

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*"explain the author's purpose and message within a text"**"compose literary texts such as personal narratives and poetry using genre characteristics and craft"*

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books written by real authors and published for the world to read.

An author writes with a purpose, and the author's message is the idea the text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK'S FOCUS

A Character Defined by One Exaggerated Detail

from "The Quangle Wangle's Hat" by Edward Lear (1877)

Lear builds the Quangle Wangle around one thing: a hat that is a hundred and two feet wide. Every detail in the stanza adds to the hat. The character IS the hat. This week we study how one exaggerated detail can define a character.

This deck teaches **author craft** and **composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Cluster 2 · Published Texts & Mentor Texts

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction

"This week we study a character defined by one exaggerated detail."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Quangle Wangle's Hat."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 2 Module 3 · "The Quangle Wangle's Hat" (Edward Lear, 1877) · tracking sheet · pencils

THE MENTOR TEXT

The Quangle Wangle's Hat · Marching Song (test)

CHECK FOR UNDERSTANDING

Ask what a character defined by one exaggerated detail means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

The Quangle Wangle's Hat

On the top of the Crumpetty Tree
The Quangle Wangle sat,
But his face you could not see,
On account of his Beaver Hat.
For his Hat was a hundred and two feet wide,
With ribbons and bibbons on every side,
And bells, and buttons, and loops, and lace,
So that nobody ever could see the face
Of the Quangle Wangle Quee.

SOURCE · PUBLIC DOMAIN

From *Laughable Lyrics* by Edward Lear (public domain, Project Gutenberg #13650)

I CAN | I can read a published text and notice the author's craft move.

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Read the Published Text

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"This is our published mentor text."

▶ Read the text aloud twice.

"Notice the craft move."

▶ Point to the key moment.

"Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word."

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the one detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Notice the one detail.

What is the one thing that defines the Quangle Wangle?

His hat. It is 102 feet wide, covered in ribbons, bibbons, bells, buttons, loops, and lace. Everything about him is about the hat.

I CAN | I can notice the one detail..

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Monday · NOTICE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the most defining line."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Choose the most defining line.

Which line makes the hat feel the most absurd?

A "His Hat was a hundred and two feet wide" (the size)

B "With ribbons and bibbons on every side" (the decorations)

C "So that nobody ever could see the face" (the consequence)

I CAN | I can choose the most defining line..

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Tuesday · CHOOSE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Why is C strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how one detail defines a character."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Show how one detail defines a character.

What would happen if Lear described the Quangle Wangle's face, clothes, and shoes too?

Adding more details would dilute the hat. The hat is funny BECAUSE it is the only thing. One exaggerated detail is stronger than five normal ones.

I CAN | I can show how one detail defines a character..

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Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. define a character by one detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Own it. Define a character by one detail.

Create a character whose identity is built around one wildly exaggerated feature.

Old Mrs. Crickle had a scarf so long it trailed behind her through three rooms, up the stairs, and out the window. Nobody knew her face; they only knew her scarf.

I CAN | I can own it. define a character by one detail..

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Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend the single detail."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Defend the single detail.

Why is one exaggerated detail stronger than a full description?

A full description gives the reader too many things to remember. One absurd detail becomes the character's signature. The reader remembers the hat forever.

I CAN | I can defend the single detail..

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Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RAISE THE THINKING

Name another text with this move.

Write about a character defined by one detail.

Create a character. Build everything around one exaggerated feature.

Use what you learned this week about a character defined by one exaggerated detail.

Write your own text that uses this craft move.

I CAN | I can use a character defined by one exaggerated detail in my own writing.

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YOUR TURN

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"Your turn."

▶ Read the task.

"Use the craft move."

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE His hat. It is 102 feet wide, covered in ribbons, bibbons, bells, buttons, loops, and lace. Everything about him is about the hat.

CHOOSE C. “So that nobody ever could see the face” (the consequence)

SHOW Adding more details would dilute the hat. The hat is funny BECAUSE it is the only thing. One exaggerated detail is stronger than five normal ones.

OWN Answers vary. One example: **Old Mrs. Crickle had a scarf so long it trailed behind her through three rooms, up the stairs, and out the window. Nobody knew her face; they only knew her scarf.**

DEFEND A full description gives the reader too many things to remember. One absurd detail becomes the character’s signature. The reader remembers the hat forever.

YOUR TURN Answers vary.

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Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

"Check our work."

▶ *Reveal answers.*

"If you missed one, that is your learning."

▶ *Celebrate explanations.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM “MARCHING SONG” (ROBERT LOUIS STEVENSON)

Bring the comb and play upon it!
Marching, here we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.

All in the most martial manner
Marching double-quick;

While the napkin, like a banner,
Waves upon the stick!

Here’s enough of fame and pillage,
Great commander Jane!
Now that we’ve been round the village,
Let’s go home again.

What craft move does the poet use by calling children Grenadiers and a napkin a banner?

- A** The poet is confused about napkins
- B** The children are actually in the army
- C** Imagination transforms ordinary items into grand military equipment
- D** A factual account of a parade

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Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

"Test on 'Marching Song.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is C.

A The poet is confused about napkins
The poet knows what a napkin is.

B The children are actually in the army
The children are playing.

C **Correct.**
Imagination transforms ordinary items into grand military equipment
A comb becomes an instrument, a napkin a banner. Imagination transforms play.

D A factual account of a parade
Not factual. It is imaginative play.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is C."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

RAISE THE THINKING

Write a new question.