

FOR VISUAL READERS
TOON BOOKS

Adele in Sand Land
 by Claude Ponti

TOON Books Level 1

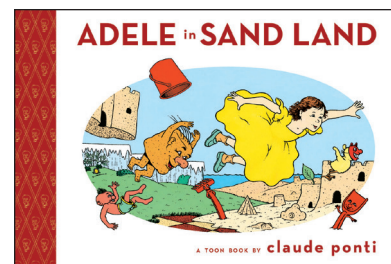
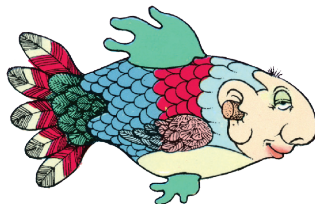
ISBN: 978-1-943145-16-4

Guided Reading Level: M

Lexile Level: 410L

by Maria Walther, EdD

1st Grade Teacher & Literacy Expert



Lesson Plan: Digging Into Details

Overview	Adele and her mother go to the park. Once in the sandbox, Adele taps her pail and out pops Sandy the sandman and the masked Chickie. From hot dog trees to a “DESSERT” island, Adele and her companions trek through an imaginary world brimming with unique creatures. Your students will pour over the fantastical details as Adele explores Sand Land. This book offers so many teaching opportunities including perfect points for predicting, detailed illustrations that enhance to the plot, and much more!
Subject	English Language Arts
Grade Level	Kindergarten – 1st Grade
Objectives	<p>Learners will be able to:</p> <ul style="list-style-type: none"> Recognize that <i>Adele in Sand Land</i> is a story. Distinguish between real and make believe events and back up their thinking with evidence from the illustrations. [RL.K.5/RL.1.5] Tell how the illustrations help the reader better understand the story. [RL.K.7] Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]
Before Reading	<ul style="list-style-type: none"> Put your hand on your nose if you’ve played in the sand before. What things did you use when you played in the sand? Close your eyes and picture (visualize) an imaginary place called “Sand Land.” What would you see there?
During Reading	<p>pp. 2-3: Can you find Adele’s stuffed doll in the illustration? What clues helped you to know it was her doll? [It is sitting by her mom in the blue dress and curly hair.]</p> <p>pp. 4-5:</p> <ul style="list-style-type: none"> Oh look! On this side of the page she’s using a pail, just like some of you talked about earlier. Wait a second! There are some strange things happening on this side. Turn and share with a friend the details you see in the illustrations. <p>pp. 6-7: Do you think this story is real or make believe? What details in the illustrations help you to decide?</p> <p>pp. 7-8 Oh no! They’ve been eaten by Sand Dragon! What you do predict will happen next? Turn and tell a friend.</p> <p>pp. 13-14 Hmmm! Why do you think the king calls it a Cage Bird instead of a bird cage? [L.K.5] [As the story unfolds, continue to prompt your students to notice details in the illustrations, look for clues to confirm that it is a make-believe story, and predict what might happen next.]</p> <p>pp. 22-23 Why does the fur ball say, “You helped me. Now we will help you?” Do you remember earlier in the story when we saw a fur ball? Let’s look back and see. [Turn back to page 10-11 to notice that Adele crashed into the fur ball’s cage and set him free.]</p>
After Reading	Wow! That was quite an adventure? What was your favorite part and why? Who would like to share their opinion with the class?



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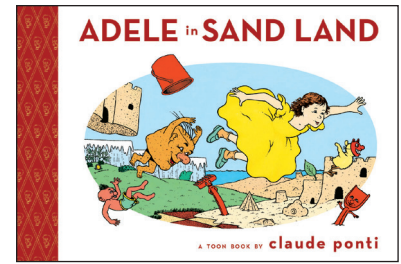
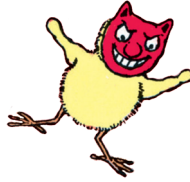
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ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS

Let's use these helpful words to help us retell the story *Adele in Sand Land*:

- Somebody: Adele
- Wanted: to play in the sand
- But: she met Stuffy and Masked Chickie
- So: they went on an adventure together
- Finally: Adele ended up back in the sand box.

RL.K.2
RL.1.2

INTEGRATION OF KNOWLEDGE AND IDEAS

This is the kind of book that you can read again and again because each time you read it you will notice something new in the illustrations.

This time when we read, we'll do a "picture walk" to see if you notice anything you didn't notice before.

Give me a "thumbs up" when you notice something new.

How did rereading *Adele in Sand Land* and looking carefully at the illustrations help you to better understand what was happening?

RL.K.7
RL.1.7

SPEAKING AND LISTENING / WRITING

On the Activity Sheet, draw and write about your favorite part of *Adele in Sand Land*.

W.K.1

On the Activity Sheet, draw and write about your own adventures in *Sand Land*.

W.K.3
W.1.3

CRAFT AND STRUCTURE

One way to boost your students' vocabulary knowledge is to work with them to do the following:

- Recognize and stop when they come to a word they don't understand.
- Try to figure out the meaning of the word using available clues.

Here is a sample of a vocabulary mini-lesson might sound like:

There were a few puzzling words/phrases in this book. Let's go back and see if we can figure out what they mean.

p. 16.

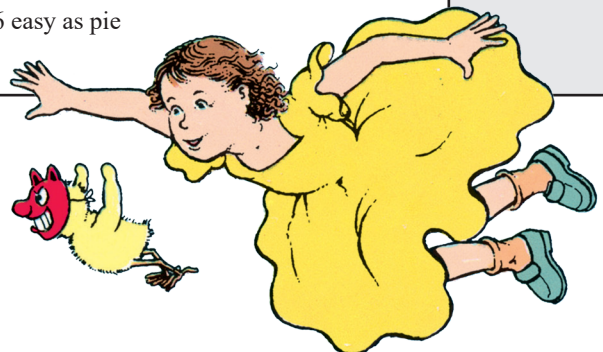
- The author writes, "Adele breaks into a song, an ear-splitting song."
- Let's see if we can use the context clues and the picture clues to help us figure out what the word ear-splitting means. What happens to everything in the picture when Adele sings?
- So, from the clues we found out that ear-splitting means really loud.
- Turn and tell your neighbor some other things that are ear-splitting [firecrackers, thunder, the noise in the lunchroom] Say, _____ is/are ear-splitting."

RL.K.4

Follow the same procedure detailed above with the following words/phrases:

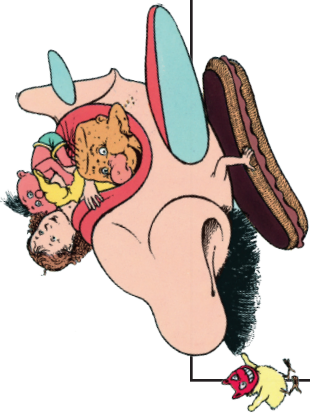
p. 21 cozy

p. 26 easy as pie



in Sand Land: My Own Adventure

(your name here)



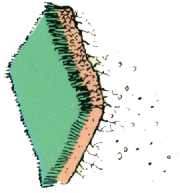
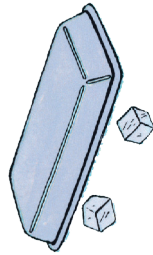
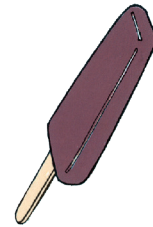
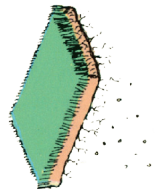
DIRECTIONS: If you went to Sand Land what would happen?
Who would you meet? Where would you travel?
Create your own comic strip showing your adventures!

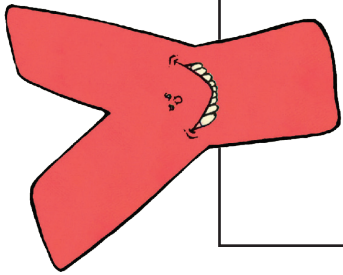
FIRST, _____

NEXT, _____

LAST, _____

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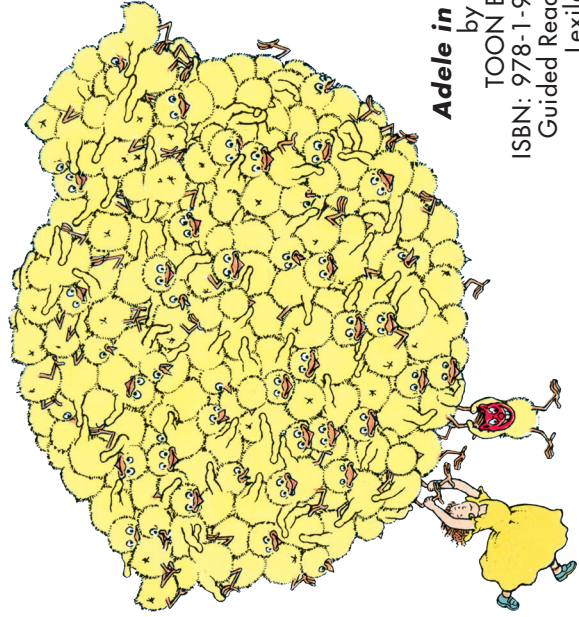


My Opinion

DIRECTIONS: Draw and write about your favorite part of *Adele in Sand Land*.

My favorite part of *Adele in Sand Land* was

because



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Draw your picture here!