Lesson Plans for *THIS IS IT* and *I GOT NEXT*
(Grades 1-5)

Themes
- Courage
- Perseverance
- Positive Thinking
- Self-Concept
- Family Support

Pre-Reading-Research
1. Write three questions you would like to research about ballet or basketball. Research all three of the questions. Choose the most interesting question that you researched. Create a flyer displaying question and answer. Illustrate key ideas related to your information.
2. Research ballet positions or basketball positions, moves, and/or rules for playing. Create a flyer illustrating and labeling your favorite ballet positions or basketball moves positions, moves, and/or rules for playing.
3. Research the benefits of all types of athletes taking ballet. Create a flyer displaying interesting ideas. Include illustrations.
http://healthyliving.azcentral.com/ballet-football-1747.html

Pre-Reading-Class Discussion: Cover
1. What is the title of the book? What do you think the title means?
2. Based on the cover, where do you think the story is taking place? Explain your opinion.
3. Who is the author of the book? Who is the illustrator? Who is the publisher? Explain each job. In your opinion, is one job more important?
4. Observe all of the cover's details: fonts and colors of the lettering, the colors of the illustrations, the body language and expression of the character, and other visual details. What about the cover catches your attention most? Why? What would you change, if anything?

Pre-Reading: Inside Cover—Endpapers *(THIS IS IT)*
Choose **one** of the following to complete.
1. Observe the various positions of the ballerinas on the inside cover of the book. Choose five or more positions. Through illustrations, choreograph a dance for the ballerina.
2. Compare and contrast the positions.

Pre-Reading: Inside Cover—Endpapers *(I GOT NEXT)*

1. Read the author's note about the mural on the inside cover of the book. Choose a public art mural in your neighborhood and interpret its meaning.
2. Draw a mural you would want displayed at your school or in your community.
3. Use descriptive words to describe the mural on the inside cover of the book. What do you think the different elements (hummingbirds, sunflowers, etc.) represent?

Pre-Reading-Essential Questions:
1. How do you feel when other people misjudge your talents or skills before they allow you to participate in an event?
2. Who are some of the people that have taught you to believe in yourself? What did the people say to you?
3. Discuss a time you talked yourself into believing that you were good enough to audition or try out for an athletic team, club, play, or dance production. What did you say to yourself? What were some of your feelings and thoughts?

Read Aloud-Read the story twice.
1. The teacher reads the story to the class.
2. Students pair off and take turns reading the story to each other.

Discussion Questions—Key Details and Ideas
1. What is the setting of the story? What seems to be the character's main concern?
2. What does the illustrator use to show the reader that the narrator is the character's inner thoughts? What does the character's inner thoughts tell you about her?
3. How do the author and illustrator reflect the conflict between the character's inner thoughts and the character's outward feelings? Why might the character have those outward feelings?
4. Who are some of the people in the character's life that may have influenced her/his inner thoughts? Explain your opinion.
CCSS.RL.2.3 Describe how characters in a story respond to major events and challenges.

Key Details and Ideas
1. Based on the illustrations, and inner thoughts, what are the character's traits?
2. In what ways does the character change, and how do the illustrations support your opinion?
3. Read a page that shows how the character is motivated to build confidence.
4. What does the character do to show that she/he is building confidence?
5. Compare and contrast through illustrations to show how the character changes.
6. What inner thought do you think is the character's greatest motivation to audition, and how does the illustrator show the motivation?
CCSS.RL 3.1Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure

1. What words and phrases give the story rhythm? Which words are examples of alliteration, rhyme, and repetition?
2. Find other examples of alliteration, rhyme, and repetition in the story.
3. Choose a page to read aloud. As you read, tap out the rhythm of the words. How does the rhythm reinforce the meaning of the words?
4. How is the rhythm of the story related to the main idea of the story?
5. Why do you think the author chose to use alliteration, rhyme, and repetition in her story?
6. Choose a page to rewrite without alliteration, rhyme, and repetition. Which version do you prefer and why?

CCSS.RL.2.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Craft and Structure

1. What is the main goal of the character?
2. What is the biggest obstacle for the character?
3. How does the character overcome her/his biggest obstacle?
4. What is the attitude of the character's inner thoughts at the **beginning of story**?
5. Why does the character's inner thoughts change at **end of story**?
6. Find examples of literal and nonliteral language in the story. Create a T-chart to differentiate literal from nonliteral language.
7. Create a silhouette of yourself, and write positive inner thoughts you can remember when you need to believe in yourself.

CCSS.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas

1. How do the words illustrate the author's meaning? How does the structure of the sentences connect to the illustration of the character?
2. Find examples of how the illustrator shows the meaning of words throughout the book.
3. On what page do you think the character is building courage? What words and phrases stand out to you? How does the illustrator show the character's courage?

CCSS.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Integration of Knowledge and Ideas

1. What mood does the illustrator create through the use of the various colors on the cover of the book?
2. What can you predict about the events in story from the illustrations on the cover?
3. Look at the colors, shapes and angles of the buildings. What mood do the buildings create?
4. In complete sentences, explain how illustrations create mood.
5. In complete sentences, explain how setting helps the reader to understand the plot.

6. Create a list of words from the book to show various moods. Next to each word, illustrate the mood.
CCSS.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Presentation of Knowledge and Ideas
1. Create an audio recording of the story. Create a visual to illustrate the character's ideas, thoughts, and feelings about her audition.
2. Use the story as a guide to write your own story of a time when you needed to encourage yourself to do something important to you. Begin your story showing how insecure you felt. Symbolize your inner thoughts through the voice of your shadow. Your words and phrases should show how you gained confidence by the end of your story.
CCSS.SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories, or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Presentation of Knowledge and Ideas
1. Create an engaging audio recording that continues the story to show what happens during the character's audition. Illustrate the character's ideas, thoughts, and feelings about her audition.
2. Create an engaging audio recording of a different book with a similar theme. Create illustrations to enhance main ideas in the book.
CCSS.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.