Summary: Gerald and Piggie discover the joy of being read. But what will happen when the book ends?

2nd Grade Common Core—Reading
Craft and Structure

CC RL.2.7. Integration of Knowledge and Ideas

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Implicit Setting

Learning Outcome: Determine the implicit setting of a story using context clues and visualization.

Duration: Approximately 50 minutes

Teacher:

Explain that there are not always pictures to help us identify the setting in every book. Sometimes the setting is not explicitly stated in the story and we have to use textual clues to
visualize the setting in our minds. Model using context clues and visualization to determine the implicit setting of “We Are in a Book.” (Read only pages 1-11.) In order to model an implicit setting, do not read the title (“We Are in a Book”). Discuss the context clues that help student visualize the setting (it’s a book, someone is looking at us . . .). Ask students to guess where Piggie and Gerald are—on tv, in a movie, etc.

Queries for Students

Ask: How did I determine the setting in a book without pictures clues? Students should respond that you read the story paying attention to clues about where and when the story took place. Then, you visualized where and when the story may be and sketched it out on paper to identify the setting.

Tip: Create a “sign” for students to use when they hear a setting clue in the text. For example, while you are reading, students can give a “thumbs up” when they hear a setting clue in the text.

Ask students to listen for context clues that help them visualize the implicit setting on pages 1–11 in “We Are in a Book”. Finish reading “We Are in a Book.”

Independent Practice

Go over parts of a book and the jobs involved i.e. Title page, copyright, spine, title Author, illustrator, publisher, place of publication, copyright date if applicable call number. Maybe introduce some Willems biographical information. Assign students attached work sheet—use books in classroom library or school library.

Further Enrichment

Have the children write and illustrate their own books. They can work individually or in pairs. Ask them to use worksheet as an assignment for what their own books must include like title page and publisher.

This is a link to a folded book that students could make.

http://library.thinkquest.org/J001156/makingbooks/minibook/index.htm
This is a good book. Take the book from the table. Put this book into the bookcase. The weather is fine today. The sky is blue. The sun is shining brightly in the blue sky. This is a boy. The boy is at school. He is a pupil. This boy is my brother's friend. He has a cat, but he has no dog. He likes his cat. He gives the cat milk every day. Yesterday I received a letter from my friend. The letter was interesting. We live in a big house. I like the house very much. Are you a worker? No, I am a student. I like your beautiful flower. Give me the flower, please. My mother is at home. She is reading an interesting 'We are in a Book!' book. Read 1,511 reviews from the world's largest community for readers. Gerald is careful. Piggie is not. Piggie cannot help smiling. ... Goodreads helps you keep track of books you want to read. Start by marking 'We are in a Book!' (Elephant & Piggie, #13) as Want to Read: Want to Read saving... Want to Read. Currently Reading. Read. Other editions.