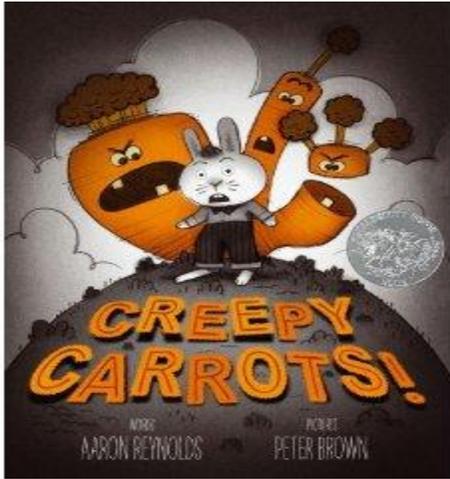


October 2014

Dear Colleagues,



This month we are excited to share a story about a character named Jasper Rabbit who enjoys eating carrots. Jasper eats all the carrots he can find from Crakenhopper Field, until he is convinced the carrots are alive. As the story unfolds, Jasper begins to suspect that the carrots are following him everywhere he goes and he starts to become petrified of the carrots. No one, not even his family, believes that the carrots are following him. One day, Jasper hatches a plan to stop the carrots from following him. He thinks he devised a fabulous plan, but who is the true victim, Jasper or the carrots?

For the month of October we will be teaching and reinforcing **persistence** as our Habit of Mind. You can discuss this habit using our main character Jasper Rabbit who demonstrates this

trait as he persists in determining why the carrots are following him.

This month the entire school community will focus on one **Instructional Shift in ELA, Shift 1: Balancing Informational and Literary Texts**, where students can research and read informational books about carrots, including how they grow and the benefits of eating them, and one **Common Core Reading Standard in Literature, Standard 3**, which states the following:

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

In continuing to push our student's thinking by asking higher level questions connected to Danielson's Component 3b, using Thinking Maps to organize our thoughts, and increase our academic vocabulary knowledge, the Teacher Leaders Team worked very hard to put together a list of examples of thinking map activities, higher order thinking questions, and vocabulary words to help support your work.

Thinking Maps	Possible Activities
Circle Map	<ul style="list-style-type: none"> ➤ Create a circle map of events that take place in the story. ➤ Create a circle map of synonyms for the word "creepy". ➤ Create a circle map on evidence that shows the carrots are creepy. ➤ Brainstorm all the possible ideas of what the book will be about based on the cover.
Bubble Map	<ul style="list-style-type: none"> ➤ Describe Jasper the rabbit. ➤ Describe the Creepy Carrots. ➤ Describe carrots using all your 5 senses.
Double Bubble Map	<ul style="list-style-type: none"> ➤ Compare and contrast Jasper and the Creepy Carrots.
Tree Map	<ul style="list-style-type: none"> ➤ Create a tree map of the story elements. ➤ Create a tree map of the adjectives, verbs, and nouns found in the story. ➤ Create a tree map of Jasper's actions and the Carrots' actions. ➤ Create a tree map for the parts of the book that are realistic and the parts that are fiction.
Brace Map	<ul style="list-style-type: none"> ➤ Break apart the parts of a rabbit. ➤ Break apart the parts of a carrot.
Flow Map	<ul style="list-style-type: none"> ➤ Put the story in sequential order from beginning to end. ➤ Put Jasper's actions in sequential order. ➤ Put the Creepy Carrots' actions in sequential order. ➤ Create a flow map of how Jasper built the enclosure for the carrots.
Multi-Flow Map	<ul style="list-style-type: none"> ➤ Create a multi-flow map of the causes and effects of the Creepy Carrots following Jasper. ➤ Create a multi-flow map of the causes and effects of Jasper building the enclosure.
Bridge Map	<ul style="list-style-type: none"> ➤ Create a bridge map with the relating factor "solved their problem by". Students will use this relating factor with other books they have read in the past, including <u>Creepy Carrots</u>.

As we continue to work on our school wide goal of growing our student's academic vocabulary (Instructional Focus 2), it is very important that our students gain a strong understanding of the meaning of the words below in different contexts, as well as be able to use them in speaking and in writing. Our hope is that throughout the month you reinforce the meaning of these words/phrases, as well as others in the book and have your students engaged in various activities around them.

<i>Creepy Carrots</i> Vocabulary Words & Phrases			
Passion	Crisp	Yanked	Victory
Creeping	Whipped	Approached	Ridiculous
Thumped	Sinister	Hatched a plan	

Happy reading! We can't wait to hear the great conversations students engage in around this entertaining story, and hope to hear them use the information they learn from their research about carrots!

Sincerely,

Dr. Davidson, Ms. LaPorte, and the Teacher Leaders Team