

XAVIER'S VOICE

Book Studies

Name: _____ Date: _____

THE MORAL OF THE STORY


What lesson does the author want me to learn?

What lesson did the character learn?

The character learned _____

How can I apply this lesson in my life?

I can apply this lesson _____ by _____



Name: _____ Date: _____

RETELLING

Main Character/s: _____ Who is in _____





Setting: _____ Where does the story take place?



Name: _____ Date: _____

CAUSE & EFFECT

Title: Xavier's Voice

Cause	Effect
Why does something happen?	What happens as a result?
 It begins to rain while Xavier is outside, his drawings get wet.	 Xavier struggles to make friends.
 Xavier finds his voice and begins brainstorming "what if" with B.J.	 Xavier stomps into school confidently and accidentally injures B.J.




Name: _____ Date: _____

CHARACTER CHANGE

Title: Xavier's Voice

Character: Xavier

BEFORE

Character's Feelings	Character's Actions	Text Evidence
		

AFTER

What caused Xavier's change in the story?

Name: _____ Date: _____

Name: _____ Date: _____

XAVIER'S CARTOON FACTORY

Xavier created cartoon characters to help him cope with his feelings. Super Saleem helped Xavier feel _____ Electrifying Fl _____

Xavier feel _____

How does Xavier _____

Directions: Design your own superhero to help you cope with hard feelings. Draw your superhero, give them a name, and write a short story about how they help you when you have hard feelings. Your hero's name is _____

How could your superhero help you cope with hard feelings?

QUESTIONS: BEFORE

Look at the cover. What can you infer about the setting? What can you infer about the character?

- It looks like the character is a young boy with glasses. He might enjoy drawing because I see him holding a pencil and a notebook. I see fun characters coming out of the book.
- It is tricky to tell where the story takes place. I notice a background that reminds me of outer space.

QUESTIONS: PAGE 12

- How is Xavier feeling after his interaction with B.J?
 - He is feeling hopeful and thinks he might have made a friend.
- What does it mean when it says B.J.'s words make Xavier's "sometimes alright"?
 - That he isn't feeling as lonely because he has a friend.

QUESTIONS: PAGE 7-8

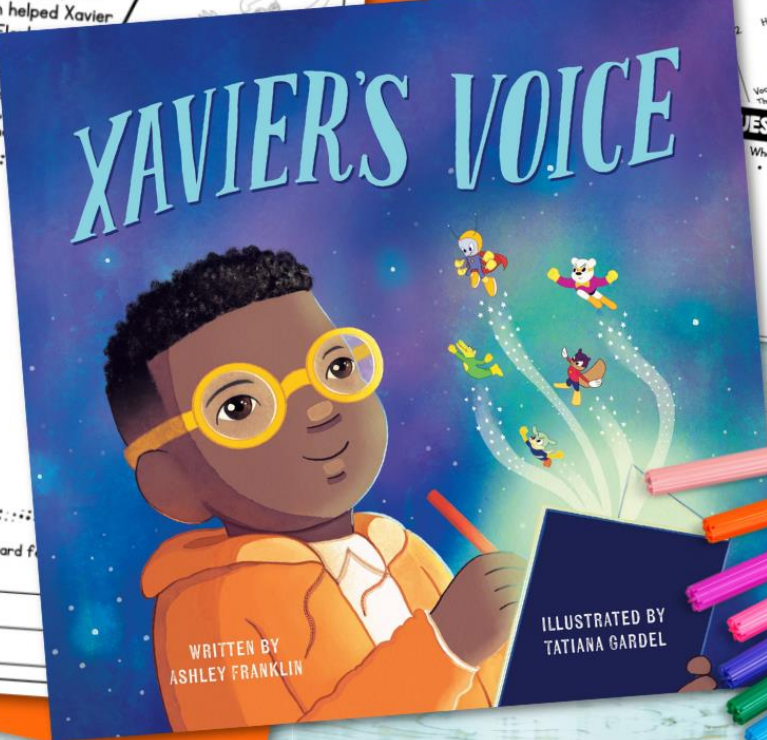
- What is happening here?
 - It begins to rain on Xavier while he is drawing his superheros outside his notebook so getting wet.
- How does he feel?
 - He is overwhelmed. He looks sad and is trying to calm himself down.

Vocabulary: **Therapist** - a trained professional who helps children with their emotions, behaviors, and thoughts.

QUESTIONS: PAGE 31

What can you learn from this story?

- We can learn that it is ok to be shy, and it is important to appreciate everyone for their unique talents and what they bring to the table.



MENTOR TEXTS

Xavier's Voice

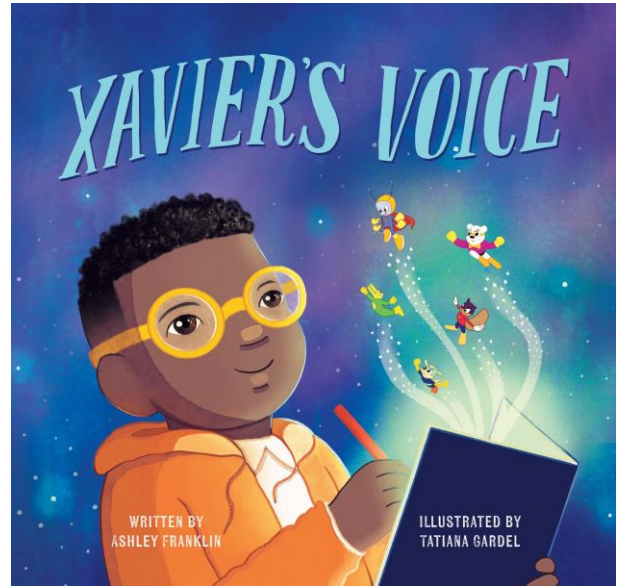
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PEDAGOGY

Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine overdevelopment, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.



Reading assignments should immerse students in meaningful literature that is relatable and diverse. I created literature units focused on mentor texts to provide teachers with an effective way to cultivate reading comprehension through integrating real literature.

Carefully selected books

I've carefully selected books that:

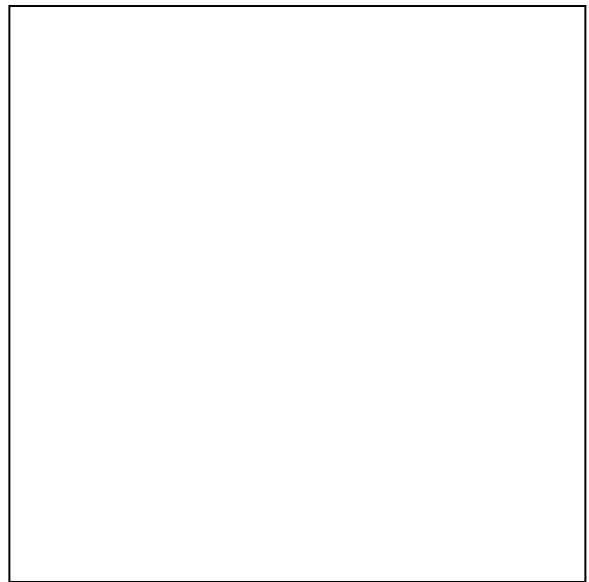
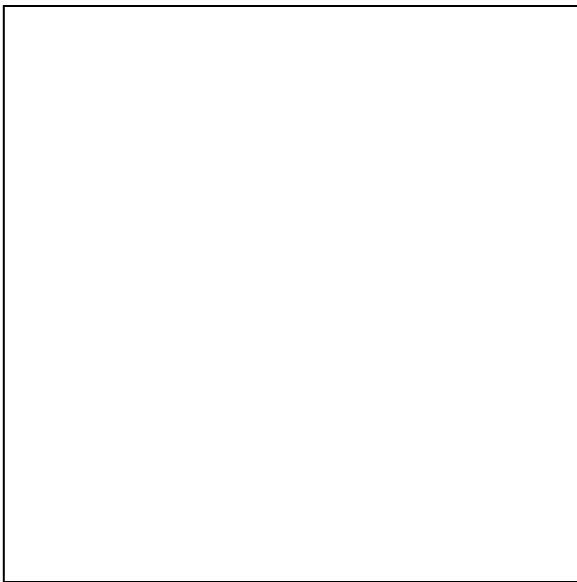
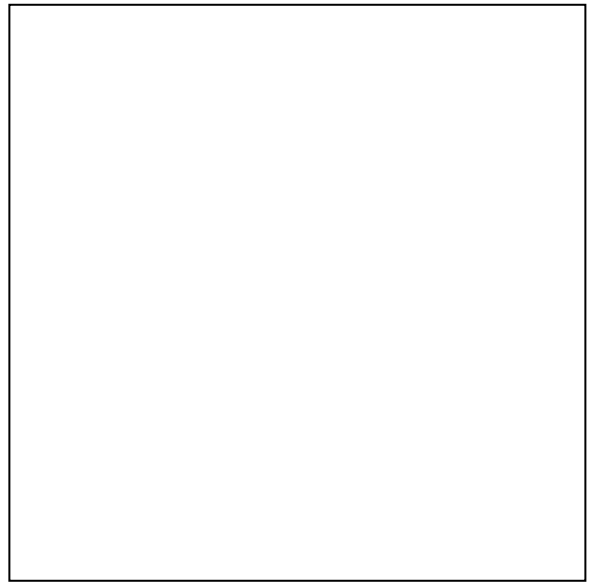
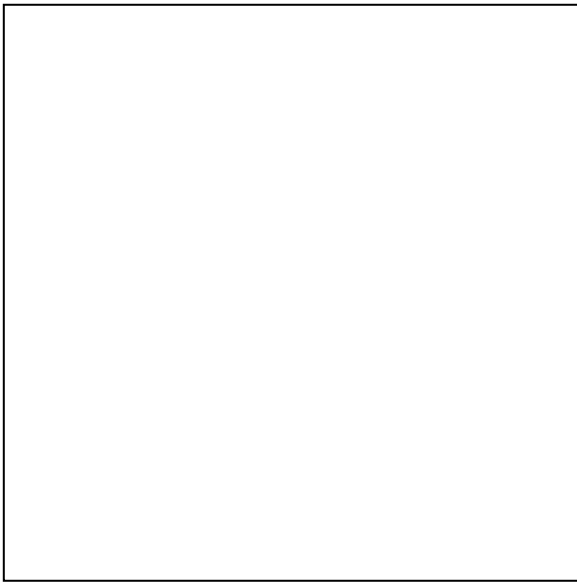
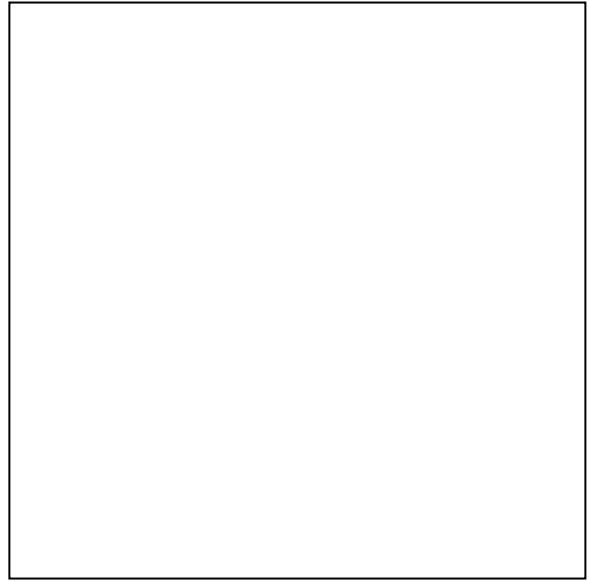
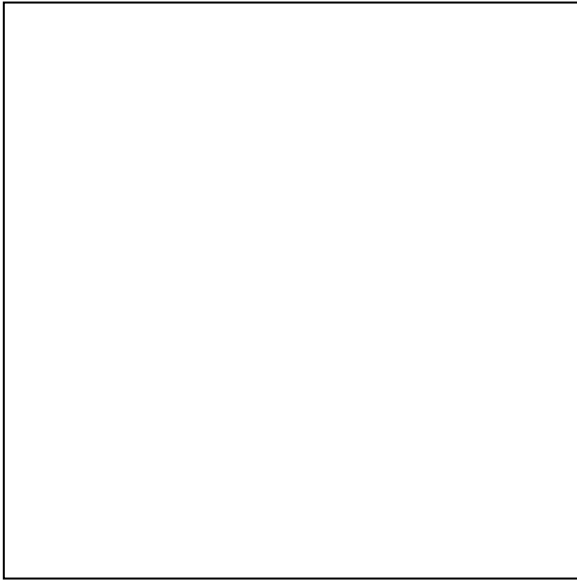
- are excellent mentor texts
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

STICKY NOTE TEMPLATE

Print this page, and place blank sticky notes on the squares. Print the category pages using this template.



Read Aloud: *Xavier's Voice*

QUESTIONS: BEFORE

1. Look at the cover. What can you infer about the setting? What can you infer about the characters?
 - It looks like the character is a young boy with glasses. He might enjoy drawing because I see him holding a pencil and a notebook. I see fun characters coming out of the book.
 - It is tricky to tell where the story takes place. I notice a background that reminds me of outer space.

QUESTIONS: PAGE 1-2

1. What is happening on these pages?
 - The boy is sitting alone. It looks like it is recess time. The boy's name is Xavier, and he has a small voice. It makes it tricky for him to make friends.
2. How does he feel? How do you know?
 - He looks sad. The expression on his face appears sad.

QUESTIONS: PAGE 4

1. Why is it hard for Xavier to make friends?
 - He has a small voice, and it is hard for him to speak up when he wants to make friends. Maybe he is shy?

Vocabulary:

Assalamu alaykum - a religious greeting for Muslims

QUESTIONS: PAGE 6

Vocabulary:

Booming - very loud or deep.

QUESTIONS: PAGE 9-11

1. What important event is happening here?
 - Another boy, BJ, offers to help Xavier and compliments his drawings.

QUESTIONS: PAGE 7-8

1. What is happening here?
 - It begins to rain on Xavier while he is drawing his superheroes outside. His notebook is getting wet.
2. How does he feel?
 - He is overwhelmed. He looks sad and is trying to calm himself down.

Vocabulary:

Therapist - a trained professional who helps children manage their emotions, behaviors, and thoughts

Read Aloud: *Xavier's Voice*

QUESTIONS: PAGE 12

1. How is Xavier feeling after his interaction with BJ?
 - He is feeling hopeful and thinks he might have made a friend.
2. What does it mean when it says BJ's words make Xavier's "loneliness shrink"?
 - That he isn't feeling as lonely as before. Maybe he has a friend.

QUESTIONS: Page 13-14

1. How is Xavier feeling? How do you know?
 - He is beginning to feel anxious and worried.
 - He couldn't eat dinner because of how worried he was feeling. I can see by his face that he is feeling worried.

QUESTIONS: PAGE 18

1. Why might Xavier imagine himself with elephant powers?
 - Because an elephant is big and strong, that might make Xavier feel strong and brave.

QUESTIONS: PAGE 19-20

1. What seems to be going wrong?
 - Xavier isn't acting like his normal self. Instead, he is acting like all of his superhero animals, and his classmates and teachers don't seem to like it.

QUESTIONS: PAGE 23-24

1. How does Xavier use his hard feeling with "what ifs" to help BJ?
 - Instead of letting the "what ifs" be negative, Xavier uses them to help come up with creative ideas of all the different ways you can imagine something.

Vocabulary:

Supersonic - something is moving faster than the speed of sound

QUESTIONS: PAGE 26

Vocabulary:

Obnoxious - very unpleasant or annoying

Read Aloud: *Xavier's Voice*

QUESTIONS: PAGE 28

- I. How does BJ support Xavier?
 - Xavier is nervous as other kids come over to see what he and BJ are doing. BJ recognizes this and helps Xavier by taking the lead in answering all the kid's questions. This helps Xavier feel more relaxed.

QUESTIONS: PAGE 31

- I. What can you learn from this story?
 - We can learn that it is ok to be shy, and it is important to appreciate everyone for their unique talents and what they bring to the table.

QUESTIONS: PAGE

QUESTIONS: PAGE

QUESTIONS: PAGE

QUESTIONS: PAGE

Read Aloud Lesson Plans: *Xavier's Voice*

Day 1: Introduction and First Read

Objectives:

- Introduce key vocabulary
- Make predictions and set a purpose for reading
- Read aloud the story

Introduction:

- Introduce the book, *Xavier's Voice*, and make sure students understand the purpose and expectations of a read aloud.

Pre-Teach Vocabulary:

- Pre-teach the vocabulary words
 - *Assalamu alaykum pg.4* - a religious greeting for Muslims
 - *Booming pg.6* - very loud or deep
 - *Therapist pg.8* - a trained professional who helps children manage their emotions, behaviors, and thoughts
 - *Supersonic pg.24* - something is moving faster than the speed of sound
 - *Obnoxious pg.26* - very unpleasant or annoying
- **Optional to utilize the brief oral activity "Vocab Pre-Teach" to help cultivate understanding.*

Preview and Predict:

- Show students the cover and title and ask students what they think the story might be about and why. Have students complete the "Preview and Predict" worksheet or complete it whole group.

Read Aloud:

- Read the entire story aloud, utilizing the unit sticky notes to engage in discussion and discuss vocabulary.

Day 2: Comprehension and Sequencing

Objectives:

- Review the story.
- Understand the sequence of events.

Story Review:

- Review the text.

Story Map:

- Create a story map as a class. Identifying the major events happening in the beginning, middle, and end of the story, as well as the problem and solution.

Retell:

- Have students complete the Retelling worksheet.

Day 3: Character Study

Objectives:

- Analyze the main character's changes throughout the story.

Story Review:

- Review the text.

Character Review:

- Discuss Xavier's traits at the beginning vs. the end of the story.

- Explain that to understand the important changes a character makes in a story, you have to look at their feelings and actions at the beginning and end of the story. Explain that to understand what the change is, you have to compare the feelings and actions of the character from the beginning and end of the story and look at what events happened in the middle to influence the character's feelings and actions.

Character Changes:

- Complete the Character Change worksheet whole group or have students complete it individually.

Group Discussion:

- As a class, discuss how Xavier changed throughout the story and why he changed.
-

Day 4: Cause and Effect

Objectives:

- Understand the relationship between cause and effect in a story.

Story Review:

- Review the text.

Cause and Effect Review:

- Explain to students that cause and effect looks at what happened and why something happened. The cause explains why something happened, and the effect is what happens as a result.
- Model identifying one key event in the story and discuss the cause-and-effect relationship.

Cause and Effect:

- Have students complete the cause-and-effect worksheet.

Class Discussion:

- As a class, review the cause-and-effect relationships from the worksheet.
-

Day 5: Moral of the Story

Objectives:

- Reflect on the moral of the story and connect it to personal experiences.

Story Review:

- Review the text.

Moral Discussion:

- Explain to students that the moral or lesson of a story is what the author wants us to learn from the story. By looking at what the character learns, and how we can apply that to our own lives, we can understand the moral or lesson.

Moral or Lesson:

- Have students complete The Moral of the Story worksheet.

Class Discussion:

- Students share the answers and reflect on the lesson they learned from *Xavier's Voice*.

***BONUS ACTIVITY:** To extend learning, students can complete Xavier's Cartoon Factory worksheet and design their own hard feelings support superheroes.

Vocab Pre-Teach: *Xavier's Voice*

Key Vocabulary:

- *Assalamu alaykum pg.4* - a religious greeting for Muslims
- *Booming pg.6* - very loud or deep
- *Therapist pg.8* - a trained professional who helps people manage their emotions, behaviors, and thoughts
- *Supersonic pg.24* - something is moving faster than the speed of sound
- *Obnoxious pg.26* - very unpleasant or annoying

For this pre-teaching activity, students are asked to generate appropriate comments and context for questions utilizing the target word in situations or questions.

For example:

Question: What might a class say about a *generous* teacher?

Possible Response: Our teacher always shares their knowledge with us and provides us with lots of support.

Instructions:

- Begin by introducing each vocabulary word and its definition.
- Explain to students that for each word, they will work together as a class to generate an appropriate comment or response to a question you will pose using the vocabulary word. They have to think hard about what the vocabulary word means and how it is being used in the sentence. Then, they need to think about what comment would be appropriate in the context. Share the example from above as a model for students.
- For each word, say the word, then read the question. After reading the question, give students a moment to turn and talk to discuss a possible response. Bring students back to whole group and call on a few students to share their responses. Discuss with the class the proper response to ensure they understand the meaning. Repeat with each vocabulary word.

Word: Assalamu alaykum

- Question: What might someone say in response to their neighbor saying *assalamu alaykum*?
- Possible Response: They might greet them with "hello" or return "assalamu alaykum."

Word: Booming

- Question: What might an audience say about a singer whose voice is *booming*?
- Possible Response: Wow! They have a really loud voice.

Word: Therapist

- Question: What might someone say about their *therapist*?
- Possible Response: My therapist has really helped me learn how to manage my emotions when I feel angry.

Word: Supersonic

- Question: What might someone say about a *supersonic* superhero?
- Possible Response: That superhero is the fastest thing I have ever seen!

Word: Obnoxious

- Question: What might someone say about an *obnoxious* big brother?
- Possible Response: He can be so annoying sometimes.

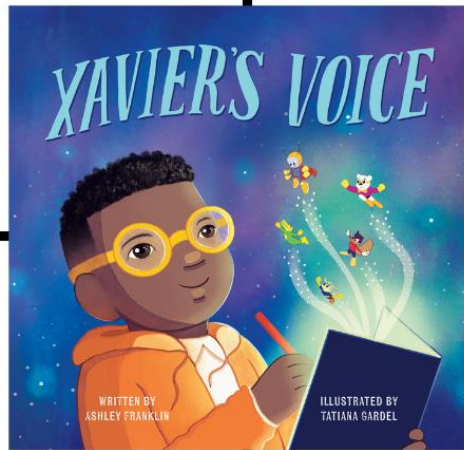
Name: _____ Date: _____

PREVIEW & PREDICT

Look at the cover of this book. Take a picture walk.
Make predictions about characters, setting, problem, and solution.

Characters

Setting



Problem

Solution

RETELLING



Main Character/s

Who is in the story?



Setting

Where does the story take place?



Beginning

At the beginning of the story ...

- Event 1:

- Event 2:

- Event 3:

Middle

In the middle of the story ...

- Event 1:

- Event 2:

- Event 3:

End

At the end of the story ...

- Event 1:

- Event 2:

- Event 3:

Name: _____ Date: _____

RETELLING



Main Character/s



Setting

Beginning

Middle

End

Problem

Solution



Name: _____ Date: _____

CHARACTER CHANGE

Title: Xavier's Voice

Character: Xavier



BEFORE

Character's Feelings



Character's Actions



Text Evidence



What caused Xavier to change over the story?



AFTER

Character's Feelings



Character's Actions



Text Evidence



How does Xavier change throughout the story?

CAUSE & EFFECT



Title: Xavier's Voice



Cause

Why does something happen?

Effect

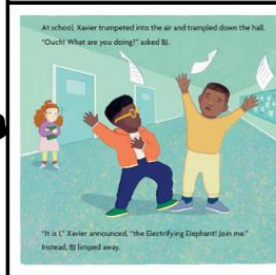
What happens as a result?



Xavier struggles to make friends.



It begins to rain while Xavier is outside, his drawings get wet.



Xavier stomps into school confidently and accidentally injures BJ.



Xavier finds his voice and begins brainstorming "what ifs" with BJ.



CAUSE & EFFECT



Title: Xavier's Voice



Cause

Why does something happen?

Effect

What happens as a result?

--



Xavier struggles to make friends.

It begins to rain while Xavier is outside, his drawings get wet.
--



Xavier stomps into school confidently and accidentally injures BJ.

--



Xavier finds his voice and begins brainstorming "what ifs" with BJ.



--

Name: _____ Date: _____

THE MORAL OF THE STORY

What lesson does the author want me to learn?



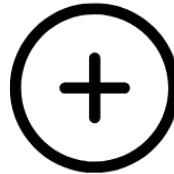
What lesson did the character learn?

The character learned _____

How can I apply this lesson in my life?

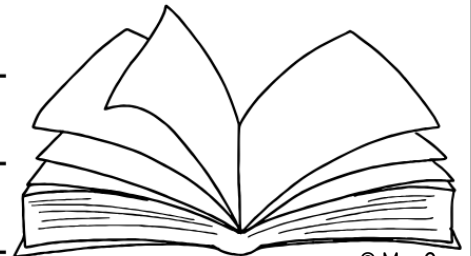
I can apply this lesson to my life

by _____



The moral of the story

Text evidence to support your response:



Name: _____ Date: _____

XAVIER'S CARTOON FACTORY

Xavier created cartoon characters to help him cope with his feelings. Super Saleem helped Xavier feel _____. Electrifying Elephant made Xavier feel _____.



Directions: Design your own superhero below that could help you cope with hard feelings. Draw your superhero, give them a name, and explain how your superhero could help you when you have hard feelings. Your hero can be an animal, person, or creature.



How could your superhero help you cope with hard feelings?



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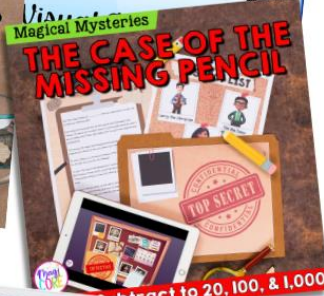
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