


Julius

BUILD BACKGROUND
Theme 1, Grade 2



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California State Standards

Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.2
 - State the purpose in reading (i.e., tell what information is sought).
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.5
 - Restate facts and details in the text to clarify and organize ideas.

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California State Standards


Listening and Speaking

- Organization and Delivery of Oral Communication 1.8
 - Retell stories, including characters, setting, and plot.

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Building Background
“Julius”


- Read pages 44-45 and look at the photos.
- Using the Key Vocabulary words on the pages, talk about the photographs and about the behavior of pigs.



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Key Vocabulary
“Julius”


- crumbs
- imitation
- noise
- slurped
- spread



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crumbs

- The flakey doughnut made **crumbs** all over the table.
- **Crumbs** are tiny pieces of bread, cake, cracker, or cookie.



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imitation

- The silly clown made a good **imitation** of a stunt rider.
- An **imitation** is a copy of something else.



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noise

- Ava's dad always told her that nothing but **noise** came out of her headphones.
- A **noise** is any kind of sound.



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slurped


- Jillian **slurped** water at the water fountain.
- **Slurped** is ate or drank in a noisy way.



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spread


- Mary likes to **spread** butter over her corn for flavor.
- To **spread** is to push and move apart.



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Strategy Focus: Monitor/Clarify
“Julius”


- Turn to page 18.
- Describe the cover of “Julius.”
- Read aloud the title, author, and illustrator.



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Strategy Focus: Monitor/Clarify
“Julius”

Monitor/Clarify means to check your understanding as you read.



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Fantasy and Realism
“Julius”


- You can use the Fantasy/Realism Chart to help you keep track of things that could or could not happen in real life.
- You will use the chart later in the Comprehension Skill lesson as well.



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Focus Questions
“Julius”


- Turn to Responding on page 74.
- Read the questions aloud.
- Keep the questions in mind as you read “Julius.”



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Purpose Setting
“Julius”


- Read the story title and look at the book’s cover.
- Predict what might happen when a pig goes to live with a little girl.
- Confirm or change your predictions as the story unfolds.



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Strategy Focus: Monitor/Clarify
“Julius”

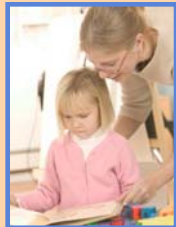
- How can you make sure you understand what you are reading?
- You can stop and ask yourself questions, or monitor what you are reading.



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Strategy Focus: Monitor/Clarify
“Julius”


What could you do if you didn't understand what was happening on page 51?



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Noting Details
“Julius”


- Details in words and pictures can help readers get information about characters, the setting, and what is happening in the story.
- Reread pages 51-54 and notice the details about the pig.



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Noting Details
“Julius”

- In pairs, work to reread the story and list details you notice in the text and illustrations about Julius, Maya, and her parents.
- Record what you discover on the graphic organizer on the next slide.



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Noting Details
“Julius”




Download this graphic organizer at www.curriculumcompanion.org

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Supporting Comprehension
“Julius”


How did Maya and her parents first react to Julius?



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Supporting Comprehension
“Julius”


Why do you think Maya’s parents let Julius stay?



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Supporting Comprehension
“Julius”

What do you think the author is trying to tell readers about Maya and Julius?



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Fantasy and Realism
“Julius”


- Look at the Fantasy/Realism Chart you have been filling in.
- Some stories have characters and events that you will not find in real life.



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Fantasy and Realism
“Julius”


- Look at the illustration on page 56.
- What does the illustration show about Julius’ actions?



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Fantasy and Realism
“Julius”


- Could this happen in real life?
- How do you know?



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Fantasy and Realism
“Julius”


Share other details from parts of the story that give additional clues that the story has some make-believe elements.



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Cross-Curricular Connection
“Julius”


- You may not be familiar with the phonograph shown on page 59.
- An early version of this device was invented by Thomas Edison, who coined the term *phonograph*.



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Cross-Curricular Connection
“Julius”


- The idea for a machine that would both record and reproduce sound occurred to him as he worked on telegraph equipment.
- The first working model consisted, in part, of a hand-turned, grooved metal cylinder with a sheet of tinfoil stretched over it.



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Comprehension/Critical Thinking
“Julius”


What do you think Maya might say to her granddaddy about his gift?



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Comprehension/Critical Thinking
“Julius”


What do you think Julius might learn from Maya as the story continues?



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Julius


SEGMENT 2



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Purpose Setting
“Julius”


- Summarize the story so far and predict what Maya and Julius will do next.
- Read pages 60-73 to check your predictions.



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Drawing Conclusions
“Julius”


- The words and pictures in a story can help you draw conclusions, or figure things out that are not exactly stated in the text.
- You can figure out how someone is feeling by the way the person looks or acts.



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Drawing Conclusions
“Julius”


Children draw conclusions when they use clues in the story, as well as their own experiences, to figure things out.



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Drawing Conclusions
“Julius”


Notice that the word “hard” and the picture on page 63 indicate that trying on shoes is difficult for Julius, and that it is not a lot of fun for either Julius or Maya.



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Drawing Conclusions
“Julius”


Read pages 64-65 and draw conclusions about what the author wanted to express about Maya and Julius.



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Language Patterns
“Julius”

- Look at the text on page 65.
- The writer used the ellipsis to make the reader pause before reading the last word of the sentence.



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Language Patterns
“Julius”

- The pause and the last word the writer added to the sentence bring meaning to the reader.
- How would the sentence have been different if it had ended after “too”?

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Language Patterns
“Julius”


- Look at the illustration for clues.
- What conclusions can you make about Julius?



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Language Patterns
“Julius”


Look for the sentence pattern of an ellipsis followed by one word as you read further in the story.



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Supporting Comprehension
“Julius”


What things did Maya like to do with Julius?



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Supporting Comprehension
“Julius”


- How do you think Maya felt about having Julius live with her family?
- Why do you think that?



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Cross-Curricular Connection
“Julius”


- Jazz is the only truly American music to have an influence on musical development throughout the Western world.
- It was developed by black musicians in the late 1800s, with its roots in African rhythms and melodies.



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Cross-Curricular Connection
“Julius”


Louis Armstrong, “Jelly Roll” Morton, and “Duke” Ellington are well known jazz legends.



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Strategy Focus: Monitor/Clarify
“Julius”


- Model the strategy as you read pages 68-69.
- Do you understand everything you read?
- If not, does rereading help?
- Does reading ahead a little more help?



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Details in Illustrations
“Julius”


Illustrations in a story often contain details that are not discussed in the text.



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Details in Illustrations
“Julius”


- Read the following passage from page 68.
- “Julius loved the Maya who taught him that even though he was a pig he didn’t have to act like he lived in a barn.”



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Details in Illustrations
“Julius”


In the illustration, Julius is being forced to sit still while Maya reads to him from a book about manners.



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Details in Illustrations
“Julius”


- The text doesn't say anything about Julius not wanting to do this, but the art clearly shows that he is not happy about it.
- In this way, the artist gives more information, and also brings humor to the story.



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Details in Illustrations
“Julius”


Point out other illustrations that provide details not mentioned in the text.



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Supporting Comprehension
“Julius”



What did Maya do with the things she learned from Julius?



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Supporting Comprehension
“Julius”


What do you think the author is trying to tell the reader about what Maya and Julius did together?



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Comprehension/Critical Thinking
“Julius”

In your opinion, was it a good idea for Maya’s granddaddy to send Julius to live with Maya? Explain your answer.



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Comprehension/Critical Thinking

“Julius”

What do you think
might have happened
if Julius did not learn
good manners?



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