

## GRADES 3-5 LESSON PLAN

**NOODLEPHANT****Title:** *Noodlephant***Author:** Jacob Kramer**Grade Level:** 3-5**Standards\*:**

- **Common Core:** *CCSS.ELA-Literacy.RL.3.1, 3.2, & 3.3; CCSS.ELA-Literacy.RL.4.1, 4.2, & 4.3; CCSS.ELA-Literacy.RL.5.1, 5.2, & 5.3*
- **Virginia Standards of Learning:** 3.5; 4.5; 5.5

**Overarching Theme(s):** Segregation, Fairness, Point of View, Empathy, Inferencing**Timeframe:** (45-60 minutes)

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*Noodlephant*

**Summary:** This story takes place in the fictional world of Noodlephant and her various friends. Noodlephant is an elephant who loves pasta and throwing parties for all community members. However, the larger community is not always so welcoming and festive. Rich kangaroos run the city and are responsible for making all laws. Unfortunately for pasta loving Noodlephant, the mighty kangaroos make a new law that bans anyone from eating pasta except kangaroos! Elephants must now eat acacia. Noodlephant tries to follow the new law initially but becomes emboldened to figure out ways to eat pasta again. With the help of her friends, they invent a new machine that can turn anything into pasta. Noodlephant's pasta parties resume, but this time there is trouble. A kangaroo arrests Noodlephant for breaking the pasta law, placing her in the city zoo. While there, Noodlephant stages a hunger strike and refuses to eat acacia or follow the pasta law. Friends rally in protest of the law, and some kangaroos even agree that the law is unfair. Noodlephant's friends boldly move to free her and the community from the kangaroo's unjust laws. The story talks about how one person, supported by friends, can take a stand against injustice.

**Lesson Goals:**

1. Identify feelings and motivations of characters.
2. Determine the fairness of unjust laws.

**Key Terms:**

- **Culture:** a way of living that is passed down through generations (including language, religion, food, family and gender roles, beliefs, customs, traditions, etc.)
- **Discrimination:** the purposeful unjust and unfair treatment of people, usually based on their race, age, or gender; with the purpose of keeping the dominant group in control or power
- **Identity:** the qualities, characteristics or beliefs that make a person who they are; people's identities are similar in some ways and different in others; everyone has multiple identities (race, ethnicity, language, gender, sexuality, religion, etc.)

- **Oppression:** purposeful harsh and unfair acts, demands, and treatment towards a group of people, over a period of time, with the purpose of keeping the dominant group in control or power
- **Protest:** to express objection to or disagreement with something, in a planned and organized way; can include marches and parades, banners and signs, speeches, petitions, and many other methods to show that you disagree with something
- **Stereotype:** an overly simple, unfair, and untrue belief about a group of people; created and perpetuated by the dominant group in a society

**Procedure:**

*Important! Before the start of the lesson, students **must** engage in transactive discussion practice for the discussion to be meaningful. This does not have to take place before every lesson but students need to be familiar with this type of discussion for the lesson to be effective.*

**Before Read Aloud:**

The teacher should give a brief history on the different ways that people are discriminated against (sample language below):

*“For a long time, there were laws in America that treated Black people unfairly. A set of laws often referred to as Jim Crow laws banned Black and White people from doing the same things as attending the same schools or eating at the same restaurants. In this story animals are used to represent unfair societal conditions instead of humans. But, just like humans, there are unfair rules that everyone who is not a kangaroo must follow. If they do not do so, they can be taken far away to the city zoo. This story shows creating differences between different groups has big consequences.”*

The teacher should read the story aloud to the whole group. During the read aloud process, teacher should stop and ask teacher-generated comprehension questions to assess/support student understanding, address misconceptions, and answer questions.

**Following Read Aloud:\***

Students, in groups of 3-5 people, should work together to respond to discussion questions.

- Teachers should remind students that they are working as a team to figure out the best answer/position for each question.
- Teacher should circulate among groups during the discussion process, probing students to practice communicative discussion practices, as outlined in transactive discussion guidelines. Teacher should not provide right or wrong statements to students regarding answer but rather probing questions.

- After small group discussions, students share out the conclusions of their small group with the whole class. Answers should reflect what the whole group determined, rather than individual responses of each group member.
- Immediately following small group and whole class discussions, teacher should have students *independently* respond to writing prompts or assign for homework.

\*Note: For questions occurring after specific page numbers, teacher can stop and have students discuss in small groups. If there are multiple copies of the book, students can also address the questions after reading.

### Discussion Questions

#### During Read Aloud

(pg. 1-6):

1. Kangaroos have all the power and make all the rules for the community?
  - a. Is it ever fair for one group to be in control of making laws for all groups?
  - b. Why or why not?

(pg.7)

2. What do Noodlephant and her friends do to avoid the unfair treatment from the kangaroos?
3. The kangaroos were unkind to Noodlephant as she bought noodles at the grocery store.
  - a. Do you think people watching should have helped her? Why or why not?
4. How does the new law affect the pasta party?
  - a. Should she have followed the law even though it was unfair towards her Why or why not?
5. How did Noodlephant and friends resist the no pasta law?
  - a. Do you think their solution was a good idea? Why or why not?
6. Was the kangaroo wrong to arrest Noodlephant since she did break the law?
  - a. Why or why not?
7. Take a look at the image of the courtroom. Do you think Noodlephant received a fair trial?

(pg. 17-18)

8. Noodlephant is taken to the city zoo as punishment for breaking the pasta law. There, she is only offered acacia branches that elephants must eat.
  - a. Do you think her hunger strike was the best way to protest? Why or why not?

- 9. While Noodlephant is jailed, her friends protest at the city hall. Some kangaroos agree that the pasta law was wrong, but others do not care.
  - a. How do you think the kangaroos should support the elephants? Why do you think some kangaroos do not care if the law is unfair?
  
- 10. Do you think her friends were right or wrong to help Noddlephant to escape the city zoo?
  
- 11. Noodlephant and friends threw a pasta party for everyone on the courthouse lawn, even though it was still against the law.
  - a. Why do you think they chose this public place?
- 12. What do you think “When the laws are unjust, misbehavior is a must” means?
  - a. How did the actions of Noodlephant and her friends align with the quote?

**After Read Aloud**

- 13. Why do you think community members chose to share pasta with the kangaroos?
  - a. What would they gain from this?
  - b. Would you have invited the powerful kangaroos to a pasta party?

**Writing Prompt**

***“When the laws are unjust, misbehavior is a must” Do you agree with this quote? Why or why not? Defend your answer using evidence from the book and/or class discussions.***

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Writing Prompt

*“When the laws are unjust, misbehavior is a must” Do you agree with this quote? Why or why not? Defend your answer using evidence from the book and/or class discussions.*

I do/don't (circle one) think “When the laws are unjust, misbehavior is a must” because

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The reason I believe this is because \_\_\_\_\_

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Cut Here: - - - - -

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## Standards\*

**Common Core Standards**[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-LITERACY.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-LITERACY.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.5.2](#)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

[CCSS.ELA-LITERACY.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Virginia Standards of Learning (SOL)**

*Reading: Demonstrate comprehension of fictional texts and use word analysis strategies*

- **3.5** The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry: c) Make, confirm, and revise predictions; d) Compare and contrast settings, characters, and plot events; e) Summarize plot events; f) Identify the narrator of a story; g) Ask and answer questions about what is read; h) Draw conclusions using the text for support; i) Identify the conflict and resolution; j) Identify the theme; k) Use reading strategies to monitor comprehension throughout the reading process; l) Differentiate between fiction and nonfiction.
- **4.5** The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry: a) Describe how the choice of language, setting, and characters contributes to the development of plot; b) Identify the theme(s); c) Summarize events in the plot; d) Identify genres; e) Identify the narrator of a story and the speaker of a poem; f) Identify the conflict and resolution; g) Identify sensory words; h) Draw conclusions/make inferences about text using the text as support; i) Compare/contrast details in literary and informational nonfiction texts; j) Identify cause-and-effect relationships.

- **5.5** The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry: a) Summarize plot events using details from text; b) Discuss the impact of setting on plot development; c) Describe character development; d) Identify theme(s); e) Explain the resolution of conflict(s); f) Identify genres; g) Differentiate between first- and third-person point of view; i) Explain how an author's choice of vocabulary contributes to the author's style; j) Draw conclusions and make inferences with support from the text; k) Identify cause-and-effect relationships; l) Compare/contrast details in literary and informational nonfiction texts.