



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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Reading Strategies

Verbal Responses for Reading Strategies

Making Connections

Making Connections: Pictures and Quotes

Asking Questions

Questioning

Visualizing

What I See

Inferring

Inferring from Pictures

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Verbal Responses for Reading Strategies

<i>Making Connections</i>	That reminds me of I have a connection
<i>Questioning</i>	I wonder Why
<i>Visualizing</i>	I get a picture in my mind I visualized
<i>Inferring</i>	I think I'm guessing that

Making Connections

Directions: As students read have them use a Post-It note to mark (T-S, T-T, or T-W) where they made connections.

Text-to-Self (T-S)	Something that happens in the book and has happened to me.
Text-to-Text (T-T)	Something that happens in the book and has happened in another book I have read.
Text-to-World (T-W)	Something that happens in the book and has happened in the world.

Making Connections: Pictures and Quotes

Picture from the book	This reminds me of...
Picture from the book	This reminds me of...
Quote from the book	This reminds me of...
Quote from the book	This reminds me of...

Asking Questions

Questions before reading

Possible Answers

Questions during reading

Possible Answers

Questions after reading

Possible Answers

Questioning

Picture	My question	Possible answers

Quote	My question	Possible answers



Visualizing

Quote from the text:

What I visualized:

Explain what I drew and why I drew it:

What I See

Quote from the text:

Original Picture:

My New Picture

Tell what you changed in your picture and why

Inferring

Text:

I can infer

because

Inferring from Pictures

Picture from text

My Inference