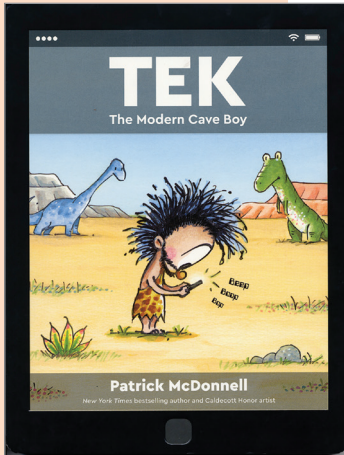


Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *The Ramped-Up Read Aloud* by Maria Walther.

[LEARN MORE](#) about this title, including Features, Table of Contents and Reviews.



Learning Targets:

- I can notice how characters change from the beginning to the end of a story.
- I can think about the differences in the way characters' think and act during a story.
- I can talk, write, or draw about how characters' change.

Notice How Characters Change

Book Title: *Tek: The Modern Cave Boy* (McDonnell, 2016)

About the Book: Much to his parents' and friends' chagrin, Tek refuses to leave his cave and all of his electronic gadgets until a volcano explodes and he is disconnected. Outside of his cave, Tek discovers friendship and "THE BIG BEAUTIFUL WORLD!"

To find a book like this one, look for the following:

- Characters who change over the course of the story
- Characters who discover that face-to-face interaction is more satisfying than face-to-screen interaction
- Illustrations that include digital elements



Comprehension Conversation:

Before Reading

Notice the Cover Illustration:

- Notice that Patrick McDonnell chose to design the front cover, spine, and part of the inside of the book to look exactly like a tablet. Why do you think he chose to do that?
- Why do you suppose Patrick McDonnell chose to name the cave boy Tek?

Set a Purpose: As we read, think, and talk about this story, pay attention to Tek's actions and feelings. See if you notice any changes in his attitude.

During Reading

- *Tek stayed alone in his cave . . .* page: Does Tek remind you of any kids you know? Why?
- *Big Poppa, the village volcano, had an idea.* page: What do you predict Big Poppa is going to do? What clues led to your prediction?
- *He was totally . . . disconnected.* page: What do you notice about these two pages? What do you think the author is showing you here? [The left page is still black like a tablet, and the right page white because he's outside.]

After Reading

- What did Tek discover after he left his cave? [He discovered creatures and the "big beautiful world. He laughed and played with his friends.] What lesson do you think he learned?
- Was Tek the same at the end of the book as he was at the beginning? What happened along the way to change the way he was feeling and acting?



Extend the Experience:

- Divide your paper in half. Draw two pictures of Tek, one showing how he spent his time at the beginning of the story and the other showing what he was doing at the end of the story. Explain to someone how he changed over the course of the story.
- Would you tell your friend to read this book? Use ideas from the book to tell why or why not.

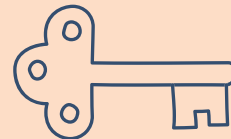
Other similar titles:

Doug Unplugged (Yaccarino, 2013)

About the Book: Before Doug’s parents leave for work, they plug him in so he can download a lot of facts. As he’s learning about the city, a pigeon outside the window catches his eye. So, Doug unplugs himself and experiences the sights and sounds of the city firsthand.

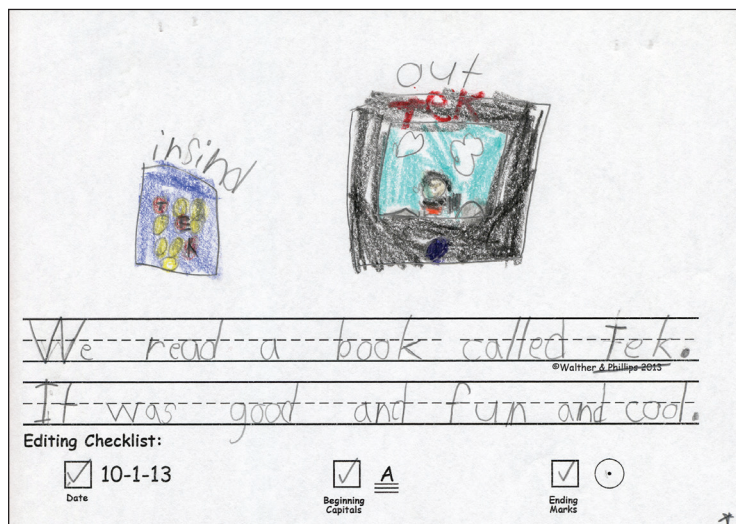
Hello! Hello! (Cordell, 2012)

About the Book: Tired of her electronic devices and of being ignored by her family, Lydia ventures outside to discover a world of wonder and adventure. In the end, she entices her family to join her.

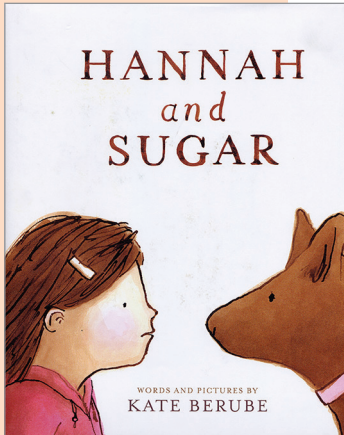


Key Vocabulary:

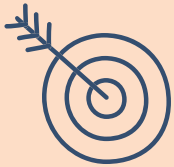
- budge
- eerie
- invent



Tek Response Work Sample

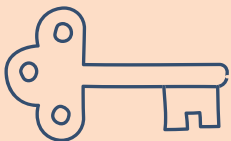


View the book trailer at resources.corwin.com/rampedup-readaloud



Learning Targets:

- I can notice how characters change from the beginning to the end of a story.
- I can think about the events that caused the change.
- I can talk, write, or draw about how characters' change.



Key Vocabulary:

- gasped
- searched
- strange

Ponder When Characters Change

Book Title: *Hannah and Sugar* (Berube, 2016)

About the Book: Every day, Hannah's papa picks her up from the bus, and her friend's dog Sugar is always waiting too. Hannah is afraid to pet Sugar. One day, Sugar is missing, and Hannah finds her in the bushes. Hannah overcomes her fear to bring Sugar safely home.

To find a book like this one, look for the following:

- Characters who change over the course of a story
- Characters who overcome fears



Comprehension Conversation:

Before Reading

Notice the Cover Illustration:

- The title of this story is *Hannah and Sugar*. So who do you think Kate Berube drew and painted on the cover?
- Look at the back cover, what do you notice? [Hannah isn't in the illustration where all the children are petting Sugar.] Hmmm! I wonder why Hannah isn't there? Talk with a friend about that.

Set a Purpose: Sometimes in stories, an event happens and characters learn new ways of thinking that cause them to change. These events are called *turning points*. As you listen to *Hannah and Sugar*, notice any turning points in the story.

During Reading

- Title page: Look at Hannah's face and body. Can you infer how Hannah feels about Sugar here?
- *Every day after school, Hannah's papa picked her up. . .* [with the changing seasons pictures] page: What do you think Kate Berube is trying to show you in these four pictures? Is Hannah's attitude toward Sugar any different? [No, her face still looks sad; she's crossing her arms across her chest.]
- *Sugar!* page: Why do you think Hannah stopped? What do you suppose was going through her mind? Let's go back in the book and reread the page that starts with "After dinner . . ." I can't wait to see what happens next. I wonder if the way Hannah feels and thinks about Sugar is going to change. Let's keep reading!

After Reading

- Did you notice if any of the characters changed? What was the *turning point* or the event in the story that helped Hannah overcome her fear of Sugar.



Extend the Experience:

- Using the *Pondering When Characters Change Reproducible Response Page* located on the companion website, draw and/or write about Hannah at the beginning of the story, the turning point, and the end of the story.
- Write about something you used to be afraid of and what happened to make you braver.

Other similar titles:

A Small Thing . . . but Big (Johnston, 2016)

About the Book: On the way to the park (look carefully at wrap-around front cover) Lizzie and her mom meet an “old man” and his dog, Cecile. Unfortunately, Lizzie is afraid of dogs. The kind man helps Lizzie overcome her fear through small steps that eventually turn into something big.

The Thing Lou Couldn’t Do (Spires, 2017)

About the Book: Lou’s friends want to play pirate ship up in a tree, but she has never climbed a tree. After making many excuses, she gives it a try. Even though she falls, she’s planning to try again. [I enjoyed the fact that once her friends realized she couldn’t climb the tree they decide to play a different game that she could join.]

Name _____

Pondering When Characters Change

Beginning	Turning Point	End

Pondering When Characters Change
Reproducible Response Page

Download this form at resources.corwin.com/rampedup-readaloud

Read These!

Books Where Characters Overcome Fears

After the Fall: How Humpty Dumpty Got Back Up Again (Santat, 2017)

About the Book: Bird-watching Humpty Dumpty’s accident “changed his life.” Even though the king’s men put him back together, he was afraid of heights and could no longer watch the birds from his wall. So, Humpty replaces his beloved birds with paper airplanes. When an airplane gets stuck on the wall, Humpty has to overcome his fear to rescue it.

The Darkest Dark (Hadfield & Fillion, 2016)

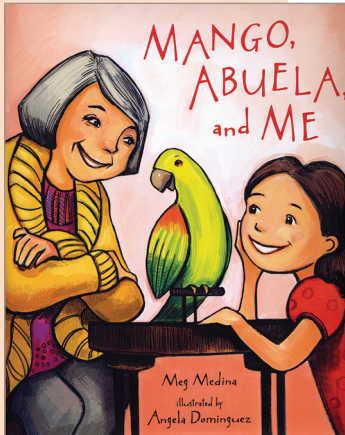
About the Book: Young Chris is afraid of the dark and having difficulty staying in his own bed. Then his parents remind him that he’ll be too tired to enjoy the *special day* tomorrow unless he falls asleep. After he sleeps and dreams of going to the moon, he and his fellow island dwellers gather to watch the first lunar landing, and he realizes the beauty of the darkness. Don’t forget to check out the author’s note at the back of the book that includes photographs of Chris throughout his life.

I Used to Be Afraid (Seeger, 2015)

About the Book: Using the see-saw structure, “I used to be afraid of _____ /but not anymore.” Laura Vaccaro Seeger explores typical childhood fears like the dark, shadows, mistakes, and change. Read this book aloud, and then invite students to write their own “I Used to Be Afraid” book.

Nope! A Tale of First Flight (Sheneman, 2017)

About the Book: In this nearly wordless book, a young bird lives with his mama in a tall, tall tree. Afraid to fly, the bird imagines all kinds of dangers below until his mother lovingly gives him the nudge he needs to fly.



Ponder How Relationships Change

Book Title: *Mango, Abuela, and Me* (Medina, 2015)

About the Book: Mia’s Abuela moves in with the family. Because Mia and Abuela speak different languages, they are having trouble communicating with each other. Mia’s wise mother reminds Mia of how her bilingual friend learned English at school. Using the strategies her teacher employed, Mia and Abuela teach each other their native language.

To find a book like this one, look for the following:

- Relationships that change over the course of the story
- Intergenerational family stories



Learning Targets:

- I can notice how the characters’ relationships change from the beginning to the end of the story.
- I can think about the events cause the change.
- I can talk, write, or draw about how the characters’ relationship changed.



View the book trailer at resources.corwin.com/rampedup-readaloud



Comprehension Conversation:

Before Reading

Notice the Cover Illustration:

- If needed, explain (or ask a child who speaks Spanish to explain) that Abuela means grandmother in Spanish.

Set a Purpose: Sometimes in stories, characters change, and this can affect their relationships with other characters. As you listen to *Mango, Abuela, and Me*, think about if any of the characters change from the beginning to the end of the story and how this change affects their relationships.

During Reading

- *!Pín pán pún!* page: Can you imagine how Mia’s Abuela is feeling? Why do you think she feels this way?
- *And her English is too poquito . . .* page: What does Mia mean when she says, “With our mouths as empty as our bread baskets?” [They don’t have the words to talk with each other.]
- *When we bring him home . . .* page: Look at Abuela’s face. What is Abuela’s reaction to getting the parrot?

After Reading

- How did Mia and her Abuela’s relationship change from the beginning to the end of the story? What important events led to that change?



Extend the Experience:

- Using the *Noticing How Relationships Change Reproducible* located on the companion website, draw and/or write about how Mia felt about Abuela at the beginning of the story [shy/unsure/can’t communicate], the important events that happened to change their relationship [learning each others’ language/getting the parrot], and how they both feel at the end of the story [like friends, talking, sharing stories.]

- If someone joins our class who speaks a language different from what you speak, what can you do to teach and learn from each other?

.....

Other similar titles:

● ***Bella's Fall Coat* (Plourde, 2016) [Intergenerational family stories]**

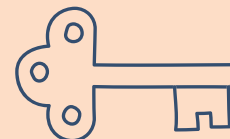
About the Book: Bella is getting too small for the coat that Grams made her, but she is also too busy playing outside in the beautiful fall day to care. Then, while *flying* with geese, her coat finally rips. As she sleeps, Grams sews her a new coat—just in time for the first snow. This book is brimming with verb pairs like “twirled and whirled” and energetic onomatopoeias as Bella runs outside to play.

● ***Drawn Together* (Lê, 2018)**

About the Book: When a young boy goes to visit his grandfather, they have difficulty communicating because they speak different languages. Just when they give up trying, they discover a new way to connect—through their shared love of drawing.

● ***In Plain Sight* (Jackson, 2016) [Intergenerational family stories]**

About the Book: Grandpa lives with Sophie and her family in a room filled with the things he loves. Each day, after school, Sophie visits her grandpa in his room. He cleverly hides an object, in plain sight, for her to find. On Sunday morning, Sophie sneaks into her grandpa's room while he's sleeping and hides herself. Your students will enjoy taking a close look at Jerry Pinkney's illustrations to find the hidden objects before Sophie does.



Key Vocabulary:

- bundle (verb) & Spanish words, as needed

Name _____

Noticing How Relationships Change

Beginning	Important Event	Important Event	End

Noticing How Relationships Change Reproducible Response Page

Download this form at resources.corwin.com/rampedup-readaloud



Learn more about the book this lesson is from: <http://bit.ly/2oH72fl>