

Focus Question:

How does Samantha's character change throughout the story?

Book Summary

Text Type: Fiction/Realistic

Samantha's life in Pennsylvania was perfect, that is until her dad got a new job in North Carolina. In *The Outburst* readers experience Samantha's character change as she deals with a recent move away from her family and friends. This engaging and relatable book encourages students to use text evidence to make inferences and draw conclusions and, through the author's use of figurative language, students will have the opportunity to identify and use similes.



Lesson Essentials

Instructional Focus

- ☐ Summarize details from the text
- ☐ Use evidence in a text to make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use dashes
- ☐ Identify and use similes

Materials

- ☐ Book: *The Outburst* (copy for each student)
- ☐ Make inferences / draw conclusions, dashes, similes worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Words to Know

Story critical: *anxiety* (n.), *coped* (v.), *courage* (n.), *irritation* (n.), *relationships* (n.), *wisdom* (n.)

Enrichment: *accent* (n.), *horrid* (adj.), *outlook* (n.), *passionate* (adj.), *proverb* (n.), *qualities* (n.)

- Academic vocabulary:** *author* (n.), *different* (adj.), *difficult* (adj.), *journal* (n.), *positive* (adj.), *similar* (adj.)

Guiding the Reading

Before Reading

Build Background

- Create a concept web on the board and write the topic *favorite things about our town* in the center of the circle. Ask students to share their favorite things about where they live and record these details around the center circle.
- Explain to students that the story they are going to read is about a young girl whose family moves to a new town. Have students share with a partner how they might feel if they had to move to a new town. Ask volunteers to share their ideas with the class and write them on the board.

Introduce the Book

- Give students their copy of *The Outburst*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers often stop while reading to think about the main ideas or events that have happened in what they have read. Point out that often these details answer the questions *who, what, when, where, and why*. Ask students to share examples from their own lives when have they have read summaries of stories or movies. Read aloud a summary from the back of a familiar book and ask students to discuss what important information was given and what information was left out.

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors often give information to readers without explicitly writing it in the story. Discuss how the author instead provides readers with clues to help guide them to make an inference or draw a conclusion about what

Guiding the Reading (cont.)

is happening in the story. Point out to students that engaged readers use two things to make an inference: the clues the author gives and what information the reader already knows.

- Read page 3 aloud to students. Point out that readers can use the information that the author provides about Grandma and Samantha to make the inference that Grandma and Samantha have a close relationship.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 12. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about how Samantha’s character changes throughout the story. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are Grandma and Samantha similar?* (level 1) page 3
- *How does Samantha feel about moving? How do you know?* (level 3) pages 4–6
- *How does Samantha react to her grandma’s advice?* (level 1) page 8
- *How would you describe Samantha at the end of the story?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or drawn pictures, provide readers with detailed images of the characters in the story that may not be described within the text. Point out that these illustrations can help readers to better understand how a character is feeling throughout a story. Have students work with a partner to discuss the emotions the characters are feeling on page 4. Ask students: *How does the illustration show how Samantha and her grandma are feeling?* Have students review the other illustrations throughout the book and discuss in what information the illustrations provide the readers.

Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work with a partner to identify the main character and the most important events of the story. Guide them to use this information to answer the *who, what, when, where, and why* of the story. Have them work with their partner to form a short summary of the story and share it with the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *In the story, I read that Samantha felt horrid on the day that her family began to move to a different town. I also read that she whacked the basketball against the garage door. I know that when someone throws an object at another object, he or she is often angry about something; therefore, I can infer that Samantha is not happy about moving. I used the clues that the author provided as well as my previous knowledge to make this inference.*
- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify clues from the story and use their prior knowledge to make inferences about how Samantha is feeling throughout the story. Then, have students share their inferences with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the inferences they made and how they came to make them.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but sample responses may include the following: *Samantha changed throughout the story by transitioning from being upset about moving to a new town to being irritated with her grandmother for trying to help her feel better. At the conclusion of the story, she feels remorseful for her actions and then finally comfortable.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Dashes

- Explain to students that a dash is a punctuation mark that is used for different purposes: to show an afterthought or summary at the end of a sentence or to "set off," or clarify, information within a sentence.
- Write the following sentence on the board: *"Look at my hair—I'm a complete frizz ball—and this place is like a giant steam room!"* Explain to students that in this sentence, the dash is being used to set off information within the sentence.
- Explain the difference between a dash and a hyphen. Remind students that hyphens are used in compound adjectives, adverbs, and nouns, such as in the phrase *different-colored paper*. Point out that hyphens are shorter in length and are used to connect two or more words.
- **Check for understanding:** Have students reread page 9 and highlight a sentence containing a dash. Then have them turn to a partner and explain how each dash was used. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **dashes worksheet**. If time allows, discuss their answers.

Word Work: Similes

- Write the following sentence on the board: *Angry tears blurred my vision, and my heart pounded like hail on a roof.* Read aloud the sentence with students and explain that authors often use figurative language to make their writing more engaging. Explain that one example of figurative language is called a *simile*. Describe how similes are used to compare two unlike things using the words *like* or *as*. Ask students to read the sentence again and ask them to identify the two things being compared.
- Have students look through the book for examples of similes. Record the similes the students found on the board and ask students to discuss in groups what is being compared.
- **Check for understanding:** Have students work in pairs to create sentences with similes to describe how they feel about the town they live in, or their school, friends, or family. Have students share their sentences with the class.
- **Independent Practice:** Introduce, explain, and have students complete the **similes worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.