

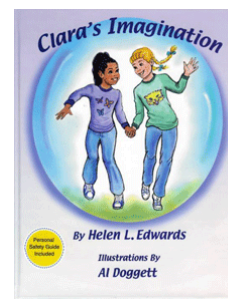
Lesson Plan 4

Learning About a Parable

GRADE LEVELS: 3-6

BASED ON THE BOOK:

Clara's Imagination by Helen L. Edwards



PURPOSE:

- Teach students the difference between a real and perceived fear.
- Demonstrate to students how managing their fears skillfully can empower them.
- Explain to students what a parable is and its function.
- Teach students how the skill of inference is used in everyday life and in literature.

OBJECTIVES:

- Students will learn the importance of being honest.
- They will understand the purpose and the function of a parable.
- Students will understand that you can be scared and brave at the same time.
- Students will be able to explain and give an example of how an inference is used in everyday life and how it is used in literature.

TEACHER'S NOTE:

1. Make sure you make enough copies of the questionnaire so that your class can work in groups of pairs.
2. **Say –**
 - ❖ Today we are going to work in partner groups. I will pass out the questionnaire, write down the answers you and your partner discussed for each answer. I want you to discuss questions 1-3 with your partner. Make a note of supporting evidence for your statements. That could be quotes from the book or inferences that you made based on the story.
 - ❖ Let's talk a little bit about what it means to use inferences in everyday life and in literature. To infer is to draw a conclusion based on observation and available evidence. An example of inference in everyday life might be you see your mother carrying a grocery bag. You would infer, assume, or conclude what? (*Possible answers – that she went grocery shopping, she might need help carrying in other grocery bags*).
 - ❖ Another example - You see someone wearing a motorcycle helmet; you might infer or conclude what? (*Possible answers - The person might have a motorcycle, or they might either be getting ready to get on a motorcycle or they just got off of a motorcycle*). When we read literature we draw conclusions based on what we read or the visuals we see in the form of pictures.

- ❖ An example of an inference based in the story Clara's Imagination, do you think Safina would infer that Clara had seen Ones the manic man? *(Possible answers – Yes, because she described him with great detail, she was very knowledgeable about what he did and that he lived one block down the street and she is allowed to go down that street).*
- ❖ Class had Clara actually seen Ones? *(Possible answers – No, he was not real, he was someone Clara made up in her imagination).*
- ❖ An inference does not have to be accurate but based on the information available one should be able to understand how a person would reasonably come to that conclusion. As other information unfolds or becomes available, inferences can also change and evolve.
- ❖ The title of the book Clara's Imagination might infer what about the story? *(Possible answer - That it is based in fantasy, the clue being the word imagination).*
- ❖ The information is limited that the inference was drawn upon but it is a reasonable and natural conclusion based on the title. Drawing a conclusion based on limited information is something we do all the time in real life situations and we do it in literature as well. To infer is to put two and two together, to read between the lines so to speak.
- ❖ Class give me some examples of inferences in everyday life. *(Record students responses on the overhead or board).*
- ❖ Now give me some examples of inferences in Clara's Imagination or other literature that we are all familiar with, perhaps stories we've read in class or fairytales that we all know. *(Record class responses and continue whole class discussion, answer questions and do a final check for understanding).*

3. **Say –**

- ❖ You can now begin working in your partner groups. Stop after question number 3. You will be sharing your findings and insights from your partner discussions with the whole class. *(Allow the class time for this process, check in with the class to see when they are ready to share out their answers from their partner discussion questionnaire. You can record some of the students' responses on an overhead or on the board as the whole class discusses their responses and the reasoning or evidence to support their statements).*
- ❖ Summarization after question 3.

4. **Say –**

- ❖ Sometimes our imaginations play tricks on us, making us think we see, hear, or feel things that are not really there. Reasons why our minds might play tricks on us could be because we read, saw, or heard, something like Safina, hearing the scary story. That scary story stayed in her mind and when she went to sleep her mind acted out some of the things she

heard in the story in the form of a scary dream or a nightmare. These dreams are not real, they are imagined. *(Allow for class responses).*

- ❖ Now continue your partner discussions with questions number 4-5. Stop after you have discussed question number 5. *(Continue the process of discussing and recording the feedback partner groups have had and shared out to the whole class).*
- ❖ After the class has shared and talked about question number 5, write the word Brave on the overhead or board, ask the following: What does it mean to be brave? *(After charting the students' feedback, read page 15 aloud to the students)*
- ❖ Summarization: Being brave does not mean that you are not scared or afraid. It means that you are able to push forward, and act appropriately, or function in a way that you do not let your fear stop or interfere with what you intend to accomplish. In Safina's case she was determined not to let on to Clara how afraid she really was. *(Continue class sharing and discussion, recoding responses until you have discussed questions 6-8).*

5. **Say** –

- ❖ Class, I want to talk a little more about question number 8. The story Safina's mom told her is called a parable. Does anyone know what a parable is or the purpose of a parable? *(Acknowledge class responses and record responses if appropriate).*
- ❖ Summarization: A parable is a simple tale or story told to illustrate a moral or to teach a lesson. What was the lesson Safina's mother was teaching the girls? *(Record the class responses).*

6. **Say** –

- ❖ It is important to be honest because if you develop a reputation of being dishonest you cannot expect people to believe you when you are telling the truth. Would you want to be in the position like the boy who cried wolf, and when there really was danger no one believed him? I believe Clara came to the same realization once she heard the story Safina's mom told Safina.
- ❖ Class, we are going to answer question 9 as a whole class. Ask for a volunteer, raise your hand if you would like to read question 9 aloud.

(Possible responses might be:

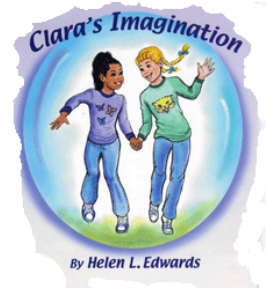
- *Clara and Safina agreed not to read or tell each other scary stories before they go to sleep.*
- *Clara and Safina agreed to never tell each other scary stories.*
- *Clara and Safina agreed to read each other their favorite stories before they go to sleep.*

- *Clara and Safina agreed to only read each other funny or happy stories before they go to sleep).*

ASSESSMENT:

- Class participation, how well did they work in their partner groups.
- Give the students a separate piece of paper and ask them what a parable is and what is its purpose, its function? You are checking for understanding.
- Ask students to give you an example of why it is important to tell the truth. What are some of the negative consequences that can happen if people come to know you as not being a truthful person?
- Ask students to explain by giving an example of how a person can be brave and scared at the same time. You might want to remind them about self-talk that was taught in lesson 3.
- Ask students to explain what it means to infer or to make an inference and to give an example of the use of inference in everyday life and how it is used in literature.

Questionnaire for Lesson 4:
Learning About a Parable



1. What was Safina afraid of?

2. Do you think Clara saw Ones the manic man?

3. Was Safina's fear real or imagined?

4. Was Ones real or imagined?

5. Even though Safina was afraid, did she act brave?

6. Why do you think Clara told Safina a scary story?

7. What made Safina tell her mom about Ones?

8. How did Safina's mom help her?

9. What behavior did Clara and Safina decide to change so that they would have sweet dreams?
