

**Mark Twain Boyhood Home & Museum**  
Lesson or Unit Plan for Twain's short story from 1880,

**“What Stumped the Blue Jays”**

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**“Reading Strategies for Deeper Understanding of Text”**

<b>LESSON or UNIT PLAN for (“What Stumped the Blue Jays”)</b>	
<p><b>Concept or Topic:</b></p> <p>Expanding Vocabulary of <b>Human Emotions, Conditions, and Behaviors</b></p> <p>Deeper Understanding of Text by the use of <b>Visualization</b> and <b>Point of View</b></p>	<p><b>Suggested Grade Level(s)/Course:</b></p> <p>Grade 4 and 5 English Language Learners (ELL)</p>
<p><b>Subject:</b> READING Literacy</p>	<p><b>Suggested Time Frame:</b> five 40-50 minutes sessions</p>
<p><b>Objective(s):</b></p> <p><b>Students will orally name human emotions and conditions</b> with 83% accuracy when given an illustration of 12 visual examples.</p> <p>Students will be able to write a <b>coherent definition for “a character’s point of view”</b> and quote <b>3 textual examples</b> from “What Stumped the Blue Jays” to demonstrate the Blue Jay’s <b>limited point of view</b>.</p>	
<p><b>Common Core State Standards:</b></p> <p align="center"><b>LITERACY</b></p> <p align="center">CCSS.ELA-LITERACY.RL.4.3</p> <p align="center">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)</p> <p align="center">CCSS.ELA-LITERACY.RL.4.10</p> <p align="center">By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p align="center"><b>FLUENCY</b></p> <p align="center">CCSS.ELA-LITERACY.RF.4.4</p> <p align="center">Read with sufficient accuracy and fluency to support comprehension.</p> <p align="center">CCSS.ELA-LITERACY.RF.4.4.A</p> <p align="center">Read grade-level text with purpose and understanding.</p>	

## LESSON or UNIT PLAN for (“What Stumped the Blue Jays”)

### Assessments:

#### DAILY FORMATIVES

(DAY 1)

Students draw (product of visualization) what they think they are “seeing” when text is read aloud to them. Points are given for each detail captured (Listening/Visualization of Text). Watch for level of understanding from student to student of their aural abilities.

(DAY 2)

Students generate a list of human emotions and physical conditions from a graphic/handout of 12 emotions. No loss of points for spelling.

#### SUMMATIVE

(DAY 4) Students make a mini Point-of-View Poster giving the definition of Limited Point of View and 2 quotes from the text showing “how much” or “how little” the Blue Jay can see. (10 possible points)

DEFINITION (4pts)

4 pts excellent, fifth grade proficient understanding and expression  
3 pts sufficient, demonstrating 4<sup>th</sup> to 5<sup>th</sup> grade proficiency and verbal expression  
2 pts adequate but lacking 3-4<sup>th</sup> grade proficiency and verbal expression  
1 pt not adequate and lacks 3rd grade proficiency and verbal expression

TEXTUAL EVIDENCE (6 pts/ two quotes from the text)

1 pt for word-for-word quote showing evidence of blue jay’s point of view  
1 pt for inclusion of quote marks  
1 pt for citation of paragraph number

(DAY 5)

Students will view a page of 12 human emotions and conditions. They will write the name of what each illustration depicts (spelling is not considered). Reasonable answers are considered, especially higher-level responses (i.e. *sorrowful*, *grieving*, *mournful* rather than *sad*) (answers of sad, mad, and happy will not receive points). (12 possible points/straight percentage to compare to formative Day 2)

### Vocabulary (Tiers 2 & 3):

Teachers may choose from these to focus upon:

**from the text:** *grammar, limited vocabulary, scarcely, conscious of, consequently visualization, qualities of, conditions of, an observation, a conclusion*

**from the exercises and inference:**

*(adjectives) to be curious, hungry, excited, clueless (vernacular) joyful,*  
*(nouns) to feel joy, shame, sorrow, to experience hunger,*  
*(verbs) to suffer, to conclude (as in infer, deduce)*

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**Other conditions you find in the images of your choice to EXPAND the vocabularies of your student:** (see last page)

*happy, depressed, clueless / ignorant, desperate, furious, surprised, satisfied, reluctant, confident, shocked/, and brave,*

### Subject Area Integration:

WRITING & SOCIAL USE OF LANGUAGE

WIDA Standard 1: English language learners communicate for SOCIAL and INSTRUCTIONAL purposes within the school setting.

### Background Information Required for Lesson:

General definition of POINT OF VIEW (1<sup>st</sup> and 3<sup>rd</sup> Person)

Students would benefit from previous discussions on *modes of communication* (especially intonation for emotion, insincerity, sarcasm)

On DAY 1, the teachers will give background information on Samuel Clemens who wrote under the pen name of Mark Twain. They will see him as a regional (Midwestern) author and will explore the covers of a few of his famous works. Use You Tube video

LINK: <https://www.youtube.com/watch?v=vuQMBWjmlHk>

### Materials:

Copies of Twain’s short story, “*What Stumped the Blue Jays*”

Large paper/makers for mini-posters

Slips of paper with words/phrases for charades (see list below)

*Students’ Reading Response Journals*

Paper ready for cartooning with cartooning story sequence frames ready-made

Handout or graphic of the human emotions, copy 1 for each student at full size, as well as one copy for each for matching game, and finally one copy of the words/phrases for charades. (image from [www.Shutterstock.com](http://www.Shutterstock.com) image: 633797486) and page of matching words/phrases (see final pages of this lesson plan packet.)

### Technology:

Smartboard

Internet connection and Chrome/Galaxy tablets

Padlet app if you decide to collect student responses visually on the Smartboard

### Related Twain Quotes/Passages:

All emotion is involuntary when genuine.

- "Cooper's Prose Style," *Letters from the Earth*

Now you begin to see, don't you, that distance ain't the thing to judge by, at all; it's the time it takes to go the distance in that counts....It's a matter of proportion, that's what it is; and when you come to gauge a thing's speed by its size, where's your bird and

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your man and your railroad alongside of a flea?....A flea is just a comet, b'iled down small.

- Tom Sawyer Abroad

from <http://www.twainquotes.com/Emotion.html>

### Lesson Sequence:

#### DAY ONE (50 minute session)

**Note: Please modify this lesson and teacher speech as your students' proficiency levels dictate.**

#### Hook/Intro: (10 min)

Something trending now are EMOTICONS. Let's see how well you can identify the emotions each of these shows.

#### Play existing game at KAHOOT with students on tablets at:

Teacher: <https://kahoot.com/> Student: <https://kahoot.it/>

#### Guess the Emoji/Emoticon, 10 Questions

#### Teaching of the Concept(s):

1. DISCUSSION: (5 min) How did we determine (figure out) which emotion each emoticon was trying to communicate?
2. EXPLAIN & EXPAND: (10 min) Discuss humans use of FACIAL features and BODY language. Discuss these in detail to include eyes, eyebrows, chins, mouth, lips, hands, shoulders, back, etc.

As a class, make a list of descriptive phrases of the body in one column and the emotion they depict in another column (use white board or smartboard to collect this info as a group activity). Extend this as time permits, or add to it on Day 2. (Padlet app would generate some excitement as students post on the site and it shows up as a collective poster on the Smartboard).

3. INTRODUCTION: (5 min) Mark Twain as author and famous works to include his short stories.

Provide background information on Samuel Clemens who wrote under the pen name of Mark Twain. They will learn that he captures the Mississippi valley region. They will explore the covers of a few of his famous works. Use You Tube video

<https://www.youtube.com/watch?v=vuQMBWjmlHk>

4. Note the Twain Quote of the Day:

All emotion is involuntary when genuine.

- "Cooper's Prose Style," *Letters from the Earth*

#### Suggested Questions:

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**DISCUSS:** (5 min) Can animals communicate in the same way as humans? With each other? Can they read our faces and body language? Well, our author Mark Twain proposes us that they do. Let’s see how he shows us this in his short story, “What Stumped the Blue Jays?”

### **Learning Activity:**

**READ ALOUD:** (15 min) The teacher reads about the first 3 paragraphs of “What Stumped the Blue Jays?” noting how the author is convinced that animals communicate.

*Teacher says:* While I read, I want you to turn to a new page in your *Readers Response Journal* and write down words related to language and communication that you hear (i.e. grammar, explain, tell). When I get to the 3<sup>rd</sup> paragraph, I’ll give you a cue at that point to let you know that I would like you to start drawing the setting for our story. ***(These notes and drawings are used as a formative assessment to see how students are doing with listening and visualization skills as you begin this story, or how long it takes them to draw, whether cartooning would work for this student as a writing choice on Day 4-5).***

*Students use their Reading Response Journals to collect: words/phrases related to language and communication as well as a drawing of the setting (paragraph 3).*

**Review/Closure:** Tomorrow let’s pick up our discussion of body language and communication again. We’ll see that all characters in books are communicating through their facial expressions and body language.

### **DAY TWO (40 min)**

#### **Hook/Intro/ Formative: (15 min)**

1. Return to the quote from yesterday and discuss how humans communicate with their faces and bodies without realizing it. Solicit 3 personal stories of times when body language has caused them trouble.
2. Let’s see which of us are experts on how humans communicate their emotions and going a step further...their physical condition (*hungry, thirst, ill, headache, stomach ache*).

**HANDOUT:** the handout, last page, of 12 emoticons with full bodies from [www.Shuttershock.com](http://www.Shuttershock.com) image: 633797486 and page of matching words/phrases (see final pages of this lesson plan packet).

**PREP for FORMATIVE:** What’s special about these emoticons? (They have full bodies, hands, arms, backs, are also communicating to us). If one of these was pointing to his head and a had grimace on his face, what would it mean? (*headache*)

If he was pointing to his stomach and doubled-over? (*demonstrate stomach-ache or hunger*). Right! You’re getting it. Now in our next exercise, give me the best, most precise word you know for each!

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FORMATIVE: Handout the page of 12 emoticons and students must write the emotion or condition for each. Here you'll find out if they are using basic terms like “*sad, happy, mad*” or able to expand with, “*sorrowful, excited, satisfied, angry, furious.*”

*READ: Now let's add another section of the story. I'll read paragraph 4 of our story, “What Stumped the Blue Jays.” As I read, NOTICE the birds' body language. How does he move his head, wings, etc. Visualize in your mind, like we are watching a movie.*

### **Learning Activity #1: MATCHING (10 min)**

Pass out the Matching cards with the 12 emoticons and the possible descriptions for each of the drawings.

Students should work in pairs or individually as you determine beneficial for your students (i.e. WIDA proficiency levels of--entering, emerging, developing, expanding, bridging).

**(See Matching Game Handout of words/phrases and EMOTICON PAGE**  
[www.shuttershock.com](http://www.shuttershock.com) image: 633797486)

### **Learning Activity #2: CHARADES (15 min)**

Hand out the same slips of paper as used for matching game, each student taking a turn acting out for their team! Do not keep score; just have a student perform and students call out the possible emotions. Teacher should collect the responses on the Smartboard/whiteboard.

### **Review: What are 3 ways we can communicate with others?**

*(words/word choice, intonation, tone, facial expressions, body language)*

*Teacher should demonstrate each. Try using one phrase like: I'm hungry to express normal feeling, anger, and frustration all by the use of tone and/or body language.*

## **DAY THREE**

### **Hook/Review:**

*Today we have a new quote from Mark Twain to study. Let's see if we can figure out what he is trying to tell us:*

*“Now you begin to see, don't you, that distance ain't the thing to judge by, at all; it's the time it takes to go the distance in that counts....It's a matter of proportion, that's what it is; and when you come to gauge a thing's speed by its size, where's your bird and your man and your railroad alongside of a flea?....A flea is just a comet, b'iled down small.”*

*- Tom Sawyer Abroad*

### **Teaching of the Concept(s): (10 min)**

1. DEFINE: POINT OF VIEW: People can only know what they can see from what they read, see, or hear from others. This knowledge is available to us to help us understand the world. We only have part of the information at any one time. Take for example a dog. What does he see? How much does he see?

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VIDEO Watch and see **how much your dog can see when he plays the game of fetch:** <https://goo.gl/jB3j3a>

2. REVIEW/EXPAND: Characters in books don't always have all the information. Sometimes, YOU the reader have most of the information. At least we have the information that the author wants us to have! Most of the time we have MORE information than the characters in the stories.

USE POSTERS TO HELP: <https://goo.gl/fcdYVt> and <https://goo.gl/HJyJBZ>

3. ASK: In the book you are reading in reading class, can you tell us “how much does your character know?” (Wait for examples or reference a book you've been reading together in which the main character knows more than his parents or the reader knows more than the character, etc.)

NOTE: This concept is very hard for our ELLs. Keeping track of the LIMITS to point-of-view in complex texts is essential to advance in to the middle-grade books.

4. SAY: Let's read/listen all the things that this Blue Jay does in his most recent project of collecting acorns. Think about WHAT HE CAN SEE. Draw pictures in your *Readers Response Journals* while I read the next section of the story, “What Stumped the Blue Jays.” Try to capture the whole setting by adding to your drawing as you learn more and more information, but always think about HOW MUCH the Blue Jay can see.

**READ ALOUD** the remainder of this story for this purpose (limited POINT OF VIEW).

**SHARE:** in groups of 3, share your pictures and share 2 things that you know that the Blue Jay knows/sees. Don't add what YOU know or are figuring out from your point of view.

### **Suggested Questions:**

What did the Blue Jay and his buddies learn about the acorns today? How did the story end? Where were all the acorns going? Why couldn't he fill up the hole? Why would Mark Twain write this story? What does it teach us?

*SAY: Right, he has taught us that we all have a limited point of view. And the whole group of us could be wrong about something.*

Can we think of anything in history where the whole nation was wrong about something important?

## **DAY FOUR**

### **Hook/Intro:**

**How are you feeling today? How's your day been? Please draw an emoticon to tell me your POINT of VIEW about your day. I don't know how your day went because I have a limited point of view. I only see MY day, not YOUR day.**

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Share drawings from their Readers Response Journals.

### Suggested Questions:

1. Review what body language is. Ask for examples.
2. Review "Limited Point of View"

### Learning Activity: (Post these instructions on the Smartboard)

For this lesson you will work on a POSTER to show that you understand limited POINT OF VIEW. Hand out large white paper. On this paper, I'd like you to have three things.

**ONE**, draw a picture of a Blue Jay storing his acorns in the hole. Hiding behind your Blue Jay drawing will be a drawing of what was really happening to the acorns in the story. So don't glue down the whole picture. Only glue the left side so we can turn it and see what's underneath.

**TWO**, add a definition of LIMITED POINT OF VIEW that you'll do all on your own.

**THREE**. Last, I want you to go to our story and find two sentences that show "how much the Blue Jay knew/saw. Be sure to quote the sentence and use quotation marks. This is an assessment, so I need you to do your own work and do your best. These will hang in our hall and will teach other children about limited point of view.

*Students work individually. And Teacher grades the posters as they are completed.*

### DAY FIVE

#### Hook/Intro:

Share our posters and improve them or completed them, if needed.

### FORMATIVES

Today is our final check on body language.

Students will view a page of 12 human emotions and conditions. They will write the name of what each illustration depicts (spelling is not considered).

Reasonable answers are considered, especially higher-level responses (i.e. *sorrowful*, *grieving*, *mournful* rather than *sad*)

#### Review/Closure:

In your last discussion, be sure to hit on other books of interest with characters that have a limited point of view. Heighten awareness that books in 3<sup>rd</sup> person will be more difficult mentally than 1<sup>st</sup> person. Why? Talk about that.

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**Strategies for Exceptional Students:**

If your student has read through the whole story on his/her own, she might like to read a section aloud to you with fluency, intonation, etc.

**Suggested Follow-Up Activities:**

Further Reading CHALLENGE:

***Who Was Mark Twain?*** by April Jones Prince

*to be*  
*hungry*

*to be*  
*excited*

*to be*  
*clueless*

*to be*  
*joyful*

*to feel*  
*joy*  
*to feel*  
*shame*

*to feel*  
*sorrow*

*to lie*  
*hungry*

*to suffer*

*t*

*to be  
mad*

*to be  
satisfied*

*to be  
happy*

*to be  
reluctant*

*to be  
depressed*

*to be  
shocked*

*to be  
ignorant*

*to be  
confident*

*to be  
desperate*

*to be  
brave*

*to be  
furious*

*to be  
angry*

*to be  
surprised*

# EMOTICONS



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