I. Content
In this lesson, students will continue to work with the concept of “adventure” through a read aloud of *The Man Who Walked Between the Towers* by Mordicai Gerstein, the final book in this adventure text set. Students will discuss the unique elements that create this story’s adventure, and compare them to those of *Where the Wild Things Are*, *Jumanji*, and *The Paper Bag Princess*. Students will make text to self connections to the story and see the value of these connections for possible story ideas.

II. Learning Goals
- Students will be able to comprehend, retell the story, and identify characters, plot, and setting
- Student will be able to make text to self connections
- Students will be able to demonstrate understanding through turn and talks and whole class discussion
- Students will compare and contrast the elements of this story with those of *Where the Wild Things Are*, *Jumanji* and *The Paper Bag Princess*
- Students will use their knowledge of “adventure” and each author’s craft to brainstorm story ideas

III. Rationale
This lesson will complete the adventure story study. At this point, students should have a solid understanding of what makes up an adventure story, and be able to point out similarities and differences between the stories we have read. This lesson will give students a very different example of adventure so that they can further stretch their concept of adventure. This book is based on a true story-- the adventure that happens in this book is real. It is important for students to understand that adventures don’t have to involve wild creatures and fantastical plots. This will round out their understanding of adventure so that they can successfully write their own adventure story.

IV. Personalization and equity
Students of all learning styles and needs will be able to access this lesson, because it begins with a read aloud of a text with descriptive pictures and easy to follow plot. My LD student benefits from think time, so I will make sure to have think time before class discussions or turn and talks. The majority of the work in this lesson will be in small groups in a low stakes environment so they can practice speaking with one another and share their thoughts without pressure. The final
assessment will be a written response where students can write and draw a picture; emphasis will be on the content itself and not totally on the writing. My ELL and LD students, and my students who struggle with writing in general still need to practice, but since they can supplement with a drawing, it will take the pressure off the writing and they can still get their ideas down. I will provide sentence starters for my LD and ELL students.

V. Assessment
Informal. Adding to the adventure chart. This will help me see that students can take elements from the story and generalize them to apply to the theme of adventure.
Informal. Turn and talk. Students will turn and talk to their partner to discuss their text to self connections. This will help me see how well they listen to each other, and if they are using details from the story to make their connections.
Formal. Written response. Students will answer the question “Have you ever gone on an adventure? If not, what adventure would you take?” This will show me that they can express through writing their text to self connections and turn them into possible story ideas.

VI. Activity description and agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td><strong>Read Aloud: The Man Who Walked Between the Towers</strong> by Mordicai Gerstein</td>
<td>I will read this text without stopping so students can take in the full story. This story will show a real adventure and introduce new elements like suspense and perseverance.</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Turn and talk:</strong> - Students will answer:</td>
<td>The turn and talk will help students practice working together and listening to each other.</td>
</tr>
<tr>
<td></td>
<td>“What makes this story an adventure?”</td>
<td>These questions will allow students to discuss how this book is an adventure and make text to self connections in a low stakes environment.</td>
</tr>
<tr>
<td></td>
<td>“We learned this adventure really happened; have you ever had an adventure?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students will turn and talk to their partner and be able to retell what their partner said during a whole class discussion</td>
<td></td>
</tr>
</tbody>
</table>
b) During this discussion of real life adventures, students might have trouble making a connection because they might still think that adventures have to be a big event. Even though this text depicts a real life adventure, it is still pretty rare and extravagant. I will have to make sure students focus on the elements we discussed: traveling, something unsuspected happening, etc. to think about when they might have gone on an adventure; I don’t want them to try and come up with a time that they walked between two buildings, because then I won’t get any answers! I just have to make sure they know real life adventures don’t have to be over the top, but they still have to have certain exciting elements.

VII. Standards

CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.