

# CCSS-Aligned Lesson Plan: 3rd Grade

The Lunch Thief  
By Anne C. Bromley



## Text Complexity Analysis of THE LUNCH THIEF:

### Quantitative.

Lexile: 720L (Grades 2-3: 420-820)  
AR/ATOS: Book Level 3.1

### Qualitative.

**Knowledge Demands:** The story is mainly about a young boy solving a problem, a story line which will be familiar to many readers. Students will need to have knowledge of the southern California wildfires and its effects. (Note: Jacinto Valley is a fictional name.)

**Meaning/Purpose:** There are multiple meanings/themes presented in this story – multicultural understanding, stealing, poverty, bullying, and friendship. The moral of the story, however, is fairly easy to infer from the context.

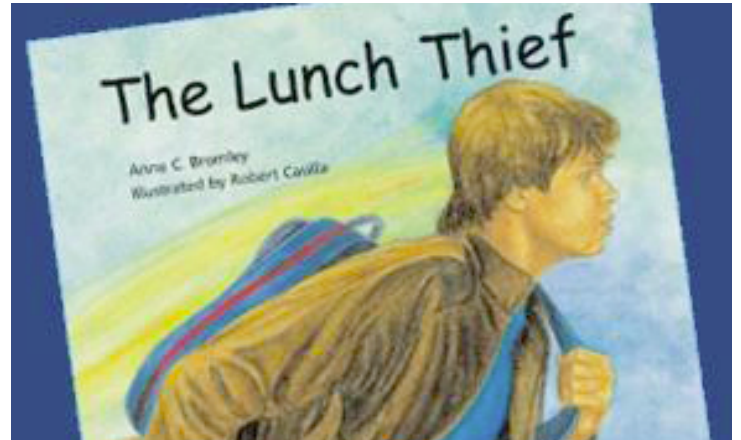
**Text Structure:** The author uses a linear, narrative story structure.

**Language Features:** The author uses idioms and culturally specific words and names but these are easily comprehended in context.

**Visual Supports:** The illustrations are very helpful; they clearly support the text.

**Reader and Task Considerations.** [By following the lesson plan guide, students will be properly scaffolded and advanced in ways that will enhance students' comprehension. Teachers are advised, however, to consider and address their students' needs.]

**Text Placement:** Based on this text complexity analysis, The Lunch Thief is complex for second and third graders. It is a moderately complex book for third graders and complex for second graders. This book is also appropriate for fourth and fifth graders who can read this book independently.



### Summary of THE LUNCH THIEF (Tilbury House, 2010):

Rafael Munoz is frustrated because his and his classmates' lunches keep getting stolen by Kevin Kopeck, the new kid. But, his mama told him, "Use your mouth before your fists." So, instead of getting angry, Rafael talks to Kevin and learns that he lost everything in the wildfires. Rafael shares his lunch with Kevin and gains a new friend.

### Meet the Author of THE LUNCH THIEF\*: **Anne C. Bromley**

Anne C. Bromley lives in Encinitas, California, with her husband, Rod. Inspired by her experiences as a substitute teacher in northern San Diego County, *The Lunch Thief* is her first children's book. In addition, Anne has published two books of poetry, a book of translations, and numerous poems, short stories, and reviews that have appeared in nationally recognized journals. Anne has been writing since the age of nine when she wrote a play about Johnny Tremain. For more information, visit her website at [www.annebromley.com](http://www.annebromley.com) or email her at [acbromley@gmail.com](mailto:acbromley@gmail.com).

**\*Illustrated by Robert Casilla**

## Lesson Plan: Before Reading

### **Building Background Knowledge:**

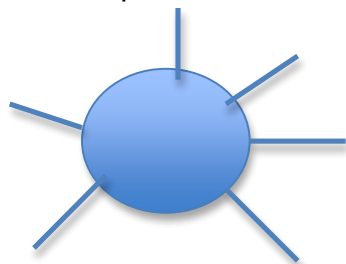
Inform students that they will be reading a story entitled, The Lunch Thief and that the story takes place in California. Inform students that California suffers from wildfires.

Read aloud the news article, "Wildfires prompt evacuations in San Diego area." (<https://www.newsela.com/articles/socal-wildfires/id/4026/>) (This is a very complex text for elementary students as its lexile score is 1110 which puts it at Grade 9. Make sure to scaffold the text for students. Modify the text, if necessary.)

Ask students: "What is the main idea of this article? How do you know?"

Re-read the article and tell students to look for the effects of the wildfires. Underline or highlight all the effects. Model annotating and reading for a purpose with the students.

Create a cluster map and ask students, "What are the effects of the wildfires as presented in this article?" Record students' responses on the cluster map.



### **Accessing Experiential Background:**

Tell students to write about a time when they were angry about something. Tell students to explain the problem and how they solved the problem. Also, tell them to describe their feelings. (This is an informal writing exercise.)

Tell students to share their writing with a partner.

Convene as a whole group and ask students to share their problems and solutions. Create a T-chart and record students' responses.

Problem	Solution

### **CCSS:**

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

## Lesson Plan: During and After Reading

### **Building Comprehension:**

Read aloud *The Lunch Thief*. Inform students that they are to listen carefully to determine the gist.

Read each page and then ask students: “What is happening?” or “What did we learn from this page?” Follow up with: “How do you know?” or “What makes you think so?” (Make sure students are supporting their answers with details from the text.)

As you read aloud, explain vocabulary words and concepts that might be difficult for your students.

Create this chart and ask students: “Who are the main characters? What is the problem? What is the solution?” For each response, ask them for textual evidence. Record their responses:

Question	Answer	Evidence
Who are the main characters?		
What is the problem?		
What is the solution?		

Tell students to turn to a partner and talk about the moral of the story. (Ask students: “What do you think is the moral of this story?” or “What is the lesson that you learned?”)

Convene as a whole group and ask students to share their thinking. Ask students: “What is the moral of the story and how do you know?” Record their responses.

### **Building Language:**

Reread the page that begins with the words, “Mama always says, ‘Use your mouth before your fists.’……”

Write this on the board: “Use your mouth before your fists.” Explain that this is an idiom – it’s a phrase or saying that uses figurative language. (You may need to explain idioms more.)

Ask students: “What do you think this means? How does the text help you understand the meaning of this idiom?”

### **CCSS:**

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

## Lesson Plan: After Reading

### Demonstrating Comprehension:

Explain that actions are things characters do and motivations are the reasons why characters do the things they do.

Ask students:

- “What are some of Rafael’s actions? What were his motivations for these actions?”
- “What are some of Kevin’s actions? What were his motivations for these actions?”

Record students’ responses on the chart:

	Actions	Motivations
Rafael		
Kevin		

Tell students to pick a character: Rafael or Kevin. Then, tell them to write an explanatory paragraph describing each character. Each paragraph should have the following components:

- Introductory sentence that describes the character.
- Supporting details from the text that demonstrate the character’s trait.
- Linking words and phrases.
- Conclusion that describes the character’s motivations and actions.

(For some students, you might want to consider providing writing frames.)

Tell students to turn to a partner and share their writing samples. Tell students to compare each other’s thinking. Write the following questions on the board and ask students to consider the following:

- “Did you agree or disagree with your partner’s description? Why or why not?”
- “Did your discussion prompt you to make any changes to your thinking? If yes, how so? If no, why not?”

Collect students’ writing samples and give them feedback. Conference with students as needed. Distribute and tell students to revise and resubmit.

## CCSS:

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B: Develop the topic with facts, definitions, and details.

W.3.2.C: Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

W.3.2.D: Provide a concluding statement or section.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## Lesson Plan: Argument Writing (Assessment)

### Writing Arguments/Opinions:

Tell students to turn to a partner and ask students to discuss the following question: “What are arguments?”

Convene as a whole group and ask students to share their thinking. Record their responses on chart paper. (Elicit students’ responses so that they list the following: Arguments can be debated. Arguments have different sides. Arguments are opinions supported by facts.)

Write the following prompt on the board:

- Do you think Rafael effectively solved his problem? Why or why not?

With students, model writing an argument paragraph given this prompt. Think aloud as you write so that students understand what you are doing. Model editing and revising as well. Re-read final copy with the students. (For English Learners, you can use this writing sample as part of a Language Experience Approach lesson.)

Write the following prompt on the board:

- Do you think Kevin’s actions were justified given his situation? Why or why not?

Tell students to apply the model and write their own argument paragraphs given this prompt. Each paragraph should have the following components:

- Introductory sentence that states the argument/opinion – answer the prompt.
- Reasons from the text that support the argument/opinion.
- Linking words and phrases to connect argument/opinion and reasons.
- Conclusion.

(For some students, you might want to consider providing writing frames.)

Collect, grade, and offer feedback. Encourage students to revise and resubmit.

**OPTION:** After students have written, consider facilitating a text-based discussion in which students are given the opportunity to argue and reason.

### CCSS:

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.A: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B: Provide reasons that support the opinion.

W.3.1.C: Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

W.3.1.D: Provide a concluding statement or section.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

## Lesson Plan: Extension/Enrichment Activities

### Connecting to Science:

Remind students of the news article, “Wildfires prompt evacuations in San Diego area.” Ask students: “How did the fire scenes in The Lunch Thief build on what you learned from the news article?”

Implement a science unit or read more texts on one or more of the following topics:

- Wildfires
- Santa Ana winds
- Natural disasters
- Disaster preparedness/Fire safety

### Connecting to Art:

Model for students how to analyze the text’s illustrations. Tell students to look at the front cover. Ask them: “What do you see? What does this illustration convey? How does it support the story?”

Tell students to work in pairs and have them analyze another illustration using the same questions as a guide: “What do you see? What does this illustration convey? How does it support the story?” Make sure to walk around and listen in on pairs. Provide feedback and redirection as needed.

Tell students to work individually and analyze another illustration using the same questions: “What do you see? What does this illustration convey? How does it support the story?” Tell them to write their responses. Collect their writing samples and evaluate.

For homework, tell students to create their own cover for the book. They need to write a rationale for their illustration explaining why the illustration is appropriate for the book.

OPTION: Tell students to research the illustrator, Robert Casilla. They can conduct an Illustrator Study. Tell students to compare several of his books and to make a list of all the similar features.

## CCSS:

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.