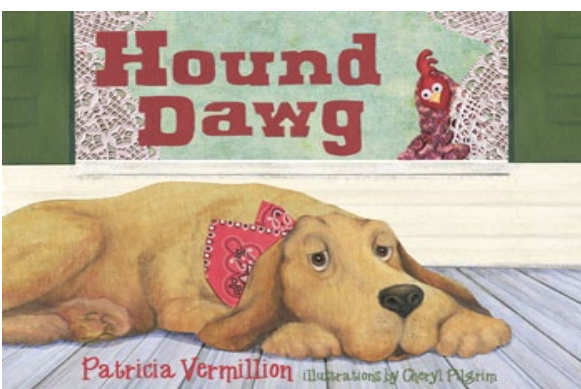


A TEKS-aligned School Visit Programming Guide for Grades K-5



Award-Winning Author Patricia Vermillion



Guide created by Debbie Gonzales
www.debbiegonzales.com



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Note: This TEKS-aligned School Visit Programing Guide has been created to compliment Author Patricia Vermillion's student presentation. The lessons and projects included in this guide may be used in preparation for her visit or as follow up activities.



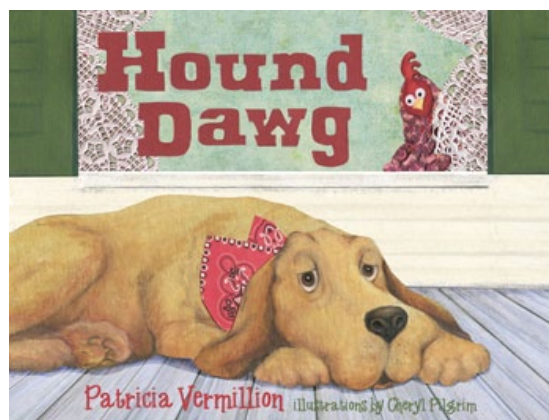
Meet Author Pat Vermillion

PATRICIA VERMILLION, librarian at The Lamplighter School in Dallas, is the author of the picture books *Hound Dawg*, *Texas Chili? Oh My!* and *Chili Texano? Ay Dios!*. Ms. Vermillion earned the H-E-B/Jean Flynn Children's Book award through the Texas Institute of Letters' annual literary awards. Born and raised in Mississippi, she now calls Dallas, Texas her home where she lives with her husband, three grown children and six grandchildren. Ms. Vermillion is driven by a passion for collecting words and sharing them with young readers everywhere!

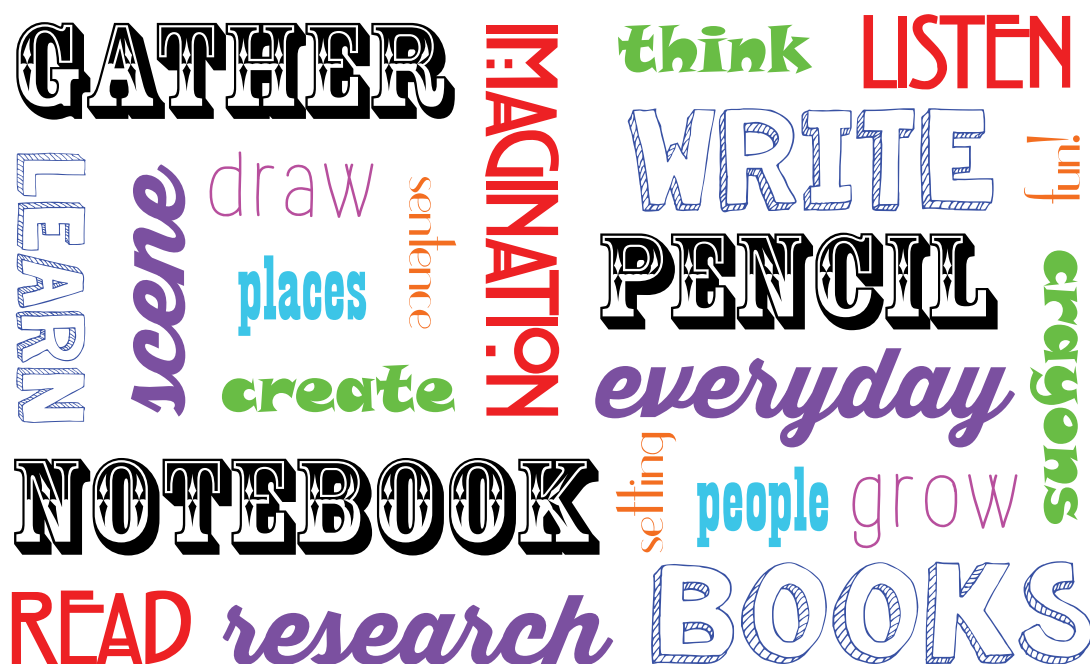


Texas Chili? Oh My!, received a 2015 citation from the the San Antonio Conservation Society's Publications Awards Committee. The society's president Sue Ann Pemberton noted, "our sincere appreciation for a work which furthers the purpose of the Conservation Society: to preserve Texas History and to educate the public with knowledge of our inherited values."

Hound Dawg is a retelling of The Little Red Hen, southern style. Bessie, Calico, and Penny work their fingers to the bone down on the cotton farm. But Hound Dawg, he's a couch potato . . . lazy, lazy, lazy. Hold on now . . . something has caught Hound Dawg's eye . . . something that changes his life forever.



Patricia Vermillion's Tips for Young Writers



READ and WRITE everyday.

Carry a notebook.

Use your imagination.

Look at photographs.

Read lots of good books.

Create a book of of words.

Write about what you know.

Begin with a scene or setting.

Research what you want to know.

Gather words while reading or listening.

Write about your favorite pet, or your favorite place, or your favorite person.

Get out your pencil or crayons when you're stuck on a word or sentence and draw.



Compare & Contrast Story Elements Overview

Objective: To explore narrative elements of a story by comparing and contrasting the retelling of fairy tales.

Materials:

- Elements of Story Definitions (Guide, pg. 6)
- Story Elements Crossword Puzzle (Guide, pg. 7)
- Story Elements Crossword Puzzle Answers (Guide, pg. 8)
- SAMPLE - Compare & Contrast Story Map: The Three Little Pigs & *Texas Chili? Oh My!* (Guide, pg. 9)
- Compare & Contrast Story Map: The Three Little Pigs & *Texas Chili? Oh My!* (Guide, pg. 10)
- Compare & Contrast Story Map: The Little Red Hen & *Hound Dawg* (Guide, pg. 11)
- Compare & Contrast Story Map (Guide, pg. 12)
- Writing paper
- Pencil

Procedure 1 - Understanding Elements of Story:

- Print and distribute **Elements of Story Definitions** to students.
- Discuss each term on the sheet. Encourage students to give examples for each term listed.
- Make certain that the students have a solid understanding for each definition.

Procedure 2 - The Story Elements Crossword Puzzle:

- Print and distribute **Story Elements Crossword Puzzle**.
- Instruct students to complete puzzle.
- Check answers using **Story Elements Crossword Puzzle Answer** guide once puzzle is complete.

Procedure 3 - Compare and Contrast Story Maps (Guide, pgs. 10 & 11):

- After reading either *Hound Dawg* or *Texas Chili? Oh My!*, print and distribute the **Compare & Contrast Story Map** graphic organizer that corresponds with the particular story.
- Using the story maps as guides, discuss the story elements for the fairy tales analyzed on the graphic organizer.
- Explore the plot points of either *Hound Dawg* or *Texas Chili? Oh My!* to compare and contrast aspects of each story.

Procedure 4 - Compare and Contrast Story Map (Guide, pg. 12)

- Instruct students to write an original retelling of a fairy tale using the **Compare and Contrast Story Map** as a guide.



Elements of Story Definitions

RESOLUTION

twist

RETELLING

contrast

CHARACTERS - A people or animals in a story

COMPARE - Observe differences

CONTRAST - Observe how things are similar

FAIRY TALE - A story about magical or imaginary beings

PLOT - Events that happen within a story

PREMISE - What the story is about

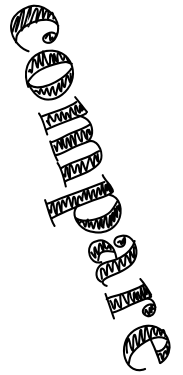
PROBLEM - Trouble that happens in a story

RESOLUTION - The end of a story

RETELLING - Tell a story again or differently

SETTING - Where a story takes place

TWIST - A surprise development in a story



PROBLEM

setting

PREMISE

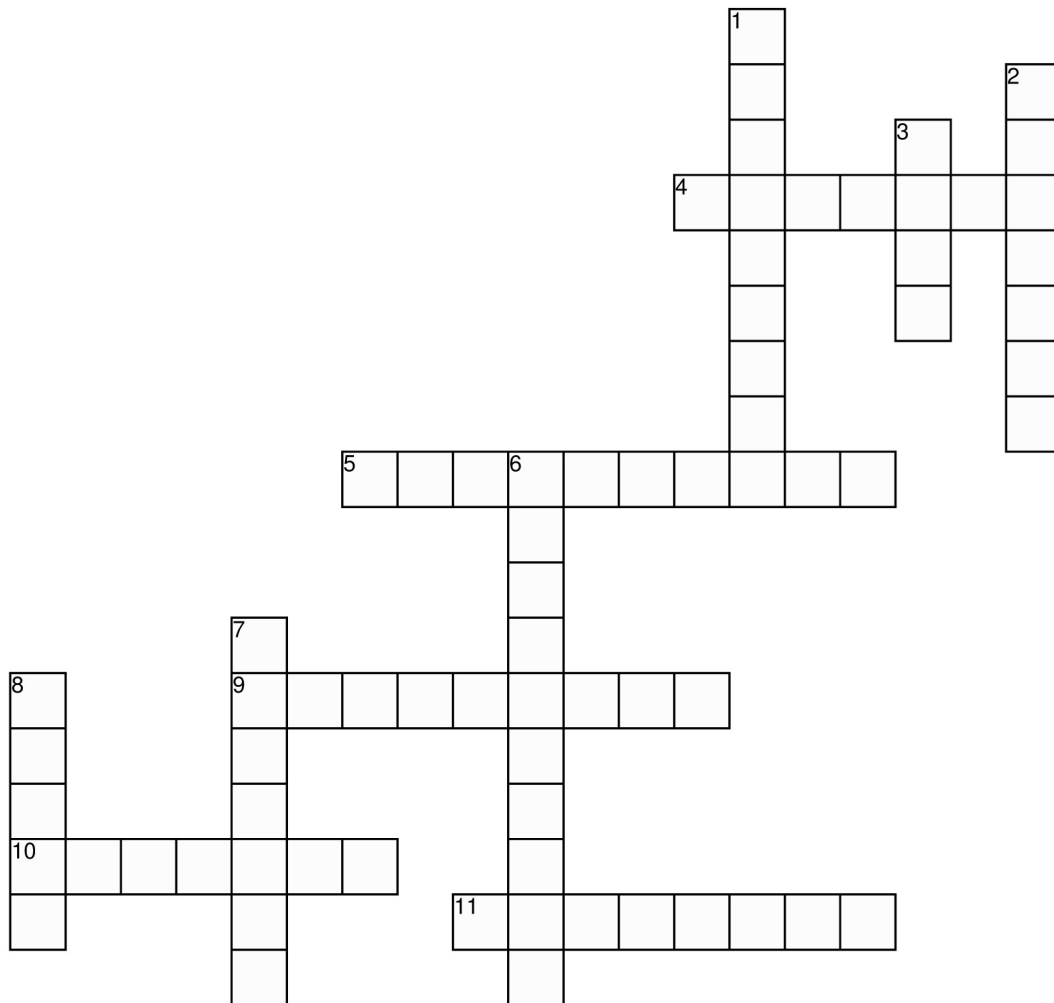
characters

PLOT

FAIRY TALE



Story Elements Crossword Puzzle



ACROSS:

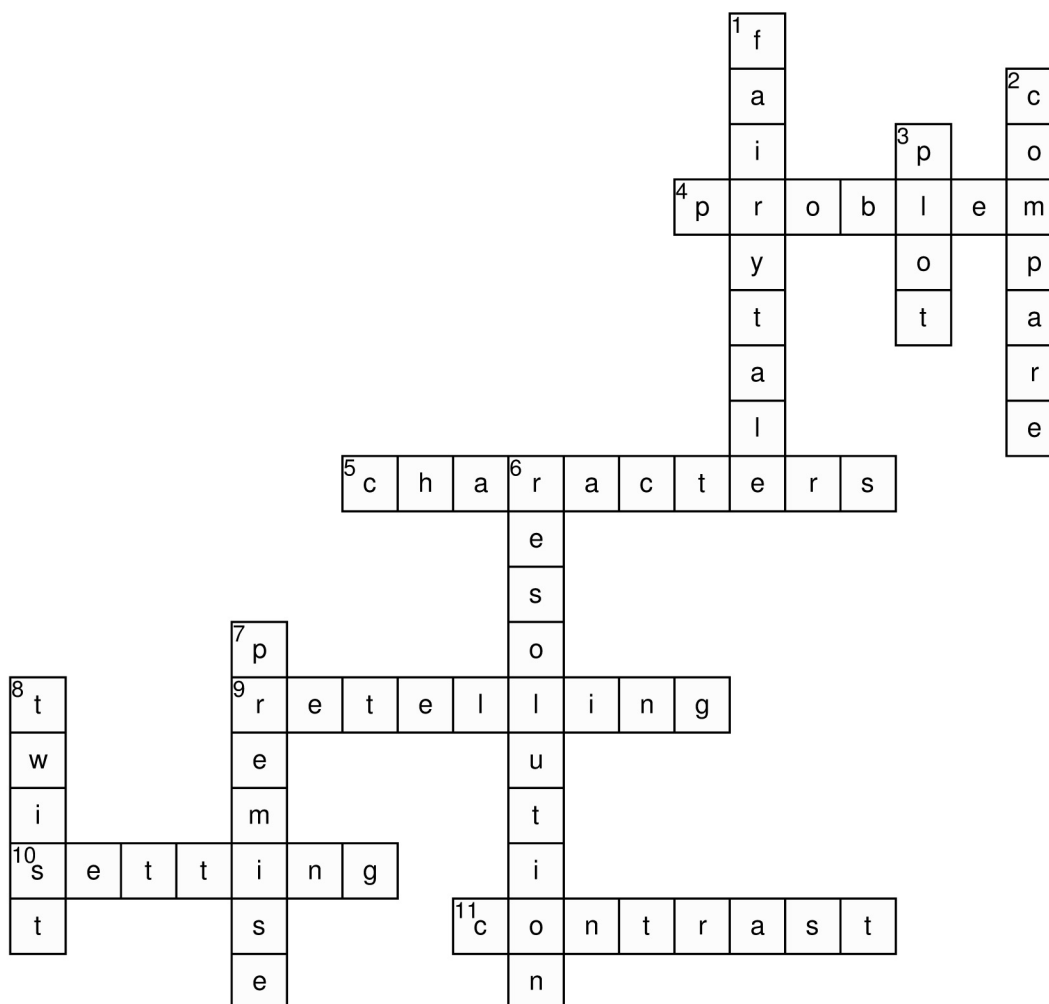
4. Trouble that happens in a story
5. A people or animals in a story
9. Tell a story again or differently
10. Where a story takes place
11. Observe differences

DOWN:

1. A story about magical or imaginary beings
2. Observe how things are similar
3. Events that happen within a story
6. The end of a story
7. What the story is about
8. A surprise development in a story



Story Elements Crossword Puzzle Answers



ACROSS:

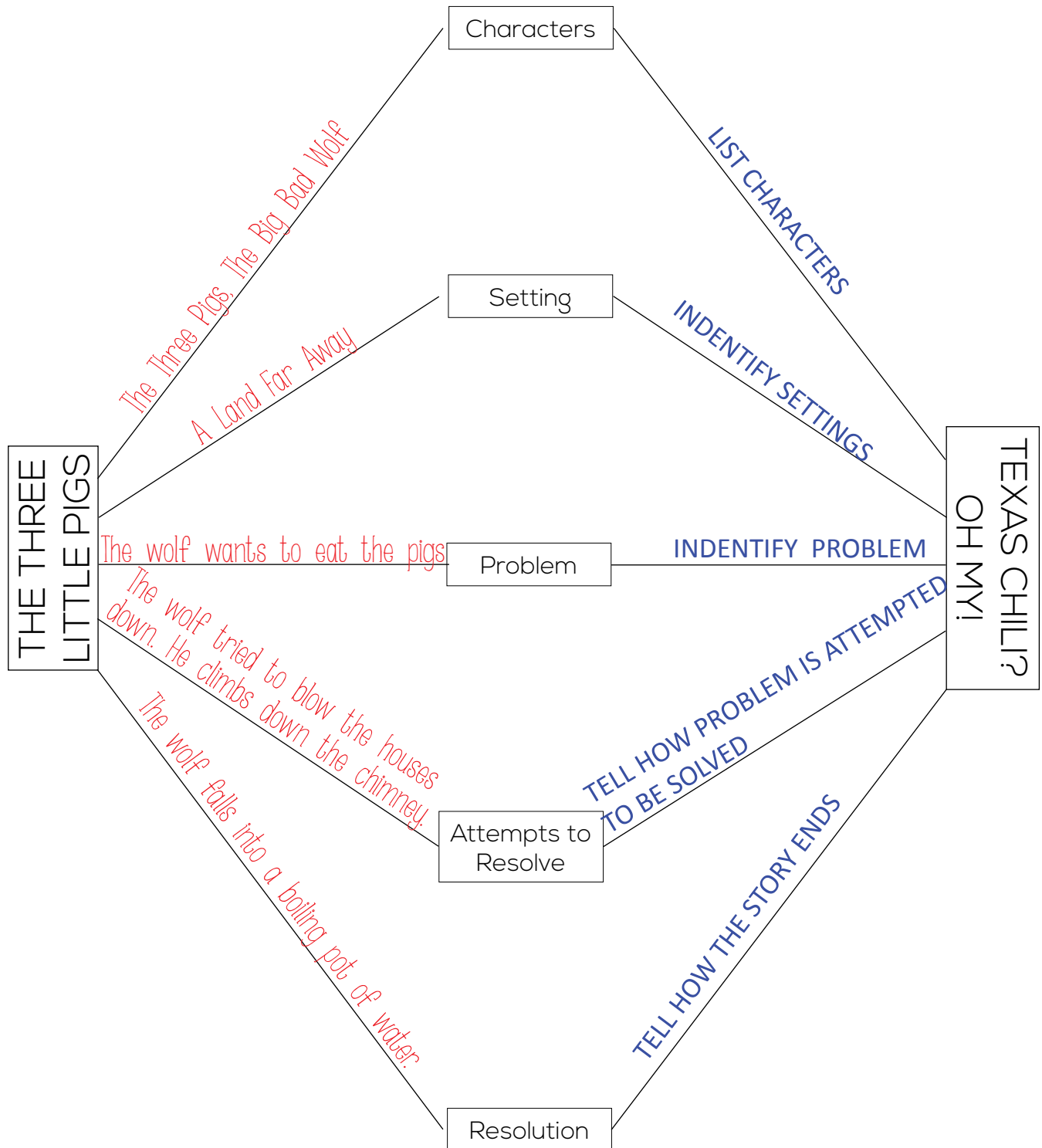
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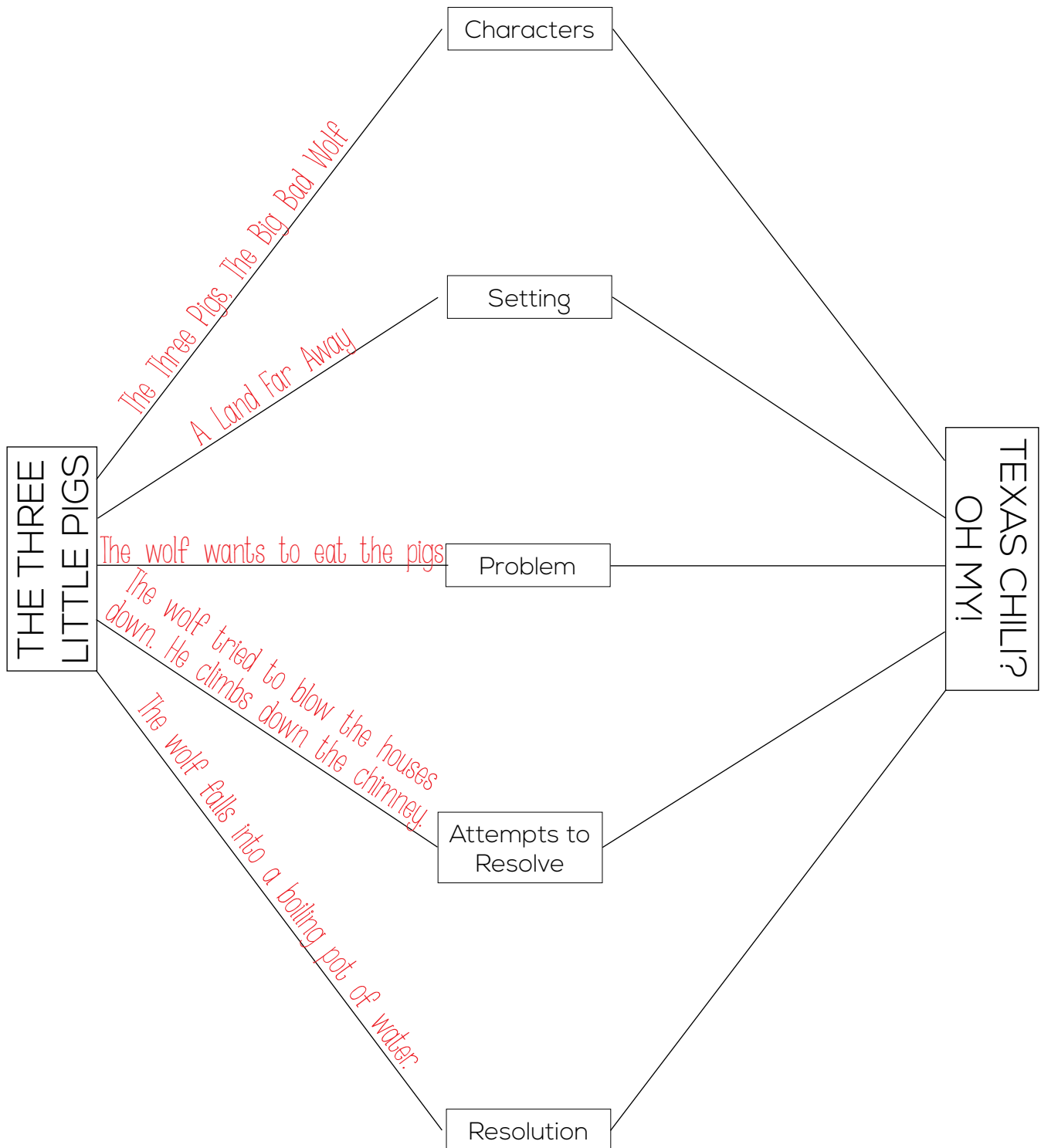
1. A story about magical or imaginary beings
2. Observe how things are similar
3. Events that happen within a story
6. The end of a story
7. What the story is about
8. A surprise development in a story



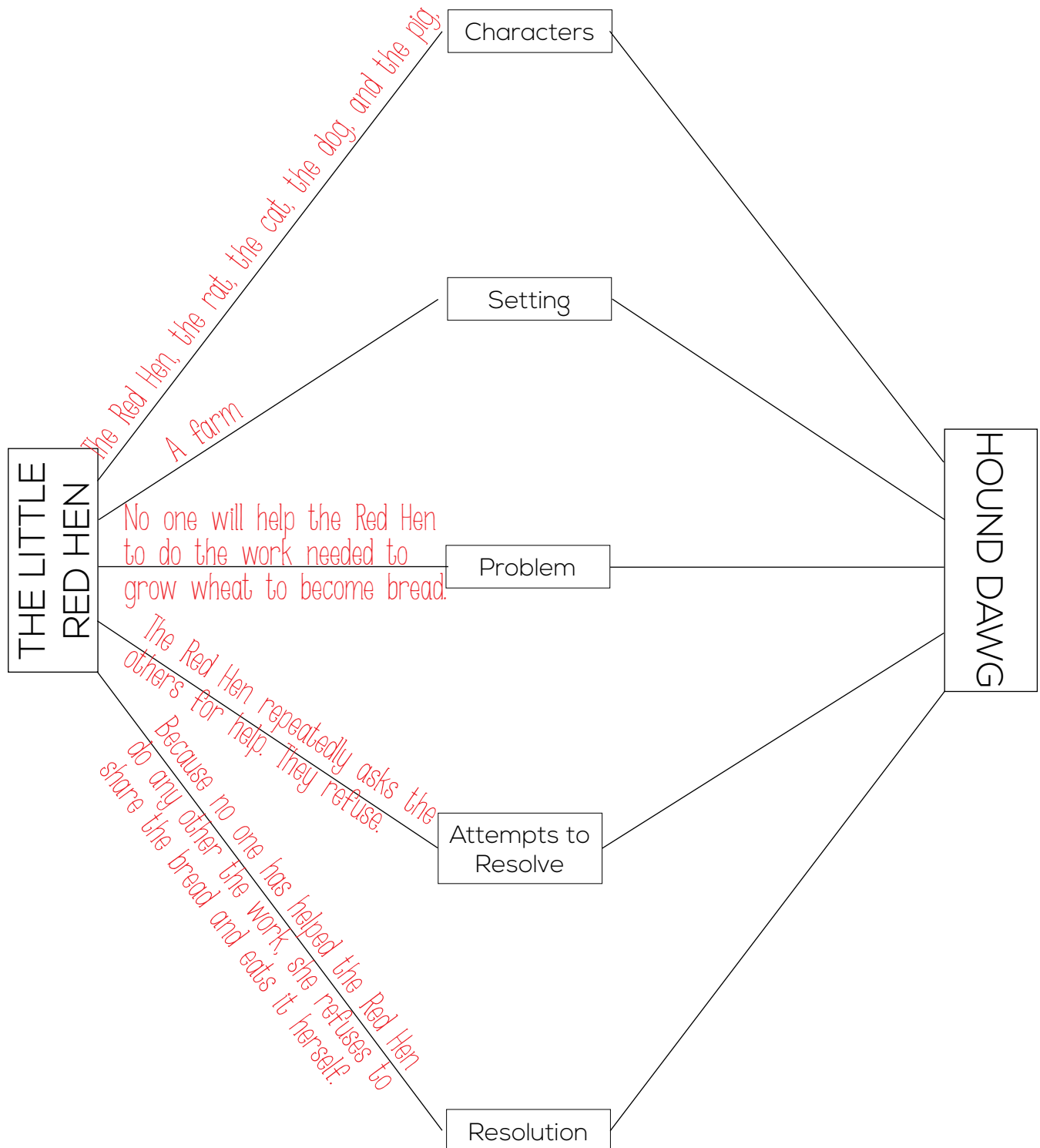
SAMPLE - Compare & Contrast Story Map



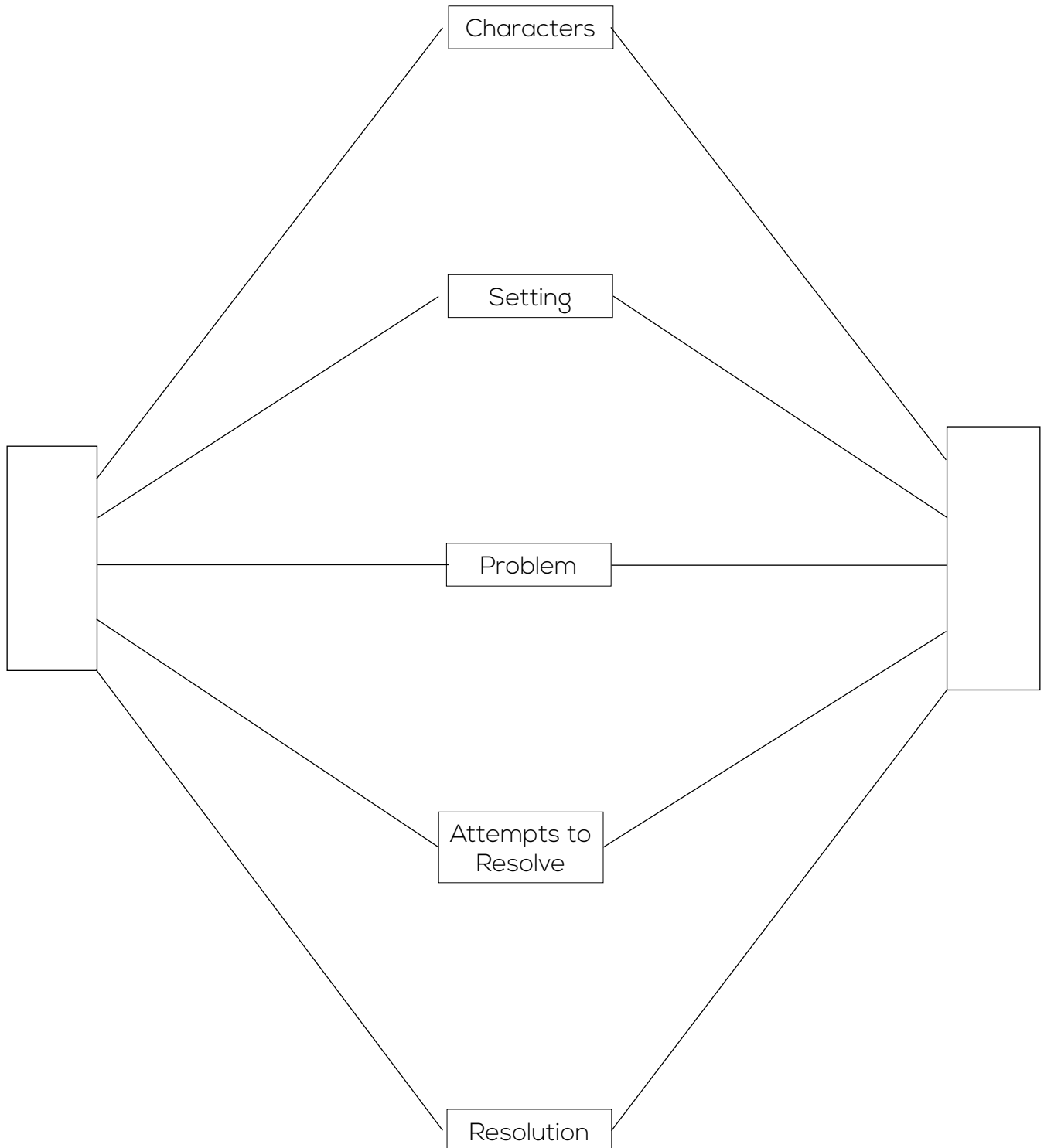
Compare & Contrast Story Map: The Three Little Pigs & *Texas Chili? Oh My!*



Compare & Contrast Story Map: The Little Red Hen & *Hound Dawg*



Compare & Contrast Story Map



TEKS Standards Alignment

English Language Arts - Kindergarten	
110.11.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.
110.11.b.4.B	Ask and respond to questions about texts read aloud.
110.11.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing.
110.11.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
110.11.b.6.A	Identify elements of a story including setting, character, and key events.
110.11.b.6.B	Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience.
110.11.b.6.D	Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
110.11.b.8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
110.11.b.8.A	Retell a main event from a story read aloud.
110.11.b.8.B	Describe characters in a story and the reasons for their actions.
110.11.b.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
110.11.b.21	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.
110.11.b.21.A	Listen attentively by facing speakers and asking questions to clarify information.
110.11.b.21.B	Follow oral directions that involve a short related sequence of actions.
English Language Arts - Grade 1	
110.12.b.4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.
110.12.b.4.A	Confirm predictions about what will happen next in text by "reading the part that tells".
110.12.b.4.B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
110.12.b.6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing
110.12.b.7	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
110.12.b.7.A	Connect the meaning of a well-known story or fable to personal experiences.
110.12.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
110.12.b.9.A	Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.
110.12.b.9.B	Describe characters in a story and the reasons for their actions and feelings.
110.12.b.17	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
110.12.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings.
110.12.b.27.A	Listen attentively to speakers and ask relevant questions to clarify information.
110.12.b.27.B	Follow, restate, and give oral instructions that involve a short related sequence of actions.
English Language Arts - Grade 2	
110.13.b.4	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
110.13.b.5	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing
110.13.b.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
110.13.b.6.A	Identify moral lessons as themes in well-known fables, legends, myths, or stories.
110.13.b.6.B	Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
110.13.b.9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
110.13.b.9.B	Describe main characters in works of fiction, including their traits, motivations, and feelings.
110.13.b.17	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
110.13.b.28	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.
110.13.b.28.A	Listen attentively to speakers and ask relevant questions to clarify information.
110.13.b.28.B	Follow, restate, and give oral instructions that involve a short related sequence of actions.



English Language Arts - Grade 4	
110.15.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
110.15.b.3.B	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
110.15.b.6	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
110.15.b.6.A	Sequence and summarize the plot's main events and explain their influence on future events.
110.15.b.6.B	Describe the interaction of characters including their relationships and the changes they undergo.
110.15.b.15	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
110.15.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings.
110.15.b.27.A	Listen attentively to speakers, ask relevant questions, and make pertinent comments.
110.15.b.27.B	Follow, restate, and give oral instructions that involve a series of related sequences of action.
English Language Arts - Grade 5	
110.16.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
110.16.b.6	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
110.16.b.6.A	Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.
110.16.b.15	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
110.16.b.27	Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.
110.16.b.27.A	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.
110.16.b.27.B	Follow, restate, and give oral instructions that include multiple action steps.

