

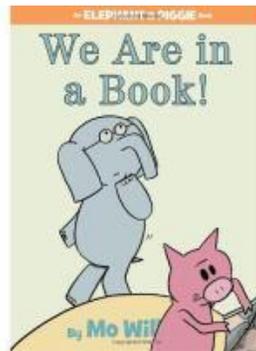
# Books to Treasure

## We are in a Book!

By Mo Willems

2010

ISBN: 1423133080



### **English Language Arts**

Lesson Plan by Kristen Gettys

Youth Librarian, Herman & Kate Kaiser Library

**Summary:** Gerald and Piggie discover the joy of being read. But what will happen when the book ends?

### **2nd Grade Common Core– Reading**

Craft and Structure

CC RL.2.7. Integration of Knowledge and Ideas

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Implicit Setting

*Learning Outcome:* Determine the implicit setting of a story using context clues and visualization.

*Duration:* Approximately 50 minutes

*Teacher:*

Explain that there are not always pictures to help us identify the setting in every book. Sometimes the setting is not explicitly stated in the story and we have to use textual clues to

visualize the setting in our minds. Model using context clues and visualization to determine the implicit setting of “We Are in a Book.” (Read only pages 1-11.) In order to model an implicit setting, do not read the title (“We Are in a Book”). Discuss the context clues that help student visualize the setting (it’s a book, someone is looking at us. . .). Ask students to guess where Piggie and Gerald are- on tv, in a movie, etc.

### *Queries for Students*

**Ask:** How did I determine the setting in a book without pictures clues? Students should respond that you read the story paying attention to clues about where and when the story took place. Then, you visualized where and when the story may be and sketched it out on paper to identify the setting.

*Tip:* Create a “sign” for students to use when they hear a setting clue in the text. For example, while you are reading, students can give a “thumbs up” when they hear a setting clue in the text.

**Ask** students to listen for context clues that help them visualize the implicit setting on pages 1–11 in “We Are in a Book”. Finish reading “We Are in a Book.”

### *Independent Practice*

Go over parts of a book and the jobs involved i.e. Title page, copyright, spine, title

Author, illustrator, publisher, place of publication, copyright date if applicable

call number. Maybe introduce some Willems biographical information. Assign students attached work sheet- use books in classroom library or school library.

### *Further Enrichment*

Have the children write and illustrate their own books. They can work individually or in pairs. Ask them to use worksheet as an assignment for what their own books must include like title page and publisher.

This is a link to a folded book that students could make.

<http://library.thinkquest.org/J001156/makingbooks/minibook/index.htm>