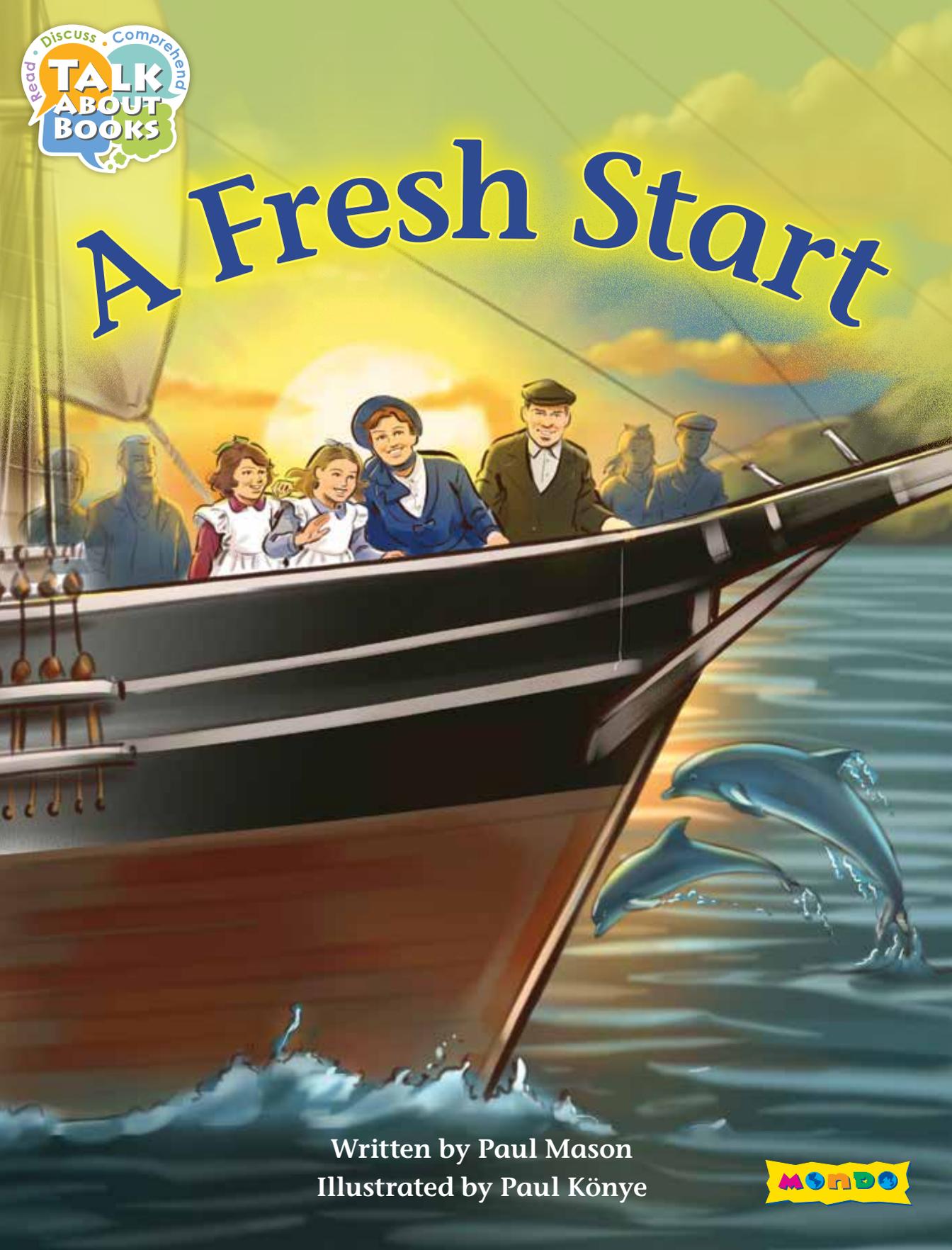




A Fresh Start



Written by Paul Mason
Illustrated by Paul Könye





Reading Tools

RETELL/CENTRAL MESSAGE

Historical fiction can tell us about life long ago. When we read these stories, we can think about the characters and how they feel. We can also think about the setting. Understanding these elements can help us figure out the central message in the story.

- What is the setting of the story?
- Why is the setting important?
- How do the characters' feelings change during the story?
- What is the central message of the story?

USE ILLUSTRATIONS AND TEXT

Looking at details in the story can help us better understand the characters, setting, and events.

- How do the illustrations help you understand the characters, setting, and events?
- What key details in the illustrations help you understand the story?

See **Talking Tools** on the inside back cover for support with talking about the text.

A Fresh Start



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Several weeks had passed since we left Liverpool on our way to America. Then one afternoon, the storm came.

Mother and I watched as the crew quickly took in the sails. They did not look nervous, but I was worried by how fast they were working. The captain sent us below.

“There’s nothing to be afraid of,” the captain told us.





The sailors closed the hatch above our heads to keep out the water. It was so dark, and I felt scared about what would happen to us.

The ship rolled and rocked. I could feel the waves growing bigger.

Mother lit a lamp and told me not to worry. “Ships sail through storms all the time, Nellie,” she said.

Father thumped the hull to show that it was strong enough to last through the storm.



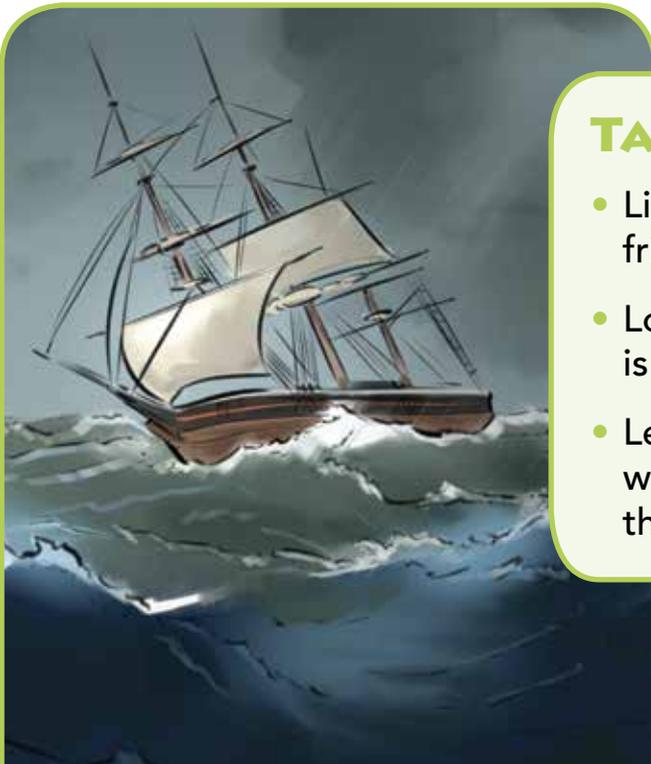


Collaborative Conversations

Use the **We Talk** graphic organizer.

WHAT DO YOU THINK?

- What do you think about how Maisie treats Nellie?
- Which character reacted the best to the storm? How?
- How does the setting help you understand the central message?



TALK TOGETHER

- Listen closely to your friends' ideas.
- Look at the person who is talking.
- Let your friends know what you like about their answers.

Talking Tools

The story takes place _____ .
The setting is important because _____ .
In the beginning, _____ feels _____ .
At the end, _____ feels _____ . I know because _____ .
I think the central message is _____ .

RETELL/CENTRAL MESSAGE

The illustrations help me understand _____ .
The details I noticed on page _____ are _____ .
This helps me understand _____ .

USE ILLUSTRATIONS AND TEXT

_____ made a good point because _____ .
I agree with what _____ said because _____ .
I don't agree that _____ because _____ .

TALK TOGETHER

See **Reading Tools** on the inside front cover for support with thinking about the text.

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Nellie and her family are on a ship sailing to a new life in America. But when a storm hits, the trip becomes a lot harder than they thought.

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A Fresh Start

READ

SESSION 1 Recount stories and determine their central message. (RL.2.2)

SESSION 2 Use illustrations and words to show understanding of story elements. (RL.2.7)

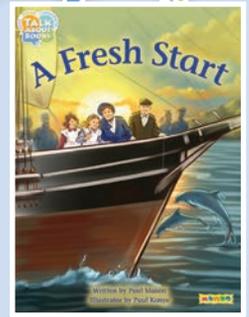
SESSION 3 Analyze how story elements relate to the central message. (RL.2.2)

TALK

SESSION 1 Talk to determine a story's central message using academic language. (SL.2.1)

SESSION 2 Talk to make links between illustrations and the text using academic language. (SL.2.1)

SESSION 3 Talk to link story events to central message; link comments to others' remarks during a discussion. (SL.2.1b)



G2 • Level L • 500L
Historical Fiction

Summary: Nellie and her family are on a ship sailing to a new life in America. But when a storm hits, the trip becomes a lot harder than they thought it would be. Still, the family manages to band together and make the best of a difficult situation.

Vocabulary: central message, setting, deck, hull, mouth organ

Session 1 RL.2.2, SL.2.1

Previewing the Text

Have students read the title, author credit, and back cover.

Let's look at the front and back covers. Who has an idea about the setting of this story?

I think the setting is at sea because there is a family on a boat in the illustration. I also think that it takes place at some point in the past because the family is dressed in old time clothes.

Prompts below increase in level of support from low to high. Use as needed.

SUPPORT COMPREHENSION Cover and Back Cover

Let's look for clues on the front and back covers that tell where and when the story takes place.

Let's read the back cover and think together about what "A Fresh Start" could mean. What clues might help us figure this out?

EXPAND ACADEMIC LANGUAGE Cover and Back Cover

"Historical fiction" is a story that takes place in the past. Can you share your idea again using this term?

You had some thoughts about the setting. Can we put our ideas together? The setting is important in this historical fiction because ____.

PURPOSEFUL TALK

During conversations, focus students on constructing their tentative thinking into bigger, bolder ideas. Cue students by saying:

Let's talk more about ____. What else can we say about ____.

Reading the Text

Introduce the Session 1 lesson focus and ask students to read pages 2–5.

As we read this story, we're going to think about where the story takes place and what happens to the main characters. We can use these important ideas to recount or retell the story and to help us understand the central message. Let's read up to page 5 and find key details that describe the setting and events that happen.



THINK ALOUD



Let me reread this part again aloud to find details about the setting. On page 2 it says "Mother and I watched the crew as they took in the sails." This tells me that the characters are a family on a boat. The page describes crewmen getting ready for a storm.

Reading the Text (continued)

Discuss pages 2–5 with students.

Before we read, we had some thoughts about when and where the story would take place. Who can add to what we learned about the setting? How is the setting important to the story?

The story takes place on a boat from Liverpool to America. The setting is important to this story because the characters react to the boat being in a storm.

SUPPORT COMPREHENSION Retell/Setting

Let's think and talk about details that tell us when and where the story takes place.

Turn back and reread page 4. Look for clues about the setting and talk about why this is important.

EXPAND ACADEMIC LANGUAGE Retell/Setting

Can you share your idea again using the phrase: "The setting is important because ____."

I will put our ideas together. The setting is important to this story because the characters react to the boat being in a storm.

If students can apply the learning focus, have them continue reading, focusing on how the characters react to the storm. If not, use the Think Aloud above to provide additional modeling.



To fuel students' engagement, give them an opportunity to react in an open way. Ask:

What surprised you most about this story?

Discussing the Text

Ask the Wow! question to help engage students in the conversation. Then use academic language to continue discussing the text.

Let's talk about the central message. We can try to figure out the central message by looking for details about the characters and the setting. Who'd like to start our discussion?

Nellie is afraid of the storm and her parents try to calm her. First, her sister laughs at her, but later she holds her hand. I think the central message is that family can help you get through difficult situations.

SUPPORT COMPREHENSION Determine Central Message

Talk together to remember what we learned about how the characters treat each other. Let's think about how this could help us understand the central message.

Turn back and reread page 16. Work together to figure out how the characters' actions show the central message.

EXPAND ACADEMIC LANGUAGE Determine Central Message

When you talk about the central message, you can say: I think the central message is ____ because ____.

You had some good thoughts about the central message. Can you put these ideas together by saying: I think the central message is that family can help you get through a difficult time because ____.

As you wrap up the discussion, remind students that thinking about how characters' reactions to events helps them better understand the central message of a story.

RESPONSIVE QUESTIONING



Comprehension

Use the additional prompts as needed to support students.

Session 2 **RL.2.7, SL.2.1**

Returning to the Text

Ask students to summarize by sharing what they think the story was mostly about.

Rereading the Text

Explain the Session 2 lesson focus to students before rereading.

Today, let's focus on how details in the illustrations can help us better understand the text and the author's message.

Discuss details in the illustration on page 8. Then read on to look for more ways the images add more detail to the story.

Discussing the Text

Encourage a conversation about how to look for extra details in the illustrations.

How do the illustrations help you understand the setting? How do the details help you understand the central message of the story?

Work with students to understand how illustrations can add meaning to a story. Remind them that analyzing setting, characters, and illustrations can help us better understand the central message of a story.

Session 3 **RL.2.2, SL.2.1b**



Collaborative Conversations

Use the What Do You Think? prompts in the student book to launch the collaborative conversation. Students can use the We Talk graphic organizer (p. 4) to help frame their thinking.

The *Talk About Books Guidebook* provides support for facilitating these conversations.

WHAT DO YOU THINK?

Analyze Characters and Central Message

What do you think about how Maisie treats Nellie?

I think Maisie is not a good sister because she laughs at Nellie; I don't agree because she does end up helping her sister at the end of the story.

Which character reacted the best to the storm? How?

I think the father reacted best to the storm because he just decided to play music and that makes people feel better; I think the mom reacted best to the storm because she stayed calm and helped Nellie.

How does the setting help you understand the central message?

The setting helped me understand the central message because the characters were stuck together on a boat. Being together is what got them through it.



USE ILLUSTRATIONS AND TEXT

worried expression/
smiling sister (p. 8);
items on the floor that
have fallen from the
rocking of the boat
(p. 14); images of the
bunks show how close
everyone was to each
other (p. 15)

ACADEMIC LANGUAGE

Use Illustrations and Text

The illustrations help me understand ____.

The details I noticed on page ____ are ____.

TALK TOGETHER

____ made a good point because ____.

I agree with ____ because ____.

I don't agree with ____ because ____.



WRITE ABOUT IT

Have students construct a written response to the second What Do You Think? prompt using details from the text.

(W.2.8)

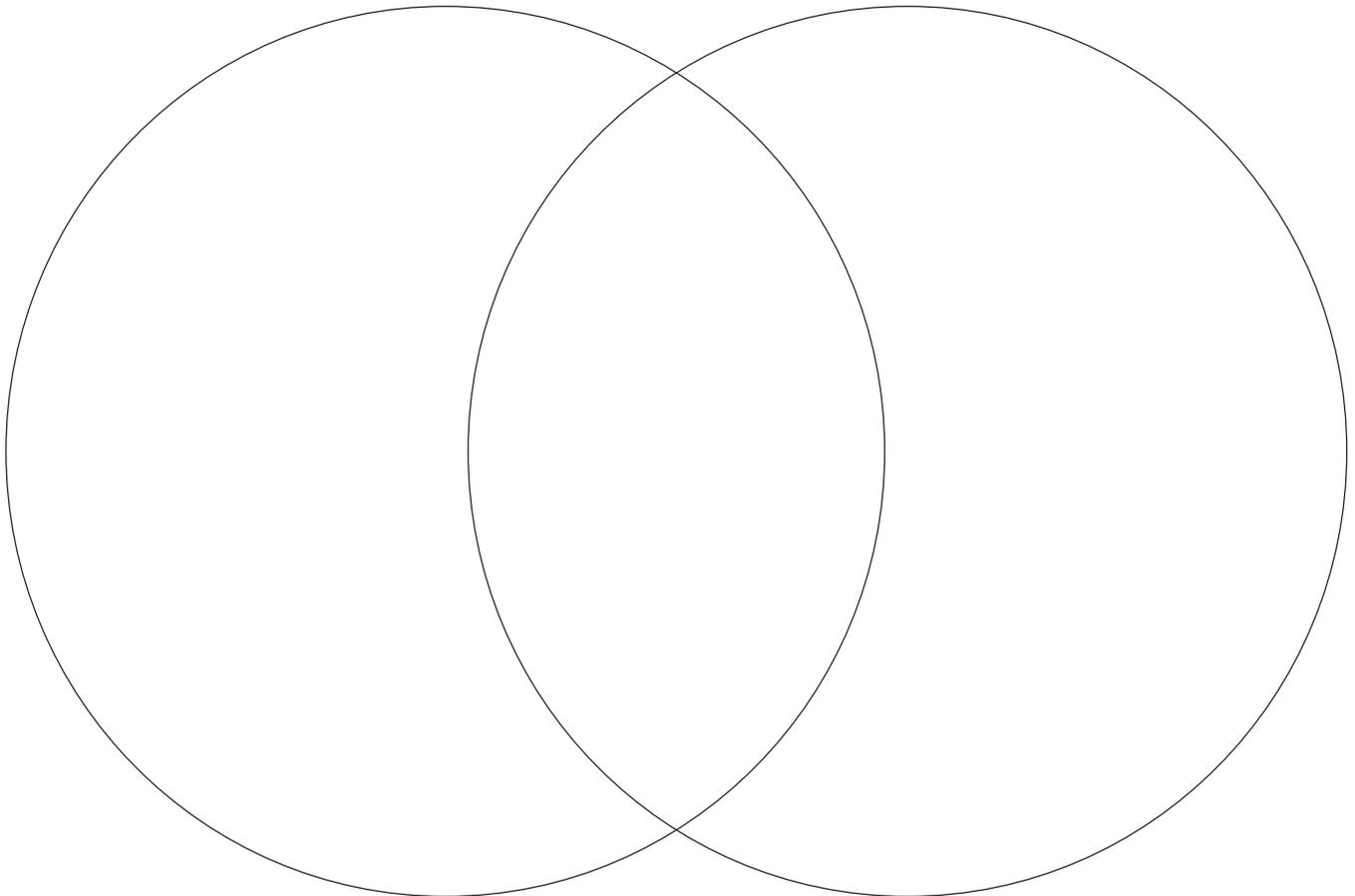


A Fresh Start

Talk about how Nellie and Maisie reacted to the storm. Use details from the story.

Nellie

Maisie



What do you think now? Did your friends change your thinking?
