## Characteristics of the Text

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Realistic fiction</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>Organized chronologically</td>
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<tr>
<td></td>
<td>Third-person narrative</td>
</tr>
<tr>
<td></td>
<td>Problem introduced on second and third page</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Friends at school</td>
</tr>
<tr>
<td></td>
<td>Writing poetry</td>
</tr>
<tr>
<td></td>
<td>Creating a magazine</td>
</tr>
<tr>
<td><strong>Themes and Ideas</strong></td>
<td>The joy of writing poetry is a central theme in the story.</td>
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<tr>
<td></td>
<td>Some secrets should be shared</td>
</tr>
<tr>
<td></td>
<td>Collaborating on a magazine is an intense and rewarding experience.</td>
</tr>
<tr>
<td><strong>Language and Literary Features</strong></td>
<td>Characters revealed by what they do and say</td>
</tr>
<tr>
<td></td>
<td>Split dialogue, all assigned</td>
</tr>
<tr>
<td><strong>Sentence Complexity</strong></td>
<td>Many longer complex sentences: Across the field, one of her classmates huffed and puffed as he ran to second base during a game of kickball.</td>
</tr>
<tr>
<td></td>
<td>Interrupted sentences (ending in a dash): “But I thought it was – “ began Liz.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Words related to writing and publishing: scribbled, poetry, magazine, glossy, copy</td>
</tr>
<tr>
<td></td>
<td>Many multisyllable words: actually, cafeteria, approaching, solution</td>
</tr>
<tr>
<td></td>
<td>Some words with complex spelling patterns: negotiate, actually</td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Illustrations support emotional content of text.</td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
<td>Nine pages of text; some full pages of text, some full page illustrations</td>
</tr>
<tr>
<td></td>
<td>Italic for titles and poems</td>
</tr>
</tbody>
</table>

A Thousand Words  by Vidas Barzdukas

Build Background
Help children use their experience as writers to visualize this story. Build interest by asking a question such as the following: What do you like to write? Read the title and author and talk about the cover illustration. Point out that the story is realistic fiction, so the characters will probably act like real people.

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

Page 2: Explain that this is a story about Matilda, who loves to write poetry.
Suggested language: Turn to page 4. Let’s read the first sentence of the last paragraph: However, Matilda never shared her poems with anyone. Why might Matilda keep her poetry a secret?

Page 6: Draw attention to the illustration. Matilda has dropped a poem and her friend Liz has picked it up and read it. What does this picture tell you about how Matilda feels about Liz reading her poetry? How can you tell?

Page 8: Draw attention to the highlighted word, approaching: Matilda was eating by herself when she saw Liz and some other friends approaching her. Why do you think Matilda was eating alone?

Page 9: Matilda’s friends tell her they think she’s a good writer. Matilda is stunned! Why do you think she is so surprised?

Page 13: Draw attention to the highlighted words: negotiate and solution. When you negotiate for a solution to a problem, you need to discuss how to reach an agreement.

Now turn back to the beginning of the story and read to find out about what happens to Matilda and her poetry.

Expand Your Vocabulary

approaching – to come near or nearer, p. 8
huffed – puffed, p. 2
negotiate – to have a discussion with another so as to arrive at an agreement, p. 13
solution – an answer to a problem, p. 13
stunned – to overcome with astonishment or disbelief, p. 9
Read
Have children read *A Thousand Words* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Question Strategy, and to think of questions about what they are reading.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.

Suggested language: *Do you think Matilda will share her poems from now on? Why or why not?*

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

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Matilda loves to write poetry, but she is afraid to share it.</td>
<td>• Writing doesn’t have to be a solitary activity.</td>
<td>• The language sounds realistic, the way real people talk.</td>
</tr>
<tr>
<td>• She is upset when friends see her poetry, until they tell her how much they like it.</td>
<td>• Fear of being laughed at can inhibit friendship and communication.</td>
<td>• The author uses sensory details to show what Matilda notices as a poet.</td>
</tr>
<tr>
<td>• Matilda and her friends write and illustrate a book of poems together.</td>
<td>• Working together brings satisfaction.</td>
<td>• The author creates a full picture of Matilda through her actions and her written and spoken words.</td>
</tr>
</tbody>
</table>


Choices for Further Support

- **Fluency** Invite children to choose a passage from the text to read aloud. Remind them to use expression to show the meaning of the text, especially Matilda’s feelings.

- **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children 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. Have children take apart and read words using open (ending in a vowel, as in *se-cret* and *po-ems*, page 4) and closed (ending in a consonant, as in *pic-ture*, page 10) syllables.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 12.9.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Story Structure
Remind children to think about the setting, characters, and plot in a story. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

*I can understand the plot of this story when I think about what the characters do. The main character, Matilda, is afraid to share her poetry. The other characters, Liz, Juan, and Alice, help Matilda by telling her how much they like her poems. Together, they write and illustrate a poetry magazine. By the end of the story, Matilda realizes she likes to share her poetry.*

Practice the Skill
Have children write three sentences about what the characters do in another book they have read.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what the characters do and why they act as they do.

Assessment Prompts
- What will Matilda probably do the next time she writes a poem?
- What does the word *stunned* mean in the sentence on page 9?
**English Language Development**

**Reading Support** Make sure the text matches the child’s reading level. Language and content should be accessible with regular teaching support.

**Idioms** Help children understand the sentence: *Her notebook was like her own private museum of poems that only she could visit.*

**Oral Language Development**

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: What does Matilda love to write?</td>
<td>Speaker 1: How does Matilda feel about sharing her poems in the beginning of the story?</td>
<td>Speaker 1: What does Matilda love about writing?</td>
</tr>
<tr>
<td>Speaker 2: poems</td>
<td>Speaker 2: She is scared.</td>
<td>Speaker 2: She loves the way the words flow from her mind onto the page.</td>
</tr>
<tr>
<td>Speaker 1: Who picks up one of Matilda’s poems off the floor?</td>
<td>Speaker 1: How does Matilda feel when she finds out her friends like her poems?</td>
<td>Speaker 1: Why do Matilda and her friends charge a dollar a copy for their magazine?</td>
</tr>
<tr>
<td>Speaker 2: Liz</td>
<td>Speaker 2: She feels stunned.</td>
<td>Speaker 2: It costs money to print it.</td>
</tr>
<tr>
<td>Speaker 1: What do Matilda and her friends make together?</td>
<td>Speaker 2: a magazine</td>
<td></td>
</tr>
</tbody>
</table>

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**Responding**

**Story Structure**

What happens in the story? What is the problem? How is the problem solved? Copy the chart below. List the problem, events, and solution in the boxes.

| Problem: Matilda is afraid to share her poetry. | Solution:  |
| Events: | |

**Write About It**

Text to Self: Matilda loves poetry. What do you like to read? Write a paragraph about what you like or do not like to read. Make sure to explain why you feel the way you do.

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**Think About It**

Read and answer the questions.

1. Why does Matilda tear the paper from Liz’s hand? 
   - She doesn’t want her to read the poem.

2. Why do you think the magazine is called *A Thousand Words*?
   - Possible response: I think it’s called “A Thousand Words” because there are so many words in it.

3. Matilda likes to write poetry. What other things could she write?
   - Answers will vary.

**Making Connections**

Matilda realizes that it is better to share her talent with her friends. Do you have any talents you would like to share? Who would you share your talents with? Why?

Write your answer in your Reader’s Notebook.
Thinking Beyond the Text

Read the paragraph. Then write your journal entry on the lines below.

Imagine you are Matilda. Write a journal entry. Explain how your feelings have changed about sharing your poetry. Tell why that happened.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Think About It

Read and answer the questions.

1. Why does Matilda tear the paper from Liz’s hand?

2. Why do you think the magazine is called *A Thousand Words*?

3. Matilda likes to write poetry. What other things could she write?

Making Connections  Matilda realizes that it is better to share her talent with her friends. Do you have any talents you would like to share? Who would you share your talents with? Why?

Write your answer in your Reader’s Notebook.
The next day, Matilda sat alone in the cafeteria, eating her sandwich. Her green notebook was hidden deep inside her backpack. She had wrapped a rubber band around it to make sure nothing would fall out. She looked up and saw Liz approaching. Her friends Alice and Juan were with Liz, too. Matilda’s heart sank.

“Hi, Matty,” said Liz. “I told Alice and Juan about your poem.”

“Oh, really?” said Matilda, trying to sound calm. “That’s nice.”

“I thought it was cool,” said Liz. “You’re a really good writer.”

### Comments:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>® cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Accuracy Rate**

\[
\frac{\text{# words read correctly}}{89} \times 100\%
\]

**Total Self-Corrections**

8