



Rosie, Ada, and Iggy Make Decisions

Brief Description

In this lesson, students will think about how characters in stories written by the same author react to major events and challenges in those stories. Students will use the Decisions and Outcomes Strategy as they compare the characters' experiences/choices and their responses to challenges across texts.

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.RL.3.9

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Time Frame: ~ 60-70 minutes

To allow students to investigate the tasks and concepts in this lesson fully, it may take more than one class period. If the lesson will extend across two class periods, a good place to pause the lesson is after the Explain section. When restarting the lesson, be sure to start with a brief review of prior work before moving into the Elaborate/Extend section.

Materials

Pictures for Engage activity

Rosie Revere, Engineer by Andrea Beaty (multiple copies)

[Rosie Revere, Engineer](#)

Ada Twist, Scientist by Andrea Beaty (multiple copies)

[Ada Twist, Scientist](#)

Iggy Peck, Architect by Andrea Beaty (multiple copies)

[Iggy Peck, Architect](#)

Chart Paper & Markers

Student reading notebooks, pencils

Question sheets – Decisions, Decisions (questions); Decisions, Decisions (chart); Miss Greer and Her Students

Andrea Beaty activity sheet (one for each student)



Students are engaged in using the strategy because they have to evaluate the consequences of decisions made in certain situations.



Engage

Ask students to think about a time that they ran into an obstacle or challenge and they had to make a decision about how to respond to the situation. Have students look at the following picture, thinking about possible decisions they could make if they were in this situation and what the outcome would be. Have them turn and talk to discuss possible decisions. Share and label responses on chart paper or interactive whiteboard.



Look For

- Students who generate many and/or unusual ideas (Creative)
- Students who show they are considering the outcome of possible decisions. (Strategic)

Share the additional photo and discuss:

Have the students look at the picture below and discuss.

“Now we are going to look at another situation. You are working very hard and suddenly your pencil breaks! What decision can you make? Let’s share some decisions and think about outcomes based on your decisions.”



Teacher Note: Consider reading *Rosie Revere, Engineer* to the class on a day prior to this lesson.

Explore

Tell the students that just like the decisions they make will affect the outcomes, the same thing happens with characters in stories. Today we are going to look at characters in books and the decisions that they make and how those decisions affect the outcome. Tell them we will read the book *Rosie Revere, Engineer* all together, and then they will read two more books in groups.



Students are engaged in this strategy because they have to identify the decisions characters make and the associated outcomes.



Read *Rosie Revere, Engineer*.

Ask students,
What were some of the challenges that Rosie faced that required her to make decisions? What were the outcomes of those decisions?

Based on students' responses, note some of the decisions that Rosie made and how those choices affected the outcome on a T chart as a class.

 **Look For**

- Students who demonstrate clear understanding of connections between decisions and outcomes. (Strategic)
- Students who propose other things that might have happened if the character had made different decisions. (Creative)
- Students who make observations about the character herself and how the decisions are consistent with what we know about the character. (Perceptive)

Teacher Note: Students can read the texts in their groups or listen to the stories on Youtube.

Explain

Tell students, *"Today you are going to work in groups to read two more stories written by Andrea Beaty. We are going to look for decisions that Ada and Iggy make in response to challenges throughout the stories. As you read or listen, think about how these characters' situations and decisions might be similar to or different from Rosie's."*

Students break into small groups. Half of the groups read or listen to *Ada Twist, Scientist* and the other half read or listen to *Iggy Peck, Architect*. Point out to students that all of these books were created by the same author and illustrator, and that sometimes an author might use similar themes or messages in more than one book.



As students read the texts, they should jot down decisions and outcomes in their reading notebooks using a T chart or on graphic organizers. Leave the Rosie decisions/outcomes T chart up for students to use as a reference. Note that all students should write the group's observations into their notebooks/organizers, because they will each need the information for reference later in the lesson.

Circulate to look at students' work and ask questions such as:

*What decisions did the character need to make?
What influenced the character's decisions?
What were the possible outcomes?
What were the consequences?*

 **Look For**

- Students who notice and make observations about similar types of decisions/outcomes in both stories. (Perceptive)
- Students who give examples of potential outcomes that could result from a decision. (Communicative)
- Students who are able to speak hypothetically, explaining how outcomes can change when decisions change. (Strategic)

Elaborate/Extend


Target Task

Ask students to share their charts with a partner who read a different story. Have students explore the questions on the “Decisions, Decisions” handout with their partner and write observations for each question. Have students return for whole group discussion, explain that we are going to share some examples of student thinking. Share 3-4 examples of student work and record on chart paper. Ask students to discuss the thinking behind their answers.

 **Look For:**

- Students who highlight similarities between the characters’ decisions and outcomes. (Perceptive)
- Students who are able to recognize patterns between the three stories and link them to themes. (Perceptive)
- Students who are able to synthesize many ideas from their group members to explain the outcomes that can result from decisions. (Communicative)

Extend the Task

 For students who were observed engaging in one of the high-potential behaviors or who demonstrated advanced understanding in the earlier sections of the lesson, have them share their charts briefly and then focus further on the interaction of characters and their decisions in the stories with the “Miss Greer and Her Students” handout. (Note that this *replaces* the target task above and should not be done *in addition*



Here students are engaged in recognizing and generalizing about patterns in decisions and outcomes as they examine different characters and the decisions they make.

to the target task).



Scaffold and Support

For students who may need additional support, provide the “Decisions, Decisions” chart handout and work with students to complete it. (Note that this *replaces* the target task above and should not be done *in addition to* the target task).

Evaluate

After reading the stories, what messages do you think the author might be trying to communicate about making decisions in response to challenges? How did the author show that message in each story?

Invite students to look for the ways the author and illustrator included connections across the three books. Have them turn and talk with the same partner from earlier who read a different story from them. Together, they should fill out the Andrea Beaty activity sheet.

Decisions, Decisions!

Answer these questions with your partner after you share your charts about *Iggy Peck, Architect* and *Ada Twist, Scientist*.

1. What is one way that Iggy and Ada faced *similar* kinds of challenges?
2. What is one way that Iggy's challenges and Ada's challenges were different?
3. What is one example of how Iggy and Ada made a *similar* kind of decision?
4. What is one example of how Iggy and Ada had *similar outcomes* from a decision?
5. What is another decision that you think Iggy or Ada may have to make in the future?

Miss Greer and Her Students

Work with a partner to fill in the chart below about the three students we have read about in Miss Greer’s class.

	Rosie	Ada	Iggy
What was something Miss Greer said or did that presented a challenge to the main character?			
What did the main character decide to do in response to the challenge?			
What was a decision Miss Greer made after the main character’s action?			
What was the outcome of Miss Greer’s decision?			

What observation can you make about Miss Greer and her decisions and the outcomes of her decisions?

Decisions, Decisions Chart

Work with a partner and use your T-chart from the previous activity to complete the chart below about the stories we have been reading.

	Iggy	Ada
What was a decision the character had to make?		
Why do you think the character made the decision that they chose?		
What was an important outcome of the decision?		
What else might have happened if the character had made a different decision?		

What is one way that these two characters are similar to each other in how they faced their challenges and made their decisions?

Name: _____ # _____ Date: _____

Andrea Beaty Activity Sheet

Directions: Develop one sentence for each story that shows how the key message was communicated within the text.

Iggy Peck, Architect _____

Rosie Revere, Engineer _____

Ada Twist, Scientist _____

What is the theme throughout all 3 books?
