

Title: Elisa's Diary

Lesson #5:

Skill - Theme, p. T322 or p. 140; Dialogue and Sequence of Events

Strategy - Visualize, p T322 or p. 140

Genre:

Realistic Fiction

Essential Question:

How can overcoming a challenge change someone's life?

Think Through the Text:

1. What can the third-person narrator of this story tell readers about Elisa? How does this point of view affect how events in the story are described? (p. T326 & p. 144)
2. Which sentence in the text signals that the scene with the squirrels took place in the past, before the main action of the story? (p. T326 & p. 144)
3. When did Elisa's grandmother give her the squirrel figurine? (p. T326 & p. 144)
4. Elisa enjoyed her first visit to the United States. How does she feel about being in the country now? (p. T326 & p. 145)
5. How are Elisa and Francisco different? (p. T328 & p. 146)
6. Why does Elisa write that she thinks she will "like this school after all"? (p. T330 & p. 148)
7. How do the details in this sentence help you define the word stammer in context? (p. T330 & p. 148)
8. Why does Elisa call her classmates "opponents"? (p. T330 & p. 148)
9. What does the word emblem mean as used in the text? What context clues help you figure out the meaning? (p. T330 & p. 149)
10. Why does Elisa decide to show her composition to José? Quote details from the text that support your inference. (p. T332 & p. 150)
11. Why is Elisa surprised when she looks at José's composition? Summarize what she has learned about José on this page. (p. T332 & p. 151)
12. Why is this diary entry, written from Elisa's point of view, a good way to learn about her high-school graduation day? (p. T332 & p. 151)

13. Why does Elisa know the students' "sad, preliminary, first-day-of-school looks" so well? (p. T334 & p. 152)
14. What does the illustration on page 153 add to your understanding of the story's ending? (p. T334 & p. 153)

Analyze the Text:

Read the Analyze the Text box on p. 147. Dialogue - The words characters say in a story reveals the personalities and feelings of the characters. Authors work to make their dialogue sound realistic so it is believable. Look at the dialogue on pp. 146-147. What does Francisco do when he can't express something in English? What does this conversation reveal about the characters? (p. T329 & p.146)

Read the Analyze the Text box on p. 151. Theme - Theme is a message or lesson that the author wants the reader to know. Details about the main character, including how the character responds to challenges, provides clues to a story's theme. Create an organizer that shows details about Elisa's character. Include her qualities and actions.

What qualities make Elisa shy about speaking English?

How does Elisa overcome her problem? (p. T333 & p. 151)

Read the Analyze the Text box on p. 152. Sequence of Events - The sequence is the order in which things happen in a story. Sometimes, authors use a 'flashback', which places events out of order on purpose to help readers know key details.

What would the story be like if it ended right here?

Is this a satisfying ending, or does it leave questions in the reader's mind?

Does this jump in sequence help resolve the story's conflict? If so, how? (p. T335 & p. 152-153)

Your Turn:

1. Return to the Essential Question (p. T338 & p. 156)

Is Elisa a believable character? Why or why not? What text supports your opinion?

What do you think is the hardest part of learning a new language?

What does the end of the story show about Elisa's character?

Write About Reading:

(p. T339 & p. 157)