

THE SOPHIE WASHINGTON SERIES  
EDUCATION



TEACHER AND  
PARENT LESSON  
PLAN GUIDE

WEBSITE:

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# Sophie Washington Story Mapping: Literary text elements

## Objective

- Students will be able to identify story elements as evidenced by referring to and reflecting on characters, setting, problems and solutions throughout the Sophie Washington series.

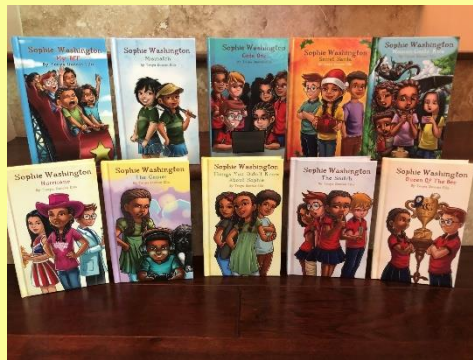
## Materials

- Sophie Washington Series Books (Narrative texts)
- Student worksheets
- Pencils

**Activity** Students record information related to story elements on a graphic organizer. This is done by providing the student with a copy of the text and the student story mapping task sheet.

- Have students read or review their selected Sophie Washington title.
- Students then write the title and subtitle of their book on the student task sheet.
- Have student then read the prompts to record their answers.
- Have students share their final responses in small groups.

## Student Materials



Author	
Illustrator	
Title	
Subtitle	
Character	
Setting	
Problem	
Solution	

Character	
Setting	
Problem	
Solution	

Character	Setting

Character	Setting

**Modifications and differentiation:** Provide student support by rereading one chapter at a time in order to review the **who, what, when, where, and why** of the story.

\*Students can capture the 5 W's of the story using the attached activity, on separate notes or with Post-it's.

**Name:**

**Date:**

Setting

Where?

When?

Main Characters



Problem



Event 1

Event 2

Event 3

Resolution

**Name:**

**Date:**

**Sophie Washington  
Story Map**

**Characters - Who**

**Setting - When & Where**

**Problem**

**Event**

**Event**

**Event**

**Solution**



**Name:**

**Date:**

**Book Title and Subtitle**

Who are the most important Sophie Washington characters?

Who is your favorite character and why?

What is the setting of the Sophie Washington book?

What is your favorite event that took place and why?

What problem did you recognize in the Sophie Washington book?

What is one of the themes of the Sophie Washington book?

What was the solution to the problem?

What is another way that the problem could have been solved?

**Name:**

**Date:**

**Who?**

**What?**

**When?**

**Where?**

**Why?**

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**Sophie Washington** **Text Structure:**  
**Sequence of events**

**Objective**

- Students will be able to accurately retell the story as evidenced by recognizing events in chronological order. Students will also be able to summarize important events in their own words.

**Materials**

- Sophie Washington Series Books (Narrative texts)
- Student worksheets
- Pencils

**Activity** Students record information related to story elements on a graphic organizer. This is done by providing the student with a copy of the text and the student story mapping task sheet.

- Have students read or review their selected Sophie Washington title.
- Students then write the title and subtitle of their book on the student task sheet.
- Have students read the questions on the student task sheet to record their answers.
- Have students complete every section of their task and then share responses in small groups with peers or with teacher/parent.

**Student Materials**

**Header** **Date:**

**Sequence of Events** **Writer observations**

**Beginning**

- What is the main conflict?
- What do you think the story is about?
- How do you think the characters will solve the problem?

**Middle**

- What events have taken place?
- How do you think the conflict will be solved?
- How do you think the characters will solve the problem?

**End**

- How do you think the conflict will be solved?
- How do you think the characters will solve the problem?
- How do you think the characters will solve the problem?

Summary of your book:

**Name:** **Date:**

**Somebody wanted...** what did the character want to do or what did they want to happen?

**BUT...** Why couldn't the character get what they wanted and what was their problem?

**So...** How did the character respond? Did they change? What did they have to do?

**Then...** How does the story end? Did the character get what he or she wanted?

**Modifications and differentiation:** Provide student support by rereading one chapter at a time focusing on the strategy: someone wanted, but, so, then...in order to capture main character and events for the retell/summary.

**Name:**

**Date:**

<b>Sequence of Events</b>	<b>Student observations</b>
<p data-bbox="402 268 597 304" style="text-align: center;"><b>Beginning</b></p> <ul data-bbox="253 342 748 541" style="list-style-type: none"><li>• Who is the story mostly about?</li><li>• When and where does the story take place?</li><li>• What do we know about the characters so far?</li></ul>	
<p data-bbox="435 579 565 615" style="text-align: center;"><b>Middle</b></p> <ul data-bbox="253 653 760 898" style="list-style-type: none"><li>• What events have taken place?</li><li>• Is there a problem developing?</li><li>• What have we learned about the characters?</li><li>• How do the characters first attempt to solve the problem?</li></ul>	
<p data-bbox="459 934 540 970" style="text-align: center;"><b>End</b></p> <ul data-bbox="253 1008 773 1207" style="list-style-type: none"><li>• What events have taken place?</li><li>• Was the problem solved?</li><li>• What did we learn about the characters?</li><li>• Did the characters learn a lesson?</li></ul>	
<b>Summary/Your Retell</b>	

**Name:**

**Date:**

**Somebody wanted...**What did the character want to do, or what did they want to happen?

**But...**Why couldn't the character get what they wanted and what was their problem?

**So...**How did the character respond? Did they change? What did they have to do?

**Then...**How does the story end? Did the character get what he or she wanted?



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**Sophie Washington** **Key Ideas and Details:**  
**Character feelings**

**Objective**

- Students will be able to describe characters in a story as evidenced by identifying their traits, motivations, or feelings and will be able to explain how a character’s actions help move the story along.

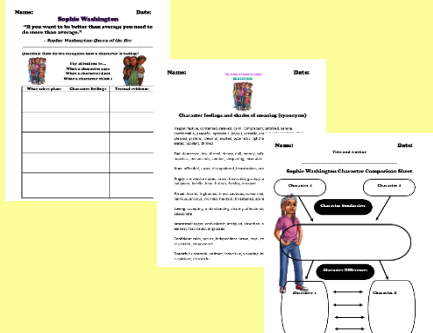
**Materials**

- Sophie Washington Series Books (Narrative texts)
- Student worksheets
- Pencils

**Activity** Students record information related to story elements on a graphic organizer. This is done by providing the student with a copy of the text and the student story mapping task sheet.

- Have students read or review their selected Sophie Washington title.
- Students then write the title and subtitle of their book on the student task sheet.
- Have student refer to the character feelings chart and brainstorm what characters have said, done and think.
- Students should then complete the three sections labeled, events, character’s feelings and evidence.
- Have students then share responses in small groups with peers or with teacher/parent.

**Student Materials**



**Modifications and differentiation:** Provide student support with referencing the character feelings anchor chart to help brainstorm words that refer to feelings and additional vocabulary (resource attached).

**Name:**

**Date:**

# Sophie Washington

**Question: How do we recognize how a character is feeling?**



**Pay attention to...**  
**What a character says**  
**What a character does**  
**What a character thinks**



<b>What takes place</b>	<b>Character feelings</b>	<b>Textual evidence</b>

**Name:**

**Date:**



### **Character feelings and shades of meaning (synonyms)**

**Happy:** festive, contented, relaxed, calm, complacent, satisfied, serene, comfortable, peaceful, optimistic, joyous, ecstatic, enthusiastic, inspired, glad, pleased, grateful, cheerful, excited, optimistic, lighthearted, carefree, playful, elated, jubilant, thrilled

**Sad:** depressed, low, dismal, dreary, dull, moody, sulky, defeated, pessimistic, hopeless, melancholy, somber, despairing, miserable

**Hurt:** offended, upset, disappointed, heartbroken, crushed

**Angry:** annoyed, irritated, cross, frustrated, grumpy, angry, provoked, offended, indignant, hostile, irate, furious, fuming, enraged

**Afraid:** fearful, frightened, timid, cautious, concerned, apprehensive, alarmed, nervous, anxious, worried, hesitant, threatened, scared, petrified, terrified

**Loving:** accepting, understanding, sharing, affectionate, close, warm, tender, passionate

**Interested:** eager, enthusiastic, intrigued, absorbed, excited, inquisitive, intent, earnest, fascinated, engrossed

**Confident:** calm, secure, independent, brave, loyal, courageous, strong, respected, empowered

**Doubtful:** uncertain, hesitant, indecisive, wavering, insecure, skeptical, dubious, suspicious, distrustful

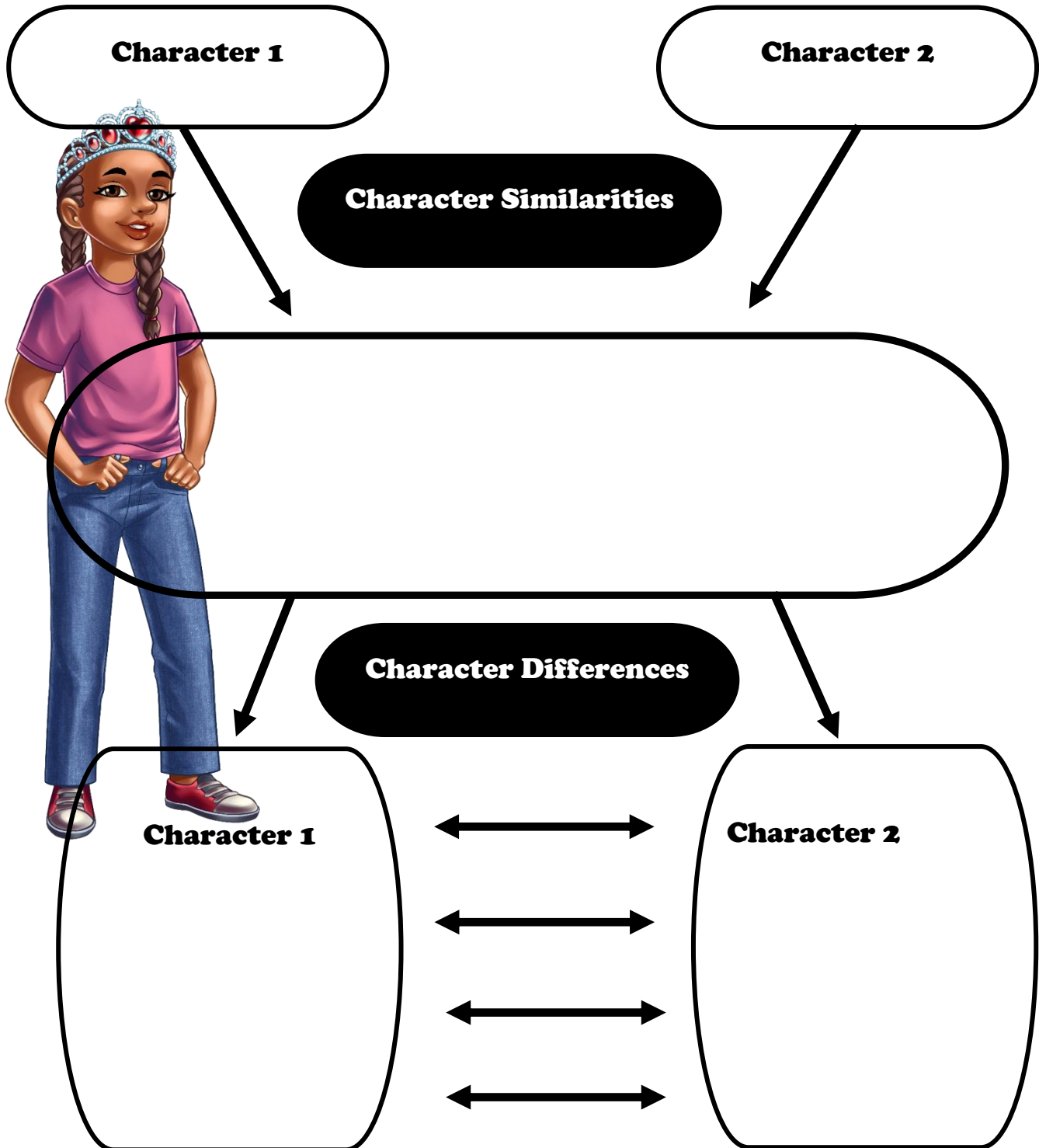
**Name:**

**Date:**

**Title and Author**

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## **Sophie Washington Character Comparison Sheet**



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**Sophie Washington** **Written Expression:**  
**Opinion writing**

**Objective**

- Students will be able introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons as evidenced by clearly communicating their ideas.

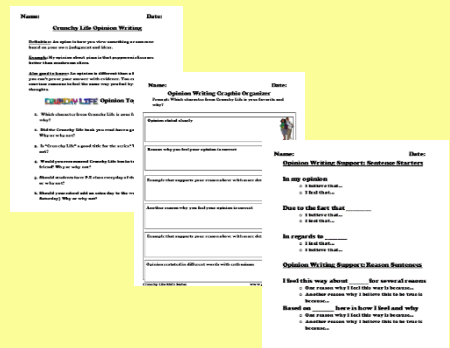
**Materials**

- Sophie Washington Series Books (Narrative texts)
- Student worksheets
- Pencils

**Activity** Students organize ideas that support their opinions or point of view on the suggested/provided topics. Teacher/parent should provide the student with a copy of the text, the opinion writing prompts and graphic organizer. Have students complete one task at a time.

- Have students read or review their selected Sophie Washington title.
- Students then write the title and subtitle of their book on the student task sheet.
- Have student refer to the writing prompts to brainstorm their opinions.
- Students should then complete the written responses providing their opinions and complete sentences.
- Students can then share responses in small groups with peers or with teacher/parent.

**Student Materials**



**Modifications and differentiation:** Provide student support by referencing opinion sentence starters (resource attached).

**Name:**

**Date:**

## **Sophie Washington Opinion Writing**

**Definition: An opinion is how you view something or someone based on your own judgment and ideas.**

**Example: In my opinion, pepperoni tastes better on pizza than mushrooms.**

**Also good to know: An opinion is different than a fact because you can't prove your answer with evidence. You can only convince someone to feel the same way you feel by sharing your thoughts.**

### **Sophie Washington Opinion Topics**

- 1. Which character from Sophie Washington is your favorite and why?**
- 2. Are video games a positive influence? Why or why not?**
- 3. Should kids be able to use cell phones in school? Why or why not?**
- 4. Would you recommend Sophie Washington books to a classmate or friend? Why or why not?**
- 5. Which sport is best? What makes it better than others?**
- 6. Should your school add an extra day to the week (Monday-Saturday) Why or why not?**



**Name:**

**Date:**

## **Opinion Writing Graphic Organizer**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**

**Name:**

**Date:**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**



**Name:**

**Date:**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**

**Name:**

**Date:**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**

**Name:**

**Date:**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**

**Name:**

**Date:**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**

**Name:**

**Date:**

**Opinion stated clearly**



**One reason I feel this way is because**

**Example that supports your reason above with more details**



**Another reason I believe**

**Example that supports your reason above with more details**

**Opinion restated in different words with enthusiasm**

**Name:**

**Date:**

**In my opinion**

- I believe that...**
- I feel that...**

**Due to the fact that \_\_\_\_\_**

- I believe that...**
- I feel that...**

**In regards to \_\_\_\_\_**

- I feel that...**
- I believe that...**



**Opinion Writing Support: Reason Sentences**

**I feel this way about \_\_\_\_\_ for several reasons**

- One reason I feel this way is because...**
- Another reason I believe this to be true is because...**

**Based on \_\_\_\_\_ here is how I feel and why**

- One reason I feel this way is because...**
- Another reason I believe this to be true is because...**



**Name:**

**Date:**

## **Sophie Washington Informative/Expository Writing**

**Definition:** Expository writing is writing that we do to explain or show the world something.

**Examples:** This type of writing can include essays, newspapers and magazine articles and how-to paragraphs.

**Also good to know:** Expository writing can be 3-4 sentences or even 3-4 pages and more!

## **Sophie Washington Informative/Expository Topics**

- 1. Explain and describe the benefits of trying your best in school. Use evidence from your own life or from other people to help you support your response.**
- 2. Describe what it's like to make it to school and back home everyday. Be sure to include details that include the beginning, middle and end of the routine.**
- 3. Create a newspaper article or magazine article analyzing the characters, problems and solutions from your favorite Sophie Washington book. Be sure to describe each character, and the problems that they faced.**
- 4. Interview a parent or older sibling and ask them about a time when they wanted to quit or give up on something and they didn't. Be sure to capture how they were able to persevere and find success on the other side of their difficult situation.**



**Name:**

**Date:**

**Sophie Washington Informative/Expository Topics**

- 5. Where are you in the family tree? Are you the oldest, middle, youngest, or an only child? Write an essay explaining the advantages of your special position in the family. Or write an essay explaining which position you would prefer to be and why.**
- 6. Many children have jobs or chores to do to help out at home. Think about a job (or chore) you have and explain why it is important for your family. If you don't do your job does it impact someone else?**
- 7. How does your family celebrate birthdays? If you could have the perfect birthday celebration, describe what would happen, who would be there and what you'd receive.**
- 8. Describe a really fun day with your family that was a surprise to you. Or, think of what you would want to do for a really fun day with your family. Describe who would be there, where you would be and what you would all do.**



**Name:**

**Date:**

**Informative/Expository Writing Graphic Organizer**

**Introduction: Grab your reader's attention and introduce your topic**



**Body paragraph 1: First point and details**

**Body paragraph 2: Second point and details**



**Body paragraph 3: Third point and details (Optional)**

**Conclusion or wrap up paragraph: Retell your main points clearly and finish your explanation**

**Name:**

**Date:**

**Informative/Expository Writing Support: Sentence Starters**

**Do know that...“Every assignment will be different. Pick and choose what will help you complete your task.”**

**Introduction support**

- **It’s incredible to think...**
- **You’d better believe that**
- **You’d understand more if...**
- **You’d be fascinated to know more about...**
- **You’ll be amazed that...**
- **Don’t you know that...**

**Body paragraph support**

- **According to \_\_\_\_\_**
- **Regarding the topic of \_\_\_\_\_**
- **As I mentioned earlier, \_\_\_\_\_**
- **In support of my idea about \_\_\_\_\_,**

**Conclusion paragraph support**

- **In summary,**
- **Now that you have heard about \_\_\_\_\_**
- **After reading my ideas I hope that \_\_\_\_\_**

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# Sophie Washington

## Written Expression: Narrative writing

### Objective

- Students will be able to write stories to develop real or imagined experiences or events as evidenced by using effective technique, descriptive details, and clear event sequences.

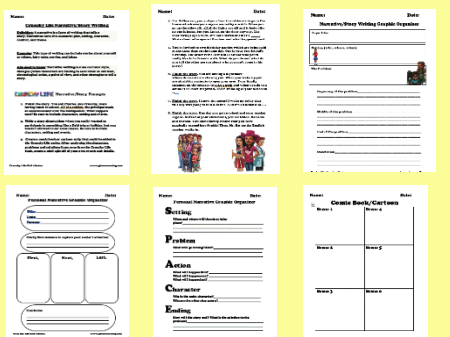
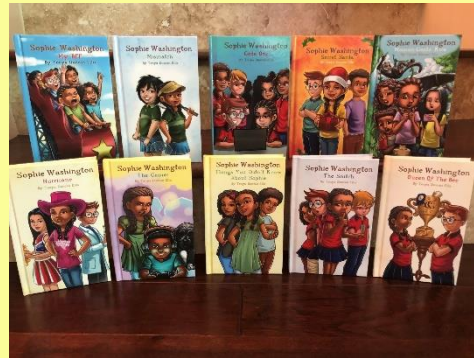
### Materials

- Sophie Washington Series Books (Narrative texts)
- Student worksheets
- Pencils

**Activity** Students organize ideas that express experiences, either real or imaginative to share their stories based on suggested prompts. Teacher/parent should provide the student with a copy of the text, the narrative writing prompts and graphic organizer. Have students complete one story at a time.

- Have students read or review their selected Sophie Washington title.
- Students then write the title and subtitle of their book on the student task sheet.
- Have student refer to the writing prompts to outline their stories/narratives.
- Students should then complete the written responses to include all elements of narrative writing.
- Students can then share responses in small groups with peers or with teacher/parent.

### Student Materials



**Modifications and differentiation:** Provide student support by providing multiple types of graphic organizers for writing.

**Name:**

**Date:**

## **Sophie Washington Narrative/Story Writing**

**Definition: A narrative is a form of writing that tells a story. Narratives have five elements: plot, setting, character, conflict, and theme.**

**Examples: This type of writing can include stories about yourself or others, fairy tales, movies, and jokes.**

**Also good to know: Narrative writing can use narrator style, dialogue (when characters are talking to each other or out loud), chronological order, a point of view, and other strategies to tell a story.**

## **Sophie Washington Narrative/Story Prompts**

- 1. Create a comic book or cartoon strip that could be added to the Sophie Washington series. After analyzing the characters, problems and solutions from your favorite Sophie Washington book, create a mini spin-off of your own events and details.**
- 2. Write a story about a time when you really wanted to participate in something like a field trip or holiday, but you weren't allowed to for some reason. Be sure to include characters, setting and events.**
- 3. For Halloween, you and your best friend decide to go to the house that everyone says is owned by a witch. When you go up the sidewalk, all of the lights are off and it looks like no one is home, but you knock on the door anyway. The door swings open wide. It's not a witch at all! It's \_\_\_\_\_. Write about who opened the door and what happened next.**

**Name:**

**Date:**

- 4. You're being invited to two birthday parties, which are being held at the same time on the same day. One is your best friend's birthday. The other is the new kid in school who you'd really like to be friends with. What do you do, and what do you tell the other person about why you can't come to his party?**
  
- 5. Finish the story. You and Sophie are having lunch at school. Suddenly, the principal makes an announcement over the loudspeaker. What happens next? Be sure to include characters, setting and events.**
  
- 6. Finish the story. You are having a nightmare where dinosaurs are chasing you. When you wake up you are afraid for a minute to open your eyes. You finally summon up the courage to take a peek, and when you do you couldn't be more surprised. There standing in your bedroom is...**
  
- 7. Finish the story. I knew the second I woke up today that this day was going to be a disaster. And it's all because...**
  
- 8. Finish the story. One day you get to school and your teacher is gone. Instead of your classmates, you see Chloe, Mariama and Nathan. You immediately realize that you have magically turned into Sophie! Then, Mr. Bartee the English teacher walks in...**





**Name:**

**Date:**

## **Narrative/Story Writing Graphic Organizer**

**Topic Idea:**

**Setting (who, where, when):**



**The Problem:**



**Beginning of the problem** \_\_\_\_\_

---

---

---

**Middle of the problem** \_\_\_\_\_

---

---

---

**End of the problem** \_\_\_\_\_

---

---

---

**Conclusion** \_\_\_\_\_

---

---

---

**Name:**

**Date:**

## **Personal Narrative Graphic Organizer**

**Title:** \_\_\_\_\_  
**Topic:** \_\_\_\_\_  
**Purpose:** \_\_\_\_\_

**Catchy first sentence to capture your reader's attention:**  
\_\_\_\_\_  
\_\_\_\_\_

**First,**

**Next,**

**Last,**

**Conclusion**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Name:**

**Date:**

## **Personal Narrative Graphic Organizer**

# **Setting**

**When and where will the story take place?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **Problem**

**What will go wrong? How?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **Action**

**What will happen first?** \_\_\_\_\_  
**What will happen next?** \_\_\_\_\_  
**What will happen last?** \_\_\_\_\_

# **Character**

**Who is the main character?** \_\_\_\_\_  
**Who are the other characters?** \_\_\_\_\_

# **Ending**

**How will the story end? What is the solution to the problem?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Name:**

**Date:**

# **Comic Book/ Cartoon**

<b>Scene 1</b>	<b>Scene 4</b>
<b>Scene 2</b>	<b>Scene 5</b>
<b>Scene 3</b>	<b>Scene 6</b>