The Whole Story of Half a Girl

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Unit Plan

 (6th grade)

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**UNIT OVERVIEW**

**Purpose of the Unit Plan**

Is to provide students with an understanding of how to read and comprehend a story read in class. After all, many students have difficulty with reading and writing. Becoming a better reader and writer is important and pursuing this is something everyone should be able to do. With this unit we hope to capture our student’s interest in order to help them develop appropriate skills in order to become more influential citizen of the world.

**Theme**: Challenges and Adaptability of a Young Middle School Student

**Focus / Approach to planning this unit.**

Our general approach to planning this unit is to have a variety of resources and activities in order to accommodate each learning style. After all not everyone learns the same way. This will increase our students overall achievement while reading and writing. The instructional strategies we intend to use in the unit plan are simple and clear directions of how to read and write. Some possible strategies we intend to use are graphic organizers, K-W-L’s, interactive games, visual aids (word walls), literature book, and integration of music, dance, and drama. These strategies will guarantee that our students reading and writing will be successful.

**Organization**

In this Unit Plan we used the three levels necessary to develop a unit. The levels are important and without them, this unit would not be possible. These three levels are the following:

1. Study the curriculum guide and talk about it with colleagues.

2. Frame learning objectives (determine desired results of study).

3. Determine assessments.

Accomplishing the final project was determined by the incorporation of all three levels. Each level developed above took many hours of thinking, evaluating, and rethinking on behave of the group members. This was crucial when developing our unit for The Whole Story of a Half Girl. Going through each step made the process easier and well structured. Without one of these three levels our overall outcome and success would have not been accomplished.

**Provisions for ELL/SNS students**

English Language Learners (ELL) will receive written directions on how to complete the assignments/activities given in class. They will also be given extra demonstration of what is to be done. In some cases the materials will be translated in their native languages and they will be placed next to students who are Bilingual speakers. Visual cues will also be given and key words and phrases will be highlighted throughout the lesson plan for students to become better readers and writer.

Special Need Students (SNS) will be given a detail written step-by-step directions on how to complete the assignment. They will also be given extra time to complete all the work assigned in class. If requested by the student they will be given extra demonstration of how to complete any work activities. Students will also be provided with an outline of information on the unit topic and a personal tutor or assistant instructor will be there to facilitate any needs that the student may need during the lesson.

**General Assessment Plans**

Each lesson plan in this unit has a variety of assessments that are designed to help check and re-evaluate how the lesson is being conducted. This is done in order to evaluate if the lesson needs further explanation in regards to the material presented to students or possible the way the teacher introduces and explains the information.

**LESSON PLAN OVERVIEW**

|  |  |  |
| --- | --- | --- |
| **Lesson #****&****Lesson Title** | **Chapters****To be Read****Prior to Lesson** | **Brief Explanation of Lesson** |
| 1. Background Knowledge/Prediction | N/A | Pre-reading: This lesson will introduce the students to the genre of realistic fiction by using visual imaginary to activate students’ background knowledge to draw predictions. |
| 2. Word - Learning Strategies | N/A | Continued pre-reading and introduction of the theme of the book.Pre-reading: This lesson plan is created for a six-grade classroom. Students will still be doing some pre-reading activities and then begin to do some reading activities. Students in this lesson plan will read first 11 pages while divided into groups of five. Also, they will review their knowledge of the three word-learning strategies. Throughout many activities provided in this lesson plan students will be actively engaged in a process of becoming better readers. |
| 3. Shared Reading w/ Journals  | Chapters 3 to 5 (p.12-34) | Reading: This lesson is intended for a 6th grade class of about 25 to 30 students. Here the lesson looks at vocabulary and it integrates reading comprehension and individual writing. The lesson looks at certain parts of the chapter and reflects on what the author is trying to convey to the reader. It also promotes students to take notes and constantly try and predict what will happen next in the story. These are good strategies to have and it allows the student to analyze the story as they read. |
| 4. Multiculturalism/Diversity | Chapters 6 to 10 (p.35-65) | Reading:In this lesson, the students learn how Sonia is affected by the stereotypes students at her school have of her. Students will learn concept in cultural diversity and how one’s identity is form through self-perception instead of what others think of us. |
| 5. Found Poetry | Chapters 11 to 14 (p.66-96) | Responding: This lesson has students choosing a character, using the pages/passages in the novel they have chosen, and then describing the character in the form of a Found Poem. They will create a final draft of the poem and include a paragraph on their thoughts about the character and novel thus far. |
| 6. Grand Conversation | Chapters 15 to 17 (p.97-122) | Responding: In this lesson, the students will participate in grand conversation and write in reading journals in the third stage of the reading process. |
| 7. Different Family Roots, Traditions, and Cultures.Writing Activity (6 stages of writing) | Chapters 18 to 21 (p.123-151) | Exploring:This lesson is created for a 6th grade classroom with students that come from families with different cultural backgrounds. Students in this lesson plan will do the actual reading of the novel, make predictions, and do some in class activity that will help them deepen their understanding about their classmates, their ancestors, cultures, traditions, etc. Students will reflect through writing narratives about their ancestors. In addition students will review and gain some additional knowledge about stages of writing. |
| 8. Bullying Activity  | Chapters 22 to 24 (p.152-182) | Exploring: This lesson is intended for a 6th grade class of about 25 to 30 students who belong to one of the following racial groups: Hispanic, Black, White, and multiracial backgrounds.  The lesson plan incorporates an explanation on what is bullying and it provides examples of four common bullying. It also looks at myths of bullying and how these can be more harmful. The lesson looks at both teacher and students personal observations and has them reflect on them through a writing activity. |
| 9. Brain | Chapters 25 to 29 (p.183-209) | Applying:The students will participate in a jigsaw activity. They will read a portion of the science reading and in small groups will create graphic organizers to discuss the main points. They will then present their graphic organizers to the students who had a different portion to read. The students will then write how the reading relates to the novel and Sonia’s father. |
| 10. Culminating Activity | Novel should be completed | Applying: Students will make connections between the assignments completed throughout the unit by creating a culminating project. They will take their assignments, put them together in the form of a poster board and summarize the assignments connections to the novel, the assignments connection to the other assignments, and the assignments connection to the students themselves. The students will then provide other students with positive comments or questions regarding their culminating project. |

LESSON PLAN #1

**SUBJECT**: Reading and Art **Topic/Title**: Background Knowledge/Prediction

**GRADE LEVEL**:  6th

**NUMBER OF STUDENTS**:  30

**LESSON DURATION**: 45 minutes

**STATE STANDARDS**:

* CCSS.ELA.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
* CCSS.ELA.SL.6.1c: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (c.)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
* CCSS.ELA.SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

OBJECTIVES:

By the end of the lesson, all students will be able to:

- Apply pre-reading strategies to activate background knowledge.

- Make predictions while previewing the text.

- Define contemporary realistic fiction and identify the characteristics of this type of genre

- Examine picture images to predict what the book is about through background knowledge.

MATERIALS/RESOURCES:

- Picture Images

- Butcher Paper

- Markers

- Writing Paper

- Internet Access

- Novel “The Whole Story of Half a girl”

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* The teacher will introduce the lesson by defining the genre of contemporary realistic fiction to the students. The teacher will ask the students what characteristics might this type of genre have? Students can answer this question with the following responses: could really happen today and/or focuses on characters that act like real people or animals. Teacher will write students’ responses on a concept map made from chart paper for everyone to see. The teacher will also add additional characteristics of realistic fiction genre.
	+ Occurs in modern times
	+ Focuses on character
	+ Characters have real problems that real people have
	+ Uses narrative talk
	+ Has story structure (characters, setting, problem with action and climax, and solution)

B. Development: Instruction and Activities

* Choose 3-4 illustrations, photographs or graphic aids that relates to the book that you will share with your students using the Internet. Select illustrations that engage students, provide them with information about the setting, characters and plot. Ask the students this question to introduce the lesson: “What do you think the these picture would like us to learn from them?” Have small groups of students sharing their thoughts on the picture images, spending about 10 minutes discussing them and how the items might relate to the book and theme. Allow the groups to share their ideas during their discussions in small groups. The teacher will present the book and show the cover to the students. The teacher will ask the students the following questions:

1. What do you think the story is about by just looking at the cover?

2. What thoughts come to mind when looking at the title of the book?

* The students will share their answers during whole group discussion. Introduce the topic/theme of the book: the challenges and adaptability of a young middle school student. Allow students to share the information on their butcher paper with the whole group. After the students have share and discuss their thoughts of the visuals images the teacher has presented, have the students think for a moment about a small event that happened to them today. Once the students have an idea, they will turn and tell their partner how they could make this idea into a realistic fiction story. Students talk with each other. Teacher states the purpose of the activity to students: the use of their own memories of an event from their lives to make realistic fiction stories. Teacher models a story of an event in her life and writes it on chart paper for students to see. The students will write their stories in their notebooks. The students will have the opportunity to share their writing with the class. The teacher will conference with students during this time to ensure all students have ideas that based on real-life experiences.

C. Differentiated Instruction

* ELL Students
	+ English Language Learners will have support through the flexibility of being able to share their opinions and thoughts in their native language.
* Special Education- mild-moderate memory and processing learning disability
	+ Special education students will be provide teacher support and accommodation to the activity by allowing the student additional time
* Talented and Gifted
	+ Talented and gifted students will look for other books in the same genre to recommend to fellow students for independent reading,

D. Closure

* Exit Slip/Share
	+ Teacher calls on students to share their ideas.  If time permits each student should share one idea.  If this is not possible, students may share their ideas with a partner or group of students.  It is easier to assess which students mastered this process if each student is allowed to quickly share.

DIFFERENTIATED ASSESSMENT for ELL, LD, Gifted, and General Education

* Informal
	+ The teacher will assess the students informally by monitoring their participation and collaboration within their groups.
* Formal
	+ The student will be assessed formally using a scoring rubric by scoring the information written in their groups’ butcher paper and writing pieces.

REFLECTION/NEXT STEPS

The students will continue this lesson by having an art activity assigned to them for homework. They are to draw a picture portrait of the experience that they wrote about in class using crayons, color pencils, markers, or paint. They are to bring those painting to class the next day and share with the classroom.

REFERENCES

Tompkins, G. E. (2010). *Literacy for the 21st century: a balanced approach* (5th ed.). Boston, Mass.: Allyn & Bacon.

Hiranandani, V. (2012). *The Whole Story of Half a Girl*. New York: Delacorte Press.

Scoring Rubric: <http://www.teachervision.fen.com/rubrics/printable/48397.html?detoured=1>

**Prereading Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 = Proficient** | **3 =Well Developed** | **2 =Partially Developed** | **1 = Beginning to be developed** |
| **Accessing Prior Knowledge** | All members of the group discussed their prior knowledge on the topic of the activity. | Many members of the group discussed their prior knowledge on the topic of the activity.  | Some members of the group discussed their prior knowledge on the topic of the activity.  | Few members of the group discussed their prior knowledge on the topic of the activity.  |
| **Making Predictions** | All members of the group were able to formulate predictions about the images after discussing the them during group discussion. | Many members of the group were able to formulate predictions about the images after discussing them during group discussion. | Some members of the group were able to formulate predictions about the text after discussing them during group discussion. | Few members of the group were able to formulate predictions about the text after discussing them during group discussion. |
| **Presentation** | All members spoke clearly and made excellent eye contact with the audience. The use of visual aids enhanced the presentation.  | Many members spoke clearly and made eye contact with the audience. The use of visual aids enhanced the presentation | Some members spoke clearly and made eye contact with the audience.  Visual aids were used.  | Few members spoke clearly or made eye contact with the audience.  Visual aids were not used |

**Examples of Visual Illustrations**

 

 

**LESSON PLAN #2**

**Pre-reading**

**SUBJECT**: Pre-reading Topic/Title: Word-Learning Strategies

**GRADE LEVEL**:  6th

**NUMBER OF STUDENTS**:  30

**LESSON DURATION**: 90 minutes

**STATE STANDARDS:**

* CC.6.R.L.1Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
* CC.6.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
* CC.6.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
* CC.6.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
* CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**OBJECTIVES:**

All students will be able to:

* draw inferences from the text.
* build background knowledge related to the first three chapters in the novel.
* complete a word-study activity that will help them make predictions about what will happen in these chapters.
* determine or clarify the meaning of unknown and multiple-meaning words by using one of the word-learning strategies.
* identify three word-learning strategies.
* write a seven-sentence paragraph

MATERIALS/RESOURCES:

- Novel “The Whole Story of Half a girl”

- Pencils

- Computer with Internet access

- Overhead projector

- Paper

- Notebooks

- KWL Word-Learning Strategies Chart

- Think-Aloud chart

- Vocabulary worksheet

- Thinking about Reading worksheet

- Song on You Tube link: http://www.youtube.com/watch?v=roRa2lhkVb8

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* Hello, my dear students. How are you today? Yesterday we started working on the novel, The Whole Story of Half a Girl, and today we will continue to work on it. You did an introductory activity and based upon the title and cover of the book, you made predictions about the plot of the story. You also finished an art activity. Today we will start reading the book. Before we start the first three chapters of the novel, as always, we will do some introductory activities. In today’s lesson we will review some techniques that will help us become better readers. First we will review some word-learning strategies. To activate students' prior knowledge, I will ask the following questions:
	+ If you come across an unfamiliar word, what are some techniques that you can use to figure out the meaning of the word?
	+ Who can name some word-learning strategies?
	+ Why do we need to know how to apply word –learning strategies when reading a book or any type of text?
* After they have had a small preview discussion, students will fill out the first two parts of the KWL chart (handout provided at the end).
* After they fill out the KWL chart, the teacher will ask them which word-recognition strategy is least useful? Why?
* Procedure**:**
	+ First you will watch a short video. It is connected to the themes of the novel that you will start reading in today’s lesson. Therefore, pay attention to what is the main idea of the video, and what message the author is trying to convey to the viewers. After that you we will have a short class discussion about the video.
	+ After the students have watched the video and discussed it, they will do a word-study activity (handout provided at the end).
		- The teacher will write all new vocabulary with their definitions on the whiteboard.
		- Students will work in groups of four to five on the word-study activity.
		- Each group will have three different words.
		- Students will examine given words and think more deeply about them.
		- In this word-study activity students will create sentences by using a given list of words. First, they will try to come up with their own definition of the words. Second, the students will work with their group members to create sentences by incorporating the words. Then each group will share their sentences with the whole class.

B.    Development: Instruction and Activities

* After the students finish the word-study activity, they will have a short discussion about what the three chapters might be about by considering the vocabulary list, the video they watched, and their previous discussions.
	+ After the students are done with predictions and the vocabulary activity, the teacher will read aloud the first eleven pages of the book.
		- Each student will have a copy of the book and follow along in it while the teacher is reading.
		- While the teacher is reading, students will be active listeners.
		- The teacher will stop from time to time so that the students can make predictions about what will happen next, identify important ideas, make connections, make inferences, or ask questions related to the text.
		- After the teacher finishes reading the first eleven pages of the novel, she will ask the following questions:
			* What is the author’s message?
			* How is the theme in this chapter connected to the real world?
			* How can you connect the information from the chapter with something that you already know?
			* What is your opinion about the content and ideas presented in the chapter?
* Then, students will be divided into groups of five and will re-read the first eleven pages.
	+ The teacher will introduce the following steps about group reading:
		- Students will read the text in their assigned groups.
		- Students will take turns reading the chapter to each other.
		- Students will make short stops if needed to clarify the meanings of unfamiliar words.
	+ After the students are done reading, they will fill out the Thinking about Reading Worksheet (handout provided at the end).
* After students are done with *Thinking About Reading*, the teacher will teach a mini-lesson on word-learning strategies.
	+ The teacher will:
		- explain three effective word-learning strategies: using context clues, analyzing word parts, and checking the dictionary.
		- model for students how to use each strategy.
	+ Students will fill out the third part of the KWL chart.
* After having read the first eleven pages of the book, students will attempt to predict what will happen in the next chapter. Students will write a seven-sentence paragraph while incorporating some of the vocabulary words from today’s lesson plan.
* For homework students will read chapter three and fill out the Think-Aloud checklist in their writing notebooks. In the checklist students will write something about each of the following sections:
	+ Main Events
		- Important things that happen in the chapter
		- Setting and characters that are important
		- Details
	+ Inferences: traits, feelings, etc. (must be supported by evidence from chapter three)
		- Traits
		- Feelings
		- Other inferences
	+ Connection
		- Text-to-text
		- Text-to-self
		- Text-to-world
	+ Questions
		- Questions that are connected to the chapter
		- Questions that will help your group have a great group discussion
		- Words that you are not sure about
	+ Predictions
		- What do you think will happen in the next chapters?
		- Does your evidence come from the chapter we just read or from something else you know?

C.   Differentiated Instruction

* ELL Students
	+ ELL students will work on the same group activities as the other students, but they will be provided with extra time to complete them, if needed. I will explain the assignment steps to the ELL students in simplified English. Also, I will provide each ELL student with an outline of the main ideas that are going to be covered in the lesson.  I will type each new vocabulary word on paper and paste a picture next to it, and if there are many ELL students that speak the same language I will provide translations for them.
* Special Education - mild-moderate memory and processing learning disability
	+ For the special education students I would provide an outline of the material that I will be teaching in the class, and I will give them some extra time if they need it to finish their assignment. I will seat my LD students in the places where I can easily reach them in case they need some explanation or help.  I will encourage the LD students to ask questions if they do not understand something about the material that will be cowered in today’s lesson. Also I will walk by their seats and give them extra instruction if needed.
* Talented and Gifted
	+ For my gifted students I would plan an extension activity in case they finish the assignment before the rest of the students. In this situation gifted students will use the Internet to research more fully the author of the novel and information related to the themes of the book.

D. Closure

* Review the word-study strategies.
* Review the chapter and its main points
* Ask students if the writing and reading activities were helpful to them, and, if so, how.
* Ask students what they like or dislike about the activities.
* Ask if the students have any questions, which another student or the teacher will answer.

DIFFERENTIATED ASSESSMENT for ELL, LD, Gifted, and General Education

* Informal
	+ For the informal assessment I will monitor the students’ participation through the whole class period. I will take note of who is participating in the reading response and group assignments, and who is making impressive connections from the reading to the other text or to themselves. While walking around the classroom I will make sure that everybody is working on the writing assignment, and I will check to see if my struggling and ELL students need any help with their work. I will also make sure that my gifted students are actively engaged and challenged according to their learning needs.
* Formal
	+ For the formal assessment, I will hand out a sheet with instructions on it. LD students, ELL students, and gifted and talented students will receive differentiated instructions and requirements. All students will write a paragraph in which they predict what will happen in the next chapter. The paragraph must include some vocabulary from today’s lesson. Gifted and talented students will write a seven-sentence paragraph that includes six or more new words. ELL and LD students will also write a seven-sentence paragraph but one that includes only three vocabulary words from today’s lesson.

**REFLECTION/NEXT STEPS**

One of the things that I would do differently is that I would hand out a sheet with main points of the lesson and review them with the students. Another change would be to devote more time to word-strategy skills. I would spend a whole class session just to teach those skills, and postpone until the next day the actual reading and predictions about the next chapters.

**REFERENCES**

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press.

<http://rubistar.4teachers.org/index.php?screen=RubricSearchResults&page=32&&>

**KWL Word-Learning Strategies Chart**

|  |  |  |
| --- | --- | --- |
| **What I Already KNOW** | **What I WANT to Know** | **What I LEARNED** |
| Using Context Clues | Analyzing Word Parts | Checking a Dictionary | Using Context Clues | Analyzing Word Parts | Checking a Dictionary | Using Context Clues | Analyzing Word Parts | Checking a Dictionary |
|  |  |  |  |  |  |  |  |  |

**Vocabulary Worksheet**

|  |  |
| --- | --- |
| **Word** | **Definition** |
| Biryani | South Asian dish |
| Droopy | Hanging or bend down limply |
| Afraid | Frightened |
| Experience | Involvement in something over time |
| Inevitable | Unavoidable, something certain |
| Expensive | Costing a lot |
| Convincing | Able to persuade people |
| Change | Substitute or replace something |

**Thinking about Reading**

This passage makes me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

I predict that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

This setting reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (character) reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

I think the main character feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

This passage reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

The text in the passage shows that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

The author shows that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…

**Writing rubric for ELL and Special Education students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  CATEGORY | **4** | **3** | **2** | **1** |
| **Sentence Structure (Sentence Fluency)** | All sentences are well constructed with varied structure. | Most sentences are well constructed with varied structure. | Most sentences are well constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Focus on Topic (Content)** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| **Sentence Fluency** | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| **Number of sentences** | Paragraph includes seven or more complete sentences and incorporates three or more new vocabulary. | Paragraph includes five complete sentences with three new vocabulary | Paragraph includes three complete sentences with two new vocabulary. | Paragraph includes two or less complete sentences with one or no new vocabulary. |

**Grade Scale**: A 20-15; B 14-11; C 10-9; D 8-7; F 6-0

**Writing rubric for Gifted and Talented students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  CATEGORY | **4** | **3** | **2** | **1** |
| **Accuracy of Facts (Content)** | All supportive facts are reported accurately. | Almost all supportive facts are reported accurately. | Most supportive facts are reported accurately. | NO facts are reported OR most are inaccurately reported. |
| **Sentence Structure (Sentence Fluency)** | All sentences are well constructed with varied structure. | Most sentences are well constructed with varied structure. | Most sentences are well constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Focus on Topic (Content)** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| **Sentence Fluency** | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| **Number of sentences** | Paragraph includes seven or more complete sentences and incorporates six or more new vocabulary. | Paragraph includes five complete sentences with five to three new vocabulary | Paragraph includes three complete sentences with three new vocabulary. | Paragraph includes two or less complete sentences with two or less new vocabulary. |

**Grade Scale**: A 24-22; B 21-19; C 18-17; D 16-15; F 14-0

LESSON PLAN #3

**Reading**

**SUBJECT**: Shared Reading & Writing Topic/Title: Comprehension Journaling

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 45 to 90 minutes

**COMMON CORE STANDARDS**:

* Literature/Craft and Structure: 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* Writing/Texts Types and Purposes: 1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

**OBJECTIVES**:

This lesson is designed to teach awareness of how to read aloud, listen, and apply comprehension.

All students will be able to:

* Read the text from beginning to end.
* Identify the types of reading and writing strategies.
* Reflect and answer in their journals about a certain situation.
* Take notes.

MATERIALS/RESOURCES:

- Novel “The Whole Story of Half a girl”

- Vocabulary (K-W-L chart) (Chapters 3, 4, 5)

- Student Journal Notebooks

- Daily Journals Rubric

- Dictionary

- Reading Rubric

- Literature Quiz

- Literature Quiz Rubric

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in).

* Students will be given a vocabulary sheet and will complete a vocabulary K-W-L chart prior to class. These words are: slathers, Shabbat, potluck, whiny, spoiled, brat, thump, wade, creaking, saris, perspective, moping, muttering, chirped, adventure, frantically, nervous, blankly, flicker, lumbering, and shrugs. Prior to the reading the teacher will break students into two groups and assign them team names. The list of words mention previously will be used to play “charades.” Players will take turns at acting out in pantomime a word, which the other team members in their group need to guess. This is done to reinforce the vocabulary.

B. Development: Instruction and Activities.

* The teacher and the students will then start reading chapters 3 to 5 together. The teacher will start the reading first and then have students jump in and read as well. Students will need to follow the reading strategies discussed in the previous class before each chapter and document their observations, reflections, and opinions in their journal notebook. For example, questions of what students should be doing before, during and after each reading:

|  |  |  |
| --- | --- | --- |
| Making Prediction Before & While Reading | Grounding Predictions | Revisiting Predictions |
| * What will the text be about?
* What will happen later in the text?
* What are different possible outcomes?
 | * What are you basing your predictions on?
* Are you equally confident that all of your predictions about the text will come true?
 | * As you read, keep track of your predictions.
* Are your predictions confirmed or disconfirmed?
* Do you need to revise your predictions based on what you have read?
 |
| **Processing Predictions** | **Before**  | **After** |
| How did the process of making and revisiting predictions help you to understand the text? |  |  |

**Note:** Any reading not completed will be finished the next day of class.

* As the teacher does shared reading with the students, the teacher will stop students at certain key parts in the reading. Here, the teacher will have the students reread and then discuss and write in their journals how this makes them feel.
	+ For example, the teacher while reading chapter 3, will stop when they arrive to the part where Sonia’s dad loses his job. The teacher will ask if anyone has ever experienced this at home and then have them write a few words down on how they felt or would possible feel if this was happening to them.
* Then the teacher will continue to read and stop at the part when Sonia will no longer be attending school at Community. The teacher will ask students how they would feel if their father would tell them they were no longer going to their school, and are instead going to another school. Then the teacher will have students write about
	+ How hard is this?
	+ What might be some negative and positive outcomes from this experience?
* Afterwards the teacher will then have them write in their journals what could possible be going on in Sonia’s mind. Students will be reminded to support their views with evidence from the reading. In addition, students should also write on how they would feel. Would they do react the same way as Sonia did. The teacher will then continue to model how to read and continue on to chapter 4, where again the teacher will have them write in their journals what is meant when the author writes “Everything I do feels like I’m watching myself in a dream.” The teacher will as students to discuss aloud what is the author trying to tell the reader. why is this important. Finally, while reading chapter 5 the teacher will ask students how would they feel if they lost their job like Sonia’s dad lost his. Then have students write in their journals if they know anyone close to them that this has happen too and what occurred. Students need to give examples and make connections to the chapter by supporting their opinions with evidence from the reading.

C. Differentiated Instruction.

* ELL Students
	+ Students will receive written directions on how to complete the reading assignments and activities given in class. They will also be given extra demonstration of what is to be done. If possible even have material translated in their native languages.
* Special Education (mild-moderate memory and processing learning disability)
	+ These students will be given detail written directions on how to complete each assignment. They will also be given extra time to complete all the work assigned in class and given extra demonstration of how to complete any works. If required by the student the teacher will assign a tutor or aid to help with any physical or emotional needs.
* Talented and Gifted:
	+ Students will be able to perform the assignment by themselves and will be given more complex working assignments/work for the teacher to observe them in class.

D. Closure

* As a culminating activity for this sections of the reading. Students will pick a character and take notes in order to write a 1- to 2-page paper on what they are going through at this point in the story. In addition, they will be doing this as the character they picked and will be given possible thoughts on whatever they feel will happen next. Then students will share who they picked and read to the rest of the class what they feel is going on with the character and view of what is going on in their mind of according to what they know so far from the reading of “The Story of Half a Girl.”

DIFFERENTIATED ASSESSMENT for ELL, LD, Gifted, and General Education

* Informal:
	+ The teacher will look over student written journal responses. This will help the teacher determine if the students are able to write a Narrative paper, and as a first person. (Can the student demonstrate the use of Narrative, Personal essay elements within their writing?)
* Formal:
	+ The students will be provided with a multiple choice quiz in which they must choose the correct answers to what is going on in the story. This will show whether or not students can recall and understand what they are reading.

REFLECTION/NEXT STEPS

In developing this lesson plan I hope to promote good reading habits for my students to in order to develop a love for reading. Furthermore, I would like them to understand that these strategies will assist them and sharpen their comprehension skills. Depending on how well the students answer the “quiz” for today’s lesson I will continue with the readings of “The Whole Story of Half a Girl.” If needed, I will re-explain the lesson differently to the class. Perhaps even ask students to write to me what would be better to do or start off with. So that when I look back at this lesson plan I can take their points into consideration.

REFERENCES

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press.

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Young Adult Literature as the Centerpiece of an Anti-Bullying Program in Middle

School - Middle School Journal. (n.d.). *Association for Middle Level Education - AMLE*. Retrieved December 2, 2012, from <http://www.amle.org/publications/middleschooljournal>

**The Whole Story of Half a Girl: "Daily Journals" Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| **Penmanship (Conventions)** | Paper is neatly written or typed with no distracting corrections. | Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over). | The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words. | Many words are unreadable OR there are several distracting corrections. |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distracts the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |
| **Capitalization & Punctuation (Conventions)** | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| **Sentence Structure (Sentence Fluency)** | All sentences are well constructed with varied structure. | Most sentences are well constructed with varied structure. | Most sentences are well constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| **Adding Personality (Voice)** | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own." | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. |
| **Focus on Topic (Content)** | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |

**Grades:** A = 28 to 26, B = 25 to 23, C = 22 to 20, D = 19 to 17, F = below 16.

**The Whole Story of Half a Girl: "Reading" Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY**  | **Excellent** | **Acceptable** | **Fair** | **Poor** |
| **Respects Others**  | Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.  | Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.  | Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.  | Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.  |
| **Participates Willingly**  | Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.  | Student volunteers once or twice and willingly tries to all questions s/he is asked.  | Student does not volunteer answers, but willing tries to answer questions s/he is asked.  | Student does not willingly participate. |
| **Follows Along**  | Student is on the correct page and is actively reading along (eyes move along the lines) or finger is following words being read aloud by others.  | Student is on the correct page and usually appears to be actively reading, but looks at the reader or the pictures occasionally. Can find place easily when called upon to read.  | Student is on the correct page and seems to read along occasionally. May have a little trouble finding place when called upon to read.  | Student is on the wrong page OR is clearly reading ahead or behind the person who is reading aloud.  |
| **Thinks about Characters**  | Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.  | Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.  | Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.  | Student cannot describe how a character might have felt at a certain point in the story.  |
| **Comprehension** | Student seems to understand entire story and accurately answers 3 questions related to the story.  | Student seems to understand most of the story and accurately answers 2 questions related to the story.  | Student understands some parts of the story and accurately answers 1 question related to the story.  | Student has trouble understanding or remembering most parts of the story.  |

**Grades:** A = 25 to 23. B = 22 to 20, C = 19 to 17, D =16 to 14, F = below 13

**Literature Quiz**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **Focus on Topic (Content)**  | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.  | Main idea is clear but the supporting information is general.  | Main idea is somewhat clear but there is a need for more supporting information.  | The main idea is not clear. There is a seemingly random collection of information.  |
| **Support for Topic (Content)**  | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.  | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.  | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.  | Supporting details and information are typically unclear or not related to the topic.  |
| **Grammar & Spelling (Conventions)**  | Writer makes no errors in grammar or spelling that distract the reader from the content.  | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.  |
| **Capitalization & Punctuation (Conventions)**  | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.  | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.  | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.  | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.  |
| **Flow & Rhythm (Sentence Fluency)**  | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.  | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.  | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.  | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.  |
| **Sentence Length (Sentence Fluency)**  | Every paragraph has sentences that vary in length.  | Almost all paragraphs have sentences that vary in length.  | Some sentences vary in length.  | Sentences rarely vary in length.  |
| **Word Choice**  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.  | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.  | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.  | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.  |

**The Whole Story of Half a Girl - Vocabulary (Chapters 3, 4, 5)**

**Directions:** You are to write out the definitions of the words they know already in the first column and write down the definitions of what they believe the words mean in the second column and look up the actual definitions in a dictionary and place the meaning of the words in the third column.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Vocabulary*** | ***what we know / student definition***  | ***what we want to learn / possible definition*** | ***what we learned / actual definition*** |
| **slathers**  |  |  |  |
| **Shabbat** |  |  |  |
| **potluck**  |  |  |  |
| **brat** |  |  |  |
| **whiny** |  |  |  |
| **spoiled**  |  |  |  |
| **thump**  |  |  |  |
| **wade** |  |  |  |
| **creaking** |  |  |  |
| **saris** |  |  |  |
| **moping** |  |  |  |
| **perspective** |  |  |  |
| **muttering**  |  |  |  |
| **chirped** |  |  |  |
| **adventure**  |  |  |  |
| **frantically** |  |  |  |
| **nervous**  |  |  |  |
| **blankly**  |  |  |  |
| **flicker** |  |  |  |
| **lumbering** |  |  |  |
| **shrugs** |  |  |  |
| **squirm** |  |  |  |

**Quiz on “The Whole Story of Half a Girl” for Chapters 3, 4, 5**

1. What is Community?

2. Why can’t Sonia go to Community? and how does this affect her?

3. What does Sonia’s parents do for a living? and what are their nationalities and believes?

4. Briefly describe the following characters?

Who is Sam:

Who is Sonia:

Who is Natasha:

**Extra Credit**: What are some of the misconceptions that people have of Sonia and her family. Please refer you answer to specific example you red in the Story.

**LESSON PLAN #4**

**SUBJECT**: Language Arts and Social Studies Topic/Title: Cultural Diversity

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 45 minutes

STATE STANDARDS:

* **CCSS.ELA.RL.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
* **CCSS.ELA.RL.6.5:**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* **CCSS.ELA.W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
* **CCSS.ELA.V.6.4a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of
* **CCSS.ELA.V.6.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression strategies.
* **CCSS.ELA.SL.6.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (c.)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

OBJECTIVES:

By the end of the lesson, the student will be able to:

* read one or more sections of text to learn specific information
* to develop a sense of identity.
* examine race and differences.
* understand that assumptions can lead to stereotypes and unfair judgments about individuals and groups.
* explain how stereotypes and biases affect our lives

MATERIALS/RESOURCES:

* Butcher paper
* Sharpie Markers
* Writing Journals
* Journal Reading Rubric
* Novel “The Whole Story of Half a girl”

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* Teachers begin by discussing with students how people often use labels or categories to describe others and how these labels can be based on such characteristics as clothing, looks, the way a person talks, or the groups to which he or she belongs. Teacher explains that categorizing things or people is a natural human tendency. Explain that people often make assumptions about groups of people they don't even know.
* Ask the class to brainstorm categories that are used at school to group students. These categories could include labels such as "cool" or "nerd." Write each category the class came up with on the board and then have students narrow that list down to five major categories.
* Give the students five minutes to write down adjectives related to each category. Remind students that they should only add new words to the list. When they are finished, ask students to take a moment and look at the adjectives that the class has generated under each group heading. Use the following questions to lead a discussion about what they recorded:
	+ Do assumptions apply to everyone in a group?
	+ Do most people hold the same assumptions about a group? Why or why not?
	+ Do assumptions tell us anything definite about a categorized individual?
	+ How do assumptions affect your behavior toward others?
* Now ask students to help define the word "stereotype." Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes.

B. Development: Instruction and Activities

* The students were assigned as read chapters 6-8 for homework. During class, the students will participate in shared reading for the last two chapters (9-10) with teacher. During the reading of the book, the students are to write notes on important ideas and questions to share after the reading. After reading, the teacher begins a group discussion on the concepts of *race,* *ethnicity* and *identity.* The teacher will write each word on the board and ask students to define the terms "race" and "ethnicity." Record their definition on the board. Next, ask students for names of five different racial or ethnic groups. Continue by discussing the following questions:
1. Is identity how we define ourselves or how ours define us?
2. Why is identity important?
* The goal of the discussion is to lead students to understand that *identity* is how we view and define ourselves and what we're like. We are also affected by how others see us, but we can learn to define our own identities and reject negative labels that others might give us.
* Prepare five large sheets of paper (flip chart paper). At the top of each sheet, write the name of one of the groups that the students named. Divide the class into five groups and supply each student in the class with a marker. Give each group one of the five sheets of paper. Ask them to list as many stereotypes that are commonly used to describe the category of people written at the top of paper. Give students three minutes to complete the exercise. Emphasize that students should list stereotypes that they have heard, not ones that they necessarily believe to be true. When they are finished, rotate the sheets of paper between groups so that each group works on a new sheet. Have them add any unlisted stereotype adjectives. Rotate every three minutes until every group has worked on every sheet. After this exercise, the students will reflect on what they have just learned by answering questions in their writing journals.

C. Differentiated Instruction

* ELL Students
	+ Student will be provide with a summary of the important points in the assigned chapters and will be provided with additional scaffolding from the teacher.
* Special Education- mild-moderate memory and processing learning disability
	+ Student will work with another classmate for additional support and be provided with a summary of the important points in the assigned chapters.
* Talented and Gifted
	+ Student will complete a Venn diagram to compare and contrast the differences of how Sonia and her classmates view her as an individual.

D. Closure

* Conclude the lesson by having the students write in their journals, asking students to answer the following questions:
	+ How do the stereotypes recorded by the class make you feel? How do you think Sonia felt when she was describe with stereotypes?
	+ What do you notice about the stereotypes listed? What were some stereotypes found in the book?
	+ Where have you seen these stereotypes portrayed; television programs, movies, magazines, books?
	+ How do you think a stereotype might cause someone to act unfairly toward another person? How did you see this happen in the book?
	+ Do you believe the Sonia had an understanding of her own identity? Explain why or why not? How do you define yourselves?

DIFFERENTIATED ASSESSMENT for ELL, LD, Gifted, and General Education

* Informal
	+ Teacher will assess students informally by monitoring the students’ comprehension during the discussion and reading through their responses on their notes and flip chart paper.
* Formal
	+ Teacher will assess students through their reflection writing in their reading journals.

REFLECTION/NEXT STEPS

The students for homework are given the task to read the next set of chapters of the book to better prepare for the activity the following day. The students are to research what a poem is to have background knowledge on the concept.

REFERENCES

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press.

Tompkins, G. E. (2010). *Literacy for the 21st century: a balanced approach* (5th ed.). Boston,

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<http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>

<http://www.readwritethink.org/files/resources/lesson-docs/302-Rubric.pdf>

**Journal Reading Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Purpose** | Strong voice and tone that clearly addresses the purpose for writing. | Appropriate voice and tone. The purpose is largely clear. | Attempts to use personal voice and tone. Somewhat addresses the intended purpose. | Demonstrates limited awareness of use of voice and tone. Limited evidence of intended purpose. |
| **Understanding** | Many interesting, specific details and ideas are included. | Many details and ideas are included. | Some details and ideas are included. | Few details and ideas are included. |
| **Conventions** | All grammar and spelling is correct. | Only one or two grammar and spelling errors. | A few grammar and spelling errors. | Many grammar and spelling errors. |

**LESSON PLAN #5**

**Responding**

**SUBJECT**: Reading & Language Arts Topic/Title: Found Poetry

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 90 minutes

**STATE STANDARDS**:

* State Goal 1: Read with understanding and fluency.

 C. Comprehend a broad range of reading materials.

1.C.2b - Make and support inferences and form interpretations about main themes and topics.

* State Goal 2: Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

2.A.3a. - Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.

* State Goal 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.3a. - Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

OBJECTIVES:

All students will be able to:

* gain knowledge about what a found poem is.
* develop a final draft of a found pound.
* make inferences from the text to describe a character’s feelings, opinion, and daily choices.
* summarize the novel with regards to one character.

MATERIALS/RESOURCES:

- Novel “The Whole Story of Half a girl”

- Pen/Pencil

- Vocabulary Notebook

- Warm-up handout (The Drive There)

- Found Poem - Writing handout (Writing Process)

- Found Poem Example

- Found Poem Rubric

 - General Education

 - ELL

 - Special Education

 - Talented and Gifted

- Construction paper

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* Provide students with the following poem using the **Warm-up handout** (attached below):

The Drive There

By: Alexis

Old pink automobile

Gliding along peacefully

Freckled faced boy

Standing up in car

Braided haired girl

Blowing wind calms her

Long multicolored grass

Silently watching there fun

Elderly man steering

Eyes watching everything

Bushy green trees

Stand their observing

* Provide the students with the following directions:
	+ What is a descriptive word? Provide a definition.
	+ Circle ALL of the descriptive words you can find.
* The students will take the poem, read it, define underneath what a descriptive word is and then they will circle all descriptive words they can find.
* Discuss with the students what descriptive words are and identify the descriptive words from the poem.

B. Development: Instruction and Activities

* Hand out the **Found Poem - Writing handout** (attached below).
	+ Pre-writing
		- Have the students take out their books. Tell them they are going to look for two to three different pages that have descriptive wording. These pages will then be used to create a “found poem.” Describe to the students what a found poem is and have then write the definition in their vocabulary notebooks.
			* *A found poem is a type of poem where you take words, phrases, and sometimes whole passages from a novel, add your own phrases or words and then describe a character, setting, idea, plot, etc. from the novel.*
			* An example is provided on the handout.
		- Once they have chosen two to three different pages to use for their writing have them choose a character to write about.
			* Talented and gifted students: Instead of choosing a character, students will create a Found Poem summarizing the story so far (up to chapter 14).
		- The next step is for the students to use the pages/passages, find the descriptive words, and describe the character they have chosen. They are to jot down their ideas on the space provided (handout).
	+ Drafting
		- The students then must take their ideas and organize them into a Found Poem. Using the backside of the page, they will create their first draft.
			* Provide the following reminder: Every poem is unique and poems do not have to rhyme.
	+ Revising/Editing
		- After the students have created their first draft, have them read it to a peer and have the peer suggest any changes they can make.
			* Provide the following reminder: When giving your opinion make sure to look for positives and suggest things they can expand on or maybe take out.
	+ Publishing: See DIFFERENTIATED ASSESSMENT-Formal below.

C. Differentiated Instruction

* ELL Students
	+ Each student will be able to use a dictionary to help write his or her Found Poem.
	+ Students will work in pairs if needed, providing help.
* Special Education- mild-moderate memory and processing learning disability
	+ Students will work in pairs and create one Found Poem.
	+ Students are required to do slightly less individual work while still showing what they have learned from the day’s lesson.
* Talented and Gifted
	+ Instead of choosing a character, students will create a Found Poem summarizing the story so far (up to chapter 14).
	+ This provides a more challenging activity without adding more workload.

D. Closure

* The teacher will present the finished **Found Poem Example handout** (attached below) and explain the following:
	+ “I have created my own Found Poem. I have typed it and created picture to go along with it. This is similar to what you will be doing tonight on your own.”
* The teacher will explain the following:
	+ Provide each student with the **Publishing Rubric handout**.
	+ For **homework** you will create a final draft of your Found Poem and write a 1 paragraph.
	+ Instructions:
		- The final draft must be created using the provided construction paper (extra will be provided to use for pictures).
		- You may type the poem or neatly handwrite it.
		- You must include at least three (3) pictures to further describe the poem/character.
		- You must write one (1) paragraph (5-7 sentences) discussing your thoughts about the character you chose.
			* Include:
				+ One (1) main event/issue/problem the character you chose has gone through.
				+ Your opinion on the character.
* Additional HW: Continue reading the novel (chapters 15-17)

DIFFERENTIATED ASSESSMENT for ELL, Special Education, Talented and Gifted, and General Education

* Informal
	+ ELL

- The teacher will keep track of each student’s participation during the warm-up and the pre-writing, drafting and revising/editing process.

- Each student will describe what a descriptive word is and provide the teacher with an example.

* + Special Education- mild-moderate memory and processing learning disability

- The teacher will keep track of each student’s participation during the warm-up and the pre-writing, drafting and revising/editing process.

- Each student will express what a descriptive word is using pictures, words, or gestures.

* + Talented and Gifted

- The teacher will keep track of each student’s participation during the warm-up and the pre-writing, drafting and revising/editing process.

- Each student will create a Found Poem that summarizes the story.

* + General Education
	- The teacher will keep track of each student’s participation during the warm-up and the pre-writing, drafting and revising/editing process.
* Formal
	+ Publishing & Responding
		- For homework, the students must:
			* Rewrite their Found Poem on construction paper (it may be typed or handwritten neatly).
			* Include at least 3 drawings/pictures to help visually describe your poem.
			* Write one (1) paragraph (5-7 sentences) discussing your thoughts about the character you chose.
				+ Include:

One (1) main event/issue/problem the character you chose has gone through.

Your opinion on the character.

* + - The teacher will provide the students with a **general rubric** (attached below) unless they fall under the ELL, special education, or gifted category. This rubric will be used to check that each requirement has been met. Each student should use it to check that his or her work is complete prior to turning it in.
			* There will be separate rubrics for **ELL** and **special education** (all attached below).
				+ **Special Education** - Each student will finish their own individual poems using the pair created poem in class for homework.
			* The rubric will also be different for the **talented and gifted** students since they will be summarizing the story in the form of a Found Poem.

REFLECTION/NEXT STEPS

- This lesson would work best if the publishing could be completed in class and thus would best work for a 90-minute class period or two 45-minute classes. The second drafts should been given more of an overview by the teacher and the students given more feedback. This would allow students to create their best work to present in the classroom.

REFERENCES

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press

Tompkins, G. E. (2010). *Literacy for the 21st century: a balanced approach* (5th ed.).

Boston, Mass.: Allyn & Bacon.

Websites:

<http://www.readwritethink.org/classroom-resources/lesson-plans/found-poems-parallel-poems-33.html?tab=4>

In-class Found Poem writing exercise.

**Warm-up Poem**

(1) Descriptive word (define):

(2) Circle ALL the descriptive words in the following poem:

The Drive There

By: Alexis

Old pink automobile

Gliding along peacefully

Freckled faced boy

Standing up in car

Braided haired girl

Blowing wind calms her

Long multicolored grass

Silently watching there fun

Elderly man steering

Eyes watching everything

Bushy green trees

Stand their observing

**Found Poem - Writing**

Pre-writing

(1) What **pages/passages** will you be using: list them here **(pg, paragraph #)**

* Ex: pg. 80, paragraph 3

(2) What **character** are you going to write about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(3) From the pages/passages you have chosen above, **choose descriptive words** you can use to **describe the character** you have chosen. Use the space below for jotting down ideas.

Drafting

(4) Now, take your ideas and organize them into a Found Poem. Use the back side of the page to **create your first draft**.

(**Remember**: Every poem is unique and poems do not have to rhyme.)

Revising/Editing

(5) **After you have created your first draft**, read it to a peer and have them suggest any changes you could make.

(**Remember**: When giving your opinion make sure to look for positives and suggest things they can expand on or maybe take out.)

Publishing & Responding

(6) **HW** - Rewrite your Found Poem on construction paper (you may type it).

Include at least 3 drawings/pictures to help visually describe your poem (they may be from the internet).

Write one (1) paragraph (5-7 sentences) discussing your thoughts about the character you chose.

Include:

(a) One (1) main event/issue/problem the character you chose has gone through

(b) Your opinion on the character

**\*\*\*THIS WILL BE INCLUDED IN YOUR CULMINATING PROJECT\*\*\***

**Found Poem Example**

Character Chosen: Sonia’s Father

Father

Found Poem by Ms. Smith

Hot summer air.

Rooftop dreams and hard mat beds.

Troublemaking siblings.

“Fun?”…make trouble for fun.

 

Stealing mangoes then working in the kitchen.

Memories become secret, almost sad stories.



Heart attack and cancer take away my parents.

India no longer my home.

 

Family means everything.

Unemployment leads to downfall.

What is left is tough to handle.



**Publishing Rubric** - General Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Materials** |  |  | The poem is on construction paper (or stronger material). | The poem is **NOT** on construction paper (or stronger material). |
| **Pictures/Drawings** | The final draft includes ALL three (3) required pictures/drawings and they pertain to the poem/novel. | The final draft includes only two (2) pictures/drawings and they pertain to the poem/novel. | The final draft includes only one (1) picture/drawing and it pertains to the poem/novel. | The final draft does **NOT** include any pictures/drawings. |
| **Main Event/Issue/ Problem** |  |  | The final draft includes the main event/issue/problem the character went through. | The final draft is **MISSING** the main event/issue/problem the character went through. |
| **Your Opinion** |  | The final draft includes your opinion and uses descriptive words.. | The final draft includes your opinion but does not use descriptive words. | The final draft is **MISSING** your opinion on the character. |
| **Writing - Neatness** |  |  | The writing is neat and therefore can be read. | The writing is **NOT** neat and therefore can NOT be read. |
| **Number of Sentences** | The final draft includes 5-7 sentences. | The final draft includes 3-4 sentences. | The final draft includes 1-2 sentences. | The final draft is **MISSING** the paragraph. |
| **Spelling and Grammar** | Every word is spelled correctly and is used correctly. All sentences begin with a capital letter and have correct end punctuation. | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /14) Score:

A 14 - 13 D 6 - 4

B 12 - 10 F 3 - 0

C 9 - 7

**Publishing Rubric** - ELL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Materials** |  |  | The poem is on construction paper (or stronger material). | The poem is **NOT** on construction paper (or stronger material). |
| **Pictures/Drawings** | The final draft includes ALL three (3) required pictures/drawings and they pertain to the poem/novel. | The final draft includes only two (2) pictures/drawings and they pertain to the poem/novel. | The final draft includes only one (1) picture/drawing and it pertains to the poem/novel. | The final draft does **NOT** include any pictures/drawings. |
| **Main Event/Issue/ Problem** |  |  | The final draft includes the main event/issue/problem the character went through. | The final draft is **MISSING** the main event/issue/problem the character went through. |
| **Your Opinion** |  | The final draft includes your opinion and uses descriptive words.. | The final draft includes your opinion but does not use descriptive words. | The final draft is **MISSING** your opinion on the character. |
| **Writing - Neatness** |  |  | The writing is neat and therefore can be read. | The writing is **NOT** neat and therefore can NOT be read. |
| **Number of Sentences** |  | The final draft includes 4-7 sentences. | The final draft includes 1-3 sentences. | The final draft is **MISSING** the paragraph. |
| **Spelling and Grammar** |  | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /12) Score:

A 12 - 10 D 4 - 3

B 9 - 7 F 2 - 0

C 6 - 5

**Publishing Rubric** - Special Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Materials** |  |  | The poem is on construction paper (or stronger material). | The poem is **NOT** on construction paper (or stronger material). |
| **Pictures/Drawings** |  | The final draft includes both (2) required pictures/drawings and they pertain to the poem/novel. | The final draft includes only one (1) picture/drawing and it pertains to the poem/novel. | The final draft does **NOT** include any pictures/drawings. |
| **Main Event/Issue/ Problem** |  |  | The final draft includes the main event/issue/problem the character went through. | The final draft is **MISSING** the main event/issue/problem the character went through. |
| **Your Opinion** |  |  | The final draft includes your opinion and uses descriptive words. | The final draft includes your opinion but does not use descriptive words. |
| **Writing - Neatness** |  |  | The writing is neat and therefore can be read. | The writing is **NOT** neat and therefore can NOT be read. |
| **Number of Sentences** |  | The final draft includes 4-7 sentences. | The final draft includes 1-3 sentences. | The final draft is **MISSING** the paragraph. |
| **Spelling and Grammar** |  | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /10) Score:

A 10 D 5 - 4

B 9 - 8 F 3 - 0

C 7 - 6

**Publishing Rubric** - Talented and Gifted

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Poem** | **3** | **2** | **1** | **0** |
| **Materials** |  |  | The poem is on construction paper (or stronger material). | The poem is **NOT** on construction paper (or stronger material). |
| **Pictures/Drawings** | The final draft includes ALL three (3) required pictures/drawings and they pertain to the poem/novel. | The final draft includes only two (2) pictures/drawings and they pertain to the poem/novel. | The final draft includes only one (1) picture/drawing and it pertains to the poem/novel. | The final draft does **NOT** include any pictures/drawings. |
| **Paragraph** | 3 | 2 | 1 | 0 |
| **Summary Main Events/Issue/****Problem** | The final draft includes three (3) main event/issue/problem summarizing the novel thus far. | The final draft includes two (2) main event/issue/problem summarizing the novel thus far. | The final draft includes one (1) main event/issue/problem summarizing the novel thus far. | The final draft is **MISSING** the main event/issue/problem summarizing the novel thus far. |
| **Your Opinion** |  | The final draft includes your opinion and uses descriptive words. | The final draft includes your opinion but does not use descriptive words. | The final draft is **MISSING** your opinion on the character. |
| **Writing - Neatness** |  |  | The writing is neat and therefore can be read. | The writing is **NOT** neat and therefore can **NOT** be read. |
| **Number of Sentences** | The final draft includes 5-7 sentences. | The final draft includes 3-4 sentences. | The final draft includes 1-2 sentences. | The final draft is **MISSING** the paragraph. |
| **Spelling and Grammar** | Every word is spelled correctly and is used correctly. All sentences begin with a capital letter and have correct end punctuation. | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /16) Score:

A 16 - 15 D 9 - 8

B 14 - 12 F 7 - 0

C 11 - 10

**LESSON PLAN #6**

**SUBJECT**: Reading & Language Arts Topic/Title: Making Inferences

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 45 minutes

**STATE STANDARDS**:

* CCSS.ELA.RI.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* CCSS.ELA.SL.6.1c: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (c.)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
* CCSS.ELA.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
* CCSS.ELA.W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

OBJECTIVES:

All students will be able to:

* apply the process of journal writing to promote reflection and discuss the techniques and strategies to implement journal writing in an literature text.
* use story details to make and life experiences to make inferences about text excerpts

MATERIALS/RESOURCES:

- Novel “The Whole Story of Half a girl”

- Reading Notebook

- Vocabulary Notebook

- Activity Worksheet

- Journal Reading Rubric

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* In the beginning of the lesson, the teacher will provide praise for the great job of accomplishing the task of reading through half the book. The teacher will begin by asking the students, “*Why is it that we sometimes wish we had what our friends have”?* The teacher will encourage the students to share their thoughts of what they think of the story thus far and what they think will happen in the second half of the book. The teacher is revisiting the skill of predicting since it draws on student’s background knowledge like when students use inferences for reading comprehension.

B. Development: Instruction and Activities

* The students will participate in shared reading of chapters (15-17) during class. After shared reading, the students will participate in a grand conversation about the chapters read with the teacher. After the grand conversation, the students will use a double-entry journal log. On the left column, the students will write quotes from the chapters that they think are important or interesting. On the right column, the student will reflect on the quote. The student is going to create this double-entry journal in their reading journals. During the process of writing in their reading journals, the students will share with the teacher any new important words that they would like to add to their vocabulary notebook.
* The teacher will continue with a mini lesson to reteach students how to draw inferences from the text. The strategy will be retaught through a small PowerPoint presentation and an worksheet activity for reinforcement. The teacher will also model the strategy by selecting a passages in the assigned chapters. The students will be given a worksheet, which the students will be able to practice drawing inferences.

C. Differentiated Instruction

* ELL Students
	+ The students will be provided with a prewritten graphic organizer describing what inferences are in their native language for better comprehension.
* Special Education- mild-moderate memory and processing learning disability
	+ The students will get additional support from the teacher and classmate during classroom activity.
* Talented and Gifted
	+ The student will also create a creative poster illustrating the required components needed to make inferences.

D. Closure

* The students will complete the assignment working in pairs. Once the students have finish worksheet activity, they are to practice the comprehension skill by reflecting as to why they think that Sonia thinks that Kate seems to live a more affluent lifestyle than her family by drawing inferences from the text and writing them in their reading notebook.

DIFFERENTIATED ASSESSMENT for ELL, LD, Gifted, and General Education

* Informal
	+ The students will be assessed informally through teacher’s observation of students’ participation during the grand conversation, journal writing and worksheet activity.
* Formal
	+ The students will be assessed of their comprehension of the reading and skill through the worksheet activity and writing assignment drawing inferences from the book.

REFLECTION/NEXT STEPS

The next step in the lesson is to have the student draw an inference from the chapters in this lesson to share with the class the next day. This will provide the student further scaffolding of the skill taught in the lesson.

REFERENCES

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press.

Tompkins, G. E. (2010). *Literacy for the 21st century: a balanced approach* (5th ed.).

Boston, Mass.: Allyn & Bacon.

<http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/>

**Activity Worksheet**

Making Inferences 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Everyday after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight upstairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you know this?

2. Describe Alice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What in the text supports your description?

3. What relationship do Paul and Alice have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why do you feel this way?

Valerie opened up the letter from the military department. She felt the pit of her stomach drop to the bottom of the earth before she even opened it. She knew it was news about John. As she read the first line, she thought of all of the lunches she had packed him and all the nights she tucked him in his bed and warded off the nighttime monsters. The man carrying the flag put his hand on her shoulder. She thought of the day that John signed up for the military. Her tears wet the letter. She stopped reading after the first line.

4. What does the letter say? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you know this?

5. What is Valerie’s relationship to John? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What in the text supports your description?

**Journal Reading Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Purpose** | Strong voice and tonethat clearly addresses thepurpose for writing. | Appropriate voice andtone. The purpose islargely clear. | Attempts to use personalvoice and tone.Somewhat addresses theintended purpose. | Demonstrates limitedawareness of use of voiceand tone. Limitedevidence of intendedpurpose. |
| **Understanding** | Many interesting,specific details and ideasare included. | Many details and ideas areincluded. | Some details and ideas areincluded. | Few details and ideas areincluded. |
| **Conventions** | All grammar and spellingis correct. | Only one or twogrammar and spellingerrors. | A few grammar andspelling errors. | Many grammar andspelling errors. |

**LESSON PLAN #7**

**Exploring**

**SUBJECT**: Language Arts Topic/Title: Reading and Stages of Writing

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 90 minutes

**STATE STANDARDS**:

* CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
* CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* CC.6.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
* CC.6.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
* CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.)
* CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
* CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
* STATE GOAL 18: Understand social systems, with an emphasis on the United States.

A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.

OBJECTIVES:

Students will be able to

* build background knowledge related to chapters 18-21 of the novel, The Whole Story Of Half A Girl.
* gather into small groups to discuss the chapters.
* share ideas with their group and then present them to the class.
* participate in class discussion about different cultures, ethnicities, traditions, and ancestry.
* write a narrative story that describes their cultures, traditions, and ancestors.

Materials:

- KWL chart

- Ancestor chart

- Vocabulary worksheet

- Graphic organizer

- Rubric

- Novel *The Whole Story of Half a Girl*

- Paper

- Pencils

- Overhead projector

- Draft chart

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* Exploring / Building Prior Knowledge
	+ Hello students, how is everybody today? Today we will read chapters 18-21 in our novel, and do many class activities. In today’s lesson we will review some techniques that will make us become better writers. We will also discuss different cultures and traditions. However, mostly we will be working on writing a short story. Before we begin that activity, we will review the stages of the writing process. To activate students' prior knowledge, I will ask them what they already know about stages in writing; then students will set goals, specifying what they want to learn; and after the writing activity, students will discuss what they have learned. Through the KWL activity students will apply higher-order thinking strategies that help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet that includes columns for each of these activities will be given to the students.

A. Development: Instruction and Activities

* After I have modeled the KWL chart, I will have students fill out the first two parts of it , which deal with what they already know and what they want to know about elements and stages of writing. After they have finished this work, I will ask if there is a volunteer to share the stages of the writing. Then I will explain each stage of the writing process.
* Procedure:
	+ For the introductory activity and building background I will ask students many questions that are thematically related to the chapter in the novel that we will be reading in today’s lesson. We will have a short discussion about those topics in order to build background knowledge.
		- Students will have a short class discussion about different cultures, and traditions.
		- Students will share information about their own traditions and ancestors.
		- Students will share in their groups what they already know about their family and what they would like to learn.
	+ Students will make predictions about what will happen in chapters 18-21. Students will fill out the Ancestor Chart.
		- Students will fill out the chart about their ancestors and the reasons why they came to the United States.
		- Students will add illustrations to every row in the chart about their ancestors. For example, students will draw pictures of their parents or grandparents in the rubric “Who,” and add as many details as possible to their drawing that would reflect their culture.
* Introducing New Vocabulary
	+ After we finish working on predictions about what will happen in today’s chapters and students fill out their ancestor chart, I will hand them a work sheet with vocabulary words and their definitions. I will pronounce each word for them. They will have five minutes to read the words, definitions, and sentences.
	+ After introducing new vocabulary words,I will read aloud chapters 18-20. Students will follow along in their individual copies. Then I will ask students if they need any clarifications about what was read. When I have answered all questions, students will read chapter 21 with a partner. Finally, we will have a class discussion about chapters that we covered in today’s lesson.
		- Do they like the chapters? Why? Why not?
		- Do they have any questions related to the chapters?
		- Can they identify the main ideas of the chapter?
		- Can they make any connections (text to text, text to self, or text to world)?

B. Development: Instruction and Activities

* Writing Activities:
1. Have a short class discussion about the chapters that we covered in today’s lesson.
2. Talk about themes in chapters 18-21.
3. I will model for students how to write a story through all the writing stages (prewriting, drafting, revising, editing, and publishing).
4. **Prewriting**
	1. Give students five minutes to make a list of their family roots, traditions, ethnicities, and cultures.
5. Have the class share their lists. Students may make additions to their own lists.
6. Ask students to choose one element from their list that they will use to write about in their narratives.
7. Using a graphic organizer, have students write words that describe the topic that they chose (their culture, traditions, family roots, etc.).
8. **Drafting**
	1. From the graphic organizers, students will compose a draft describing their families.
9. **Revising**
	1. Give time for students to meet in writing groups to share their composition and discuss how they will improve their writing. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.
10. **Editing** (proofread)
	1. Help students check their own papers and make corrections on spelling, grammar, punctuation, and capitalization. Have students make a final copy.
11. **Publishing** (share)
	1. After the students have edited their stories, I will ask them to share their story with others.

C. Differentiated Instruction

* ELL Students
	+ ELL students will work on the same group activities as the other students, but they will get extra time to finish their activities if needed. Also, I would provide an outline of the main ideas that are going to be covered in the lesson. For the vocabulary activity I would type each word on paper and paste a picture next to it.
* Special Education- mild-moderate memory and processing learning disability
	+ For the students with special needs I would provide an outline of the material that I will be teaching. I would encourage the struggling students to ask questions if they do not understand something about the chapter that we are reading. I would also walk by their seats and give them extra instructions if needed.
* Talented and Gifted
	+ For my gifted students I would plan some extension activities in case they finish their assignment before the rest of the students. For this additional work, gifted students will use the Internet to research more fully about their culture and countries of origin.

D. Closure

1. Collect the students’ written work, which they will share with whole class at the end of the unit.
2. Review what was done today.
3. Briefly talk about plans for the next day’s class.

DIFFERENTIATED ASSESSMENT for ELL, LD, Gifted, and General Education

* Informal
	+ For the informal assessment I will monitor the students’ participation through the whole class period. I will consider who is participating in the reading response, making predictions, and making good connections from the book. I am going to walk around the classroom to make sure that everybody is working on the writing assignment.
* Formal
	+ For the formal assessment I will read what students wrote in their ancestor stories. I will make sure that they started every sentence with a capital letter, they used appropriate punctuation at the end of each sentence, and they included some of the new words from the day’s lesson.

REFLECTION/NEXT STEPS

I believe that my students needed more time for their writing assignment. In the future I would allow more time for this activity and less for lecturing. For example, I would extend the lesson to two days. On the first, we would read chapters 18-21, discuss them, and talk about students’ family origins, culture, and traditions. On the next day, students would spend the whole class writing and sharing their narratives.

REFERENCES

Hiranandani, V. (2012). The whole story of half a girl. New York: Delacorte Press.

Tompkins, G. E. (2010). Literacy for the 21st century: a balanced approach (5th ed.).

Boston, Mass.: Allyn & Bacon.

**KWL Worksheet**

|  |  |  |
| --- | --- | --- |
| KWhat I Know | WWhat I Want to Know | LWhat I learned |
|    |   |   |

Student Name: .

**Ancestor Chart**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Who | When | Why | What | Where | How |
|    |       |   |   |   |   |

**Vocabulary Worksheet**

***Culture***: Shared beliefs and values of group

**Tradition**: handing down of customs; body of customs.

**Ancestor**: distant relation somebody is descended from

**Ethnic**: (n) member of ethnic group; (adj.) sharing cultural characteristics.

**Ethnicity**: ethnic affiliation.

**Family**: group of relatives.

**Graphic Organizer**

|  |  |
| --- | --- |
| Describe each of your three sections. |  **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **Story's Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| Section #1     |
| Section #2   |
| Section #3    |

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Points** | **5** | **3** | **1** | **0** |
| **Facts** | Seven or more facts about their family history have been used in the story. |  Five facts have been used in the story |  Two facts have been used in the story. |  No facts have been used in the story. |
| **Grammar** | Story has no grammatical errors. | Story has one or two grammatical errors. |  Story has three to five grammatical errors. | Story has six or more grammatical errors. |
| **Mechanics** | Story has no errors in punctuation, capitalization and spelling. | Story has one or two errors in punctuation, capitalization and spelling. | Story has three to five errors in punctuation, capitalization and spelling. | Story has six or more errors in punctuation, capitalization and spelling. |

**Grade: A** 14-15; **B** 12-13; **C** 10-11; **D** 8-9; **F** 0-7.

**LESSON PLAN #8**

**Exploring**

**SUBJECT**: Writing, Reading & Social Science Topic/Title: Bullying Activity

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 45 to 90 minutes

**COMMON CORE STANDARDS:**

* Literature/Craft and Structure: 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* Informational/Integration of Knowledge and Ideas: 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
* Writing/Texts Types and Purposes: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	+ Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVES:

This lesson is designed to teach awareness, readiness, and prevention of bullying.

All students will be able to:

* Give a clear definition of what bullying entails.
* Identify the Types of Bullying
* Reflect about the problems with bullying

MATERIALS/RESOURCES:

- A laptop and projector to display a YouTube video-“Bully” (Amazing Short Animation film - cartoon)<http://www.youtube.com/watch?v=UNZKKoy4US0&feature=related> and for the Interactive website<http://www.pacerkidsagainstbullying.org/>

- PowerPoint on *Bullying & Myth of Bullying*

- Writing Journal

- Markers

- Vocabulary sheet

- Copies of *Looking Back* *Writing* Activity sheet

- Novel “The Whole Story of Half a Girl”

- Poem “Every Day is the Same.”

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction: (motivation/warm-up/lead-in).

* By this point students should have completed the vocabulary sheet and should have already read the following chapters from 22 to 24 for homework. The first thing the teacher will do for this lesson is show a short video on “BULLY (Amazing Short Animation film),” at the beginning of class. Afterwards, students will be divided into groups of five. In their small groups, students will be responsible for reading the poem (Everyday is the Same) and then discussing the following questions: What is bullying and why do people pick on others? Then after the groups share with each other. The teacher will then read the poem aloud and ask if students have seeing in their readings of “The Story of a Half a Girl” any form of bullying and have students provide examples from the homework reading. Then students will have to write a 5 to 10 minute reflection on the poem.

B. Development: Instruction and Activities.

* After this, the teacher will continue the lesson by giving a definition of *Bullying*: which is a form of behavior that one or several people use to inflict mental or physical pain, discomfort or embarrassment upon someone else. The teacher will then provide an explanation of bullying and how it can also be used as a way of exercising power. For example, a bully might order another person to do tasks for them that they normally wouldn’t do. Some bullies may use threats, insults or try to exclude a person out of the group of friends. Bullying happens with boys as well as girls. Sometimes bullying may be very subtle, but it is still just as bad as the more obvious forms.
* The teacher will then show the PowerPoint: *Bullying & Myth of Bullying.* In this presentation students will learn about other types of bullying, as well as common myths that people believe about bullying. Then, students will complete the *Looking Back Writing* Activity. In which students will write and share an experience they have had with bullying. After the completion of this activity, students will be split into groups once more and then come back as whole group to share their writing pieces.

C. Differentiated Instruction.

* ELL Students
	+ Students will receive written directions on how to complete the assignments and activities given in class. They will also be given extra demonstration of what is to be done. If possible even have material translated in their native languages.
* Special Education (mild-moderate memory and processing learning disability):
	+ These students will be given a detailed written directions on how to complete each assignment. They will also be given extra time to complete all the work assigned in class and given extra demonstration of how to complete any works. If required by the student the teacher will assign a tutor or aid to help with any physical or emotional needs.
* Talented and Gifted
	+ Students will be able to perform the assignment by themselves and will be given more complex working assignments/work for the teacher to observe them in class.

D. Closure

* As a culminating activity, the teacher will ask students to work in pairs in order to come up with a list of strategies on how-to promote anti-bullying in and outside of the school.
* Afterwards, students will go online to<http://www.pacerkidsagainstbullying.org/> in order look at videos, take a quiz, and sign then print the Anti-Bullying Pledge. These pledges along with student’s Anti-Bullying strategies, and *Looking Back* *Writing* Activity sheet will be displayed as part of the Anti-Bullying Bulletin Board.

DIFFERENTIATED ASSESSMENT

* Informal:
	+ The teacher will look over student written responses on the *Looking Back* *Writing* Activity. This will help the teacher determine if the students are able to write a Narrative. (Can the student demonstrate the use of Narrative essay elements within their writing?)
* Formal:
	+ The students will be provided with a multiple-choice quiz in which they must choose the correct type of bullying that fits the given scenario. This will show whether or not students can recall and understand the different types of bullying.

REFLECTION/NEXT STEPS

In developing this lesson plan I hope to provide an awareness of bullying in order to encourage my students to want to report and not remain silent. Furthermore, I would like them to take something from this lesson and not just say its bad to bully others. Depending on how well the students answer the “Exit Slip” for today’s lesson I will continue with the readings of “The Whole Story of Half a Girl.” If needed, I will re-explain the lesson differently to the class. Perhaps even ask students to write to me what would be better to do or start off with. So that when I look back at this lesson plan I can take their points into consideration.

REFERENCE

BULLY (Amazing Short Animation film) - YouTube. (n.d.). *YouTube*. Retrieved November 14,

2012, from<http://www.youtube.com/watch?v=UNZKKoy4US0&feature=related>

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press

KidsAgainstBullying. (n.d.). *KidsAgainstBullying*. Retrieved November 14, 2012, from

<http://www.pacerkidsagainstbullying.org/#/home>

RUBRICS

***Rubric for Class Discussion & Group Participation:***

* Student participated actively in topic discussion and gives good feedback (3 points)
* Student participates but only when teachers calls on student (2 points)
* Student has minimal participation (1 point)
* Student shows little interest in topic, student is disruptive and doesn’t participate at all (0 points)

Additional Comments:

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***Rubric for Looking Back Writing Activity****:*

* Name on paper (1 Point)
* Writing Activity turned in on time (1 point)
* Writing with no misspelling and no grammar mistakes (3 Points)
* Writing with some words being misspelled and with grammar mistakes (2 Points)
* Writing with several words misspelled and with lots of grammar mistakes making reading impossible to follow (1 Point)
* Students will be graded on how much detail is put in their writing (Content Information)

1. Excellent (makes clear points, and is able to make a good connection to the topic with clear examples) (5 points)

2. Fair (student needs work on ideas, and makes some connections) (3-4 points)

3. Poor (not enough information, no examples given, doesn’t show any connection) (1-2 points)

Additional Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**The Whole Story of Half a Girl - Vocabulary (Chapters 22 - 24)**

**Directions:** You are to write out the definitions of the words they know already in the first column and write down the definitions of what they believe the words mean in the second column and look up the actual definitions in a dictionary and place the meaning of the words in the third column.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Vocabulary*** | ***what we know / student definition***  | ***what we want to learn / possible definition*** | ***what we learned / actual definition*** |
| **gorgeous** |  |  |  |
| **billows** |  |  |  |
| **cardigan** |  |  |  |
| **alternate** |  |  |  |
| **glance** |  |  |  |
|  **scrunches** |  |  |  |
|  **translucent** |  |  |  |
| **dissolve** |  |  |  |
| **pulsing** |  |  |  |
| **boarded** |  |  |  |
| **clinical depression** |  |  |  |
| **flustered** |  |  |  |
|  **cuddling** |  |  |  |
| **disappointed** |  |  |  |
|  ***Additional words:*** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Note:** Additional words should be added by students.

**Poem “Everyday is the Same”**

Everyday is the same.

Not one kid knows my name.

I'm the last to be picked in class.

I wish that this time would just pass.

Every night home alone,

Not one ring from the phone.

Gum stuck in my hair from a classmate,

All of this teasing is what I really hate.

Then one day a girl came up to me,

And said, "What are you doing tonight Melanie B?"

A party at last,

This horrible time has past.

A new beginning for me to start,

Every word will come from my heart.

Getting ready for the party that night,

Making sure everything is right.

Seven o'clock, the time is finally here,

I walk to the door with not one fear.

I walk in the room, no one's in sight.

Then I hear a giggle from the right.

I turn around and see an egg.

The first one they threw was at my leg.

Next my hair was gooey and gross,

Then my stomach got the most.

Laughter and name calling floods the room,

I slam the door with a boom!

Running home it's getting late,

Why does God give me this fate?

Tears drizzle down my cheeks as the rain starts to pour,

Finally I reach my front door.

I got to my room, not one word was said,

I sit down and sob on my bed.

Time doesn't seem to pass, as I stare at the clock,

I start to memorize the rhythm of its "tic tock"

Then my ears begin to pierce as I hear the phone ring,

Since there's been silence for a while, my eardrums begin to sting.

It's as if an old doll has been found and renewed,

Because once that phone rang, I became in a different mood.

I wasn't sure if I should pick it up and see who is calling,

Would I be overwhelmed or start bawling?

I pick it up, I thought I had no choice,

An old lost friend is the recognized voice.

She tells me she is sorry and that she wants to be my friend,

Now it seems that my life won't come to an end.

**Note:** Discuss this in your group and write in your journal a short reflection.

**Looking Back Writing Activity / Story Swaps**

*Can you remember of a time when you were repeatedly humiliated, teased, or shut out of a group? Perhaps you were forced to do something you didn’t want to do by someone you considered stronger and more powerful than you? Or when* YOU *for no reason, intentionally hurt someone who was vulnerable, perhaps you witnessed this happening to someone else and did nothing? If you are like most people, you remember. Take a few minutes to think about it and then write below. After all these memories can last a lifetime*.

**Note:** The teacher will first share his/her memories. For ELL and Special Ed student have the option to draw a series of pictures depicting the bullying memory or event observed.

**What to include in the PowerPoint presentation:**

Bullying: Is a behavior that makes a person being bullied, feel afraid or uncomfortable. There are many ways that young people bully each other, even if they don't realize it at the time. Some of these include:

-Punching, shoving and other acts that hurt people physically.

-Spreading bad rumors about people.

-Keeping certain people out of a group.

-Teasing people in a mean way.

-Getting certain people to "gang up" on others.

The four most common types of bullying are:

***Physical Bullying*** - hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, unwanted sexual touching.

***Verbal bullying*** - name-calling, sarcasm, teasing, spreading rumors, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted sexual comments.

***Social Bullying*** - mobbing, scapegoating, excluding others from a group, humiliating others with public gestures or graffiti intended to put others down.

***Cyber Bullying* (newest form of bullying)** - using the internet or text messaging to intimidate, put-down, spread rumors or make fun of someone.

How common is bullying?

Approximately one in ten children have bullied others and as many as 25% of children in grades four to six have been bullied. A 2004 study published in the medical Journal of Pediatrics found that about one in seven Canadian children aged 11 to 16 are victims of bullying. Studies have found bullying occurs once every seven minutes on the playground and once every 25 minutes in the classroom.

In the majority of cases, bullying stops within 10 seconds when peers intervene, or do not support the bullying behavior. Students are most vulnerable to bullying during transitions from elementary to junior high school, and from junior to senior high school. There is a correlation between increased supervision and decreased bullying. Bullies stop when adults are around.

 **Additional things I will use in a PowerPoint on Myths of Bullying**

What are the myths about bullying?

*Myth #1 - "Children have got to learn to stand up for themselves."*

Reality - Children who get up the courage to complain about being bullied are saying they've tried and can't cope with the situation on their own. Treat their complaints as a call for help. In addition to offering support, it can be helpful to provide children with problem solving and assertiveness training to assist them in dealing with difficult situations.

*Myth #2 - "Children should hit back - only harder."*

Reality - This could cause serious harm. People who bully are often bigger and more powerful than their victims. This also gives children the idea that violence is a legitimate way to solve problems. Children learn how to bully by watching adults use their power for aggression. Adults have the opportunity to set a good example by teaching children how to solve problems by using their power in appropriate ways.

*Myth #3 - "It builds character."*

Reality - Children who are bullied repeatedly, have low self-esteem and do not trust others. Bullying damages a person's self-concept.

*Myth #4 - "Sticks and stones can break your bones but words can never hurt you."*

Reality - Scars left by name-calling can last a lifetime.

*Myth #5 - "That's not bullying. They're just teasing."*

Reality - Vicious taunting hurts and should be stopped.

*Myth #6 - "There have always been bullies and there always will be."*

Reality - By working together as parents, teachers and students we have the power to change things and create a better future for our children. As a leading expert, Shelley Hymel, says, "It takes a whole nation to change a culture". Let's work together to change attitudes about bullying. After all, bullying is not a discipline issue - it is a teaching moment.

*Myth #7 - "Kids will be kids."*

Reality - Bullying is a learned behavior. Children may be imitating aggressive behavior they have seen on television, in movies or at home. Research shows that 93% of video games reward violent behavior. Additional findings show that 25% of boys aged 12 to 17 regularly visit gore and hate internet sites, but that media literacy classes decreased the boys' viewing of violence, as well as their acts of violence in the playground. It is important for adults to discuss violence in the media with youth, so they can learn how to keep it in context. There is a need to focus on changing attitudes toward violence.

**LESSON PLAN #9**

**Applying**

**SUBJECT**: Reading and Science Topic/Title: Brain - Who’s in Charge Here?

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 45 minutes

**STATE STANDARDS**:

State Goal 1: Read with understanding and fluency

 B. Apply reading strategies to improve understanding and fluency

1.B.3b - Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.

 C. Comprehend a broad range of reading materials

1.C.2b - Make and support inferences and form interpretations about main themes and topics.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences

A. Know and apply concepts that explain how living things function, adapt and change.

12.A.3a - Explain how cells function as “building blocks” of organisms and describe the requirements for cells to live.

OBJECTIVES:

All students will be able to:

* gain knowledge about the brain and how it enables us to taste lemons, feel pain, remember birthdays, read and write books, tell bad jokes, and contemplate the universe.
* describe what they knew prior to the lesson, what they wanted to learn, and what they learned through the use of a KWL chart.
* make inferences from the text to relate how the brain may play a role in the plot of the novel.
* work in collaborative groups to summarize what the reading is best trying to express.

MATERIALS/RESOURCES:

- KWL handout

- Graphic Organizer Ideas handout

- White computer paper (for graphic organizers)

- Computer w/ Internet access

- Copier (for graphic organizers)

- Chapter 4: Who’s in Charge Here? from *The Way We Work: Getting to know the amazing human body* by David Macaulay (sixteen copies for groups to share)

- Exit Slip Directions handout

- Exit Slip Rubric handout

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction

* Pass out the KWL handout to the students. Have the students fill in the K and W sections of the chart.
	+ K - What do you know about depression and the brain?
	+ W - What do you want to know more about?
* Present the following to the students (approximately 5-minutes long): <http://www.thevisualmd.com/health_centers/neurological_health/depression/what_is_depression_video>
	+ The video discusses the following:
		- Take a trip inside your head to see what happens in your brain when you have depression. Hear depression sufferers talk about living with this devastating disorder, and top experts explain how depression feeds upon itself. Travel deep into the brain to zero in on the organs implicated in emotional disorders. Voyage deeper still to witness electrical impulses racing across neurons. Depression acts like a neurotoxin: view the chemicals that can cause those neurons to wither. Learn the factors that put you at risk. Discover which organs of the brain may atrophy, while others become *too* active. Hear a message of hope from someone who knows: even people with severe depression can become symptom-free.
* As a whole class discuss what the video was about.
	+ Questions to ask:
		- What was the video about?
		- What did you find interesting?
		- What did you learn?
	+ Read the description of the video to the students. Then ask if it helped them remember anything else from the video.
	+ Have the students add more to the W column of the KWL chart and add anything they learned to the L column.
	+ Discuss how this video relates to the novel.

B. Development:

* Pass out the copies of Chapter 4: Who’s in Charge Here? from the book *The Way We Work: Getting to know the amazing body* by David Macaulay.
* Read the first page of the chapter to the class.
* Discuss the following with the class: If we knew how the brain completely worked do you think we would be able to “cure” depression. Do you think we could get rid of it completely?
* Divide the class into eight (8) groups: six groups of 4, and two groups of 3
	+ Each group will be assigned a short reading section from Chapter 4.
	+ Group Sections (number of students):
		- 1. Communicators (4)
			2. Sending Signals (4)
			3. Neuron Network (3)
			4. From Layers to Lobes (4)
			5. Mapping the Cortex (4)
			6. Inner Structures (4)
			7. Support and Nurture (4)
			8. Brain Protection (3)
* Group Reading & Jigsaw
	+ Each group will read their section and create a small graphic organizer that will be used to teach the other students what they learned.
	+ Directions:
		- You will become “experts” of your section.
		- You will create a graphic organizer to discuss the main points from your section.
			* Provide students with examples of organizers that they can use (Graphic Organizer Ideas handout provided below).
		- You will be given a copy of the graphic organizer that each group has created.
		- Afterwards you will form “ultra groups”.
			* “Ultra groups” consist of one “expert” student from each jigsaw group.
		- In your “ultra groups” you will take turns discussing the main points of each section (communicators will go first, then sending signals, then neuron network, and so on).
			* This should be written on the board for students to reference as they meet in their groups.
* After the groups have had the chance to discuss the different sections in their groups come back together as a whole class.
	+ Discuss the following:
		- What were the main ideas? (discuss one thing from each section)
		- What does this have to do with depression?
		- What does this have to do with Sonia’s father?

C. Differentiated Instruction

* ELL Students
	+ Students will be able to use a dictionary to help read their chapter 4 sections with less trouble.
	+ Students will work in pairs if needed, providing help.
* Special Education- mild-moderate memory and processing learning disability
	+ Students will work in pairs and move from group to group with their partner.
	+ Students are required to do slightly less individual work while still showing what they have learned from the days lesson.
* Talented and Gifted
	+ Students will be put in the groups where the reading section is slightly more difficult. They will have the opportunity to clarify what the section is talking about if other students are confused.
	+ This provides a more challenging activity without adding more workload.

D. Closure

* Provide students with the exit slip (description located below in ‘DIFFERENTIATED ASSESSMENT - formal) and the exit slip rubric (handout provided below; one for each type of students).
* The students must complete the exit slip prior to leaving class. They will be given approximately 15-20 minutes to complete the exit slip.

DIFFERENTIATED ASSESSMENT for ELL, Special Education, Talented and Gifted, and General Education

* Informal
	+ Float from group to group, observing the jigsaw process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention.
* Formal
	+ Students will be given an exit slip to complete with a rubric. The students should check the rubric to make sure each aspect of the writing is included.
		- Exit Slip: Using your KWL chart, graphic organizers and any other notes you may have taken, answer the questions below.
			* Discuss how Chapter 4 is relevant to the novel.
			* How is Chapter 4 related to depression? Give three (3) reasons why you think it is related.
			* Describe one thing you learned that you found interesting.
			* Describe one thing you still want to learn more about.
		- Exit slip rubric provided at the end of the lesson (handout).
			* ELL
				+ Discuss how Chapter 4 is relevant to the novel.
				+ How is Chapter 4 related to depression? Give two (2) reasons why you think it is related.
				+ Describe/draw one thing you learned that you found interesting.
				+ Describe/draw one thing you still want to learn more about.
			* Special Education
				+ Discuss how Chapter 4 is relevant to the novel.
				+ How is Chapter 4 related to depression? Give two (2) reasons why you think it is related.
				+ Describe one thing you learned that you found interesting.
			* Talented and Gifted
				+ Describe how each section of science reading relates to the other.
				+ Describe what you think may be going on in Sonia’s fathers brain. Write as if you were the brain.
				+ Describe one thing you learned that you found interesting.
				+ Describe one thing you still want to learn more about.

REFLECTION/NEXT STEPS

The students would need previous knowledge of depression and thus would like to have had taught a lesson on depression prior to this lesson. I could possibly discuss this with the science teacher and request to learn about depression during the same time period. The next step would be to discuss in length how depression is affected by the brain and what treatments there are.

REFERENCES

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press.

Macaulay, D. (2008). *The Way We Work: Getting to Know the Amazing Human Body*.

Boston, Mass.: Houghton Mifflin.

Tompkins, G. E. (2010). *Literacy for the 21st century: a balanced approach* (5th ed.).

Boston, Mass.: Allyn & Bacon.

Websites:

<http://www.jigsaw.org/steps.htm>

<http://www.readwritethink.org/classroom-resources/lesson-plans/american-folklore-jigsaw-character-30524.html?tab=2>

**KWL** - Depression and the Brain

|  |  |  |
| --- | --- | --- |
| K - What I Know | W - What I Want to Know | L - What I learned |
|    |   |   |

**Graphic Organizer Ideas** - Choose one of the following to work with or create one of your own



**Exit Slip Directions**

Using your KWL chart, graphic organizers and any other notes you may have taken, answer the questions below.

General Education

1. Discuss how Chapter 4 is relevant to the novel.
2. How is Chapter 4 related to depression? Give three (3) reasons why you think it is related.
3. Describe one thing you learned that you found interesting.
4. Describe one thing you still want to learn more about.

ELL

1. Discuss how Chapter 4 is relevant to the novel.
2. How is Chapter 4 related to depression? Give two (2) reasons why you think it is related.
3. Describe/draw one thing you learned that you found interesting.
4. Describe/draw one thing you still want to learn more about.

Special Education

1. Discuss how Chapter 4 is relevant to the novel.
2. How is Chapter 4 related to depression? Give two (2) reasons why you think it is related.
3. Describe one thing you learned that you found interesting.

Talented and Gifted

1. Describe how each section of the science reading relates to the other.
2. Describe what you think may be going on in Sonia’s fathers brain. Write as if you were the brain.
3. Describe one thing you learned that you found interesting.
4. Describe one thing you still want to learn more about.

**\*\*\*THIS WILL BE INCLUDED IN YOUR CULMINATING PROJECT\*\*\***

**Exit Slip Rubric** - General Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **3** | **2** | **1** | **0** |
| **Question 1** |  | Describes how Chapter 4 is related to the novel and gives many examples. | Describes how Chapter 4 is related to the novel but gives few examples. | Did **NOT** give a response. |
| **Question 2** | Provides ALL three (3) required examples of why Chapter 4 is related to depression. | Provides only two (2) examples of why Chapter 4 is related to depression. | Provides only one (1) example of why Chapter 4 is related to depression. | Did **NOT** give a response. |
| **Question 3** |  |  | Describes one thing you found interesting. | Did **NOT** give a response. |
| **Question 4** |  |  | Describes one thing you still want to learn. | Did **NOT** give a response. |
| **MECHANICS** | **3** | **2** | **1** | **0** |
| **Spelling and Grammar** | Every word is spelled correctly and is used correctly. All sentences begin with a capital letter and have correct end punctuation. | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /10) Score:

A 10 - 9 D 6 - 5

B 8 F 4 - 0

C 7

**Exit Slip Rubric** - ELL

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **3** | **2** | **1** | **0** |
| **Question 1** |  | Describes how Chapter 4 is related to the novel and gives two examples. | Describes how Chapter 4 is related to the novel but gives one example. | Did **NOT** give a response. |
| **Question 2** |  | Provides BOTH (2) required examples of why Chapter 4 is related to depression. | Provides only one (1) example of why Chapter 4 is related to depression. | Did **NOT** give a response. |
| **Question 3** |  |  | Describes or draws one thing you found interesting. | Did **NOT** give a response. |
| **Question 4** |  |  | Describes or draws one thing you still want to learn. | Did **NOT** give a response. |
| **MECHANICS** | **3** | **2** | **1** | **0** |
| **Spelling and Grammar** |  | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /8) Score:

A 8 - 7 D 4 - 3

B 6 F 2 - 0

C 5

**Exit Slip Rubric** - Special Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **3** | **2** | **1** | **0** |
| **Question 1** |  | Describes how Chapter 4 is related to the novel and gives two examples. | Describes how Chapter 4 is related to the novel but gives one example. | Did **NOT** give a response. |
| **Question 2** |  | Provides only two (2) examples of why Chapter 4 is related to depression. | Provides only one (1) example of why Chapter 4 is related to depression. | Did **NOT** give a response. |
| **Question 3** |  |  | Describes one thing you found interesting. | Did **NOT** give a response. |
| **MECHANICS** | **3** | **2** | **1** | **0** |
| **Spelling and Grammar** |  | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /7) Score:

A 7 - 6 D 3

B 5 F 2 - 0

C 4

**Exit Slip Rubric** - Talented and Gifted

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **3** | **2** | **1** | **0** |
| **Question 1** | Describes ALL 8 sections of the science reading are related. | Describes how only 7 to 4 sections of the science reading are related. | Describes how only 3 or less sections of the science reading are related. | Did **NOT** give a response. |
| **Question 2** |  | Describes what may be going on Sonia’s fathers’ brain and incorporates the new knowledge from the science reading. | Describes what may be going on Sonia’s fathers’ brain but is not incorporate any of the new knowledge from the science reading. | Did **NOT** give a response. |
| **Question 3** |  |  | Describes one thing you found interesting. | Did **NOT** give a response. |
| **Question 4** |  |  | Describes one thing you still want to learn. | Did **NOT** give a response. |
| **MECHANICS** | **3** | **2** | **1** | **0** |
| **Spelling and Grammar** | Every word is spelled correctly and is used correctly. All sentences begin with a capital letter and have correct end punctuation. | There may be one or more spelling errors. All but one sentence begins with a capital letter and has correct end punctuation.  | There may be one or more spelling errors. More than one sentence has errors in capitalization and/or end punctuation. |  |

Total: ( /10) Score:

A 10 - 9 D 6

B 8 F 5 - 0

C 7

**LESSON PLAN #10**

**SUBJECT**: Reading, Writing and Art Topic/Title: Culminating Activity

**GRADE LEVEL**: 6th

**NUMBER OF STUDENTS**: 30

**LESSON DURATION**: 90 minutes

STATE STANDARDS:

* State Goal 1: Read with understanding and fluency.

C. Comprehend a broad range of reading materials.

1.C.3d Summarize and make generalizations from content and relate to purpose of material.

* State Goal 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

* State Goal 4: Listen and speak effectively in a variety of situations.

B. Speak effectively using language appropriate to the situation and audience.

4.B.2b Use speaking skills and procedures to participate in group discussions.

OBJECTIVES: Cognitive, Affective, (Psychomotor-optional)

All students will be able to:

* listen to recollect, talk and write about the novel.
* discuss essential elements of the novel.
* make text-to-text, text-to-self, and text-world connections to the novel.
* create a project depicting what they learned through reading the novel.

MATERIALS/RESOURCES:

- Journals

- Pen/Pencil

- Making Connections handout

- Culminating Project Directions with rubric handout

- Poster board (1 per student/per pair)

- Markers

- Scissors (enough for students to share)

- Glue stick (1 per student)

- Additional decorating materials

- glitter, ribbon, construction paper, colored pencils, crayons, permanent markers, tissue paper, etc.

- Assignments from the unit (poem, ancestor chart, bully pledge, etc.)

- Post-it notes

LESSON INSTRUCTIONAL PROCEDURES

A. Introduction (motivation/warm-up/lead-in)

* Writing
	+ Have the students write for 5- to 10-minutes on their own. Give them the following directions:
		- Write about the novel. Keep writing the entire time. You can write about anything. Here are some suggestions:
			* What did you like? What did you not like? What did it make you feel? What did it make you think about? How can you connect to the characters?
		- As the students are writing provide them with topics they may want to write about.
			* Examples: How did you feel about Sonia being confused about who she was? How did you feel about her father disappearing? How would you have handle not knowing where a loved was?
		- After the students have finished writing have them turn to a partner and read what they wrote. Have them comment back and discuss their opinions.
		- Afterwards, discuss some of the things students wrote as a whole class.

B. Development: Instruction and Activities

* Provide each student with the **Making Connections handout**.
	+ Have each student fill out the chart individually.
	+ After the students have finished filling in the chart have them share their answers with a partner or in small groups.
	+ Come together as a whole class and discuss the answers students came up with. Not every student will have the same answer so have more than one student give his or her answers.
	+ Questions to ask the class:
		- What connections did you make?
		- Can we find or make a connection between most things in life?
		- Throughout the last few weeks we have been reading *The Whole Story of Half a Girl*, what connections can you make to the novel?
	+ Have students write in their journals any connections they made while reading the novel.
* Culminating Project
	+ Say and then ask the students the following:
		- While we have been reading this novel we have also been completing assignments such as the bullying pledge, the ancestor chart, the found poem, and so many more other fun activities. We discussed how we can make connections to the novel. How can we make connections between the novel and the activities we completed? How can we make connections between the activities themselves? These are the questions you will keep in mind while creating your culminating project.
		- Provide students with the **Culminating Project Directions handout with rubric** (same handout provided below).
	+ Materials
		- Provide each student with a poster, a few markers, scissors, and a glue stick.
		- Have additional materials the students may use to decorate their project located on the front table. Include materials such as glitter, ribbon, construction paper, colored pencils, crayons, permanent markers, tissue paper, etc.

C. Differentiated Instruction

* ELL Students
	+ Each student will be able to use a dictionary to help complete their warm-up writing as well as the connections between the assignments for the culminating project.
	+ Students will work in pairs if needed, providing help.
* Special Education- mild-moderate memory and processing learning disability
	+ Students will work in pairs and make one culminating project displaying both students’ work from the unit. The teacher must provide the students with a larger poster board.
	+ Students are required to do slightly less individual work while still showing what they have learned from the days lesson.
* Talented and Gifted
	+ Warm-up
		- Have students describe the connections between the list as well as describe a connection that can make with themselves.
			* Ex: Arm - Leg - Knee = I have 2 arms, 2 legs, and 2 knees.

D. Closure

* Gallery Walk
	+ Have students post their culminating projects on the walls around the room.
	+ Provide each student with 5 Post-it notes.
	+ Directions:
		- Each student must begin by standing in front of their culminating project. Then each student will move to the left once.
		- They will then each take turns leaving one positive comment or one question they have written on the Post-it note. They will then leave the Post-it on or next to the students culminating project.
		- Students have 1-2 minutes to leave the comment and then they will move to the left again. They will repeat this process until they have no more Post-it notes left. Each culminating project should have 5 comments/questions attached to it.
		- Students should then return to their own projects and read the questions and the comments.

DIFFERENTIATED ASSESSMENT for ELL, Special Education, Talented and Gifted, and General Education

* Informal
	+ As students complete the warm-up and their culminating project walk around the room making sure students are on task and are actively engaged in learning.
	+ ELL

- Ask students to provide an example of their culminating project after they complete the “first assignment”.

- Check for understanding by asking students to repeat the directions.

* + Special Education

- Ask students to provide an example of their culminating project after they complete the “first assignment”.

- Check for understanding by asking students to repeat the directions.

* Formal
	+ ELL

- Requirements are the same except that the students only need to include 1 sentence summarizing the connection to the book.

* + Special Education

- Students can work in pairs.

- Requirements are the same except the following:

(1) Students must only include 6 different assignments

(2) 4 of the 6 assignments must include a summary of the connection to the book.

(3) The summary must only be 1 sentence long.

* + Talented and Gifted

- Requirements are slightly different:

(1) Students are required to describe the connections between the assignments to the book and to themselves.

 - No connection between assignment to assignment needed.

(2) Students will write their descriptions below or beside the assignments without having to use arrows to connect the assignments.

- No arrows required.

* + General Education

- Students will be assessed on their final culminating project. The rubric attached below describes the requirements.

REFLECTION/NEXT STEPS

I would have students present their projects to the class if there was more time. I would have students make comments and ask questions verbally after the students presented to allow for discussion.

REFERENCES

Hiranandani, V. (2012). *The whole story of half a girl*. New York: Delacorte Press.

Tompkins, G. E. (2010). *Literacy for the 21st century: a balanced approach* (5th ed.).

Boston, Mass.: Allyn & Bacon.

Websites:

http://lessonopoly.org/node/10226

**Making Connections**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Describe how the lists to the left are related or are connected? |
| 1. | Arm | Leg | Knee |  |
| 2. | LOL | OMG | brb |  |
| 3. | Mom | Grandpa | Cousin |  |
| 4. | Jewish | Cheerleader | Indian |  |
| 5. | Sonia’s Father | Depression | Brain |  |

**Culminating Project Directions** - General Education

Directions: You will create a poster showcasing the best work you completed throughout the unit. You must include the following:

* Title of novel
* Name of the author
* At least 7 different assignments (from the unit)
	+ You must include:
		- the poem
		- the ancestor chart or writing assignment
		- the multiculturalism assignment
		- A journal entry
		- Any 3 other assignments you would like to add
* Arrows connecting the assignments that must include a description above or below it
	+ This should only be about 1-2 sentences summarizing the connection between the assignments and their connection to the book.
		- Example: Poem assignment connection to Depression/Brain assignment
			* I wrote about Sonia’s father’s who grew up in India and his feelings about being unemployed and depressed. Depression is considered to be caused by something occurring in the brain and we created graphic organizers about different topics on the brain.
* Be creative - make the project look fun

Questions to keep in mind: How can we make connections between the novel and the activities we completed? How can we make connections between the activities themselves?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Title of Novel** |  |  | Title of novel is included. | Title of novel is **NOT** included. |
| **Name of Author** |  |  | Name of author is included. | Name of author is **NOT** included. |
| **Assignments** | **ALL** 7 assignments are included, as well as the 4 required | Only the 4 required assignments are included. | Only 2 or 3 of the required assignments are included. | Only 1 of the assignments are included. |
| **Arrows Connecting Assignments** |  |  | Arrows are included. | Arrows are **NOT** included. |
| **Sentences Summarizing Connections** | There are connections for **ALL** assignments and they **ALL** have adequate detail. | There are connections for **ALL** assignments but they do **NOT** included enough detail. | There is a connection for one or two assignments but not all. | Connections are **NOT** included. |
| **Creativity** | There is an large amount of additional decorative additions. | There is an adequate amount of additional decorative additions. | There is very little additional decorative additions. | There is **NO** additional decorative additions. |

Total: ( /12) Score: **A** = 12 - 11 **B** = 10 - 9 **C** = 8 - 7 **D** = 6 - 5 **F** = 4 - 0

**Culminating Project Directions** - ELL

Directions: You will create a poster showcasing the best work you completed throughout the unit. You must include the following:

* Title of novel
* Name of the author
* At least 7 different assignments (from the unit)
	+ You must include:
		- the poem
		- the ancestor chart or writing assignment
		- the multiculturalism assignment
		- A journal entry
		- Any 3 other assignments you would like to add
* Arrows connecting the assignments that must include a description above or below it
	+ This should be 1 sentence summarizing the connection to the book.
		- Example: Poem assignment connection to the book
			* I wrote about Sonia’s father’s who grew up in India and his feelings about being unemployed and depressed which was described in the book.
* Be creative - make the project look fun

Questions to keep in mind: How can we make connections between the novel and the activities we completed? How can we make connections between the activities themselves?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Title of Novel** |  |  | Title of novel is included. | Title of novel is **NOT** included. |
| **Name of Author** |  |  | Name of author is included. | Name of author is **NOT** included. |
| **Assignments** | **ALL** 7 assignments are included, as well as the 4 required | Only the 4 required assignments are included. | Only 2 or 3 of the required assignments are included. | Only 1 of the assignments are included. |
| **Arrows Connecting Assignments** |  |  | Arrows are included. | Arrows are **NOT** included. |
| **Sentences Summarizing Connections** | There are connections for **ALL** assignments and they **ALL** have adequate detail. | There are connections for **ALL** assignments but they do **NOT** included enough detail. | There is a connection for one or two assignments but not all. | Connections are **NOT** included. |
| **Creativity** | There is an large amount of additional decorative additions. | There is an adequate amount of additional decorative additions. | There is very little additional decorative additions. | There is **NO** additional decorative additions. |

Total: ( /12) Score: **A** = 12 - 11 **B** = 10 - 9 **C** = 8 - 7 **D** = 6 - 5 **F =** 4 - 0**Culminating Project Directions** - Special Education

Directions: You will create a poster showcasing the best work you completed throughout the unit. You must include the following:

* Title of novel
* Name of the author
* At least 6 different assignments (from the unit)
	+ You must include:
		- the poem
		- the ancestor chart or writing assignment
		- the multiculturalism assignment
		- A journal entry
		- Two other assignment you would like to add
* Complete the following for 4 out of the 6 assignments:
	+ One sentence summarizing the connection between the book and the assignment.
		- This should be located above the assignment or below.
		- Example: Poem assignment connection to the book
			* I wrote about Sonia’s father who grew up in India and he is depressed, which was described in the book.
* Be creative - make the project look fun

Questions to keep in mind: How can we make connections between the novel and the activities we completed? How can we make connections between the activities themselves?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Title of Novel** |  |  | Title of novel is included. | Title of novel is **NOT** included. |
| **Name of Author** |  |  | Name of author is included. | Name of author is **NOT** included. |
| **Assignments** | **ALL** 6 assignments are included, as well as the 4 required | Only the 4 required assignments are included. | Only 2 or 3 of the required assignments are included. | Only 1 of the assignments are included. |
| **Sentences Summarizing Connections** |  | There are connections for **ALL** assignments. | There is a connection for one or two assignment but not all. | Connections are **NOT** included. |
| **Creativity** |  | There is an adequate amount of additional decorative additions. | There is very little additional decorative additions. | There is **NO** additional decorative additions. |

Total: ( /9) Score: **A** = 9 - 8 **B** = 7 - 6 **C** = 5 - 4 **D** = 3 - 2 **F** = 1 – 0

**Culminating Project Directions** – Talented and Gifted

Directions: You will create a poster showcasing the best work you completed throughout the unit. You must include the following:

* Title of novel
* Name of the author
* At least 7 different assignments (from the unit)
	+ You must include:
		- the poem
		- the ancestor chart or writing assignment
		- the multiculturalism assignment
		- A journal entry
		- Any 3 other assignments you would like to add
* Sentences providing connections between the assignment and the book and the assignment and the student themselves.
	+ This should be about 3-4 sentences
		- Example: Ancestry Chart
			* The ancestry chart depicts Sonia’s father and how he came from India. My ancestry chart shows my great grandfather and how he came from Germany.
* Be creative - make the project look fun

Questions to keep in mind: How can we make connections between the novel and the activities we completed? How can we make connections between the activities themselves?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** | **0** |
| **Title of Novel** |  |  | Title of novel is included. | Title of novel is **NOT** included. |
| **Name of Author** |  |  | Name of author is included. | Name of author is **NOT** included. |
| **Assignments** | **ALL** 7 assignments are included, as well as the 4 required | Only the 4 required assignments are included. | Only 2 or 3 of the required assignments are included. | Only 1 of the assignments are included. |
| **Sentences Summarizing Connections** | There are connections for **ALL** assignments and they **ALL** have adequate detail. | There are connections for **ALL** assignments but they do **NOT** included enough detail. | There is a connection for one or two assignments but not all. | Connections are **NOT** included. |
| **Creativity** | There is an large amount of additional decorative additions. | There is an adequate amount of additional decorative additions. | There is very little additional decorative additions. | There is **NO** additional decorative additions. |

Total: ( /11) Score: **A** = 11 - 10 **B** = 9 **C** = 8 **D** = 7 - 6 **F** = 5 - 0