



THE NEW JERSEY ITALIAN HERITAGE COMMISSION



Geronimo Stilton Italy's Harry Potter

Grade Level: Fourth and Fifth Grade

Subjects: Language Arts / Library

Categories: Arts and Sciences

Standards:

Please see page 4 of the lesson plan for complete New Jersey Student Learning Standards alignment.

Objectives:

Students will be able to

1. identify Geronimo Stilton.
2. identify Harry Potter.
3. conjecture why Stilton and Potter are fantastic best sellers.
4. determine what are the characteristics of a great book.

Abstract:

Students will read a major best-selling Italian story— Geronimo Stilton, a mouse who works both as a journalist and amateur sleuth. The books have sold more than 1.6 million copies in Italy since his first story was published by [Edizione Piemme](#). Stilton is now closing in on JK Rowling's best-selling Harry Potter series, whose four Italian editions sold a total of 2.7 million copies. Students will learn how to pick a good book from the library.

Background:

Students will review the Geronimo Stilton phenomenon in Italy. Teachers can read about this at: <https://scroll.in/article/837301/even-children-who-dont-read-are-addicted-to-this-series-of-books-about-a-mouse-why>;

Procedures:

- I. Ask students if they have heard of Harry Potter.
 - a. Ask them to tell you something about Harry.
 - i. They will offer various descriptions.
- II. Introduce Geronimo Stilton to the your students
 - a. Explain to students that in Italy, Stilton is read by nearly as many children as read Harry Potter.
- III. Have students read the book review:
<https://www.kidsreads.com/reviews/series/geronimo-stilton-thea-stilton>
- IV. Ask them:
 - a. Do you think the Stilton books sound like interesting books to read?
 - b. Why does the author think the series is so great?
 - c. What are some of the adjectives she uses to describe the book?
 - i. List the adjectives on the boards.
 - d. Would you like to read one of the Stilton books?
 - i. Why, or why not
- V. Tell the students you are going to take the class to the library.
 - a. They will pick a book that they think would be interesting for them to read.
- VI. Before students go to the library, they will create a form that will help them pick a book to read.
 - a. Have the students complete the checklist form 3:2a.
 - i. On the checklist form 3:2a, they will list characteristics in the left column that they think are important in a book, e.g. action, fiction, biography, comedy, adventurous, sports, romance, etc.
 - ii. They should also look for the proper reading level.
- VII. Take students to the library to pick a book to read.
 - a. Have them pick their book by using the checklist they created.
 - b. Have them review five books before picking a book to read.
 - i. They can read the jacket.
 - ii. They should read the table of contents.
 - iii. They should read the first page or two.
 - c. Tell them that they can pick a Geronimo Stilton book, if available.
- VIII. As the students read the book, tell them to take notes.
 - a. They will fill out Book Review form 3:2b.

- IX. Once they complete reading the book, tell students to use their notes to write a book review, not a book report.
- a. Use the “kidsread’s” review as a model.

Assessment:

Teachers will review the student’s checklists. They will approve of the students’ book selection. They will then grade the students’ book reviews by using the *New Jersey Registered Holistic Writing Rubric* for scoring.

Standards Alignment

Reading Standards for Literature – Grade 4, Number 3

Describe in detail a character, event, or setting, drawing on specific details in the text (from a character’s thoughts, words, deeds, or interactions with others).

Reading Standards for Literature – Grade 5, Number 2

Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize text.

Reading Standards for Literature – Grade 4 and 5, Number 10

Read literature independently, proficiently, and fluently in the grades 4-5 text complexity band; read texts at the high end of the range with scaffolding as needed.

English Language Arts

RL.4.2

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

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).

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.

RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Library Book Check list

Name: _____

Date: _____

Book Name _____

Author _____

Directions:

Enter the characteristics that you find interesting in a book. Survey the book you may want to read to see if it meets your criteria.

Characteristics	Yes	No	Unsure

Book Critique

Name: _____

Date: _____

Book Name _____

Author _____

1. What is the book about?

2. Critique the book. What did you enjoy about the book? What didn't you enjoy?

3. Did the book meet your expectations on your checklist? Explain

4. To what type of reader would you recommend this book?
