

## Common Core Aligned Lesson Plan Template

**Title of Lesson:** *hello! hello!* by Matthew Cordell

**Timeframe:** Three 15-20 minute lessons

Lesson written by Mary Gardner

**Synopsis of book:** *hello! hello!* is a fiction text that explores the differences between digital communication and interactions with the world around us. Lydia is disappointed by her own technology and fails to get responses from her family as they are absorbed in various devices. She discovers the world outdoors and becomes engaged while enjoying the interactions in a fanciful romp with a variety of animals. In about 24 words Cordell humorously delivers a message for our times.

**Suggestions for use:** This book lends itself well to teaching students to make inferences. It could be used across grade levels as a way to introduce the idea of making inferences or to provide additional practice. It could be done as a read aloud or a shared reading in addition to independently for those ready for independent practice. The changing letter fonts carry meaning, as well as the words and illustrations. All parts must be viewed and understood. Cordell also uses the end papers to set up and complete the story so that readers really must examine the entire book closely.

LESSON/UNIT ELEMENTS	STUDENT-FRIENDLY TRANSLATION
<p><b>Learning Target(s):</b> Students will be able to use words and illustrations to infer meaning. Students will be able to determine the author’s message.</p>	<p>I can use what I know plus the illustrations and words in a text to make inferences to understand the meaning of the story. I can use my understanding to determine the author’s message or Big Idea.</p>
<p><b>Common Core Learning Standard(s) Addressed And Assessed:</b> (Anchor standards are listed here as this book can be used across grade levels.) R. L. 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  R.L. 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>I can retell a story and include important details.  I can use information from the text and from the illustrations to understand a story.</p>
<p><b>Common Core Learning Standard(s) Addressed But Not Assessed:</b> SL. 4. 1: Describe people, places, thing, and events with relevant details, expressing ideas and feelings clearly. (Use the SL. 4 standard appropriate for your grade level.)</p>	<p>I can speak clearly when I retell a story and I can include important details.</p>
<p><b>Formative Assessment Criteria for Success:</b></p> <ul style="list-style-type: none"> <li>• Completed Inference Chart will be assessed to determine if inferences made are supported with evidence from the text.</li> </ul>	<p>My Inference Chart will have all parts completed.</p>

- Writing about the Big Ideas will be supported with evidence from the text and can be evaluated using the PARCC rubric for written response.
- Oral retelling can be digitally recorded and shared on classroom blog or otherwise shared with families. The retelling will be evaluated for the inclusion of key details and demonstration of understanding the Big Idea. A self-evaluation checklist can be created by students for the retelling. (Include details such as book title, author, characters, setting and events, along with a statement about the author’s message or Big Idea.)

I can write clearly about what I think is the Big Idea in the story using information from the illustrations and words to explain my thinking.

I can retell the story. My recording of the retell will include all items on our checklist for story retellings.

**Activities/Tasks:**

This lesson can be set up to model how we read a text multiple times with a different purpose for each reading. The book is an example of text that is complex because of the layers of meaning that must be inferred, rather than because of vocabulary or content.

**Lesson 1**

Show *hello! hello!* written and illustrated by Matthew Cordell. Lead students to “discover” that Cordell is the author and the illustrator. Read the book to students asking them to notice the ways the print changes. When reading is completed discuss what they noticed and record their responses. Either introduce or review the idea of making inferences as appropriate for your students and introduce the Inference Chart (suggested chart included at the end of lesson). Together complete one or two rows of the chart. Perhaps you’ll want to get input on the two basic kinds of font and complete that column then finish the row. For example:

Information			My Inference
From the words	From the illustrations	From what I know	
Some words are in a funny print.	These words are near pictures of phones or computers.	They look like words from a computer or on my video game.	The author wants us to know that words in this font (print) are from a phone or game or computer. (Maybe introduce the term digital if it doesn’t come up.)
Some words look like they were painted, kind of like cursive	These words are only when she is outside. Sometime there are lots of “hellos” on a page.	It looks like something is talking to the girl, saying, “Hello.”	The author wants us to know that words in this font are spoken by something outdoors, animals, bugs, flowers, leaves. (Maybe the idea that nature is better than electronic will come up.)

Conclude this lesson by saying, “I think I need to read that book again to really understand it. Do you? I have lots of questions about what it means. (Perhaps take time to elicit questions from students and record them to use for the next lesson.)

## Lesson 2

Begin by reviewing questions students have or by creating a list of questions they have about the book after only reading it one time. What questions do you have about the story? You might discuss what people mean when they say “hello” to someone. What kind of a response do we expect when we say “hello” to someone? Let’s read this book again – today we’ll share the reading. As we read together on the screen let’s focus on the illustrations to see if they help us answer some of our questions. “We’ll add some things to our Inference Chart. Remember what we wrote yesterday?” Review information put on Inference Chart on Day 1.

Do a shared reading of the book. Be sure to include the end papers for the story set up and follow up ending if you did not already do so on Day 1. This would be a good think aloud. “Look at this. I just noticed that there are illustrations and words before the title page. Do author’s and illustrators usually do that? Sometimes. I think I’ve seen it before, but not in all books. Do you think it would be important to read those pages, too? Why or why not?”

Suggested things to look for during shared reading: illustrator/author’s use of color, how the illustrations change throughout the book, and what is the story the pictures tell?

After reading (or stop as you go if that makes more sense to you and your students) check to see if the questions students listed were answered. Discuss as appropriate.

Look at Inference Chart and add at least one row together. At this point you might hand out a printed copy of the chart to each student and ask them to work in partners to locate information from the illustrations and inferences they can make. For this it would be best to have multiple voices of the text, but you might show sections of the text on the screen and stop and allow students to work on inferences a section at a time.

An example might be:

Information			My Inference
From the words	From the illustrations	From what I know	
	The girl is in color but everything else is in black and white and gray at the beginning of the story.	Black, white and gray are kind of sad, but the bright colors are happy. The girl isn’t really happy at the beginning, but she gets happy when she goes outside – then there are bright colors everywhere.	Mark Cordell wants to show that the people using phones and computers are not happy so he paints them black and gray. He shows Lydia is different – and later happy – by painting her bright colors.

Have student partners share their list of inferences with another set of partners.

Discuss the story again as a whole group. Record students’ responses or retelling as you choose to. Say, “I’m glad we answered some of our questions. I still need to read the book again to understand better. I think the author has a message for us, but I’m still not sure what it is.”

## Lesson 3

Review questions, responses, and Inference Chart as you choose. “Today we’re going to read the book together again (or in partners if you have enough copies of the text). We are reading to see if we can understand the author’s message. I might call that the Big Idea.”

Do a shared reading of the book.

Elicit students' responses about the Big Idea(s). Record on board or chart paper. Ask for evidence from the text with each response.

Ask students to write down their ideas and evidence about one of the Big Ideas. A possible prompt is: What does the author/illustrator tell and show us about using phones, computers, or other electronic devices? Why did he tell and show us this? What is his message?

Review the format for written response that you use with your students. One idea is the ACE method which is Answer the question, Cite evidence from the text to support your answer, and Expand, Extend, or Explain your answer.

### **Extension and Assessment**

Provide time and opportunity for students to retell *hello! hello!* in their own words. Provide a checklist for self-assessment or better yet have students help you create a checklist. Share oral retellings with families on a class blog or webpage.

Collect Inference Charts and use as formative assessment for determining student's ability to make and support inferences.

Use a rubric for written response to assess the students writing about the Big Idea. This can also be a formative assessment on using evidence from text to support statements made.

### **Extra**

It would be fun to collect noise words from the text.

### **Resources/Materials:**

Book trailer: <https://www.youtube.com/watch?v=xiME91TRjcs> You might share this after students have discussed and/or written about the Big Idea as the trailer gives more information about the author's message.

Information about the ACE strategy - [https://ds0vt0n1s74d2.cloudfront.net/resources/uploaded\\_document/resource/194/ACE%20Strategy%20info.pdf](https://ds0vt0n1s74d2.cloudfront.net/resources/uploaded_document/resource/194/ACE%20Strategy%20info.pdf)

Teacher/Parent resources for getting kids outdoors:

<http://www.nwf.org/what-we-do/kids-and-nature.aspx>

<http://www.nwf.org/be-out-there.aspx>

<http://www.nationalgetoutdoorsday.org/>

<http://www.childrenandnature.org/movement/letsgo/>

Some of the above sites have text appropriate for sharing with students to provide a variety of kinds of texts in addition to the book. Students could then compare and contrast the author's message and the goal of these campaigns.

### **Access for All: Modifications/Accommodations:**

Working with classmates in varied group formations from whole group to small groups will provide opportunities for collaboration. Students with varying educational needs will be supported in learning by their peers and teacher. A scribe could be provided for students with difficulties writing. A listening center with copies of the book and an audio recording could be provided for additional reading support.

Information			
From the words	From the illustrations	From what I know	My inference
Big Idea			