

Book: The Secret Seder
Author: Doreen Rappaport
Illustrator: Emily Arnold McCully
Subject: Fiction/History
Suggested Grade Levels: 3-5

Common Core Links

Reading:

CCSS.ELA-Literacy.RL.4.3 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).

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Writing:

CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

Speaking and Listening:

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language:

CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Teaching Links

Ideas to extend the learning with Common Core links:

Q: Student Generated: Ask the reader what he or she would like to know. What does the reader wonder about? Use prompts like: If I could ask Jacques one question, I would ask _____? If I could read another book on this topic, I would want to know more about _____?

Q: Depth of Knowledge: What facts would you use to support how dangerous it was for Jacques and his father to celebrate their Jewish holiday?

Q: Text Dependent: How does Jacques feel when the old man dips his pinky finger into the wine? How does the author help the reader know how Jacques is feeling?

Sample Learning Tasks:

After reading the text, ask students to evaluate how Jacques changed throughout the story. Students should use specific details from the text to support their thinking. Have students get together with a thinking partner to compare their ideas, and then present them to the class.

Ask students to pay close attention to the adjectives used in this selection. (Ex. Pg. 13: "The thick pines along the path block out the light.") Ask them to work in small groups to evaluate how the use of vivid adjectives affects the tone in the story. To support their thinking, you may have them create a T-Chart with the headings: Sentence from the text... How the adjectives in the sentence affect the story. (Ex. The use of the adjective "thick" helps me visualize Jacques and his father as they walk through the dark forest.)