

Facilitator Resource

The Day the Mona Lisa Was Stolen

Grades P-5 - Day 1

“The Day the Mona Lisa was Stolen”

Anticipation Guide Sample

What should we see if the teacher is scaffolding the instruction effectively for this level of text complexity?

Qualitative Features	Level of Complexity	What would we see?	What would we hear?
Language Features	<p><u>Moderately Complex</u></p> <ul style="list-style-type: none"> The text contains literal language and has sentences that often have more than one clause. Students need to use context clues to understand words that may not be a part of their vocabulary, including “implications,” “hoax,” and “patriotism.” However, there is clear evidence before and after these words that students can use to determine the meaning of these domain-specific words. For example, “The entire incident was a hoax to show how easy it was to steal from the Louvre.” Also, “Perugia claimed he stole the work out of patriotism. He didn’t think such a work by a famous Italian should be kept in France.” 	<p>Pre-teaching text-critical vocabulary.</p> <p>Working with syntax—asking questions that attend to specific phrases and sentences in the text.</p> <ul style="list-style-type: none"> Engaging students in juicy sentence work. Asking questions that reflect the language demands of the text and standard. 	<p>Posing questions that ask students to determine the meaning of words and phrases as they are used in the text</p> <p>Building fluency so that students can devote their attention to comprehension (teacher read aloud, choral reading, paired reading, etc.).</p>
Knowledge Demands	<p><u>Moderately Complex</u></p> <ul style="list-style-type: none"> The text relies on common practical knowledge of the different countries, including France and Italy and expects readers to know that Pablo Picasso was a famous artist and did not want to ruin his reputation. Also, students need to have schema regarding places in France and Italy that are referenced throughout the text, including the Louvre, the Seine River, and Florence. The text also relies on the readers understanding of what “claims” are and why newspapers would make different claims. 	<p>Helping students access prior knowledge – be brief, do not include information the author will provide, connect to prior readings if possible, fill in gaps when the author assumes the reader would already have the information.</p> <p>Explicit instruction around claims.</p> <p>Being prepared with follow-up questions to clarify misconceptions and encourage productive struggle.</p>	<p>Establishing a purpose for reading so that students know what information to attend to.</p> <p>Letting students know what learning to expect from this reading: Determine Perugia’s point of view about the Mona Lisa. Use evidence to support your thinking.</p> <ul style="list-style-type: none"> Scaffolding questions so that students can respond to this more complex task: Asking students to identify aspects of the text that reveal the author’s point of view or purpose.

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Lesson TDQs and Tasks

Standards Identified in the Lesson Plan:

RI.3.1

RI.3.3

RI.3.4

RI.3.6

RF.3.4

TDQ/Task	Standard Addressed by the Question/Task	Critical Prerequisite Skills and Understanding Students Need for the Focus Standard That They May Not Yet Have (Unfinished Learning)
What is the problem? Why is that a problem?	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Dysfluent readers who attend more to decoding than comprehension, may be able to answer the first question easily because it's in the title but may struggle to find evidence to support why it is a problem.
What were some claims the Newspaper made?	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Students may not know what <i>claims</i> are as the idea is not introduced in the standards until the grade 5 Speaking and Listening standards. Students also may not understand why newspapers would make different claims.
What does the word hoax mean?	RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	Students may not know how to use context clues or may not have sufficient context clues to determine meaning.
What do you think the author meant when he said, 'He stole the work out of patriotism'? That is what I want you to think about as I read this section. (Read section) What word sticks out the most? What does patriotism mean?	RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	Students may find it difficult to connect the act of stealing with the concept of patriotism.
What is Perugia's point of view about the Mona Lisa? Back it up with evidence.	RI.3.6 Distinguish their own point of view from that of the author of a text.	Point of view is introduced in the 3 rd grade standards. To meet the depth of the standard, students must be able to distinguish their own point of view for the author's.

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Video Viewing Guide

Key Questions	Time Stamp	Example from Video	Analysis
In what ways were students actively engaging with the text?	2:40	Guided reading Multiple reads (including teacher read-aloud)	Students repeatedly read and re-read the text in small groups and whole group to provide evidence to support their answers.
	5:35	Reread first paragraph with a partner and look for the problem.	The teacher’s first question is outside of the text (4:15) T: What did you like about the story? It is easier for students to talk about their experiences than to analyze the text—especially for students reluctant to engage with reading.
	5:47	Small group discussion to answer TDQs and identify supporting evidence. T: I’d like you and your partners to re-read the first paragraph with your neighbors	
	6:40	Whole group discussion to answer TDQs and identify supporting evidence.	
What scaffold/supports does the teacher provide so that all students can access complex text?	5:24	T: I’d like you and your partner to re-read the first paragraph and tell me what the problem was.	The teacher engages students in a close analytical read of the text and briefly builds background information when the author assumes readers would know that France and Italy are countries. Teacher sets purposes for reading, “re-read the first paragraph and tell me what the problem was” . . . “that’s what I want you to think about as I read this paragraph again.” Missed opportunity to meet individually with groups and prompt them with questions to check for understanding. Missed opportunity to let students know what learning to expect from this reading: For example, when we are finished reading, you will be able to describe Vincenzo Perugia’s point of view about the Mona Lisa.
	13:35	T: What do you think the author met when he claimed Perugia stole the work out of patriotism? That’s what I want you to think about as I read this paragraph again. (Teacher re-reads paragraph aloud.)	
	14:10	T: What is Italy? T: With that in mind, remember that France is a country and Italy is a country.	
How does the teacher address the challenging vocabulary in the text so that all students can access the text?	12:35	T: What does a hoax mean? Talk to your neighbor. T: What do we think hoax means? S: I think the word hoax means a joke or trick. T: Why do you think that?	Teacher provides opportunity for students to determine the meaning of general academic words and then asks for evidence to support their definition. Teacher asks questions about words that impact the meaning of the text (patriotism.) Teacher asks students to think about synonyms for <i>patriotism</i> .
	14:27	T: What word sticks out to you most? S: Patriotism T: Or patriot. The root word is patriot. Everyone say, <i>patriot</i> . T: What does <i>patriotism</i> mean? Talk to your neighbors. T: What do you think <i>patriotism</i> means using the text. S: I think he’s going to take it to his country and show them a famous picture	

		<p>S: I think patriotism means you took it out of the art line.</p> <p>S: I definitely disagree. I think it means he stole the painting with anger.</p> <p>T: Tell me why you think that.</p> <p>S: (reads aloud from text)</p> <p>T: Why do you think he's angry?</p> <p>S: He wants it to be in Italy where it was made.</p> <p>T: Can we think of another word to describe the feeling of being patriotic?</p> <p>T leads students to the idea of the pledge.</p> <p>T: What's a synonym or what does it mean to show patriotism.</p> <p>S: Pride.</p>	
In what ways are students expected to use evidence from the text to support their ideas?	8:00	<p>T: Did we find a claim?</p> <p>S: (reads from the text)</p>	Many students have a habit of using evidence from the text, but a few provide no evidence. Teacher presses some students to support their answers with textual evidence when necessary.
	18:55	<p>T: Now I want you to back it up with evidence. Go back into the text and find a strong piece of evidence that supports your answer.</p>	
In what ways does the teacher encourage precision and elaboration in student responses?	7:00	<p>T pushes students to elaborate on their answer by asking, "Why was that a problem."</p>	Missed opportunity to read the depth of the 3 rd grade standard – distinguishing one's own point of view from the author's.
	9:00	<p>T: Why is that important? Why would he want to make a copy? (Ss turn and talk)</p>	
How does the teacher respond to student answers that show partial or limited comprehension?	9:50	<p>S gives an incorrect response.</p> <p>T repeats question (no wait time) and calls on another</p> <p>S2 responds</p> <p>T: What do we already know about the Mona Lisa? Why would someone want to make a copy?</p> <p>S: It's very expensive.</p> <p>T: Why does that matter</p> <p>S: Someone might want to buy it.</p> <p>T: Why else would they want a copy?</p> <p>S: It's a famous picture.</p> <p>T: Why does that matter?</p>	Teacher pushes some students back into the text to correct their misconceptions, but in other instances calls on another student to provide a right answer.

	20:32	<p>T: Who has a different answer? S: He thinks it's expensive. T: Tell me why. S: I got this on page 7 (reads from text). T: I'm going to push you Henry. You said the point of view of Perugia is that he thinks it's expensive. . . I want you to re-reread that paragraph and see if that is the right evidence to choose . . . (Another student responds) T: I want to push you also because you said his point of view as how he feels. How does he feel? T: How did they describe him in the text.</p>	
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