

# Coraline

3RD GRADE



LITERACY



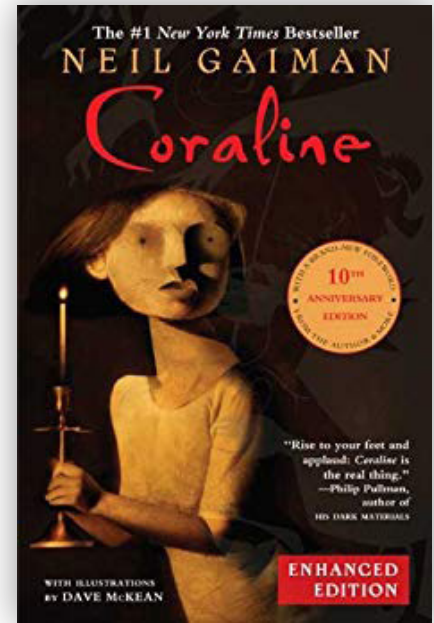
MINDSET

Students will engage in activities that build foundational skills while practicing speaking, listening, and writing skills.

Read with Expression . . . . .	1	Literary Genre Research . . . . .	2
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## Read with Expression

In chapter V, Coraline tells the story of her father’s bravery when they encountered yellow wasps. Fluent story-telling is both an art and a science. Discuss tone variance and speech speed when telling exciting parts and when telling reflective parts of the story. Practice this portion in a whole-group setting, where you model appropriate fluency and then the students repeat. They can also practice with partners. As an assessment, you can have students read excerpts or the whole story to demonstrate their fluency.



## Sing Songs with Fluency

The mice have songs that are sung in high whispery, voices (for an example, see the end of chapter III). Choose one of the songs and play a clip from an online audiobook or model yourself how the words should be said/sung to add a level of mood to the story. Give students the various songs by the rats/mice and have them practice singing the words using the proper pacing, fluency, and tone.

## Read Dialogue

At the start of chapter XI, there is a conversation between Coraline and the other mother. This provides a good opportunity for students to practice using the context to confirm or self-correct. Assign students to groups of three. Students should alternate characters/narration while reading this portion of the text aloud. Ensure all students get a chance to read as Coraline and the other mother as well as the narrator. A few words students may need to confirm or self-correct include: vermin, liable, provoked, lion-pawed, unraveling, and resemblance.

#### Biography About a Brave Person

In many instances, Coraline is a brave fictional character. Discuss evidence of her bravery with your class. Begin by brainstorming *real* people from history who have demonstrated bravery. Consider politicians, soldiers, professionals, activists, scientists, etc. Ask students to select one brave person from history and research his or her life. Then have your students write one-page biographies outlining facts that provide evidence of the bravery the person showed.

#### Story from a Different Character's Viewpoint

The story *Coraline* is told from a third-person limited perspective. This means the narrator tells the story, but the narrator focuses on one character's experiences. Have students select a character from the book other than Coraline and write a portion of the story from that character's perspective. Students should consider Coraline's mother, her father, the other mother, the other father, the cat, Miss Spink, or Miss Forcible. Ask students to pay special attention to how this character would think differently about the same events that were already described by the narrator.

#### Literary Genre Research

Using the story *Coraline* as an example, discuss literary genres with students. Assign small groups to research what story components are necessary to fit the genres of fairy tale, adventure, horror, and fantasy. Discuss evidence from the research that proves or disproves that Coraline fits each genre.

#### Movie Casting Discussion

**ASK:** If you were casting actors/actresses for a live version of a movie based on *Coraline*, who would you choose to play Coraline? Mrs. Jones? Mr. Jones? The beldam? Have students form small groups and collaboratively decide their picks for each character. Briefly have students present their actors/actresses to the whole class. Collaboratively discuss options and pros/cons. Model decision-making based on thoughtful discussion.

#### Alice in Wonderland Comparison

Discuss how *Coraline* is often compared to *Alice in Wonderland* in literature. Play two clips from the Mad Hatter's tea party—one from the 1951 animated version of *Alice in Wonderland* and from the 2010 live-action version (both found on Youtube). Discuss if the main idea of this scene is portrayed the same in both visual mediums. Why or why not?