



Lesson ELA KA

What Happened in This Hole?

In this lesson, students will use the FFOE strategy to generate ideas based on a page in *The Book with a Hole*, and they will choose one idea to elaborate on by drawing and writing.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Time Frame

This lesson may be done in one or two class sessions. If planning this lesson over two class periods, a good place to pause the lesson is after the **Explain** session. When restarting the lesson, be sure to briefly review the ideas students developed in the Explain section before they begin the Elaborate/Extend session.

Materials

The Book with a Hole by Hervé Tullet (1 per class)

Writer's workshop lined paper/pencil (already have in classroom)

Paper with a circle drawn on it for each student

Paper with circle and outside scene for each student



Engage

Hold up a page that is blank except for a circle in the middle. Teacher asks, "What do you notice about this?" "What could it be?" (Invite multiple contributions – wait a bit to call the circle a "hole" to see if a student decides to call it that.) "What might you see happening inside this hole or around this hole?" Allow students to share many ideas.



Look For?

- Students who show fluency, flexibility, originality and/or elaboration with their ideas. (Creativity)

Explore

Give each student a copy of the paper with a circle on it. Invite them to draw a scene using the circle. What is the circle? What's around the circle? Who is

there and what is happening there? Encourage students to talk to each other and the teacher to elaborate the details of the scene they drew.

Share 10-15 pages from *The Book with a Hole*. Pre-select pages that will encourage students to use originality to talk about what could be happening, such as:

- *What are you going to cook?*
- *What is happening at the swimming pool?*
- *What is he looking at?*

Encourage multiple students to share different ideas to show flexibility. Save the page with a flowery hill that says “Who lives here?” for the next part.



Look For?

- Students who show fluency, flexibility, originality, and/or elaboration with their ideas. (Creativity)
- Students who can describe their ideas about their scene clearly. (Communicative)

Explain

Now show students the page with a flowery hill. Ask, “Who could live here?” Tell students, “You can pick an animal that you know lives underground, or any kind of character that might be there. Who can you imagine being in this setting?” Ask students to turn and talk with a partner to share their ideas.

Next, give students their own copy of the page with the hill. Ask students to draw their character idea on the paper.

After they’ve drawn, bring students back to the meeting area. Allow a few to share their characters.

Tell students, “Now we’re going to think a bit more about the characters that we drew. What could they be doing? What could be happening here?”

Once again, bring the group back together and allow multiple students to share their ideas. If needed, prompt the students to think about additional ideas about what their characters could be doing.



Look For?

- Students who show fluency, flexibility, originality and/or elaboration with their ideas. (Creativity)

- Students who can describe their character and/or their scene clearly. (Communicative)

***You can break the lesson into two sessions here.**

Elaborate/Extend

Target Task



Once the group has had a chance to share, let the students know that now they'll be adding the story behind the character. Tell students: "Now you are going to turn your picture of a character into a story by writing down what happened. How can you add details to your picture to show what is happening? What might the words sound like on your writing paper?"

Give students lined paper. Encourage them to show originality and use details in their writing.

Look For:



- Students who are adding detail to their writing or drawing. (Communicative)
- Students who are showing interesting or original ideas. (Creativity)
- Students who use prior learning and resources. (Resourceful)

Extend the Task

For students who demonstrated some of the high potential behaviors throughout the lesson including, especially, elaboration, give students a booklet of 2-3 lined pages stapled. Ask students to think about the following questions and add to their ideas:



- Who else might be there with your character?
- What might they say to each other?
- What might happen next?

Scaffolding and Support

If you notice that students are having trouble thinking of what to write about their character or how to create a narrative about what the character is doing, choose one of the following options:



- Ask additional prompting questions such as: What is your character doing? Is your character happy or sad - why/what happened?
- Elicit more background knowledge about animals underground and story elements. Ask: Is your animal like a snake or a worm? What kinds of things do those animals do?
- Ask the student to think about whether their writing is about something that is real (non-fiction) or whether it's something that is a made up story (fiction). Discuss the difference and encourage their

writing in one direction or the other.

- If needed, have the student narrate all or some of the story to a designee to write for them.

Evaluate

Have students come back together to share their writing. Invite students to share what their animal is doing in the hole. Encourage students to ask questions about each other's work and notice the way that flexibility, fluency, originality, and elaboration played a role in their writing.

Ask a question or two to keep the students' discussion moving:

- What can you ask the author about what is happening?
- What do you notice about all of our writing?
- Was our writing all the same? Why or why not?



