

This is a lesson given to us by Lois Grigley, an Instructional Leadership Specialist in Special Education in the Springfield Public Schools (MA). She has used MindWing's methodology for years and we are so glad she shared this wonderful lesson with us!

A note from MindWing...

Stellaluna is a Stage 7 on the Braidy™ or SGM® Language/Literacy Cards – an Interactive Episode. There are actually at least three episodes in Stellaluna (see the following page for the analysis of all 3 episodes). This is a rather complex story. The tops of every page of the book show the “perspective” of Stellaluna’s Mother’s search for Stellaluna. We like to use Braidy™ and SGM® for perspective-taking (there is a perspective-taking map in the SGM® manual).

Often during our workshops across the country, there are many questions regarding how to break a complex story down to the level of language development of the group with whom you are working. Many times educators try to use Braidy™ to teach “Complete Episodes” of a story even though the children may be in Kindergarten, for example, and be at an “Action Sequence” level of language development (Stage 2 on the Card.)

Lois does an EXCELLENT job of taking a high-level narrative and breaking it down to an Action Sequence to teach her students. We are so grateful to her for sharing her expertise!

Stellaluna as an Action Sequence



Stellaluna, a bat



Who lived in a warm, sultry forest far, far away and flew at night with her mother in search of food



Stellaluna’s mother gets chased by an owl



Stellaluna falls through the air and lands in a birds’ nest



She acted like the birds in order to survive (ate insects, slept “head up,” stayed awake during the day)



She learned to fly



Stellaluna met another bat(s)



She was reunited with her mother



Stellaluna shows birds how to be a bat



She rescues the birds



Stellaluna and the birds are still friends even though they are different

Please note that these “actions” correspond with the illustrations in the book; which can be used with the Clothesline Activity described within the lesson on the following pages.

See the next page for an analysis of Stellaluna as in interactive episode. The clothesline activity can be done with this as well.

Episode 1



Stellaluna, a bat



Who lived in a warm, sultry forest far, far away at night searching for food with her mother



Suddenly, an owl knocked Stellaluna into the air (she could not fly yet) and she fell into a birds' nest



She was afraid.



She planned to act like a bird because she wanted to survive



First, she ate insects



Next, she slept at night and stayed awake during the day



Then, she slept "head up" in the nest



Finally, she learned to fly and tried to land on branches



As a result, she fit in with the birds and survived



Stellaluna was content but also still curious about her different talents and habits and she still wanted to find her mother.



Stellaluna

Episode 2



Was flying with her bird friends far away in the forest and stopped to rest when she got tired



Suddenly she was awakened by another bat and she realized (thinking verb) that she was a bat and she was reunited with her mother



She was confused, but happy to finally be with bats who were like her



She wanted to learn (from her mother) how to live like a bat



First, she flew at night



Then, she realized she could see at night



Finally, she ate mangos



As a result, Stellaluna lived as a bat



Stellaluna was satisfied, glad to be with her mother and to "fit in" with her bat friends



Stellaluna

Episode 3



Was in the forest introducing her bird friends her bat friends and showing them how to fly at night



Suddenly she saw that the birds couldn't see where they were going and were plunging to the ground



She was worried and scared for her bird friends



She wanted them to be safe



First, she swooped and grabbed them in the air



Next, she lifted them to a tree



Finally, she hung from a limb above the birds



As a result, the birds were safe



Stellaluna was relieved that she was able to rescue her friends. She learned that bats and birds can be very different and very much alike. The moral of the story is that friends can be very different but still be friends.

Instructional Lesson Plan

TEACHER: Lois Grigely

SUBJECT: English Language Arts

GRADE: K, 1, 2, 3 (SPED)

DATE: Nov. 9, 2006

- 1. Goal:** Students will demonstrate an increase in oral language development, forming a foundation for story comprehension and oral/written expression.

- 2. Applicable Standards:**

- a. Language Strand
 - Standard 1 Discussion (1.1)
 - b. Reading and Literature Strand
 - Standard 8 Understanding a Text (8.2, 8.5, 8.7)
 - Standard 13 Nonfiction (13.1, 13.5)

- 3. Objectives:**

- Students will demonstrate the ability to participate in group discussions and conversations following class rules.
 - Students will demonstrate the ability to contribute appropriately to classroom interactions.
 - Students will identify the “main character” and “setting” of a story that is read to them using the BRAIDY component of Story Grammar Marker (SGM).
 - Students will sequence the “actions/events” in a story using BRAIDY for a story retell.
 - Students will sequence the “actions/events” in a story using pictures from the story.
 - Students will use a graphic organizer, Venn Diagram, to compare/contrast characters in the story.

- 4. Materials and Resources:**

- Book – Stellauna, by Janell Cannon
 - BRAIDY, the Story Braid (SGM) with the Character, Star and Ring components
 - Story picture cards for character, setting, actions/events
 - “Clothesline” and clothespins that pinch open; pointer
 - Venn Diagram Pocket Chart
 - Pre-made Board Maker pictures of bat and bird characteristics.
 - Student-sized Venn Diagrams and Board-Maker pictures for story
 - “A Good Bat”-characterization worksheet and overhead
 - Overhead projector, marker, clipboards
 - Crayons, pencils, scissors, glue sticks

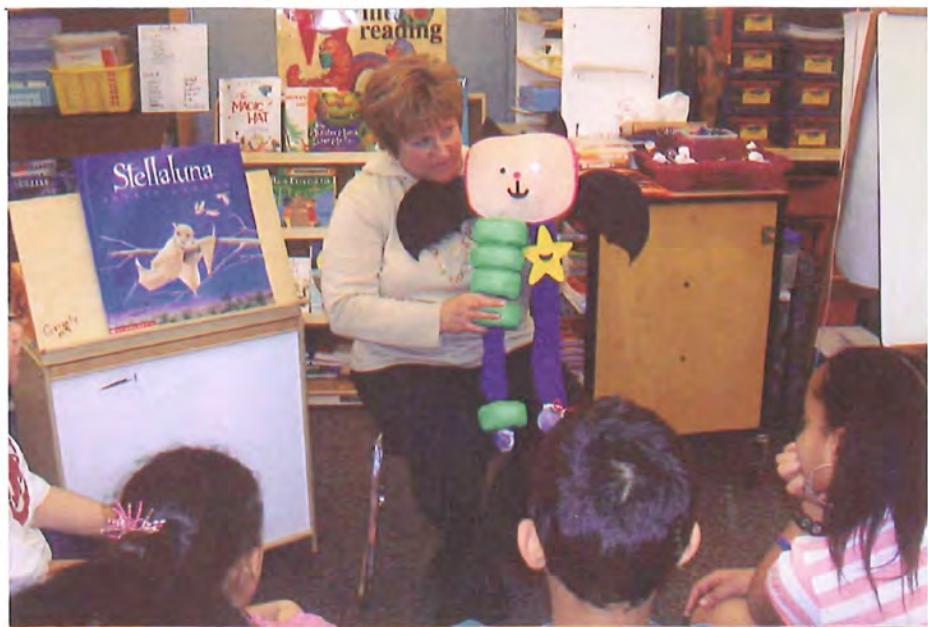
5. Procedures:

- Review the character and setting components of BRAIDY – a. What three things does a character have? b. Why is a star used to represent the setting?
- Review the action/event component of BRAIDY – Why are there rings on its legs?
- Show the book Stelluna and have students describe what they see on the cover.
- Remind students that after the story is read, we will use BRAIDY to identify the character, setting, and actions/events of this story.
- Read the story, pausing to ask various questions to help with story comprehension.
- After reading the story, use BRAIDY to identify the character, setting, and action/events of the story.
- Hand out the picture-story cards.
- Work as a group to sequence the pictures correctly on the line with the clothespins.
- As a group, review the pictures, and then ask for a volunteer to retell the story by pointing to the pictures.
- Show the Venn Diagram Pocket Chart and explain why we use it and what the different sections represent.
- Using pre-made Board-Maker pictures, have students place the pictures in the appropriate sections of the pocket chart.
- Have students complete individual Venn Diagrams, referring to the chart as needed.
- Complete the “A Good Bat” worksheet as a group using the overhead projector.

6. Assessment:

- Teacher observation; participation in group activities; successful completion of activities and projects.
- While students are working on their mini books, individually assess them on the identification of character, setting, and number of events they can recall.
- Complete Braidy Collaborative Planner for Classroom Literacy

Lois Grigley and her students during her *Stellaluna* lesson using Braidy the StoryBraid™ at the Action Sequence level of Language Development.

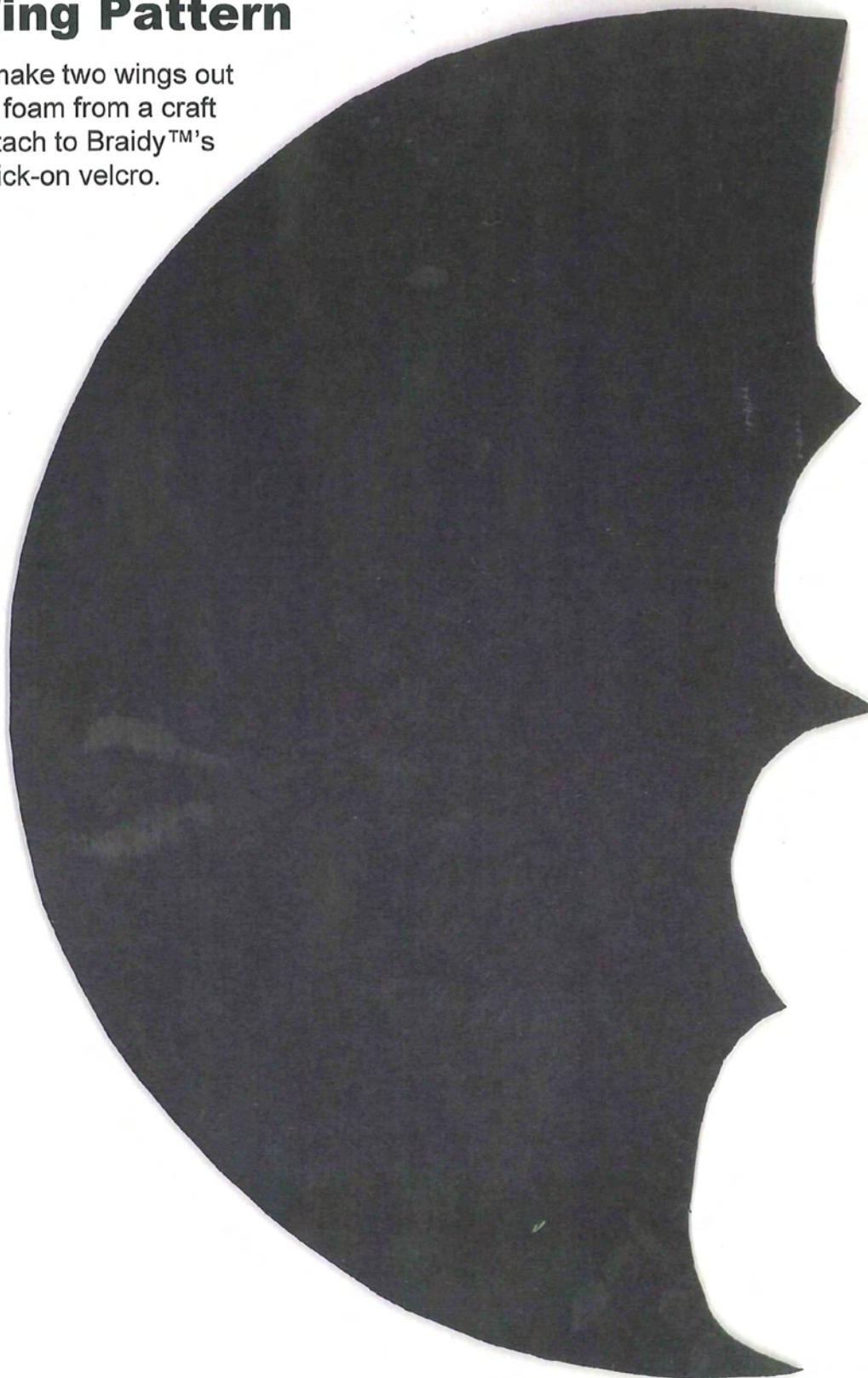


Students doing the clothesline activity – working on character, setting and actions.



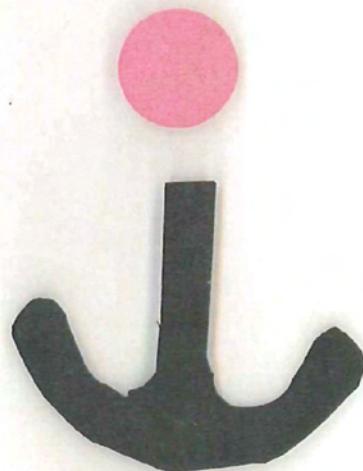
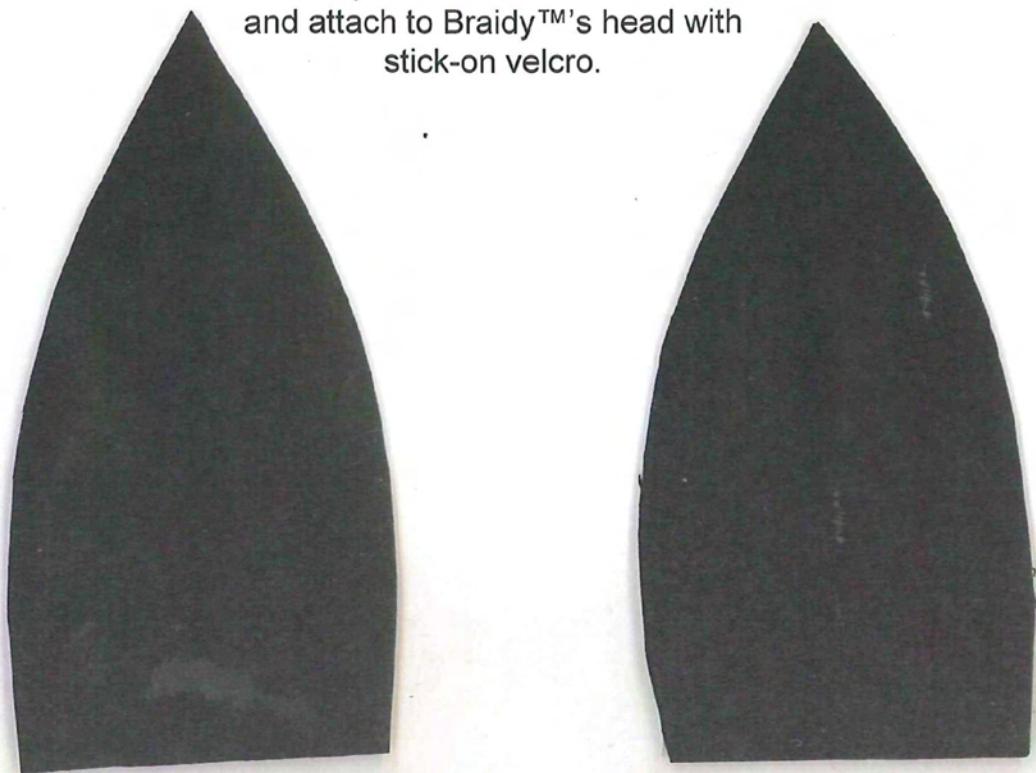
Bat Wing Pattern

Use this to make two wings out of thin black foam from a craft store and attach to Braidy™'s head with stick-on velcro.



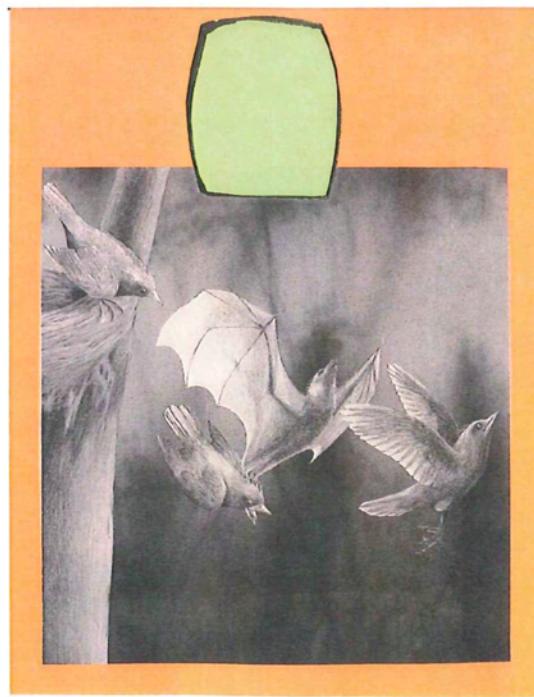
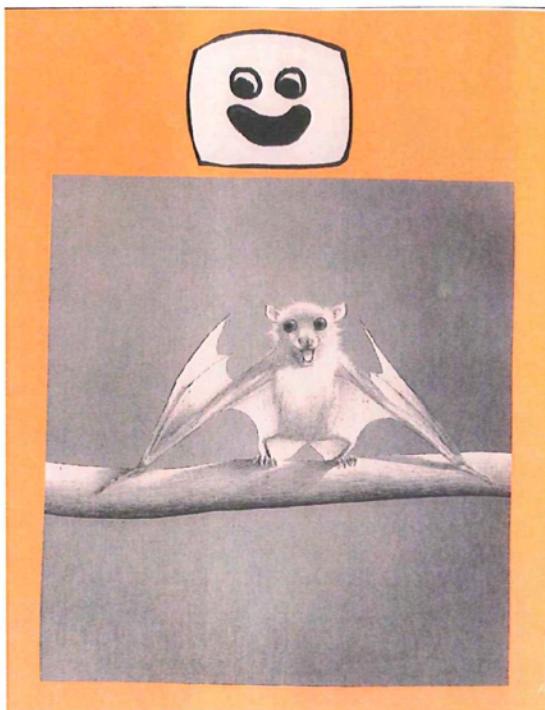
Bat “Face” Pattern

Use this pattern to make ears, nose
and mouth for Braidy™ out of thin
black & pink foam from a craft store
and attach to Braidy™’s head with
stick-on velcro.



Clothesline Activity Cards

Lois used the illustrations in *Stellaluna* and Braidy™ symbols from the Braidy™ Manual to create 8 ½ X 11 laminated cards. She used the cards to create an action sequence of the story by having students attach the cards – in order – to the clothesline. Here are a few examples...



Sequence Cards

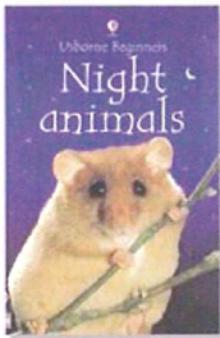
Lois found this Stellaluna action sequence on an old worksheet. She enlarged them and made sequence cards out of them to sequence the actions of the story. A writing lesson could be filling out a ThemeMaker™ Sequence Map of these actions.



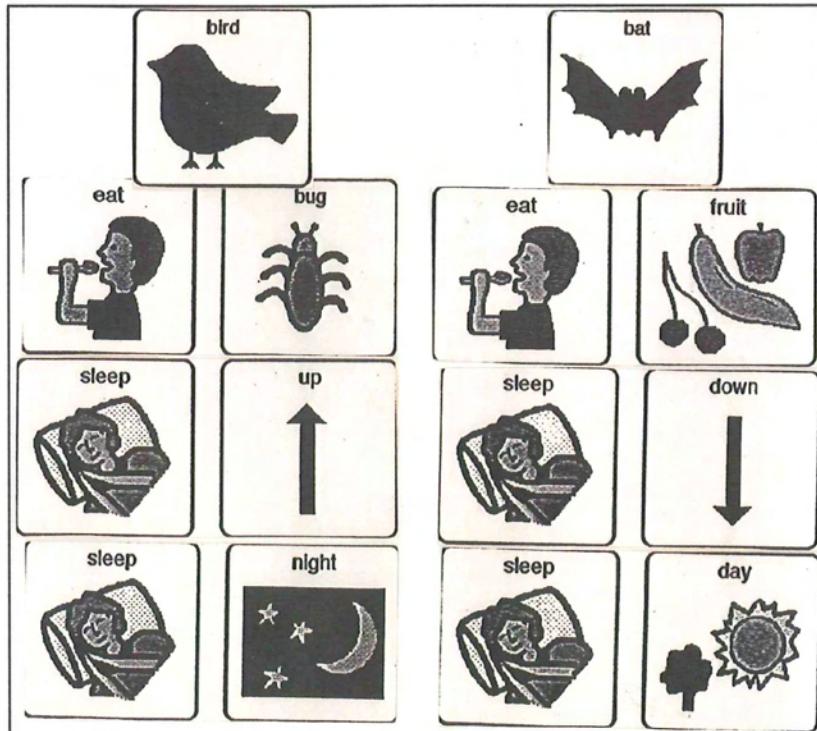
Boardmaker® www.mayer-johnson.com

Lois used Boardmaker® symbols (C) to compare and contrast birds and bats (expository text). MindWing's ThemeMaker™ has a Compare/Contrast Map (B) that can be used to organize this information. Also, you may use Usborne Beginners "Night Animals" by Susan Meredith (A) for more expository text work on bats – use MindWing's ThemeMaker™ map to organize the information .

A.



C.



B.

