

Book: The Boston Coffee Party
 Author: Doreen Rappaport
 Subject: Historical Fiction
 Suggested Grade Levels: 1-3

Common Core Links

Reading:

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.
 CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Writing:

CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
 CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
 CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language:

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Teaching Links

Ideas and questions to extend the learning with Common Core links:

Q: Student Generated: Ask the reader what he/she would like to know. What does the reader wonder about? Use stems like: I wonder... Who, What, Where, When, Why, and How to help students generate questions about the selection.

Q: Depth of Knowledge: What conclusions can you draw about Merchant Thomas?

Q: Text Dependent: Reread page 20. Describe why the author used the word greedy to describe Merchant Thomas.

Sample Learning Tasks:

Have your students choose a character to analyze. Ask them to think about how the character reacts to problems throughout the text. Find several examples from the story to use as evidence to support their thinking.

After discussing each chapter with your students, have them decide on one they would like to act out. Have them get into groups to create a script, which they will present to the group. Remind them to use details from the text in order to give an accurate account of the major events from the chapter.

Have students use one of the illustrations from the text to describe a character, setting, or an important event from the book.