

# TEACHING

# Mallory



3rd Grade Reading Level

## Standards

- Language Arts**
- Uses the general skills and strategies of the reading process.
  - Uses reading skills and strategies to understand and interpret a variety of literary texts.
  - Uses the general skills and strategies of the writing process.
  - Uses the stylistic and rhetorical aspects of writing.
- Art**
- Understands and applies media, techniques, and processes related to the visual arts.
  - Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.
- Life Skills**
- Displays effective interpersonal communication skills.
  - Understands and applies the basic principles of presenting an argument.
  - Applies basic trouble-shooting and problem-solving techniques.
  - Effectively uses mental processes that are based on identifying similarities and differences.

## Multiple Intelligences Utilized

- Linguistic, interpersonal, intrapersonal, logical-mathematical

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LernerClassroom  
 A division of Lerner Publishing Group, Inc.  
 241 First Avenue North  
 Minneapolis, MN 55401 U.S.A.  
 800-328-4929  
 Website address: [www.lernerclassroom.com](http://www.lernerclassroom.com)

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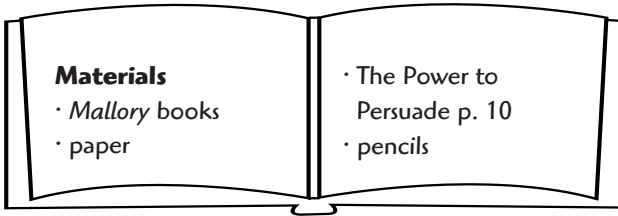
Go to [www.lernerclassroom.com](http://www.lernerclassroom.com) for a complete list of books in the *Mallory* series.



# Lesson 1

## Let Me Change Your Mind

**Purpose:** Students will write a persuasive essay.



### Objectives

- Define the term *persuade*.
- Articulate an argument.
- Write a persuasive essay.
- Explain why a change should be made.
- Organize an argument.
- Recommend a course of action.

### Activity Procedures

#### Prepare

(teacher)

- Write a short persuasive essay on a topic to which students can relate.
- Copy *The Power to Persuade* p. 10 for each student.

#### Pretest

(student, class)

- What does the word *persuade* mean?
- Why do people try to persuade others?
- How do people try to persuade others?
- When have you tried to persuade someone?

#### Read

(class, individuals, or small groups)

- Read one or more books from the *Mallory* series.

#### Discuss

(class)

- Who was Mallory trying to persuade in the story?
- What was she trying to accomplish?

- How did Mallory try to persuade this person?
- Was she successful? Why or why not?
- How might she have been more successful?

#### Model

(teacher, class)

- Explain that the purpose of a persuasive essay is to change something.
- Read your persuasive essay to the class.
- Students will identify the change the teacher wishes to make.
- Discuss how the essay was organized to try to persuade the readers. (Was it a list? Did it show cause-and-effect relationships? What kind of language was used?)
- As a class, brainstorm topics for a persuasive essay.
- Using one of these topics, work together to create a word web. It will show how the topic could be broken down into pieces.
- Discuss the organization of an essay, including introduction, topic sentences, paragraph organization, and conclusion.

#### Practice

(student, pairs)

- Students choose a topic on which they would like to write a persuasive essay. It can be one generated by the class, or one they thought up on their own. It needs to be on a topic they feel strongly about.
- Students make a word web about the topic to help organize their ideas.
- Students complete *The Power to Persuade* p. 10 to help organize their essays.
- Write the essay.
- Swap essays with a partner. Students will write three questions about their partner's essay.

#### Evaluate

(student, teacher, class)

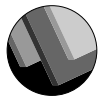
- Using the questions their partners wrote, students revise and edit their essays.
- Read essays to the class.
- Give classmates feedback on what worked well in their essays. The teacher can model how to do this.

#### Extension

(student)

- Students make posters about the changes they would like to make. Explain why these changes will make people's lives better. Post these in the classroom.

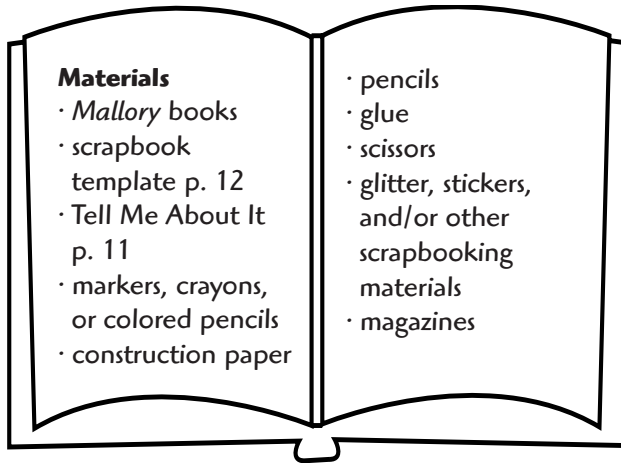




## Lesson 2

# Scrapbook Central

**Purpose:** Students will create a scrapbook page to commemorate an event, person or pet.



### Objectives

- Describe a person, pet, or event.
- Visualize a person, pet, or event.
- Determine what makes a person, pet, or event special.
- Explain why a person, pet, or event is special.
- Create a scrapbook page.
- Summarize feelings about a person, pet, or event.

### Activity Procedures

#### Prepare

(teacher)

- Copy Tell Me About It p. 11 and scrapbook template p. 12 for each student. The scrapbook template could be copied onto construction paper or glued to card stock for durability.
- Prepare a sample scrapbook page.

#### Pretest

(student, pairs)

- Recall a person, pet, or special event. Visualize it in your mind. What do you see? How do you feel when you think about this event, pet, or person? What makes it/them special?

- Describe this event, pet, or person for a partner.

#### Read

(class, pairs, small groups)

- Read one or more *Mallory* books.

#### Discuss

(class, small group)

- Did Mallory talk about her scrapbook in this book? If she did, what was her scrapbook about? If she didn't, what event or subject might she have made a scrapbook or a scrapbook page about?
- Why was this event or subject important to Mallory?
- What would you want to put in a scrapbook?

#### Model

(teacher)

- Show students your scrapbook page. Explain why the event, pet, or person is/was important to you.
- Explain the photos or illustrations and read the text to the class.
- Ask students to describe ways that they could decorate a scrapbook page to make it fun and interesting.

#### Practice

(student)

- Have students brainstorm ideas for their scrapbook pages or come up with a class scrapbook idea (a field trip or another classroom activity that was particularly interesting).
- Complete Tell Me About It p. 11.
- Using the information from Tell Me About It p. 11, make a scrapbook page using scrapbook template p. 12.
- Decorate your scrapbook page with illustrations or photos, stickers, or other fun decorations.

#### Evaluate

(class)

- Share scrapbook pages with the class individually, or create a classroom scrapbook that can be added to throughout the year.

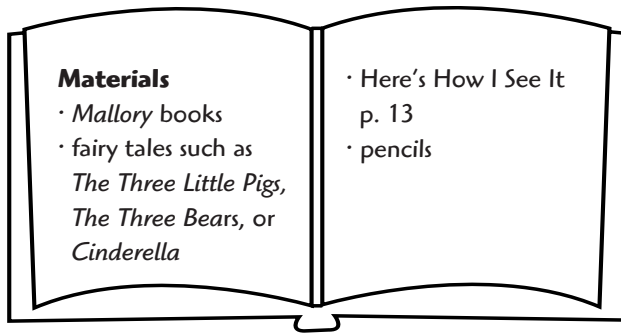




## Lesson 3

# Look At It This Way

**Purpose:** Students will learn to look at a situation from multiple points of view.



### Objectives

- Define the term *point of view*.
- Contrast several points of view.
- Explore reasons that a single event could be interpreted differently from various points of view.
- Diagram an event as it was experienced by two different people.
- Explain why two people could experience the same event differently.
- Assess the value of various points of view.

### Activity Procedures

#### Prepare

(teacher)

- Preread the *Mallory* book the class will be reading.
- Choose a fairy tale that has multiple characters involved in a single event.
- Copy Here's How I See It p. 13 for each student.

#### Pretest

(class)

- What is a *point of view*?
- How could a single event be seen from various points of view? Give examples.

#### Model

(teacher, class)

- Read the fairy tale you selected to the class. Ask students how the event described in the tale was viewed differently by different characters.
- Show students how to complete Here's How I See It p. 13 using one of the fairy tales as an example.

#### Read

(class)

- Read any *Mallory* book. This will take several class periods.

#### Discuss

(pairs)

- In pairs, discuss an incident in the book. How could that event have been seen differently by different characters?

#### Practice

(student)

- Complete Here's How I See It p. 13 using an incident or event from the *Mallory* book you read.

#### Evaluate

(class, teacher)

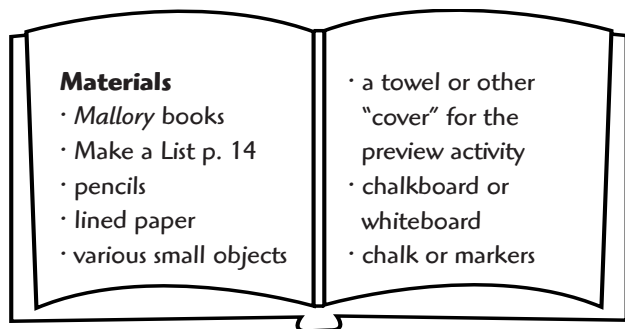
- How was the event in the book viewed differently by different characters?
- Is there one right way and one wrong way to look at an event?
- Why is it important to consider other people's points of view?



## Lesson 4

# Putting Things in Order

**Purpose:** Students will learn how writing lists can help them organize their thoughts and keep track of information.



### Objectives

- Describe the steps needed to reach a goal.
- List the materials necessary to reach a goal.
- Determine what is needed to reach a goal.
- Differentiate between the materials and actions needed to reach a goal.
- Explain the usefulness of creating lists.
- Compare different kinds of lists.

### Activity Procedures

#### Prepare

(teacher)

- Preview the chosen *Mallory* book and locate a list within it.
- Copy Make a List p. 14 for each student.
- Gather a group of small objects for the pretest activity.

#### Pretest

(class)

- The teacher will have a group of small objects hidden under a towel or another kind of drape.
- Uncover the objects and allow students to look at the objects for thirty seconds; then cover them again with the drape.

- Ask individual students to name as many of the objects as they can.
- Repeat the procedure, but this time allow students to write down the things that they see before covering them up again.
- Now ask students to name as many of the objects as they can.
- Which was easier, trying to remember all of the things without writing them down, or using the list for reference? Why?

#### Read

(small groups, class)

- Read one of the *Mallory* books.

#### Discuss

(class)

- What kind of list(s) did Mallory write in the book? What was her purpose for writing the list(s)?

#### Model

(class)

- Brainstorm times when it could be helpful to write a list. Write these on the board.
- Choose an item/event from this list. What is the goal you wish to accomplish?
- Make a list of the steps you will take in order to reach this goal.
- Make a list of the materials you will need to reach this goal.
- How will these lists help you?

#### Practice

(student)

- Think of a personal goal. It can be related to the list on the board (but may not be the goal for which you listed the steps and materials as a class), or it can be an original idea.
- Using the example on the board as a model, complete Make a List p. 14.

#### Evaluate

(student, class, teacher)

- How will these lists help you reach your goal?
- The teacher will assess each student's Make a List p. 14 for thoroughness and thoughtfulness.

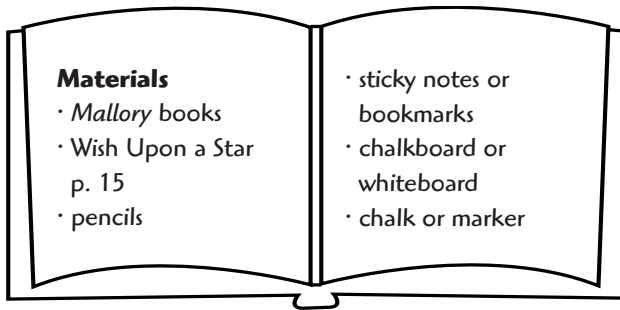




## Lesson 5

### I Wish

**Purpose:** Students will understand cause-effect relationships, and they will see how various outcomes can be viewed positively.



#### Objectives

- Identify a wish.
- Summarize a wish.
- Explore solutions to a problem.
- Explain a situation.
- Predict the outcome of an event.
- Appraise a situation.

#### Activity Procedures

##### Prepare

(teacher)

- Copy Wish Upon a Star p. 15 for each student.

##### Pretest

(student)

- Think about a wish you've made. What did you wish for? Why did you make this wish? Did your wish come true?

##### Read

(class, small group)

- Read a *Mallory* book.
- Use sticky notes or bookmarks to hold pages where Mallory made wishes at the wish pond.

##### Discuss

(class)

- What wishes did Mallory make? List these on the board.
- Choose one of Mallory's wishes to discuss.
- Why did Mallory make this wish? Did it come true?
- If Mallory's wish did not come true, how did the situation turn out? Why?

##### Model

(teacher)

- Explain the directions for completing Wish Upon a Star p. 15.
- Use a personal experience as an example.

##### Practice

(student)

- Each student will complete Wish Upon a Star p. 15.

##### Evaluate

(student, pairs, teacher)

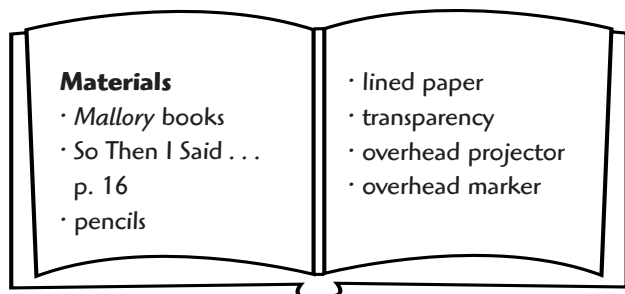
- Students will explain to a friend or the teacher why things might work out OK even if their wish does not come true.
- Teacher will assess Wish Upon a Star p. 15 for completeness and higher-level thinking skills.



## Lesson 6

# Say It with Quotation Marks

**Purpose:** Students will learn how using dialog makes stories more interesting to read.



### Objectives

- Describe an event.
- Write a story.
- Compare two drafts of a story.
- Explain how dialog makes a story more interesting.
- Modify a story.
- Evaluate a story.

### Activity Procedures

#### Prepare

(teacher)

- Write a short story based on a personal experience. Do not include dialog.
- Copy your story onto a transparency.
- Copy *So Then I Said . . . p. 16* for each student.

#### Pretest

(students)

- Write a short story about an experience you've had.
- What is *dialog*? What is the purpose of using dialog in a story?
- Do you think stories are more interesting when they have dialog or when they don't? Why?

#### Read

(students, small groups)

- Read a *Mallory* book.

#### Discuss

(class)

- When does the author use quotation marks?
- How does the dialog in the book make it more interesting?

#### Model

(teacher, class)

- Read your writing sample to the class.
- Ask students how this story could be better.
- Show the sample on the overhead.
- Work together to add dialog to the writing.
- Review how to use quotation marks (comma and space before the quotation marks, quotation marks outside the quote, begin the quote with a capital letter, punctuation inside the quotation marks).
- Read the revised sample aloud and have students explain why it is better.

#### Practice

(students, pairs)

- Students read the stories they wrote during the pretest to a partner.
- Using the example the class wrote together as a model, students will add dialog to their stories to make them more interesting.
- Students write the final copy of their stories on *So Then I Said . . . p. 16*.

#### Evaluate

(student, teacher)

- Students will compare their pretest writing to their final drafts with dialog. Why is the second version better?
- The teacher will evaluate writing for punctuation and dialog usage.
- Read final drafts to the class or post them in the classroom for others to read.





## Additional Resources

### BOOKS

Forward, Toby. *The Wolf's Story: What Really Happened to Little Red Riding Hood*. Cambridge, MA: Candlewick Press, 2005.

Here's another take on the story of Little Red Riding Hood, this time seen from the wolf's point of view.

Granowsky, Alvin. *Giants Have Feelings, Too: Jack and the Beanstalk*. Austin, TX: Steck-Vaughn, 1996.

Read about Jack and the beanstalk from the giant's point of view.

Ross, Kathy. *The Scrapbooker's Idea Book*. Minneapolis: Lerner Publishing Group, 2007.

This book shows young scrapbookers how to make dazzling scrapbook pages using various backgrounds, handwriting styles, labels, and cover ideas. It also gives tips on how to organize scrapbooking materials.

Scieszka, Jon, and A. Wolf. *The True Story of the 3 Little Pigs*. New York: Penguin Young Readers Group, 1996.

Look at this classic story from the wolf's point of view.

Whybrow, Ian. *Little Wolf's Diary of Daring Deeds*. Minneapolis: Carolrhoda Books, 2000.

Like Mallory, Little Wolf writes a lot. Use this or any other of the books in the *Little Wolf Adventures* series to compare writing styles, point of view, and purpose for writing.

### WEBSITES

#### Editing

[http://library.thinkquest.org/J001156/writing%20process/bc\\_editing.htm](http://library.thinkquest.org/J001156/writing%20process/bc_editing.htm)

Students can get tips about editing their writing.

#### Kids' Place: English Grades K-5

[http://www.eduplace.com/kids/hme/k\\_5/index.html](http://www.eduplace.com/kids/hme/k_5/index.html)

This Houghton Mifflin site has interactive games, writing prompts, graphic organizers, and author and illustrator biographies. Students can even get their writing posted in the writers' showcase.

#### Scrapbooking for All Ages

[http://www.diynetwork.com/diy/sc\\_materials/article/0,2025,DIY\\_14228\\_2274410,00.html](http://www.diynetwork.com/diy/sc_materials/article/0,2025,DIY_14228_2274410,00.html)

This site offers scrapbooking ideas that teachers or parents can use with kids of all ages.

#### Scrapbooking with Kids

[http://www.makingfriends.com/scrapbook\\_kids.htm](http://www.makingfriends.com/scrapbook_kids.htm)

This site has ideas for a variety of scrapbooks that will appeal to both boys and girls.

#### Thanksgiving: A Turkey's Point of View

<http://www.lessonplanspage.com/LAWritingThanksgivingTurkeysPointofViewStory35.htm>

Students will use stories and a Venn Diagram to explore different points of view.

### OTHER RESOURCES

Flashkids Editors. *Grammar and Punctuation* (FlashCharts Series). New York: Spark Publishing, 2004.

These charts teach students about various grammar topics, including usage of quotation marks, parts of speech, subject-verb agreement, punctuation, and more.



Name \_\_\_\_\_

## The Power to Persuade

**Directions:** Think of something you would like to change. It may be a rule, something you would like to happen, or a change in the way something is done. Think about how you could make this change happen. Why would it be good? Who would benefit from the change? Explain your reasons on the lines below.

The change I want to make is: \_\_\_\_\_

\_\_\_\_\_

Reasons why this change should be made:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Who this change will benefit: \_\_\_\_\_

\_\_\_\_\_

Why this change will be good: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will happen if this change is not made: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Tell Me About It

**Directions:** Think about what you would like your scrapbook page to be about. Will it be about a person? An event? A pet? Answer the questions below to help you organize your thoughts.

If you are making a page about a person or pet, answer these questions:

1. What is this person or pet's name? \_\_\_\_\_

2. What does this person or pet look like? \_\_\_\_\_  
\_\_\_\_\_

3. What makes this person or pet special? \_\_\_\_\_  
\_\_\_\_\_

4. What are his or her talents? \_\_\_\_\_  
\_\_\_\_\_

5. Tell about a special time you shared with this person or pet. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you are making a page about an event, answer these questions:

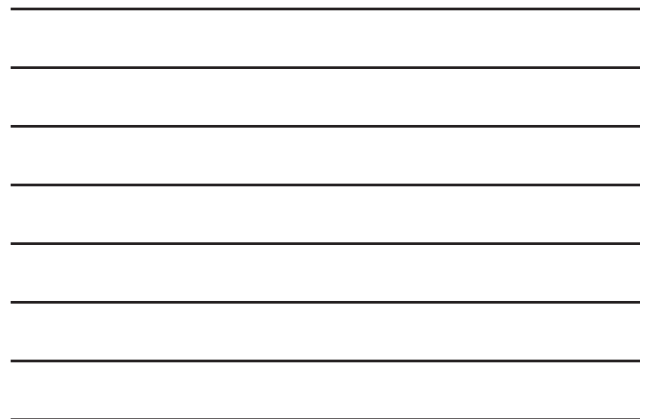
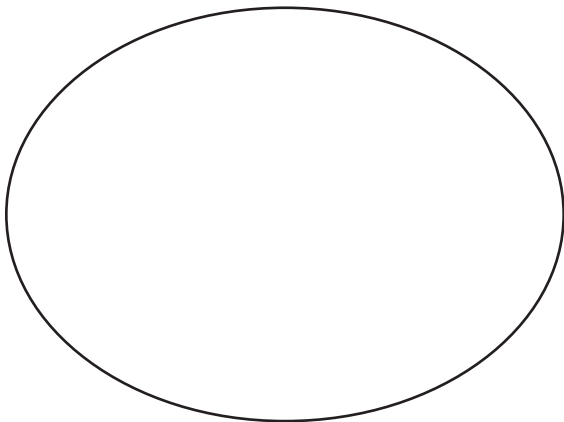
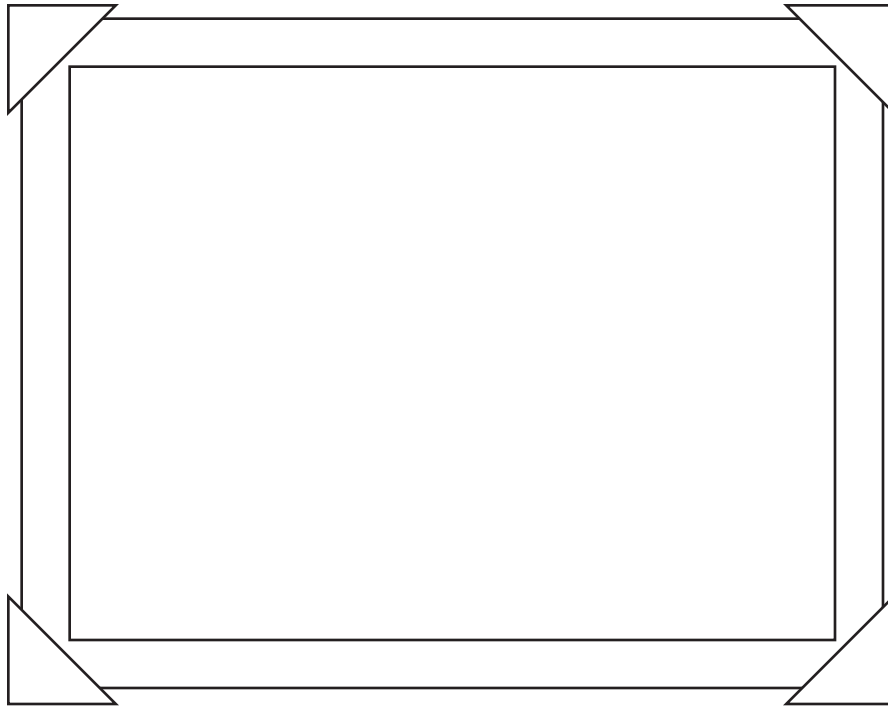
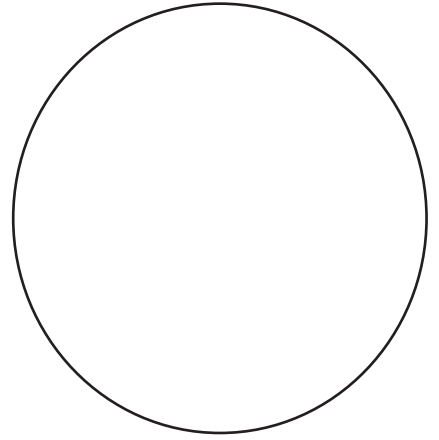
1. What happened? \_\_\_\_\_  
\_\_\_\_\_

2. Who was there? \_\_\_\_\_

3. Where did it happen? \_\_\_\_\_

4. Why was this event special? \_\_\_\_\_  
\_\_\_\_\_

5. What was the best part? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Here's How I See It

How Mallory saw it:

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Name \_\_\_\_\_

What happened:

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How \_\_\_\_\_ saw it:

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Here's how I see it:

I agree with \_\_\_\_\_ because \_\_\_\_\_

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Name \_\_\_\_\_

## Make a List

**Directions:** Think of a goal you would like to achieve. Fill in the information below to help you prepare to reach your goal.

My goal is \_\_\_\_\_

What I need to do to reach my goal:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

The materials I will need:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

This is how these lists will help me reach my goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now it's time to put your plan into action! Check the box next to each step as you complete it. Check off each item you will need as you gather it. Good luck! You are on your way to success!



Name \_\_\_\_\_

### Wish Upon a Star

**Directions:** After reading a *Mallory* book, go back and find a page where she made a wish. Complete the sentences below.

☆ Mallory wished \_\_\_\_\_

☆ She wished this because \_\_\_\_\_

☆ She thought that if her wish came true \_\_\_\_\_

☆ Her wish did/did not come true. (circle one)

☆ Everything worked out OK because \_\_\_\_\_

☆ Mallory learned \_\_\_\_\_

**Directions:** Now it's time to make your own wish. Think hard about your wish and complete the sentences below.

☆ I wish \_\_\_\_\_

☆ I wish this because \_\_\_\_\_

☆ If my wish comes true then \_\_\_\_\_

☆ If my wish does not come true, it will be OK because \_\_\_\_\_



Name \_\_\_\_\_

**So Then I Said . . .**

Lined writing area with 20 horizontal lines.