

## References

- Arnold, B. (Producer). (1995). *Toy Story* [DVD]. Burbank, CA: Disney/Pixar.
- Author Talk and Bio of Katie DiCamillo*. (n.d.) Retrieved July 25, 2006 from [www.kidsread.com/authors/au-dicamillo-kate.asp](http://www.kidsread.com/authors/au-dicamillo-kate.asp)
- Bianco, M. (1990). *The Velveteen Rabbit*. NY: Knopf
- Candlewick Press Teaching Guide*. Retrieved July 28, 2006 from [www.edwardtulane.com](http://www.edwardtulane.com)
- Deal, J. (n.d.) *Book Talk: The Tale of Despereaux*. Retrieved August 3, 2006 from [www.nancykeane.com/booktalks/dicamillo\\_tale.htm](http://www.nancykeane.com/booktalks/dicamillo_tale.htm)
- DiCamillo, K. (2006). *The Miraculous Journey of Edward Tulane*. NY: Candlewick Press.
- DiCamillo, K. (n.d.). *About the Author*. Retrieved July 28, 2006 from [www.katedicamillo.com](http://www.katedicamillo.com)
- DiCamillo, K (2003). *The Tale of Despereaux*. NY:Candlewick Pres.
- Harlan, M., Loertscher, D. and McElmeel, S. (2005). *Young Adult Literature and Multimedia: A Quick Guide*. Hi Willow Research and Publishing.
- Kate DiCamillo. (n.d). Retrieved August 3, 2006 from [www.teachingbooks.net/specathr.cgi?name=DiCamillo,+Kate](http://www.teachingbooks.net/specathr.cgi?name=DiCamillo,+Kate)

characterization, plot, tone and theme and the ways they convey meaning.

4. Interpret literature by answering questions that ask for analysis and evaluation.

8. Respond to literature using ideas and details from the text to support reactions and make literary connections.

## **II. WRITING**

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

### **A. Types of Writing**

Standard: The student will compose various pieces of writing.

The student will:

1. Write in a variety of modes to express meaning, including:
  - a. descriptive
  - b. narrative

## **III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

### **A. Speaking and Listening**

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Demonstrate active listening and comprehension.
3. Distinguish between speaker's opinion and verifiable facts.
5. Restate or summarize and organize ideas sequentially using evidence to support opinions and main ideas.

### **B. Media Literacy**

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Identify distinctions in how information is presented in print and non-print materials.
2. Make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers.
3. Evaluate the accuracy and credibility of information found on Internet sites.

## Minnesota Grade 5 Language Arts Standards:

### **I. READING AND LITERATURE**

#### **A. Word Recognition, Analysis, and Fluency**

Standard: The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

The student will:

1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.

#### **B. Vocabulary Expansion**

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading.

4. Analyze word structure and use context clues in order to understand new words.

#### **C. Comprehension**

Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.

8. Distinguish fact from opinion and provide evidence to support conclusions.

9. Determine cause and effect and draw conclusions.

10. Compare and contrast information on the same topic from multiple sources.

#### **D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

2. Identify and analyze literary elements and devices in works of fiction including

when in the next breath after meeting her, he is sentenced by his own kind to die in the dungeon, to be tortured and eaten by rats? Our hero is small, but his fate is huge. This, reader, is the tale. The Tale of Despereaux.

Information sheet about Kate DiCamillo to give to students:

## Author: Kate DiCamillo

Check out these fun websites about the author of The Miraculous Journey of Edward Tulane, Kate DiCamillo!!!!

[www.katedicamillo.com](http://www.katedicamillo.com)

[www.edwardtulane.com](http://www.edwardtulane.com)

[www.kidsreads.com/authors/au-dicamillo-kate.asp](http://www.kidsreads.com/authors/au-dicamillo-kate.asp)

[http://en.wikipedia.org/wiki/Kate\\_DiCamillo](http://en.wikipedia.org/wiki/Kate_DiCamillo)

Also, google Kate DiCamillo and you will find even more sites!

Go to the link below and hear the author herself read selections from her books!

[http://www.teachingbooks.net/spec\\_athr.cgi?name=DiCamillo,+Kate](http://www.teachingbooks.net/spec_athr.cgi?name=DiCamillo,+Kate)

Go to your local library and check out other books by Kate DiCamillo...

Because of Winn-Dixie

Mercy Watson to the Rescue

Mercy Watson Goes For a Ride

Miraculous Journey of Edward Tulane

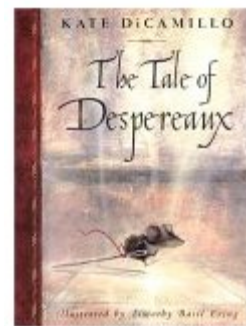
Tale of Despereaux

Tiger Rising

forget in Kate DiCamillo's *The Miraculous Journey of Edward Tulane*.

### BookTalk

Title: The Tale of Despereaux  
Author: Kate DiCamillo  
Publisher: Candlewick Press  
Date Published: 2003  
Genre: Fantasy  
Grade Level: 4<sup>th</sup> grade and up  
Booktalker: Julie Andracek



Background note about the author/selection:

Numerous wonderful web sites for Kate DiCamillo and her books:

<http://www.katedicamillo.com>

<http://www.kidsreads.com/authors/au-dicamillo-kate.asp>

<http://www.teenreads.com/authors/au-dicamillo-kate.asp>

<http://childrensbooks.about.com/cs/authorsillustrato/a/katedicamillo.htm>

<http://www.candlewick.com/authill.asp?b=Author&m=bio&id=1989&pix=n>

[http://www.bookbrowse.com/biographies/index.cfm?author\\_number=573](http://www.bookbrowse.com/biographies/index.cfm?author_number=573)

<http://www.webenglishteacher.com/dicamillo.html>

[http://en.wikipedia.org/wiki/Kate\\_DiCamillo](http://en.wikipedia.org/wiki/Kate_DiCamillo)

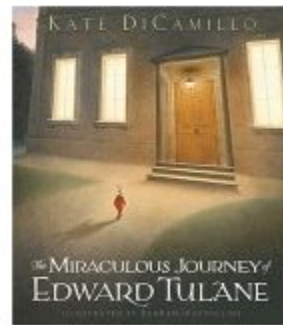
[http://www.teachingbooks.net/spec\\_athr.cgi?name=DiCamillo,+Kate](http://www.teachingbooks.net/spec_athr.cgi?name=DiCamillo,+Kate)

Booktalk:

Despereaux is an unlikely hero. Very small, with huge ears, with no proper mouse instincts: he is not long for this world. Enter the Princess Pea, the lovely child princess who dwells in the very same castle as our small hero, Despereaux. He falls, like his name, desperately in love with her and pledges his life to her service. But how, reader, how can a mouse, especially one like ours, hope to serve the Princess Pea? Especially

## BookTalk

Title: The Miraculous Journey of Edward Tulane  
Author: Kate DiCamillo  
Publisher: Candlewick Press  
Date Published: 2006  
Genre: Fantasy  
Grade Level: 4<sup>th</sup> grade and up  
Booktalker: Julie Andracek



Background note about the author/selection:

Numerous wonderful web sites for Kate DiCamillo and her books:

<http://www.katedicamillo.com>

[www.edwardtulane.com](http://www.edwardtulane.com)

<http://www.kidsreads.com/authors/au-dicamillo-kate.asp>

<http://www.teenreads.com/authors/au-dicamillo-kate.asp>

<http://childrensbooks.about.com/cs/authorsillustrato/a/katedicamillo.htm>

<http://www.candlewick.com/authill.asp?b=Author&m=bio&id=1989&pix=n>

[http://www.bookbrowse.com/biographies/index.cfm?author\\_number=573](http://www.bookbrowse.com/biographies/index.cfm?author_number=573)

<http://www.webenglishteacher.com/dicamillo.html>

[http://en.wikipedia.org/wiki/Kate\\_DiCamillo](http://en.wikipedia.org/wiki/Kate_DiCamillo)

[http://www.teachingbooks.net/spec\\_athr.cgi?name=DiCamillo,+Kate](http://www.teachingbooks.net/spec_athr.cgi?name=DiCamillo,+Kate)

Booktalk:

Edward, Susanna, Malone, Jangles.....all names of a three foot tall china rabbit. How did he get so many names? This is no ordinary rabbit, this rabbit is special. At least he thinks so. All he cared for was his looks and how others saw him. This rabbit did not know how to love! This would all change one day when the rabbit is accidentally thrown into the sea. How will he ever be saved? Who will rescue him? Will he ever learn to love? Find out how the answered to these questions when a rabbit takes a journey he will never

4. Next, I would ask if any of the students have seen the movie Toy Story. I could give a brief summary of the movie and show a clip or two depending on time. Then we would also verbally compare the movie to Edward Tulane.
5. At the end of time, students would have a few minutes to each share a favorite toy, doll or stuffed animal from their childhood that is special to them and why. The students could bring the object to show if they would like.

Day 8 (Thursday): Last day! Quick write and wrap up

1. We would begin with a quick write. Student could pick one of the following questions and respond. They would write without worry of spelling and grammar and then we would share individual responses after about 10 to 15 minutes.

Questions for quick write ([www.edwardtulane.com](http://www.edwardtulane.com)):

1. Write about the loss of Edward from Abilene's point of view. How do you think Edward's disappearance changes her life?
  2. In the doll store, Edward "prided himself on not hoping, on not allowing his heart to lift inside him. He prided himself on keeping his heart silent, immobile, closed tight. I am done with hope, thought Edward Tulane" (page 184).  
Why has Edward given up? If you were to visit Edward in the doll shop, what words of encouragement and support would you give him? Based on your knowledge, experiences, and understanding on the world, give Edward your best and most helpful advice to persuade him that he will be all right again.
2. After everyone is finished, each student would stand and share their response to the club. We would have short discussion along with each response.
  3. I would then share information I have acquired from [www.edwardtulane.com](http://www.edwardtulane.com) with the students. Specifically an interview with the author and illustrator.
  4. To wrap up, I would give everyone a sheet containing websites and more information about Kate DiCamillo and her books. I would then do a book talk on *The Tale of Despereaux* and encourage the students to read that book (See page 6 for a complete book talk). Next semester, my book club would focus another Kate DiCamillo book, possibly *The Tale of Despereaux*. I would let the students choose between 2 or 3 books after listening to the book talks.

Day 4 (Thursday): Reading and Discussion

1. We will discuss chapter 5 and 6 as a group. Then I would read chapters 7-10
2. Next I would have a discussion about the illustrator and his illustrations. I would ask the students to pick a situation in the book thus far that they think should have had an illustration.
3. They would each illustrate in their own way their choice situation.
4. If they did not finish, it would be homework for the next session of clubs.
5. Also, student will need to read chapters 11-14 over the weekend.

Day 5 (Tuesday): Read and Discussion

1. We would start by sharing all illustrations from last week and I would put them up for display.
2. Next we would have a discussion about chapters 11-14.
3. I would read chapters 15-18 aloud with discussion along the way.
4. After discussion, we would visit the computer lab and go to Kate DiCamillo's web site. I would encourage them to explore the other titles and learn more about Kate.
5. Chapters 19-21 would be homework reading.

Day 6 (Thursday): Finish book and create a story map

1. We would begin by discussing the previous chapters read at home.
2. I would then read the remainder of the book to the students with discussions along the way.
3. We would then have a discussion about the entire book and then create a story map using a pocket chart.



Day 7 (Tuesday): Comparison to *Velveteen Rabbit* and *Toy Story*

1. To start I would have a word search out for each student to take and work on at the beginning of the book club ([www.edwardtulane.com](http://www.edwardtulane.com)).
2. Next I would read the book *The Velveteen Rabbit* aloud to the students. We would begin with predictions and then discuss the book as it read.
3. After reading we would compare the two books using a T chart.

Year:

Predictions about setting, characters, and plot:

5. Before leaving for the night, each group would share their chart.

Day 2 (Thursday): Discussion of *The Miraculous Journey of Edward Tulane* and reading

1. Begin by discussing the title of the story. Using the prediction charts from the previous lesson, what do they think the title means? What type of journey do they think Edward will go on? Who is Edward? I would also use discussion questions found on [www.edwardtulance.com](http://www.edwardtulance.com).
2. After some discussion, I would begin by reading the book aloud to the group for about 20 minutes. Just enough to get in two chapters and some discussion. I would ask the students to pay particular attention to the word choice the author used and the voice of the novel
3. I would then introduce new vocabulary and ask for the students to help in identifying the meaning based on how the words were used in the text. I would give each student one word to try and figure out what it means without using a dictionary. I would read each word and that student would give their meaning. We would discuss it their meaning and I would also give the correct meaning. Student would write the word and correct meaning into a journal.

Vocabulary words:

reflected	domestic	derogatory
jaunty	brindled	efficiency
ennui	inexplicable	cavalierly
unsavory	indignities	timepiece

4. I would also ask why they think the author used the different word choices and voice in her text.
5. At the end of our meeting time, I would make sure every student in the book club had a copy of *The Miraculous Journey of Edward Tulane* to take home.
6. I would ask the students to re-read what I had read during the book club time, paying close attention to the new vocabulary words.
7. I would ask that if students read ahead, that they promise not to discuss the readings with anyone else until we reach that point during the book club.

Day 3 (Tuesday): Reading *The Miraculous Journey of Edward Tulane*

1. To begin, we would briefly review the first two chapters and have some discussion.
2. Next I would read chapters 3 and 4 and have the students follow along in their books. We would stop for discussion along the way.
3. After reading the first 4 chapters, I would ask each student to write a paragraph on what they think of the book so far and what they think will happen to Edward. They also will draw an illustration to go with their prediction.
4. Chapter 5 and 6 would be assigned to read for the next session.

Julie Andracek  
Final Project  
August 3, 2006

## After School Book Club for 5<sup>th</sup> Grade Students Outline and Resources

The focus on my book club is the author Katie DiCamillo and her book, *The Miraculous Journey of Edward Tulane*. We will be learning about the author and some of her texts while also exploring a variety of curricular concepts extended from the school day. This book club will meet twice a week, for 1 hour, after school and will be voluntary to students (10 students total). Everyone who is there will want to be there.

### Teacher Preparation:

1. Visit author Kate DiCamillo's web site: [www.katedicamillo.com](http://www.katedicamillo.com) to learn more about the author and her background.
2. Check out 3 to 4 of Kate DiCamillo's books from the library and read to have some information for discussions and recommendations
3. Scan cover images of all books if possible and gather a few pictures of the author. These will be used to discuss different texts and to decorate the book club area.
4. Visit [www.edwardtulane.com](http://www.edwardtulane.com) for lesson, discussion and writing ideas.
5. Write a description for the book club and give it to the after school coordinator along with talking to some specific students about the club to get them interested to sign up.
6. To ensure that every student has a copy of the book available for the club, I would first look for funding to buy a copy of the novel for each child. I know it sounds crazy but it's been done. The grants available to educators are never ending. If that is not possible, I would use the school and public library for resources and hopefully come up with 11 copies of each book (1 for myself). I could also survey teachers in the building or district to see if they had copies to lend.

### Day 1 (Tuesday): Introduction to Kate DiCamillo

1. Show picture of author and tell about her background. Also tell about awards she has won ([www.katedicamillo.com](http://www.katedicamillo.com)).
2. Do a book talk for her book: *The Miraculous Journey of Edward Tulane* (See page 5 for a complete book talk).
3. After presenting the book talk, I would give the students a chance to view each book.
4. The students would then divide up into two groups and create a list about the book. On the list they will include:  
Title:  
Author: