

Title: <i>Once Upon a Book</i>	Author: Grace Lin & Kate Messner
Genre/Unit: Narrative	Warm Up: <i>The Land of Nod</i> by Robert Louis Stevenson

Bored and frustrated by the endless gray and frozen weather, Alice becomes curious when a book flaps its pages to welcome her in. Off she goes on an imaginative adventure. Readers (or soon-to-be readers) of the *Magic Tree House* books will once again be reminded of the power of books to take us to a new world... just like dreams.

Vocabulary

Tier 2 Word	Page	Student Friendly Definition (kids.wordsmyth.net, collinsdictionary.com, ldoceonline.com)
grumble	3	to mutter dissatisfaction or complaints
steamy	11	hot and humid; muggy
refresh	16	to give back energy as with food, rest, or a bath
cramped	20	lacking room or space to move
billow	23	a surging mass that resembles a wave or swell of water
calm	24	still, almost unmoving or to be free of strong feeling

Warm Up Poem:

The Land of Nod

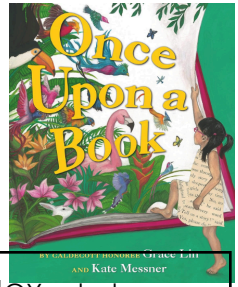
BY ROBERT LOUIS STEVENSON

From breakfast on through all the day
 At home among my friends I stay,
 But every night I go abroad
 Afar into the land of Nod.

All by myself I have to go,
 With none to tell me what to do —
 All alone beside the streams
 And up the mountain-sides of dreams.

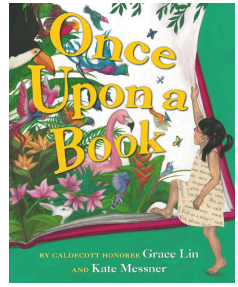
The strangest things are there for me,
 Both things to eat and things to see,
 And many frightening sights abroad
 Till morning in the land of Nod.

Try as I like to find the way,
 I never can get back by day,
 Nor can remember plain and clear
 The curious music that I hear.



Reading

Page #	Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk. * a Tier 2 word that is not explicitly taught, but appears in the text	JOYcabulary Getting students to own their words: speaking, reading, and writing.
Before Reading	Let's study the covers. The girl looks like she is stepping into the book while trying to turn the page. She has on a dress that looks like the page from a book. I see it says: "Tell us a story!"	
During Reading P. front paper-3	As soon as we open the book, we can see the girl is upset with the weather. There's snow on the ground, but it is raining. The snowman is melting. Is this near the end of winter? Look at her face. Her arms are crossed. Is she holding something? I notice a Chinese lantern hanging over the door.	grumbled stomp
P. 4 - 11	There is so much going on here. I'm noticing how the print changes as she reads from the book. On p. 4-5, I'm confused. I see her hands on the outside of the book, but I also see her in the pages of the book. Is she imagining herself visiting this place? Maybe she is dreaming.	steamy
P. 12 - 17	Now it looks like she is outside the book again, but then she is back in the book riding a camel. I'm starting to think she is imagining herself in the setting of the book, but the italics keep saying the girl as if she is really there. Whoa! I'm also noticing that her dress keeps changing to match the setting. I'm also noticing a rabbit hiding on each page. Let's go back and see if he was on the other pages. Oooh! This is fun. Let's keep our eyes out for him as we read. Do you have an idea where she will go next?	sparkling blazed refresh
P. 18 - 29	Yep! I see the rabbit and her dress changing. She keeps wishing she was someplace different. We are almost at the end of the book. Turn and talk to your partner about where she will finally wind up. Why do you think that?	soothe cramped boundless billowed calm
P. 30 - end paper	So... did you predict correctly? How did you know she would wind up back home? Did the authors give you clues? Did you find the rabbit on all the pages? Did you notice the camel and fish tank on P.32? The rabbits on the dishes?	cozy



After Reading	How did Alice change from the beginning of the story to the end? What messages/lessons is the author sharing with us?	
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Extensions

Writing

- refrain/ repetition
- purposeful use of italics
- ellipsis
- listing
- descriptive language
- Lucy Calkins, Robinson Professor of Children's Literature at Teachers College, Columbia University, often says stories are usually about going away and coming home. This story certainly was. Children might want to try one of their own. Can your students find other examples of this story structure in your classroom library?

Vocabulary

- Using Jamboard or paper & pencil, sort the words. You can sort by part of speech, or by words that show feelings or movement.
- Notice I included some **Tier 2** words that weren't going to be explicitly taught with definitions. You can have students choose which words THEY want to learn.
- Broaden the six words by building word clusters. What are some synonyms for these six words? Can you arrange them in a gradient of meaning?
- Play a game: *Where Oh Where:*
 - Where might you feel cramped?*
 - Where might it feel steamy?*
 - Where might you feel calm?*

Other titles you may enjoy:

- By Grace Lin: *A Big Mooncake for Little Star*, *The Ugly Vegetables*, *A Big Bed for Little Snow* as well as novels for older readers.
- By Kate Messner: *Over and Under series*; *How to Write a Story*, *How to Read a Story*, as well as her *Ranger in Time* series for older readers.