

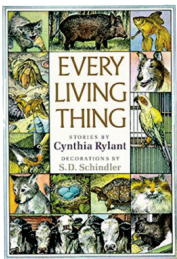
## April 28, 2020: Book List for Older Students During COVID19

All of the following books are great for teaching components of narrative development using our Story Grammar Marker® icons. If you and your students understand these components and can use them to focus the discussion of the story itself, they will be better at listening and reading comprehension.

Each of the following lend themselves to a read-aloud, although each may be read traditionally. Also, each of the stories have some form of information, knowledge, used by the various authors. For instance, Depaola's book begins with a hurricane. Fleischman's concerns a garden: planting, sunlight, vegetables, etc.

*Remember to read for enjoyment!*

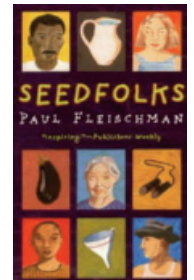
### Suggestions:



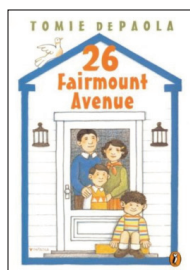
**Rylant, C. (1988). *Every Living Thing*. NY: Aladdin** This book is a series of twelve short stories. Each one has multiple kick-offs and at least two characters, one of whom is an animal. Read one of the stories and think about one kick-off that happens causing at least one feeling. Read the rest of the story to talk about how the character deals with the kick-off. Keep in mind that there may be several kick-offs per story.

### **Fleischman, R. (2004). *Seedfolks*. NY: Harper Trophy**

Each chapter in this famous book is about a person, from multiple countries, living in the Cleveland, Ohio inner-city area which is turned into a beautiful garden. Each of the characters has a "story," a personal story which brings them to the garden area. Each chapter is very short and is doable in one sitting, or lesson. Try one.

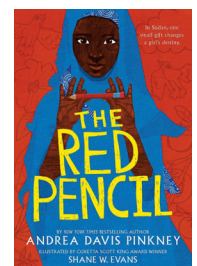


**dePaola, T. (1999). *26 Fairmount Avenue*. NY: Putnam** Tomie dePaola passed away recently. He was a prolific writer. This book is about his life beginning at 4 years old with the Hurricane of 1938 as it stormed up the east coast toward his home in Connecticut: *26 Fairmount Avenue*, to be precise. It is a very interesting autobiographical novel. Each chapter is written to appeal to children from 7-9 years old. It is a model of personal narrative writing and as such, would be a great read-aloud. The book begins with a page spread of 12 photos of the "characters" he will write about. On the next page is an illustration of 26 Fairmount Avenue. Then the story begins. The hurricane is the first "setting."



Notice how he expresses his and others' feelings and plans as the chapters progress.

**Pinkney, A. (2014). *The Red Pencil*. Boston: Little, Brown and Company** This book is set in Darfur, Africa. It is about a 12-year-old girl in that culture. She notices the women around her and their ideas about life and of how girls live within the community. The story progresses from her farm, to a raid by Janjaweed Militia which changes her life. She survives and lives in a refugee camp. One day she is given a "red pencil" a symbol of "school and learning." She survives and proves to be resilient. Each "chapter" is in verse and is simple to read but contains many deep thoughts, communicated in the text and about the text.

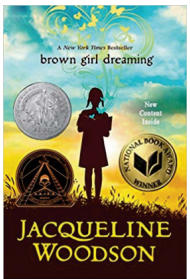
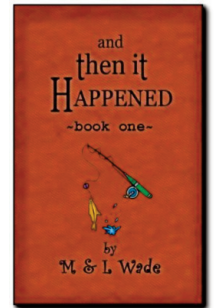




**Soto, G.(1993). *Local News*. Orlando: Harcourt** This book is about the inner city and many activities written for students ages 8-12. These stories are humorous. What I like about these stories is that each of them begins with a different combination of story grammar elements. The first chapter has character, setting, kick-off, and at least two feelings; the second chapter, “Trick-or-Treater,” begins with a memory; “First Job” begins with a kick-off; “El Radio” begins with characters and their actions within a setting; “Push-Up” begins with a character description. The rest of the chapters follow with varying types of beginnings. As we assist children with the writing process, we model authors’ techniques. I like this book because reading it allows us to chat about how authors vary the beginnings to “capture” the reader’s interest and engagement.

**Wade, M & L. (2006). *And Then It Happened*. Ontario, Canada: Books for Boys**

This series of books (fourteen in all) is a great one for humor. The series is written with boys in mind but appeals to all. The same characters appear in all the short stories as a group. The kick-offs are sometimes considered “outlandish” and as such are much fun. They are personal narratives, from the boys’ point of view. At times they disagree about a plan. There are kick-offs that aren’t expected and feelings that follow that impact the boys’ thoughts and future plans.



**Woodson, J. (2014). *Brown Girl Dreaming*. NY: Putnam** I have shown several of Woodson’s picture books during these presentations. They are wonderful in communicating lessons learned during childhood experiences. The lessons are applicable to all.

Poems tell stories. Woodson uses verse to reflect on her experiences during the 1960s and 1970s as an African-American living in Ohio. She calls upon us to appreciate all cultures, as we view her experiences through her cultural lens. I love the titled chapters. It is important to talk about titles and how they relate to what was written. Why did the author title the chapter as she did? Use this book to discuss kick-offs and feelings within each chapter. Invite your child/student to add a memory of his or her own.

**Munoz Ryan, P. (2000). *Esperanza Rising*. NY: Scholastic.** I have done many workshops concerning the content of this novel. The name “Esperanza” means “hope.” The story is centered in Mexico during the 1930s where there is a revolt. Esperanza is a child of wealth. She and her family are suddenly—through the murder of her father—catapulted to a totally different way of life. Fear, poverty and ultimately resilience frame this multi-family novel. The content spans the Mexican Revolution and the Great Depression. Look at Chapter 1 for the details of her father’s murder and her mother’s bravery along with



Abuelita’s belief in the future and her communication of life beliefs: survival and resilience.

Please go to our website at [www.mindwingconcepts.com](http://www.mindwingconcepts.com) to read about our history, awards and our collection of lesson plans compiled by Sheila Zagula, a thirty-eight-year teacher for the city of Westfield, Massachusetts. She is now retired, but was a kindergarten teacher, a special education teacher and literacy coach during her tenure. There are also lessons, written monthly for the past five years by Sean Sweeney concerning the SGM®/Braidy® and technology. There are lists of articles showing evidence of the professional value of our approach and tools. We have—for the past 29 years—devoted our minds and hearts to the development of oral language at the discourse level in order to make a difference in the lives of the children in our care.