

Quick Guide to *Teaching With Wiley’s Way*

Teaching With Wiley’s Way consists of three **Activities** (one of which includes three **Sub-activities**) and **Forms** to be used with each **Activity**. The **Activities** and **Sub-activities** are linked to specified TEKS and TAKS Objectives.

The **Activities** and **Forms** you will use are:

ACTIVITIES	FORMS
<p>Activity 1: “You’re Such a Character!”</p> <p>Sub-activity A: “Character Show and Tell”</p> <p>Sub-activity B: “What’s Your Line?”</p> <p>Sub-activity C: “It’s My Treat”</p>	<p>Form A: Questions to Plan By and</p> <p>Form A1: Sample Responses for “You’re Such a Character!”</p> <p>Form B: Character Show and Tell</p> <p>Form B: Character Show and Tell – as completed in Sub-activity A</p> <p>Form C: Sample Rubric: Persuasive Letter</p>
<p>Activity 2: “Wiley and Me”</p>	<p>Form A: Questions to Plan By and</p> <p>Form A2: Sample Responses for “Wiley and Me”</p> <p>Form D: Wiley and Me: A Text-to-Self Comparison</p>
<p>Activity 3: “Know the News – Before it Breaks!”</p>	<p>Form A: Questions to Plan By and</p> <p>Form A3: Sample Responses for “Know the News – Before it Breaks!”</p> <p>Form E: My Timeline to My Future</p>

Wiley’s Way is a book written by high school students for fourth- and fifth-graders. It recounts the adventures of a crab who escapes a boiling cook pot and goes to college.

“College!?” you might be thinking. “My students aren’t even in middle school yet. They’re too young to be thinking about college.”

Not really. And, they're certainly not too young for you to let them know that you expect them to prepare for college by working hard and by taking rigorous classes – such as yours. It's also not too soon for your students' parents to start planning for their children's higher education by learning about requirements and financial plans.

The English Language Arts activities in this Guide will help your students get the most out of *Wiley's Way*. Linked to the ELA TEKS and to ELA TAKS Objectives and based on research on successful teaching, the activities can also help you prepare your students to meet high standards.

Be Clear About What You Want Your Students to Know

How will you know when – not if – your students know what you want them to? And, how will your students know what you want? For the answers to these questions, start your lesson planning by responding to the nine **“Questions to Plan By:”** (Form A)

This lesson-planning process is the basis for *Teaching With Wiley's Way*. It will help you:

- **Be specific about what you want to teach and**
- **Build in student assessment from the start.**

Different teachers teach the same content in different ways. You probably even teach the same knowledge and skills differently from year to year. So, your responses to the “Questions to Plan By” can be both flexible and practical. Also, your responses to one question will lead you to answer subsequent questions differently. (Hint: Pay special attention to the question, “What product(s) will students develop?”)

The activities in this Guide – “You’re Such a Character!,” “Wiley and Me,” and “Know the News-Before it Breaks!” – show how this process works, as they also make *Wiley's Way* both fun and educational.

Activity 1: “You’re Such a Character!”

Much of the story told in *Wiley’s Way* is conveyed through dialogue. Taking advantage of this play-like aspect of the book, the activity “You’re Such a Character!” focuses on character analysis – what readers can learn about characters through what they say and do. It consists of three sub-activities:

1. “Character Show and Tell”
2. “What’s Your Line?”
3. “It’s My Treat”

Sub-activity A: “Character Show and Tell”

TEKS: 5.3 (A) “listen to proficient, fluent models of oral reading”
5.8 (A) “read classic and contemporary works”
5.12 (H) “analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo”

TAKS Objective: 2. “The student will apply knowledge of literary elements to understand culturally diverse written texts.”

Questions to Plan by: Form A1

Materials: Copies of *Wiley’s Way*. Copies of “Character Show and Tell” (Form B)

Summary: Students analyze the characters in *Wiley’s Way*.

What you do:

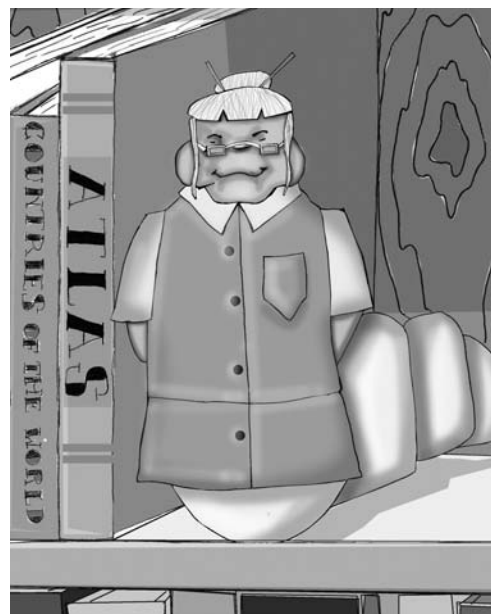
1. **Read the first chapter of *Wiley’s Way*, “Kidnapped,” aloud to your students.** At the end of the chapter, ask your students, “What do you think might happen now? Where do you think Wiley’s going?” Discuss.
2. **Start reading the next chapter, “To Be Scared,” aloud.** When you get to “Sometimes Angel stood around the kitchen talking with other kids wearing aprons,” stop reading and do shared reading. Assign a student to read Angel’s dialogue aloud. As the teacher, you will continue to read the narrative and Wiley’s dialogue, while the student reads Angel’s.

When you get to “. . . so he said, ‘Just talk to me, Pete,’” assign another student to read Pete’s dialogue aloud. Continue reading the chapter aloud with the students assigned to Angel and Pete.

At the end of the chapter, ask, “What do you think Angel is like? What do you think Pete is like? How can you tell?” Have the students give specific examples.

- 3. Hand out three copies of the graphic organizer “Character Show and Tell” (Form B) to each student.** Explain how what a character does (verbs) shows what the character is like (adjectives). Have the students work in pairs to fill in the graphic organizer for Angel and Pete.
- 4. Beginning with the chapter “A Girl Named Fred,” assign a character to each student.** Assign Wiley to a different student for each chapter. Do the same for characters, such as Mei-Lien, who appear in multiple chapters. Do not assign characters who have little or no dialogue, such as the chef in the chapter “To Be Scared” or Max, Alex and Wiley’s parents in the final chapter, “Friends and Farewells.”
- 5. Read the rest of *Wiley’s Wayaloud*.** You (or students) can continue to read the narrative, as the students read the dialogue of assigned characters.

- 6. Assign groups of students to read assigned chapters.** Working in chapter-groups, students will then fill in the “Character Show and Tell” graphic organizer for the characters in their chapter. To share their work, each student playing Wiley “introduces” the other character(s) in his/her chapter to the rest of the class. They should do so in the order of the chapters in *Wiley’s Way*, describing what the character is like and what has happened to him or her. Students then post their “Character Show and Tell” forms around the room.



- 7. Have students create a product that illustrates or reminds them of their assigned character.** Students then share the artifacts with the class and explain the connections between the artifact and the character.

Extension Activity: Have students choose two characters. Using the “Character Show and Tell” Forms, they produce a Venn diagram of the similarities and differences between the characters.

Sub-activity B: “What’s Your Line?”

- TEKS:**
- 5.5 (C) “present dramatic interpretations of . . . plays”
 - 5.8 (A) “read classic and contemporary works”
 - 5.12 (A) “judge the internal consistency or logic of stories and texts such as ‘Would this character do this?’”
 - 5.15 (A) “write to entertain”
- TAKS Objective: 3.** “The student will use a variety of strategies to analyze culturally diverse written texts.”
- Questions to Plan By:** Form A1
- Materials:** Copies of *Wiley’s Way*, “Character Show and Tell” forms from Sub-activity A.
- Summary:** Students use what they learned about their character in the previous activity to create an additional scene to their chapter by writing character-appropriate dialogue.

What you do:

1. **In their chapter groups, have students brainstorm, “What else could happen between these characters?”** Then, have students choose one event to add to their chapter by writing the scene in dialogue. Remind them to refer to their “Character Show and Tell” form to be sure that the event and the dialogue are appropriate to the characters. For characters who appear in more than one chapter, students should look at other forms that were posted in the previous activity.
2. **Students then act out their scene for the class.** Students discuss the ways in which the dialogue and action they wrote are appropriate to the characters.

Extension Activity: Re-organize the groups so that characters from different chapters interact—for instance, Cucumber, Roachelle, and Wiley—in a new, invented chapter. Have students write a scene, in dialogue, among these characters.

Note: Many graphic organizers are available to help students with character analysis. For instance, <http://www.EnchantedLearning.com> offers a variety through which students can think about and discuss a character’s role, challenges, accomplishments, etc.

Sub-activity C: “It’s My Treat.”

- TEKS:**
- 5.12 (A)** “judge the internal consistency or logic of stories and texts such as ‘Would this character do this?’”
 - 5.19 (A)** “generate ideas and plans for writing by using such prewriting strategies as brainstorming”
 - 5.19 (B) and (C)** “revise drafts”
 - 5.20 (A)** “apply criteria to evaluate writing”
 - 5.20 (B)** “respond in constructive ways to others’ writing”

TAKS Objective: 3. “The student will use a variety of strategies to analyze culturally diverse written texts.”

Questions to Plan By: Form A1

Materials: Sample Rubric (Form C)

Summary: In this activity, you and the class work together to develop a rubric for a persuasive essay (in the form of a letter) that the students write. They will then revise their letter and read it aloud to the class. The class will score the essay, using the rubric.

What you do:

- 1. Set the Scene:** Explain to students that donors who support the University of People and Creatures have announced that they will provide a treat to all students who persuaded them, in a letter, that a treat would be important for the character’s college education.
- 2. Based on what they’ve learned about their characters, each student imagines something that would be a treat important for his or her character’s education.** (For instance, Chester might like art supplies.)
- 3. Brainstorm qualities of a persuasive letter.** Ask, “If you were going to persuade your parents to give you a treat or reward for a job well done, how would you do it? What would you like to receive that your parents would like to give you? And, what would persuade them to do so?”
- 4. Use the brainstorming list to complete the Sample Rubric (Form C) together with**



the students. You should do this on an overhead projector. Discussing the components of a good persuasive letter, make the rubric as detailed as possible. Have the students come to agreement on the minimum score necessary to receive a treat.

5. Then, have each student write a persuasive letter from his/her character to the donors explaining why the treat is important to his or her education.

6. Each student edits his or her own letter.

7. In their chapter groups, students then peer edit: they read each others' letters and make suggestions for improvements, using the completed rubric for guidance. Remind the students that they are helping each make a strong case for a treat.

8. Each student then revises/rewrites his or her own letter to make it polished and persuasive.

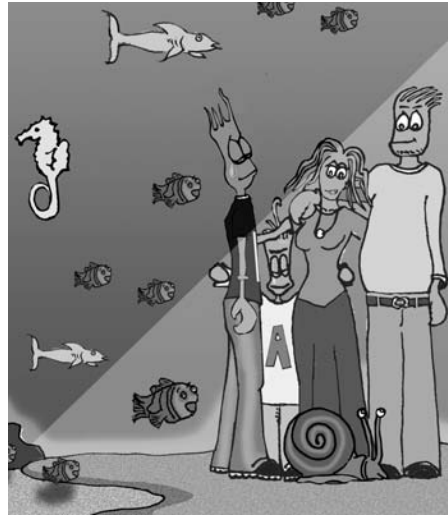
9. Divide the class into groups of three-to-five "donors." Make sure that each donor has a copy of the letters of all students in the group and a rubric for each letter. Have each student read his or her letter aloud to the donors. While they are reading, the donors use the rubric to score the letter. Each group of donors discusses the scores they gave then decides whether or not to give the student the treat.

Extension Activity: Students take the role of donors and write a letter to a character explaining the reasons for the donors' decision. Some students will receive a letter of congratulations. Others may receive a letter of rejection.

Activity 2: “Wiley and Me”

As a language arts teacher, you are probably familiar with the idea of active reading.¹¹ Teaching students to make connections (1) among works that they read, (2) between what they read and themselves, and (3) between what they read and their world is an essential skill for students to be able to learn from the literature they read. Methods-and, the TEKS-refer to connections that are:

- **Text-to-text**
- **Text-to-self**
- **Text-to-world**



Although he’s a crab-visiting a college that enrolls both people and animals!-Wiley can, with your guidance, speak to students. The activity “Wiley and Me” focuses on text-to-self, including yourself.

- TEKS:**
- 5.10 (D)** “describe mental images that text descriptions evoke”
 - 5.11 (A)** “offer observations, make connections, react, speculate, interpret, and raise questions in response to text”
 - 5.11 (C)** “support responses by referring to relevant aspects of text and his/her own experiences”
 - 5.14(A)** “compare text events with his/her own and other readers’ experiences”

TAKS Objective: 4. “The student will apply critical-thinking skills to analyze culturally diverse written texts.”

Questions to Plan by: Form A2

Materials: A copy of *Wiley’s Way*, “Wiley and Me” (Form D)

What you do:

- 1. If you’ve not done so recently, model the process that will help students see how what they read can relate to their lives.** Choose a chapter to read aloud. As you read, reflect out loud on what the events remind you of in your own experience. (For instance, perhaps, like Wiley in the chapter “Broken Wings,” you got lost in the first few weeks on your college campus.) Explain that you are making a text-to-self comparison.
- 2. When you’re finished reading and reflecting, ask the students if anything in the**

chapter reminded them of their own experiences. (For instance, they might have felt trapped at times, the way Wiley did in the chapter “To Be Scared.”)

- 3. Hand out “Wiley and Me” (Form D).** Have students choose a chapter to read to themselves. As they read, they fill out the form, writing events in Wiley’s story that remind them of events, questions, issues, etc., in their own lives. Students who want to can read these aloud.

Extension Activities:

- 1. Students can do the same activity for Text-to-Text and for Text-to-World.** (Be sure to re-label the graphic organizer accordingly.)
- 2. As they read the chapter they’ve chosen, have students write on a separate piece of paper any words whose meaning of which they are unsure .** Collect these and write them on a poster sheet, leaving room for definitions. Students who know the definition can write it in. Or, students can volunteer for a word, look up the definition, and write it in. You can also guide students in using context clues to find meaning. Have them look before and after the unknown word for help.

Activity 3: “Know the News – Before it Breaks!”

TEKS: 5.13(A) “form and revise questions”
5.13(C) “use multiple sources...to locate information relevant to research questions”

Questions to Plan by: Form A3

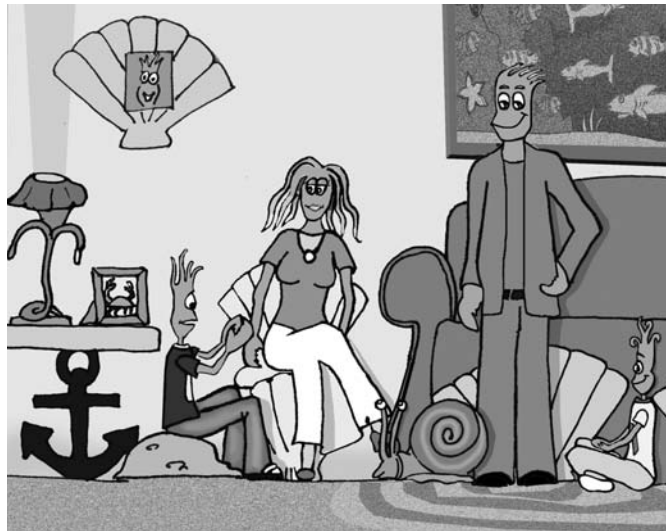
Materials: Research materials, Timeline (Form E)

Summary: This activity involves students’ parents. In addition, students do research to write a news article about themselves in the future.

What you do:

1. In the chapter “Friends and Farewells,” Wiley says to Chang, “Life doesn’t always turn out the way we expect it to.” Discuss with the class what Wiley means. Ask about events in their lives that may have surprised them.
2. **Divide the class into groups of three or four students.** Have each group brainstorm what Wiley might do in the future. (Suggest that they not write that Wiley is eaten in a crab salad!)

3. **Have each group choose one possible event in Wiley’s future that would be newsworthy.** The group writes a headline and the first paragraph of a news story about this event. (Remind students of the who-what-when-where-why rule of newspaper opening paragraphs.) One member of each group reads the group’s paragraph to the class.



4. **Homework Assignment:** Students ask their parents to compose a newspaper headline about their child sometime in the future. Students and their parents are to talk about it. Then, the students write the first paragraph of the news story about themselves.
5. **Each student does research to see what he or she can do to make the headline happen.** Depending on the headline (“Rosa named veterinarian of the year,” “Albert elected

to Congress”), students can use the school library, read biographies, look at job descriptions in the newspaper, conduct interviews, etc.

- 6. Students list the steps that they need to take from now until they make their future come true.** They can make a timeline (Form E) to post the major tasks and accomplishments along the way.
- 7. If you haven’t done so, you’ll want to analyze a newspaper article with students to determine the characteristics of a quality article.** Then, create a criteria checklist with them that include these characteristics.
- 8. Students then write the rest of the newspaper article about themselves.**

Extension Activity: Students can interview their parents about whether or not they went to college and why or why not. They can also ask their parents what they would like to learn that they haven’t yet-another language or job skill, for instance-and talk about how to keep learning.

Questions to Plan By

1. What's the Big Idea of the unit?
2. What concept(s) should students ponder?
3. What questions might students ask?
4. What questions must they be able to answer?
5. What product(s) will students develop?
6. What skills will students need?
7. What facts, events, and individuals must students learn?
8. What vocabulary must they know?
9. What connections should they make with other content areas and with their own lives?

Questions to Plan By with Sample Responses for “You’re Such a Character!”

1. What’s the big idea?
Wiley learns the value of going to college and ways to overcome obstacles.
2. What concept(s) should students ponder?
Ambitions, Independence, Curiosity, Diversity
3. What questions might students ask?
Who do I want to be when I grow up? How do I get there?
4. What questions must they be able to answer?
What is Wiley most likely to do? What is he unlikely to do? What about other characters?
5. What product(s) will students develop?
(1) “Character Show and Tell” (A Verb-and-Adjective Chart)
(2) “What’s Your Line?” (A Dialogue)
(3) “It’s My Treat.” (A Persuasive Letter)
6. What skills will students need?
The abilities to analyze a character and to empathize with someone else.
7. What facts, events, and individuals must students learn?
8. What vocabulary must they know?
Dialogue, motivation, empathize, diversity, analysis
9. What connections should they make with other content areas and with their own lives?
Plan the courses to take to get ready for college.

Questions to Plan By with Sample Responses for “Wiley and Me”

1. What's the Big Idea of the unit?
Students can see themselves in what they read, and they can learn from it.
2. What concept(s) should students ponder?
3. What questions might students ask?
Could I ever be a “fish out of water?”
4. What questions must they be able to answer?
What was the most exciting/scary/funny thing that happened?
5. What product(s) will students develop?
A text-to-self chart
6. What skills will students need?
Ability to use evidence to support connections with the text.
7. What facts, events, and individuals must students learn?
8. What vocabulary is required?
9. What connections should they make with other content areas and with their own lives? *Lots!*

Questions to Plan By with Sample Responses for “Know the News – Before it Breaks!”

1. What's the Big Idea of the unit?
Kids work with their parents to set goals and figure out how to meet them.
2. What concept(s) should students ponder?
Goal-setting.
3. What questions might students ask?
What are some steps to setting goals?
4. What questions must they be able to answer?
How can you research possible careers? How do you conduct an interview?
5. What product(s) will students develop?
(1) Research on colleges
(2) A newspaper article
(3) A timeline
6. What skills will students need?
How to write the lead paragraph of a newspaper article.
7. What facts, events, and individuals must students learn?
Names of colleges in Texas, people in various careers
8. What vocabulary must they know?
Timeline, goal, research, career
9. What connections should they make with other content areas and with their own lives?

Character Show and Tell

Name of Character: _____ Chapter Title: _____

What he/she does (verbs)	What he/she is like (adjectives)

Sample Rubric: Persuasive Letter

SCORE	ACCURACY	APPROPRIATENESS	PERSUASIVENESS	VOICE
4	Letter uses appropriate format. Paragraphing, spelling, punctuation, and grammar are accurate.		Letter contains at least four reasons that the treat is important for the character's education.	Original authentic voice.
3		Treat is appropriate to the character but is not important for his/her college education.		
2				
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Wiley and Me

A Text-to-Self Comparison

Something That Happened in <i>Wiley's Way</i> ...	That Reminds Me of the Time...

