

Texas Teacher guide to the TEKS for I & the Magic Pen

Approximate F&P level: N or O

<p>For the full TEKS, click here: Texas Essential Knowledge and Skills for Grade 4</p>	<p>Explanation or examples in I & the Magic Pen:</p>
<p>4.8 Analyze elements of contemporary literary text</p>	
<p>(A) infer basic themes supported by text evidence;</p>	<p>Understanding and empathy produce kindness, which solves problems better than avoidance or violence. Actions have consequences, and everyone is responsible for their own choices. Poop happens: you can't control every outcome. Literally. Bwahaha.</p>
<p>(B) explain the interactions of the characters and the changes they undergo;</p>	<p>The main character views Sammy with animosity, but becomes sympathetic after learning about Sammy's lactose intolerance. The MC goes from avoiding, to conciliating, to angry and throwing a ball, to trading breakfast trays. Sammy changes from angry, threatening, and vengeful to grateful.</p>
<p>(C) analyze plot elements</p>	<p>Inciting incident/conflict: the main character bumps into Sammy in the hall and gets the last pancake breakfast, making Sammy upset Rising action: a dragon appears from a drawing made with a magic pen. When this ends poorly, the MC tries drawing aliens, then letting Sammy have breakfast the next day, all ending badly. Climax: the MC uses the pen to go back in time and avoid bumping into Sammy and shows kindness instead. Falling action: the rest of the day progresses well as the MC experiences Monday for the second time. Resolution: the MC learned a lesson in empathy and applied it to Molly.</p>
<p>(D) explain the influence of the setting, including historical and cultural settings, on the plot.</p>	<p>The setting is Aunt Mysti's house and the neighborhood school, Foundation Elementary. Though these are imaginary places, the broader setting is a country where military service is common. I was influenced by my experiences living in Texas. Because the MC is living with an aunt, this affected the plot by taking parental influence and interference out of the equation. The house is within walking distance of the school, which allows the MC to travel unaccompanied.</p>
<p>4.10 Author's purpose and craft</p>	
<p>(A) explain the author's purpose and message within a text;</p>	<p>My purpose in writing this was twofold: One, to quell my students' clamoring for me to a book at their level; and two, to start conversations about bullying and how empathy is important. Understanding someone else's point of view can help</p>

	you decide how to respond, and trying to avoid the problem doesn't help.
(B) explain how the use of text structure contributes to the author's purpose;	The text is structured chronologically, and the chapter subtitles indicate the day of the week. This emphasizes when a day is repeated.
(C) analyze the author's use of print and graphic features to achieve specific purposes;	Italics are used to indicate internal thoughts. Different fonts indicate loudspeakers, electronic devices, and handwriting. Chapter subtitles and illustrations are used for foreshadowing. Students can make inferences from these and predict what will happen next. Periods separate individual words for emphasis: "Worst. Job. In. The. World."
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	Personification: "A sliver of mulch stabbed my toe." (ch. 1, section 2, paragraph 1) Hyperbole: "I was starving." (ch. 1, sec. 2, para. 6) Simile: "...she walked so slowly that she might as well be a jar of sticky syrup." (ch. 1, sec. 2, para. 5); "It felt like being kissed by a moth." (ch. 2, sec. 1, para. 34); "Mr. Doberman picked up Samothrace as if he was a football" (ch 3); "The toast flew off my tray and whirled into the trash can like a frisbee." (ch 4, sec. 1, para. 15); "She'd probably start beeping like a metal detector." (ch. 4, sec. 4, para. 2); Simile Vocabulary EnglishClub (I had to double check a few—let me know if you disagree or find any others!)
(E) identify and understand the use of literary devices, including first- or third-person point of view;	This book is written in the first-person, enabling me to avoid gendered pronouns and letting the reader take the place of the main character.
(F) discuss how the author's use of language contributes to voice; and	The voice is that of an average 4th grader, with some southern colloquialisms like "Yes, ma'am/sir". The tone is respectful but independent and self-reliant without reference to gender or physical characteristics, allowing the readers to put themselves in the protagonist's place.
(G) identify and explain the use of anecdote	N/A

Chapter 1 Lesson Plan

I & the Magic Pen

4.10(E) identify and understand the use of literary devices, including first- or third-person point of view;

Read aloud the first chapter of I & the Magic Pen. Note the chapter subtitle. Use the following questions to guide a class discussion:

Who is telling this story?

The main character, I.

What point of view is that? How do we know?

First person, because the narrator uses I, we, my and other first person pronouns.

What do we know about the main character from the story? (Avoid discussing anything that is not supported by text evidence, like gender or ethnicity. If students use gender pronouns, do not correct them).

Lives with Aunt Mysti

Enjoys choir

Is in fourth grade, Mrs. Diction's class

Wears jeans, a T-shirt, and flip flops

Is shorter than Sammy

Walks to school

Give students a clean sheet of paper and ask them to draw the main character using text evidence. Students should list the evidence they are using as call-outs. (15 min)

Return to the carpet and ask students to pair up with the student next to them and compare their drawings. How are they alike? How are they different?

After students have compared their drawings, ask a few students to share what they discovered. Then ask: Why do you think the author did not describe the main character's physical characteristics?

4.8(C) analyze plot elements

Give students a blank plot graphic organizer to keep in their writer's notebook or journal. Record plot elements after reading each chapter. Retell the story in comic form.

(D) explain the influence of the setting, including historical and cultural settings, on the plot.

What is the setting of this story? Use text evidence to draw a map of the neighborhood, including Aunt Mysti's house, Foundation Elementary, and Ms. Snow's house.

Allow students time to share their work with a partner or the class.