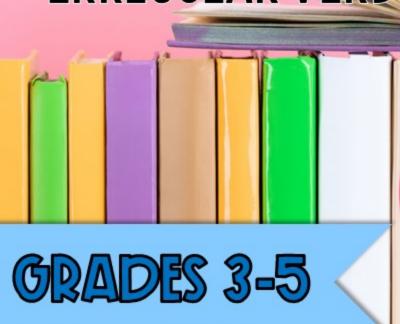# THE PAPER KINGDOM

LESSONS FOR:

INFERRING

INTERPRETING VISUALS

CREATING DIALOGUE

IRREGULAR VERBS

GRADES 3-5

MENTOR TEXT CLUB by jivey

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 2021-2022 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 included 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

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for <u>direct teacher instruction</u>. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

Inferring: Mentor Text	Mentor Sentence Student Page
If Dogs Could Talk	Mentor Sentence Assessment
Inferring In Images Photos	Examining Dialogue
Inferring In Images Activity	No More Said!
Partly Cloudy Inferences	Imagining Dialogue
Short Reading Assessment	Partly Cloudy Dialogue
	Writing Inferences: Mentor Text

You'll need: The Paper Kingdom by Helena Ku Rhee

	READING	GRAMMAR	WRITING
DAY ONE	Read The Paper Kingdom for enjoyment. Students will make inferences about the mentor text.	Show students the mentor sentence. Discuss the great things they notice about the sentence, emphasizing that it includes the irregular verb take/took.	Students will examine dialogue in the mentor text, as well as add punctuation to sentences missing commas and quotations marks.
DAY TWO	Students will make inferences about photographs of dogs and imagine if they could talk what they might say.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of irregular verbs.	Students will write past tense forms of vivid verbs that replace said, then use the verbs to revise sentences with dialogue.
DAY THREE	Students will make inferences about events and people in photographs.	Discuss how the sentence could be revised. Work to revise together, or allow students to revise the sentence and share.	Students will imagine dialogue from images and use quotation marks correctly.
DAY FOUR	Students will make inferences about the wordless Pixar Short, *Partly Cloudy*.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will imagine dialogue that would occur in scenes of *Partly Cloudy*.
DAY FIVE	Assess the students' understanding of inferring with a short passage.	Practice focus skill more with "Editing Assessment" (or use the page as a "quiz").	Students will infer the phone conversation that happened in the beginning of the mentor text and write it in dialogue.

Core Anchor Standards: L.1, L.2, L.4, W.5	Duration: 15 MINUTES DAILY

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

Materials Needed: ___ you are new to us ___ mentor sentences, encourage Mentor Text (The ___ Kingdom) ___ to visit my website to read ___ videos on Mentor Sentence ___ to implement ___ to each ___ 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 ___ while ___ the ___ all ___ the ___ point of ___ the irregular verb ___ do ___ since this is the f ___ us.

Day 2: Students should ___ the functi ___ of the ___ ds in ___ sentence ___ do the words help the reader understand what the author is communicating? Especially focus on the verb since it's the focus, 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 ___ what ___ you ___ write about. ___ to ___ the example fi ___ and allow the ___ ud ___ s ___ not ___ what is the ___ me ___ iffere ___ from ___ he origin ___

Day 5: Students will ___ wh ___ they have ___ ned with ___ nea ___ a assessm ___

Monday - possibilities of things to notice
*irregular verb (take/took)
possessives
simple sentence
proper nouns – Daniel and Mama
past tense
prepositional phrase

Tuesday - label the sentence
Daniel, canister, cart, plant – nouns
took – verb
a, the – article
from – prepo___
Mama's, que___ – po___
to water – in___

Daniel took a canister from Mama's cart to w___ plant.

complete subject   complete predicate
simple subject   simple predicate

Wednesday - possibility of revised sentence

Daniel took a plastic canister from Mama's cleaning cart to water the queen's plant.

(added adjectives)

Thursday - possibility of imitation sentence

Charlotte grabbed a broom from Daddy's closet to sweep the baby's mess.

Daniel took a canister from Mama's cart to water the queen's plant. ~The Paper Kingdom

Daniel took a canister from Mama's cart to water the queen's plant. ~The Paper Kingdom

Daniel took a canister from Mama's cart to water the queen's plant. ~The Paper Kingdom

Daniel took a canister from Mama's cart to water the queen's plant. ~The Paper Kingdom

Daniel took a canister from Mama's cart to water the queen's plant. ~The Paper Kingdom

Glue down the ___ right, ___ ___ ___ the words. Wr___ ___ ct past ___ of the ___ ba___ strip, and then ___ ___ words in ___ ___ s to ma___ ___ verb type.

regular
(just add –ed)

irregular
(change the spelling)

answer   ___ke   help   ___ve   ___ok   hurry

f___el   s___

Name: _The Paper Kingdom_   The Paper Kingdom

___ ___ing Assignment

Daniel ___ked a ___ nister from ___ cart t___ ___ter the queen's plant.

I. ___ ke ___ sentence. Re___ the sentence correctly:

Daniel took a canister from Mama's cart to water the queen's plant.

Use the correct past-tense form of the verb in each sentence below.

2. Papa ___shook___ his head no.
          shake

3. They ___drove___ to Mama and Papa's work.
          drive

4. They ___hurried___ Daniel inside and waved at Sam.
          hurry

5. Mama ___got___ brooms from the closet.

6. A to___ air ___ood___ ___hind the d___
          ___and

7. Pap___ ___em___ the w___ ___t
          ___em

8. He ___ ___ew___ a___ ___n the trash.

9. Daniel ___sat___ in the tall chair.
          sit

Core Anchor Standards: RL.1, RL.3	Duration: 45 MINUTES

Objectives: Students will draw inferences from the text.

Materials Needed:
The Paper Kingdom _____ element _____ shee
Drawing Inference Activity

Actions: Read <u>The Paper Kingdom</u> to students for enjoyment.

Pass out the activity. Return to the events listed on the activity in the book to provide context if necessary. Remind students that when we infer, we are reading between the lines of what the author shares. For example, we can figure out how a character might feel based on things that happen without the author actually naming the emotion.

Define s _____ background knowledge or what _____ know on the activity. Th _____ can sometim _____ the _____ ne _____ ma _____ Ir _____ differ _____ nt c _____ ons _____ ne _____ ferent inferenc _____ than o _____ base _____ on what _____ know (_____ don _____ know) fr _____ own life.

Complete the inferring activity with students as a mini-lesson, or walk through a couple and allow them to work on their own or with a partner to finish.

Making Inferences

The Author Says... **+**	What I Know... **=**	My Inference
"Then I'll stay home by myself. I'll be good." Papa shook his head and helped Daniel change out of his pajamas.	It isn't safe for children to stay home all night alone.	Daniel is too young to stay home alone.
Their old car sputtered as they drove to Mama and Papa's work...	An old car that sputters is not working properly.	The family doesn't have a lot of money and might not be able to afford to fix their car.
"Hello, Daniel!" said Sam. "Wow, you've grown! Soon you'll be as tall as me!"	Sam knows Daniel by name and notices he has gotten taller, which means he has met him before.	This is probably not the first time Daniel has had to go to work with his parents.
Papa said, "Let's make sure we had us there hiding the... "Dragons?" Daniel scooted behind Papa.	When you scoot behind someone bigger than you, it can be out of...	Daniel was worried and afraid of the idea that there could be dragons.

EXAMINING DIALOGUE: MENTOR TEXT

Core Anchor Standards: W.3, L.2	Duration: 30 MINUTES

Objective: Students will use correct punctuation to mark dialogue.

Materials Needed:
The Paper ~~Kingdom~~ Mentor ~~Text~~
Examining Dialogue ~~Notes~~ Page

Actions: Return to the mentor text. Reread the first two pages and, if available, project/display the pages so the students can see the formatting of the text.

Point out how the quotation marks are around what the person says, and there are tags noting who the speaker is on the first page ('Mama' and 'she').

Then on the second page, note how it's almost all dialogue without tags, yet we still know who speaks based on context. Also point out that each time someone new speaks, it starts a new line.

Give students the ~~Examining Dialogue~~ activity. Complete the top part together as a guided lesson, then allow students to complete the bottom part independently using the notes you took together, or with a partner.

Be sure to review the answers as a class so that the students have correct models for their notes. (This page could be glued into a notebook for future reference.)

Name: Answer Key _____ Date: _____

Examining Dialogue

What do you notice about this dialogue?

"Hello, Daniel!" said Sam. "Wow, you have grown! Soon you'll be as tall as me!"

Daniel doubted he'd grow to be a giant like Sam.

"I won't tell anyone he's here." Sam winked at Mama and Papa.

"Thank you, Sam," Papa said as they got into the elevator.

Daniel was so excited it felt like crying. "When can we leave?"

Add appropriate punctuation below:

"The Paper King?" Now Daniel felt awake. "How come I never saw him? Where is he?"

"Let's go see," Mama said. "Maybe he's in his throne room."

"Looks like the king's gone to you," said Papa. "Let's clean up for him."

Core Anchor Standards: RL.1, RL.7, W.3, W.4, L.2	Duration: 25 MINUTES

Objective: Students will make inferences about images to write dialogue.

Materials Needed:
Dog Images... phone or... natch the format of the... ity
Examinin... Dialogue... is Po...
Notebook/Paper for students to record their responses

Actions: Over the course of the week, students will see several images as well as a short film– all without any words or text. Explain that they will need to do a lot of noticing about the details in these visuals. For each lesson using visuals this week, the amount of inferring they need to do will increase.

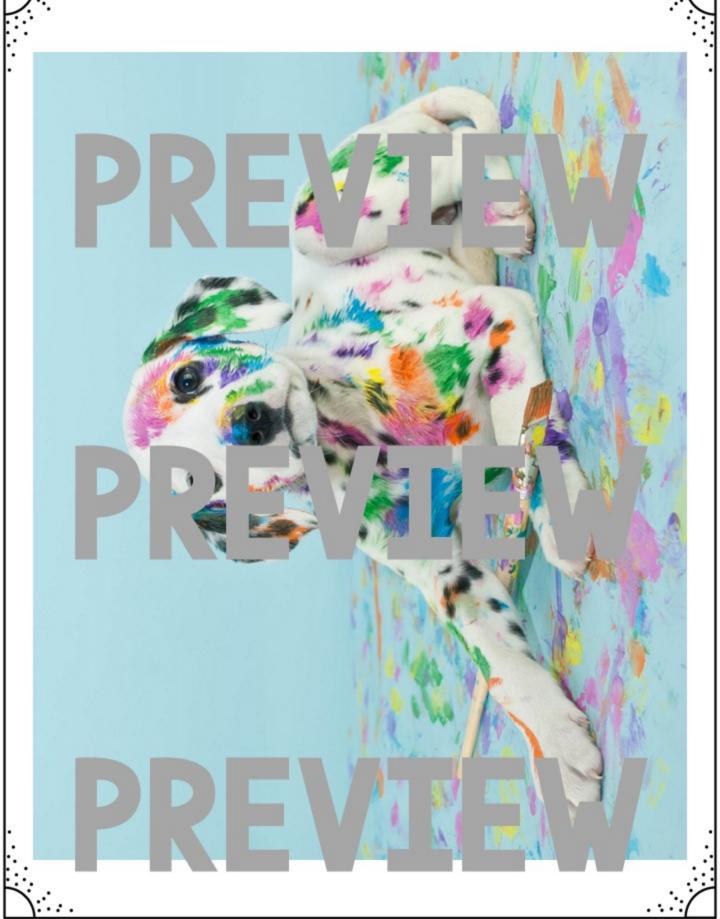In this first visual lesson, there are two options for the format of the activity:

Option A... ll 6... es ar... th... aro... h,... ve... udents d... "carouse..." a... op... atio... hing stra... gy... at eng... es s... ents wit... oveme... and discussio... nlike a... caro... activity,... th, stud... ts w... be leav... responses with the... cture– t... y e... up w... be... sl... ed... rious... s. Direct students to move around the room in small groups (setting a timer for a couple of minutes at each "station" is useful with a carousel activity) and imagine what the dog in each picture might say if it could talk. This will require them to pay attention to details in the photo as well as the body language/expression of the dog.

Option B: Split the students into 6 groups and give each group an image with a speech bubble. They should write what they imagine the dog is saying in the picture WITHOUT quotation marks inside the speech bubble. Then place the images around the room.

Students... ll write... se... s wit... er pur... uatio...alog... tag, "the dog said...." ncourag... m to... se their n... age fr... the... evious da...del for punctuation placement. Allow students to share out their responses and choose a few to write on sentence strips or chart paper as models for the next writing lesson.

NO MORE "SAID!"

Core Anchor Standards: L.I, L.2, L.3, RL.I, RL.7, W.3, W.4	Duration: 30 MINUTES

Objective: Students will revise dialogue tags with "said" for a vivid verb with appropriate formation of the past tense verb.
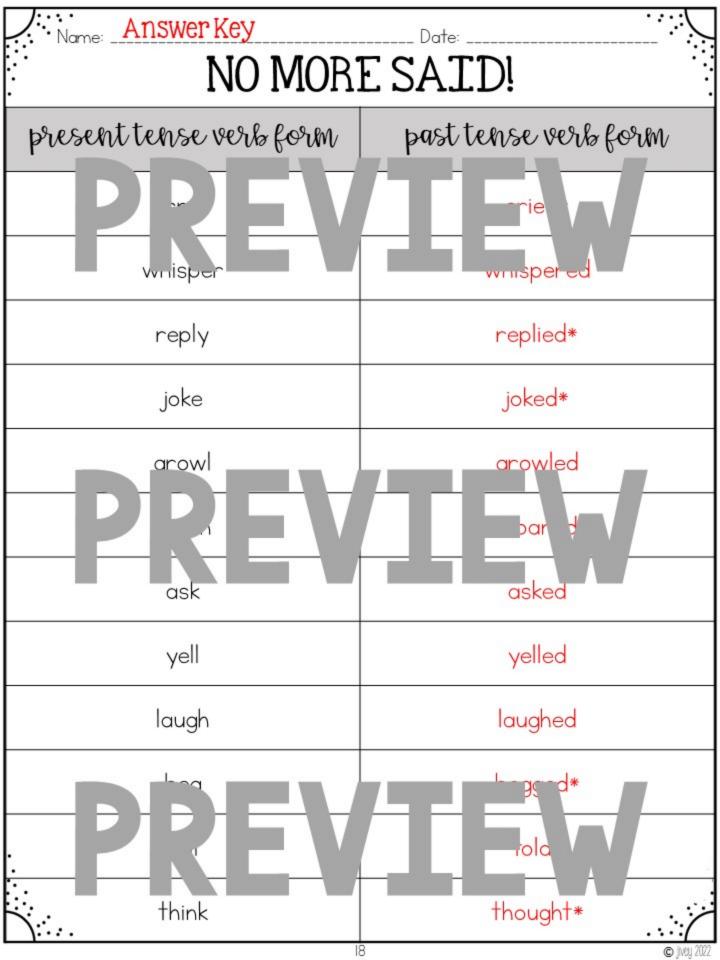
Materials Needed:
Dog Quotes Model from previous lesson
No More Said! Verb List

Actions: Remind students of the sentences that were written as models using quotation marks from the dog inferring lesson. Point out that all of the sentences, per your instruction, are tagged with, "the dog said."

Explain that using said occasionally is okay, but we can often reveal a lot about the way a character is feeling by changing said to a more vivid verb.

Pass out the No More Said! Verb List and note that most of the verbs provided are in present tense. Work through the list to write the past tense verbs down and note the irregular verbs, perhaps with a star, before discussing why they are (how the spelling pattern changes).

Go through the models of dog dialogue and revise each sentence with another word for said from the word list. Remind students that this is another way authors show a character's emotions and help us infer that feeling. If needed, display the images again to make sure to match the word chosen to what the dog may be feeling. The entire tag may also need to be reworded, not just replacing the verb – for example the dog TOLD the mouse (not just, the dog told). If students have an idea for another verb to use, encourage them to do so. This list is just to get them thinking. ☺

NO MORE SAID!

present tense verb form	past tense verb form
~~cr~~	~~crie~~
whisper	whispered
reply	replied*
joke	joked*
arowl	arowled
	~~bar~~ ~~d~~
ask	asked
yell	yelled
laugh	laughed
~~beg~~	~~begged*~~
	~~rola~~
think	thought*

INFERRING IN IMAGES

Core Anchor Standards: RL.1, RL.7	Duration: 30 MINUTES

Objective: Students will infer what is happening in photographs.

Materials Needed:
The Paper Window Shield Welcome Sheet
Photographs
Guided Inference Organizer (copied front/back)

Actions: To begin the lesson, turn to the page where the family is driving to the office building. Remind students of their inference about the car from the first day's lesson. (The old sputtering car might need repairs that the family can't afford.) Have students look closely at the illustration. What do they notice? *Papa has a furrowed brow and a frown, and Mama is looking at Papa as though she is concerned.* Ask students if this image also supports the inference. (Yes, because they seem worried, maybe about the car being reliable to get them to work.)

Show one of the photographs. Work together on the inference organizer together. Then, allow students to make inferences about the others.
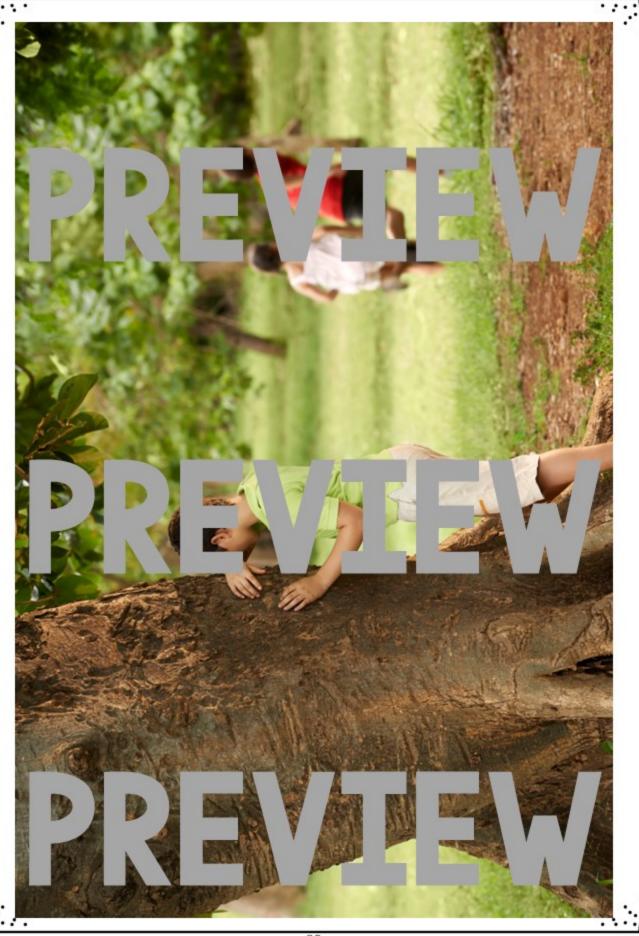
You could allow students to work with a partner or in a group and provide them copies of the photographs, project them one at a time, or you could hang the photos around the room and allow them to move to each photo- setting a timer to determine when they should rotate.

Make sure to allow them to share their inferences with the class to hear the thinking of others. Sometimes they will have similar ideas, and sometimes they will be very different, but reinforce that there is not a right or wrong answer when you infer as long as you can support the thinking with your schema, background knowledge.

take it further:

Check out more images on the New York Times Learning Site— What's Going On In This Picture!

Name: _____ Suggested Responses Date: _____

INFERRING IN IMAGES

What do you notice?

(Pay attention to facial expressions, actions, and objects in the image.)

The children are in a grassy area with trees.

One child is covering his face near a big tree while the other two are running away.

What do you notice?

(Pay attention to facial expressions, actions, and objects in the image.)

The woman is holding a coffee cup and looking at her watch.

Her brow is furrowed.

There is another table behind her and trees in the background.

What do you think is happening in the picture? Why do you think that? (Use your schema!)

The children are playing hide and seek in the park. The area looks too large to be a backyard. When I play hide and seek, one person hides their face and counts while everyone else runs to a hiding spot.

What do you think is happening in the picture? Why do you think that? (Use your schema!)

The woman is waiting at an outdoor coffee shop for someone who is late. The woman looks concerned or upset with her furrowed brow. People who look at their watch are checking the time, and since she is upset looking at the time, it probably means the other person is late.

OR

The woman is having coffee and realizes she must leave or she will be late for an appointment. She is checking the time on her watch and looks upset, which means she is probably late for something.

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IMAGINING DIALOGUE

Core Anchor Standards: W.3, W.4, RL.1, RL.7, L.2, L.3	Duration: 30 MINUTES

Objective: Students will write dialogue to match an image.

Materials Needed:
Photographs
Guided Inference Organizer
Examining Dialogue Notes Page
No More Said! Verb List
Imagining Dialogue activity

Actions: Show students the same photo that you modeled for the guided inference from the previous lesson. Remind them of the inference you made together.

Now ask students to imagine that the person or people in the image are talking. Using quotation marks properly, write at least one sentence that demonstrates what the person or people are saying. Refer to the Notes Page and the Verb List for formatting and word variety.) Encourage students to make up names for the tags, rather than saying "the boy" or the black...

Allow students time to write dialogue for the other three photos. This could be done with a partner or independently. Then allow students to share out their dialogue.

IMAGINING DIALOGUE

Kate giggled as she ran off with Randall to hide. "This looks like a good spot!"

"...7, 8, 9, 10! Ready or not, here I come!" shouted Kevin.

Alice checked her watch again. "Always running late," she muttered to herself.

"I don't want to eat it," Zak whined.

"You haven't even tried it," said M... m... a. "Ju... ke one bite!"

"Great job, everyone! Thanks for all your hard work!" Michael exclaimed as he wro...bed...o his v...eo conf...ren...e.

Core Anchor Standards: RL.I, RL.7	Duration: 20 MINUTES

Objective: Students will infer what is happening in a short film.

Materials Needed:
Partly Cloudy Pixar Film (Available on Disney+ and on [You...])
Guiding Questions

Actions: The Pixar Short, *Partly Cloudy*, is a completely wordless film, so the viewer must infer to understand.

Play the film all the way through once (it's only five minutes).

Then:

OPTION 1: Give students the guiding questions, and pause them as necessary for them to answer. Review the answers together.

OPTION 2: Pause the film and ask the questions aloud from the guiding questions provided, and allow students to discuss.

Name: _____ Date: _____

PARTLY CLOUDY

Make inferences about Pixar's short film.

How does the gray cloud feel about the stork at the beginning?

He adores the stork.

What clues help you know this?

He smiles big when the stork lands on him and gives him a big hug.

What is happening during the stork's flight to another bottle?

They are hurting him/beating him up!

What clues help you know this?

Every time he returns to the cloud, he is missing feathers _____ he journeys.

How does the gray cloud feel when the stork flies to the white cloud?

Angry/Upset/Sad

What clues help you know this?

He "storms" or poofs his feathers and pouting while his chin crossed, then lightning and then he cries (rains).

Does the stork continue working with the gray cloud?

Yes!

What clues help you know this?

He is another cloud made him protective gear to continue coming to cloud babies.

PARTLY CLOUDY DIALOGUE

Core Anchor Standards: W.3, W.4, RL.1, RL.7, L.2, L.3	Duration: 25 MINUTES

Objective: Students will write dialogue to match scenes in the short film.

Materials Needed:
Partly C_____ (A_____ on ____y+ and _____ You___
Scenario ___tivity
Examining Dialogue Notes Page
No More Said! Verb List

Actions: Provide students the Partly Cloudy Scenario activity- students should imagine the dialogue that might have occurred in each scene had the short film not been wordless. They should use their notes page and their verb list for assistance with formatting and word variety. (You might consider playing each scene again and then giving them a set amount of time to write about it. All of the scenes occur after the 3 minute m_____

Students ____ld wo__ __th a __rtner or ___ependen___ and __en Take ___ _____ for students __ share ____ ___ec_ ___ the c____

Suggested Responses

PARTLY CLOUDY

If the characters talked, what might they say in each of these scenes?

The sto... ...ds ...as ...spir... quills o... ...is ...ea... W... ...ld the gray cl...d have ...i... to the stork?

"Oh dear!" the cloud exclaimed as he pulled the quills from the stork's head. The cloud noticed that several feathers came out with the quills. "Oh, uh," the cloud stammered, "here, let me put these back."

The ...t... ...s ...wa... from th... gray cloud to th... ...hite c...d ...bo... The gray ...loud ...akes ligh... ...d rain. What would ...he gray cloud say?

The gray cloud stomped and raged. "It's not my fault that I can only make animals with teeth and quills and horns!" Suddenly, he sees the white cloud give the stork a bundle to deliver. He is filled with sadness. "My frien... doe... ...t want... ...o be wi... me anym...re!" ...e ...ay ...o...im...d.

The sto...k flies ...wa... fro... the ...gray cloud to the white cloud above. What did the stork say to the white cloud?

"Excuse me, can you help?" the stork asked nervously. "What can I do for you?" the white cloud replied. "My de...s f... ...ay ...lou... often l...ve... ...un... D... you thi... you mi...r be ab... ...crea... someth...g to he...?" ...eo... ...e sto...

The ...s ...s to ...w ...e gray cloud his protective gear. What do you think they say to each other?

"You came back! You mean, you DO want to keep helping me?" the cloud wondered. "O... ...se..." ...e ...laimed t...e stork. "You...e m... friend, ...d I w...ld never leave... ...ou ... alone."

Core Anchor Standards: RL.1, RL.3	Duration: 15 MINUTES

Objective: Students will draw inferences from a text and image.

Materials Needed:
Inference Book Assessment

Actions: Have students take the inference quiz assessment

Answer Key

1. Circle the ride that Chloe and Lillie went on.

2. How did Lillie feel about going on the ride? Use evidence to support your answer.

She was nervous. She had butterflies that felt more like birds as she waited in the line. Her

hands were also clammy with sweat. Her legs wobbled and her fingers tingled, too. These

are things that happen to your body when you feel worried or scared to do something.

3. How does Chloe feel about going on the ride? Use evidence to support your answer.

She was thrilled. She squealed when it was their turn. People squeal when they are very

excited. She also told Lillie forward, which showed she could not wait to go.

Amusement Park

The butterflies in my stomach were feeling more like birds as we inched closer and closer to the front of the line. Everyone on the ride laughed with glee, so I knew it was going to be a lot of fun… but knowing how high I'd be in the air made my hands clammy with sweat.

"It's our turn!" Chloe squealed as she pulled me forward onto the ride.

My legs were weak as I inched forward and sat quickly down onto the seat, then grasped the lap bar tightly with my tingling fingers. I closed my eyes as the ride took us up into the sky.

"Open your eyes, Lillie! Look around! You can see the whole town from here!" Chloe said as she grabbed my hand.

I slowly opened my eyes just as we started to descend. It felt like my stomach dropped all the way to my toes, but she was right: it WAS beautiful from up here! I left my eyes open as we made our way back around to the top, and finally, I was smiling.

1. Circle the ride that Chloe and Lillie went on.

2. How did Lillie feel about going on the ride? Explain using evidence from the text.

_____

_____

_____

3. How does Chloe feel about going on the ride? Explain using evidence from the text.

_____

_____

_____

Core Anchor Standards: RL.1, W.3, W.4, W.9	Duration: 30 MINUTES

Objective: Students will infer about an event in the mentor text.

Materials Needed:
The Paper Window releases sheet
Examining Dialogue notes page
No More Said! Verb List
Phone Call Inferring activity

Actions: Re-read the first page of the book. Ask students to infer what Clara said on the other end of the phone. Point out that we know she usually kept Daniel while his parents worked because Daniel expected her to come (based on evidence on the next page), but that night, she called to say she can't.

Brainstorm together the reason why Clara might be able to come keep Daniel.

fer ideas
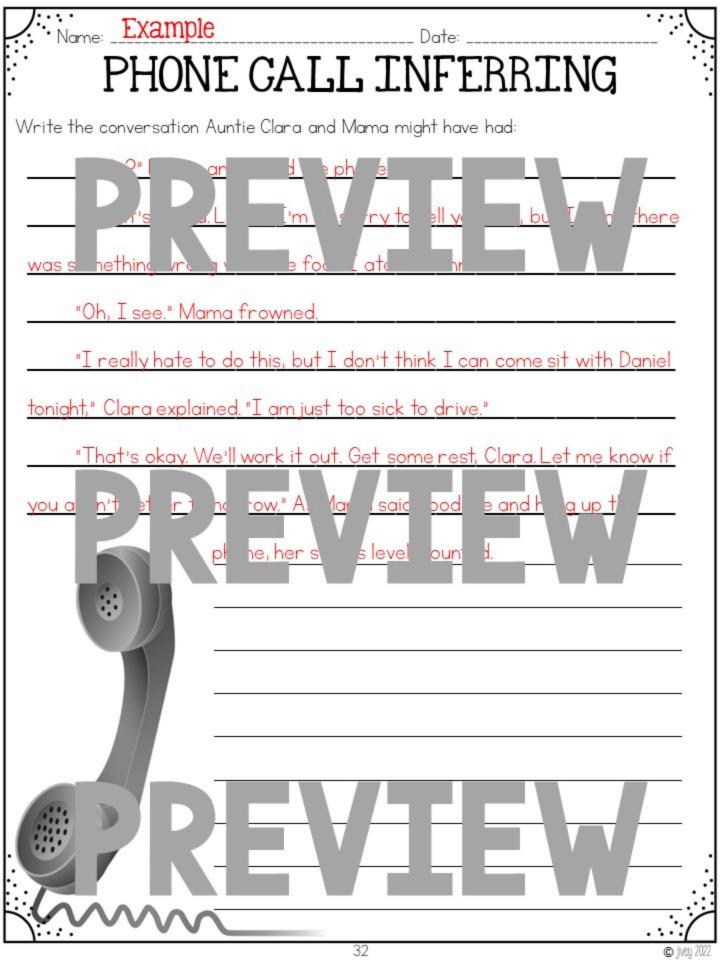
her ____ roke down

____ is sick

she got hurt

she was called in to work

her husband was called into work and they have a child who would be home alone

Have students write (using proper punctuation for dialogue– they should refer to their notes page) what the phone conversation might have been. They should also vary the verb in their tags (using the verb list if necessary). Remind them that a conversation between two people needs a same line when the next person speaks.

You might want to ____ out that Mama and Clara ____ sist___s, and ____ ____ that she probably feels terrible for c____g last minute. ____ thi____t to ____s into account when writing Clara's dialogue.

Name: _____ Date: _____

PHONE CALL INFERRING

Write the conversation Auntie Clara and Mama might have had:

_____ ?" _____ and _____ phone _____

_____'s _____. L _____ I'm _____ ry to _____ ell y _____, bu _____ here

was s _____ nething _____ rong w _____ e foo _____ ate _____ ar

_____ "Oh, I see." Mama frowned.

_____ "I really hate to do this, but I don't think I can come sit with Daniel

tonight," Clara explained. "I am just too sick to drive."

_____ "That's okay. We'll work it out. Get some rest, Clara. Let me know if

you a _____ n't _____ et _____ r t _____ _____ row." As _____ Mar _____ said _____ ood _____ e and h _____ g up t _____

_____ _____ ph _____ ne, her s _____ s level _____ ount _____ d.

_____

_____

_____

_____

_____

_____

_____

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