

the

LITERACY D I N E R



WRITTEN BY
ASHLEY FRANKLIN

ILLUSTRATED BY
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XAVIER'S VOICE

THE LITERACY DINER

Xavier's Voice
By Ashley Franklin

Day 1

- Build background knowledge with the appetizer. Introduce title and author/illus.
- Discuss that this week's book is fiction. Discuss characteristics of fiction books.
- "Good readers are also good listeners. Listen as I read this story."
- Read story aloud.

Response sheet - Students will draw the characters in the story.

Day 2

- Review theme and topic.
- Review title and author/illustrator.
- Discuss setting.
- Introduce vocabulary (imagination, nervous, nemesis, friendship)
- Read story aloud
- Text-dependent discussion (teacher-led). "Why did Xavier feel lonely at school? What was Xavier's biggest wish?"

Response sheet - Students will illustrate and write about how Xavier feels at the beginning of the book.

Day 3

- Review theme and topic.
- Review title and author/illustrator
- Review vocabulary (imagination, nervous, nemesis, friendship)
- Read story aloud
- Text-dependent questions (after reading): "How did Xavier help BJ with his nervous story. Can you think of a time when your imagination helped you?"

Response sheet- Students will illustrate and write about where the story takes place.

Day 4

- Review theme and topic.
- Review title and author/illustrator
- Review vocabulary (imagination, nervous, nemesis, friendship)
- Read story aloud
- Text-dependent questions (after reading): "How does Bear finally wake up? Discuss how his friends felt when he blew and sneezed. How did Bear feel when he finally woke up? How do you know?"

Response sheet- The students will illustrate and write about what Xavier does when his stomach feels wobbly.

Day 5

- Review theme and topic.
- Review vocabulary (imagination, nervous, nemesis, friendship)
- Read story aloud (optional)
- Craftivity

Directions for the craft:
Students will make a mini version of themselves. Then, write or draw something that has worried them in the thought bubble. Glue down on a piece of construction paper.

Response sheet- The students retell the story by drawing and writing about the events in the story.

APPETIZER



At the beginning of the week use this picture to introduce the topic and/or theme, build background knowledge and provide a point of discussion. Refer back to the appetizer throughout the week as necessary to review as students learn new vocabulary and ask and answer questions about the story.

Have the students to point out and name each object and person in the picture. Use the following questions/prompts to have students to state what they see and what they think.

- When you look at this picture, what do you see? What are you thinking? (Encourage students to respond with 'I'm thinking', or 'Maybe').
- What might be happening on this page?
- What do the kids seem to be doing?
- What else do you see in the picture?

If students are struggling encourage them by asking:

- I know you don't know, but what could be happening here?

APPETIZER



IMAGINATION



The ability to create ideas in your mind

NERVOUS



Feeling worried or anxious

NEMESIS



A person who is an enemy

FRIENDSHIP



A relationship between people who like each other

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Who are the characters in the story? Draw them below.

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Xavier's Voice
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Who are the characters in the story? Draw them below.

THE LITERACY DINER

Xavier's Voice
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Illustrate how Xavier felt at the beginning of the story.

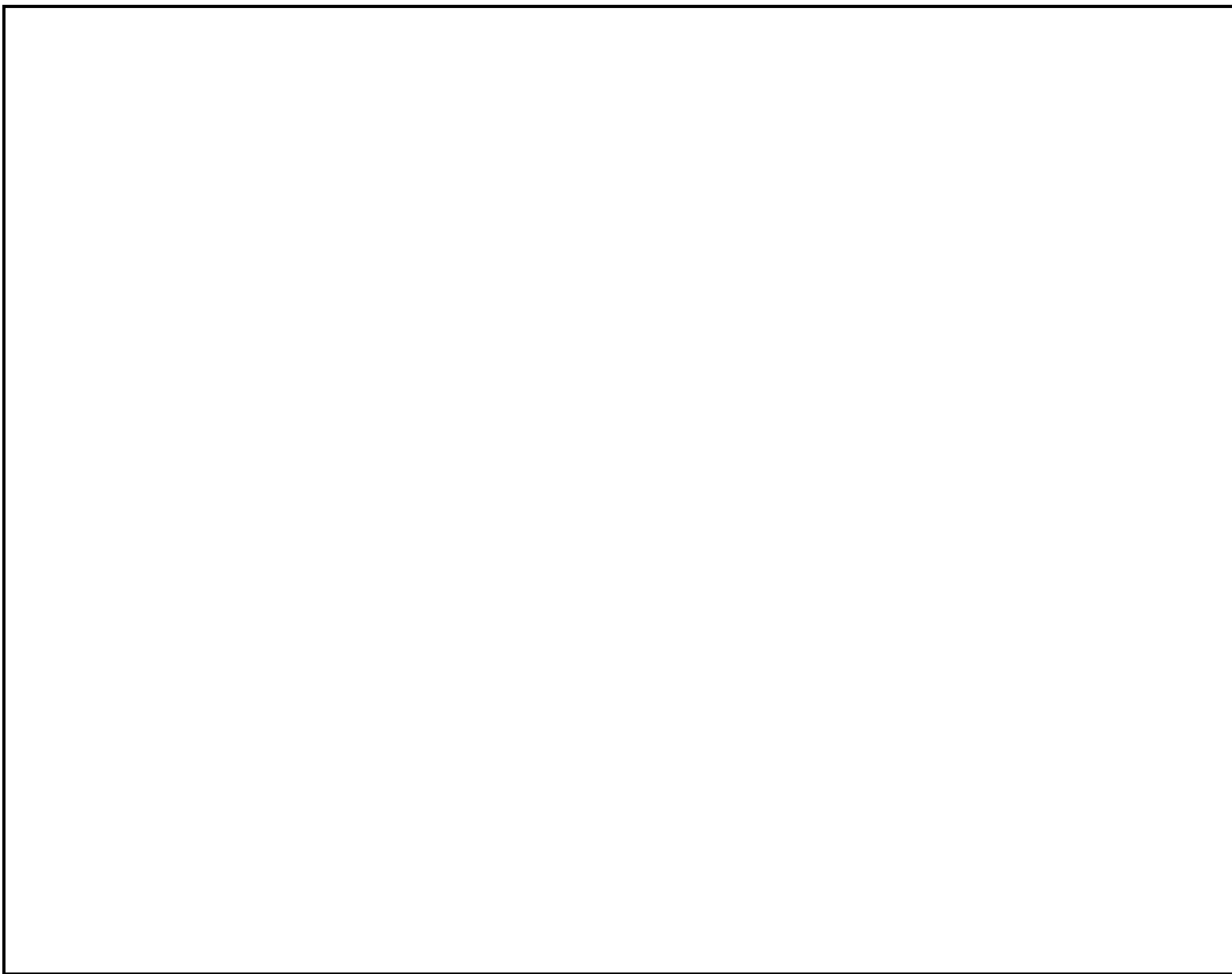
THE LITERACY DINER

Xavier's Voice
By Ashley Franklin

Illustrate how Xavier felt at the beginning of the story.

XAVIER'S FEELINGS

Illustrate how Xavier felt at the beginning of the story.



THE LITERACY DINER

Xavier's Voice
By Ashley Franklin

Illustrate where the story takes place.

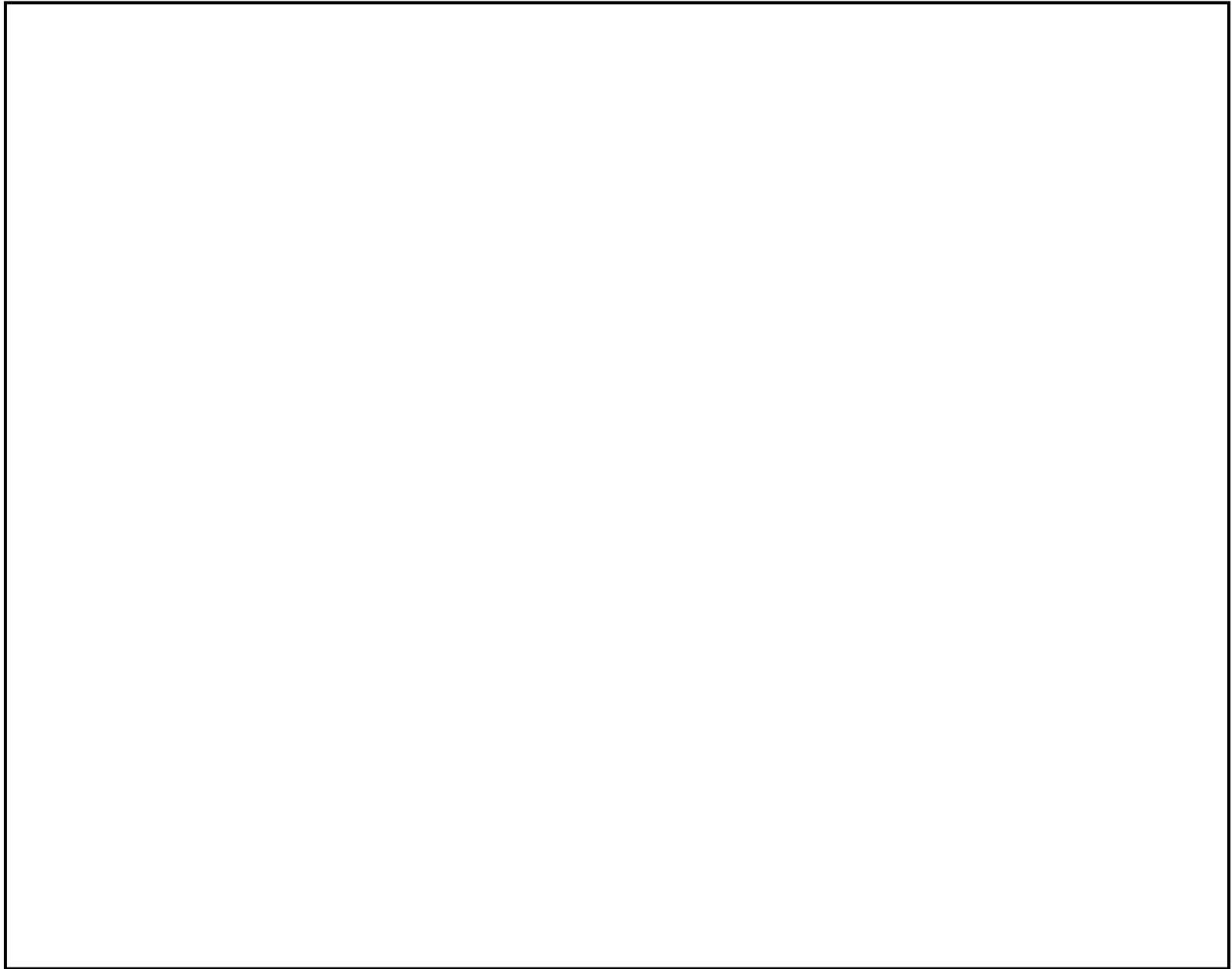
THE LITERACY DINER

Xavier's Voice
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Illustrate where the story takes place.

THE PROBLEM

Illustrate and write about what Xavier does when his belly gets wobbly.

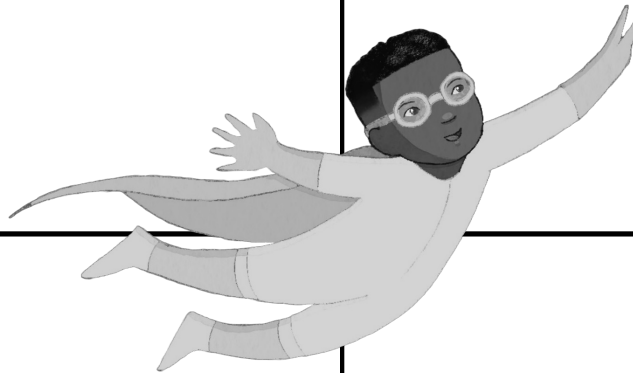


Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting practice.

XAVIER'S VOICE

FIRST

NEXT



THEN

LAST

XAVIER'S VOICE



FICTION OR

NONFICTION?

HOW DO YOU KNOW?

ALTERNATE ENDING

HOW COULD THE ENDING BE DIFFERENT?

MIDDLE

BEGINNING

END

PROOBBLEMS

SETTINg

SOLUTION

CHARACTERS

Misconceptions

Screening

THE LITERACY DINER

Xavier's Voice
Weekly Nibble

Who was the main character?

What was the problem?

What was the solution?

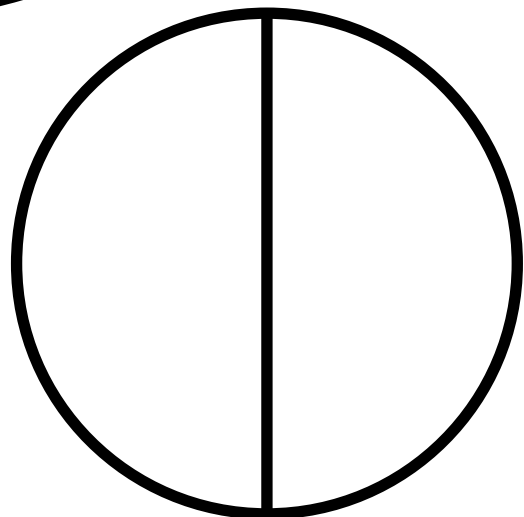
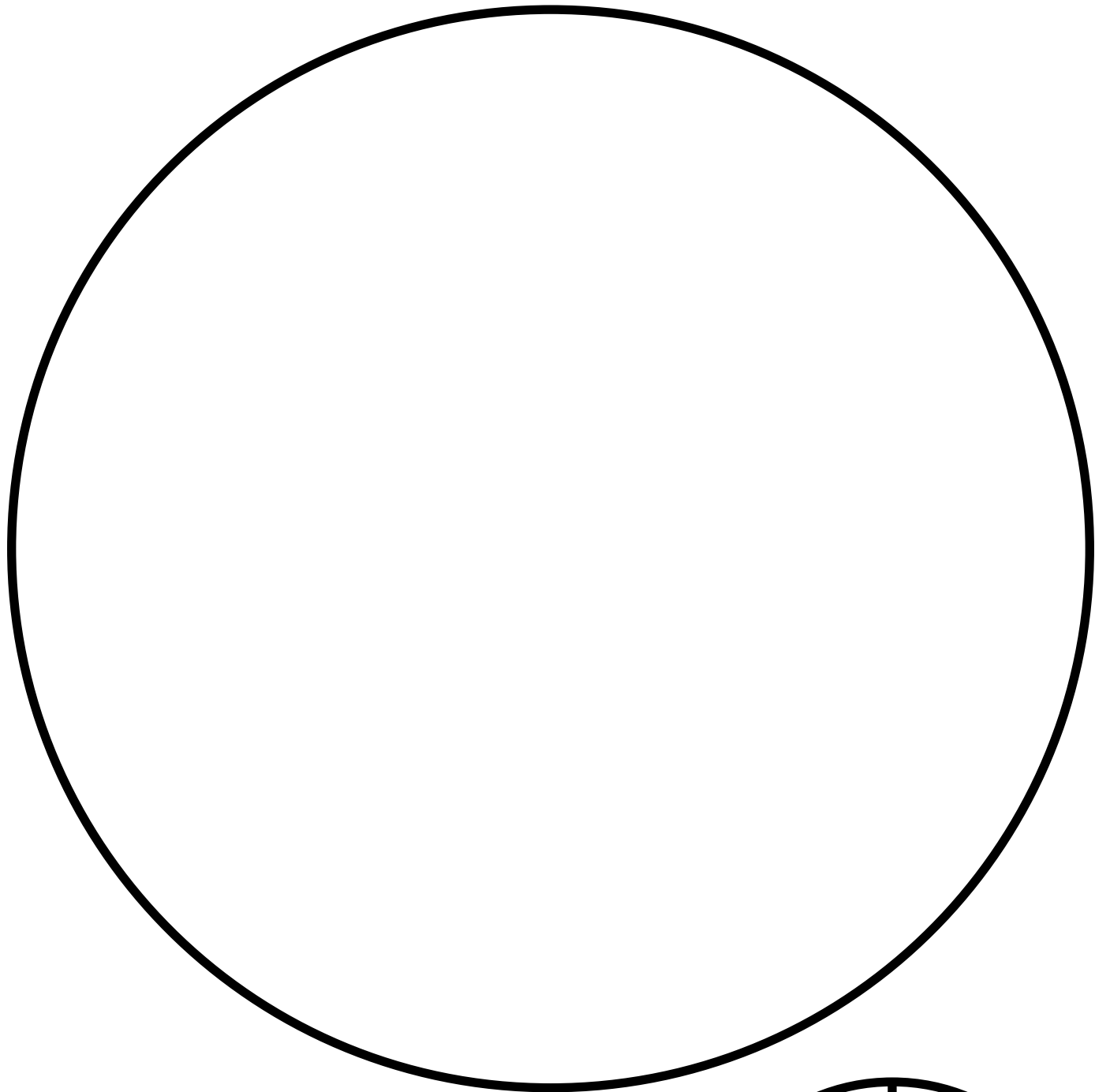
THE LITERACY DINER

Xavier's Voice
Weekly Nibble

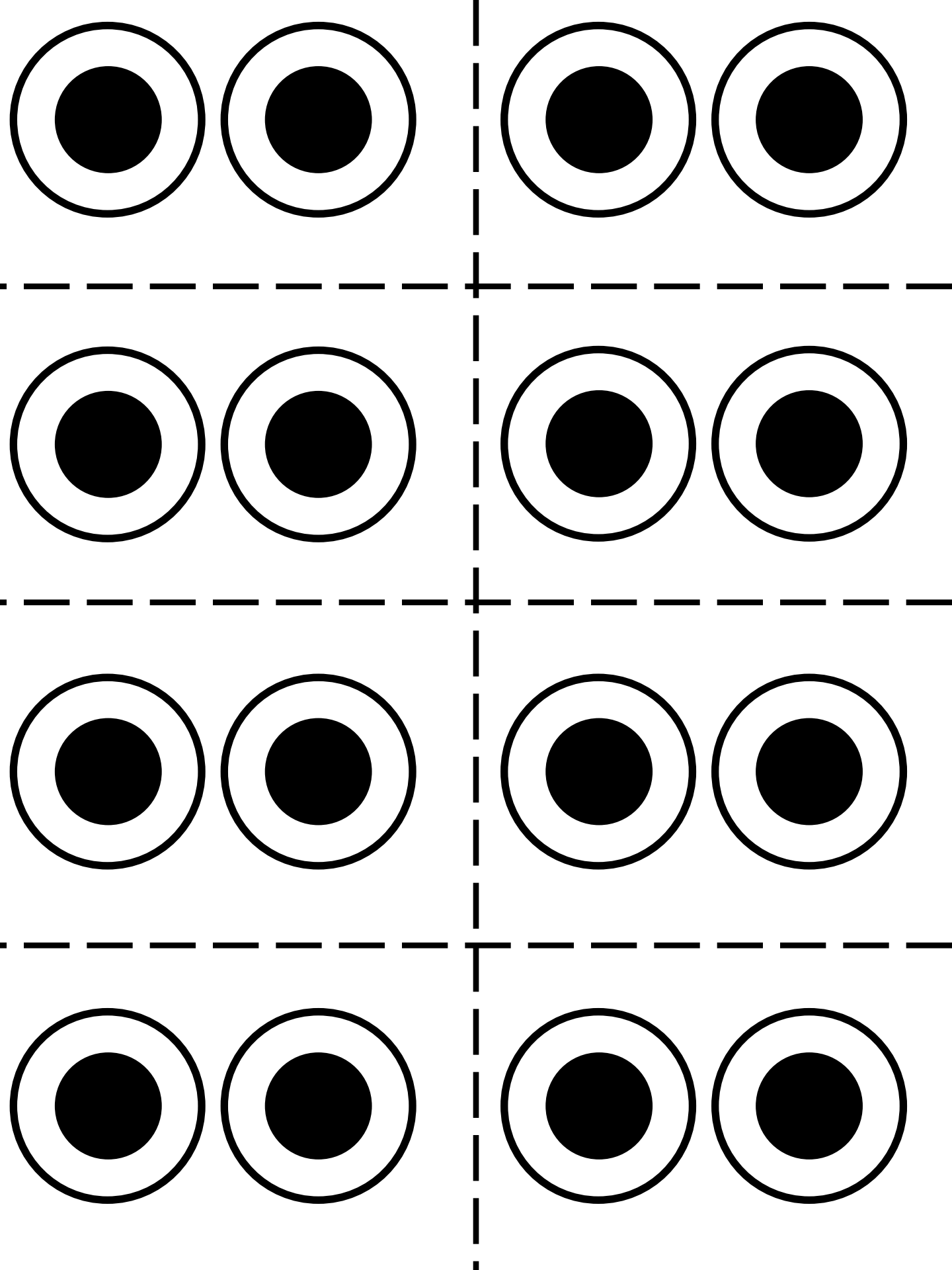
Who was the main character?

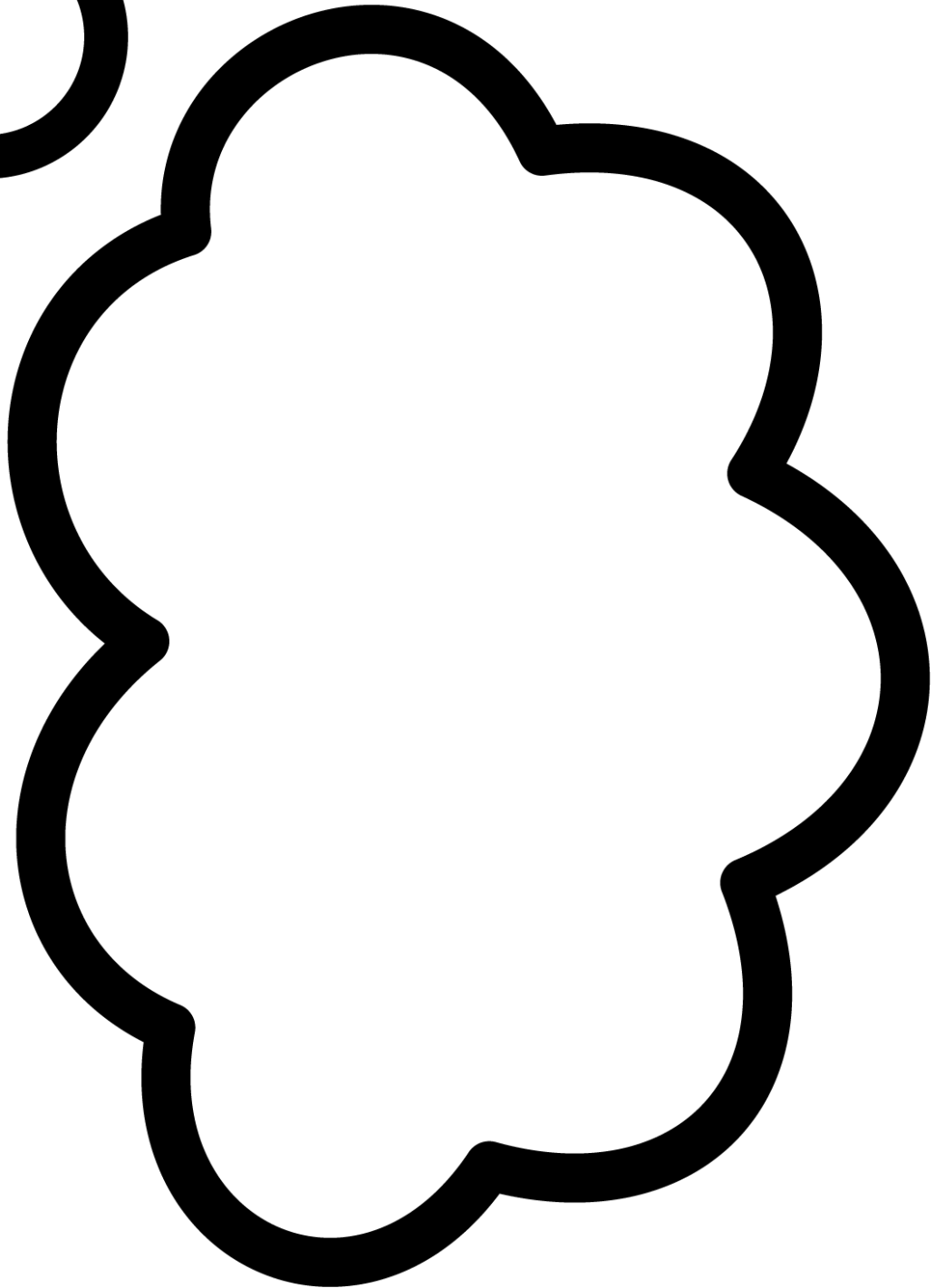
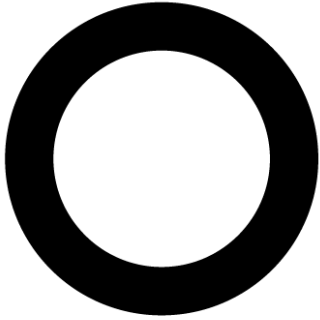
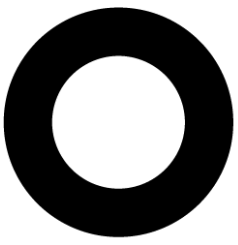
What was the problem?

What was the solution?

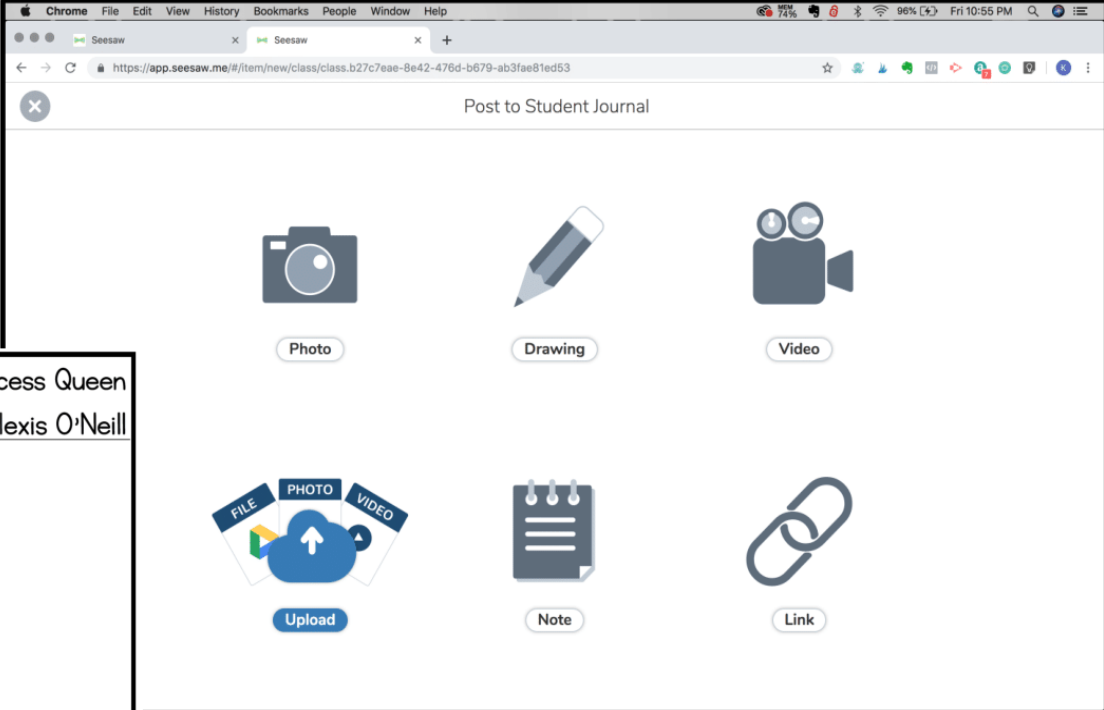
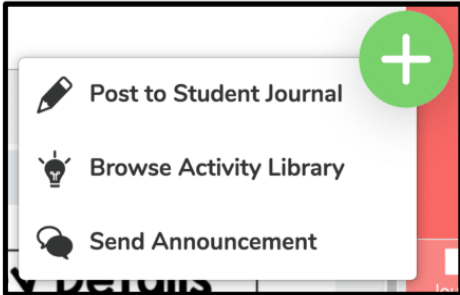


Head and ears/hands





- How to use recording sheets in Seesaw:
- Take a snippet of just the page you need. (Using The Recess Queen as an example)
- Open Seesaw
- Click the Green Plus
- Click Post to Student Journal
- Click upload photo
- Add your screenshot



THE LITERACY DINER

The Recess Queen
by Alexis O'Neill

Who are the characters in the story? Draw them below.

Character



How to use:

Have students to cut out the entire shape first. They will have to fold on the solid lines to make any necessary flaps. To complete, students will draw or write about their favorite part of the story.

Favorite Part of the Story

Favorite Part of the Story

Favorite Part of the Story



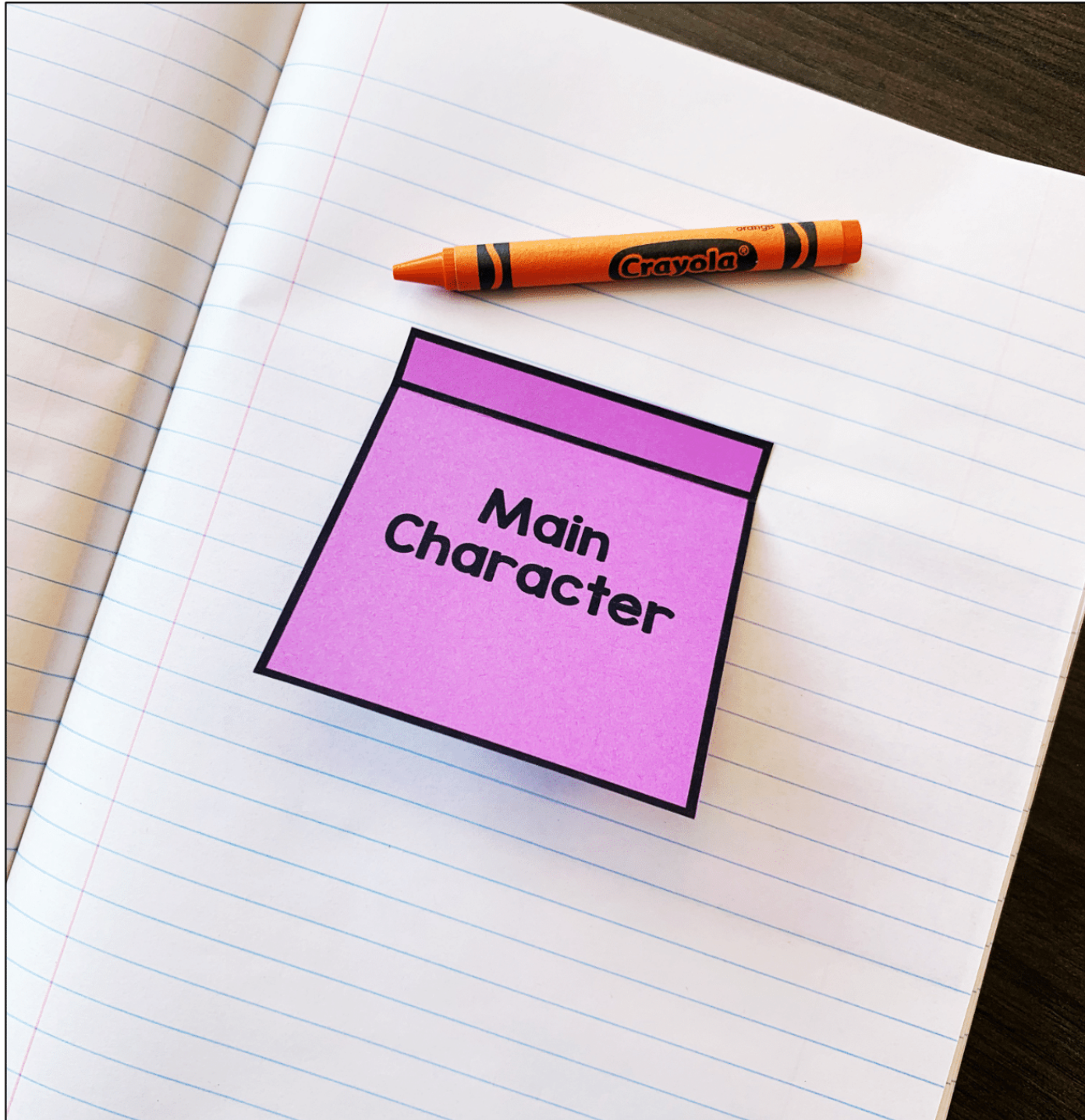
How to use:

Have students to cut out the entire shape first. They will have to fold on the solid lines to make any necessary flaps. To complete, students will draw or write about their least favorite part of the story.

Least Favorite Part of the Story

Least Favorite Part of the Story

Least Favorite Part of the Story



How to use:

Have students to cut out the entire shape first. Fold on the solid line to make it flap up.

Students can either write who the main character is or draw the main character underneath the flap.

**Main
Character**

**Main
Character**

**Main
Character**

**Main
Character**

**Main
Character**

**Main
Character**



How to use:

Have students to cut out the entire shape first. Fold on the solid line to make it flap up.

Students can either write or draw the setting under the flap.

Setting

Setting

Setting

Setting

Setting

Setting



How to use:

Have students to cut out the entire shape first. Fold on the solid line to make it flap up.

Students can either write or draw what an author and illustrator is/does under the flap.

Illustrator

Illustrator

Illustrator

Author

Author

Author



How to use:

Have students to cut out the entire shape first. Then, cut on any flap lines (these are dotted). They will have to fold on the solid lines to make any necessary flaps. To complete, students will draw or write about the beginning and the ending of the story.

Beginning

End

Beginning

End

Beginning

End



How to use:

Have students to cut out the entire shape first. Then, cut on any flap lines (these are dotted). They will have to fold on the solid lines to make any necessary flaps. To complete, students will draw or write what happened at the beginning, in the middle and at the end of the story.

Beginning

Middle

End

Beginning

Middle

End

Beginning

Middle

End



THANK YOU!



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