



The Ella Collection

<http://www.theellacollection.com/>

My Letter to President Barack Obama

Author: Lana Dajani

The book is about an 8 year old girl – Ella – who is passionate about the environment. As she rides the bus to school, Ella notices that her community is polluted. At school, she finds that students leave trash behind on the playground after lunch. Ella leads by example and encourages her classmates to clean up and pick up trash off the playground.

Ella wants to create a National Cleanup Day so that children and adults across the United States can get involved and help protect the environment. She writes a letter to President Barack Obama because she realizes that he has access to a larger audience.



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Instructional Ideas

The Ella Collection believes it is important to build reading, reading comprehension, and writing skills. Below are instructional ideas related to *My Letter to President Barack Obama*. All tasks are appropriate for students aged 5-10 (Kindergarten to grade 5). These strategies, skills, and graphic organizers will facilitate student understanding of the text and can be implemented based on your grade level standards in English Language Arts.

<p><u>Before Reading</u></p> <ul style="list-style-type: none">Anticipation GuideAsk and Answer QuestionsKWL ChartPrediction Frames <p><u>During Reading</u></p> <ul style="list-style-type: none">Author's PurposeCause-Effect ChartSequence ChartStory MapsThink and Mark Strategy <p><u>After Reading</u></p> <ul style="list-style-type: none">Ask and Answer QuestionsBook Discussion QuestionsCharacter DescriptionCharacter WebCompare and Contrast Ella and yourselfFact and OpinionReader's TheatreReading Comprehension QuestionsReading Comprehension Questions Answer Key	<p><u>Reading Strategies</u></p> <ul style="list-style-type: none">Verbal Responses for Reading StrategiesMaking ConnectionsMaking Connections: Pictures and QuotesAsking QuestionsQuestioningVisualizingWhat I SeeInferringInferring from Pictures <p><u>Vocabulary</u></p> <ul style="list-style-type: none">Vocabulary BuildingVocabulary Word MapWord BankWord Castle <p><u>Writing</u></p> <ul style="list-style-type: none">Letter to the PresidentLiterature Log ResponsesTic-Tac-Toe WritingWriting Ideas <p><u>Websites</u></p> <ul style="list-style-type: none">Do SomethingWhite HouseEarth Day NetworkKids F.A.C.E.Global Youth Service Day
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KDSL

kdsl.wordpress.com



National Council of Teachers of English and International Reading Association Standards

<http://www.ncte.org/standards>

*The Ella Collection Instructional Ideas meet the National Council
of Teachers of English and International Reading Association
Standards listed below.*

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



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During Reading

Author's Purpose

Cause-Effect Chart

Sequence Chart

Story Maps

Think and Mark Strategy

KDSL

kdsl.wordpress.com

Name: _____

Author's Purpose

Directions: The purpose author's write books can be to inform, entertain, and/or persuade. As you read, think about why the author wrote the book. Check the boxes and record text to support the purpose you selected.

<input type="checkbox"/> To inform	Evidence:
<input type="checkbox"/> To Entertain	Evidence:
<input type="checkbox"/> To Persuade	Evidence:



Name: _____

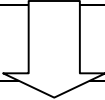
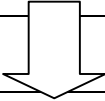
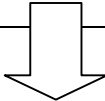
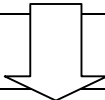
Cause

Effect

Name: _____

Sequence Chart

Directions: Put four events from the story in order from first, second, third, and fourth.



Story Map

Book Title _____

Setting

Characters

Problem

Beginning

Middle

End

Solution

Story Map

Book Title _____

<u>Setting</u>	<u>Characters</u>
<u>Problem</u>	<u>Solution</u>
<u>Beginning</u>	<u>Middle</u>
<u>End</u>	<u>Your Choice</u>



Think and Mark Strategy



*

This is important. It is the main idea or the answer to the question I have or a question my teacher asked.

!

This is exciting. It is a new fact I enjoyed reading or want to share with my friends.

?

I have a question. I do not understand this part. I do not know what this word means or how to say it. I wrote the word on my post it note.

Directions: As students read they will use a small Post-It note to mark their text based on the three categories above. They draw the star, exclamation point, or question mark on the post it and then stick it on the relevant part of text they are reading.