

## **TUMBLETA - ELA UNIT PLAN**

Finding the Lesson or Message

Grade 1 | Ontario teacher-facing edition

## **REGIONAL STANDARD**

### **C3.2**

make simple inferences, using stated and implied information and ideas, to understand simple texts

#### **APPLIES AT**

Grade 1

#### **WHY THIS UNIT QUALIFIES**

Across five days, students infer a story message that is not stated directly and support it with evidence from the text, repeated pattern, ending, or illustration.

#### **Source**

Ontario Ministry of Education - The Ontario Curriculum, Grades 1-8: Language (2023)

#### **Production status**

APPROVED - HIGH confidence. The canonical unit pages follow unchanged. This standard is printed only on the approved regional edition.

Final audit verified 2026-09-07

## **Finding the Lesson or Message What is the book telling you, and where does it tell you?**

**5 days · 4 books · 174 min in full · 98 min short · Grade 1**

The idea A central message is not always a moral announced at the end. Across these four books, the message may be carried by a last picture, a repetition, an ending that demonstrates the point, or a word whose meaning grows across the story. The unit asks the class to find where the message lives, which is harder and more honest than asking only what it is. The unit cannot be completed by hunting for a sentence that states the answer. On some days the message is explicit in part; on others it has to be inferred from what happens, what repeats, or what the illustration shows. Day 1 is deliberately the clearest case of a message that cannot be lifted from a sentence. The unit ends on the two Ish lessons because they let students notice a mechanism before naming the larger message it helps build.

Day 4 follows how -ish changes and stretches across the book. Day 5 then asks what larger idea that pattern, together with Marisol's wall and Ramon's change, helps the book communicate.

## The arc

1. A last picture can carry the message
2. A repetition can carry it
3. An ending can prove it rather than state it
4. A word can change meaning as it repeats
5. That mechanism can help build the larger message

## The 5 days

### DAY 1

**Dressed Like A Real Princess** Work out what the book is saying about what makes a real princess, and prove it from the pages.

Why here. First, because the message is carried by the last picture alone and the words never state it. The class discovers that hunting for a sentence fails.

From *The Paper Bag Princess* by Robert Munsch · A central message the last picture carries alone  
35 min full · 20 min short · Makes: Two columns, then the last page in your own words

### DAY 2

**The End Is The Beginning** Work out what the book is saying by matching its ending to its beginning.

Why here. Second: the message is carried by a repetition - the same act done to somebody else. Having found a message in a picture, the class now finds one in a shape.

From *The Dot* by Peter H. Reynolds · A central message carried by a repetition, not a statement  
35 min full · 20 min short · Makes: A matching sheet, then the message in your own words

### DAY 3

**The Trap At The End** Work out why Stephanie says she will shave her head, and what the book is saying about copying.

Why here. Third. The ending proves the point instead of stating it, and the class can say what would have been lost if the book had spelled it out.

From *Stephanie's Ponytail* by Robert Munsch · A central message the ending proves rather than states  
35 min full · 20 min short · Makes: A prediction, then an explanation with evidence

## DAY 4

How Far Ish Goes Follow the word ish through the book and say what it means each time it grows.

Why here. Fourth: the structure itself, one word ending stretched further on every page. This is the mechanism, taught before the message it produces.

From Ish by Peter H. Reynolds · One word ending, stretched further on every page 34 min full · 18 min short · Makes: A word ladder, then two words of your own

## DAY 5

The Word That Changed It Work out why Marisol's wall changes Ramon, and what the book is saying through it.

Why here. Last, and the pair to Day 4 - the larger message built from the mechanism the class has already noticed.

Students name the message, then point to the word, action, and change that help the book build it.

From Ish by Peter H. Reynolds · A central message with one clear cause behind it 35 min full · 20 min short · Makes: A written explanation, then the message with evidence Words to use Word How it is used message What the book is telling you. Kept distinct from what happens. shows / says Carried over from the Kindergarten picture unit and doing the same job. proves

## Day 3. Reserved for an ending that demonstrates rather than

announces. What to prepare Checkpoint 1 page, one per child Checkpoint 2 page, one per child The exact evidence pages needed for the two checkpoints and the final task Checkpoints After Day 3 · Where does it tell you Use the final spread of The Paper Bag Princess. The child says what the book is telling them and identifies the specific visual detail that supports the message. Without a book. No - it needs the final spread. Look for. The child identifies a specific detail in the final illustration and explains how it supports the message. Pointing without explaining the relevant detail is not yet enough. Say to the child. What is the book telling you? Show me what in this picture tells you. After Day 5 · Stated or proved Prepare the checkpoint page with these two familiar ending summaries: A · Ish. Ramon begins using -ish for more than drawings, and the word becomes part of how he sees his work and the world. B · Stephanie's Ponytail.

Stephanie announces one last extreme hairstyle, everyone copies her again, and she arrives the next day without having done it. The child says which ending puts its key idea into words and which makes the reader infer the idea from what happens. Without a book. Yes - use the two prepared summaries above.

Look for. The child identifies A · Ish as the ending where the key idea is verbalized through -ish, and B · Stephanie's Ponytail as the ending that demonstrates its point through the final trap. A strong answer can also say what Stephanie's ending would lose if the book simply announced the message.

Say to the child. Which one puts the idea into words? What does the other one do instead? The task at the end The smallest piece that proves it Each child chooses one of the four books, writes the message in one sentence, and selects the smallest piece of the book that would convince somebody who did not believe them. That may be one page, a pair of pages, or a repetition across several pages. The child identifies the specific detail, action, repetition, or visual feature that supports the message. They present the evidence

rather than the sentence, and the class works out the message from that evidence. Collect. The sentence, the selected page or page sequence, the marked evidence, and whether the class reached a supportable message from the evidence alone. Time. One session of about 35 minutes.

### Teacher key

Checkpoint 1: in The Paper Bag Princess the last picture carries the key evidence - she is dancing off alone, in the paper bag. Nothing in the words directly states that she is better off. Checkpoint 2: Ish puts the key -ish idea into words and develops it through Ramon's change; Stephanie's Ponytail makes the reader infer the point from the final trap. The distinction is between an idea being verbalized and an ending demonstrating it. Task: a different message is acceptable when the selected page or page sequence genuinely supports it. The test is not whether everyone reaches identical wording; it is whether the claim can be defended from the evidence. What a strong answer looks like Strand What to see Message States what the book is telling you in one sentence. Location Selects the smallest page, pair of pages, or repetition that carries it. Mechanism Says whether the book puts the idea into words or demonstrates it.

Defence Chooses evidence that could convince somebody else. Keeping the daily evidence Keep each child's answer to "where does it tell you" from Day 1 and Day 5. On Day 1 many will point vaguely or fail to name a relevant detail; by Day 5 the answer should identify a specific place and piece of evidence in the book. What to pass on This unit is the direct feeder for the Grade 3 theme unit. A child who can point at a location here will manage "shown three ways and stated once" there. Ish carries two of the five days and they must run in this order. Day 5 before Day 4 turns the mechanism into a fact to be told rather than noticed. The books this unit uses The Paper Bag Princess by Robert Munsch · 1 lesson The Dot by Peter H.

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| Reynolds · 1 lesson Ish by Peter H. Reynolds ·<br>2 lessons Stephanie's Ponytail by Robert Munsch · | 1 lesson |
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