



MindWing
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Lesson Planning Notes

Introduction...

Our featured picture book focuses on the story grammar components of Character, Setting, Actions and Reactions. These components are shown at the Descriptive Sequence (Stage 1), Action Sequence (Stage 2) and Reactive Sequence (Stage 3) stages of Narrative Development respectively. The idea, of course, is to have fun with the book as a read aloud and encourage conversations.

We mapped the narrative developmental stages using the icons as shown in the Teachers' Guide. The mapping is done at all stages so you can see how to use the Braidy™ concept with the book to differentiate instruction. Begin by reading the book for enjoyment and choose one of the suggested activities. Your choice of activities will depend upon your students' narrative ability. The beauty of our approach is that you can be flexible and when you see six year olds who need intervention to target early narrative developmental stages, you can easily assist them.

The book itself is written at the Reactive Sequence (Stage 3) with one action giving rise to a reaction. This is basic "cause/effect". As discussed in the Teachers' Guide on pages 31-42 and 74-77, the narrative sequence is developmental. Thus, if a book is written at Stage 3, Stages 1 and 2 are also present.

We took the liberty of mapping the book at Stages 4 and 5 by inferring the feelings (internal responses) and plans of the farmer. In doing this we show how a complete episode can be modeled. Although the ability to infer develops over time, you may want to informally model and talk about feelings and plans using Braidy™.

Quotable Thoughts

...Evidence Based Research...

The demand for increasing literacy skills is not a demand for more people to be able to read words, but a demand for greater language skills in the service of thought. The focus of education should be on *Critical Literacy*, the literate use of language to problem solve and communicate.

Robert Calfee, Dean of the School of Education at the University of California at Riverside.

Many of Professor Calfee's articles inspired our creation of the Story Grammar Marker® and related materials.

Text Reference for the above quote:

Haynes, & Shulman, B. (1998). Communication Development: Foundations, Processes, and Clinical Applications, NY: Williams & Wilkins.

Note

You will find the Collaborative Planner for Classroom Literacy located on pages 74 and 75 as well as The Quick Reference Chart on pages 76 and 77 helpful when planning lessons with colleagues.

Let us know what you think of them.



NARRATIVE STAGE FOCUS

This book's text is mapped at narrative stages 1-5 to allow you flexibility in planning for your students.

STAGE 5

COMPLETE EPISODE

Braidy Analysis Form

BOOK TITLE GOES HERE



MAIN CHARACTER: Who is your story about?
Farmer Brown (Farm Animals; Mosquito)



SETTING: Where does your story take place?

In the farmhouse where Farmer Brown is trying to go to sleep. The animals are bedded down in the barn for the night.



INITIATING EVENT : What happened to the character to cause him/her to do something?

Farmer Brown is trying to sleep and he hears a tiny, whiny, humming sound which bothers him.



INTERNAL RESPONSE (response to the kick off): What are the character's feelings about what happened? (emotions, goals, desires, intentions or thoughts)

From the illustrations, we see that Farmer Brown is tired and annoyed.



PLAN: What does the character WANT to do? Think about the kick off and the internal response.

Farmer Brown wants to get a good night's sleep and stop the tiny, whiny, humming sound.



ATTEMPT : How does the character solve the problem?

First, Farmer Brown swatted at the wall but that didn't get rid of the sound... It roused the horse and the donkey.



ATTEMPT :

Next, he whacked at the wall with a newspaper which upset the doves and the cows.



ATTEMPT :

After that, he snapped the sheet which didn't get rid of the sound but startled the goats and the hens.



ATTEMPT :

Then, when the mosquito landed on his ear, he smacked his noggin' which woke up the cat and the dog.



ATTEMPT :



DIRECT CONSEQUENCE: What happened as a result of the action? Is there a complication in the plan?

As a result, Farmer Brown was able to go to sleep without the tiny, whiny, humming sound. The animals began to sleep, also.

RESOLUTION: How does the character feel about the consequence?

Farmer Brown looks happy and peaceful as he sleeps and so do the animals until they hear a tiny, whiny, humming sound (This is a new Initiating Event).

Feeling Words

Bothered

Annoying

Disturbing

Exhausting

Planning Words

Not applicable due to the

fact that the book is at the

Reactive Sequence Stage of

narrative development.

Cohesive Ties

But

Connecting word:

The word "that" signals

that the reaction of the

farmer is the kick-off for

animals: "That roused the

horse asleep in the stall."



STAGE 1 Descriptive Sequence

Farmer Brown is a person who works on a farm. After he finishes his work he likes to ear and then rest. He is tall and thin and has a moustache.

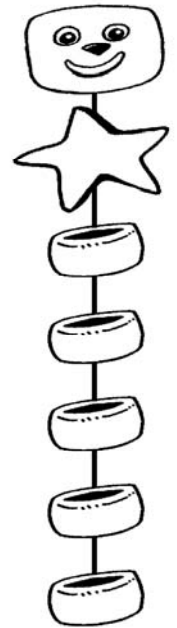
The farm has a barn with many animals in the barn and the barnyard. There are horses, donkeys, doves, cows, goats, hens and a dog and cat.

STAGE 2 Action Sequence

Farmer Brown lived on a farm where he swatted the wall, whacked the wall, snapped the bed sheet and smacked his noggin.

The animals on the farm neighed, brayed, cooed, mooed, bucked, clucked, yowled and howled.

Note: When the list of actions is more than the number of rings, simply push them up and reuse. The function of all icons is to "mark" the narrative components.



STAGE 3 Reactive Sequence

Farmer Brown

lived on a farm.

One day a mosquito began to buzz around his head when he was very tired from all his chores.

So he swatted the wall. BUT he didn't get rid of it.

BUT the horse and donkey heard the swat SO

They neighed and brayed. (continue)

STAGE 4 Abbreviated Episode

Farmer Brown

Lived on a farm.

One day a mosquito began to buzz around his head when he was very tired from all his chores.

The illustration and wording tells us that Farmer Brown was annoyed because of this.

He wanted to make the mosquito stop BECAUSE OF THAT...

He swatted the wall which did not get rid of the mosquito.



STORY TRANSITIONS:

Before Reading

Show the star icon and explain that it stands for the setting, where the story takes place. (Elaborate, as needed, with a lesson from the Teacher's Guide.) Ask, "Where do you think this story takes place? How do you know?" Encourage the children to use the illustration of the cover of the book and title page to name and talk about the elements of the setting.

During Reading: Predicting: As the story progresses, ask the children the following questions: "Do you think Farmer Brown and the animals will ever get to sleep? It looks as if Farmer Brown will finally get to sleep, do you think anything else will happen? If so, what might happen to keep him awake?"

After Reading: Ask the children, "Has a mosquito ever bothered you as id did Farmer Brown? Where were you (show the star icon) and when was it? What did you do?"(Use the green rings on BraidytTM to keep track of their suggestions. Move a ring for each suggestions, making a list.)

Activities Connecting Language Development to Literacy

Basic Setting Art Activity

1. Run a copy for each student of page 83 found in the Braidy™ Teachers' Guide.
2. Review the title page of the story and the discussion (Before Reading) that was held prior to reading the story.
3. Tell the students that they will use their imagination to draw a picture of a farm. Have them close their eyes and visualize a farm setting like the one that Farmer Brown lived on.
4. Show the students the paper they will be using. Ask the students why they think the stars are around the edges of the paper. (Here you are associating the icon with the setting activity). Show the star icon.
5. Students will then draw the picture and share their illustrations of the setting.

Expanded Setting Activity: Guess the setting!

1. Make several copies of page 82 on card stock.
2. Cut several common settings from magazines (ex. An amusement park, baseball field, grocery store, zoo, etc.).
3. Mount each setting to its own setting frame.
4. Make copies of page 84 and write the name of each setting on a star. Cut out the squares.
5. Display all the pictures on the chalk tray.
6. Give clues that describe a particular setting (ex. This setting has cash registers, food items, etc.)
7. As the children guess the setting, have a child put the correct star with the setting name in front of the corresponding setting picture.

Feelings Activity

1. Take out the Braidy™ Feelings Puppets, described in a previous lesson.
2. Read aloud a section of the story (for example, the first attempt when Farmer Brown swatted the wall and the horse and donkey were roused).
3. Look at the illustration of the farmer. Say, "Farmer Brown felt ____ and ____ so he swatted the wall." Children should hold up the mad and disgusted puppet(s) in response. Continue, "The horse and donkey felt _____ and _____ when the farmer swatted the wall." (scared and surprised)
4. Discuss the fact that the characters had more than one feeling at the same time and we had to look at their faces in the illustrations to determine the feelings.
5. Model and label these feelings using Braidy's™ features.
6. Have children imitate Braidy's™ facial expressions.



Expository Text Connection

Description, list and sequence are the first three types of Expository Text which children need to be taught to recognize. The **farmer, farmyard and particular animals** could be described. The farmer's (character icon) physical description and likes/dislikes would be a good beginning. The areas of the barnyard, colors and sounds would be good for the setting (star icon) description. The actions and sounds of the animals could be listed and even put in sequence using the green rings. Example: *Name three sounds the animals made.*

Note: As you see from the above examples, *the same information is used in Stage 1 (Descriptive Sequence) and Stage 2 (Action Sequence) as is used in an expository description, list or sequence. The difference is that when part of a story/narrative that information is best represented as Descriptive Sequence and Action Sequence leading in many cases to a Complete Episode. Expository text is used to provide information only. Sometimes that information is contained in a story/narrative. Ultimately children learn to identify both types of discourse/text structures. A mosquito could be described as well as sequencing farmer's pre-sleep actions.*

Extensions

The Bibliography on page 87 of the Teachers' Guide contains other books about animals to share with the children.

Who Am I? by Crozon and Lanchais

My Own Pet by Derraugh

My Collection of Jigsaw Board Books by Grandreams and

Gondek's Who's On the Farm?

List others here:

Early Language/Literacy Goals

This book is an example of the **Reactive Sequence Stage** of narrative development as written by the author.

We have demonstrated how to use the book at lesser stages (one and two) as well as the higher stages four and five. The early literacy goals, when using this book, center of development of descriptions, action sequences, recognition of a kick-off and a reaction. Because Braidy, the StoryBraid is so flexible, you may model any and all of those stages depending on the developmental needs of your students.