and say, "I can only imagine how Simba is feeling during this terrible time. This is a big moment that is going to change Simba's life forever." At this point, I will pause the read aloud and create a circle map of Simba's character traits. I will assign the students turn and talk partners to discuss Simba's character traits in the beginning of the story. These partners will remain the same throughout the entirety of this unit. After the students have shared with their partners, I will state, "As I walked around the carpet, I heard many wonderful characteristics. I heard one student share a character trait that I was very impressed by. The character trait was, 'vibrant and energetic.' Wasn't that a wonderful characteristic? I really liked how this student described Simba. Great Job!" I will finish the story and have the class go back to their seats to complete their own circle map of Simba's character traits at the end of the story to practice what we have learned.

Lesson Two: "The Miraculous Journey of Edward Tulane" by Kate DiCamillo

I will introduce the story, "The Miraculous Journey of Edward Tulane" by Kate DiCamillo. I will provide the students with a brief synopsis of the story. I will identify the main character in this story as a China Rabbit named Edward Tulane. I will explain to the students that throughout the story, we will be following Edward through many journeys and observing how he changes during each adventure.

During this first day, I will begin by reading the first chapter of "The Miraculous Journey of Edward Tulane" to the students. I will point out the various characteristics that I notice in Edward and complete a circle map on the smartboard. We will continue to work on this circle map throughout the duration of this unit.

Now, all students will practice what they have learned about character traits and practice during their independent reading time in their own leveled books. During this time, I will confer with students and discuss the characteristics of the protagonists in their independent books. I will be recording what I discuss with each student in my conferring binder to ensure that I meet with each of the students throughout each week.

Lesson Three: The First Problem

The students will receive their Activity Booklet⁵ today. During the Read Aloud today, the students will close read Chapter Four and focus on Abilene's grandmother, Pellegrina. Pellegrina is the only person who does not condescend (talk down) to Edward. During their turn and talk time, the students will answer questions such as:

- What kind of person is Abilene Tulane?
- What does it mean to have a condescending manner?
- Have you ever experienced an adult or person older than you who condescended to you?
- How did you handle the situation?

The students will then stage interviews with their peers where they become the characters. They can create two or three questions that they wish they could ask the characters. The partners will practice their interviews with one person asking the questions and the other answering the questions, and then they will switch places. From their close reading on Chapter Four, they will use specific areas from the text to enhance their interview questions.

Lesson Four: Lost at Sea

I will continue my read aloud of “The Miraculous Journey of Edward Tulane.” During today’s read aloud, I will close read (pages 53-55) the problem Edward faces – being lost at sea. The first journey that Edward goes on is a sea excursion with his owner, Abilene. During this sea excursion, Edward falls off the boat, which is the first major problem that Edward encounters during his story.

Being lost at sea is a real world problem that many people in our world have had to face. The students will independently read, “Jean-François de Galoup, Comte de La Pérouse: French Explorer,” to understand what it is like to be lost at sea. They will close read this section to zone in on the emotions that are occurring in this article. At this point, the students will join their “turn and talk” partner to write a letter. They can decide to write a letter to someone lost at sea or write to the family members who are missing the person that is lost at sea.

Lesson Five: The Life of a Fisherman

By this point, I will be on Chapter 8 in which Edward is found by a poor fisherman who takes Edward home to his wife. His wife thinks that Edward is a girl and renames him “Susanna.” The fisherman and his wife are very poor, but are good-hearted people who take good care of Edward. The students will close read (pages 61-73) to identify how the author shows us that Nellie and Lawrence are poor since it is not directly stated in the book.

Since being poor is a very common problem around the world, I believe that my students need to become aware of this issue. Therefore, my students will use chrome books to research statistics about the global poverty. The students will work with their ‘Turn and Talk’ partners. Each group will focus on a different country around the world.

Lesson Six: It Could Always Be Worse

Now that Edward has found Lawrence and Nellie, he is realizing how wonderful his life is as compared to the time he spent living on the ocean floor. I will model close reading on page 70 to show the students how the author uses specific language to help us as the audience, feel the emotion that Edward is feeling. This episode allows the students realize that their life could away be worse even if they don't like what is currently happening.

The students will create a Venn diagram to compare and contrast Edward's life now with Nellie and Lawrence to when he was on the bottom of the ocean floor. They will focus on Edward's change in attitude, emotions, and characteristics.

Lesson Seven: The Dump

In the story, Nellie and Lawrence's daughter, Lolly, does not like Edward; therefore, Lolly threw him away and Edward has ended up at the dump. However, the author does not directly state that Lolly does not like Edward. They students will work with their Turn and Talk partners to close read and find the passages where the author infers that Lolly dislikes Edward. Next, the students will be reading non-fiction articles discussing landfills and dumps here in North Carolina. In teams of five or six, students will research ways to reduce the amount of garbage in landfills, the long-term effects of landfills and dumps, and why we need to reduce landfills. Each team is given the question they are going to research and report back to the class.

Lesson Eight: The Hobo

By chapter twelve, Edward has been living at the dump for six months, until a dog named; Lucy finds him. Lucy brings Edward to her owner, Bull, who is a homeless man. Most third graders do not know what it means to be homeless. If they are familiar with this term, they do not understand why or how people become homeless.

Each team will focus on a different continent to learn about homelessness in that area of the world. After the students have worked in teams to research this information using iPads and chrome books, they will present what they have found to their classmates.

Lesson Nine: Always on the move

In the story, Edward is constantly moving with Bull and Lucy. Since the students are learning about homelessness, they will spend time researching how homeless families have a difficult time staying in one location for a long period of time.

The students will begin their research on ways that we can help homeless families. They will focus on different locations throughout the world where homelessness is a major issue and discover how they can help make a difference.

Lesson Ten: Outlaws

Edward's name and outfit has been changed once more to fit his look as an "outlaw" with Bull and Lucy. Students will learn about a popular outlaw from Missouri, Jessie James. Jessie James was an outlaw who became a legend.

The students will create two circle maps comparing Edward to Jessie James. What characteristics do Edward and Jessie James share? Do they have different character traits? The students will use their chrome books to research Jessie James and close read the article "Birthplace of a Legend" to learn more about where Jessie came from and how he became an outlaw.

Lesson Eleven: Wanting to Give Up

Edward Tulane is very depressed and unhappy in this part of the story. He has been abandoned by many people and wants to give up on life. The students will close read pages 110-111 to identify how we know that Edward has a negative outlook on life. One historical figure with whom the students are familiar is Rosa Parks. She is a woman who could have easily given up, but she chose instead to persevere.

The students will read the article, "A Hero's Legacy," which explains Rosa Parks' life and how she changed the world. Once the students read the article, we will have a class debate. I will separate the students into two sides (pro-segregation and anti-segregation). This will allow me to see if the students have learned the facts about Rosa Park and recognize the importance in persevering and never giving up.

Lesson Twelve: Tuberculosis

Edward finds himself in another home with a little boy, his sister, and their father. The little girl, Sarah Ruth, is dying of an illness that Kate DiCamillo does not identify. The students will use the information in the story (pages 130-136) by close reading to identify the illness. Given the information from the text, the illness sounds most like tuberculosis. Since tuberculosis was such a common disease that killed thousands, I want the students to become informed about this topic.

The students will read an article called, "The Killer Germ" to learn more about tuberculosis. Then, the students will research more about this disease with their partners on chrome books. With partners, the students will:

- learn facts about the disease,
- learn who the disease affected,
- learn when this disease was most infectious,
- and learn if this disease could return one day.

Lesson Thirteen: The Bully

Sarah Ruth and Bryce's father acts like bully. He treats them poorly and is not nice to them. The students will close read pages 139-140 with their partner to understand why it better when Sarah Ruth and Bryce's father is not home. Today, the students will be learning more about bullies. Bullying is a familiar topic for the students because they discuss it in class, throughout the school, in the community, and at home.

The students read a play entitled; "Balloon Bully." While they read, they will take notes and remember times when they were bullied or times when they saw someone being bullied. The students will work in groups of three to act out the play and complete the discussion questions.

Lesson Fourteen: Loss

This part of the story is typically the most difficult for students to read and to understand properly. At this part of the story, Sarah Ruth loses her battle with tuberculosis. The students will close read chapter twenty to understand why and how Bryce and Edward have a difficult time dealing with this loss.

The students will read an article called, "A Complete Stranger." In this article, the students will learn about how to deal with the loss of a loved one. Once they finish reading the article, the students will work in pairs to brainstorm ways to help Bryce and Edward.

Lesson Fifteen: Run Away Home

Bryce decides to run away from home after Sarah Ruth dies. Edward is with Bryce and is on the move again. Many students have thought about running away, have run away, or know someone who has run away from home.

The students will close read a nonfiction article called, "No Place to Go." In this article, the author explains the reasons why children run away, what can happen if they run away, and why they should chose an alternative to running away. The students will research these different topics and report back to the class.

Lesson Sixteen: Alone

Edward is now living in the doll shop owned by Lucius Clarke. Even though there are many other dolls around him, the students will close read pages 188-191 to understand how Edward is feeling alone. As third graders, my students have experienced the feeling of being surrounded by people, but feeling alone at the same time.

With their partners, the students will explore the differences between being alone and being lonely. They will be able to use this information in their lives to help them feel comfortable and loved even when they are alone.

Lesson Seventeen: A Long Life

Edward has had the pleasure of meeting a doll who will change his life. This doll has been around for over one hundred years and has been through numerous experiences. Close reading pages 197-203 will allow the students to see how she teaches Edward about hope and courage.

The students will choose one person from the list of centenarians to learn more about his or her life. Each person will choose a figure they would like to research and focus will on the following questions:

- How old was this centenarian?
- Where did this person live?
- What did this person do for a living?
- What did this person do that was influential?

Lesson Eighteen: Found

Once Edward takes the old doll's advice and has a more positive attitude, his life finally turns around. One day, a little girl comes to the store with her mother. By close reading pages 207-210, the students will realize that the mother ends up being Abilene. Edward is finally home.

The students will read the article, "Children at the Border." This article explains how many children have to cross the border themselves at a very young age to be with their parents in America. In the article, the students will learn how children cross from Mexico to America. The students will use chrome books to learn how children come to America from other countries.

Lesson Nineteen: Service Projects

Now that the novel has ended, the students will look back at the journeys that we have taken with Edward. After looking at the journeys, the students will choose the journey that personally influenced them the most.

Once the students have chosen the part that they find most influential, they will begin researching the ways that we can help people around the world who are facing this particular struggle. The students will be given a week to research ways in which they can make a difference in even one person's life.

Lesson Twenty: Service Project Presentations

Now that the students have had time to research and find ways that we can help people who are struggling around the world, they will present their findings to the class. The students will conduct these service projects and try to make a difference in someone's life. As a group, we will close read the short story by Loren Eiseley, "The Starfish Story," to understand that helping people may not save the world, but can still change the life of one person at a time.

Appendix 1: Implementing Teaching Standards

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. The students will be focusing a great deal of time on the character, Edward Tulane. They will be observing his character traits, his feelings, and explaining why he is a dynamic character using evidence from the text.

Literacy.RI.3.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. The students will spend a great deal of their time using chromebooks, iPads, and computers to research information on topics that are related to what they are reading.

Literacy.RI.3.9 – Compare and contrast the most important points and key details presented in two texts on the same topic. The students will be reading "The Miraculous Journey of Edward Tulane" as well as multiple non-fiction articles from the journeys that the main character goes through. Since they will be reading multiple genres, they will need to focus on important details to compare and contrast the fiction and non-fiction texts.

Literacy.SL.3.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. The students will be working with partners and in groups in order to complete tasks and activities associated with their reading and finding for that day.

List of Materials

The students will need the following materials to complete this unit:

DiCamillo, Kate, and Bagram Ibatoulline. *The miraculous journey of Edward Tulane*. Cambridge, Mass.: Candlewick Press, 2006.

This is the main focus of our unit. Each student will have a copy of this book to follow the main character, Edward Tulane, on all of his journeys. These journeys cause Edward to change and grow as a character throughout the story.

[Activities Booklet](#)⁵

This booklet contains all of the activities that the students will be completing throughout the course of this unit. The activities are separated in the booklet according to the different lesson that is being taught.

Technology

The students will use a wide variety of technology throughout the duration of this unit. The students will use chromebooks, iPads, and computers to complete multiple activities.

Multiple Non-fiction Articles (see [Reading List](#) below)

The students will be reading many non-fiction articles during this unit that parallel and correlate with our fiction text.

Reading List for Students

The students will read the following throughout this unit:

"Children at the Border." *Junior Scholastic*, December 8, 2003.

This article describes how children enter into America from Mexico. The writing style allows the children to understand the emotions and feeling of the children as they cross the border into America.

DiCamillo, Kate, and Bagram Ibatoulline. *The miraculous journey of Edward Tulane*. Cambridge, Mass.: Candlewick Press, 2006.

This is the main focus of our unit. Each student will have a copy of this book to follow the main character, Edward Tulane, on all of his journeys. These journeys cause Edward to change and grow as a character throughout the story.

Eiseley, Loren. "The Starfish Story." Accessed November 17, 2014.

[http://www.esc16.net/users/0020/FACES/Starfish Story.pdf](http://www.esc16.net/users/0020/FACES/Starfish%20Story.pdf).

This is a beautiful short story about a man that throws starfish back into the ocean to save their life. Even though he cannot save all of the starfish, what is doing makes a difference to the ones he can.

Gray, Madison. "A Hero's Legacy." *Scholastic News* 74, no. 9 (2005): 4,5.

This article is about Rosa Parks and why she is considered a hero. The author, Madison Gray, does a wonderful job using "kid-friendly" terms to describe segregation and its influence on the people in America during that time.

Inglis, Robin. *The lost voyage of Laperouse*. Vancouver, B.C.: Vancouver Maritime Museum, 1986.

This nonfiction article explains how the explorer from France, Jean-François de Galoup, became lost at sea. The author does a wonderful job describing the emotions and feels that this explorer and his family must have while he is lost at sea.

"Jesse James (1847 - 1882)." Jesse James.

<http://shs.umsystem.edu/historicmissourians/name/j/jamesj/> (accessed October 22, 2014).

This article about Jesse James depicts the life of Jesse James and how and why he became an outlaw.

Mehta, Julie. "No Place to go." *Current Health*, October 1, 2008.

The author of this article explains the repercussions of children that run away from home. This article, which was written for children, describes the other choices that children could make and why they should make a different choice instead of running away.

Parlak, Duygu. "A Complete Stranger." *Skipping Stones*, Mar. - Apr. 2009.

This nonfiction article was written about a child that needs to go through the emotions of losing someone they love. The author uses character traits to describe the emotions that the child is feeling.

Schonberger, Jane. *The Lion king*. Burbank, Calif.: Walt Disney Records, 1994.

This story follows the life of Simba and shows how he is a dynamic character. He goes through many struggles in his life that change him as a character, similar to the way Edward Tulane changes.

Stone, Kevin. "Balloon Bully." *Plays - The Drama Magazine for Young People.*, October 2011.

This is a play about a student that is being bullied. K. Stone does a wonderful job writing a short play that students can read and understand the impact of bullying.

"The Killer Germ." *Current Health*, November 1, 2005.

This article explains about tuberculosis in the 1900's. This article explains how tuberculosis was identified and the repercussions of this deadly illness.

"WakeGOV." Recycling. <http://www.wakegov.com/recycling/recycle/> (accessed October 22, 2014).

This website shows the necessity for recycling here in North Carolina. The website uses visuals to show landfills and how harmful they are to our planet.

Bibliography for Teachers

D'Allura, Kayla. "Edward Tulane." The Miraculous Journey of Edward Tulane. September 12, 2014. Accessed November 13, 2014. <http://www.edwardtulane-collinswood.weebly.com>.

I created this website as a resource for parents, students, and teacher that would like further information and access to this unit. On this website I have included the activity booklet and smartboard slides that are necessary for this unit.

Fountas, Irene C., and Gay Su. Pinnell. "Creating a Text Gradient." In *Guided reading: good first teaching for all children*. Portsmouth, NH: Heinemann, 1996. 110-111. This is a fantastic resource for teachers to use to understand the rationale for using Guided Reading in a classroom. This resource also explains how to complete Guided Reading in a classroom setting.

Harvey, Stephanie, and Anne Goudvis. "Effective Comprehension Instruction." In *Strategies that work teaching comprehension for understanding and engagement*. 2nd ed. Portland, Me.: Stenhouse Publishers ;, 2007. 32.

This resource is very beneficial for teachers to use to understand the varying ways that students comprehend what they read. This also is used to help

Pinnell, Gay Su., and Irene C. Fountas. "Oral, Visual, and Technological Communication Continuum." In *The continuum of literacy learning, grades PreK-8: a guide to teaching*. 2nd ed. Portsmouth, NH: Heinemann, 2011. 188.

Tompkins, Gail E.. "Becoming an Effective Teacher of Reading." In *Literacy for the 21st century*. 3rd ed. Upper Saddle River, N.J.: Merrill, 2003. 3.

Notes

¹ Fountas, Irene C., and Gay Su. Pinnell. "Creating a Text Gradient." In *Guided reading: good first teaching for all children*. Portsmouth, NH: Heinemann, 1996. 110-111.

² Pinnell, Gay Su., and Irene C. Fountas. "Oral, Visual, and Technological Communication Continuum." In *The continuum of literacy learning, grades PreK-8: a guide to teaching*. 2nd ed. Portsmouth, NH: Heinemann, 2011. 188.

³ Tompkins, Gail E.. "Becoming an Effective Teacher of Reading." In *Literacy for the 21st century*. 3rd ed. Upper Saddle River, N.J.: Merrill, 2003. 3.

⁴ Harvey, Stephanie, and Anne Goudvis. "Effective Comprehension Instruction." In *Strategies that work teaching comprehension for understanding and engagement*. 2nd ed.

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⁵D'Allura, Kayla. "Edward Tulane." *The Miraculous Journey of Edward Tulane*. September 12, 2014. Accessed November 13, 2014. <http://www.edwardtulane-collinswood.weebly.com>.

⁶Andolina, Molly W., Krista Jenkins, Cliff Zukin, and Scott Keeter. "Habits from Home, Lessons from School: Influences on Youth Civic Engagement." *Political Science and Politics*, 2003, 275-80. Accessed November 17, 2014. <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=147395&fileId=S10490965>