

MY TWO BLANKETS

by IRENA KOBALD illustrated by FREYA BLACKWOOD

COMPREHENSION FOCUS

Analyzing Characters

Track the Character's Feelings in the Beginning-Middle-End (B-M-E)

STANDARD CORRELATION

Describe how characters in a story respond to major events and challenges.



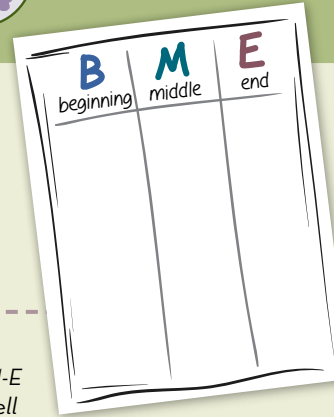
SEL CONNECTION
Belonging

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 9, 19, and 30.

Create the anchor chart template as shown; it will be completed during the lesson.

Write the words *lonely*, *anxious*, and *cheerful* on large sticky notes to place on the chart as you go through the lesson.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Events in a story change how a character is feeling. Looking at the words and illustrations, we can use the B-M-E strategy to think about how a character is feeling at the beginning, middle, and end of the story. When we retell a story using the character's feeling, we can better understand the story and the message the author is trying to give us.

STEP 2

INTRODUCE THE NEW BOOK

Show the picture on page 2. *This little girl's auntie calls her Cartwheel. Why do you think she gave her that name? In this story, Cartwheel and her auntie move to a new country to be safe. Cartwheel finds everything strange in the new country. Let's see how her feelings change after she makes a friend in the park.*

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

Display the sticky notes with the words *lonely*, *anxious*, and *cheerful*. Discuss the meaning of the three words. On the sticky notes, draw a picture or an emoji of each word's meaning to help students remember that word. Have students turn and talk with a partner about a time when they felt lonely.

As I read the story, we will stop at the beginning, middle, and end and think about how Cartwheel is feeling. We can use the key details and also the illustrations to help us. We will choose one of these words to describe how Cartwheel is feeling. Point to the feeling words.

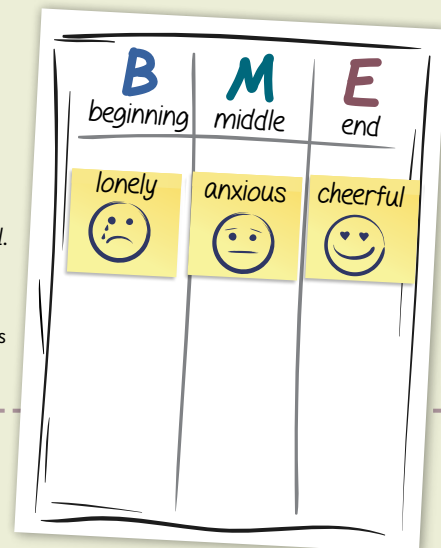
Read pages 2-9. *Let's look at the feeling words. At the beginning of the story, Cartwheel is feeling really lonely. She is in a new place, and everything feels strange to her. The author tells us she wraps herself in a blanket of her own words. It's not a "real" blanket, but her words are familiar to her and make her feel safe and not alone. Let's add lonely to the chart under the Beginning column.*

Read pages 10-19. *Think about what Cartwheel is doing and how she is feeling. Look back at the picture on page 2 of her doing a cartwheel and discuss how she felt before the war. How are her feelings different than on page 2? Cartwheel wants to fit in. She wants to feel like herself again. Put your thumb up if you think her actions are proving she is feeling anxious. Let's add anxious to the chart under the Middle column.*

Read pages 20-30. *Cartwheel's feelings have changed. How is Cartwheel feeling now? Turn to a partner and talk about what helped Cartwheel change how she is feeling. Have students share their ideas. Let's add cheerful to the chart under the End column. What does Cartwheel mean when she says at first her new blanket was thin and small? What is the blanket made of (words in her new language)?*

Point to each word on the chart and retell the story using the words *lonely*, *anxious*, and *cheerful*.

Cartwheel's feelings change about her new country because she develops a sense of belonging. Helping others feel like part of a group helps them feel like they belong. When we feel like we belong to a group, we do not feel as alone. Turn and talk to your partner. How can you help others feel like they belong?



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of how Cartwheel was feeling at the beginning, middle, and end of the story and write the feelings words. Display the pictures on the wall.

MY TWO BLANKETS

by IRENA KOBALD illustrated by FREYA BLACKWOOD

STEP 1 • **REVIEW THE BOOK**
Review the illustrations in the book that depict the blanket (pages 8–9, 18–19, and 24–29). *In this story, the blanket is a metaphor for how the girl is feeling.* Reread page 9. *What do you think it meant when the girl wrapped herself in a blanket of her own words and sounds?* Discuss with students how the author used the blanket to help readers feel what Cartwheel was feeling. *The blanket changed and grew over time, just like Cartwheel's feelings.* Reread pages 26–28. Use the anchor chart to help retell the story.

STEP 2 • **PROMPT**
Hand out the journals. Write the following prompt on chart paper as you read it aloud: *Write about how Cartwheel was feeling at the beginning, middle, and end of the story.* Read it again, asking students to read it with you.

STEP 3 • **PLAN**
Use the feelings words and pictures from the anchor chart and B-M-E pictures from Day 1 as you plan. Add additional sentences as to why she was feeling that way.

STEP 4 • **WRITE**
While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

STEP 5 • **EXTEND AND CONNECT THE LEARNING**
After you read other fiction stories during read-aloud, make a chart of a character's feelings in the beginning, middle, and end, and discuss how and why those feelings change.

*Write about how
Cartwheel was feeling
at the beginning, middle,
and end of the story.*