

THE DAY YOU BEGIN

LESSONS FOR:

FIGURATIVE LANGUAGE

CELEBRATING DIFFERENCES

MODIFIERS

MOOD



**MENTOR TEXT
CLUB**
by **jivey**

GRADES 3-5

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

**With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2019-2020 school year
for less than \$3 a month!**

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is coming soon that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

Table of Contents

Week At-A-Glance.....	4
Mentor Sentence Lesson.....	5-11
Teacher Display Sentence.....	6
Student Sentence Strips.....	7
Daily Lesson Possibilities and Models.....	8
Interactive Modifiers Activity.....	9
Editing Assessment.....	10-11
Figurative Language: Mentor Text.....	12
Writing Ideas: Mentor Text.....	14
Understanding Mood.....	15
Expanding Ideas.....	20
Take it Further: Bystanders & Upstanders	21-24
Mood of Figurative Language.....	25
Storyboard Writing.....	28
Analyze Mood and Figurative Language.....	31
Repetition.....	35
Assess Learning.....	38
Publishing.....	40

You'll need: The Day You Begin by Jacqueline Woodson

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>The Day You Begin</u> for enjoyment, stopping to analyze figurative language. Encourage students to participate in analyzing and creating figurative language.	Show students the mentor sentence. Discuss the meaning of things they notice about the sentence, emphasizing descriptive word.	Refer back to the mentor text to find examples of ways students feel they didn't fit in. Brainstorm ways to be brave. Add others to the list.
DAY TWO	Students will learn about mood, and identify the mood in photos, as well as the mentor text, noting how the mood changes throughout.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of adjectives and adverbs.	Using the list from the previous lesson, guide students to think like an upstander and help others feel included. Students can describe a time they could be an upstander.
DAY THREE	Students will see how figurative language contributes to the mood of the text.	Discuss how the sentence could be revised. Work together, allow students to revise the sentence and share.	Continue the revision practice from the mentor sentence lesson, making sure each student today has a descriptive sentence, and publish on the storyboard activity.
DAY FOUR	Use the song <i>Firework</i> by Katy Perry to analyze mood and meaning of figurative language. Students can also relate the song to the main character in the mentor text.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students learn the purpose of the repetition in the story. Students should write their own advice, also using the imitated mentor sentence in their piece.
DAY FIVE	Students participate in the "Everyday Moments" activity, modeling the ability to create a picture with figurative language.	Participate in the "Everyday Moments" (or "Everyday Moments") activity, modeling the ability to create a picture with figurative language.	Students revise and edit their own advice, also using the imitated mentor sentence in their piece.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are new to using mentor sentences, I encourage
Mentor Sentence (The One You Begin) to visit my website to read and watch videos on
Mentor Sentence lessons to help you get started with
Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the sentence that all the students have read, not point out the description (adjectives and adverbs) if they don't since this is the focus. For example, if they have learned about compound-complex sentences, you don't need to point out just because it's on the list.

Day 2: Students should identify the functions of the words in the sentence- how do the words help the reader understand what the author is communicating? Especially focus on the functions of the adjectives and adverbs in the sentence to note what they modify, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Before to share the work and allow the students to notice what the sentence did differently from the original.

Day 5: Students will show what they have learned with an editing assessment.

FIGURATIVE LANGUAGE: MENTOR TEXT

Core Anchor Standards: L.5, RL.4

Duration: 45 MINUTES

Objective: Students will demonstrate understanding of figurative language.

Materials Needed:

The Day You Begin by Jacqueline Woodson

Figurative Language Activity

Actions: Show students the book you are going to read with them, The Day You Begin. Explain to the students that this book speaks to the reader, so it is giving advice rather than telling a story. However, there are a few examples throughout the book to reveal ways that the children in the book felt different from others. Let students know the author of the book, Jacqueline Woodson, uses figurative language to help us feel and visualize events in the story and the way the children in the book are feeling.

Stop when you get to the figurative language and ask if now the words don't truly mean what they say. (Words are never really curling; you can't really stand outside of the world) and ask students to tell what helps them feel or visualize. This is not their first exposure to figurative language; you want them to sigh (with a snap or raised hand) when they hear figurative language rather than you pointing it out.

- *There will be times when no one understands the way words curl from your mouth... his letters "roll" and seem to have a different sound; ...your name and homeland sound like flowers blooming the first bright notes of a song. feeling of beauty and happiness;*
- *Each souvenir a small triumph of a journey. **they feel like they've won something**;*
- *...the heat waved as it lifted off the curb... **it was so hot you could "see" the heat**;*
- *There will be times when the world feels like a place that you're standing all the way outside ... standing alone ... And all the stars beside you is your own brave secret ... ready to be else like that you are standing;*
- *...the world opens itself up a little wider ... make some space for you ... accepted*

Guide students to complete the figurative language activity to link their learning.

Name: _____ Date: _____

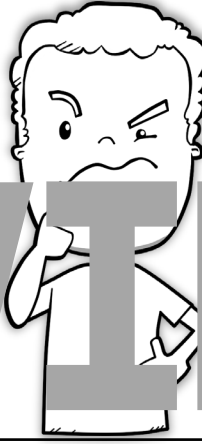
The Day You Begin

Figurative language does not mean what it literally says. Authors use figurative language to help readers visualize or feel a certain way. It often compares two things that aren't related to help the reader get a mental picture. Below, explain what the figurative language about each character means, and then describe your own.

Anne's smile beams like a ray of sunshine when she walks into school each day.



Duncan felt like he was in a maze trying to find the correct hallway to his classroom.



The ideas for a story flow through Hadiya's brain like a rushing river.

Draw and describe something unique about yourself using figurative language:



WRITING IDEAS: MENTOR TEXT

Core Anchor Standards: W.2, W.5, W.8

Duration: 30 MINUTES

Objective: Students will brainstorm ways to be brave when they don't fit in.

Materials Needed:

The Daylight Marriage by Tracy K. Smith
chart paper divided into three columns
markers

Actions: Remind students that, just like the children in the book, there will be times when we feel uncomfortable because we are different from others, but it's important to celebrate those differences because it makes us who we are, and makes us unique. Help students feel safe and more comfortable by sharing something that is different and unique about yourself that might have made you feel at one time that you didn't fit in. Also, share a way you showed bravery to overcome your struggle. (For me personally, I am left-handed. I would share how it was hard for others to let me write with my left hand, or hold a pencil correctly, or even scissors to make something made for right-handed people. I had to work - and think - hard to do anything left-handed with. I never gave up. The boy Angelina was brave by sharing her stories, even though she felt her name was very different from everyone else's. Sharing her story helped her make a new friend. Talk about others' differences in the book.

Brainstorm ways others can be different from us, and how they could be brave to celebrate their difference. Write their suggestions on the chart paper. You could also ask students to share personal experiences - only if they feel safe and comfortable.

Ideas to get started:

Someone who...	could...
eats food others don't know	share a new recipe
isn't a good reader	read to friends, little, or listening for practice
wears traditional clothing from their culture	teach us about their culture
isn't good at sports	be a friend, new game, or activity
speaks another language	teach friends how to say "hello"

Store the collection of ideas for the next lesson.

UNDERSTANDING MOOD

Core Anchor Standards: RL.7

Duration: 30 MINUTES

Objective: Students will determine the mood of pictures and illustrations.

Materials Needed:

The Day You Begin by Juana Martinez-Neal
printed images or projected images (included on pages 17-

Actions: Explain to students that today you will be learning about how pictures can stir certain feelings, which we call "mood." Direct students to think of a time when they were in a bad mood. Have them make the face they would make when they are in a bad mood and look around the room. Point out how it is obvious that everyone is unhappy, but some may look mad, some may look sad, some frustrated, etc... All of these describe the mood. Explain that you could tell by looking at their faces, but also point out body language such as crossed arms, slumped over, etc...

Let students know you are going to determine the mood of photographs. You will display a pair of photographs with similar settings or events but two different moods. They should pay attention to the people in the pictures to decide how the pictures make them feel, as well as the setting of the pictures. Allow them to talk to a partner who had them feel a certain way to a partner or small table group, then have a few share aloud with the class before moving on to the next pair of photographs. (Refer to the talking points if needed.)

Remind them again that mood is the way we feel, and authors create mood in their stories with the words they use to describe the characters, setting, and events. And just as they saw in the photographs, illustrators also help us feel a certain way with the colors they use and the way they draw the characters' faces and actions. As a story progresses, the mood can change. Show the pictures of Angela through the story to show how the mood changes from nervous and anxious to happy and then excited and joyful. Point out the colors used, for example, on the page where others describe their summer behind Angelina the colors are muted while behind the others they are bright. Let students know you will continue work with mood in tomorrow's lesson looking at the author's words.

PHOTO MOOD TALKING POINTS



The top photo makes me feel in a sad and gloomy mood. The boy has a depressed look, and the setting is gray, which contributes to a downhearted mood. The mood of the bottom photo is happy and joyful. The little girl is smiling and actually swinging in motion. The colors in the photo are also bright and cheerful.

The mood of the top photo is cozy and loving. The dad and daughter are reading together, snuggled closely under a fuzzy blanket with a sheet. The light also gives it a warm feeling. The bottom photo has a scary or suspenseful mood. The girl is sitting and there are dark shadows.

The top photo has an excited or proud mood. The little boy appears to be riding a two-wheel bike by himself for the first time, and since Dad is cheering behind him. The bottom photo makes me feel in an angry or frustrated mood because the boy seems to be crying as he sits on the ground.

EXPANDING IDEAS

Core Anchor Standards: W.2, W.5, W.8

Duration: 30 MINUTES

Objective: Students will extend their brainstorm ideas of ways to be brave.

Materials needed:

The Daylight Marriage by Rachel Woodson
chart paper from previous lesson
markers

Bystander and Upstander Posters

Upstander Writing Prompt

Actions: Review the ideas from the previous lesson of ways students might not fit in. Remind students that it is important to stand up for yourself and be brave, but being a community means that we stand up for others who we notice are not feeling included. It shows bravery to help others feel brave enough to celebrate their differences. Work with students to think of ways they could support those who they brainstormed.

Ideas to start...

Someone who...

eats food that others don't know

isn't a good reader

wears traditional clothing of their culture

isn't good at sports

speaks another language

...who...

share a bite

read to their little sibling for practice

teach us about it

teach a friend a new game or activity

teach friends how to say "hello"

...I should...

nicely ask what it tastes like

share a favorite book; be patient

compliment the beauty of it

invite them to play anyway

not laugh if others laugh at their accent

take it up with...

Teach the difference between bystander and upstander, and have students write about a way they can be an upstander.

ARE YOU A BYSTANDER?

A bystander is the other way
or does not act in a situation
where someone is
being treated unfairly

This sends the message that the
unfair behavior is acceptable.

MOOD OF FIGURATIVE LANGUAGE

Core Anchor Standards: RL.4, RL.7, L.5

Duration: 30 MINUTES

Objective: Students will determine the mood presented by the figurative language.

Materials Needed:

The Daylight Marriage by Jacqueline Woodson

Figurative Language Mood Activity

Actions: Remind students of the lesson about mood in pictures. Explain to students that authors can create mood through the way they use words in their books. Also, remind students of all of the figurative language that Jacqueline Woodson used in the mentor text. Figurative language helps create a picture in the reader's mind, which also helps create mood.

Give students the figurative language mood activity and work through* each example.

Discuss how the mood and tone in "Remember" fit with the figurative language. These occur with the same children. You can also show the corresponding pictures in the book to help match the mood in the words. Point out that part of the mood is also created by the repeated phrase "there will be times when..."

*You may decide to work through the first two examples together and then have them work with a partner or on their own.

Link their learning of mood by asking them to write down the mood of the book they're reading during independent reading time on a sticky note.

Figurative Language Mood

Authors use figurative language to bring about feelings and create a picture in the reader's mind. Describe the mood of these excerpts from *The Day My Sun Came* by:

1. There was a time when no one understood the way the words came from your mouth, the beautiful language of the country you left behind.

The mood this sets is sadness because no one can understand him and he had to leave where he used to live.

2. *Rigoberto. From Venezuela*, your teacher says so soft and beautifully that your name and homeland sound like flowers blooming the first bright notes of a song.

The mood changes from sadness to cheerful - flowers blooming and bright notes of a song are things that bring happiness.

3. There will be times when the world feels like the street will go on all the way outside of....

The mood feels lonely because the world is big and full of people, but standing outside of it would be isolating.

4. And all that stands beside you is your own brave self- steady as steel and ready even though you don't yet know what you're ready for.

The mood changes from lonely to courageous, suggests to be strong even though you're alone.



STORYBOARD WRITING

Core Anchor Standards: W.2, L.1, L.3, L.5

Duration: 45 MINUTES

Objective: Students will create a storyboard to explain how someone might feel different than others and how they could celebrate their differences.

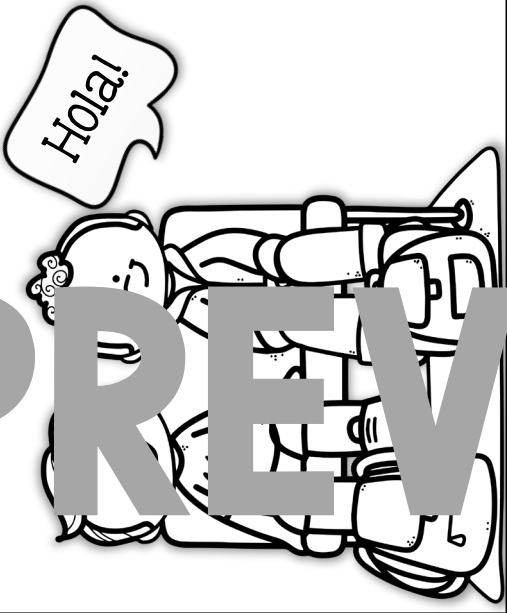
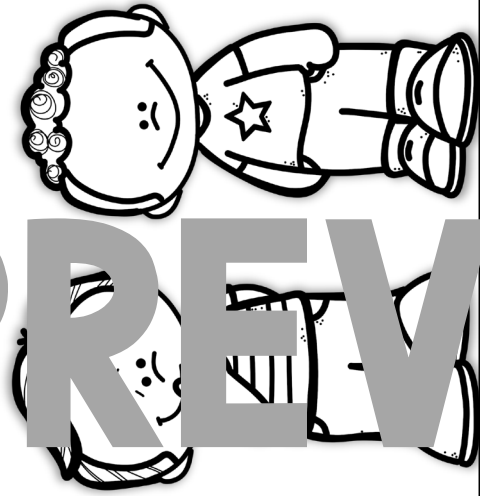
Materials Needed:
chart paper from previous lessons
figurative language activity from day one reading lesson
Storyboard Activity
sticky notes

Actions: Remind students of the list you all compiled of reasons someone might feel different from others, ways they can celebrate their differences, and ways you could help them celebrate, too.

Tell students they will be making a storyboard that shows a student who has a difference and how they will help that student celebrate their difference. Remind them to demonstrate this good through their pictures. Show the included storyboard and create your own example to show how they will create their storyboard. Students should include one or two sentences under each image to explain and describe. In at least one of their sentences, they should include figurative language. Review figurative language with your students by looking at the activity completed on day one. All of the examples used “like” to create similes. If students do not have a lot of prior experience with figurative language, similes with “like” are the easiest model.

Also tie in adjectives and adverbs you have been working on with mentor sentences, and remind them they may also be descriptive in their sentences. Give students a few sticky notes to put on the storyboard as a picture box of the storyboard activity. They should draft their sentences on the sticky notes first (and revise adjectives and adverbs if needed), then write the final version of the sentences when they're ready on the storyboard activity.

Create a board to explain how to understand differences of others.



OZZIE'S grandmother,
who only speaks Spanish,
brought him to school
one morning. When he
accidentally overslept.

Henry's grandmother told his
grandmother, "Adiós,"
and he thought it was cool
that Ozzie can speak
another language. Henry
asked his grandmother if he could
teach him a word or two.

Henry picked up the new
word as like a sponge, and
the word of them happily
greet each other every
morning.

ANALYZE MOOD AND FIGURATIVE LANGUAGE

Core Anchor Standards: RL.4, RL.7, L.5

Duration: 25 MINUTES

Objective: Students will analyze the mood and figurative language of a song.

Materials Needed:

Firework lyrics

* if you'd like, you can also [view the song firework](#) for the students

Actions: Review mood and figurative language with students from the previous lessons. Pass out the lyrics to Firework (you can also play the song if you'd like) and read through it once with students. They should then annotate out to the side the mood each stanza sets and the meaning of the figurative language. You might want to have them first write what each stanza makes them feel, then work together to analyze the figurative language.

take it further:

Have students relate this song to The Day You Begin. How was Angelina a firework in the story?

This lesson is not affiliated with Capitol Records, K-pop Perros, or the characters of the lyrics, Tor Hermansen, Mikkel Eriksen, Sandy Vinnerød, or Ester Dean. It should be used for educational purposes only.

Name: _____ Date: _____

FIREWORK

by Katy Perry



Do you ever feel like a plastic bag
Drifting through the air
Wanting to start a fire

The mood is discomfort-
you feel uneasy and
want to have a change

Do you ever feel, feel so paper thin
Like a house of cards
One blow from caving in

The mood is insecure - you are not
sure if you will be able to stay standing
because you are weak

Do you ever feel already buried deep
Six feet under scream
But no one seems to hear a thing

The mood is stressed- being buried
means everything is piled on you, and no
one hears when you scream shows you
everyone can help you

Do you know there's still a chance for you
'Cause there's a spark in you

The mood is hopeful there is
something special about you

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

The mood is hopeful and excited - you
have to be proud of who you are and
show it off to everyone

'Cause when you're on fire
Come on show 'em how your worth
Make 'em go "oh, oh, oh"
As you shoot across the sky

The mood is proud and excited, you
are beautiful and special and you
should show everyone your greatness

Name: _____ Date: _____

The Day You Begin... To Be A Fireworker!



How was Angel's first firework in the book?

PREVIEW

PREVIEW

REPETITION

Core Anchor Standards: W.2, W.4, W.5, L.3

Duration: 45 MINUTES

Objective: Students will study the craft of repetition and practice on their own.

Materials Needed:

The Daylight Marriage by Tracy K. Smith

chart paper from previous lessons

Repetition Writing Practice Activity

Actions: Remind students of the phrase, also shown in the mentor sentence, "There will be times when..." and how it is repeated through the book. (It should have been noticed already in the reading lesson about mood.) Explain to students the purpose of intentional and effective repetition- there is something the author wants you to recognize or remember. It also contributes to the mood of a story.

Guide students to use the repetition writing practice activity as a model for their own advice to those who should celebrate their differences. They should use the practice activity as an organizer to help them prepare (next lesson) an advice letter. They can post the chart paper with their differences and ideas from the previous week. Each student. One of the sentences should be their mentor sentence imitation from the earlier lesson. If you want all three sections to use the same structure of the mentor sentence (commas in a series), you can direct them to write this way, but it may be difficult for some to think of connections like that three times. Remind them of the difference from the storyboard they created the day before and how they can incorporate that into their writing today, too.

The last section should be a place where they identify something different about themselves and how they celebrate it. This has been practiced in the previous lesson. Make sure students are incorporating descriptive words, adjectives and adverbs in the practice activity before publishing. They can always revise their writing.

REPETITION MODEL

There will be times when **your hair is too red**, your skin is too fair and **the way you speak** isn't one you can ever really change. You might feel **embarrassed** until the day you begin to **love your hair** because others wish they had it.

There will be times when **the language you speak at home** isn't the same as the language everyone else speaks at school.

You might feel **shy** until the day you begin to **teach others a few words** and **stop thinking of them as people** with them.

There will be times when **you** and **others** look different from everyone else's.

You might feel **self-conscious** until the day you begin to **realize** how comfortable your clothes are and how happy they make you.

There was a time when **being left-handed** made writing difficult for me.

I felt **frustrated** until the day I began to **persevere** and think like my mind was a mirror.

ASSESS LEARNING

Core Anchor Standards: RL.4, RL.7, L.5

Duration: 15 MINUTES

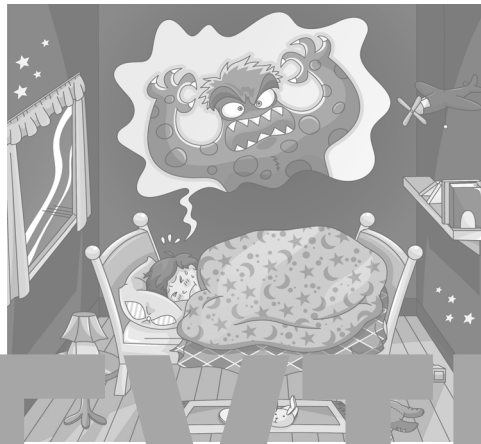
Objective: Students will demonstrate understanding of mood and figurative language.

Materials needed:

Nightmare picture

Actions: Give students the nightmare picture and ask them to write a sentence.

Possible answers:



1. Which mood word describes Nightmare with the picture?

frightened tired powerful

2. How would the picture need to change to create the mood you chose in #1?

The boy would need to be dreaming about something he enjoys

or loves, not a monster

3. Write a sentence using figurative language to describe the picture:

The monster in the dream had thousands of swords and
claws slashing down.

PUBLISHING

Core Anchor Standards: W.2, W.4, W.5, L.3

Duration: 45 MINUTES

Objective: Students will publish their advice

Materials Needed:

Repetition Writing practice journal

Publishing Page (2 options provided) or paper/computers to publish

Actions: Students should finish revising for descriptive words (adjectives and adverbs), edit their writing for correct capitalization and punctuation, and publish their advice writing piece. If students are using the publishing page provided, they should illustrate each section with a child celebrating their difference (not being sad about being different). These would make great hall displays or a class book!

PREVIEW

PREVIEW

Credits of Use:

Thank you so much for your download!
Feedback and ratings are always appreciated!

Make sure to follow my blog for more
classroom ideas: www.ideasbyjivey.com



Clip Art, Frame, & Background Credit:

