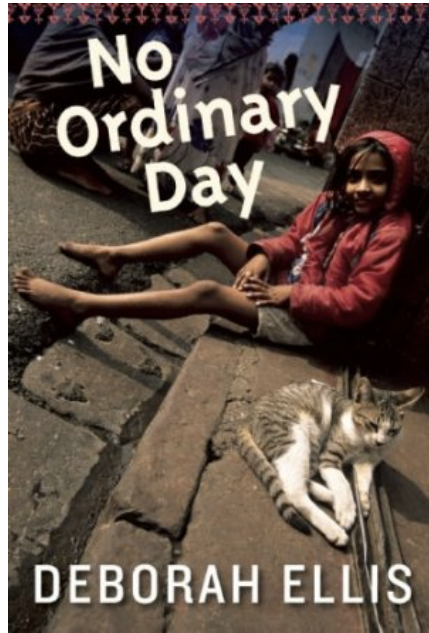


FULL LENGTH BOOK EXTENDER: Group Reading Aligned to Common Core

By Marie Crawford



Grade 5 Discussion Questions

- RL.5.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** -Cite 2-3 examples from the text that gives clues to the reader that Valli has leprosy (p. 47-48).
 -How does Valli learn she has leprosy? Cite a quote from the book that explains leprosy (p. 97-98).
 -Cite a quote from the book that lets readers know Valli no longer notices the leprosy wounds of the people, but she sees them as a person (p. 145).
- RL.5.3-Compare & contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.** Using a Venn diagram, compare & contrast Valli’s life on the streets with Elamma’s life in Jharia citing at least 4 examples (2 for Valli & 2 for Elamma) from the text.
- RL.5.4-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.** Why is the story called “*No Ordinary Day*?” Describe what an ordinary day was like for Valli using at least 3 examples from the text.

No Ordinary Day

By Deborah Ellis, 2011
GRADES for USE: 5-8

Grade 5 Activities

SUMMARY OF BOOK:

No Ordinary Day is about a young poor girl named Valli who is growing up in Jharia, India, a coal-mining town. Valli finds out that she is an orphan and the people she thought were family are really not her family. Valli leaves town by herself and ends up in the large city of Kolkata, India. In her adventures of survival, Valli meets a doctor who tries to help her because Valli learns she has leprosy. At first, Valli refuses the doctor’s help and lives on her own again in the streets, but in the end, Valli finally learns to accept the doctor’s help. The story ends with a feeling of satisfaction knowing Valli has finally made the right decision to cure her leprosy and to pursue her education.

- RL.5.7-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.**
 -Show students pictures of people with leprosy. How do the visuals of leprosy help the reader understand why Valli calls the people across the railroad tracks, “monsters?” Include 2-3 examples from the visuals in your response.
 -How did having leprosy change how people treated Valli? Cite at least 2 examples from the text.
- W.5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.** Students will create investigation posters or pamphlets about Indian food, clothing, the caste system or leprosy based on the information they learned from researching these topics. Students will be encouraged to use these websites: www.effecthope.org, www.tlmindia.org, and resources.woodlandsjunior.kent.sch.uk/homework/india/.