



Title: Saving Little Viola	Author: Oscar Ranzo	Illustrator: Paul Ikonde	Prepared by: Jessica Parra
Sight Words: N/A			
Important words: sacrifice (to give something up), companion (someone with you), distracted (paying attention to something else), trick (an action that deceives someone), belief (something you believe), terrified (very scared), rescue (get someone out of danger), friendship (the relationship between friends)			

**This story is quite complex and takes a lot of effort to decode. On the first day students read the pages, there is no vocabulary and minimal comprehension work, and students have a few extra minutes to work through the text.*

<p>Day 1 Pages 1-4</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> On Day 1 discuss what students know about child sacrifice and what they can tell from the cover. Students have 9-12 minutes to read with a partner, taking turns paragraph-by-paragraph. Students have 9-12 minutes to read independently. <p>Comprehension</p> <ul style="list-style-type: none"> Students spend time talking with a partner about the events of the day that happened in the book, and how it will relate to “saving” Little Viola.
<p>Day 2 Reread pages 1-4</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review events from the day prior. Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph. Students have 7-10 minutes to read independently. <p>Vocabulary</p> <ul style="list-style-type: none"> List the important words on the board. Discuss the words with the class, thinking not just about the definitions, but seeing if students can come up with synonyms and antonyms for each. Either chart the words for future use on the board or on paper, have students record them in notebooks for reference.
<p>Day 3 Reread pages 1-4</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Review from the day prior. Students have 7-10 minutes to read with a partner, taking



	<p>turns paragraph-by-paragraph.</p> <ul style="list-style-type: none">• Students have 7-10 minutes to read independently.• On the second day of rereading, if time allows, the teacher may call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">• Students play a walking game to discuss what they know. Teacher counts to 10 while students walk and at 10 they get a partner and answer the question given by the teacher: Why is Jomo disappointed? How are Jomo and Viola alike? How are they different? Thinking about the title, the important words, and what you have read so far, what do you think will happen in the story?
<p>Day 4 Pages 5-9</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review events from the day prior.• Students have 9-12 minutes to read with a partner, taking turns paragraph-by-paragraph.• Students have 9-12 minutes to read independently. <p>Comprehension</p> <ul style="list-style-type: none">• Students spend time talking with a partner about the events of the day that happened in the book, and how it will relate to “saving” Little Viola.
<p>Day 5 Reread pages 5-9</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review events from the day prior.• Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph.• Students have 7-10 minutes to read independently. <p>Vocabulary</p> <ul style="list-style-type: none">• In notebooks, have students review the important words, having them go over each with a partner. After a couple minutes of review, direct students to work together to construct sentences using the important words. Have 4 partnerships share out their sentence for <i>sacrifice</i>, then 4 more share out for <i>companion</i>, etc.
<p>Day 6 Reread pages 5-9</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review from day prior.• Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph.• Students have 7-10 minutes to read independently.• On the second day of rereading, if time allows, teacher may call on students to read out loud paragraph-by-paragraph.



	<p>Comprehension</p> <ul style="list-style-type: none">● Label one wall of the room with a piece of paper that says YES, a different one with NO, and another one with MAYBE. When the teacher asks a question, students move to the side of the room that they agree with. Make sure to tell the students that it is ok to have a different opinion than someone else, but you have to be able to defend it. Ask the questions: Are Jomo and Viola friends? Is Viola’s plan a good plan? Is Viola a good friend? Do you want to hunt bats with catapults? Viola is my favorite character.○ Note: After each question, make sure to give the students a couple seconds to move to the wall of their choice, and always follow up with the question “Why?”
<p>Day 7 Pages 10-13</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from day prior.● Students have 9-12 minutes to read with a partner, taking turns paragraph-by-paragraph.● Students have 9-12 minutes to read independently. <p>Comprehension</p> <ul style="list-style-type: none">● Students spend time talking with a partner about the events of the day that happened in the book, and how it will relate to “saving” Little Viola.
<p>Day 8 Reread pages 10-13</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from day prior.● Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph.● Students have 7-10 minutes to read independently. <p>Vocabulary</p> <ul style="list-style-type: none">● Students make a t-chart in their books. On one side, the heading is 1-2 syllables and on the other side the heading is 3 or more syllables. Students sort the words into the correct sides, clapping the syllables if need be.
<p>Day 9 Reread pages 10-13</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review from day prior.● Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph.● Students have 7-10 minutes to read independently.● On the second day of rereading, if time allows, teacher may call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Have the following questions written on a piece of paper, and



	<p>turned face down on the desk: What made it easy for the men to kidnap Viola? Why do you think the men have taken Viola? Why was Viola alone? Why did the man say they should go fast? How did the man trick the girl?</p> <ul style="list-style-type: none">○ Optional: Pick a volunteer from the class to come up and administer the question to the class, having a student-led discussion with the teacher only there for scaffolding and support.
<p>Day 10 Pages 14-18</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from the day prior.● Students have 9-12 minutes to read with a partner, taking turns paragraph-by-paragraph.● Students have 9-12 minutes to read independently. <p>Comprehension</p> <ul style="list-style-type: none">● Students spend time talking with a partner about the events of the day that happened in the book, and how it will relate to “saving” Little Viola.
<p>Day 11 Reread pages 14-18</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review events from the day prior.● Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph.● Students have 7-10 minutes to read independently. <p>Vocabulary</p> <ul style="list-style-type: none">● Students play a walking game to practice using the important words in different ways. Teacher counts to 10 while students walk and at 10 they get a partner and wait for the direction from the teacher. Students take turns following the direction, then repeat the process. Examples of the directions are: Use the word companion in a sentence. Describe a good friendship. Give an example of a trick. What are things that distract you? What is the definition of the word <i>belief</i>?
<p>Day 12 Reread pages 14-18</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review from day prior.● Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph.● Students have 7-10 minutes to read independently.● On the second day of rereading, if time allows, teacher may call on students to read out loud paragraph-by-paragraph. <p>Comprehension</p> <ul style="list-style-type: none">● Students count off, getting a number 1, 2, 3, or 4. Teacher writes these questions on the board: 1. What are the events



	<p>that happened that led Viola to this place? 2. How do you think Jomo felt when he saw Viola with the men? 3. What would you have done in this situation with Jomo? 4. What are the men preparing to do to Viola? Students answer the question they were given in writing in their notebooks.</p> <ul style="list-style-type: none"> ○ Extension activity: Students take their notebooks and find a person with a different number question than them. They have 2 minutes to trade information on the different questions. The teacher says when time is up, and they find a different partner. Repeat this 3-4 times.
<p>Day 13 Pages 19-25</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Review events from day prior. ● Students have 9-12 minutes to read with a partner, taking turns paragraph-by-paragraph. ● Students have 9-12 minutes to read independently. <p>Comprehension</p> <ul style="list-style-type: none"> ● Students spend time talking with a partner about the events of the day that happened in the book, and how it will relate to “saving” Little Viola.
<p>Day 14 Reread pages 19-25</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Review events from day prior. ● Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph. ● Students have 7-10 minutes to read independently. <p>Vocabulary</p> <ul style="list-style-type: none"> ● Assessment: Teacher asks students to number a page in their books. Make sure the important words are on the board. Teacher gives a definition for one of the important words, and students write the word by the corresponding number. For example, if the teacher says “Number 1: This word means scary,” the students should write “terrified” by number 1. <ul style="list-style-type: none"> ○ Alternative assessment: Students are directed to write a number 1 on their papers. Teacher says “Please use the word “companion” in a sentence. Students have 2-3 minutes to use the word companion in a sentence.
<p>Day 15 Reread pages 19-25</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> ● Review from day prior. ● Students have 7-10 minutes to read with a partner, taking turns paragraph-by-paragraph. ● Students have 7-10 minutes to read independently. ● On the second day of rereading, if time allows, teacher may call on students to read out loud paragraph-by-paragraph.

	<p>Comprehension</p> <ul style="list-style-type: none"> • Students are broken up into groups of 6, and each person in the group is given a piece of paper that says <i>characters / setting, beginning, middle, end, main problem, how the problem was solved</i>. Students have a little time in groups to organize the information they will present to the class. When their group's time comes, they stand in order and present the information that they are responsible for. <ul style="list-style-type: none"> ○ Extension activity for assessment: Students write the different components of the activity as a summary to show their level of comprehension.
<p>Day 16 IF TIME ALLOWS Read for pleasure</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • Students have time to read the book from start to finish independently for pleasure reading and to reinforce story sequence. <p>Vocabulary</p> <ul style="list-style-type: none"> • Teacher highlights the words <i>companion, trick, friendship, and terrified</i> on the important word list. Students pick one of the words to complete a Frayer model. Teacher labels the boxes as: Definition of the word, use the word in a sentence, draw a picture of the word, and write or draw what the word is NOT.
<p>Day 17 IF TIME ALLOWS Read for information at the back of the book</p>	<p>Accuracy & Fluency</p> <ul style="list-style-type: none"> • In partners, students read the "Important Facts" section for their general knowledge, not for assessment. <p>Comprehension</p> <ul style="list-style-type: none"> • As a whole group, in partners or in groups: Teacher asks, in one sentence for students to explain different characters' roles in the story. For example, "In one sentence, explain Jomo's role in the story," or "In one sentence," describe the men's role in the story." <ul style="list-style-type: none"> ○ Extension activity: Give students 5 minutes for a quick write: "Who is your favourite character in the story and why?"
<p>Critical thinking notes:</p> <ul style="list-style-type: none"> • In this story, the critical thinking really comes in when considering Jomo and Viola's friendship, thinking of motivations of why someone would want to perform a sacrifice and evaluating different motives, actions and events throughout the story. • Why and how questions are hallmarks of critical thinking. It's not enough to know that Jomo is afraid of the dark - WHY is he afraid of the dark?; yes, Jomo and Viola are friends, but HOW is that relevant to our story? 	



Notes on struggling readers:

- If students are having trouble **decoding**, remind them of the tapping out routine for new words and also remind them to think about a word that would make sense. If decoding difficulties are class-wide, then practice more word manipulation, review sight words daily and review sounds (i.e. perhaps using phonemic awareness and alphabetic principle activities before reading).
- If students are having trouble with the **fluency** of this book, remember that repeated readings are the key to reading fluently. Also, if you are working on this book in class, it is more than likely the instructional level of most of the students, which means it is still quite a lot of work to read and comprehend a page, let alone do it fluently. Fluency usually comes at a student's independent book level, where they don't need teacher guidance to read and comprehend it. Make sure also to be constantly circulating, visiting students you know struggle and giving guidance as needed.
- If students are having trouble **comprehending** this story and/or **producing work or discussions**, allow them to use the book as a support in recalling events or describing happenings. Some students may need an oral support from the teacher before attempting to do work, or more review or explanation of terms or directions. This is a complex and heavy text, so students may need scaffolding to identify the main themes. Remember - the point of practicing this type of comprehension is to allow them strategies to figure out the themes, events, motivations, and details of any text, not just this one. It will take time and lots of practice, probably over multiple texts.



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