CPQ: Based on the narrative poem, what might young people do to avoid being tricked?

Title:The Walrus and the Carpenter \_\_\_\_\_\_\_\_

**Making Connections**

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| What I read Page # | Connections  This reminds me …  I remember … | My connection helps me understand the text because … |
| 145  Picture  I do | This reminds me of the beach on a nice summer day. | I think the poem will take place on the beach. This helps me understand the setting. I see a Walrus dressed up and standing next to a man. A dressed up Walrus would mean that this story/poem is made up or not real. (Fiction) |
| 144  Lines  1-14  We Do | This reminds me of the sun shining on the sea. At the same time it says the moon is shining as well. I remember a time late in the evening when I could see the sunset and the moon at the same time. | It helps me understand the time of day and what the weather conditions are like. No clouds, the sun and moon are out at the same time. |
| 146  Lines  19-30  We Do | This reminds me of going for a walk with my friends. | This helps me understand that the Walrus and the Carpenter must be friends, walking together on the beach, looking for something to do. |
| 146  Lines  31-48  We Do | This reminds me of being invited to go somewhere, but an older adult tells me that it’s not a good idea. | I think the older oyster may know that something is wrong, because he chooses not to leave the oyster bed. The young oysters are excited about leaving. It helps me understand that there may be a problem developing, like when I created my plot diagram of fiction stories. |
| 147  Lines  49-60  You Do  (TTT) |  |  |
| 147  Lines  61-78  You Do  (TTT) |  |  |
| 148  Lines  79-96  You Do |  |  |
| 148  Lines  97-108  You Do |  |  |
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