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Enrich Your Read Aloud:

WILMA UNLIMITED

By Kathleen Krull
Illustrated by David Diaz

4 Ways in 4 Days
Interactive Read Aloud Plan

By Tracey Tinley

Grades 3 - 6

Wilma Unlimited

By Kathleen Krull

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ABOUT THIS GUIDE

Not all read aloud lessons are created equal! Some invite the reader to explore hidden meanings and think critically both within, and beyond, the boundaries of a text. This series uses an "interactive read aloud" approach to maximize student learning. Students build their comprehension of a text, and its themes, through strategically planned lessons and multiple readings. Classroom benefits include increased engagement, richer conversations and deeper thinking.



The strategies recommended in this guide are high-yield and lend themselves to many other favourite titles. While these lessons are designed to build upon each other across several days, most lessons can serve as a stand alone experience after reading as well.

Each lesson comes ready-to-use, with step-by-step instructions. Along the way, you'll also find practical classroom tips to ensure the best possible outcome for you and your students.

4 WAYS IN 4 DAYS

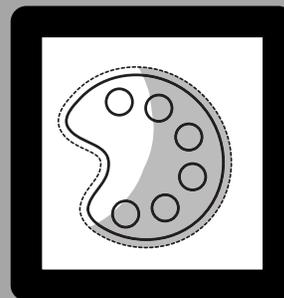
Day 1

Text introduction
Vocabulary booster
Turn-and-talk reading



Day 2

Illustration walk
Illustration study



Day 3

Idea tableau



Day 4

Wise words



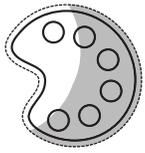


Illustration study

Day **2**

Illustrations can be so much more than just pretty pictures. Careful examination and discussion of texts with specific types of illustrations, can support students in reaching a level of understanding that extends beyond the literal level of the text. Through the illustrator's eyes, students can infer additional meanings, make meaningful connections and explore symbolic representations.

Step-by-step

1. Explain to students that they will be looking closely at David Diaz's illustrations to see if they can help to create new thinking related to the text.
2. Display the illustration where Wilma is pictured looking out the window of her house as her siblings head off to school (p.10).
3. Invite students to make simple observations to begin with. Ask: "*What do you actually see in this illustration? What do you notice?*"
4. Encourage students to begin by sharing only what they directly observe. If they offer an inference, redirect them back to the observation by asking what they saw that made them think that. Focus only on naming and noticing.

Sample observations:

Wilma sitting in a chair
kids carrying books

a blue book with a tree on the cover
a white fence

a window
a bowl/vase

TEACHER TIP

Generally speaking, the illustrations in picture books for the very young do not lend themselves to this type of thinking. Picture books aimed at more "sophisticated" readers are more likely to contain the types of illustrations needed for this type of study. Look for illustrations that appear unusual, or contain interesting or unexpected details. Illustrators that often contain these elements in their work are Ron Brooks, Shaun Tan, Ronald Himler, David Diaz and Anthony Browne.

**Illustration study (continued) Day 2****Step-by-step**

5. Listen for students to take notice of the fence in this illustration - either the photographic background or the one depicted in the actual illustration.

6. Prompt students to think beyond the literal meaning of the fence. Ask: *"What if the fence was meant to symbolize something else? What if it is more than just a fence? What might the fence mean?"*

7. Remind students that we can't know for sure what David Diaz's intention was. Be sure students understand that there are no single correct answers. This will allow students to take risks with their thinking and will lead to more creativity in their responses.

Sample student responses/discussion ideas:

- the white fence as a barrier to Wilma's ability to live like her siblings
- the white fence symbolizes how her polio kept her from going to school
- the white fence shows that a change is coming because it isn't solid - there are spaces
- the white fence as a symbol of segregation

TEACHER TIP

Allow time in the discussion to explore ideas raised by students that may not have been otherwise considered. Very often, students notice things we do not. Using the phrasing "What might that mean?" lets students explore in a non-judgemental way. Some of the best discussion points in this lesson have come from student thinking - not teacher thinking. Model your own curiosity during the discussion!



Illustration study (continued) Day 2

Step-by-step

Illustrations and observations that lend themselves to discussion:

"Fences"

There are a couple of places in the text where the illustrations and photographic backgrounds depict fences. On the dedication pages there are wooden fences covered in vines, on pages 9-10 there are picket fences and on pages 31-32 the shadows of chain link fencing are shown. Students have enjoyed discussing these and relating them to the theme of "barriers" and key moments in the story. Students have suggested that the spaces in the picket fence represent that her polio was only a partial barrier.

Students have also connected this thinking to the chain link fencing in the double page illustration on pages 31 -32. The fact that this fence is only a shadow, has been explained by students as her barrier disappearing. Much like shadows, her barriers are behind her now and no longer in her way.

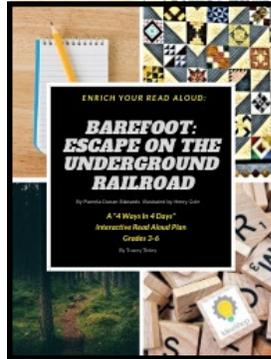
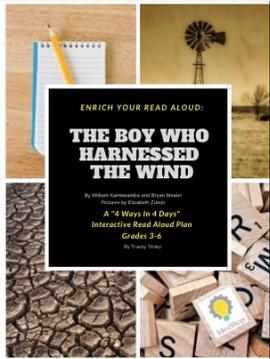
"Stacked bricks"

On pages 18-19, the photographic background consists of stacked bricks/paving stones. Many students recognize these as examples of the barriers that Wilma had to overcome leading up to her defining moment when she walks into the church. Other students have seen these bricks as symbols of her family and community support. They have commented that the rows of tightly packed bricks represent how her family "stuck together", and that her moment of walking came at a time when she knew her church congregation was there to support and "make a path for her success".

TEACHER TIP

Don't forget about the "endpapers" (the pages backing onto the front and back covers) and other title pages at the beginning of a book. There are often hidden opportunities for discussion here! Even blank coloured pages have led to discussions around how this particular colour might relate to a book's theme. In this particular book, these pages offer many opportunities for additional discussions.

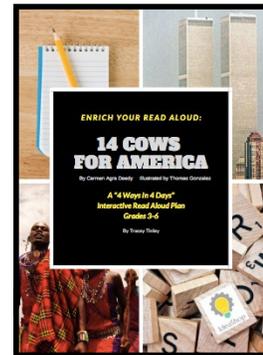
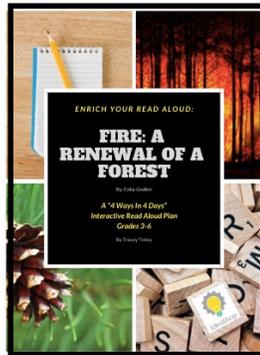
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LITERATURE CITED

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Each guide includes:

- step-by-step instructions
- innovative ways to spark reading discussions and reflections
- sample student work, thinking and/or possible responses
- necessary classroom reproducibles and visual supports
- practical "Teacher Tips" designed to guide and troubleshoot
- strategies and lesson sequences that can be applied to other favourite titles

The lessons within this guide are purposefully designed to build upon each other across several days using a classroom-tested "4 Ways in 4 Days" approach. Artfully planned. Strategically organized. Clearly explained. This is a teaching resource designed for teachers...by a teacher.

Tracey Tinley is an experienced teacher and presenter. In 2015, she received the *Prime Minister's Award for Teaching Excellence*. Her teaching has also been recognized in the Ontario College of Teachers' publication *Professionally Speaking* as part of their "Great Teaching" series. Tracey has worked as lead writer with The Critical Thinking Consortium (TC2) and her writings have also been featured in *Educational Leadership* magazine. Tracey continues to teach, laugh and learn alongside her students and colleagues in Ottawa, Ontario (Canada).