

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

Objects With Human Problems

from “The Table and the Chair” by Edward Lear (1871)

A Table with chilblains. The humor comes from objects having people problems.

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 7 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 31 of 36 · Cluster 7 · Module 3 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study objects with human problems."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Table and the Chair."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 3 · “The Table and the Chair” (Edward Lear, 1871) · tracking sheet · pencils

THE MENTOR TEXT

The Table and the Chair · Stroke a flint (test)

CHECK FOR UNDERSTANDING

Ask what objects with human problems 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 Table and the Chair

Said the Table to the Chair,
“You can hardly be aware
How I suffer from the heat,
And from chilblains on my feet!
If we took a little walk,
We might have a little talk!
Pray let us take the air!”
Said the Table to the Chair.

SOURCE · PUBLIC DOMAIN

From Nonsense Songs 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 human problems."

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 human problems.

What complaints does the Table have?

Heat, chilblains on its feet, wants to walk and talk.

I CAN | I can notice the human problems..

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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 funniest problem."

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 funniest problem.

Which is most absurd for a table?

A I suffer from the heat

B Chilblains on my feet!

C We might have a little talk

I CAN | I can choose the funniest problem..

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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: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how human problems create humor."

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 human problems create humor.

Why is a Table with chilblains funny?

Tables cannot feel cold on their feet. The gap between what a table IS and what it FEELS is the joke.

I CAN | I can show how human problems create humor..

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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. give an object a problem."

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. Give an object a problem.

A piece of furniture with a complaint.

The bookshelf groaned, "My back is sore from holding all these novels."

I CAN | I can own it. give an object a problem..

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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 objects with human problems."

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 objects with human problems.

Why is chilblains funnier than "uncomfortable"?

Chilblains is specific. The specificity makes the absurdity sharper.

I CAN | I can defend objects with human problems..

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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 a scene where an object has a human problem.

Pick an object. Give it a specific complaint.

Use what you learned this week about objects with human problems.

Write your own text that uses this craft move.

I CAN | I can use objects with human problems 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.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Heat, chilblains on its feet, wants to walk and talk.

CHOOSE B. Chilblains on my feet!

SHOW Tables cannot feel cold on their feet. The gap between what a table IS and what it FEELS is the joke.

OWN Answers vary. One example: **The bookshelf groaned, “My back is sore from holding all these novels.”**

DEFEND Chilblains is specific. The specificity makes the absurdity sharper.

YOUR TURN Answers vary.

SLIDE 9 OF 11 ·

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 "STROKE A FLINT" (CHRISTINA ROSSETTI)

**Stroke a flint, and there is nothing to admire:
Strike a flint, and forthwith flash out sparks of fire.**

What is the message about stroking vs. striking?

- A Flints are harmful
- B Gentle effort produces nothing, but bold effort produces something brilliant
- C Fire is the most important invention
- D Instructions for starting a campfire

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Show What You Know

 ~4 min

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

"Test on 'Stroke a flint.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is B.

A **Flints are harmful**
Not about safety.

B **Correct.**
Stroke (gentle) produces nothing. Strike (bold) produces fire. Bold effort creates results.

C **Fire is the most important invention**
About boldness, not fire.

D **Instructions for starting a campfire**
A metaphor, not instructions.

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The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RAISE THE THINKING

Write a new question.