

Imagining Possibilities

FOCUS QUESTION

How can imagination help people deal with challenges?

About the Lesson

OBJECTIVES

Content Objectives

- Describe characters' feelings, motivations, and traits, based on what they think, say, and do.
- Support descriptions of characters with text evidence.
- Understand how imagination can help people deal with challenging situations.

Language Objectives

- Describe a character's feelings and motivations in class discussion.
- Use text evidence to explain a character's traits in a written response.
- Discuss and write about how a character uses imagination throughout a story.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.
character, motivation, trait, text evidence

Spanish Cognates

motivación, evidencia del texto

Build Knowledge

Lesson texts build knowledge about:

- How people use their imagination to cope with uncomfortable or upsetting experiences
- How imagination inspires curiosity and leads people to change the world

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address these related skills:
 - Describe what happened and where
 - Analyze characters
- Create mixed language-proficiency pairings so students can support each other when completing the charts during Sessions 2 and 4.
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Musical Shares	1	movement, musicality, social interaction
Pick a Stick	1, 2, 4	spontaneity
Stand and Share	1, 3, 5	spontaneity, movement, connectedness
Jump in Reading	2	spontaneity, collective success
Somebody Who	2, 4	social interaction
Pass It On	3, 5	spontaneity, connectedness
Shout Out	4	spontaneity, multiple ways to show focus
Merry-Go-Round Share	4, 6	multiple ways to show focus, connectedness

LEARNING PROGRESSION | Describe Characters

Students build on this skill:

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Students learn this skill:

RL.4.3 Describe in depth a character in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Students prepare for this skill:


RL.5.3 Compare and contrast two or more characters in a story, drawing on specific details in the text (e.g., how characters interact).

Students review and practice:


- **RL.4.1** Make inferences
- **RL.4.4** Determine word meanings

LESSON PLANNING GUIDE


TEXT 1: from *Zoe in Wonderland*, Part 1 • REALISTIC FICTION

SESSION 1	SCAFFOLD READING 	TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 2	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none">Formative Assessment	Concepts/Background <ul style="list-style-type: none">Pasadena, Californiasoccer Language <ul style="list-style-type: none">Vocabulary: chain-link fence, stands out, greenhouseFigurative Language: like a seed, there's this thing inside of me; it's kind of like a bowling ball; my wild imagination ... came alive; stretched sideways like she was made of rubberInformal Language: stink at sports Structure <ul style="list-style-type: none">shifts between real and imagined events	Speaking/Reading <ul style="list-style-type: none">Analyze phrases, Paraphrase Reading/Writing <ul style="list-style-type: none">Use a graphic organizer Listening/Speaking <ul style="list-style-type: none">Use sentence frames, Rehearse oral responses Speaking/Writing <ul style="list-style-type: none">Use word bank

TEXT 2: from *Zoe in Wonderland*, Part 2 • REALISTIC FICTION

SESSION 3	SCAFFOLD READING 	Concepts/Background <ul style="list-style-type: none">Madagascarbaobab treesNASA's Jet Propulsion Laboratory (JPL) Language <ul style="list-style-type: none">Vocabulary: astronomer, species, auditorium was packed, single-handedly, certain, extinction, open houseFigurative Language: people clapped and began popping up around the room like popcorn, long-as-stilts legsInformal Language: popped on (a website), spoze so, ducked outside	Speaking/Reading <ul style="list-style-type: none">Analyze synonyms, Analyze word parts
SESSION 4	PRACTICE THE FOCUS STANDARD <ul style="list-style-type: none">Formative Assessment		Speaking <ul style="list-style-type: none">Reinforce academic vocabulary Speaking/Writing <ul style="list-style-type: none">Talk before writing

TEXT 3: from *Zoe in Wonderland*, Part 3 • REALISTIC FICTION

SESSION 5	INDEPENDENT READING AND PRACTICE <ul style="list-style-type: none">Formative Assessment 	Concepts/Background <ul style="list-style-type: none">Kauai and the Big Island in HawaiiMauna Kea Observatoriesbillions of light-years Language <ul style="list-style-type: none">Vocabulary: express (sorrow), observatories, light-yearsFigurative Language: his words had a little sadness sprinkled on them, flew down the hallway	Speaking/Reading <ul style="list-style-type: none">Analyze word parts Listening/Reading <ul style="list-style-type: none">Build background knowledge Reading <ul style="list-style-type: none">Use a dictionary Writing <ul style="list-style-type: none">Use sentence frames
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KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION <ul style="list-style-type: none">How can imagination help people deal with challenges?	<ul style="list-style-type: none">Integrate information from the lesson textsCollaborative discussionShort response	Speaking/Writing <ul style="list-style-type: none">Talk before writing
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Before Teaching the Lesson

This lesson features one story across all sessions; the following background notes apply to the whole text.

- **Baobab Trees** A baobab tree has a thick trunk and wide branches. When it loses its leaves, it looks upside-down, as if the roots are on top. Known as the “tree of life,” baobabs are found mainly in Africa, including the island of Madagascar, where the character Ben in the story is from. As an alternate means of representation, show students Madagascar on a map and images of baobab trees.
- **Mauna Kea Observatories** The Mauna Kea volcano forms part of the Big Island of Hawaii. Its clear, dark skies are ideal for astronomy (the study of stars, planets, and other objects in space). Mauna Kea has 13 huge telescopes, and there are plans to build the even larger Thirty Meter Telescope (TMT) by 2022. As an alternate means of representation, display pictures of Mauna Kea, its telescopes, and images made from them.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about how a character uses her imagination and how imagining things affects her real life.
- Ask volunteers to **Raise a Hand** to share some things they have imagined doing or being.
- Introduce the focus standard. **Say, *In this lesson, you will look closely at text details to help you understand and describe what the characters in a story are like.***
- Prompt students to **Turn and Talk** about what the Focus Question means.
- Have students identify the Spanish cognate for *imagination* (*imaginación*). Allow students to discuss the meaning in their home language. **EL**

SESSION
1

TALK ABOUT THE TOPIC

Imagining Possibilities

1 FOCUS QUESTION

How can imagination help people deal with challenges?

2 NOTICE AND WONDER

Look at the three parts of the story you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3 WHAT IS IMAGINATION?

Choose one of the words below. How is the word connected to imagination? Explain your ideas to a partner.

possible

mind

create

idea

picture

dream

exists

reality

The word ___ means ___.

I think ___ is related to imagination because ___.

LESSON 4

from *Zoe in Wonderland*,
Parts 1–3

by Brenda Woods

- 2 • Have students complete Notice and Wonder with a partner.
- Circulate to identify gaps in background knowledge.

3 INTRODUCE ESSENTIAL CONCEPTS

- Use **Musical Shares** to have students complete What Is Imagination? Do several rounds so students can choose a few words to discuss with different partners. Encourage them to choose a different word each time.
- Have students describe what “connected to” means and how word connections are different from definitions. Allow time for students to look up the words in a dictionary as needed. **EL**
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students can explain how each word relates to imagination.

HELP & GO: Academic Discussion

- Have students start by defining their chosen word using the first sentence frame.
- To help students explain how their word relates to imagination, have them use it in a sentence with the word *imagination* or *imagine*. For example, *Imagination is picturing what is possible.*
- Use **Pick a Stick** to have a few volunteers share their ideas. **Ask**, *How do these words help you think about the ways people use their imaginations?*
- Have students add new words to their word journals.

1 Support Reading

- Set a purpose for reading. **Say**, *Today, you'll read to learn how a character uses her imagination.*
- Have students read through paragraph 6. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- CHECK IN** Students understand the comparisons Zoe uses in paragraphs 1–3 to describe “this thing inside of me.”

HELP & GO: Language

- Explain that by paragraph 3, readers don't yet know exactly what “this thing inside me” is. Reread paragraph 1. **Ask**, *To what does Zoe compare “this thing inside of me”? a seed Is the seed like Zoe? No.* Repeat with paragraph 2 (“a sneeze or hiccup”) and paragraph 3 (“a bowling ball”).
- Ask**, *In paragraph 3, how does Zoe describe “its” movements? faster than fast, impossible to stop*

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students can explain how Zoe's imagination is like a seed.

HELP & GO: Comprehension

- Read the first sentence of paragraph 1. **Ask**, *What does Zoe say is like a seed? “this thing inside of me”*
- Have students find another mention of “this thing inside of me” (paragraph 6). Have them focus on the text between the first pair of dashes. **Ask**, *What comes alive inside Zoe? her imagination EL*
- Have students share details in paragraphs 1–3 that show how Zoe's imagination “comes alive” like a seed.

SESSION

1



READ

from Zoe in Wonderland

by Brenda Woods

Part 1

- 1 Eleven year-old Zoe Reindeer lives with her parents, sister, and brother in Pasadena, California. She helps out at her family's business, Doc Reindeer's Exotic Plant Wonderland, where they grow and sell plants.

- 1 Sort of like a seed, there's this thing inside of me that's nothing like my outside, and it's alive.
- 2 Some days it comes alive a lot, and other days it happens maybe only once or twice, kind of like a sneeze or hiccup.
- 3 I really never know when it's going to come alive, but once it gets going, it's kind of like a bowling ball that's rolling faster than fast down the lane toward the pins—impossible to stop.
- 4 Like yesterday, for example.
- 5 After school, I was walking home past the park where a girls' soccer game was being played. I was on a soccer team once, but I quickly found out that I stink at sports. But sometimes it's fun to watch, so I stopped and stared through the chain-link fence.

2

RL.4.1

Stop & Discuss

What does Zoe think is like a seed? How is it like a seed?

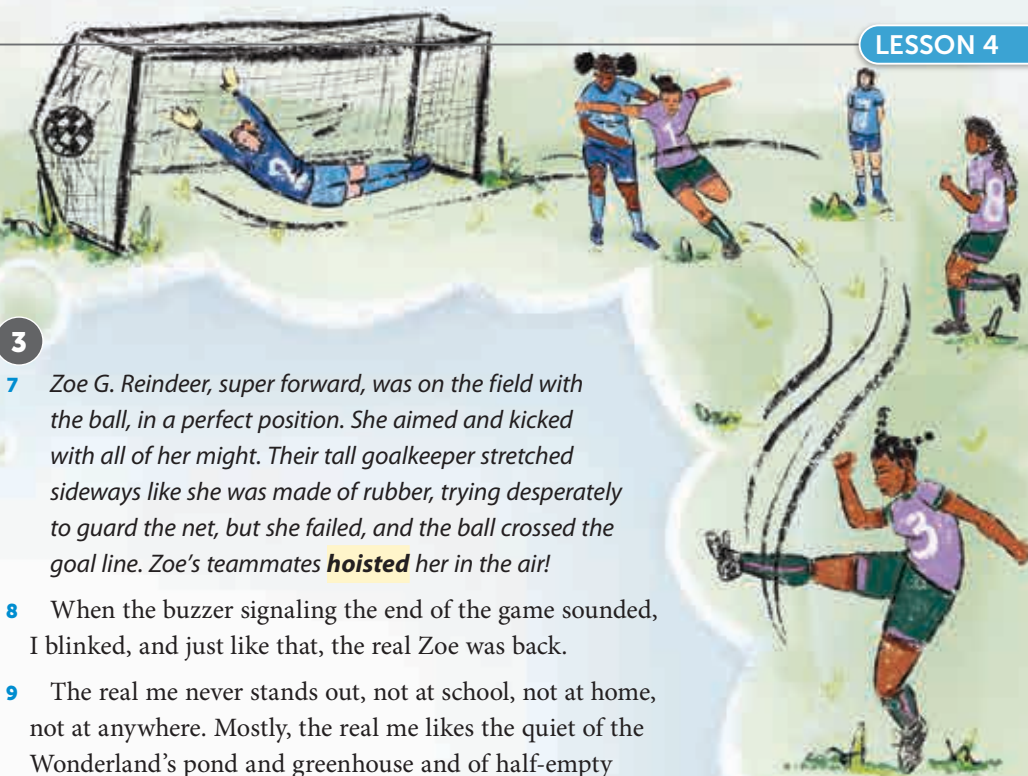
Underline a sentence that supports your answer. Then explain your answer to a partner.

- 6 And suddenly, it—the thing that's inside of me, which I guess you could call my wild imagination—came alive and she—

Imaginary Zoe—appeared.



LESSON 4



- 3 Zoe G. Reindeer, super forward, was on the field with the ball, in a perfect position. She aimed and kicked with all of her might. Their tall goalkeeper stretched sideways like she was made of rubber, trying desperately to guard the net, but she failed, and the ball crossed the goal line. Zoe's teammates **hoisted** her in the air!
- 8 When the buzzer signaling the end of the game sounded, I blinked, and just like that, the real Zoe was back.
- 9 The real me never stands out, not at school, not at home, not at anywhere. Mostly, the real me likes the quiet of the Wonderland's pond and greenhouse and of half-empty movie theaters. If they gave awards for being boring, I'd get a gold medal.
- 10 But *Imaginary Zoe* is everything the real me isn't. Instead of being eleven years old, she's already a teenager and even has her driver's license. Plus she doesn't stink at sports.
- 11 Sometimes I try very hard to keep *Imaginary Zoe* from disappearing, but because my real world keeps interrupting with all of its stuff like chores and homework and getting annoyed and having to brush my teeth and sometimes being forced to eat pickled beets, *Imaginary Zoe* vanishes.
- 12 Now that I've explained how I'm sort of like a seed and also about *Imaginary Zoe*, I can tell you about the real seeds. 🖐️

hoisted = lifted

4

RL.4.3

Stop & Discuss

How is real Zoe different from *Imaginary Zoe*?

Support your answer with details from the text.

Real Zoe __, but *Imaginary Zoe* __.

Unlike real Zoe, *Imaginary Zoe* __.

3 Support Reading

- Have students read paragraphs 7–12.
- **CHECK IN** Students understand that the events of paragraph 7 are only in Zoe's imagination.

HELP & GO: Text Structure

- **Ask**, Which paragraph looks different from the others? paragraph 7 Why do you think it is different? What does it describe? events that Zoe is imagining
- Have students reread paragraph 6 on the previous page. **Ask**, What is about to happen? Imaginary Zoe is about to appear.
- Have students reread paragraph 7 and describe what is happening in their own words. **EL**

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students can contrast real Zoe and *Imaginary Zoe*.

HELP & GO: Comprehension

- Have students underline details that describe real Zoe in one color and details that describe *Imaginary Zoe* in another color.
- Reread paragraph 9. **Ask**, What is real Zoe like? What does she do?
- Reread paragraphs 7 and 10. **Ask**, What is *Imaginary Zoe* like? What does she do?
- Have students match the illustrations of real Zoe and *Imaginary Zoe* with the text details.
- Have students make a two-column chart to compare real Zoe and *Imaginary Zoe*. **EL**

Discuss the Whole Text

Revisit the Focus Question. **Ask**, How does Zoe use her imagination? Have students **Stand and Share** to discuss. Record responses.

Reconnect to the Text

Have students recall Part 1 of *Zoe in Wonderland*. Use **Pick a Stick** to have 1–2 students summarize the story.

1 Introduce the Standard

- Use **Jump in Reading** to have students read the bulleted text at the top of the page.
- Say**, *Today, you will examine details in Part 1 of Zoe in Wonderland to understand and describe Zoe, especially her feelings and motivations.*

MODEL THE STANDARD Display the example and model describing a character.

- Say**, *We learn how a character feels and what motivates them by looking at what they say, think, or do. In this story, Zoe is the narrator, so it is important to look closely at what she thinks. In paragraph 5, Zoe says that she isn't good at soccer, but that it is fun to watch. In paragraph 7, Zoe imagines scoring a goal and celebrating with her team. What Zoe imagines is different from her real experience. This helps us understand that Zoe wishes she was good at things that she is not good at in real life.*

2 Reread/Think

GUIDE STANDARDS PRACTICE Have students reread the paragraphs noted in the chart and then work in pairs to complete the chart.

- Prompt students to think about Zoe's feelings after rereading paragraph 9. **Say**, *Zoe thinks, "the real me never stands out." What does this tell you about how Zoe feels about herself? She thinks she is not special.*
- Prompt students to think about Zoe's motivations in paragraph 11. **Ask**, *"Why would real Zoe want Imaginary Zoe to stay around? So she can imagine being more special than she thinks she is.*
- Provide sentence frames to support students in sharing ideas: *I think Zoe feels ___ because ___.* *The text says ___.* **EL**

SESSION

2



PRACTICE

RL.4.3 Describe in depth a character . . . in a story . . . drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

1 Describe Characters

- Looking at what a character says, does, and thinks can help you understand a character, including how they feel and what their motivations are.
- Motivations** are the reasons why characters act the way they do.

2 Reread/Think

Reread Part 1 of *Zoe in Wonderland*. Explain what each piece of text evidence in the chart shows about the real Zoe's feelings and motivations.

Text Evidence	What It Shows
<ul style="list-style-type: none"> "I quickly found out that I stink at sports. . . . But sometimes it's fun to watch, so I stopped and stared . . ." (paragraph 5) "Zoe G. Reindeer, super forward, was on the field . . . [her] teammates hoisted her in the air!" (paragraph 7) 	<ul style="list-style-type: none"> Even though Zoe does not play soccer anymore, she thinks its fun to watch. Zoe imagines she is good at soccer and wishes she was the star of the team.
<ul style="list-style-type: none"> "The real me never stands out, not at school, not at home, not at anywhere. Mostly, the real me likes the quiet . . ." (paragraph 9) "If they gave awards for being boring, I'd get a gold medal." (paragraph 9) 	<ul style="list-style-type: none"> Zoe thinks she isn't special or interesting. Zoe worries that other people would think the things she likes are boring.
"But <i>Imaginary Zoe</i> is everything the real me isn't." (paragraph 10)	Sometimes Zoe wants to be more exciting, like <i>Imaginary Zoe</i>.
"Sometimes I try very hard to keep <i>Imaginary Zoe</i> from disappearing, but because my real world keeps interrupting . . . <i>Imaginary Zoe</i> vanishes." (paragraph 11)	Zoe wishes her imagination would not get interrupted so that <i>Imaginary Zoe</i> would stay.

3 Talk

With a partner, discuss how *Imaginary Zoe* helps you understand the real Zoe's feelings and motivations.

- When does *Imaginary Zoe* appear?
- What does *Imaginary Zoe* do?
- What do *Imaginary Zoe*'s actions help you understand about the real Zoe?

Imaginary Zoe appears when ____.

When *Imaginary Zoe* appears, she ____.

Imaginary Zoe helps me understand real Zoe by ____.

4 Write

What does *Imaginary Zoe* help you understand about the real Zoe? Use details about real Zoe's thoughts, feelings, actions, and motivations to support your response.

Sample response: *Imaginary Zoe* helps me understand what

real Zoe believes about herself. Real Zoe thinks that she

"stink[s] at sports," while *Imaginary Zoe* is a "super forward"

who wins the game and is "hoisted . . . in the air" by her

teammates. This shows that Zoe wishes she was good at

things and that other people would see her talents too. Zoe

sees herself as someone who could "get a gold medal" for

"being boring," but she thinks "*Imaginary Zoe* is everything the real me isn't." Real

Zoe thinks *Imaginary Zoe* is exciting and tries "to keep *Imaginary Zoe* from

disappearing." These details show that real Zoe wishes she were more like

Imaginary Zoe.

WRITING CHECKLIST

- ☐ I described the character Zoe.
- ☐ I supported my response with details from the text.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

3 Talk

- Before the class discussion, encourage students to practice what they want to say with a partner. **EL**
- Have students complete the Talk activity with a partner. Then use **Somebody Who** to have students share their ideas with the class.
- **LISTEN FOR** Students use details from the text to support their understanding of Zoe's feelings and motivations. Use **Help & Go** scaffolds as needed. ✓

HELP & GO: Standards Practice

- Point out that readers look for details to help them understand characters. **Ask**, *What does real Zoe think about as she watches soccer? how she is not good at soccer What does she imagine? that she is the star of the team*
- Allow time for students to add to their charts as needed.
- Help students make connections between Zoe's actions and her motivations. **Ask**, *How does thinking about what Zoe imagines help us understand her character? She wishes she was good at things that she is not good at in real life.*
- Prompt students to agree and build on others' ideas or disagree and explain their ideas about Zoe.

4 Write

- Have students respond to the Write prompt.
 - Work with students to create a bank of terms they might use to write their response about Zoe. **EL**
 - Use written responses to determine whether students need additional support. ✓
- Have students **Raise a Hand** to share their written responses with the class.

1 Support Reading

- Connect to the previous text. Use **Pass It On** to have two or three students summarize Part 1 of *Zoe in Wonderland*.
- Set a purpose for reading. **Say**, *Today, you'll read to learn about how an event sparks Zoe's imagination.*
- Have students read through paragraph 6. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand *endangered*, *single-handedly*, *certain*, and *extinction*.

HELP & GO: Vocabulary

- Reread paragraphs 5 and 6. Have students use examples to share what it means for plants or animals to be *endangered* or *extinct*. **Ask**, *What could happen to endangered baobabs? They could become extinct, with no more left.*
- Have students brainstorm synonyms for *single-handedly*, *certain*, and *extinction*. **EL**

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that in paragraph 6, Zoe imagines herself getting an award for saving the baobab trees.

HELP & GO: Comprehension

- **Ask**, *Which details in paragraph 6 and the illustration on the next page show what kind of event Zoe imagines? podium, auditorium, cameras, guest of honor, standing ovation, award*
- **Ask**, *Why is Zoe getting an award? She saved the baobabs from extinction. Why do you think she imagines that? She is worried about the baobab trees in real life and wishes she could save them.*

SESSION
3

from Zoe in Wonderland

by Brenda Woods

Part 2

- 1 A tall man from Madagascar comes to Wonderland, Zoe's family business, looking for a baobab tree, but Zoe tells him the shop doesn't have any. He invites her to an open house at the lab where he works as an astronomer. When he leaves, Zoe and her friend Quincy research baobab trees.

1 With Quincy sitting beside me, I looked up *baobab tree* on the computer. Unexpectedly, there were a bunch of sites. I popped on one that called it "the tree of life" and a photo came up of about thirty baobab trees growing in a grassy Madagascar plain. The clear blue sky behind the trees made them look strangely beautiful. "Wow!"

2 I studied the tall, fat trunks and leafy branches closely.

3 Quickly I began to read. "Says they can live for thousands of years and that there are nine species."

4 "And it's one of the top **endangered** trees in the world," he read.

5 Abruptly, I stopped reading. "Endangered?" I repeated.

6 Zoe was standing at the podium. The auditorium was packed and reporters pointed video cameras at the guest of honor: **environmentalist** Zoe G. Reindeer. At the end of Zoe's inspiring speech, people clapped and began popping up around the room like popcorn until finally everyone was standing. Single-handedly, Zoe had saved the baobabs from certain extinction.

endangered = at risk of dying out because there are so few left

environmentalist = a person who works to protect nature

2

RL.4.1

Stop & Discuss

What does Zoe imagine in this part of the story? Why?

Underline a sentence that shows what *Imaginary* Zoe accomplishes. Then describe the scene in your own words.


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UNIT 1 | Facing Challenges

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3

Inspired by her research, Zoe orders and plants baobab seeds in coffee cans. When she is working at Wonderland, the tall man returns.

- 7 The tall man smiled, showing both his top and bottom teeth. "Hello again, young lady."
- 8 Young lady is not a name, I thought. "Zoe," I informed him.
- 9 "Hello, Zoe. I'm Ben . . . Ben Rakotomalala."
- 10 I'd never heard a last name like that before.
- 11 "Actually one of the shorter names in Madagascar and quite common. Most people call me Ben."
- 12 Seeing him again made me instantly un-forget about the baobabs. Since the day I'd planted the seeds, I'd completely ignored them. . . . As soon as the man leaves, I promised myself, I'll head to the greenhouse. "We still don't have any baobab trees," I told him. "And I asked my daddy, but he didn't want to buy any, so my friend and I bought some seeds and I planted them, so we should have some pretty soon, maybe."
- 13 "So Zoe is an **entrepreneur**?"
- 14 I didn't know what an entrepreneur was, but I felt ashamed to ask, so I just shrugged. "Spoze so?"
- 15 "Didn't see you at the open house we had at JPL last week."
- 16 "Oh. I forgot all about it, plus I'm not really into science. My brother, Harper, he's the scientist. He knows a whole bunch of stuff."
- 17 "But you're the imaginer?"
- 18 Because he was right, I nodded. 

LESSON 4



entrepreneur = someone who starts or organizes a business

4

RL.4.3

Stop & Discuss

How does Ben describe Zoe? How does this compare to the way she describes herself?

Support your answer with details from the text.

3 Support Reading

- Have students read through paragraph 19.
- **CHECK IN** Students understand that Zoe did not go to the open house at Ben's lab.

HELP & GO: Background

- Reread paragraphs 16 and 17. Explain that *JPL* stands for NASA's Jet Propulsion Laboratory, a major center for astronomy research. Once a year, JPL has an "open house" and invites the public to come and learn about astronomy, see the lab's spacecraft, and look through telescopes.
- **Ask**, *What reason does Zoe give for not going to the open house at JPL? She is not interested in science.*

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that Zoe thinks of herself as only an imaginer, but Ben thinks she could be other things, too.

HELP & GO: Comprehension

- Reread paragraphs 13–15. **Ask**, *Why does Ben think Zoe is an entrepreneur? He thinks she is going to sell the baobab trees she is growing.*
- Reread paragraphs 16 and 17. **Ask**, *Does Zoe think of herself as a scientist? No.*
- Reread paragraphs 18 and 19. **Ask**, *What do Ben and Zoe agree on? She is an "imaginer."*
- **Ask**, *What is similar about Ben and Zoe? They are both curious about the world around them.*
- Have students look inside the word *imaginer* to find the word *imagine* and the suffix *-er* (a person who does something). Then ask them to explain what *imaginer* means and suggest the kinds of things an imaginer might do. **EL**

5 Support Reading

- Have students read paragraphs 20–31.
- CHECK IN** Students can explain what Ben means when he says, “Without imaginers, it’s likely we’d still be living in caves.”

HELP & GO: Background

- Reread paragraph 20. **Ask**, *When did people live in caves? in prehistoric times* *How did imagination help us get out of caves? What do you think someone imagined? What did people do next?* Discuss the idea that someone had to imagine building shelters before people could actually develop them.

6 Stop & Discuss

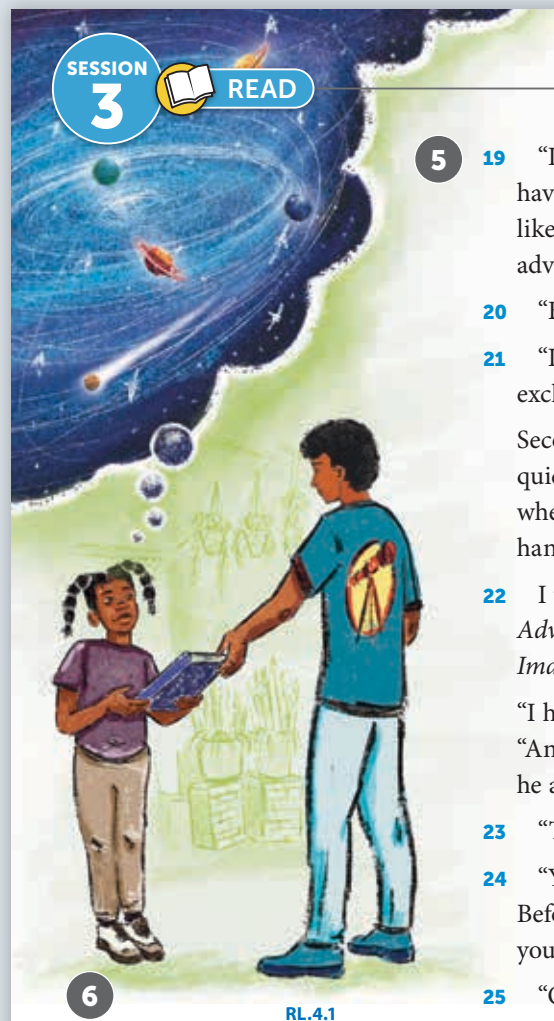
- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students understand what connects adventurers, explorers, inventors, dreamers, and imaginers.

HELP & GO: Comprehension

- Discuss the meaning of the title of the book, *Adventurers, Explorers, Inventors, Dreamers, and Imaginers*. **Ask**, *What do these types of people have in common?* *curiosity*
- Point out that each base word in the title is a verb, and that the suffix *-er/-or* produces a word that means “a person who does” the verb. **EL**
- Reread paragraph 31. Discuss how Zoe is curious like the adventurers, explorers, inventors, and imaginers. **Ask**, *What is Zoe curious about?* *telescopes and stars* *How can curiosity and imagination help scientists? Those traits help people ask and answer questions about the world.*

Discuss the Whole Text

- Revisit the Focus Question. **Ask**, *How does Ben think imagination helps people?*
- Have students **Stand and Share** their ideas. Record and post students’ responses.



6

RL.4.1

Stop & Discuss

What characteristics do you think adventurers, explorers, inventors, dreamers, and imaginers have in common? Does Zoe share those qualities?

Explain your answer to a partner, using details from the text.

- 5 19 “Imagination is sometimes more valuable than having a head full of facts. Without imaginers, it’s likely we’d still be living in caves. Imaginers and adventurers can change the world.”
- 20 “But I’m not an adventurer,” I told him.
- 21 “I’ll be right back. I have something for you!” he exclaimed as he dashed outside.
- Seconds later, he slammed the trunk closed, and quickly, his long-as-stilts legs brought him back to where I was standing. He was holding a book. He handed it to me. “A small gift for you.”
- 22 I took it from his hand and read the title. *Adventurers, Explorers, Inventors, Dreamers, and Imaginers: People Who Changed Our World*.
- “I hope this will open your mind, Zoe,” he said. “And that your life will be a marvelous adventure,” he added.
- 23 “Thank you.”
- 24 “You are very welcome, Zoe. Time for me to go.” Before he ducked outside, he told me, “Promise you’ll save one for me.”
- 25 “One what?”
- 26 “Baobab.”
- 27 “I promise.”
- 28 I stared at the picture of the telescope on the back of his T-shirt as he walked away and wondered exactly how far away you can see with one. I studied the cover of the book again, then gazed up at the sky. 🖐️

SESSION
4 PRACTICE

RL.4.3 Describe in depth a character . . . in a story, . . . drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LESSON 4

1 Describe Characters

- Examining what a character says, thinks, and does helps readers understand the character's traits. **Traits** describe a character's personality, or what the character is like.

2 Reread/Think

Reread Part 2 of *Zoe in Wonderland*. Explain what the text evidence in the chart shows about Zoe's traits.

Text Evidence	What It Shows
<ul style="list-style-type: none"> "I looked up <i>baobab tree</i> on the computer." (paragraph 1) "I studied the tall, fat trunks and leafy branches closely. . . ." (paragraph 2) "Quickly I began to read." (paragraph 3) 	curious, interested in learning new things
"Abruptly, I stopped reading. 'Endangered?' I repeated." (paragraph 5)	caring because she wants to solve the problem with the trees
"Single-handedly, [Imaginary] Zoe had saved the baobabs from certain extinction." (paragraph 6)	powerful imagination
"We still don't have any baobab trees . . . so my friend and I bought some seeds and I planted them, so we should have some pretty soon" (paragraph 13)	<ul style="list-style-type: none"> helpful problem solver, smart
"I stared at the picture of the telescope . . . and wondered exactly how far away you can see with one. I studied the cover of the book again, then gazed up at the sky." (paragraph 31)	curious about what she does not know

Reconnect to the Text

Have students recall Part 2 of *Zoe in Wonderland*. Use **Pick a Stick** to have 1–2 students summarize the story.

1 Practice the Standard

- Review the standard. Have students **Shout Out** the types of details authors use to describe characters. (what characters think, say, and do)
- Explain that a trait describes a character's personality instead of how they feel, which can change. What are some examples of traits? *artistic, friendly, athletic* What are some examples of feelings? *happy, angry, sad* Have partners discuss how Zoe's trait of curiosity is different than what she feels.
- Have students practice with the academic terms *character* and *character traits* by using them to talk about a character from a familiar story. **EL**

2 Reread/Think

MODEL THE STANDARD Model using specific text evidence to make an inference about character traits.

- Say,** *Authors don't usually tell us a character's traits directly. Instead, they show those traits through the character's thoughts, words, and actions. For example, after Ben leaves, Zoe is motivated to learn more about baobab trees. In paragraphs 1–3, we learn that she researches them on the computer. This shows her traits of curiosity and wanting to learn new things.*

GUIDE STANDARDS PRACTICE Have students reread Part 2 of the story and then work in pairs to complete the rest of the chart.

- Have students use specific evidence to brainstorm general traits. Discuss how Zoe reacts to learning the baobab is endangered. **Ask,** *What kind of person is shocked about an endangered tree? someone who is caring* Why would someone imagine saving trees from extinction? *because they want to solve a problem*

3 Talk

- Form small groups of 4–6 students. Use **Merry-Go-Round Share** to have students share a trait from their chart and explain how they would describe the character. Then have them support their ideas with text evidence.
- Remind students to agree and build on the ideas of others or disagree and explain their thinking.
- Use **Somebody Who** to have students share out their ideas. Prompt students to justify their ideas by explaining their use of text evidence.

4 Write

- Have students complete the Write task.
- Guide students to review their charts and select two traits for which they have the strongest text evidence.
- Use **Help & Go** scaffolds as needed.
- LISTEN FOR** Students determine two traits that best define Zoe's character.

HELP & GO: Writing

- Prompt students to describe the traits that best show Zoe's character. **Say,** *Sometimes we see a character's traits in different parts of the story. This shows that they are important to understanding the character. Are there traits that you can connect to different parts of the story?* **powerful imagination, curious**
- Circulate to assist students as needed and to assess understanding.
- Use **Stronger and Clearer Each Time** to help students prepare for writing. **EL**
- Use written responses to determine whether students need additional support. ✓
- Use **Somebody Who** to have a few students share their written responses with the class.

SESSION
4

PRACTICE

3 Talk

Think about what you have learned about Zoe. Discuss the traits you identified in your chart. Use details from the text to support your ideas.

One of Zoe's traits is ____.

I know this because the text says ____.

4 Write

Explain two of Zoe's traits that best describe the character. Use details from the text to support your response.

Sample response: One of Zoe's traits is that she has a

powerful imagination. When she realizes baobab trees are

endangered, she imagines she has "single-handedly . . .

saved the baobabs from certain extinction."

Another trait is that Zoe is curious. When Zoe realizes she

is not familiar with baobab trees, she researches them on

the computer. She studies the pictures and reads about the

trees. At the end of this part of the story, Zoe wonders how far she can see with the

telescope. Both of these examples show she wants to learn more about new things.

WRITING CHECKLIST

- ☐ I described two of Zoe's traits.
- ☐ I used details from the text to support my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION
5 READ

LESSON 4

from
Zoe in Wonderland

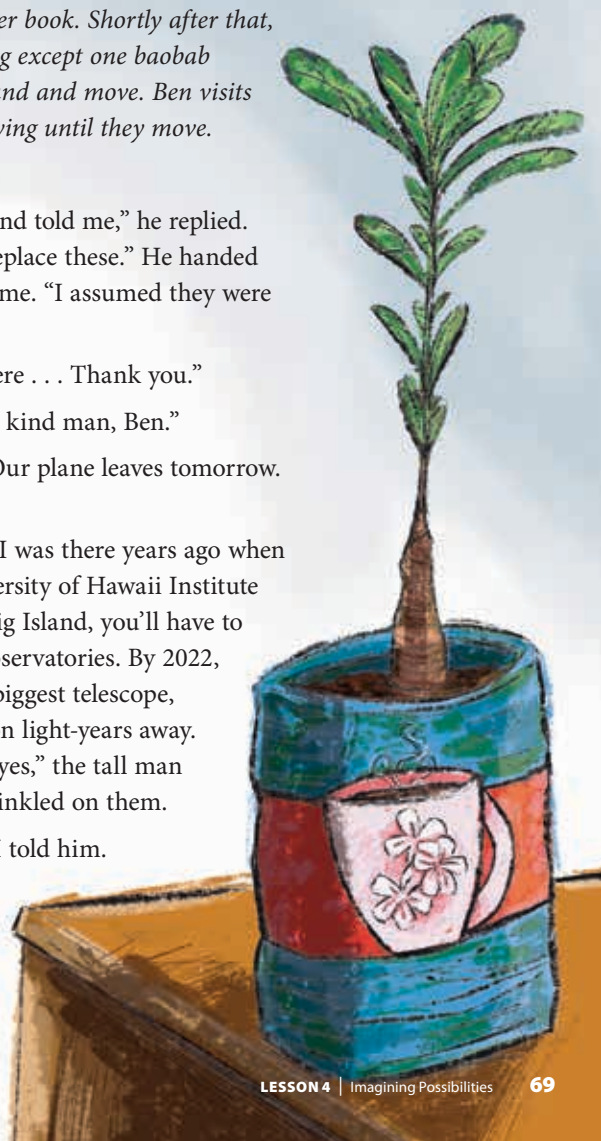
by Brenda Woods

Part 3

1

Ben stops by the store to give Zoe another book. Shortly after that, a fire at Wonderland destroys everything except one baobab sprout. Zoe's family decides to sell the land and move. Ben visits the apartment where Zoe's family is staying until they move.

- 1 "How did you find us?" I asked.
- 2 "The man who bought the Wonderland told me," he replied. "I came to express my sorrow and to replace these." He handed me copies of the two books he'd given me. "I assumed they were lost in the fire."
- 3 I took them from his hand. "They were . . . Thank you."
- 4 Daddy got tears in his eyes. "You're a kind man, Ben."
- 5 "We're moving to Kauai in Hawaii. Our plane leaves tomorrow. We bought a flower farm," I blurted.
- 6 "The Garden Isle, they call that one. I was there years ago when I worked on the Big Island at the University of Hawaii Institute for Astronomy. If you ever get to the Big Island, you'll have to make sure you visit the Mauna Kea Observatories. By 2022, the island will be home to the world's biggest telescope, allowing scientists to see thirteen billion light-years away. Well, it's time for me to say my good-byes," the tall man said. His words had a little sadness sprinkled on them.
- 7 "Bye, and thank you for the books," I told him.
- 8 He said good-bye one last time and turned to leave, heading toward the elevator.



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LESSON 4 | Imagining Possibilities 69

Reconnect to the Texts

Display responses to the Focus Question for Parts 1 and 2 of *Zoe in Wonderland*. Use **Pass It On** to have students make connections between the two parts of the story.

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read to learn about how Zoe uses her imagination to face new challenges.*
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the major changes in Zoe's life since the end of Part 2.

HELP & GO: Comprehension

- Reread the introduction to Part 3. **Ask**, *What happened to the Wonderland? A fire destroyed it. What happened to Zoe's baobab sprouts? All but one were destroyed.*
- Reread paragraph 5. **Ask**, *What is Zoe's next challenge? moving with her family to a flower farm on Kauai* Show students Kauai, Hawaii, and Pasadena, California, on a map.

- **CHECK IN** Students understand Ben's references to "the Big Island," "observatories," and "thirteen billion light-years."

HELP & GO: Background

- Reread paragraph 6. **Ask**, *Where did Ben work? the Big Island* Show students the Big Island of Hawaii on a map.
- Have students look inside the word *observatory* for familiar words and word parts. (*observe*: "to watch or study") Discuss what astronomers observe and what tools they use. **EL**
- Explain "thirteen billion light-years away." **Say**, *If you traveled at the speed of light, it would take you thirteen billion years to get there!* Discuss why Ben might mention this to Zoe. (to spark her curiosity)

2 Independent Reading

- **CHECK IN** Students can identify which characters are speaking the dialogue in paragraphs 10–16.

HELP & GO: Text Structure

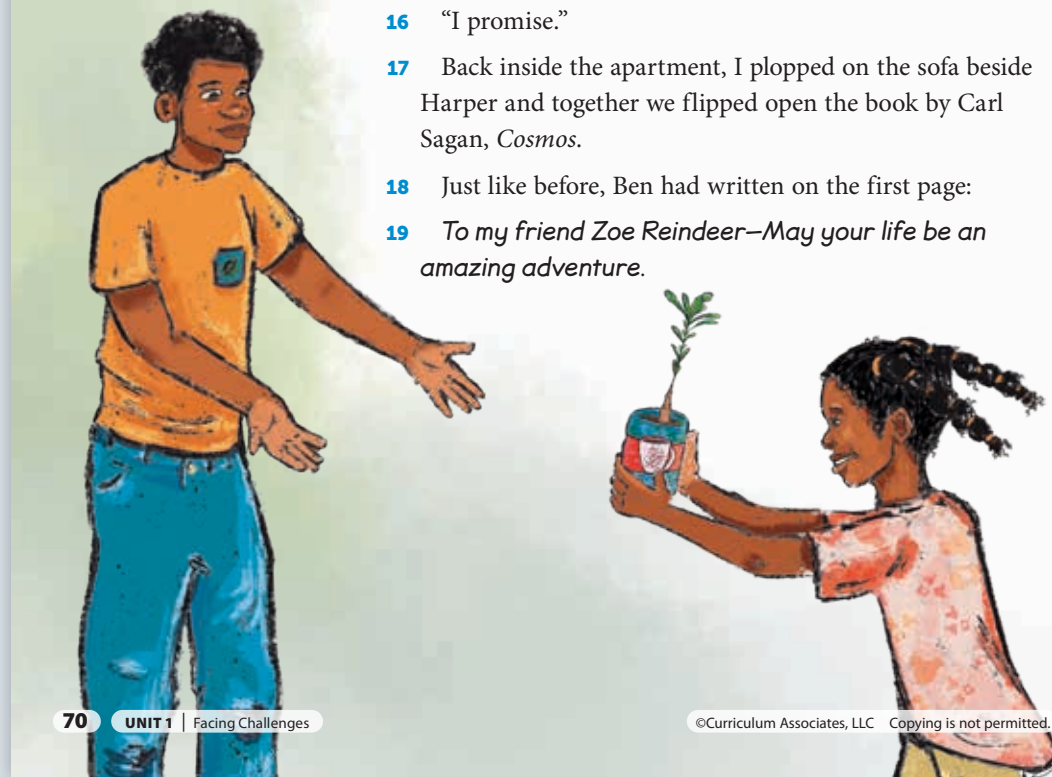
- Have students reread paragraph 10. **Ask**, *Who is speaking? Zoe How do you know? The speaker is addressing "Daddy," and Zoe promised Ben a baobab earlier in the story.*
 - Have students reread paragraph 11 and underline the speech tag. ("Daddy called out")
 - Continue with paragraphs 12–16, having students use context clues or speech tags to identify each speaker.
 - Then have three volunteers read the lines that Zoe, her dad, and Ben speak.
- **CHECK IN** Students understand that Ben gave Zoe a second book, about astronomy, to spark her curiosity.

HELP & GO: Comprehension

- Reread paragraphs 15–19. **Ask**, *What does Ben ask Zoe to do? put her imagination to good use What detail suggests that Zoe might be doing just that? She is reading the second book that Ben gave her, Cosmos.*
- Explain that Carl Sagan was a well-known astronomer and author. Have students use their knowledge of the cognate *cosmos* for understanding that his book called *Cosmos* is about the universe. **EL**
- **Ask**, *Why do you think Ben gives Zoe a book about the universe? to spark her curiosity* Discuss the connections between curiosity, imagination, and science. (Scientists are curious about the world, so they learn as much as they can. They use what they know to imagine possibilities and solutions. Then they test their ideas.)

SESSION 5 READ

- 2 9 Suddenly, I glanced at the baobab seedling in the Kona coffee can that was sitting on the table.
- 10 "Daddy?" I picked up the baobab. "Can I give this one to Ben? Please? I promised him."
- 11 "Ben!" Daddy called out. "Hold up! My Zoe has a gift for you."
- 12 I flew down the hallway to Ben Rakotomalala. "It's a baobab. For you."
- 13 He took the can from my hand. "Thank you, Zoe!"
- 14 "Don't water it too much or it might die," I warned him.
- 15 The elevator door was closing when he stopped it with his hand and it reopened. Ben stared into my eyes. "One more thing, Zoe. Promise you'll put that wonderful imagination of yours to good use."
- 16 "I promise."
- 17 Back inside the apartment, I plopped on the sofa beside Harper and together we flipped open the book by Carl Sagan, *Cosmos*.
- 18 Just like before, Ben had written on the first page:
- 19 *To my friend Zoe Reindeer—May your life be an amazing adventure.*



SESSION
5 PRACTICE

RL.4.3 Describe in depth a character . . . in a story . . . drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LESSON 4

Respond to Text

3 Reread/Think

Reread Part 3 of *Zoe in Wonderland*. Choose the best response to each question.

1. PART A

Which of these **best** describes why Ben comes to visit Zoe and her family?

- A. He is eager to see Zoe's little baobab tree.
- B. He is disappointed that Zoe and her family are leaving.
- C. He feels a duty to help Zoe and her family move to Hawaii.
- D. He is a thoughtful person who wants to help Zoe.**

PART B

Which of Ben's actions **best** supports the answer to Part A?

- A. He learns Zoe's location from the man who bought the Wonderland.
- B. He brings Zoe new copies of the books he had given her before.**
- C. He tells Zoe she should visit the Mauna Kea Observatories on the Big Island.
- D. He says goodbye one last time to Zoe and her family before leaving.

2. Read this sentence from paragraph 2.

"I **assumed** they were lost in the fire."

What does *assumed* mean?

- A. discovered
- B. told someone
- C. believed to be true**
- D. heard from someone


3. What do paragraphs 10–14 show about Zoe?

- A. She forgets things easily.
- B. She is not careful with plants.
- C. She keeps her promises.**
- D. She does not trust people.

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Encourage students to use a dictionary in English or their home language to look up any unfamiliar words that appear in the items. **EL**

Answer Analysis

After students complete the Independent Practice items, use the answer analysis below to review the practice items with students. Have students **Raise a Hand** to share their answers. 

1. **PART A** The correct choice is **D**. Ben visits Zoe because he is thoughtful. Ben does not know about Zoe's small baobab tree (**A**) or that Zoe's family is moving to Hawaii (**B** and **C**) until he comes to see them.

PART B The correct choice is **B**. Ben's words show that he is thoughtful because he expresses sadness and wants to replace books lost in the fire. Choices **A**, **C**, and **D** do not support the correct answer to Part A. **DOK 2 | RL.4.3**

2. The correct choice is **C**. The context shows that Ben brought replacement books because he believed the originals were lost in the fire. The other choices are not supported by context clues. **DOK 2 | RL.4.4**

3. The correct choice is **C**. Zoe wants to give the baobab to Ben because she "promised him." Choice **A** is incorrect because she remembers the baobab. Choice **B** is incorrect because she reminds Ben to water the plant. Choice **D** is incorrect because she trusts Ben with the plant. **DOK 2 | RL.4.3**

4 Answer Analysis

4. The correct choice is **D**. In Part 2, Ben says, "Imaginers and adventurers can change the world." At the end of Part 3, he writes to Zoe, "May your life be an amazing adventure." For these reasons, choice **A** is too limited. Choices **B** and **C** are not supported by the text.

DOK 2 | RL.4.1

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.3**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- Provide sentence frames: *Zoe's imagination helps her to _____. I can tell because _____. EL*
- LOOK FOR** Students describe text evidence that shows how Zoe has changed because of her imagination.

HELP & GO: Writing

- Have students reread paragraphs 9–14. **Ask**, *Earlier, what did Zoe imagine about baobabs? single-handedly saving them from extinction How does she save a baobab in real life? by growing one and giving it to Ben What does this show about her? She is a problem solver.*
- Have students reread paragraphs 15–19. **Ask**, *How does reading Cosmos show Zoe is putting her imagination "to good use"? She wondered about telescopes, and now she is learning about astronomy in real life. What does this show about her? She is eager to learn and is starting to put her imagination to good use.*

Lesson Wrap-Up

Use **Stand and Share** to have students discuss the Focus Question using examples from the text. Record responses. Invite students to make connections among the parts of the story.

SESSION

5



PRACTICE

4 Reread/Think

4. In paragraph 15, what does Ben mean when he tells Zoe to put her imagination "to good use?"
- A. He wants her to use her imagination to think about astronomy.
 - B. He wants her to use her imagination less and think more about real things.
 - C. He wants her to use her imagination as an escape from her real life.
 - D.** He wants her to use her imagination to explore and change the world.

5 Write

By the end of the story, how has Zoe changed because of her imagination? Use details from the text to support your response.

Sample response: At first, Zoe sees herself as boring.

Imaginary Zoe does things that real Zoe only wishes she

could do, like being a soccer star. Later, Zoe's imagination

inspires her to become more helpful and curious in real life.

Imaginary Zoe may have "single-handedly . . . saved the

baobabs," but real Zoe plants baobab seeds and gives a

seedling to Ben—saving at least one real baobab tree. Zoe

also uses her imagination when she wonders "how far you

can see through a telescope." Later, Ben challenges her to

look through real telescopes in Hawaii, and Zoe begins reading Cosmos. Her

imagination inspires her curiosity about astronomy and putting her imagination to

good use in real life.

WRITING CHECKLIST

- ☐ I explained how Zoe has changed with the help of her imagination.
- ☐ I used at least two details from the text to support my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 4

Respond to the Focus Question

How can imagination help people deal with challenges?

1 Reread/Think

Sample responses shown.

Revisit Parts 1–3 of *Zoe in Wonderland*. How does Zoe use her imagination in the story? How does it help her? Complete the chart with details from each part.

How Zoe Uses Her Imagination	How Zoe's Imagination Helps Her
Part 1 <ul style="list-style-type: none"> imagines she is a “super forward” who wins the game, older, good at sports, “stands out” sees <i>Imaginary Zoe</i> as her opposite 	In her imagination, she can be someone more exciting than she is in real life.
Part 2 <ul style="list-style-type: none"> imagines that she is a famous environmentalist who saved the world's baobabs inspired to buy and plant baobab seeds 	It helps her think about a problem and find a way to help solve it.
Part 3 <ul style="list-style-type: none"> promises to put her imagination to good use inspired by Ben's description of telescopes, starts reading Carl Sagan's book <i>Cosmos</i> 	It helps her say goodbye to a friend and sparks her interest in astronomy in her new home.

2 Talk

With a small group, discuss how Zoe's imagination helps her throughout the story.

In the beginning/middle/end, Zoe imagines ____.

Zoe's imagination helps her ____.

3 Write

How have you used your imagination to face a challenge or solve a problem?

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LESSON 4 | Imagining Possibilities

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Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all three parts of the story.

1 Reread/Think

- Have students work in groups to complete the Reread/Think activity. Have each student in the group reread one part of the story.
- Use **Help & Go** scaffolds as needed.
- LOOK FOR** Students identify ways Zoe uses her imagination in each part of the story and draw conclusions about how it helps her.

HELP & GO: Comprehension

- Prompt students to consider how Zoe uses her imagination and how it helps her in each part.
Ask, *What does Zoe imagine in Part 1? Why is it helpful to imagine being different? What problem does Zoe's imagination help her solve in Part 2? What new challenge does it help her face in Part 3?*

2 Talk

- Have small groups use **Merry-Go-Round Share** to complete the Talk activity, with one student sharing about each part of the story.
- Have students fill in the sections of their charts when other group members share about each part of the story.

3 Write

- Have students respond independently to the prompt.
- Have students use the **Stronger and Clearer Each Time** routine to get feedback on their language and ideas. **EL**
- Have volunteers **Raise a Hand** to share their responses.