Our Table

by Peter H. Reynolds

Violet longs for the time when her family was connected: before life, distractions, and technology pulled them all away from each other. They used to gather at the table, with food and love, to make memories, share their lives, and revel in time spent together. But now her family is drifting apart, and with nobody to gather around it, the table grows smaller and smaller. Can Violet remind her family of the warmth of time spent together, and gather around the table once more?

Create Successful Reading Habits

Research from What Works Clearinghouse suggests that students need to learn to identify and use a text's organizational structure, or plot, to understand complex text.* Focusing on a story's structural elements helps students to extract and construct meaning from a story. Plot development shapes a story, and when students can identify different story elements, they can then practice analyzing and interpreting the information for its deeper meaning. WWC recommends that teachers use comprehension strategies and a variety of graphic organizers as tools for helping students to think critically about what they read.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. https://ies.ed.gov/ncee/wwc/PracticeGuides

SCIENCE OF READING – EXPLICIT AND SYSTEMATIC INSTRUCTION

Effective reading instruction is systematic, explicit, and scaffolded; it provides multiple examples and opportunities for students to practice the skill or concept being taught.

Systematic instruction is …
- thoughtfully outlined, builds upon prior learning, and is delivered on a continuum from simple to complex skills.
- broken down into manageable step-by-step chunks that are appropriate to the instructional goals and pacing of instruction.
- a carefully planned scope and sequence of instruction.

The goal of **systematic instruction** is to ensure that whenever students are asked to learn a new skill or concept, they already possess the appropriate knowledge and understanding to efficiently learn the new skill or concept.

Explicit instruction is …
- making the skill taught obvious to the student.
- scaffolded and typically follows the "I Do, We Do, You Do" instructional routine.
- an instructional routine that gradually shifts the responsibility from the teacher to the student.

The following scaffolding should occur during explicit instruction:
1. **I Do:** The teacher explains and models the skill or concept by showing exactly how to do what was explained. The teacher should provide multiple examples and, when appropriate, nonexamples.
2. **We Do:** The teacher provides guided practice with scaffolding. The teacher monitors and scaffolds instruction by prompting and giving corrective feedback as students practice the skill or concept with the teacher or a peer.
3. **You Do:** The teacher provides independent practice. Students practice the skill or concept independently while the teacher monitors and gives feedback.

STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS

Within the Florida B.E.S.T. Standards for ELA:

- The Foundations benchmarks do not spiral in the same way as those in the other strands.
- The standards contain a Progression of Foundational Skills for print concepts, phonological awareness, phonics and word analysis, and fluency.

It is important to review the Progression of Foundational Skills to understand how the foundational standards you are teaching build upon previous standards and prepare for future standards.

Look for standards alignment in each section of this guide.

WORD WORK – MULTISYLLABIC WORDS WITH THE -ING INFLECTIONAL ENDING

Decoding and encoding multisyllabic words with inflectional endings can be tricky for students. Teachers can help students learn strategies to read and spell challenging words by analyzing their morphological structure.

When adding the -*ing* inflectional ending to a base word, there are rules that must be followed. In base words that end in a vowel-consonant *e* syllable, the *e* is dropped before adding the inflectional ending. In words with this syllable type, teachers should explicitly teach students that the vowel sound before the -*ing* inflectional ending remains long, even once the *e* is dropped.

Display the word **celebrate**. Say to students:
- This is the word *celebrate*. It has three syllables *cel - e -brate*.
- Underline the syllable *brate*. What vowel sound does the *a* make in the syllable *brate*? (long /ā/)
- The *a* in *brate* is long because the vowel is followed by a consonant (*t*) and a silent *e*.
- Now I am going to add the suffix -*ing* to the base word *celebrate* to make the word *celebrating*.

Display the word **celebrating** next to **celebrate**. Say to students:
- What do you notice when I add the -*ing* suffix to the base word *celebrate*? How does the word change? (The *e* is dropped before adding -*ing*.)
- When you add -*ing* to a base word that ends in vowel-consonant silent *e*, the *e* is dropped before adding the suffix. Even though you drop the *e* from the base word, the vowel sound in the last syllable of most words with this pattern will still be long.
- Underline the syllable *brat*. This syllable is pronounced /brāt/. Why is this syllable in *celebrating* pronounced /brāt/ instead of /brăt/? Turn and talk to a partner about your thinking. (The base word *celebrate* ends in vowel -consonant *e*, so the vowel sound stays long, even when the *e* is dropped.)
- Read the whole word, *celebrating*.

When reading the book, help students identify more multisyllabic words that follow this pattern. Remind students that most words with this pattern will keep the long vowel sound when adding -*ing*, but not all words will have the long vowel sound. Give some examples, like the word *preparing* (p. 4).

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.
c.   Decode multisyllabic words.
- Clarification 1: See Common Greek and Latin Roots 3 - 5 and Affixes

ELL and SWD suggestion:
Use a word sort to help students analyze words with the -*ing* inflectional ending. Provide students with strips of paper that contain words that drop the *e* from the base word before adding the suffix -*ing* and words that do not. Students can sort the words independently or with a partner. Remind students that most words with this pattern will keep the long vowel sound when adding -*ing,* but not all words will have the long vowel sound. Give some examples, like the word *preparing* (p. 4).

TALK ABOUT NEW AND INTERESTING WORDS

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

fondly (p. 2)   **shrunk** (p. 23)   **vanished** (p. 24)   **marvel** (p. 39)

Engaging in activities that use target vocabulary words allows students to use new words immediately and in meaningful ways, which is essential for learning. The following activity gives students the opportunity to make personal connections to new vocabulary words. This will help them understand how the words are useful to them.

Display the word **fondly** (p. 2). Say to students:
- This word is *fondly*. When someone does something *fondly*, they do it in a liking or loving way. In the story, Violet *fondly* remembers the table. She is thinking of the table in a loving way because it reminds her of all the happy memories she has of spending time with her family.
- I *fondly* remember going to the beach with my family when I was younger because we would always stop to get ice cream on the way home. (Insert a similar childhood memory.) Does that mean that I look back on the memory in a loving way or a nonloving way? (*loving*) (Ask students to turn and talk to a partner about their thinking, and share their response with a hand signal, such as a thumbs up/thumbs down.)
- Why do I look back on that memory *fondly*?

Ask students to write the target vocabulary word at the top of a piece of paper. Then prompt them to write a sentence that describes a memory they look back on fondly. Use the sentence stem:
- *I fondly remember* _____ *because* _____ .

When students have completed their sentence, instruct them to work with a partner to read their sentence, and practice orally using the target vocabulary word.

ELL and SWD suggestion:
Provide students with a picture card of a heart. Give example scenarios, and ask them to hold up their heart if it is a situation that someone would look back on *fondly*, and keep the heart in their lap if it is a situation that someone would not look back on *fondly*. The heart visual cue will help students associate the word *fondly* with the definition of doing something in a liking or loving way. Possible scenarios include:
- I went over to my friend's house yesterday and had a great time.
- My mom made me my favorite food on my birthday.
- I had an argument with my friend, and we didn't talk for two days.
- I fell on the playground last week and got a cut on my knee.

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.
- **Clarification 1: When explaining character development, students will include character traits, feelings, <u>motivations</u>, and responses to situations.**

Before:
In many of the fiction stories that you read, the characters will go through some kind of change that helps them grow or develop. This change might be in how they feel about a person or situation or how they act and behave. When a character changes over the course of a story, an event will happen to motivate or encourage that change in them. In the story you read today, you will look at how the main character, Violet, changes from the beginning to the end of the story. You will also identify what event motivates that change and how it changes her.

During:
As you read the story, use the graphic organizer below to record information about the plot, how Violet is feeling, and what event motivates Violet to change.
- When Violet fondly remembers her family's table, what is she thinking about? (p. 4 – 5)
- What do you notice about the illustrations of Violet's memories on pages 4 – 5 when compared to the illustrations of the present time on pages 6 – 7? How are they different?
- Why isn't Violet able to get the attention of her father, mother, and brother when she walks through the house? What are they doing instead? (p. 9 – 13)
  - As you discuss the events happening in the story, use the graphic organizer to record the responses in the beginning section.
- Was there ever a time that you wanted someone's attention, but they were distracted? How did it make you feel?
- What word does the author use to describe how Violet is feeling? (p. 14) (alone)
  - Pause and write this word on the graphic organizer.
- What other words describe how Violet is feeling in the beginning of the story? (hurt, upset, ignored, unhappy, lonely)
  - As students supply feeling words, write them on the graphic organizer.
- How does the table change throughout the week? (p. 18 – 24)
  - You will come back to this event later to record information on the graphic organizer. You do not need to record anything at this time.
- How does Violet find creative ways to spend time with each member of her family? (Dad, Mom, brother) (p. 28 – 33)
- What things do you like to do when you spend time with your family?
- How does building the table bring Violet and her family back together? (p. 36 – 38)
- What do you notice about the illustration on the last pages? (p. 40 – 41)
  - As you discuss the events happening in the story, use the graphic organizer to record the responses in the ending section.
- At the beginning of the story, Violet is feeling alone. What words describe how Violet is feeling at the end of the story? (happy, joyful, content)
  - As students supply feeling words, write them on the graphic organizer.

After:
- How do Violet's feelings change from the beginning to the end of the story?
- How does her relationship with her family change from the beginning to the end?
- What event happens that motivates or encourages Violet to find ways to spend time with her family? (The table vanishes.)
- How does the table vanishing motivate her to change? (She realizes that she can spend time with her family if they build a new one together.)
  - Record responses in the *motivation* section of the graphic organizer.
- Writing Activity: Using the information recorded on the graphic organizer, students will explain how Violet develops throughout the plot of the story by explaining her feelings and motivations. Encourage students to give as many details that they can from the story and graphic organizer to complete the blanks.
  - At the beginning of the story, Violet is feeling ⎯⎯⎯⎯⎯⎯⎯⎯⎯ because ⎯⎯⎯⎯⎯⎯⎯⎯⎯ . She is motivated to change when ⎯⎯⎯⎯⎯⎯⎯⎯⎯ . At the end of the story, she is feeling ⎯⎯⎯⎯⎯⎯⎯ because ⎯⎯⎯⎯⎯⎯⎯ .

ELL and SWD suggestion:
Scaffold student thinking by prefilling sections of the graphic organizer. For example, in the *beginning* section of the graphic organizer you might prefill "Violet is sitting alone at the table" to prompt students to think about what Violet is doing at the end of the story. Or in the *end* section of the graphic organizer, you might prefill "Violet is smiling and laughing" to prompt students to think about Violet's emotions at the beginning of the story.
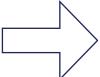
Graphic Organizer:

Character: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Beginning

What words describe how the character is feeling in the beginning of the book?

What event motivates the character to change?

End

What words describe how the character is feeling at the end of the book?