

## Stories Julian Tells Unit Resources

Student Resource	Location
<b>Section 1: Lessons 1 -4</b>	
Text: <i>The Bee Tree</i> by Patricia Polacco	<a href="#">Text Portal</a>
Lesson handouts	Pages 2-8
<b>Section 2: Lessons 5-8</b>	
Text: <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce	<a href="#">Text Portal</a>
Lesson handouts	Pages 9-11
<b>Section 3: Lessons 9-13</b>	
Text: <i>My Librarian is a Camel: How Books are Brought to Children Around the World</i> by Margriet Ruurs	<a href="#">Text Portal</a>
Lesson handouts	Pages 12-16
<b>Section 4: Lessons 14-17</b>	
Text: <i>The Stories Julian Tells</i> by Ann Cameron	<a href="#">Text Portal</a>
Lesson handouts	Pages 17-19
<b>Section 5: Lessons 18-19</b>	
Text: <i>The Stories Julian Tells</i> by Ann Cameron	<a href="#">Text Portal</a>
Lesson handouts	Page 20
<b>Section 6: Lessons 20-22</b>	
Text: <i>The Stories Julian Tells</i> by Ann Cameron	<a href="#">Text Portal</a>
Lesson handouts	Pages 21-22
<b>Section 7: Lessons 23-25</b>	
Text: <i>The Stories Julian Tells</i> by Ann Cameron	<a href="#">Text Portal</a>
Lesson handouts	Pages 23-24
<b>Section 8: Lessons 26-27</b>	
Text: <i>More Stories Julian Tells</i> by Ann Cameron	<a href="#">Text Portal</a>
<b>Section 9: Lessons 28-30 (Cold Read Task)</b>	
<b>Section 10: Lessons 31-34 (Culminating Writing Task)</b>	
Text: <i>The Stories Julian Tells</i> by Ann Cameron	<a href="#">Text Portal</a>
Literary Analysis Task (LAT) and Research Simulation Task Scoring Rubric	<a href="#">Digital Access</a>
Lesson handouts	Page 25-28
<b>Section 11: Lessons 35-42 (Extension Task)</b>	
Text: <i>The Red Book</i> by Barbara Lehman	<a href="#">Text Portal</a>
Video: <i>The Fantastic Flying Books of Mr. Morris Lessmore</i>	<a href="#">Digital access</a>
Narrative Writing Task (NWT) Scoring Rubric	<a href="#">Digital Access</a>
Lesson handouts	Pages 29-31

Sentence from the text:

\_\_\_\_\_

What does this word mean?

What clues helped to determine  
the meaning?

What does this tell you about the  
text (e.g., main idea, characters,  
plot, etc.)?

Linguistic Structure

# of syllables \_\_\_\_\_  
 prefix \_\_\_\_\_  
 root \_\_\_\_\_  
 suffix \_\_\_\_\_  
 part of speech \_\_\_\_\_

Illustration

Similar Words

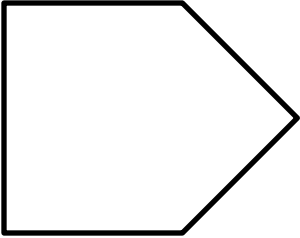
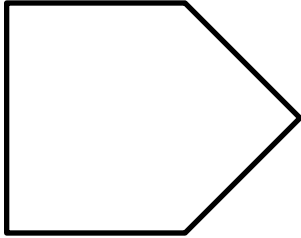
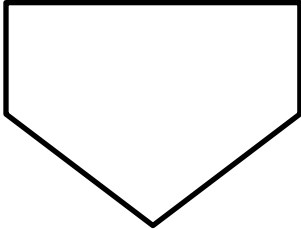
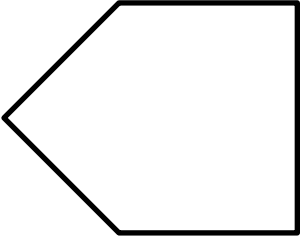
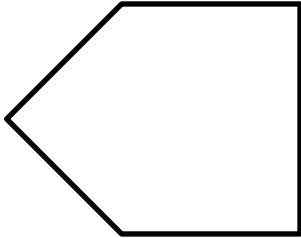
My New Sentence

Synonyms

Antonyms

## Stories Julian Tells Student Materials

### Sequence of Events Chart

1st major event:      		2nd major event:      		3rd major event:      
				
6th major event:      		5th major event:      		4th major event:      

# chirped

“Well...it’s where the bees make their home. It’s where they keep the honey...the sweetest in the land!’ Grampa **chirped** excitedly.”

**Literal Illustration**

**Nonliteral Illustration**

# galloped

"The noisy, merry bunch **galloped** over Bird Talk Fellow Ridge..."

Literal Illustration

Nonliteral Illustration

**Writing With Subordinating Conjunctions**

**Directions:** Combine the pairs of clauses below into complete sentences using the subordinating conjunctions in the word bank. Only use each conjunction once. Some conjunctions will not be used.

**WORD BANK**

After	Whenever	Since	Because
Before	Once	Although	As soon as
Though	When	Even though	While

**Example:** Everyone joined the chase. It was hard work.  
Everyone joined the chase **even though** it was hard work.

1. Mary Ellen said she was tired of reading. Grampa suggested finding a bee tree.

---

2. Mrs. Govlock joined the chase. Grampa told her about the bee tree.

---

3. Neighbors became curious. They saw a large crowd running.

---

4. Mary Ellen and Grampa started chasing a bee. Grampa let it out of the jar.

---

5. Grampa had to let out another bee. The first bee soared out of sight.

---

6. Everyone savored the honey. Grampa removed it from the tree.

---

Mary Ellen

Feelings, Traits and Contributions Chart

**Directions:** Complete the following chart identifying traits, feelings, and contributions to events of the character. Write evidence to support those traits.

FEELINGS	
Feeling	Evidence from Text (in your own words)
TRAITS	
Trait	Evidence from Text (in your own words)
CONTRIBUTIONS TO EVENTS	
Contribution	Evidence from Text (in your own words)

**Grampa**

**Feelings, Traits and Contributions Chart**

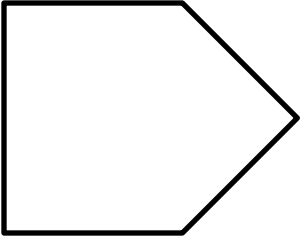
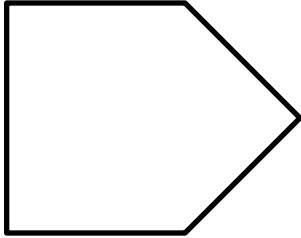
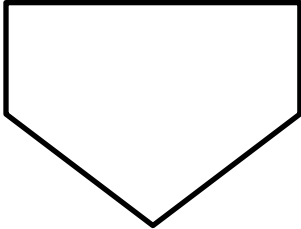
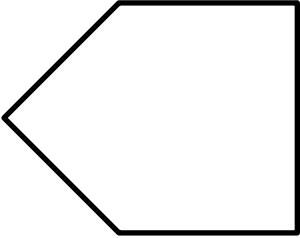
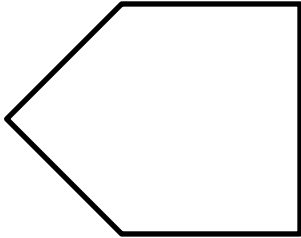
**Directions:** Complete the following chart identifying traits, feelings, and contributions to events of the character. Write evidence to support those traits.

FEELINGS	
Feeling	Evidence from Text (in your own words)
TRAITS	
Trait	Evidence from Text (in your own words)
CONTRIBUTIONS TO EVENTS	
Contribution	Evidence from Text (in your own words)



## Stories Julian Tells Student Materials

### Sequence of Events Chart

1st major event:          		2nd major event:          		3rd major event:          
				
6th major event:          		5th major event:          		4th major event:          

### Conversation Stems<sup>1</sup>

#### Clarifying

- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

#### Paraphrasing

- Put another way, you're saying...
- I hear you saying that...

#### Agreeing

- I agree with \_\_\_ because...
- \_\_\_'s point about \_\_\_ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

#### Disagreeing

- I see it differently because...
- I agree that \_\_\_, but we also have to consider that...
- We see \_\_\_ differently.

#### Elaborating

- \_\_\_ mentioned that...
- Adding to what you said,...
- I agree, and I want to add that...

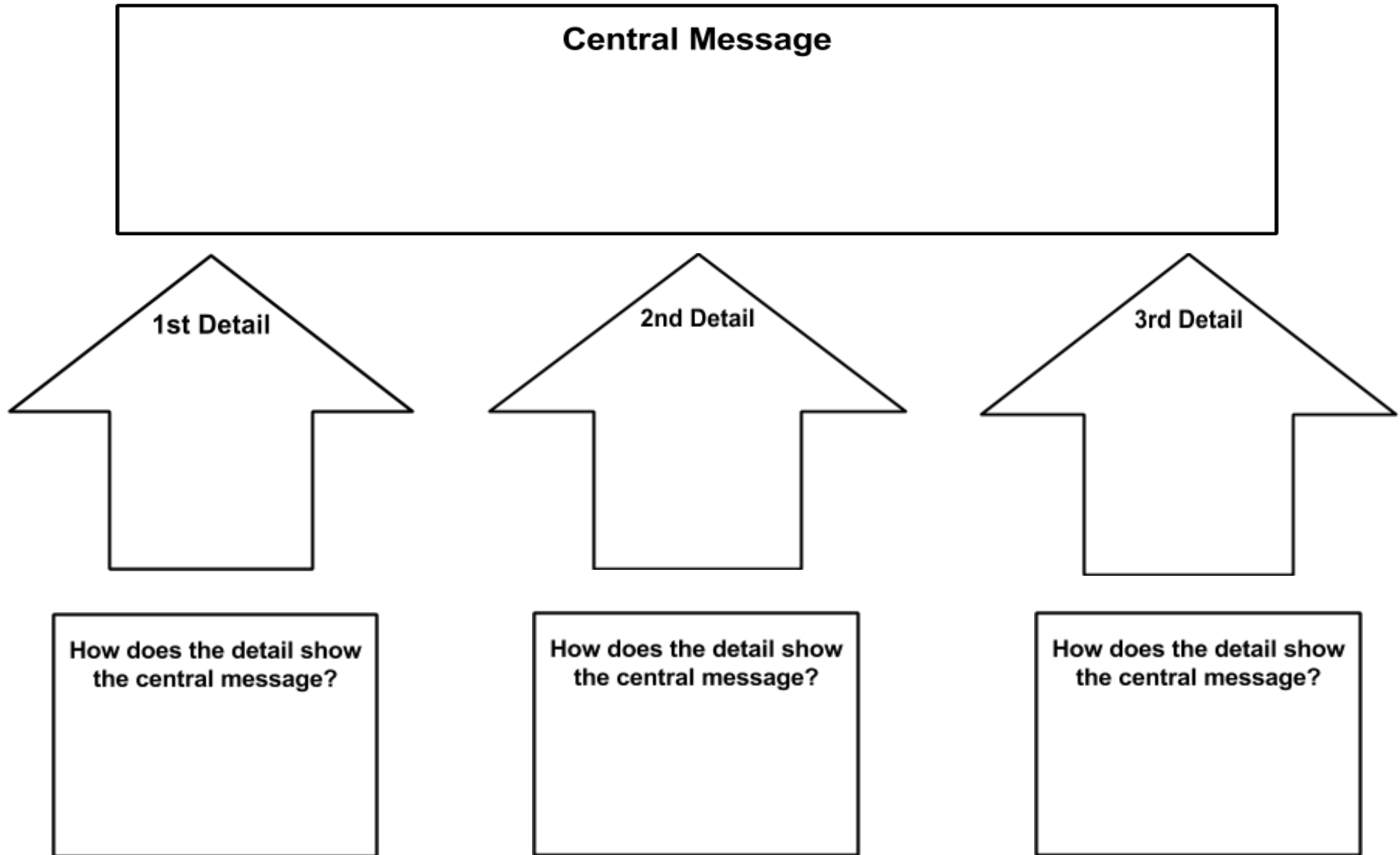
#### Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...

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<sup>1</sup> Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

## Stories Julian Tells Student Materials



## Stories Julian Tells Student Materials

### Main Idea and Details Chart

Key details about where the library travels

Key details that describe the library

Key details about how readers respond

Key details about the country

**Main Idea**

## Stories Julian Tells Student Materials

### Main Idea and Details Chart

Key details about where the library travels

Key details that describe the library

Key details about how readers respond

Key details about the country

Main Idea

## Stories Julian Tells Student Materials

Presenter's Name \_\_\_\_\_

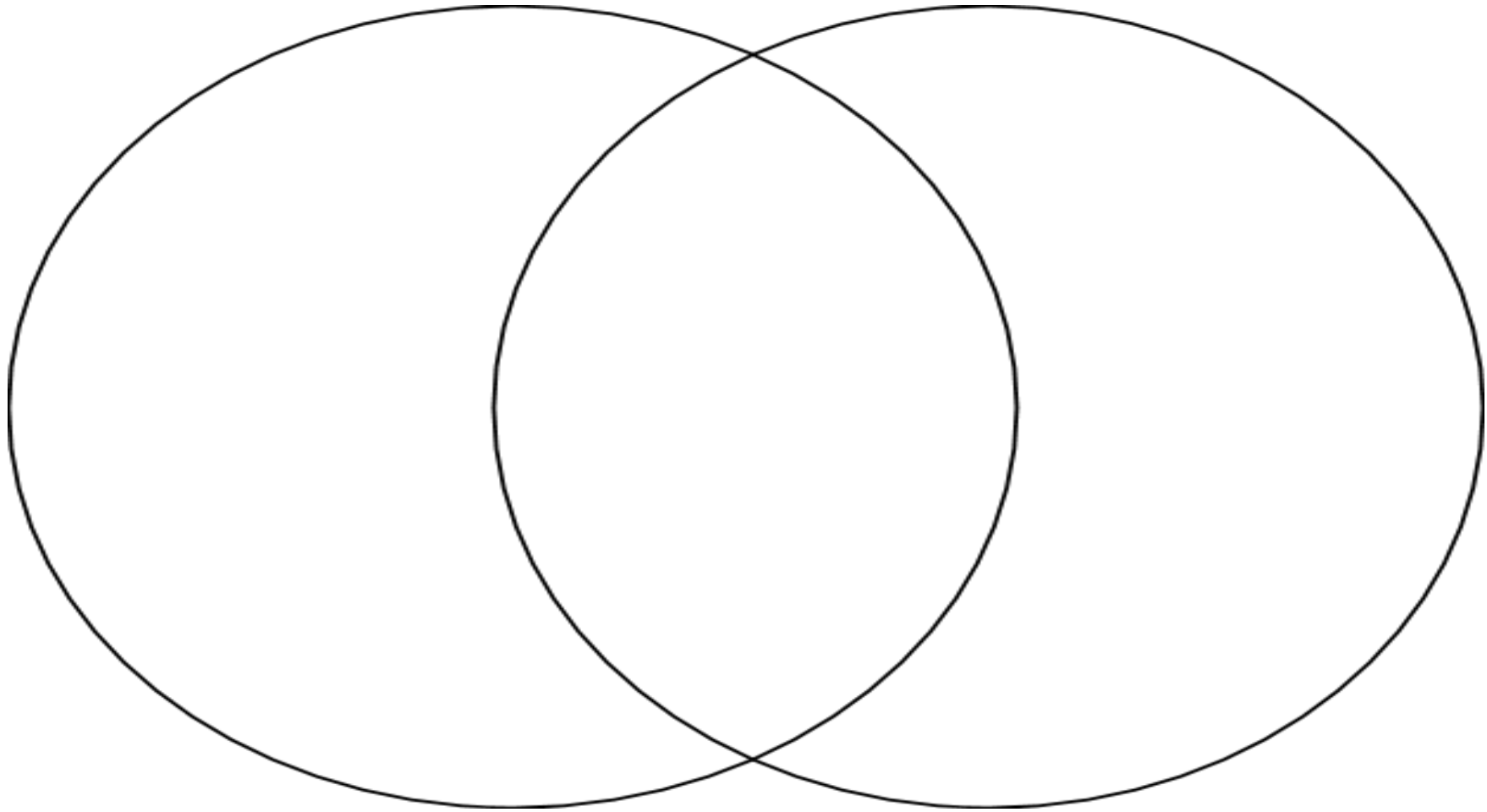
My Name \_\_\_\_\_

### Presentation Rubric

	4	3	2	1
<b>Parts of a presentation</b>	It was easy to identify all parts of the presentation: introduction, four key details, and a conclusion.	The presentation included all parts: introduction, four key details, and a conclusion.	The presentation was missing one part.	The presentation was missing more than one part.
<b>Eye Contact</b>	The presenter made eye contact with the audience the whole time.	The presenter made eye contact with the audience most of the time and glanced briefly at note cards.	The presenter made little eye contact and mostly read from note cards.	The presenter read directly from note cards and gave no eye contact.
<b>Volume</b>	The presenter projected his/her voice well.	The presenter could be heard.	The presenter was difficult to hear.	The presenter could not be heard.
<b>Pace</b>	The presenter spoke at a natural and understandable pace.	The presenter mostly spoke at a natural and understandable pace but sometimes rushed or slowed down.	The presenter sometimes spoke at a natural and understandable pace but often rushed or slowed down.	The presenter spoke too fast or too slow during the entire presentation.

## Stories Julian Tells Student Materials

### Country Venn Diagram



My Country of Research

My Classmate's Country of Research

**Comparing and Contrasting Libraries**

\_\_\_\_\_ and \_\_\_\_\_ have libraries that are both similar and different.

One way that they are similar is \_\_\_\_\_

\_\_\_\_\_

Another similarity between the libraries is \_\_\_\_\_

\_\_\_\_\_

Both countries also have libraries that \_\_\_\_\_

\_\_\_\_\_

One way the libraries are different is \_\_\_\_\_

\_\_\_\_\_

Another difference between the libraries is \_\_\_\_\_

\_\_\_\_\_

They are also different because \_\_\_\_\_

\_\_\_\_\_

Even though the libraries in \_\_\_\_\_ and \_\_\_\_\_ have

their differences, people's reactions to books show \_\_\_\_\_

\_\_\_\_\_



### Motivations and Actions Chart

Page(s)	Character	Motivation What does the character want?	Action So what does the character do?
1	Father		
7	Huey & Julian		
8-9	Huey & Julian		
10	Father		
14-15	Father		

## Stories Julian Tells Student Materials

### Traits, Motivations, and Contributions Chart

Character's Name \_\_\_\_\_

<b>Traits &amp; Evidence</b> <ul style="list-style-type: none"> <li>• ____ is the type of person who is...</li> <li>• I know this because...</li> </ul>	<b>Motivations &amp; Evidence</b> <ul style="list-style-type: none"> <li>• ____ wants to...</li> <li>• ____ doesn't want to...</li> <li>• I know this because...</li> </ul>	<b>Contributions &amp; Evidence</b> <ul style="list-style-type: none"> <li>• What does the character make happen?</li> <li>• I know this because...</li> </ul>

## Stories Julian Tells Student Materials

### Traits, Motivations, and Contributions Chart

Character's Name \_\_\_\_\_

<b>Traits &amp; Evidence</b> <ul style="list-style-type: none"> <li>• ____ is the type of person who is...</li> <li>• I know this because...</li> </ul>	<b>Motivations &amp; Evidence</b> <ul style="list-style-type: none"> <li>• ____ wants to...</li> <li>• ____ doesn't want to...</li> <li>• I know this because...</li> </ul>	<b>Contributions &amp; Evidence</b> <ul style="list-style-type: none"> <li>• What does the character make happen?</li> <li>• I know this because...</li> </ul>

**Prewriting Reasons Chart**

Writing Prompt: How does the information in “Catalog Cats” help readers understand “Our Garden”?

**Opinion Statement:** \_\_\_\_\_

Use the following chart to document your reasons.

Reason 1	
Reason 2	
Reason 3	

## Stories Julian Tells Student Materials

### Contributions across Chapters

**Focusing Question:** How does Julian use his imagination to contribute to the events of the chapter?

“The Pudding like a Night on the Sea”	“Catalog Cats”	“Because of Figs”

## Prewriting Reasons Chart

Writing Prompt: How has Julian changed across the chapters “The Pudding like a Night on the Sea,” “Catalog Cats,” and “Because of Figs”?

**Opinion Statement:** \_\_\_\_\_

Use the following chart to document your reasons.

Reason 1	
Reason 2	
Reason 3	

## Stories Julian Tells Student Materials

### Story Elements Chart:

#### Writing a Narrative

Using the organizer below, identify the elements that you need to include and map out your story elements and sequence.

Characters:

Setting:

Problem:

Solution:

The Lesson Learned:

## Stories Julian Tells Student Materials

### Sequence of Events: Writing a Narrative

A sequence of eight empty square boxes arranged in two rows of four. The first row of four boxes is connected by three right-pointing arrows. The second row of four boxes is connected by three left-pointing arrows. A single downward-pointing arrow connects the last box of the first row to the first box of the second row.



### Culminating Writing Task Directions

What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian, Huey, and their father. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

**Lessons Brainstorming Chart**

Character	Chapter title	What lesson did this character learn/teach? How?
Julian		
Huey		
Father		

What do all of the lessons have in common? \_\_\_\_\_

\_\_\_\_\_

## Prewriting Graphic Organizer

**Writing Prompt:** What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

**Opinion Statement:** \_\_\_\_\_

Use the following chart to document your reasons.

Reason 1	
Reason 2	
Reason 3	

**Concluding Statement:**

---



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Date\_\_\_\_\_

What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or legal stationery. The paper is otherwise completely empty, with no margins, text, or other markings.

### Extension Task Prompt

Write a story based on the illustrations in a short section of *The Red Book*. Establish the situation, introduce a narrator, and organize the events. Use dialogue and descriptions of the thoughts and feelings of the characters to show how they respond to different events. Use grade-appropriate words and phrases, including those that signal time and order, such as before, during, and after. Provide closure to your story.

## Stories Julian Tells Student Materials

### Sequence of Events: Writing a Narrative

A sequence of eight empty square boxes arranged in two rows of four. The first row has three right-pointing arrows between the boxes. The second row has three left-pointing arrows between the boxes. A downward-pointing arrow connects the last box of the first row to the first box of the second row.

# Stories Julian Tells Student Materials

Writer's Name \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

## Narrative Writing Checklist

Place a check or write a note for each element found in your story.

Story Element	Reviewer Notes	Writer Notes
Characters		
Setting		
Situation (Problem/solution)		
Dialogue		
Thoughts and feelings		
Conclusion that hints at what might happen next		

Does the story include temporal words to signal time and order? \_\_\_\_\_

Do the events happen in an order that makes sense? \_\_\_\_\_

