LESSON 4  TEACHER'S GUIDE

A.L.L. to the Rescue

by Penelope Bradshaw

Fountas-Pinnell Level S

Play

Selection Summary
A group of friends discover that the park where they like to play ball is off limits during construction. What seems like a problem turns into an opportunity for the group as they work together to create a new play space.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Play</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Story is told in three acts, with the last consisting of two scenes.</td>
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<td></td>
<td>• Thoughts and actions of the characters help readers consider the theme of the story.</td>
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<tr>
<td>Content</td>
<td>• Community activism</td>
</tr>
<tr>
<td></td>
<td>• Solving problems</td>
</tr>
<tr>
<td></td>
<td>• Teamwork</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• People of all ages can come together to address issues in the community.</td>
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<td></td>
<td>• People of different backgrounds and interests have a common stake in taking care of the planet.</td>
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<td></td>
<td>• Talking over a problem among friends can result in a solution.</td>
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<tr>
<td>Language and Literary Features</td>
<td>• Dialogue</td>
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<tr>
<td></td>
<td>• Stage directions</td>
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<tr>
<td></td>
<td>• Descriptive language</td>
</tr>
<tr>
<td></td>
<td>• Conversational informality</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Stage directions, many embedded with parentheses in dialogue, modify spoken text and describe characters’ actions.</td>
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<tr>
<td></td>
<td>• Dashes, all capital letters to indicate speakers; ellipses; italics for emphasis</td>
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<tr>
<td>Vocabulary</td>
<td>• Many difficult words/concepts not defined in text: prior, scheme, criticisms, monopolize</td>
</tr>
<tr>
<td>Words</td>
<td>• Many multisyllable words: campaign, convinced, deflated, cumbersome</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Lively, cartoon-like drawings support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Twelve pages of text with illustrations on most pages</td>
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Build Background
Help students use their knowledge about community action to visualize the problem in the play. Build interest by asking a question such as the following: Have you seen a vacant lot and wondered what it might be used for? What did you think? Read the title and author and talk about the cover illustration. Tell students that “A.L.L.” is an abbreviation that stands for “Anti-litter league.” Note the text is written in the form of a play, or a story intended to be performed by actors. Explain that this play includes three acts and that the text in a play usually includes both stage directions and dialogue.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 4–5: Explain that this is a play about a group of friends who face a problem. Suggested language: Look at the illustrations on pages 4 and 5 of this book. What does the sign indicate? What problem do you think the friends face? Have students note the use of parentheses and italicized text within the parentheses. Explain that these sections of text are called stage directions. They are not part of the dialogue but help tell the story.

Page 11: Have students note the following description of Mr. Jenkins: He looks downcast, as if he has a particularly cumbersome burden on his mind. Ask students to tell how the illustration of Mr. Jenkins shows what downcast and cumbersome mean.

Page 13: Have students find the word prior. Ask: Prior to reading this play, can anyone explain what the word prior means? Now read the play to see how the Anti-Litter League comes to be.

Expand Your Vocabulary

- **criticisms** – critical comments or judgments, p. 10
- **monopolize** – To dominate by excluding others, p. 7
- **property** – land, including all the natural resources and permanent buildings on it, p. 8
- **somberly** – darkly, gloomily, p. 4
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Analyze/Evaluate Strategy and to think of questions as they read. Tell them to think about how the children in the book will solve their problem of where to play.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the book.
Suggested language: Have you ever asked an adult for help to solve a problem? What happened? How did Mr. Jenkins respond to the children?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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</thead>
<tbody>
<tr>
<td>• The children want to play ball at the community park but can’t because it is closed.</td>
<td>• People of all ages can come together to address issues in the community.</td>
<td>• The stage directions help to explain the action in the play and to make it lively.</td>
</tr>
<tr>
<td>• The children want to use a local, littered lot until the park is reopened.</td>
<td>• Talking over a problem among friends can result in a solution.</td>
<td>• The conversation between characters sounds very realistic, the way ten-year-olds really talk.</td>
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<tr>
<td>• The children persuade the property owner, Mr. Jenkins, to let them clean up the lot.</td>
<td></td>
<td>• The cartoon-like illustrations make it clear how characters are feeling.</td>
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</tbody>
</table>


Choices for Further Support
• Fluency Invite students to choose a scene from the play for a readers’ theater presentation. Have them stress certain words as they read to indicate when the characters are excited. Remind them to use any stage directions to make their reading more lively and realistic. Emphasize that stage directions are only for people reading the play, and they should not be read aloud by actors.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Explain that the suffixes –ly (somberly, p. 4) and –ally (enthusiastically p. 10) are word endings that usually signal a form change from adjective to adverb. Adverbs modify verbs and describe how, when, or where.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 4.9.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Theme Remind students that the thoughts and actions of characters can reveal the theme of a play. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

The theme states that people helping and coming together can make a difference in one’s community. On page 9, Abigail says that the children are waging a war against litter. That sounds like Abigail and her friends are determined to solve the litter problem. On page 13, the kids tell Mr. Jenkins about their plan. Add that detail in the second oval. These details show how the characters work together to make their community better.

Practice the Skill
Encourage students to share their examples of other stories in which the theme is characters working together to solve a problem.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Test preparation — Assessment Prompts
• Which lines from pages 12 and 13 show that Lucia and her friends are determined, or will not give up?
• What will most likely happen to Mr. Jenkins? To his business?
• One idea present in this play is that ________________________________.
Critical Thinking
Read and answer the questions. Provide responses shown.

1. Think within the text. Wayne guesses that people litter because there aren't enough trash cans around. This is probably one reason, but there are others as well. What other reasons do you think people litter? Do you agree? Why or why not?

2. Think within the text. If students start to play there, chances are that his ice cream sales will increase. The first scene shows the type of foods that the friends eat and their concern about properly disposing of garbage. This demonstrates their interest in improving the environment and their community, and sets up the rest of the action.

3. Think beyond the text. The play includes many idioms that might be unfamiliar. Explain the meaning of expressions such as can you hold on a second? (page 9) and We'll fill you in tomorrow (page 10).

4. Think about the text. A.L.L. to the Rescue does describe the main idea, since the friends did rescue the lot. Describing the story in a more dramatic way makes the reader want to find out what was rescued, how, and by whom.

Making Connections. What is your major concern about your neighborhood? What could you and your friends do to address it? Write your answer in your Reader's Notebook.

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A.L.L. to the Rescue

Thinking About the Text
Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think about the text, you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

On page 10, Lucia suggests that the children “make a game” out of their desire to clear the litter from the lot. Why does Lucia suggest this? What does it show you about the characters and what they like to do? Do you think making a game is a good way to solve the problem? Why or why not?

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  What is Wayne’s idea about why people litter? Do you agree? Why or why not?

2. **Think within the text**  What reason do the friends offer Mr. Jenkins as to how cleaning up the lot will benefit him?

3. **Think beyond the text**  In the first scene, the friends eat lunch together. How does this scene help develop the theme of the story?

4. **Think about the text**  Why do you think the author chose the title *A.L.L. to the Rescue* instead of using a title that more directly describes the main idea, such as *The Friends Clean Up the Lot*?

Making Connections  What is your major concern about your neighborhood? What could you and your friends do to address it?

Write your answer in your Reader’s Notebook.
A.L.L. to the Rescue • LEVEL S

Lesson 4
BLACKLINE MASTER 4.13

A.L.L. to the Rescue
Running Record Form

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
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</thead>
<tbody>
<tr>
<td>Read word correctly</td>
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</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>Ø</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
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</tr>
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</table>

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<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
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<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cutØ</td>
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<tr>
<td>Insertion</td>
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</tr>
<tr>
<td>Word told</td>
<td>Ø</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy Rate
(#{words read correctly}/98 × 100) %

Total Self-Corrections

Grade 4
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