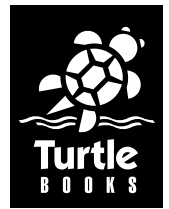


A Turtle Book Lesson Plan



Dear Teacher or Librarian,

Here are ideas to help you enrich your students' reading experience and their understanding of important curricular concepts.

The blackline masters on pages 3 and 4 of this guide can be used for discussion; direct teaching; and assessment of student comprehension and vocabulary development. Lesson plans for all Turtle Books may be found on our website: www.turtlebooks.com.

Enjoy reading!

Before You Read

To introduce the book, identify and discuss the title, author, and illustrator. What clues do you see on the cover about where the story takes place?

Take a picture walk through the first few pages of the book. *What do the pictures tell you about the setting of the story? What do they tell you about the characters?*

As You Read

Help children develop an expanded academic vocabulary. Make sure children understand the meaning of unfamiliar words as they occur in the story.

| | | |
|-----------------|-----------------|------------------------------|
| <i>deli</i> | <i>homeless</i> | <i>soup kitchen</i> |
| <i>basement</i> | <i>shelter</i> | <i>two flights of stairs</i> |
| <i>grate</i> | <i>charity</i> | <i>four-leaf clover</i> |

After You Read

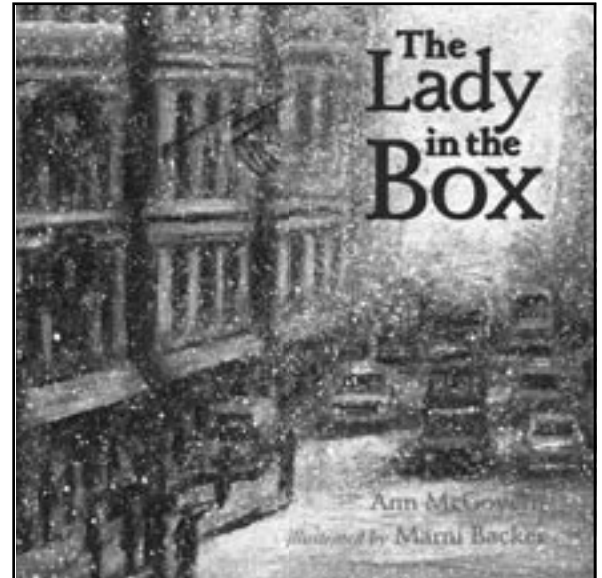
Ask students to discuss the following questions:

Which character in this story interests you the most?

What do Ben and Lizzie learn by working in the soup kitchen?

What does Ben hope Dorrie will be able to do with the key ring he gives her?

Give each student a copy of pages 3 and 4 of this guide. Page 3 is a book report for children to complete. It has prompts and models to help children think about concepts of print, story genre, story elements, and story summaries. Page 4 is a word search game that focuses on *The Lady in the Box* vocabulary. You might make a transparency of each and use an overhead projector so you and the





Using This Guide

Using the activities for *The Lady in the Box* will help you meet the following standards:

Social Studies Standards

- People, Places, and Environments
- Time, Continuity, and Change
- Environment and Society
- Places and Regions

Reading and Language Arts Standards

- Concepts of print: author, illustrator
- Book genre
- Story elements: setting, characters
- Story summary
- Story vocabulary



Cross Curricular Activities: Writing

Ask each child to think of a time when he or she was kind to a friend or helped a friend solve a problem. Then, have the students write about how they helped the friend. Give them a sample sentence starter such as these:

I wasn't sure what I should do.

My friend looked as if she was worried.

Maybe it wasn't my business, but someone had to help him.

Bibliography- *The Lady in the Box*

Uncle Willie and the Soup Kitchen,
by Dyanne DiSalvo-Ryan.
Mulberry Books, 1997

Fly Away Home, by Eve Bunting.
Clarion, 1997

Home: A Collaboration of Thirty Distinguished Authors and Illustrators of Children's Books to Aid the Homeless, edited by Michael J. Rosen and Franz Brandenburg.
HarperTrophy, 1996

The Lady in the Box

Author _____

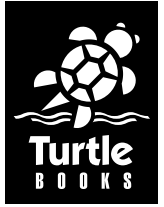
Illustrator _____

What kind of story is this?

fiction or nonfiction

realistic or fantasy

Name _____



Story Elements

Setting: The story takes place on a street in a big _____.

The time of year is _____. The illustrations in the book show _____ in the air.

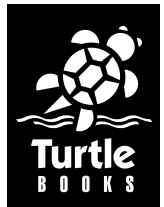
Characters: The children in the story are Ben and _____.

The grown-ups are the children's mother and _____.

Story Summary

Two _____ see a lady who is cold and hungry. The lady's name is _____. She sleeps in a big box. The children try to help Dorrie by giving her food and a _____ to help keep her warm. The children tell their _____ about the lady in the box. The mother tries to help Dorrie, too. The children and their mother help the lady and other homeless people by volunteering in a _____ kitchen.





The Lady in the Box

Word Search

Circle the words from the story in the puzzle. Look across and down.

- SOUP
- SCARF
- SHELTER
- STREET
- APARTMENT
- KITCHEN
- DELI



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| S | O | U | P | N | O | L | K | M | S |
| H | P | G | A | D | C | G | I | L | H |
| P | Q | R | Z | S | F | A | T | R | E |
| B | D | A | L | T | N | G | C | C | L |
| H | I | T | L | R | X | Y | H | D | T |
| A | Q | E | Z | E | N | X | E | B | E |
| D | E | L | I | E | R | G | N | J | R |
| A | P | A | R | T | M | E | N | T | R |
| E | A | F | K | O | Q | V | L | D | N |
| V | S | C | A | R | F | H | E | D | G |