

# When Pigasso Met Mootisse

## Two Stories at the Same Time

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Recognize how a repeated phrase organizes parallel story lines Track two story lines under one repeated frame and explain what the repeated phrase does structurally.

A two-column record of the parallel story lines plus a one-sentence explanation of the repeated frame.

How can one repeated phrase organize two different story lines at the same time?

### Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

|                   |                                          |
|-------------------|------------------------------------------|
| <b>Materials:</b> | the book, Student Evidence page, pencil. |
|-------------------|------------------------------------------|

### Lesson sequence

| TIME  | TEACHING MOVE                                                                             |
|-------|-------------------------------------------------------------------------------------------|
| 4 min | Find the repeated frame Identify the phrase or frame that keeps returning.                |
| 8 min | Track story line one Record what happens in one side of the parallel structure.           |
| 8 min | Track story line two Record the corresponding moves in the other side.                    |
| 6 min | State the organizing rule Explain how the repeated frame holds both story lines together. |
| 4 min | Look at the ending Ask what the final page does with the two lines.                       |

### ELA SKILL LESSON · TEACHER SUPPORT

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### Access routes

|                  |                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SOLO</b>      | Use the book independently to complete the evidence page. Require page-based support for the central claim.                                                |
| <b>SUPPORTED</b> | Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.                      |
| <b>LISTENING</b> | Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then ask them to justify the choice from the book. |

**EXTEND**

Ask students to test the skill on a second moment or explain why a tempting alternative answer is weaker.

**Teacher guidance**

Keep the lesson on recognize how a repeated phrase organizes parallel story lines. The source unit places this move inside Understanding Text Structure; this standalone version should still require evidence from the named book rather than general knowledge or memory.

**Assessment**

- Students should record corresponding moves rather than retell one story line only.
- The repeated phrase is identified as an organizing frame.
- A strong answer notices how the ending handles the two parallel lines.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

**Watch for**

Noticing repetition but failing to explain what it organizes.

**Source note**

Extracted from the TumbleTA unit Understanding Text Structure, using its stated day focus, product, checkpoints, and/or strong-answer criteria. No regional standard is attached to this base skill lesson.

**STUDENT EVIDENCE · GRADE 3**

## When Pigasso Met Mootisse

### Two Stories at the Same Time

Name \_\_\_\_\_ Date \_\_\_\_\_ Track the two story lines side by side. Then explain the job of the repeated phrase.

**ROUND****STORY LINE A****STORY LINE B****ROUND 1****ROUND 2****ROUND 3****STRUCTURAL RULE****EXIT CHECK**

The repeated phrase organizes the text by \_\_\_\_\_.

**TEACHER KEY · GRADE 3**

## When Pigasso Met Mootisse

### Two Stories at the Same Time

**Strong response**

A two-column record of the parallel story lines plus a one-sentence explanation of the repeated frame.

**Expected evidence**

- Students should record corresponding moves rather than retell one story line only.
- The repeated phrase is identified as an organizing frame.

- A strong answer notices how the ending handles the two parallel lines.

**Watch for**

Noticing repetition but failing to explain what it organizes.

**Independent success**

The student completes the required evidence product and can explain how the evidence supports the skill claim without relying only on recall or a teacher-supplied answer.

**Unit source**

Understanding Text Structure · When Picasso Met Mootisse by Nina Laden