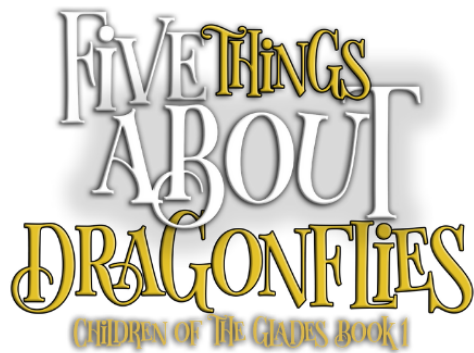


FIVE THINGS ABOUT DRAGONFLIES

CHILDREN OF THE GLADES BOOK 1

Teacher's Guide





BOOK SUMMARY

A fictional story about actual events in African American and Indigenous peoples' history.

Talula, a Black Seminole free girl, sets out to protect her family and her village and must convince others to help in the fight against the slave hunters. She is not just a girl on a horse, she is a warrior. Her story is one of survival and resilience.

AUTHOR BIOGRAPHY

L. B. Anne is an award-winning, Amazon best-selling, author of diverse chapter books for readers ages 6-14. She resides in Florida with her husband and is passionate about supporting literacy and education.

L. B. Anne loves getting mail from readers, so please email her at lbanne@joapress.com with notes and pictures of your activities!

You can also connect with L. B. Anne at LBAAnne.com

NOTE: One of the features of this guide is a set of bookmarks. These can be printed in a couple of ways. You can do one-sided bookmarks, or you can choose to make them two-sided bookmarks with Talula's shadow on one side and the vocabulary list on the back.

READING STANDARDS

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure:

CCSS.ELA-LITERACY.RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

COMPREHENSION QUESTIONS

Before Reading

What do you think the story will be about?

What story clues are in the title?

Do you think the story is fiction or non-fiction?

During Reading

What do you think will happen next?

What do you feel about the main character?

How do you think the story will end?

After Reading

What was the message in the story?

What connections did you make with this story?

What was the author's purpose?

DON'T JUDGE A BOOK by its cover

What I think this book is about before reading it:

How have my initial thoughts changed after reading the book?

SUPER SIX

COMPREHENSION STRATEGIES



MAKING CONNECTIONS

I can make personal connections with what the text is saying, either from my own life and experiences, another text or something in the world.



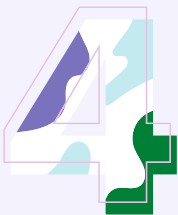
PREDICTING

I can guess what the text is about from the pictures and what has already been said in the text.



QUESTIONING

I ask questions to help me better understand the meaning of the text.



MONITORING

I stop and think about the text to make sure I am understanding.



VISUALIZING

I create pictures in my head of what the text is saying.

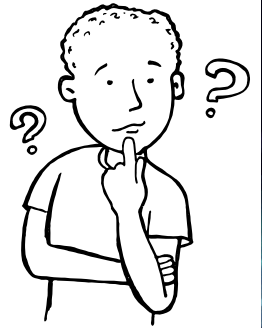


SUMMARIZING

I remember the most important parts of a text, and can retell it in my own words.

Chapter 1

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



Name: _____

Date: _____



CHAPTER 1 PAGE ___

WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

- **WHO ARE THE MAIN CHARACTERS?**

- **WHY DID THE AUTHOR WRITE THIS? WHAT EVIDENCE SUPPORTS YOUR IDEA?**

- **CITE THREE RELEVANT DETAILS FROM THIS CHAPTER:**

- **WHAT TEXT CONNECTIONS CAN YOU MAKE?**



Chapter 2

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



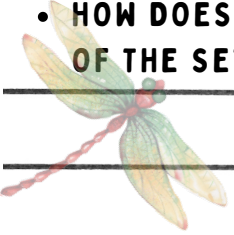
Name: _____

Date: _____

CHAPTER 2 PAGE ___

WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

- **HOW DOES THE SETTING IMPACT THE STORY? WHAT ARE CHARACTERS ABLE TO DO BECAUSE OF THE SETTING THEY ARE IN?**



- **HOW WOULD THE STORY CHANGE IF THE SETTING WERE DIFFERENT?**

- **HOW DOES THE THEME RELATE TO THE CHARACTER'S ACTIONS?**

- **HOW DOES THIS SECTION/CHAPTER HELP THE READER UNDERSTAND THE SETTING?**



Chapter 3

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



Name: _____

Date: _____

CHAPTER 3 PAGE ___

WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

- **HOW DID THE THEME/SETTING/PLOT OF EACH CHAPTER STAY THE SAME? WHAT IS DIFFERENT?**



- **WHAT'S THE SEQUENCE OF EVENTS IN THIS CHAPTER?**

- **CITE THREE RELEVANT DETAILS FROM THIS CHAPTER:**

- **WHAT INFERENCES CAN YOU MAKE?**



Chapter 4

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



Name: _____

Date: _____

CHAPTER 4 PAGE ___



WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

- **WHAT DO CHARACTERS THINK AND FEEL IN THIS CHAPTER? HOW DO YOU KNOW?**

- **EXPLAIN WHY TALULA IS IMPORTANT TO THE STORY? DEMONSTRATE TEXT EVIDENCE.**

- **WHAT ARE TALULA'S PERSONALITY TRAITS? HOW DOES HER PERSONALITY AFFECT WHAT HAPPENS IN THE STORY?**

- **HOW DOES THIS SECTION/CHAPTER HELP THE READER UNDERSTAND THE SETTING?**



Chapter 5

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



Name: _____

Date: _____

CHAPTER 5 PAGE ___

WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

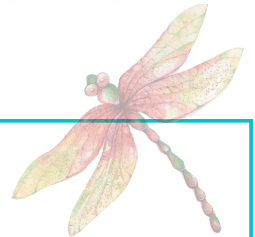
- **WHO ARE THE MAIN CHARACTERS?**



- **WHAT'S THE SEQUENCE OF EVENTS IN THIS CHAPTER?**

- **CITE THREE RELEVANT DETAILS FROM THIS CHAPTER:**

- **WHAT INFERENCES CAN YOU MAKE?**



Chapter 6

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



Name: _____

Date: _____



CHAPTER 6 PAGE ___

WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

- HOW ARE THE PARTS OF THE STORY CONNECTED?

- WHY DID THE AUTHOR ORGANIZE THE STORY LIKE THIS? HOW WOULD IT BE DIFFERENT IF THE ORDER WERE CHANGED?

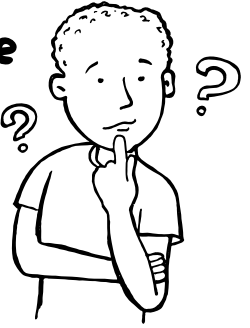
- WHICH TEXT WAS BETTER AT GETTING THE POINT/LESSON/POINT OF VIEW ACROSS? WHY DID YOU LIKE IT BETTER?

- WOULD YOU HAVE PREFERRED THE STORY FROM (THIRD-PERSON / FIRST PERSON) POINT OF VIEW? WHY?



Chapter 7

Read the first page of the chapter and share what clues, keywords, and visualizations you get from it? You can use the space below to make sketch notes about this chapter.



Name: _____

Date: _____

CHAPTER 7 PAGE ___

WRITE THE PAGE WHERE YOU FOUND YOUR TEXT EVIDENCE

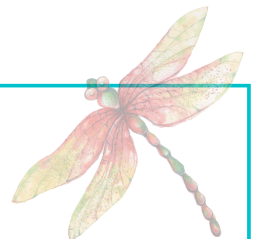
- **HOW IS (CHARACTER) DIFFERENT AT THE END OF THE STORY THEN AT THE BEGINNING?**

- **WHAT ARE (CHARACTER) PERSONALITY TRAITS? HOW DOES HIS/ HER PERSONALITY AFFECT WHAT HAPPENS IN THE STORY?**



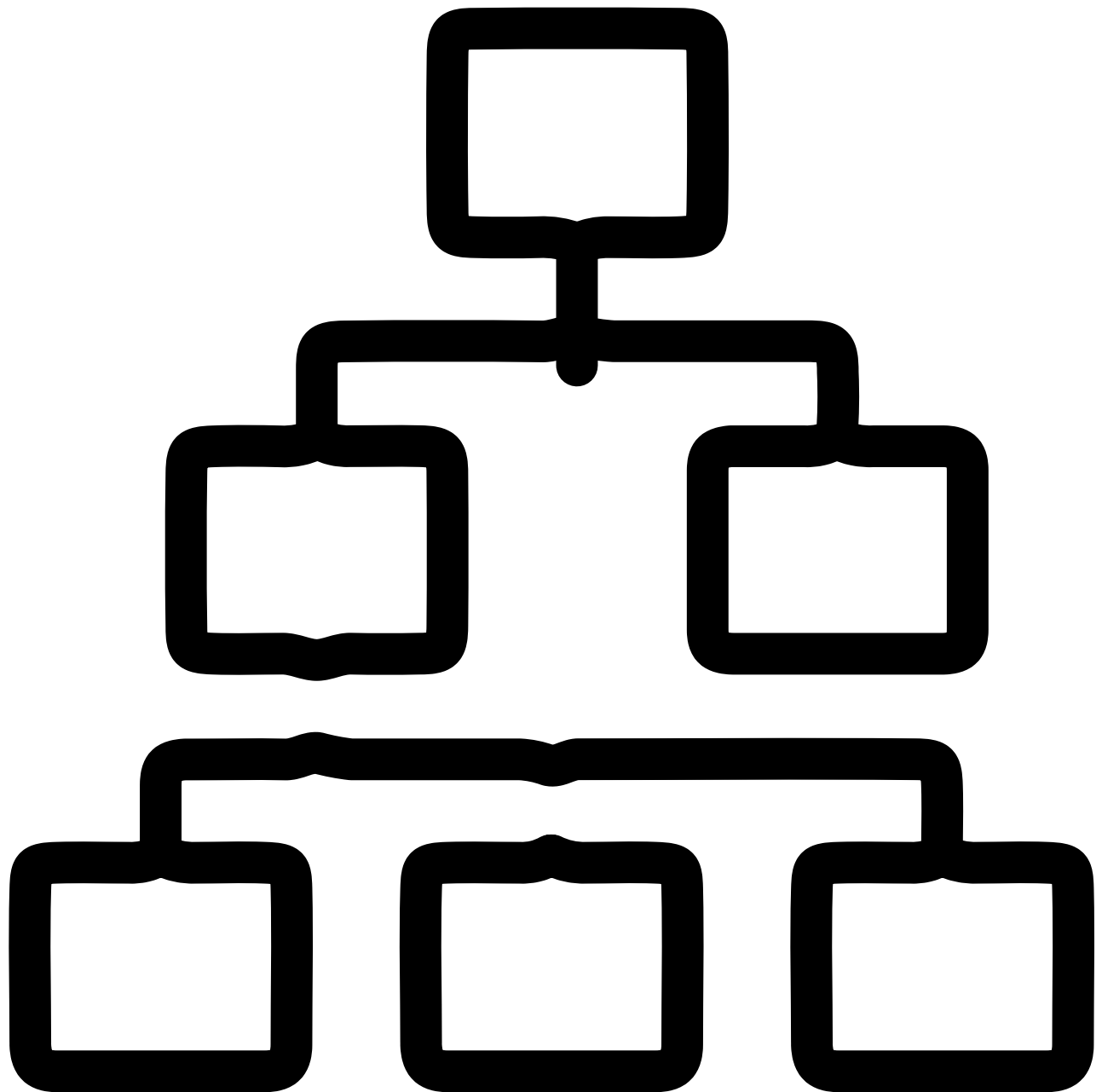
- **CITE THREE RELEVANT DETAILS FROM THIS CHAPTER:**

- **WHAT CONCLUSIONS CAN YOU MAKE?**



Historical Fiction

Write the historical fiction elements of this book.



ACTIVITIES

1

DISCUSS HOW THE LIVES OF THE CHARACTERS IN THIS STORY COMPARE OR CONTRAST WITH THE LIVES OF CHILDREN TODAY.

2

LOOK AT THINGS FROM MORE THAN ONE POINT OF VIEW. WRITE JOURNAL ENTRIES FROM TALULA'S POINT OF VIEW.

3

CONSTRUCT A SURVEY TO SEE WHAT MEMBERS OF THE COMMUNITY KNOW ABOUT BLACK SEMINOLES. POOL YOUR INFORMATION; DO SIMPLE STATISTICS WITH MEAN, MODE, AND MEDIAN; AND CREATE CHARTS.

FIVE THINGS
ABOUT
DRAGONFLIES

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FIVE THINGS ABOUT DRAGONFLIES

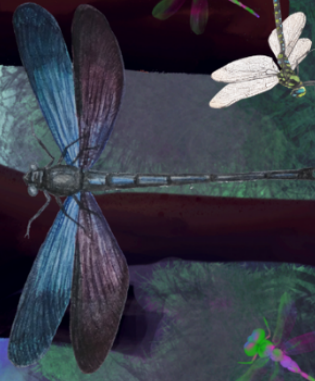
CHILDREN OF THE GRADES BOOK 1



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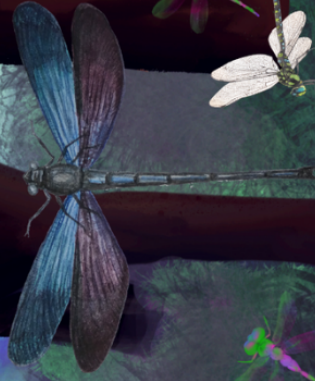
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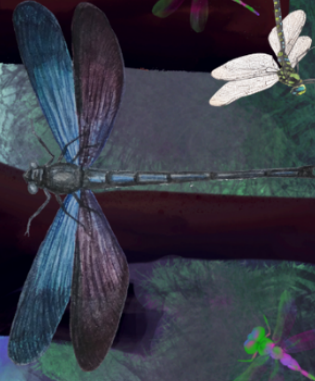
CHILDREN OF THE GRADES BOOK 1



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FIVE THINGS ABOUT DRAGONFLIES

CHILDREN OF THE GRADES BOOK 1



FIVE THINGS ABOUT DRAGONFLIES

CHILDREN OF THE GRADES BOOK 1

Seminole Words:

Chickee - dwelling

Talwa - tribal town

Micco - chief

Wannke-cha-be - dragonfly

Okeeha - mosquito

Nah-koo-tchee - book

Is-to-che - child

Ko-na-wa - beads

Ila - arrow

Istonko - hello

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