



Ava and the Little Folk

Ava and the Little Folk

JUNIOR BOOK STUDY

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• Explore the two communities presented in the book: that of the village in which Ava grew up, and that of the little folk.	
• Participate in an activity that examines the students' personal strengths and struggles and how they can use this information to improve the classroom community.	
• Reflect on what they have learned throughout the unit in an independent journal response.	

General Accommodations and Modifications

Outlined below are some useful learning strategies that may assist those students who struggle with their learning, or demonstrate some difficulty with everyday classroom tasks. Students, teacher and parents must work together to maximize the student's learning potential and to create a positive, productive and successful classroom community.

Environmental Accommodations

- Seating to reduce distractions.
- Provide the student with an area to keep supplies, books, etc., away from students work area.
- Allow breaks between tasks.

Adaptations to Lesson Presentation

- **Note:** Remember that we learn in different ways and we cannot expect that all students will respond in the same way to a specific teaching strategy. (some different learning styles: auditory, visual, kinesthetic, and tactile).
- Give a structured overview before the lesson.
- Provide verbal and written instruction.
- Establish routines that enable the student to check understanding with a peer.
- Provide frequent repetition of important tasks.

Adaptations to Assignments, Projects and Tests

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for completion of assignments.
- Provide additional time for reading assignments.
- Provide assistance with note taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Enable students to demonstrate understanding of material using a variety of media including oral presentations, visual arts/illustrations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of class work and or homework.
- Credit for class participation, effort, and attendance.

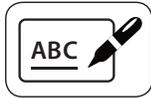
Unit Description

This unit is geared towards primary students in Grades 4, 5, and 6. It consists of a series of three lessons focused on *Ava and the Little Folk* by Neil Christopher and Alan Neal. This learning unit seeks to bring an understanding of the relationship between identity and community into the learning experience. As they participate in reading, writing, oral communication, comprehension, and reflection activities, students will become more knowledgeable about the following topics of study: Identity, Friendship, and Community. At the conclusion of the unit, the students will emerge with a deeper understanding of themselves and their community.

Icon Descriptions



READING Learners will read assigned passages using a variety of reading strategies.



VOCABULARY Through organized activities, learners will review vocabulary from the assigned passages. They will learn definitions of these words and practice integrating them into written and oral communication.



ORAL COMMUNICATION Learners will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.



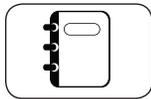
LISTENING Learners will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.



WRITING Learners will read assigned passages using a variety of reading strategies.



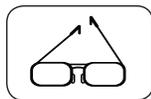
COMPREHENSION ACTIVITIES Learners will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.



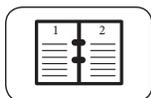
REFLECTION Learners will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.



VISUAL DEPICTIONS Learners will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.



RESEARCH SKILLS Learners will perform a variety of research tasks developed in a sequential progression, encouraging them to build on and improve their research skills.



HANDOUT Handouts accompany many activities throughout the guide. These handouts are to be photocopied and handed out to the learners, allowing them to practice and expand on the information they are learning.



ADAPTATION Adapted handouts accompany many activities throughout this guide. They are included to differentiate instruction and meet the needs of all the students in the class.

Reading for Meaning

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Explore prior knowledge and discuss the topics of study: Identity, Friendship, and Community.
- Predict what is going to happen in the story based on text features such as title, illustrations, front cover, and back cover.
- Read *Ava and the Little Folk*.
- Explore new vocabulary presented in the book.
- Write independent journal responses.

READING

Ava and the Little Folk by Neil Christopher and Alan Neal

ESTIMATED TIME

2 hours

HANDOUTS

- Handout 1: Predicting
- Handout 2: Important Vocabulary
- Handout 3: Journal Response

MATERIALS

- Chart paper
- Dictionaries

LEARNING ACTIVITIES

Knowledge and Understanding

1. Topics of Study: Identity, Friendship, and Community



- Explain to students that in this learning unit they will read *Ava and the Little Folk* by Neil Christopher and Alan Neal. Throughout the unit, they will explore three topics of study. As they participate in class activities, they will learn about these topics, eventually becoming more knowledgeable in these areas. The topics of study are:
 - Identity
 - Friendship
 - Community
- Set up three pieces of chart paper. Label each page with one of the above topics of study.
- Beginning with Identity, ask students to explain what they know about this topic of study.
- Write the question, “Who am I?” on the board or on chart paper. Prompt the students to think about the different roles they play at different times throughout the day (e.g., daughter, student, sister, brother, members of religious, political, sport, and community groups, etc.) Record their answers on the board or on chart paper. Explain that our personal identities are composed of all of these elements. Say to the students that they will continue to learn about identity as they progress throughout the unit.

- Follow the same procedure with the remaining topics of study, while creating point-form notes of students' answers on the chart paper.
- Students should have a lot of insight about friendship. Prompt them by asking, "What does friendship mean to you? What qualities does a good friend possess?" Record their answers on the chart.
- Community is a difficult topic. Prompt the learners by asking them to think about the different communities that they belong to—for example, the community in which they live, their school community, or their religious community. Ask the learners, "What does being part of a community mean to you?" Record their answers on the chart paper.
- Display the three pieces of chart paper with the students' lists around the room to remind students of the topics of study. Encourage them to add new information to these pages as the unit progresses and they learn more information.

Thinking

1. Pre-Reading Predictions



- Gather students on the floor.
- Introduce *Ava and the Little Folk* by Neil Christopher and Alan Neal to the class. Tell the students that good readers make predictions about what they think will happen in the story. Each text holds clues,

and good readers combine these clues with their own background knowledge to make reasonable predictions. Explain to students that before reading the text, they will attempt to predict what is going to happen in the story based on the text features.

- Distribute **Handout 1: Predicting**. Before allowing the students to complete the handout in pairs, follow along with the handout together and discuss each text feature as follows:
 - Direct students' attention to the cover of the book.
 - View the illustrations on the front cover. Ask students to explain the images they see and predict what the story is about. Use the following suggested questions to engage students in predictive thinking, recording point-form notes on the board or on chart paper:
 - Who is on the front cover?
 - What are they doing?
 - Where are they?
 - When is this taking place?
 - Why is this happening? How do you know?
- Read the blurb on the back cover of the book. Again, ask students to predict what is going to happen in the story. Use the following suggested questions to engage students in predictive thinking:
 - Who are the characters in the story?
 - What are the characters like in the story?
 - Where does the story take place?
 - What do the characters learn?
- Tell students to flip through the pages of

the book and view the illustrations. Ask them to share any reactions or comments they may have, using the following suggested questions:

- o Who is in the pictures?
- o What are they doing?
- o What is the setting?
- o What happens to the characters?
- o What do the characters learn?
- Record point-form notes on the board or on flip chart paper.
- Have students complete **Handout 1**.
- Students must write predictions in point form on the handout based on the following elements, referring to specific examples from the text:
 - o Title
 - o Front cover
 - o Back cover
 - o Illustrations
 - o Their prior knowledge
 - o Class discussions
- Send students back to their desks and ask them to complete the handouts.
- Ask students to share their predictions before concluding the discussion.

Communicating

1. Reading *Ava and the Little Folk*



Reading:

- Read *Ava and the Little Folk* aloud, as students follow along.
- to answer the comprehension question in their journals.

Post-Reading:

- Go through and discuss the comprehension

questions as a class and allow the students to ask any questions they may have.

- Ask the students to take out **Handout 1: Predicting**.
- Tell the students that good readers make predictions and revise their predictions based on information from the story.
- Ask the students to read their pre-reading predictions and answer the following questions in their journal.
 - Which of my predictions were right?
 - What information from the book tells me that I am correct?
 - What were the main ideas?
 - What connections can I make to the text?
- Hold a class discussion about making predictions and why this is a good practice when reading in general.

2. Important Vocabulary



- Ask students to review the book and identify important words from the story. Record a list of important words on the board or on chart paper.
- Distribute **Handout 2: Important Vocabulary**.
- On the handout, students must choose three important words from the list generated by the class. In their own words, they must write the definition of each word, then write an explanation describing why each word is important in the story.
- Tell students to return to their desks and complete their handouts.
- When handouts are complete, ask students to turn to a partner and discuss their

answers.

- Bring the class back together and hold a whole-class discussion around students' answers.

Application

1. Journal Response



- Distribute **Handout 3: Journal Response**.
- Students will write a short reflection beginning with the statement: "My favourite page in the book *Ava and the Little Folk* is ... because it taught me..." They will then draw a picture of what they have learned.
- When reflections are complete, encourage students to share their thoughts with the class.

Name: _____

Predicting

Generate predictions based on two of the following elements, writing point form notes in the appropriate boxes. Using clues from both predictions, generate a main prediction in the last box.

Elements	Predictions
Title	
Front Cover	
Back Cover	
Illustrations	
Main Prediction	

Name: _____

Predicting

Generate predictions based on three of the following elements. In each of the three boxes, draw a picture of what you think will happen in the story.

Elements	Predictions
Title	
Front Cover	
Back Cover	
Illustrations	
Main Prediction	

Name: _____

Important Vocabulary

Choose three important words from the story. Find the word in the dictionary and record it in your own words. Write an explanation describing how it relates to the story.

1. Word: _____

In your own words: _____

Explanation: _____

2. Word: _____

In your own words: _____

Explanation: _____

3. Word: _____

In your own words: _____

Explanation: _____

Name: _____

Important Vocabulary

Choose three important words from the story. Record the dictionary definition of each word.

1. Word: _____

Dictionary Definition: _____

2. Word: _____

Dictionary Definition: _____

3. Word: _____

Dictionary Definition: _____

Name: _____

Journal Response

My favourite page(s) in the book *Ava and the Little Folk* is (are) because it (they) taught me...

Lesson 2: Character, Setting, and Plot

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Review their reading from the previous lesson.
- Participate in a stations activity to learn about parts of a story—character, setting, and plot.
- Develop their oral communication skills as they take part in a jigsaw activity to review what was learned in the stations activity.
- Write independent journal responses.
- Enhance their knowledge of the topics of study: Identity, Friendship, and Community.

READING

Ava and the Little Folk by Neil Christopher and Alan Neal

ESTIMATED TIME

1 hour

HANDOUTS

- Handout 1: Ava
- Handout 2: Setting
- Handout 3: Plot
- Handout 4: “Who Am I?”
- Handout 5: Friendship

LEARNING ACTIVITIES

Knowledge and Understanding

1. Reading Review



- Assemble students together in a group.
- Hold *Ava and the Little Folk* in front of the class and ask students to retell what happened in the story. Make point-form notes on the board.
- When this retelling is complete, answer any outstanding questions the students may have.

Thinking

1. Parts of a Story: Stations



- Explain to students that today they are going to explore character, setting, and plot in *Ava and the Little Folk*.
- Discuss character, setting, and plot as a class using the following suggested questions and speaking points:
 - Character: Who is the main character in the story (Ava)? What do you know about Ava and how did you come to these conclusions? What is the relationship like between Ava and his community? Explain to students that we know about Ava through his actions, feelings, what he says, his appearance, and how he treats others.
 - Setting: Where does the story take place? Where does Ava live? What does Ava’s community look like? What do you learn about the setting when Ava goes home with the little folk? Explain to students that the setting is where the story takes place, including location (e.g., city, country, town,

- house, mountain, etc.), time (e.g., morning, afternoon, evening, the future, present, etc.), and the environment (i.e., details that describe the weather, the noise level, the habitat, temperature, etc.).
- o Plot: What happens at the beginning of the story? What happens in the middle of the story? What happens at the end of the story? What events take place in the story? Explain to students that plot is composed of the events that make up a story.
 - Divide the class into three groups.
 - Create three centres around the room, ensuring that there are enough handouts at each centre for all of the students in the class. Groups will rotate through the following centres in ten- to fifteen-minute increments:
 - o Station 1: Character – Students must work together to complete **Handout 1: Ava**. Groups must look back through the story and find examples of Ava’s actions, feelings, words, and appearance, and how others treat him. These will provide the reader with clues about the character’s personal characteristics, along with his likes and dislikes. Students must record these examples in point form on the handouts.
 - o Station 2: Setting – Students must work together to complete **Handout 2: Setting**. To complete the handout, students must search the book for examples of time, place, and environment that help to describe the setting of the story. They must record these examples from the story in point form.
 - o Station 3: Plot – Students must work together to complete **Handout 3: Plot**. On the handout, they must write about one event that takes place at the beginning, one that takes place in the middle, and one that takes place at the end of the story.

- When the time is up, ask students to gather all of their materials and remain in their groups, awaiting instructions for the next activity.

Communication

1. Stations Jigsaw



- In their groups from the previous activity, ask students to number themselves off as 1, 2, and 3.
- Ask all number 1’s to join together to form a new group in another part of the room, and then ask the number 2’s and 3’s to do the same. Students must bring the work they completed in the stations activity to their new group. The final result is three new groups with members who had different experiences during the stations activity.
- In their new groups, students must share what they learned during the stations activity. Students are encouraged to add any new information to their handouts.
- Once they have finished their discussions, bring the class back together and discuss what they have learned, using the following suggested questions:
 - o What did you learn about Ava?
 - o What did you learn about the setting of the story?
 - o What did you learn about the plot of the story? List some events that took place at the beginning, middle, and end of the story.
- Before concluding this discussion, answer any outstanding questions.

Application

1. Identity



- Ask the students to explain what they have learned about Ava throughout their study of *Ava and the Little Folk*. Write point-form notes on the board. Explain that all of these qualities are part of Ava's personal identity.
- Write on the board or chart paper, "Who am I?" Give the learners a few minutes to think about the question. Prompt the learners to think about the different roles they play throughout the day (e.g. son, daughter, sister, brother, members of religious, sport, and community groups, etc.) and what values they possess (e.g. kindness, honesty). Ask volunteers to share their answers and record them on the board.
- Distribute **Handout 4: "Who Am I?"** and instruct the students to write down six or more characteristics of identity that they think are important in defining who they are.

2. Friendship



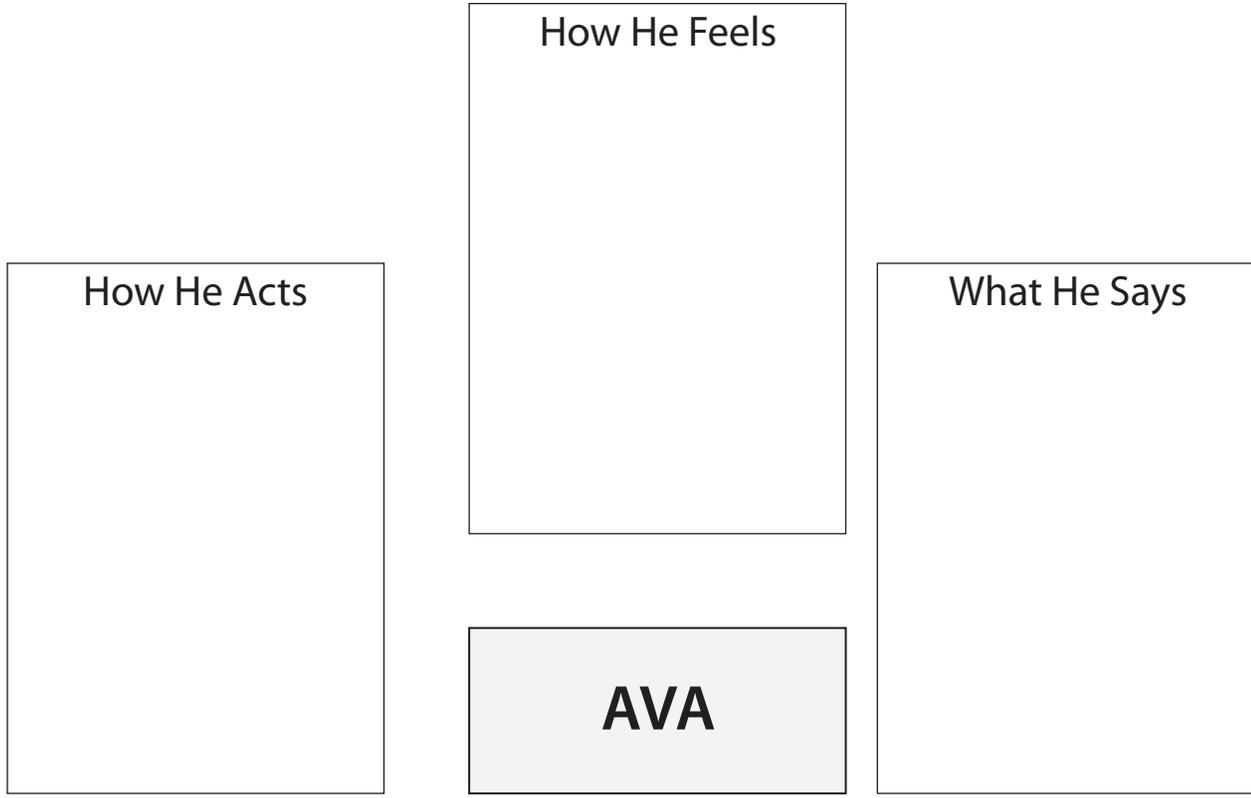
Remind the students that throughout the story of *Ava and the Little Folk*, Ava is befriended for the first time in his life. Ask the students to explain how the little folk treated Ava. Record their answers on the board or on chart paper. Ask, how did the people of his own community treat him? Which community would you rather live with, Ava's or the community of little folk? Why?

Create a compare-and-contrast chart on the board to record the learners' answers.

- Explain to students that being a good friend to others is an important quality to possess.
- Tell the students that for this activity they are going to identify what characteristics are important in a friend, what a good friend does, and what a healthy friendship feels like.
- Distribute **Handout 5: Friendship**.
- Divide the class into four groups and assign each group to one of the four bubbles on the handout.
- Each group will brainstorm a minimum of five points that will be discussed as a class. Students should record the other group's responses on their handout.
- Explain to students that they are going to complete a journal entry reflecting on the previous activity.
- Students will choose from the following topics and write a one-page journal entry.
 1. Write about the best friendship you ever had. Describe your friend. What qualities does this person possess that you admire the most? What activities do you enjoy doing together? What is your favourite memory with this person?
 2. Write about a time you were hurt by a friend. What happened? How did you handle it? Were you able to resolve your problems? Is there anything you would have done differently?
 3. Write about a time a friend helped you through a difficult time or really helped you with something. How did it make you feel? Did you tell him or her?
- Share the reflections in an active class discussion.

Name: _____

Ava



How He Looks

How Others Treat Him

Name: _____

Setting

Record point-form notes about the setting of the story.

Place (City, country, town, house, mountain, etc.)	Time (Morning, afternoon, or evening; in the future, present, or past, etc.)	Environment (Weather, noise level, temperature, etc.)

Name: _____

Plot

Explain one event that takes place at the beginning, one that takes place in the middle, and one that takes place at the end of the story. These events help make up the plot of the story.

Beginning
Middle
End

Name: _____

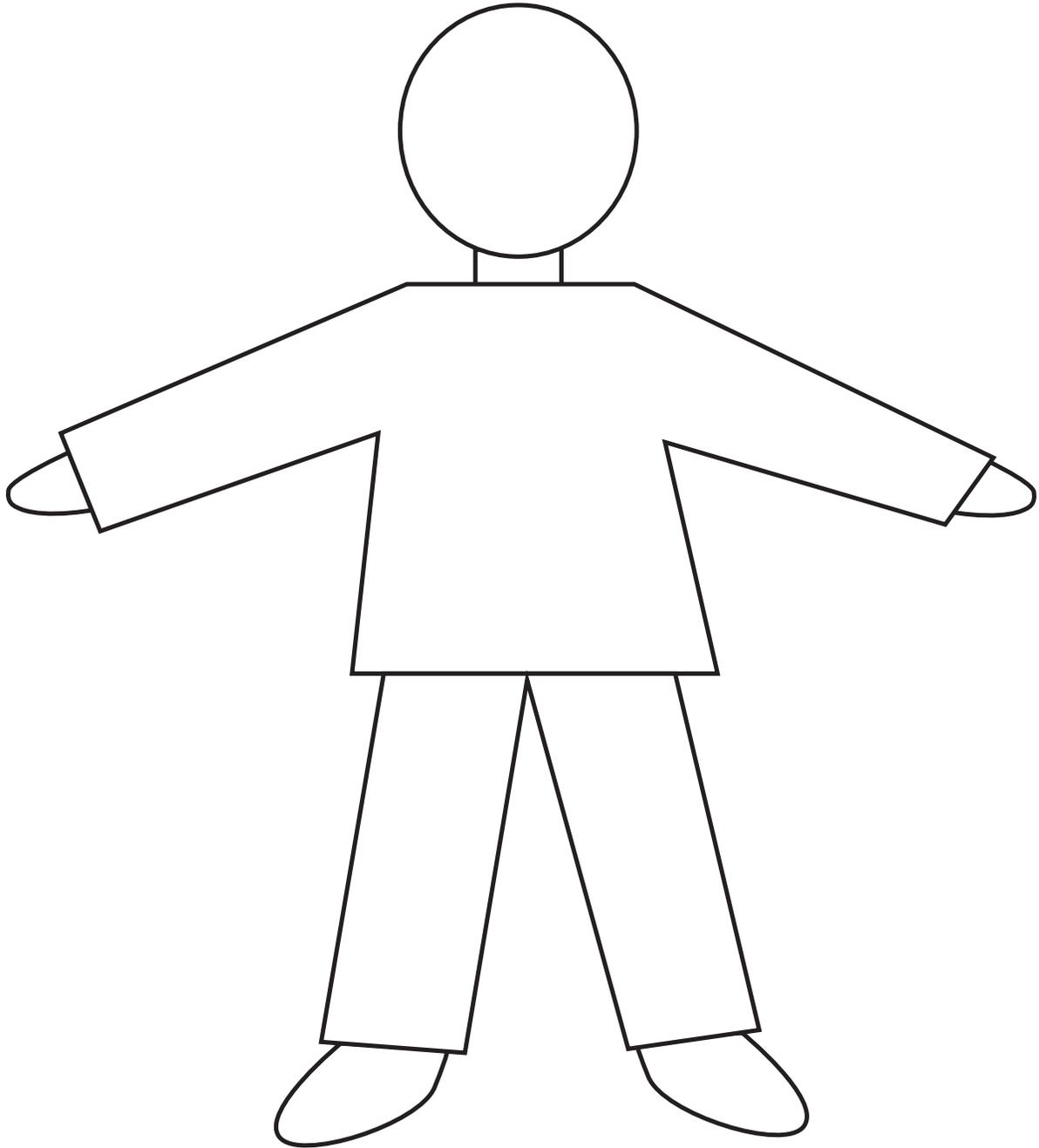
Plot

Draw a picture in each box that explains one event that takes place at the beginning, one that takes place in the middle, and one that takes place at the end of the story. These events help make up the plot of the story. Write one sentence to describe each picture.

Beginning
Middle
End

Who Am I?

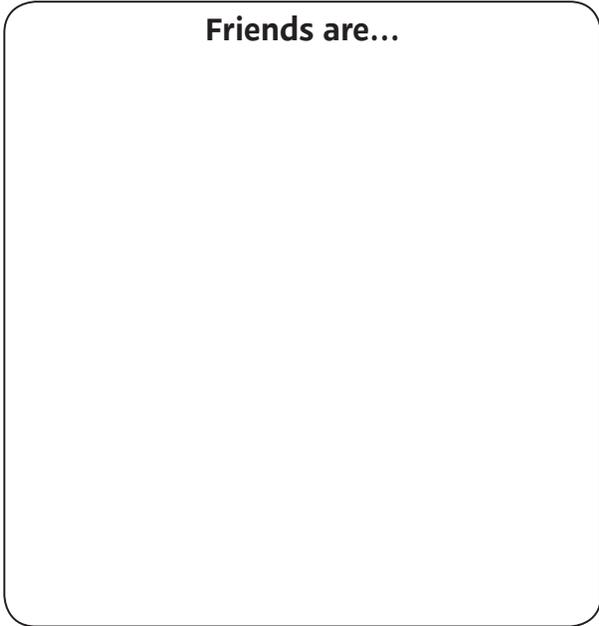
Part I: On the body below, or on your own body drawn on a separate sheet of paper, write down your name and six or more characteristics of identity that are important in defining who you are. Remember to think about the different roles you play throughout the day and the different groups that you belong to.



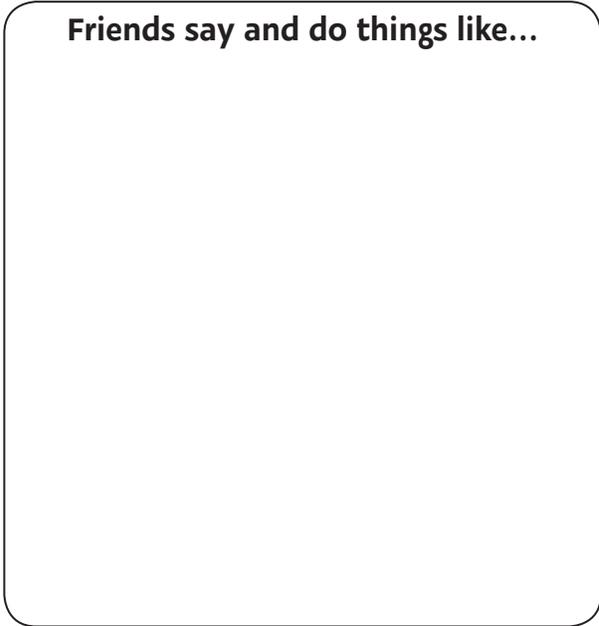
Name: _____

Friendship

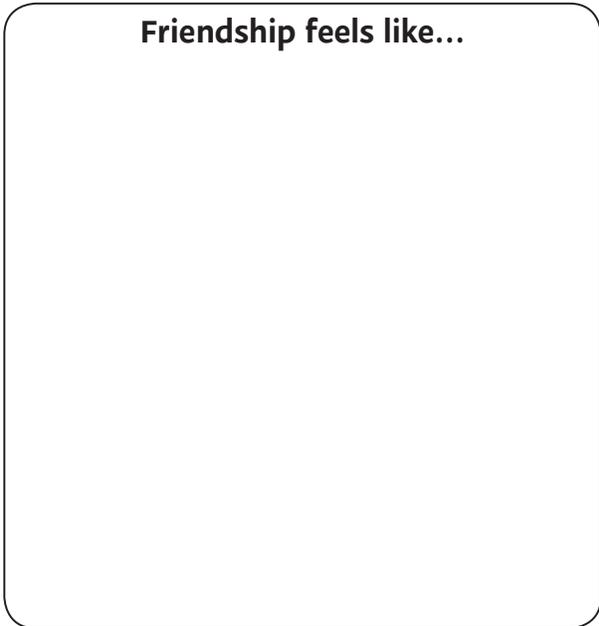
Friends are...



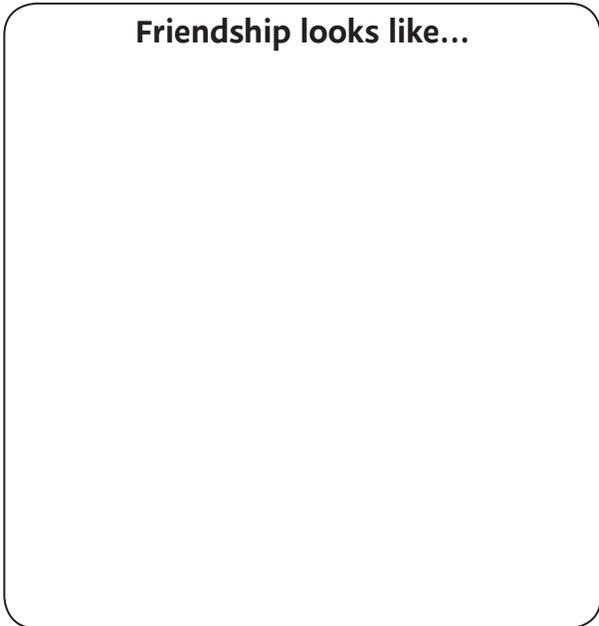
Friends say and do things like...



Friendship feels like...



Friendship looks like...



Community

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Review what has been learned thus far in the unit.
- Explore the two communities presented in the book, that of the village in which Ava grew up and that of the little folk.
- Participate in an activity that examines the students' personal strengths and struggles and how they can use this information to improve the classroom community.
- Reflect on what they have learned throughout the unit in an independent journal response.

READING

Ava and the Little Folk by Neil Christopher and Alan Neal

ESTIMATED TIME

2 hours

HANDOUTS

- Handout 1: The Little Folk Community
- Handout 2: Sometimes I Help, Sometimes I Need Help

MATERIALS

- Chart paper
- Blank paper
- Drawing utensils

LEARNING ACTIVITIES

Knowledge and Understanding

1. Review Questions



- Review what has been learned thus far in the unit through an active class discussion. The following list provides suggested questions to help guide the discussion:
 - What have you learned about identity thus far in the unit?
 - How do we learn about our own personal identities?
 - What have you learned about friendship thus far in the unit?
 - What qualities do good friends possess?
 - What have we learned about the character of Ava? What words would you use to describe him?
 - What do you like about the little folk? How would you describe their community?
- Explain to students that they are going to continue exploring these topics of study in today's lesson.
- Before concluding this discussion, allow students to ask any outstanding questions they may have.

Thinking

1. Comparing Communities



- In an open discussion, invite the students to discuss Ava. Ask the students to think about the village he grew up in and the

community of “little folk.” Prompt the students using the compare-and-contrast chart created in Lesson 2.

- Make three headings on the board or on chart paper titled: Ava’s Struggles, Strengths’ and Community. Tell the students that struggles are things you sometimes might have a hard time with and might need help from someone else to tackle. Ask the students “What struggles did Ava face in the village he grew up in?” Record learners’ answers on the board or on chart paper.
- Moving on to the next heading, tell the students that strengths are usually described as things you are really good at. Ask the students if Ava displayed any strengths while he was living in his original village. Record students’ answers on the board or on chart paper.
- Direct the students’ attention to the last column, Community. Tell the students that a community is often described as a group of people who share something, such as a living space, a working space, or an interest—a community is a group of people who “should” cooperate and learn to work together.
- Ask the students, “How would you describe the community Ava grew up in? Did the people help him when he was struggling? How did they treat Ava? What could they have done to help Ava?” Record students’ answers under the appropriate heading.
- Distribute **Handout 1: The Little Folk Community**. In partners, ask the students to fill in the handout. Students will be given the same headings, this time describing the struggles and strengths Ava displayed while living with the little folk, and how the community of little folk provided him with

support and friendship.

- When the students have completed the handout, bring them together and discuss their answers. Ask them the following suggested questions:
 - Of the two communities described, which community would you rather be part of? Why?
 - What does it mean to really help another person?
 - Why is it important to think about when we need help?
 - Why is it important to think about how we can help others?
 - How can you use your strengths to help other members of your classroom community?

Communication

1. Strengths, Struggles, and the Classroom Community



- Ask the learners to reflect on the previous activity. As a class, make a list on the board of different STRENGTHS the individual students might have. Remind students that these are things they are really good at.
- Once you have a list, ask the students to turn and talk to their neighbour about how each of them might use their strengths during the school day. Focus the end of the conversation on WHY it is important to know your own strengths.
- Bring the class together and ask, “What struggles might you face in the classroom?” As a class, make a list on the board or on a separate piece of chart paper of struggles the students have. These are things they

might have a hard time with. Once you have a list, ask the students to turn to a different neighbour and talk about times during the school day when they might struggle, and how a classmate could help them.

- Distribute **Handout 2: Sometimes I Help, Sometimes I Need Help**. Tell the learners that they will write about a situation where they are using a strength to help someone else, and a situation where they are struggling and need help from a classmate.
- Bring the class together and ask them to share their work with the class. Students will go around the circle and explain how they are able to help their classmates.
- On construction paper, “publish” the “Sometimes I Help” part of your handout. Write the sentence neatly, and illustrate it using crayons or oil pastels. When everyone has finished, put the pages together to make an “Everyone’s a Helper” quilt.
- This quilt can hang in your classroom all year. Tell the students that when they are struggling and need help with something, to consult the quilt and see if there is another classmate who can help them.

Application



1. Journal Response

- With the students, think about the conversations and activities they have completed about learning each other’s strengths and finding out how to help each other. Ask them to take out their journals and respond to the following suggested question:
 - o Do you agree that knowing one

another’s strengths and struggles make a community safer, stronger, and more productive? Explain why or why not and try to use some specific examples.

2. Unit Reflection

- Ask students to explain what they have learned throughout this unit.
- Discuss *Ava and the Little Folk*, encouraging students to reflect on what they learned in the book. Discuss what they liked about the story.
- Revisit the topics of study-Identity, Friendship, and Community. Ask students to explain what they learned about each topic of study.
- In Lesson 1, the class identified three new things they wanted to learn about each topic of study. Ask these questions of the class and ask if they have discovered the answers. If not, guide the students as they do some additional research to find the answers.
- Ask students to take out their journals.
- Students must write a reflection beginning with the sentence: “In this unit, I learned...”
- When students have completed their work, discuss reflections as a class.

Name: _____

The Little Folk Community

Using evidence from the story, use point-form notes to describe Ava's struggles, strengths, and community while he lived with the little folk.

Ava's Struggles

Ava's Strengths

The Community of Little Folk

Name: _____

Sometimes I Help, Sometimes I Need Help

Write one sentence on each side of this handout.

Sometimes I Help	Sometimes I Need Help
<p>Example: I can help if you are having a hard time with something.</p>	<p>Example: Sometimes I need help choosing a good book to read.</p>

