



CKLA Amplify

Grade 4



Contemporary Fiction:

Letters from Heaven

Lesson 1

FREEBIE!

8.5x11 size
Over 50
pages



TEKS

Reading
Students will make **inferences** based on the text and **personal experience** to **visualize and annotate** details of **characterization**. TEKS 4.6.D; TEKS 4.7.A; TEKS 4.7.C; TEKS 4.7.E; TEKS 4.12.A

Writing
Students will write their own **detail**.
Celeste in Letters from Heaven. TEKS 4.11.B.1; TEKS 4.11.C; TEKS 4.12.A

café con leche
a drink made by mixing coffee with hot milk



Grandma had a way of **café con leche** and toast for me.

cangrejitos de guayaba y croissants
croissants made with guava and cream



Activity Page 2.1
Revising Your Description

Use your description on Activity Page 1.3 to revise.

I read _____ in your description. I am not sure what you mean!
RS: _____

"How would you describe Celeste's personality based on the text? Is she included in the character description?"

"How does Celeste act towards other people? Is this included in the character description?"

"What quotes from the text help you understand Celeste's personality, habits, traits, thoughts and feelings? Can you include these quotes in your character description?"



CKLA Amplify Grade 4 Texas Edition Contemporary Fiction *"Letters from Heaven"*

Lesson 1 Freebie

TEKS

Reading
Students will make inferences based on the text and *personal experience* to *visualize and annotate* details of *characterization*. TEKS 4.6.D, TEKS 4.6.F, TEKS 4.7.A, TEKS 4.7.C, TEKS 4.7.E, TEKS 4.8.F, TEKS 4.8.H

café con leche
a drink made by mixing coffee with hot milk

On It Is Grandma's



"If your face isn't turning green, then you need to eat some more vegetables!" she'd odd. But I always licked the plate clean. Because my grandma's cooking, no matter what she made, was always the best in the world. At least for me it was.

cangrejos de guayaba y queso
croissants made with guava and cheese

memory of her
ustrate the
ities and their

Activity Page 2.1
Revising Your Description

Use your description on Activity Page 1.3 to revise.

Task **1** In your description, you did not use what you made. **Revise**

Task **2** In your description, you did not use what you made. **Revise**

Task **3** In your description, you did not use what you made. **Revise**

Task **4** In your description, you did not use what you made. **Revise**

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Task **100** In your description, you did not use what you made. **Revise**





Revamped Revised Reimagined

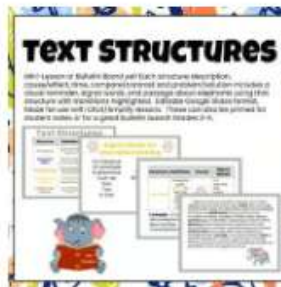
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☆ Follow

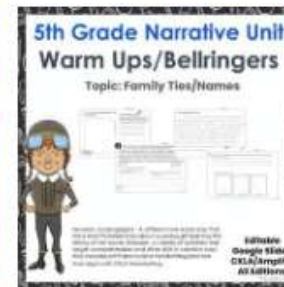
Featured resources



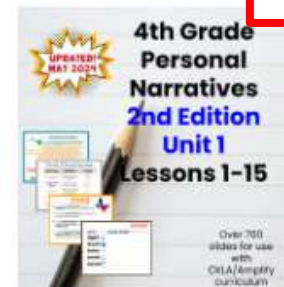
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and Bulletin Boards Grades 3...
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editions Daily Bellringers...
\$3.00



4th Grade 2nd Edition Unit 1
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Grade

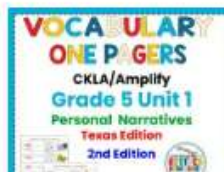
Subject

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Format

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All Resources	235
Task Cards/Review	1
Vocabulary	23
Spanish Resources	24
Bellringers	5



5th Grade Personal Narrative Unit 1
Vocabulary One Pagers CKLA Amplify



Created by
Revamped Revised Reimagined

\$1.00

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Wish List

5th Grade CKLA Amplify Unit 1 Personal Narrative Vocabulary
OnePagers Includes all vocabulary words broken up by

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Sincerely,
Amy Courtney
aimcourt@gmail.com
Revamped Revised Reimagined



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future freebies!



THANK YOU!

Improved Anchor Charts

Huge Updates to Anchor Charts, Spelling, Morphology and Grammar!

- All units updated for cohesion/errors
- Vocab/Morph/Spelling Word Walls cards with graphics/color coded
- More scaffolding and skill specific lessons (ie Summarizing, Annotating
- Sounds Cards and more Spelling Support
- More handwriting (manuscript and cursive)
- Bundles (finally!)
- Year Long Timeline and Year Long Word Walls
- Lots more resources for background knowledge, grammar, and writing
- ALL morphology and vocabulary in ALL units will be color coded for grammar part of speech

Color Coding

(*consistent across all my unit materials)

MANY of your kids are visual learners. You will be amazed at the connections and patterns that will get noticed once you start color coding!

nouns

verbs

pronouns

adverbs

**Proper
Nouns**

adjectives

**conjunctions
transitions**

Timers to copy/paste to pages

A rectangular button with a colorful, abstract, low-poly background. The text "3:00" is centered in a large, white, bold font with a black outline.

3:00

A rectangular button with a colorful, abstract, low-poly background. The text "5:00" is centered in a large, white, bold font with a black outline.

5:00

A rectangular button with a colorful, abstract, low-poly background. The text "6:00" is centered in a large, white, bold font with a black outline.

6:00

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10:00

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15:00

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25:00

A rectangular button with a colorful, abstract, low-poly background. The text "30:00" is centered in a large, white, bold font with a black outline.

30:00

Lesson 1: Describing Characters



Essential Question

How can a story's literary elements help readers make inferences about characters, themes, and messages in the story?



Lesson Guiding Question

How do you
determine a
theme of a story?



TEKS



Reading

Students will make **inferences** based on the text and **personal experience** to **visualize and annotate** details of **characterization**. TEKS 4.6.D; TEKS 4.6.F; TEKS 4.7.A; TEKS 4.7.C; TEKS 4.7.E; TEKS 4.10.F; TEKS 4.12.A

Writing

Students will write their own **detailed description of Celeste in *Letters from Heaven***. TEKS 4.10.A; TEKS 4.10.F; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.12.A

Academic Vocabulary

annotate

to add notes to a text or drawing to explain it or comment on it



characterization

description of someone's features,
including their thoughts and
feelings, personality, perspective,
and physical attributes



emphasis

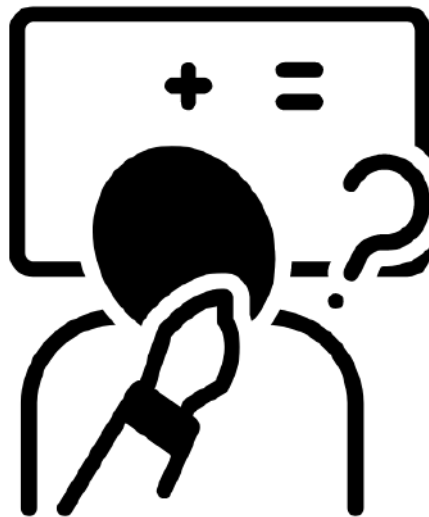
extra stress added to
words to indicate
importance



inference

a conclusion or an opinion based
on evidence

visualization, n. the act of forming,
or the images that have been
formed in one's mind



Vocabulary

Lesson 1

noun

verb

adverb

adjective

café con leche

a drink made by mixing
coffee with hot milk



Grandma always
had a warm cup
of **cafe con leche**
and toast ready
for me.

noun

tostaditas

a dish containing toasted
tortilla chips



"Eat some
tostaditas
when you
get home
and you'll
see how fast
you feel
better..." she
says.

noun

Previewing the Book



This book is a work of **fiction**, consisting of many chapters. For the next two weeks, you will be reading **excerpts**, or parts of the chapters, from the book.



Bio: Lydia was born in Mayagüez, Puerto Rico, of Cuban parents. She is the author of the bilingual children's picture book, ***Mimi's Parranda / La parranda de Mimi*** (Piñata Books, 2007) and the middle-grade novel ***Letters from Heaven / Cartas del cielo*** (Piñata Books, 2014). She holds a Ph.D. in Spanish from the University of Texas at Austin and teaches at the University of Denver.

All information and images are from the author's website [here](#)





Book Trailer- Letters From Heaven- ENGLISH

[Click photo for book trailer on Youtube](#)

Throughout the unit, you will have the opportunity to write **narrative prose**.

You will take what you learn from Lydia Gil and use these creative techniques in your own writing.



What does **close reading** mean?

Close reading means reading and looking closely at texts to make observations, cite details, and synthesize to build meaning.

Characterization is a description of someone's features, including their **thoughts** and feelings, **personality**, **perspective**, and **physical attributes**.

Authors sometimes use
characterization
in their writing to help
readers develop a
deeper understanding
of people in a text.

What example(s) of **characterization** have you encountered in a text that you have read?



Why is characterization
important?

Looking at characterization also provides a great opportunity to practice close reading.

Close readers look for as many details as possible and then use those details to discover ideas and meaning in the text. if characterization is done well, readers feel as if they know the characters personally and can make accurate predictions about how those characters will respond in certain situations.

As you continue through the unit, you will have an opportunity to learn more about the main characters.

Reading

When we read books, we **imagine** what characters look like and how they act. This is an effective **reading strategy**.

Today, as you read, try to picture Celeste in your mind based on the information in the text. This process is called **visualization**.

Excerpt “Café con Leche”

TABLE OF CONTENTS

1	Café con Leche	1
2	Cangrejitos de Guayaba y Queso	7
3	Synchronized Eating	11
4	Congrí	16
5	Mariquitas	22
6	Ropa Vieja	28
7	Misunderstandings	38
8	Asking for Help	43
9	Flan	49
10	Family Dinner	54



Parts of a Paragraph

First – Writers include a **topic sentence** to introduce the main idea of the the paragraph. It tells the reader what the paragraph is about.

Next – Writers include three to five sentences with **supporting details and facts** about the paragraph. It is important that the details match the topic.

Finally – Writers end the paragraph with a **concluding sentence**. The concluding sentence wraps up the idea.

The First Day of Fourth Grade

**Topic
Sentence**

The first day of fourth grade is a day we will remember for a long time. We

**Supporting
Sentences**

arrived in the classroom to find all our names on our desks and personal welcome notes from Ms. Beadle. Some of us were already friends, but there were some new students, too. We played a few games so that everybody got to know one another. Ms. Beadle gave us a preview of some of the reading and writing we will be doing this year, and the school day ended with a welcome-back assembly. Some of us

**Conclusion
Sentence**

were nervous about starting fourth grade, but by the end of the day, we were all excited!

Sample Paragraph Anchor Chart

Close your eyes for five seconds to picture in your minds Celeste's mood, personality, and/or an interaction she had with a character in the story. **Use the details in the text to help create the images in your mind.**



Activity Page 1.1

Describing Celeste

- What words could you use to describe Celeste's personality? Why?
- What lines from the text help you understand what Celeste is like?
- How do you think Celeste felt about her experiences with her grandmother? How do you know?

NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

Describing Celeste

Write a short 3-5 sentence paragraph describing Celeste. Use specific details in your descriptions. Remember that your goal is to help your reader imagine Celeste in a way that matches what you have read in *Letters from Heaven*.

[illegible]

Write a short 3-5 sentence paragraph describing Celeste. Use specific details in your descriptions. Remember that your goal is to help your reader imagine Celeste in a way that matches what you have read in *Letters from Heaven*.

Activity Page 1.1

Describing Celeste



Teacher modeling

visualization

looking closely at details to
form an image in your
mind



Readers can learn about a **character's mood and personality** by looking closely at the **words** Gil uses in the excerpt.

What makes the “day feels like it’s never going to end”?



“I run outside even though I’m not sure if anyone will be out there waiting for me. I stand at the corner looking in all directions, waiting to see who’s going to pick me up today. Yesterday it was Doña Esperanza, our next-door neighbor. On Tuesday it was Lisa, my mom’s friend “

Why might different people be picking Celeste up each day?

“Like your grandma Rosa always said, may she rest in peace, ‘full belly: happy heart.’”

“I keep walking as if I can’t hear what she is saying. I want to talk to her, but nothing comes out.

When we get in the car, Doña Esperanza takes my hand and says: “I really miss her too . . .”

What may be a reason that “nothing comes out” when Celeste wants to talk?

What words or
phrases would you
use to describe
Celeste?



Celeste Characterization

- I think Celeste is _____ (adjective) because _____.
- Celeste reminds me of _____, who is _____ (adjective).
- What do you know about Celeste's relationships with other characters so far in the story?
- What kind of relationship does Celeste have with her grandmother? How can you tell?
- How does the author use their relationship to help develop Celeste's voice?
- What is Celeste's mood in the story and how do you know?



Visualize an interaction between Celeste and another character from the text. For example, the interaction Celeste has with Doña Esperanza when Celeste is picked up from school or with her grandmother when Celeste is being taught how to make café con leche.

Activity Page 1.2

Drawing an Interaction

Use colored pencils, markers, or crayons to draw the interaction you visualized.

- Which other character interacts with, or speaks with, Celeste?
- How do you picture this character based on what you know from the text?
- What do the characters say or do?
- How are the characters feeling?
- How can you show this in your drawing?
- What lines from the text can you quote or annotate in your drawing that you used to help you picture the interaction?

NAME: _____

DATE: _____

1.2

ACTIVITY PAGE

Drawing an Interaction

Draw a picture of Celeste and another character from the text interacting together. Then annotate, using information from the text to show why you drew Celeste and the second character the way you did. If you are using words and phrases that appear in the text, enclose them in quotation marks.

1. Draw your picture here.

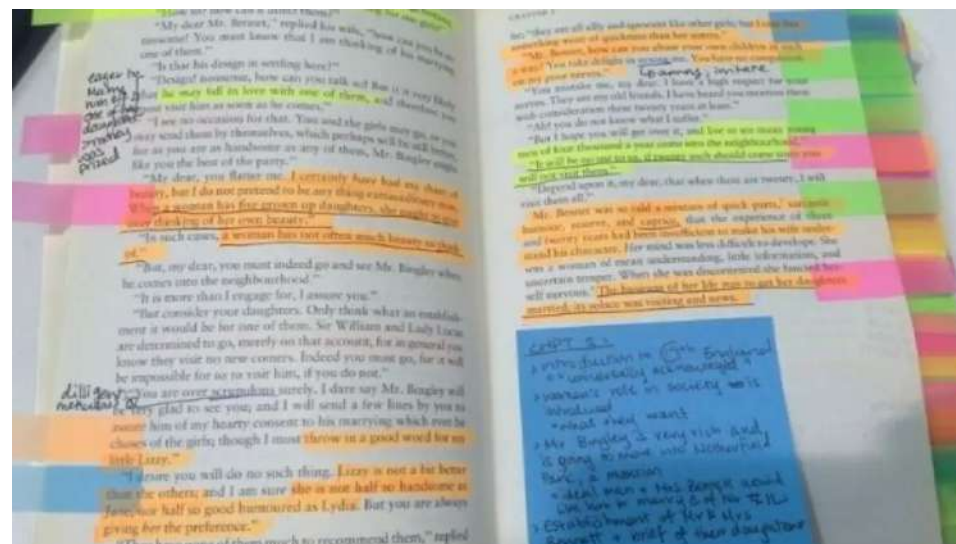
2. Write your annotations here.

annotate

to add notes to a text or drawing to explain it or comment on it

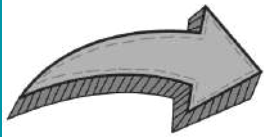


When people **annotate**, they add **notes** to a text or drawing to explain it or comment on it. In this case, You should annotate your drawings by writing direct quotes from the text to show the details you used to make their drawings.



Quote or Paraphrase?

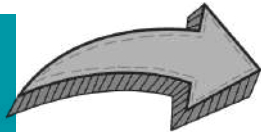
quote



Identical to the original text; uses quotation marks

The text states, "The architect Brunelleschi inspired Renaissance artists when he developed the mathematical rules for perspective, a way of showing depth on a flat surface."

paraphrase



putting text into your own words

Brunelleschi inspired artists with his use of perspective.



Check for Understanding

Choose a word or phrase that describes Celeste, based on textual evidence/

Example: Celeste loved her grandmother's cooking.

Evidence: But I always licked the plate clean. . . . my grandma's cooking, no matter what she made, was always the best in the world. At least for me."



Think–Pair–Share

Tell your partner what is happening in your picture from **Activity Page 1.2** and what the picture shows about the characterization of Celeste. **Read your annotations** aloud to your partner.

Discuss whether or not you know anyone who is similar to any of the characters in the story.

Sharing with the Class...



Writing

Today you will practice what you have learned about **detailed descriptions of a character**.

You are going to write a **description of Celeste** based on information in the text and inferences they can make using the text.

“I cross
the street.”



“I’m coming,” I say, but I
cross the street slowly, as
if my feet ached.

Thoughtful word choice is one way authors include
descriptive details about a character.

voice

the attitude, word choice,
and point of view that
distinguishes a piece
of writing



Authors often have a **distinctive voice** that helps identify their works as their own. Authors choose **specific words** and an attitude or feeling for each character they write, giving each character a distinct voice. (Think about Dr. Seuss – we all can recognize his rhyming style when we hear it!)

In the text, Celeste says “**I always licked the plate clean. Because my grandma’s cooking, no matter what she made, was always the best in the world. At least for me it was**” to describe her grandmother’s food. These words show Celeste’s enthusiasm. This is an example of **voice**, because the author chose words that elicit a specific feeling or attitude. This helps the reader to understand the character’s personality.

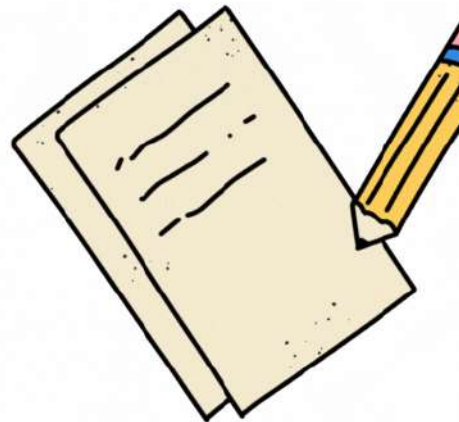
“If your face isn’t turning green, then you need to eat some more vegetables!” she’d add. But I always licked the plate clean. Because my grandma’s cooking, no matter what she made, was always the best in the world. At least for me it was.

How does Celeste’s memory of her Grandmother help illustrate the characters’ personalities and their relationship?

Activity Page 1.3

Writing a Description

Similar to Activity page 1.1 but with more details!



NAME: _____

DATE: _____

1.3

ACTIVITY PAGE

Writing a Description

Excerpt 1 from *Letters from Heaven* introduces the character Celeste. After reading, write a paragraph describing this character's mood, interests, and the way she acts toward other people. Some of this information appears directly in the text, but you may have to make inferences about other parts of Celeste's personality. Focus on details from the text and word choice that the author uses when writing about the character. Remember that authors choose specific words and an attitude or feeling for each character they write, giving each character a distinct voice.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity Page 1.3

Writing a Description

A blank sheet of lined paper with a red vertical margin line on the left side. The paper is light blue with horizontal lines. The red line is positioned approximately one-tenth of the way from the left edge.

Teacher modeling



Think–Pair–Share

Share your writing with your partner. Tell your partner one part of their paragraph that could use more details. **Underline this part of your paragraph.**

Exit Ticket

Describe one detail of Celeste's personality.

Homework



Click links to follow for future freebies!



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