

# Alpert

Written by LaNesha Tabb

Alpert is a basic stick figure who is happy living his best life in a plain white background that he refers to as a snowstorm. Then one day a magic line shows up, and his setting changes. This continues throughout the story as Alpert learns that detailed settings can add to a descriptive story.



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## Possible Strategies for Instruction

### Comprehension

- **Recognize literary elements—setting.**
  - This story is all about the setting and Alpert learning to enjoy settings other than his favorite, a snowy place or snowstorm. He is placed at a picnic, in a kitchen, camping under a starry night sky, and swimming in the ocean with fish.
  - The words in this text describe the literary element of setting and get readers to think of how an illustrator can depict various situations. The author’s website has [free downloads](#) to have children explore placing Alpert in different settings.
- **Analyze how visual elements integrate and contribute to the meaning of the text.**
  - Each time the setting changes on Alpert, the reader is able to see the background wiped clean and the new setting come together bit by bit, line by line. As this happens, ask students, “Based on the picture, where do you predict Alpert will be next? What do you think the setting will be?”
- **Make and adjust predictions; use text to confirm.**
  - Very similar to analyzing visual elements, readers can predict where Alpert will be placed next. Using the words of the story and the drawings as they appear, we can predict where he might be and adjust those predictions as more details are added to the picture. For example, first there is a diagonal line. (Students can predict what the setting might be.) Then it is colored green (students can predict again), and then the top is colored black with stars and a moon (students make a third prediction). Finally, trees and a tent and fire are added, and students learn that Alpert is camping under the stars. Here they can confirm if they were right.

### Accuracy

- **Recognize high-frequency words on sight.**
  - The majority of the words in this text are basic sight words.  
(*You, do, see, with, who, I, all, the, go . . .*)

### Fluency

- **Use punctuation to enhance phrasing and prosody.**
  - When reading aloud, we need to read the way we speak. Paying attention to punctuation helps us read more fluently. In this story, there are many exclamations, questions, ellipses, and even exaggerated periods such as “Not. Cool. Hmph.”

## ***Expand Vocabulary***

- **Tune in to interesting words.**
  - Paying attention to new and interesting words can help readers expand their vocabulary and have a deeper understanding of the text. Some possible interesting words in this text: *astounded, diagonal, horizontal, speechless, positively, dusk*
- **Apply understanding of figurative language.**
  - Readers should understand the use of figurative language as an effective way of playing with meaning to understand words or phrases that are abstract or complex. Some examples in this text: *broadened my horizon, willy-nilly, fancy schmancy, mind my own business*

***This text can be used with nearly any strategy on the CAFE Menu.  
The above strategies are a highlighted collection to use as a springboard for further instruction.***