

"Perils of Pablo" Teacher Guide

Pre-Reading

Teachers:

1. Instruct students to read the Jules Verne quote that precedes the story. Tell them Jules Verne is one of the most translated authors in the world. Instruct them to find his nationality, the literary genre for which he is famous, two of his best-known books and the cause of his limp. Helpful links:
<http://www.biography.com/people/jules-verne-9517579> and
<http://www.britannica.com/EBchecked/topic/626297/Jules-Verne>.
2. Instruct the students to write a paragraph in which they define or interpret Verne's phrase. They should begin by stating the phrase to be defined. It may be helpful to give students sentence stems such as "What the author means is...", "This statement makes me think...", or "I (don't) agree with this statement, because..."

Introduction

Teachers:

Introduce the story by reading the brief introduction following the title. Use the discussion points below to guide your conversation.

1. About what percent of the earth's surface does the ocean cover? (70%)
2. Compare the **mood** set by Verne's quotation with the mood in the introductory statement to the story.

Reading the Story

Teachers:

1. One definition of layer is depth or level. Have the students write a journal reflection on the layers in the story.
2. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and ...
 - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
 - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.

Note: Words and synonyms may be added to classroom word walls.

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Post-Reading

Discussion:

1. Utilize the guide in *Discover and Discuss: The animal and its environment and The animal and adaption*, page 86.
2. Ask the students what they think really happened to Pablo and have them support their answers with evidence from the story.
3. **Fantasy is a genre, or type, of story that uses supernatural phenomena and/or other unrealistic elements.** Ask the students if they think this story is a fantasy and have them support their answers with evidence from the story.

Activities:

1. **A flashback is a narrative technique that allows the author to insert an earlier event into the story.** Let the students work in groups to identify the major events in the story and put the events in chronological order.
2. Make a **Conflict Chart** with five columns. Let the students work in groups to complete the chart or construct a class conflict chart. Note some columns may have several entries, while others have none.

Character vs.

Character	Self	Nature	Society	Supernatural

3. Let the students work with a reading buddy or in a small group to determine if the story supports Jules Verne's statement. Instruct them to write an independent paragraph giving their opinion supported with reasons and information.

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Reading Extensions and Enrichment

1. **Connecting Across the Curriculum with Mathematics and the Arts**

Teachers: Instruct students to follow your directions for constructing an **origami fish**, (Directions included at end of lesson plan) **or** have students follow the written directions to construct the fish.

2. **Project #1**

Materials: News articles in inverted pyramid format

Teachers: (for more info, <https://owl.english.purdue.edu/owl/resource/735/04/>.) Direct the students' attention to one of the news articles. Discuss the headline. Headlines are usually short and to the point. Try to keep headlines to eight words or less—less is better. Headlines are often followed by bylines. The byline is the name of the author. Then look at the article. The first part, or lead (sometimes spelled lede), gives the most important information in a news article. It summarizes the news story with the basic facts by telling who, what, when, where, and why. This format, or structure, is called the inverted pyramid and is the most common structure used in a regular news article. Is there something in the first part of the article that makes the reader want to know more? This something that makes the readers want to keep reading, or draws them in, is called a hook. In news stories the most important information usually comes first followed by less critical, or less important, information. Note that many news stories contain quotes and tell what the people involved in the story know and are thinking. Examine and discuss the ending. Some endings are quotes that give a final sense, or understanding, of the story. Have students work in groups to identify the parts of a second news article.

Instruct the students to write a news article about Pablo's rescue in the inverted pyramid style. Allow them to conduct an imaginary interview with any of the characters in the story and use quotes from the imaginary interview. Each article needs the following: headline; byline; lead and hook; body of the article, including quotes; ending. Remind them to write in the active voice and to write facts, not opinions. (If they want to write about the fantasy in the story, write about it in a factual way. In other words, it's okay to think the turtle talks, and they can even interview the turtle.)

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3. Project #2

See <http://www.voki.com/>. Instruct the students to write a short news summary that is similar to news stories on the nightly news. Select a Voki character to present the story and publish to share with the class. (Note: amount of text is limited on Voki, so the news story will be short.)

4. Project #3

Teachers: Conduct Synectics Thinking Activity using the word **Ocean**. (Directions included at the end of lesson plan.)

5. Project #4

Teachers: Instruct the students to write an ABC poem about the ocean. The first line starts with a word beginning with the letter **A**, the second line with the letter **B**, and continues through all the letters of the alphabet. For examples, see: <http://www.poetrysoup.com/poems/best/abc>.

6. Project #5

Instruct the students to put the text of their ABC poems into Wordle and create a picture with ocean words. See: <http://www.wordle.net/>.

Closure

Instruct the students to complete one of the following sentence stems:

- Today I stopped learning because...
- Today I was confused about...
- Today I learned...
- One awesome thing today was...

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Lesson Plan with Common Core Curriculum State Standards

Pre-Reading Activity

1. Students will research Jules Verne and find his nationality, the literary genre for which he is famous, two of his best-known books, and the cause of his limp.
CCSS - W 4-8.7
2. Students will read Verne's statement and write a paragraph explaining the explicit and implicit meanings.
CCSS RL 4-8.1; W 4.-8. 2

Introduction

Students will engage in a class discussion to determine and clarify meanings and inferences of words and phrases and make predictions.

CCSS - SL 4-8.1; RL 4-8.4

Reading the Story

1. Students will write a journal reflection on the layers in the story.
CCSS - RL 4-8.3; W 4-8.10
1. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will share their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.
CCSS - RL 4-8.4; SL 4-8.1; L 4-8.5; RF 4-5.4

Post-Reading Activities

Discussion:

1. Students will engage in a class discussion of the animal and its environment and adaptations.
CCSS - SL 4-8.1; RL 4-8.1 LSTS 6-8.1
2. Students will engage in a class discussion analyzing the plot, events, and characters.
CCSS - SL 4-8.1; RL 4-8.2, 4-8.3

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Activities:

1. Students will work in groups to determine how the plot unfolds, identify the types of conflict in the story, and construct a **Conflict Chart**.
CCSS - **SL** 4-8.1; **RL** 4-8.3; **W** 4-8.4
2. Students will work with a reading buddy or in a small group to determine if the story supports Verne's statement and then write an independent paragraph giving their opinion or argument supported with reasons and information from the text.
CCSS - **SL** 4-8.1; **W** 4-8.1, 4-8.10

Reading Extensions and Enrichment

1. Students will construct an **origami fish** by following the teacher's directions **or** by reading and following written instructions.
CCSS - **SL** 4-8.1; **RI** 4-5.7; 6-8.6; **see** "Origami Across the Curriculum"
2. Students will write a news article in inverted pyramid form.
CCSS - **W** 4-8.4, 4-8.10; **L** 4-8.3
3. Students will write a short news story and publish it on the Internet using an avatar.
CCSS - **W** 4-8.3, 4-8.4, 4-8.6; 4-8.10; **L** 4-8.3; **SL** 4-8.4, 4-8.5
4. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy.
CCSS - **SL** 4-8.1; **W** 4-8.4
5. Given instructions and format, students will compose a poem about the ocean.
CCSS - **W** 4-8.4
6. Students will use the text from their poem to create a word picture on wordle.com
CCSS - **W** 4-8.6

Closure

Students will complete a concluding self-evaluation statement.

CCSS - **W** 4-5.1.d, 6-8.1.e

"Perils of Pablo" Synectics Activity

What is synectics? *Synectics is a method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.*

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:

- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination**) _____ is our topic today.

Step 2- Say: What animal do you think of when I say ____(**Imagination**)? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (*sample student answer: dinosaur*)

Step 3 -Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (*sample student answer: runs and flies*)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (*sample student answers: jumbo jet and seed*)

Step 5-The students write an analogy: Imagination is like a dinosaur because both _____ . (*Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.*)

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Angel Fish

Materials: Origami paper (any size), available online or from hobby stores, markers



Start with a square piece of paper (any size).
This one is 6x6 and white on one side.



Fold in half to form
rectangle.



Open fold.



Flip over (to be sure
color side shows in design).



Fold up to form
rectangle.



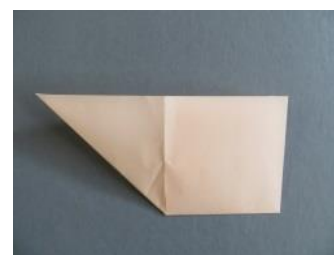
Fold on center crease
to form small square.



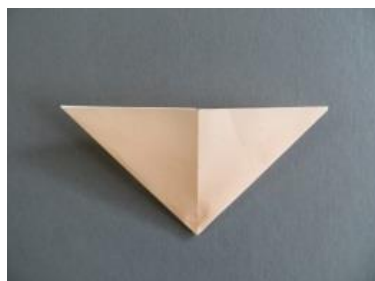
Open top fold to
form a V shape.



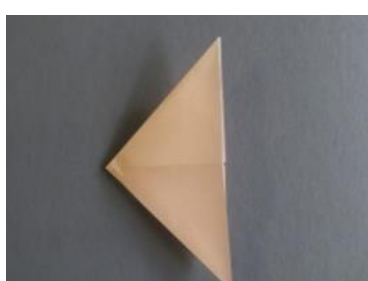
Press open fold to
form a triangle (squash fold).



Flip design and make
another squash fold.



It should look like this.



Turn and face this way.

(continued)

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(angel fish continued)



Pull down top fold
and make crease about
half inch from center crease.



Pull up bottom fold
and fold over top fold to form
tail on fish.



Flip over and add eyes!

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Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

Common Core Mathematical Practice—Grade 5

- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.