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Getting Started
Welcome to Calvert

**WELCOME TO CALVERT!**

We are glad you have selected our curriculum. Please take the time to read the information that follows.

**Note:** This lesson part, "Welcome to Calvert," is identical for all courses. Once it is finished, it will be marked complete for each course.

If you are the Learning Guide, please make sure you are logged in and have the Teaching Notes enabled. You can do this by clicking on the Teaching Notes toggle, as shown here:

![Teaching Notes Toggle](image)

**CALVERT'S PLUS CURRICULUM**

You will learn using Calvert's PLUS curriculum framework. Our framework is designed to motivate and engage you by using a research-based, digitally supported instructional approach.

![PLUS Framework](image)

**WHY DO WE CALL THIS THE PLUS FRAMEWORK?**

Our PLUS framework includes Project-Based Learning, Active Learning, Use for Mastery, and Show elements. Details on each element appear below.

**Project** - Projects are designed to give you fun, engaging, real-world opportunities to creatively show what you have learned. You can also collaborate with other students in the same course.
Learn - Our courses contain a variety of active learning opportunities, including interactive digital activities designed to encourage you to think independently and Quick Checks to assess your understanding.

Use - You will complete a Use for Mastery assessment at the end of each lesson to make sure you have achieved a deeper knowledge (and have "mastered" the concepts).

Show - We offer many creative and exciting opportunities for you to showcase what you have learned. You can submit audio, images, and videos from your computer or mobile device for a teacher to evaluate.

Projects often encourage you to be creative by adding audio, video, or images to make your presentation more interesting and informative. For hints and tips on creating and uploading your projects, click here.

Your course is divided into units. Units are made up of lessons, and a lesson is split into lesson parts. Each lesson part is planned to be a day's work.

Please go online to view this video ▶

WHAT YOU WILL FIND IN YOUR COURSE

PROJECT OPENER

Some units in your course are built around a project. When there is a project in your unit, you will see an introduction and description in the beginning of the unit that will tell you:

- What the project will be about
- What you will be doing as part of the project
- How the project will be graded
- Any work that needs to be created or submitted as part of the project

Projects often encourage you to be creative by adding audio, video, or images to make your presentation more interesting and informative. For hints and tips on creating and uploading your projects, click here.

LESSON PARTS

Each unit is made up of lessons. Each lesson helps you learn a new idea in the unit. The lessons are divided into parts. Each part makes up one day's work.

SHOW

“Show” lessons are places in the unit that focus on your project. They give you a chance to show what you have
learned so far and help you make progress on your project. You can check to see where you are in the project and how your work will be scored.

UNIT QUIZ

At the end of every unit, a unit quiz checks your understanding of all the concepts from the unit. Some questions will be scored by the computer, and some will be marked by your teacher.

In lower grades, the Learning Guide will need to help Grade K and Grade 1 students by reading assessments aloud in cases where Text-to-Speech is not available and taking dictation to submit students’ answers online or helping them to upload responses completed using paper and pencil.

You can view the following video to learn more about what you will find in a course.

Please go online to view this video ▶

WHAT YOU WILL FIND IN A LESSON

At the beginning of each lesson, you will see a lesson title and part number at the top of the screen. You will also see resource buttons to the right of the screen. These resource buttons will identify what you will be working on for your project (if applicable) and will also include lesson objectives, books and materials, assignments, as well as the ability to use Text-to-Speech and print the lesson.
RESOURCES BUTTONS

Here's what each resource button will include:

- **Project** – The Project button provides a short description of the project you are doing as part of the lesson.

- **Objectives** – Objectives are statements that describe what you will be learning. The objective will be your goal for the lesson across all lesson parts.

- **Assignments** – The Assignments list highlights the lesson's work at a glance. This list includes reading assignments, labs, activities, and exercises.

- **Books & Materials** – All books and materials needed for the day's lesson are listed here. You may find it helpful to review this list before each day's lesson part.

- **Standards** show how each lesson is aligned with national or state standards.

- **Text-to-Speech** will read the page text aloud or allow you to look up the definition of a word that appears in the lesson.

- **Print** allows you to print the lesson, unit, or course you are currently viewing.

You can view the following video to learn more about what your course and lessons will look like.

Please go online to view this video ▶

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COLORS AND CARD TYPES

COLORS

Each lesson card is color-coded.

- **Green** refers to Learn sections.

- **Purple** refers to Use sections.

- **Orange** refers to Project/Show sections.
CARD TYPES

All content in a lesson part is laid out as a series of cards. Each card indicates a distinct activity that you will do as part of your daily work. Here are the different types of cards:

- **Collaboration** is a way you can share information, data, or projects with other Calvert students in your school. Calvert uses an online collaborative tool to allow you to chat with other students in the classes in specifically designed lessons.

- **Final Project** cards will be a place to showcase what you have learned at the end of your project. You can be creative and submit audio, images, or video from your computer or from your mobile device.

- **Interactive Activities** are fun digital tools that will help you learn more about a topic. Interactive Activities are digital activities that may include virtual labs, simulations, videos, and more.

- **More to Explore** is additional content that can help you either learn more about a concept or help you understand a new concept. More to Explores can include videos, additional readings, or digital activities that help you apply knowledge of a concept a different way.

- Some projects are designed to be completed one piece at a time. **Project Progress** cards provide the opportunity to share pieces of project work for feedback in advance of pulling all the pieces together for the final Show.

- **Quick Checks** are short assessments that will help you clarify what topics you have mastered and what concepts you may need to review. After you complete a Quick Check, you will be given the correct answer and a resource to help you review the concept in a new way.

- We want to check in with you to see how you’re feeling about your lessons. **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

- We want to check in with you to see how excited you are to begin a project. **Rate Your Excitement** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.
We want to check in with you to see how you are progressing through your project. Rate Your Progress will appear on some of the days you are working on a project so you can let us know where you are in the project and how things are going.

We want to check in with you to see how ready you feel for the course. Rate Your Readiness will appear in lessons in the Getting Started unit.

We want to check in with you to see how you are understanding each lesson part. Rate Your Understanding will appear periodically after your lessons so you can give us real-time feedback while you complete each course.

At the end of every unit, we provide a Unit Quiz where you will be assessed on your understanding of all the key concepts learned in that unit. The concepts that are tested are based on the key standards identified by your state.

Each lesson has a Use for Mastery assessment. These open-ended response questions help assess how well you understood the lesson concepts. The 'Use For Mastery Guidelines & Rubric' below each question will provide helpful information on how and what to submit for your response. You may be asked to type into a text box or upload a document.

You can complete our course using a fully online approach with access to a computer or with a hybrid approach, with the help of printed materials. When online, you can use our content in one of two ways:


2. If you are viewing the Calvert product through your school's LMS, please contact your school for how to get access.

Please review our Technology Requirements to make sure your computer is set up to allow full access to our courses.
The following is a suggested daily schedule as it displays in CTN. Although each subject can be studied in a designated order, know that you can adapt the schedule and pace to meet your individual educational needs.

A complete course is planned for an average school year of about nine months. There are 160–180 daily lesson parts in a course. The number of lesson parts and tests for individual subjects will vary based on the amount of material that must be covered in the course during the school year.

Each day, we recommend that you spend approximately 120-150 minutes in grades K-2 and 100-120 minutes in grades 3-8 on English Language Arts, 45 minutes on Math, 45 minutes on Science, 45 minutes on Social Studies, and 30 minutes reading independently.

You can view the following video to learn more about the Suggested Daily Schedule.

Please go online to view this video ►

**KNOW YOUR ROLE**

**ROLE OF THE LEARNING GUIDE**

The Learning Guide is a responsible adult (usually a parent) who guides the student through his or her academic journey.
Your certified school teacher directs the instruction, determines the pacing, and makes decisions for intervention and enrichment. However, the Learning Guide has an essential role in helping you on the road to academic success.

The Learning Guide has access to all the course materials. Additionally, teacher-specific instructions (Teaching Notes) written specifically to the Learning Guide or instructor give information, directions, and suggestions for leading you through a lesson.

When Teaching Notes are enabled, teacher-specific instructions for a card will appear just below that card.

You can view the following video to learn more about the role of Teaching Notes and the Learning Guide.

Please go online to view this video ►

ROLE OF THE STUDENT

While the lessons in this curriculum are written to you, the student, that does not mean you are expected to work completely on your own. Keep in mind that your Learning Guide is here to support and help you. You and your Learning Guide will work as partners. Together you will decide which assignments you will work on independently and which you will do jointly. During the course, there will be times when you will be directed to read a selection aloud for your Learning Guide, share information you have learned, or take part in a discussion.

When working on your own, ask for your Learning Guide's assistance if you have any questions or if directions do not seem clear. You should also check with your Learning Guide before linking to any of the websites listed in the lessons or activities.

ROLE OF THE CALVERT SUPPORT STAFF

At Calvert, we understand the importance of having support when you need it. We offer many resources to help you along the way. If you have a question about our curriculum, our Education Counselors are available to help you Monday through Friday, 9:00 a.m. to 5:00 p.m. Eastern time, by phone at 1-888-487-4652, or email at support@calvertservices.org.

RATE YOUR READINESS

Please go online to view and submit this assessment.
PRINT VS. DIGITAL EXPERIENCE

If you plan to do this course exclusively online, you will have access to all the course material digitally.

If you are going to complete some of this course offline, you might have already received a printed version of our lesson manual. If not, you can print at any time using our Print-On-Demand functionality. Using this functionality, you can print a single lesson, an entire unit, or the entire course.

Print-On-Demand does not print the textbooks that you will need as part of your course. Please contact your school directly to have the textbooks shipped directly to you.

As part of your project work or assessment, you may be required to submit a file, image, or video to your teacher. To do this, you will need access to a computer and a camera-equipped mobile phone.

WORKSHEETS

If you are working in the print version of our lessons, all the worksheets that are needed to complete the course are provided in the Appendix as part of the printed packet. Otherwise, PDFs of all worksheets will be linked to the individual lessons. You will need Adobe Reader® to use these worksheets. Most of these worksheets are fillable and you can use your computer keyboard to type directly in them and save them on your computer.

NOTEBOOKS AND JOURNALS

You may be directed to use a notebook or journal throughout this course. Journals should be used to reflect on your learning and can serve as a single place for notes and information as you move through the course. You can take notes in your physical notebook or even digitally by using an application such as Evernote®.

• In English Language Arts, this will be referred to as ELA Journal.
• In Social Studies, this will be referred to as Social Studies Journal.
• In Science and Math, Science Notebook or Math Notebook will be the preferred name.
ONLINE ACTIVITIES

Your course may include interactive digital activities, videos from publishers such as YouTube®, virtual simulations, virtual labs, and digital assessments that cannot be completed without going online.

READING LOG

You will be asked to keep a Reading Log for your ELA course. You should be working to read at least 20-30 pages, or 30 minutes per day in addition to the books in your ELA course. Your Reading Log is a great way to see how much you have read and the kinds of books you enjoy reading. To create your Reading Log, make a table that contains the book’s title, author, number of pages, and the dates you were reading the book. Use your Reading Log to select a variety of genres and authors. Remember to keep your Reading Log up to date all year long, since you will refer to it in some of your lessons. To find texts to read outside of your classwork, you can use independent reading resources, or visit your local library and ask your librarian.

TEXT SELECTIONS

You can find more information about some texts you will read in your course in the text selection rationales. As you select texts to read independently, find books that have similar challenges to what you are reading, as well as finding books of different genres and topics. Use your Reading Log to create a balanced reading life!

DISCUSSIONS

It is important that you discuss your thinking and learning with your Learning Guide and others. When you discuss your learning, you increase your thinking and learn even more! Discussing requires you to both speak and listen. For some suggestions about effective discussion, visit these speaking and listening resources.

WRITING ASSESSMENT

There are many opportunities throughout the course to assess your student’s writing and offer him or her feedback. Take the opportunity to provide your student feedback in the following lessons:

Use this Argumentative Rubric to provide your student with feedback in these lessons:

- Unit 3: Write an Argument - Part 5
- Unit 5: Write an Exploration Argument - Part 4

Use this Explanatory Rubric to provide your student with feedback in these lessons:

- Unit 4: The Importance of Imagination - Part 4

Use this Narrative Rubric to provide your student with feedback in these lessons:

- Unit 4: Writing Your Own Imaginitive Tale - Part 6
BOOKS AND MATERIALS

STORIES IN THE ELA TEXTBOOK

Stories that are used in your ELA lesson are underlined. We refer to this as hyperlinking. Clicking directly on the link opens a new browser window. Click on “Open in new window” to open the hyperlinked book title directly in your browser. You can then navigate to different pages of your book using the navigation options.

1. Click on the hyperlink to open your e-book.

2. A new browser window will open with a prompt to “Open in new window.” Click on this prompt.

3. Your e-book will open on the correct page.

4. Use the buttons at the bottom of your browser window to navigate through your e-book.

TEXTBOOK AUDIO CAPABILITY

You can also enable Audio Read-Aloud capability for your ELA material by clicking on the “play” icon (the white triangle inside a gray circle) located in the upper left of the text. You will need an active internet connection and working speakers on your computer.
POEMS IN THE ELA TEXTBOOK

Poems that are used in your ELA lessons are not underlined (hyperlinked). Poems cannot be linked to directly. Instead, the book title is hyperlinked. Clicking directly on the link opens a new browser window. Click on “Open in new window” to open the hyperlinked book title directly in your browser. You can then navigate to different pages of your book using the navigation options.

1. Click on the hyperlink to open your e-book.

2. A new browser window will open with a prompt to “Open in new window.” Click on this prompt.

3. The link will open at the beginning of the unit. However, the name of the unit is not identified. Following the directions from the lesson, you will need to locate the poem.

4. Using the left navigation, click on the triangle next to one of the volumes to find your unit.

5. Click on the triangle next to the correct unit, then click on the triangle next to Poems.

6. Click on the assigned poem.
BRAINPOP®

Calvert Learning is pleased to offer BrainPOP®, an engaging web-based interactive program that supports the core curriculum. BrainPOP® activities include animated video tutorials, interactive activities, and assessments that provide a rich, multisensory experience designed to improve learning. These research-based activities were developed in accordance with national and state academic standards. These engaging activities are accessed through the online course. When a BrainPOP® activity is appropriate for a lesson, the link is located with the online lesson for that day. Click on the link, and you will be directed to the instructional activities.

ADDITIONAL MATERIALS

We have included many resources designed to provide additional help and support as you complete your course. These supplementary resources are provided to you in the appropriate lessons as downloadable PDFs that you can print as needed.

Your course may also use these materials that are commonly found throughout your home.

Please go online to view this video ▶

☑ RATE YOUR READINESS

Please go online to view and submit this assessment.
Unit 1 - My Rules to Live By
Project: My Rules to Live By

Books & Materials
- *Bud, Not Buddy* by Christopher Paul Curtis
- ELA Journal
- Computer
- Optional: craft items such as construction paper, markers, scissors, poster board or other items to make a booklet

We live in a world of rules. Go to school. Make your bed. Don’t hit your brother. So many rules! But are rules bad? Do some rules help us? It might depend on who makes the rules. In the story of *Matilda* by Roald Dahl, Matilda's school is run by the Trunchbull. She makes the rules. Watch this video (00:57) from the Trunchbull telling her students what to bring on the first day of school. Think about her rules and if they seem helpful or not.

Please go online to view this video ▶

What do you think? Would you want to follow the Trunchbull’s rules? Maybe it depends on who makes the rules whether you would want to follow them.

As a student, life has taught you many things. You have probably said to yourself, “I’ll never do that again,” or made up rules that you follow, even if you don’t know it. For instance, you probably know not to ask an adult for something when that adult is angry, because you probably won’t get it. Even if you have never thought about your rules, it’s time to write them down and share them with the world!

To get yourself started, take a few minutes to brainstorm in your ELA Journal some rules that you live by. These might be rules you tell yourself to stay out of trouble. These rules might be advice you give your little brother or sister, so they don’t make the same mistakes you did. Jot down a few rules now.

TEACHING NOTES

Your student should write some simple rules that he or she has learned from experience. Accept any reasonable answer. Some possible responses include:

- Don’t go swimming right after eating.
- When you are in trouble, don’t talk back.
- If you do your chores without being reminded, you get extra allowance.
We live in a world of rules. Go to school. Make your bed. Don’t hit your brother. So many rules! But are rules bad? Do some rules help us? It might depend on who makes the rules. In the story of *Matilda* by Roald Dahl, Matilda’s school is run by the Trunchbull. She makes the rules. Watch this video (00:57) from the Trunchbull telling her students what to bring on the first day of school. Think about her rules and if they seem helpful or not.

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- Don’t go swimming right after eating.
- When you are in trouble, don’t talk back.
- If you do your chores without being reminded, you get extra allowance.

Think again about the rules you wrote in your ELA Journal. Why did you choose that rule? What happened to make you think you needed that rule? What will following the rule prevent from happening? Answering these questions will help you understand the reasons why you think a rule is needed.

Go back into your ELA Journal and write one or two reasons for each rule you wrote. These reasons are the evidence for your claim. Share your writing with your Learning Guide.

As you read the texts in this unit, look for rules that the characters live by that lead to their success. These rules will not always be stated explicitly in the text.

After reading, ask yourself, “What actions led to the characters success?”

Keep a list in your ELA Journal. You will be using this list when you complete the project at the end of the unit.

If your student has difficulty thinking of rules for him or herself, suggest a rule that fits his or her current circumstances, or use the ones suggested earlier in the lesson. For example, a rule could be:

> When you are in trouble, don’t talk back.

Your student is learning to write evidence for his or her claims. Each rule is the claim and your student must write reasons (evidence) for the rule. This skill can be difficult for your student to complete on his or her own. It requires thinking deeply about something, considering possible actions, and then considering consequences for the actions.

If your student is having difficulty, do an example together.

*Claim:* When you are in trouble, don’t talk back.

*Evidence:* You will get in more trouble if you talk back.

In the ELA Journal, your student must consider the rules he or she has written and add evidence for each rule.
As your student reads each text in the unit, guide him or her to consider what made each character successful. What rules did the character live by? Keeping this list will aid your student in completing the project at the end of the unit.

In this unit, you will read *Bud, Not Buddy*, the story of a young boy who is on his own. He quickly realizes that he needs rules for himself to be successful. He calls these “Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself.” After you read Bud's experiences, you will make your own set of rules!

Here is what your project needs to include:

- Seven to ten rules to live by that you have learned from your experiences
- Some rules should be based on the texts you will read and the lessons you learned from them
- Reasons or evidence that your rules will help you and others have a better life
- A creative presentation for your rules
- Language for your rules that reflects you and your rules

**PROJECT RUBRIC**

The [Project Rubric](#) will help you understand how your project will be scored. Your goals should be to earn all points for each part.

**TEACHING NOTES**

In this project, your student will make a list of rules to live by, similar to Bud's “Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself” in *Bud, Not Buddy*. Your student's rules will take into account what he or she has learned through the readings in this unit and instruct other students in how to be successful in overcoming the challenges of childhood, just as Bud's rules were instructive to himself.

Your student will read a number of texts that deal with overcoming the challenges of childhood:

- *Brown Girl Dreaming* by Jaqueline Woodson
- "Declaration of the Rights of the Child" adopted by the United Nations General Assembly
- “Michaeala DePrince: The War Orphan” by William Kremer
- *Bud, Not Buddy* by Christopher Paul Curtis

In each of these texts, the rules for the success of children are illuminated, either through the experiences of the characters, the claims of the author, or the explanation of the subject. Your student should pay close attention to each text to glean lessons that he or she may not have personally experienced, but that might be turned into rules for his or her project.
Your student will read poetry, argument, and informational and narrative texts in this unit. He or she will experience a wide variety of text structures. Through each of these texts, your student should be searching for lessons learned that might be written into rules for his or her project.

Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

Look through the rules you brainstormed in your ELA Journal. Pick a rule that you really believe students your age should live by. Share this rule with your group.

RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
You are going to be reading autobiographical poetry related to the childhood of author Jacqueline Woodson. Before you do so, read Jacqueline Woodson Biography to help you learn more about the author. Some words in the article may be challenging. If you need help with the meaning of words, you may use resources, such as this dictionary. Using a dictionary to look up the meanings of challenging words is a strategy good readers use along with other vocabulary strategies, such as using the way words are used in a text (context clues) to try to figure out their meanings. After you read this article, you should know more about author Jacqueline Woodson.

After you read, see if you can answer these questions about Jacqueline Woodson:

1. Where was the author born?

2. What was Jacqueline Woodson's job right after she graduated from college?
To begin preparing your list of rules to live by, you must begin to think about the challenges of childhood. Growing up is full of challenges, and no two experiences of growing up are the same. Your reading in this unit will help you understand the challenges others face and might influence your rules.

To begin, you will watch a video about the Scripps National Spelling Bee. The National Spelling Bee is a competition for students across America to show their spelling skills. There are huge prizes and many students work for years to win the trophy. However, the Bee represents competition, which is often a part of growing up. As you watch the video, Best of the Bee, think about this question:

- Should competition be a part of everyone's childhood?

Now, watch Best of the Bee in myPerspectives Unit 1: Childhood, Introduction.

Once you have watched the video, jot some ideas to the question in your ELA Journal or discuss your thoughts with your Learning Guide.

**TEACHING NOTES**

**Possible responses:**

- Competition should be a part of everyone's childhood because competition is a part of life. By having competition in childhood, students become prepared for adulthood. Winning competitions boosts self-esteem and encourages children to continue doing their best. Competition teaches students work habits and how to be successful.
- Competition places too much stress on children and should not be a part of childhood. The students in the video are under too much pressure. It is unclear if they are even enjoying the competition.
Now, you are going to read a short nonfiction narrative about a lesson a child learns through a challenge in childhood. A nonfiction narrative is a type of writing in which the author tells a true story. As you read “Wagon Train at Dusk,” think about:

- What was the challenge the narrator faced?
- What was the lesson the narrator learned?

Now, read Wagon Train at Dusk in myPerspectives Unit 1: Childhood, Introduction.

After you have read, go to the Unit Introduction activities for “Wagon Train at Dusk.” Go to the Launch Text Nonfiction Narrative Model activities. Find the Summary activity there. Complete the Summary in your ELA Journal.

Possible response:

In this nonfiction narrative, a father comforts his daughter, who just had a tough day at school. He tells her a story from his own school days, one which she’s heard many times before. Back in sixth grade, he had a project to make a diorama, or a three-dimensional model, of a historic scene. Driven by rivalry with a classmate, he made a masterpiece. But while he was in bed that night, his dog Lucy attacked his diorama. He was horrified and sad, but then realized how funny the situation sounded. And from there, he figured out a way to salvage the situation.

Think about the video and the text from your class. You have thought about challenges that others face. Challenges in our lives often cause us to make a change in our lives. Sometimes challenges lead to positive outcomes, sometimes they only lead to more challenges. Either way, we make changes in our lives to repeat our success or to avoid making the same mistakes.

As you complete your project, you will be responsible for writing rules to live by based on the texts that you read. To conclude your class, brainstorm at least one rule that was learned by either the contestants in the video or the narrator of “Wagon Train at Dusk.”

Possible responses:

- When you love what you are doing, the work feels fun.
- Focusing on competition and not what you enjoy leads to too much stress.
- Not everything that seems bad is actually as bad as it seems.
- Sometimes laughing at a frustrating situation makes it better.
VOCABULARY

Have you ever read, heard, or used any of the following words from *Brown Girl Dreaming*?

- squish
- humming
- twist
- twirl
- shushes
- feathery

Write the words in your ELA Journal. Rank them from one to six, according to how familiar you are with each word. Next to each word, write your definition. After reading, you can come back and make any changes necessary to your definitions.

You will read the selection later. As you read, look for these words and note their location in the text. After reading, go back and look closely at each word. Do you see any word parts you know? You can often get clues to the meaning of words by looking for prefixes, base words and suffixes.

You can often gather clues to a word’s meaning by reading the sentence before the word, the sentence the word is contained in, and the sentence after the word. This is referred to as using context clues to determine the meaning of a word.

After you read, you can go back and review your prereading definitions of the words. Many words have multiple meanings, and the meaning you wrote may be different from the meaning used in the text. Add any additional information you learned to your definitions. Check your definitions using a dictionary or glossary.

You can follow these procedures any time you read a new selection. Doing so will enhance your understanding of the selection and increase your vocabulary. In your ELA Journal, keep a vocabulary list of Unit 1 words with their definitions. This will help you build your vocabulary for future reading and writing.

TEACHING NOTES

This vocabulary procedure will be repeated in later lessons. It is critical that your student understand that using vocabulary strategies will increase his or her comprehension of text and understanding of word meanings. Assist your student in using a dictionary or glossary to check definitions and pronunciations.
Your student should keep a list of Unit 1 vocabulary in his or her ELA Journal with a short definition or sentence. Your student may find it helpful to draw a small picture illustrating the word’s meaning next to the definition.

Now you began to think about the rules you create in your life to make yourself successful. You looked at some challenges that others face and thought of some rules that might come from understanding the challenges of others. Next time, you will begin to read a text about an author’s childhood challenges.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last lesson part, you learned that for your project, you will create a list of rules to live by. You will write these rules both from your experiences and the experiences of others in texts that you will read. Now, you will begin to learn about the childhood experiences and challenges of Jacqueline Woodson. Jacqueline Woodson is an award-winning author who believes that writers need to be honest and listen to the voices of young people.

You are going to read an excerpt, or part, of Woodson's *Brown Girl Dreaming*. As a child in the 1960s, Jacqueline Woodson moved with her family from Greenville, South Carolina, to Brooklyn, in New York City. Her memoir *Brown Girl Dreaming* tells of her childhood experiences growing up in both places. In a memoir, an author recalls important events in his or her life. *Brown Girl Dreaming* is unique as a memoir because it is written in verse, or as poetry.

Now you will complete a first read of portions of *Brown Girl Dreaming*. A first read is meant to help the reader get the main ideas of the text. Readers can often approach fictional texts, like *Brown Girl Dreaming*, in similar ways. As you read, think about the following questions:

- Who is the story about? What happens? Where and when does it happen?
- What are the most important sections in the passage?

Now, read *Brown Girl Dreaming* in myPerspectives Unit 1: Childhood, Whole-Class Learning.
LEARN ABOUT…
THE AFRICAN-AMERICAN CIVIL RIGHTS MOVEMENT

You are going to be reading autobiographical poetry related to the childhood of author Jacqueline Woodson. Before you do so, read this article, “Civil Rights: African-American Civil Rights Movement,” to help you learn more about the time period in which the author grew up. At the end of the article, there is a quiz with ten questions. You may want to take it to check your understanding of the article. After you read this article, you should know more basic information about the civil rights movement in America.

After you read, see if you can answer these questions about the civil rights movement:

1. What were some of the nonviolent protests led by Martin Luther King, Jr.?
2. When was the law called the Voting Rights Act passed?

TEACHING NOTES

At the end of the article, there is a quiz with ten questions that your student can take to check understanding of the reading. After reading this article, your student should have a better understanding of the civil rights movement.

1. What were some of the nonviolent protests led by Martin Luther King, Jr.? (the Birmingham Campaign and the March on Washington)
2. When was the law called the Voting Rights Act passed? (1965)

ANOTHER WAY
IDENTIFYING EVENTS IN A NARRATIVE

Brown Girl Dreaming is written in verse. There are many sensory details in the passage. This can make it challenging to figure out what is actually happening in the narrative. You can look at individual sentences to figure out what words tell you events and what words give sensory details.

Pick a section to read again. Read it sentence by sentence instead of stopping at the ends of lines. As you finish reading each sentence, decide what words tell you an event and what words provide sensory details. When you identify an event, number it and write a short sentence summarizing it in your ELA Journal. When you’re finished going through the section, you’ll have a list of events that make up the narrative. This will help you understand the plot of the narrative.
TEACHING NOTES

If your student is struggling to follow the narrative of Brown Girl Dreaming, break down a section sentence-by-sentence. As your student reads, ask, “Which words in this sentence tell you an event? Which words add sensory details to the event?” For each event, have your student summarize it in a short sentence in the ELA Journal and then number the event.

For example, your student might choose to revisit the section “Uncle Robert.” Your student’s list might look like this:

1. Uncle Robert moves to New York.
2. Uncle Robert comes up the stairs and knocks on the door.
3. Mother answers the door and tells him not to wake the children.
4. The children wake up and ask for their gifts.
5. Mama tells them to be quiet.
6. Robert gives earrings to Dell for being smart.
7. The narrator tells Robert she knows a girl smarter than Dell.
8. The narrator thinks about the stories she tells in her head.
9. Her brothers ask for their gifts.
10. Robert gives Mother a record.
11. She puts it on and they all dance.
12. They ask Robert to teach them dance moves.

Have your student review his or her list of events and think about how this helps a reader understand what happens in the narrative. Your student might recognize that separating the events from the sensory language helps a reader focus on the actions that make up the plot.

COMPREHENSION

ACTIVATING PRIOR KNOWLEDGE—POETRY

Good readers think about what they already know about text features to help determine a text’s genre. Good readers recognize there are different types of genres that have unique text features. Good readers recognize that the text features found in poetry are very different from the features found in other texts.
If your student is struggling to follow the narrative of *Brown Girl Dreaming*, break down a section sentence-by-sentence. As your student reads, ask, “Which words in this sentence tell you an event? Which words add sensory details to the event?” For each event, have your student summarize it in a short sentence in the ELA Journal and then number the event.

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### ACTIVATING PRIOR KNOWLEDGE—POETRY

Good readers think about what they already know about text features to help determine a text’s genre. Good readers recognize there are different types of genres that have unique text features. Good readers recognize that the text features found in poetry are very different from the features found in other texts.

Some of the text features found in poetry include lines and stanzas, strong sensory/descriptive words, and language that creates patterns of rhythm and rhyme.

Look closely at the memoir *Brown Girl Dreaming*, and notice how there are only a few words on each line. Notice how some of the lines are grouped together. These groups of lines are called stanzas. Good readers notice the different features found in poetry.

### POSSIBLE RESPONSES

1. The author’s mother says, “Stay inside today. It’s raining.”
2. She hopes she will be able to catch and control them and then let them go.
3. They want him to teach them the dance steps.

**brooklyn rain:** In Greenville, the narrator got to play outside when it rained. In Brooklyn, she has to stay inside and watch the rain through the window.

**another way:** The narrator and Roman, the youngest siblings, do not understand the rules of all the games their mother brought home. They either try to make up their own rules, play easier games on their own, or watch their older siblings play the harder games.

**gifted:** The narrator wishes she was gifted like her sister. She has trouble with reading.

**sometimes:** When people ask the narrator about her father, she sometimes lies, telling them that her father died or that he’ll be coming home soon.

**uncle robert:** Uncle Robert moves to New York City and brings gifts for the narrator’s family.

**wishes:** Uncle Robert takes the children to a park and tells them that if they catch a dandelion puff, they can make a wish.

**believing:** Uncle Robert sings nursery rhymes to the narrator, and she makes up stories about the events in the rhymes happening to her.
Review your answers to the **Comprehension Check**. Remember, the purpose of the first read is to understand what happens in the text. If you did not understand any sections, you might want to reread the text. Try to read it more like a story.

Now, you completed a first read of *Brown Girl Dreaming*. You learned that although poems use unique structure and writing techniques, they can also tell stories. Next time, you begin to look more deeply into the meaning of the text.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**GRAMMAR**

**PRONOUN–ANTECEDENT AGREEMENT**

**Step 1**

You have been reading to find the main idea of a memoir. You can break down sentences to look at how an author uses pronouns to refer to herself and to others. You can think about how an author makes sure pronouns agree with their antecedents. Pronoun–antecedent agreement makes the meaning of a sentence clearer.

Read this sentence from *Brown Girl Dreaming*.

> Anything you want will come true, he says as we chase the feathery wishes around swings, beneath sliding boards, until we can hold them in our hands, close our eyes tight, whisper our dream then set it floating out into the universe hoping our uncle is telling the truth, hoping each thing we wish for will one day come true.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author ensures all of the pronouns in a sentence agree with their antecedents. Remember, the antecedent of a pronoun is the noun to which the pronoun refers. You can think about how pronoun–antecedent agreement helps make the meaning of a sentence clear.
Find the pronouns *them* and *it* in the sentence. Pull those chunks out of the sentence. Now pull out the chunks that have the antecedents for these pronouns. Match the pronouns with their antecedents.

Which noun is the antecedent for *them*? Which noun is the antecedent for *dream*?

A pronoun and its antecedent must agree in number. Why did the author use the pronoun *them* to refer to *wishes*? Why did the author use the pronoun *it* to refer to *dream*?

When an author uses a pronoun to refer to a plural noun, he or she must use a plural pronoun. When an author uses a pronoun to refer to a singular noun, he or she must use a singular pronoun. Why is it important for an author to follow this rule?

How does the pronoun–antecedent agreement in this sentence help you understand what is happening in the sentence?

**Step 4**

The pronouns and antecedents in this sentence agree in number. When you write, you should make sure your pronouns and antecedents agree, too.

Can you pick the right pronouns for these sentences?

- My mother unpacks the games and sets ______ on the table.
- I try to play with Hope and Dell, but sometimes ______ won’t let ______.
- When Uncle Robert comes up the stairs, he climbs ______ two at a time.
- Dell puts the beautiful silver earrings in ________ ears.
- One of the gifts is a record, and my mother put __ on the player right away.

What did you have to think about before you picked the right pronoun for each sentence?

Why is it important to make sure pronouns and antecedents agree in number when you write?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Anything you want
- will come true,
- he says
- as we chase
the feathery wishes
around swings,
beneath sliding boards,
until we can hold them
in our hands,
close our eyes tight,
whisper our dream
then set it floating out
into the universe
hoping our uncle is
telling the truth,
hoping each thing
we wish for
will one day
come true.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: *It means that Jacqueline and her siblings chase dandelions puffs around the playground to make wishes on them.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “beneath sliding boards” shows a relationship between boards and chase. The object of the preposition is boards. The phrase tells one of the places they chase the puffs.
• The subordinating conjunction until joins a dependent clause to an independent clause. The word means “up until the time that.” The dependent clause tells what stops the action in the independent clause. Holding the dandelion puff stops the action of chasing the puffs.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

• Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?

• What subordinating conjunction do you see? What is its general function and its function in this particular sentence?

Step 3

Your student should match these chunks:

• the feathery wishes
• until we can hold them
• whisper our dream
• then set it floating out

Answer: wishes; dream

Answer: “Them” and “wishes” are plural. “It” and “dream” are singular.

Possible response: It’s important because otherwise the sentence would be confusing. The reader wouldn’t be able to figure out which noun the author is referring to with a pronoun.

Possible response: I can figure out what the author is referring to with each pronoun. This helps me picture what is happening.

Step 4

Answers:

• My mother unpacks the games and sets them on the table.
• I try to play with Hope and Dell, but sometimes they won’t let me.
• When Uncle Robert comes up the stairs, he climbs them two at a time.
• Dell puts the beautiful silver earrings in her ears.
• One of the gifts is a record, and my mother puts it on the player right away.
Possible response: I had to think about which noun in the sentence the pronoun is referring to. Then I had to think about if the noun is singular or plural.

Possible response: It’s important because it makes the meaning of the sentence clearer.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

Anything you want will come true, he says as we chase the feathery wishes around swings, beneath sliding boards, until we can hold them in our hands, close our eyes tight, whisper our dream then set it floating out into the universe hoping our uncle is telling the truth, hoping each thing we wish for will one day come true.

Then say, “In this sentence, the author uses both singular and plural pronouns. Each pronoun agrees with its antecedent in number. Pronoun–antecedent agreement is important to the clarity of a sentence.”

Display these sentences for your student and ask, “What do you notice about these sentences?”

- Uncle Robert brings us gifts and we run to hug them.
- Roman and I lean over Hope and Dell and watch her play chess.
- Odella’s letters say that they is gifted.
- When I ask the boy and girl about his father, the boy tells me his sister doesn’t remember them.

Answer: One or more of the pronouns in each sentence doesn’t agree with its antecedent. This makes the sentences confusing to read.

Have your student correct the sentences.

Answers:

- Uncle Robert brings us gifts and we run to hug [him].
- Roman and I lean over Hope and Dell and watch [them] play chess.
- Odella’s letters say that [she] is gifted.
- When I ask the boy and girl about [their] father, the boy tells me his sister doesn’t remember [him].

Ask, “How does correcting the pronouns make the meanings of the sentences clear? Give a specific example from at least one of the sentences.” Possible response: It’s easier to tell what the
You have read to find the main idea of the story of *Brown Girl Dreaming* in *myPerspectives* Unit 1: Childhood, Whole-Class Learning. Now, you will begin to close read the text. Close reading means that you reread short sections of the text while using different questions to focus your reading. By using these questions, or lenses, you will find new meanings in the text!

**INTERACTIVE ACTIVITY**

Before you get started, you may need to review the vocabulary related to poetry. The structure of poetry makes it a unique and beautiful genre. To review terms connected to the structure and technique of poetry, play [this game](https://example.com). Drag the vocabulary term to the definition to make all the cards disappear. See how quickly you can clear the board!

By becoming an expert at poetry vocabulary, you will more effectively read and write about the text in this lesson!

Now, you will close read these sections of text:

- **brooklyn rain**: find details that appeal to the senses. Then, find words that repeat. What do you notice about the line breaks? What can you infer from these details? Why might Woodson have included these details?

If you have the digital textbook, the remainder of the Close Read activities are located in the Making Meaning section. If you have a printed textbook, they are located in the margins of the text. Also look above and answer those close reading questions. Record your answer in your ELA Journal.

Complete the Close Read activities for these sections now.
TEACHING NOTES

POSSIBLE RESPONSES

- **brooklyn rain**: sensory details include, “smell of honeysuckle...squish of pine...slip and slide grass.” Repeated words include “No” and “watch.” Woodson includes these details to help the reader understand the difference between her home in Greenville and New York. In Greenville, she was *doing* many things and connected to the outside. In New York she is *watching* the outside and not able to participate. The author breaks the lines as she does to emphasize the last word on each line and the single word *watch*. Doing so draws the reader’s attention to the importance of these words and helps the reader draw meaning from the poem.

You may wish to remind your student that poems are usually written in stanzas with **line breaks**. Though punctuation doesn’t necessarily appear at the end of a line, the reader is forced to pause at a line break, and this pause helps emphasize the last word on the line. This same text written in prose would lose much of its meaning, as the emphasis on the words that describe what she sees from her Brooklyn window would be lost.

- **gifted**: The author finishes the phrase with some accomplishment, such as “achieved” and “excelled at.” The words are repeated to draw attention to what Odella has done. The repetition is rhythmic; it sounds as if the author is repeating what she has heard, just as a child would mimic someone in a mocking voice. The effect of the repetition is to reinforce the idea that the author’s sister is brilliant and that her achievements overshadow anything the author has done.

COMPREHENSION

VISUALIZING LANGUAGE

Good readers visualize as they read. Good readers recognize the descriptive details included in a text and use those details to make pictures in their minds. Good readers look for words and sentences that create pictures in their minds.

Look at the poem “**brooklyn rain**” in Brown Girl Dreaming and read the first stanza aloud. Close your eyes and picture what is being described. Notice the use of sensory language that appeals to your sense of smell (“sweet smell of honeysuckle”), touch (“wet grass”), and sight (“drops slide down the glass pane and people move fast, heads bent”).

Good readers notice descriptive, vivid language. Read the second stanza aloud. What picture is painted in your mind? Is there any sound in this picture you are visualizing? Describe what you see and smell using words or draw what you see in a picture in your ELA Journal.
Review your answers in your ELA Journal. Notice that in both poems, Woodson used repetition to achieve an effect. Repetition is one technique authors use to alert readers to deeper meaning. If you did not find the deeper meaning in these sections, reread them. Ask yourself the following questions about the repetition:

- Why would the author repeat this?
- How does this repetition reveal the author’s feelings?
- What should I as a reader notice because of this repetition?

Now, you learned that poets use repetition and line breaks to convey deeper meaning to readers. When you see repetition, pause and think. Ask yourself the questions above. Next time, you will continue your close read of the text.

### FLUENCY

#### READING WITH EXPRESSION

Great readers read with expression. When you read with expression, you use your voice to show the mood and feeling of the words. If you sound like a robot, you are not reading with expression. When reading fiction, your tone should change with what is happening in the story. You should use your storytelling voice when reading. When reading poetry, you will also use your storytelling voice.

You have looked closely at the poem to determine specific details. These details helped you gain a deeper understanding of the poem. You can use this deeper understanding to help you read with expression. This will help you identify with the character in the poem and know which words to emphasize.

Listen to the poem "brooklyn rain" from Brown Girl Dreaming. Notice how the reader uses expression. She changes her tone of voice for descriptive words and dialogue.

Rules for reading with expression:

1. Think about what the character is doing and feeling. Emphasize the important words.
2. Change your tone of voice when reading dialogue to show different characters talking.
3. Pay attention to ending punctuation. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
Now you will practice reading some sentences from “brooklyn rain.” Think about how the character is feeling when her mother tells her she has to stay inside because of the rain. When you read words that show a gloomy feeling, use your voice to show how those words feel. Some words you might want to emphasize when you are reading are bolded.

Nothing to do but
watch
the gray sidewalk grow darker,
watch
the drops slide down the glass pane,
watch
people below me move fast, heads bent.

Take a look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently. How do you think you did when reading the sentences? Did you get more expressive each time you read?

Now you are going to practice reading more from Brown Girl Dreaming. Read the section “another way” one time through. Think about how the words in the poem help you understand how the characters’ feelings change. Use this to help you read with expression and emphasize the mood of the poem.

After reading the text, talk with your Learning Guide about your expression while reading the poem. Did you change your tone and expression when you read dialogue? Did you think about how the characters’ emotions and emphasize words that show mood and feeling?

Your Learning Guide will record you reading the poem three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. How did you do?

TEACHING NOTES

Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.

Listen to the poem “brooklyn rain” from Brown Girl Dreaming and discuss how we can read poetry with expression.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now go to the section titled “another way” in Brown Girl Dreaming. Have your student read the poem one time through. Praise your student and point out when he or she read with expression when reading dialogue or matched his or her tone of voice with words that show feeling.

Record your student reading the page three more times. Use the camera/video function on your phone or download a free voice recording app.
After your student finishes reading three more times, play the recording back to him or her. Discuss how each time he or she reread the poem, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Focus on the section on reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**Brown Girl Dreaming - Part 4**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
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</table>
| - To analyze literary devices and structure in narrative in verse  
- To compose a personal narrative in verse using authorial techniques | - *Brown Girl Dreaming* by Jacqueline Woodson in myPerspectives  
- ELA Journal  
- Computer | - Watch Best of the Bee.  
- Read "Wagon Train at Dusk."  
- Complete a first read of *Brown Girl Dreaming* by Jacqueline Woodson.  
- Complete close reading and analysis activities.  
- Complete the interactive activity Metaphor Battleship.  
- Complete a first read of the Gallery of Calvin and Hobbes Comics.  
- Write a narrative in verse. |

**LEARN**

In the last lesson part, you learned that poets and authors can use repetition to draw the reader’s attention to deeper meaning. You also learned that close reading is a way to gain deep meaning from a text as a reader. Now, you will continue your close read of *Brown Girl Dreaming* in myPerspectives Unit 1: Childhood, Whole-Class Learning.

In this class, you will close read these sections of text:

- *sometimes*
- *uncle robert*
- *wishes*

Complete the Close Read activities for these sections now. If you have a digital textbook, the Close Reading activities are in the Making Meaning of your text. If you have a printed textbook, they are in the margins of the text. Write your responses, including evidence from the text, in your ELA Journal.

**TEACHING NOTES**

Possible responses:

- **sometimes**: The speaker seems sad or embarrassed that they don’t have a father. It also makes the reader wonder if she maybe believes what she says. The sister’s words make the reader think she is more mature, maybe a little bossy and critical of the author. When the sister corrects the author and says that she’s making up stories, the sister is more sensible and realistic while the author seems immature and not quite understanding of their situation.

- **uncle robert**: The poet admits that she wishes she would get attention for being smart, as her sister does, but she doesn’t believe that she is as smart. Also, she wants to point out to her uncle that there are other people smarter than her sister. This tells me that she is jealous of...
her sister and insecure about her own intelligence. The speaker believes her life would be better if she were “smart like Dell” and explain part of her motivation to cope by making up stories.

- **wishes**: The poet uses different kinds of details to connect feelings and ideas to the physical images. The different details connect the dandelion puffs and the children to the “universe.” They show how big even a small moment like this can be to a child.

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**VOCABULARY**

Comic strips are examples of text that have specialized vocabulary specific to them. You may have seen the words below in other contexts, but they have specific meanings when referring to comic strips.

- panel
- encapsulation
- speech bubble

Write a definition for each word in your ELA Journal. After you read the selection, complete the **Media Vocabulary** activity in your textbook.

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**TEACHING NOTES**

Guide your student as necessary in finding the definitions of the three vocabulary words using the context of the selection. Definitions can be checked using a dictionary or glossary.

Possible responses:

A. 1. In the third panel, the rabbit would run away because it is scared of the wolf.

2. Encapsulation shows us the characters and their traits. We see that the wolf is ferocious and that the rabbit is scared, leading us to believe that the rabbit will run away.

3. In speech balloons, the wolf could say “Grrrr,” or “I’m going to get you,” in a red balloon with sharp jagged letters to show that he is menacing. The rabbit could say “Yikes,” in small letters in a blue balloon.

B. Answers may vary. Possible response:

There should be a cartoon with one to three panels. There should be characters and a clear story, or a clear idea of what is happening (encapsulation). Word balloons should show who is speaking and suggest how the character(s) are feeling.
You have close read the dialogue of characters, inferred the characters’ feelings, and thought about sensory details. Just as in narratives, the characters are responding to one another. Poetry often uses figurative language to convey meaning. The language in these poems both tells a story and is often figurative. Review any sections of the close reading from this part that caused you to struggle.

Quick Check

Please go online to view and submit this assessment.

More to Explore

Watch this video to learn about how authors make their writing come alive. Then, choose one of the poems from Brown Girl Dreaming. Try to add one of the ideas from the video to Woodson's writing!

Please go online to view this video ▶
LEARN

GRAMMAR

DENOTATION AND CONNOTATION

Step 1

You have been reading to understand the details in a memoir. You can break down sentences to think about how individual words affect the tone and meaning of a sentence. You can think about the connotation and denotation of a word in a sentence to understand how an author carefully chooses words for meaning.

Read this sentence from Brown Girl Dreaming.

While our friends are watching TV or playing outside, we are in our house, knowing that begging our mother to turn the television on is useless, begging her for ten minutes outside will only mean her saying, No.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. Look at the chunks that have the word begging on them. What is the dictionary definition of begging?

When you think about the dictionary definition of a word, you are thinking about its denotation. The denotation of a word is its meaning.
Now think about what associations the word *begging* has. Are the associations positive, negative, or neutral? What feelings do you get from this word? What do you picture?

When you think about the associations a word has, you are thinking about its connotation. The connotative meaning of a word is the feeling a word gives a reader. Words can have neutral, positive, or negative connotations.

Authors carefully choose words based on their connotations. Connotation is a way of showing readers how they should feel about what they're reading.

Think about the word *begging*. Can you come up with a word that has the same denotation but a positive connotation? Write that word on two sentence strips. Can you come up with a word that has the same denotation but a neutral connotation? Write that word on two sentence strips.

Cover both instances of *begging* with the positive word. Read the sentence. How does this change the meaning of the sentence?

Cover both instances of *begging* with the neutral word. Read the sentence. How does this change the meaning of the sentence?

Uncover the words and read the sentence again. Why do you think the author chose the word *begging*?

Why is it good to stop and think about the connotations of words when you read?

**Step 4**

Authors choose words carefully for their connotative meanings. Word choice affects how the reader feels about what he or she is reading.

You can choose words just as carefully when you write, too.

You have been reading a memoir. A memoir tells of an author’s real-life experiences. The author relies on connotation to help show how her experiences felt to her. The connotation of words affects how the reader feels, too.

Picture this scenario:

> It’s the week before Bobby’s birthday. He knows that his parents already bought him a present, and he really wants to know what it is. While his parents are busy, Bobby looks through the house for his present. He gets caught.

Write a sentence about the scenario from Bobby’s point of view. Then write a sentence about the scenario from his parents’ point of view. As you choose words to describe the situation from these different points of view, think about the connotation of those words.

Explain to your Learning Guide why you chose the words you did and how their connotations affect the meaning of the sentences.

Why is it important to think about the connotations of the words you choose?
Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- While our friends
- are watching TV
- or playing outside,
- we are
- in our house,
- knowing
- that begging our mother
- to turn the television on
- is useless,
- begging her
- for ten minutes outside
- will only mean
- her saying, No.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: *It means that the children know that it’s pointless to even ask their mother if they can watch TV or play outside.*

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “in our house” shows a relationship between *house* and *are*. The object of the preposition is *house*. The phrase tells where the speaker and her siblings are.
- The pronoun *her* refers to *mother*. The pronoun agrees with its antecedent in number and gender.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?
- Tell me about one of the pronouns in this sentence. To whom or what does it refer? Explain its agreement with its antecedent.

**Step 3**

Possible response: *asking*

Possible response: *I think it has negative associations. It feels annoying. I picture someone whining or being really insistent.*

Your student might choose these words: *requesting, asking*

Possible response: *It makes it seem like the children are being very polite. Now it feels like their mother is being mean by saying no.*

Possible response: *I can't really picture how the children are asking. It's more boring.*

Possible response: *I think she chose the word “begging” to show that the children are really bored and are bothering their mother about it. It shows how much they really want to watch TV or go outside. It feels like they're annoying her.*

Possible response: *It helps me understand how the author wants me to feel about what is happening.*

**Step 4**

Your student might write something like this:

- I was so curious about my present, I had to go looking for it.
- We can't believe Bobby was so sneaky while we weren't paying attention!

Possible response: *I chose “curious” for Bobby’s point of view because it has a positive connotation. It affects the meaning because it makes it feel like Bobby didn't do something too bad. I chose “sneaky” for the parents’ point of view because it has a negative connotation. It affects the meaning because it shows that they think Bobby did something wrong. It helps the reader see that they’re disappointed.*

If your student struggles to write the sentences, offer this word bank: *curious, interested, sneaky, nosy*. Have your student identify which words have positive connotations and which have negative connotations. Then have your student choose one from each group and write the sentences.

Possible response: *They affect the meaning of the sentence. Connotation can make the same action or feeling good or bad.*
Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

> While our friends are watching TV or playing outside, we are in our house, knowing that begging our mother to turn the television on is useless, begging her for ten minutes outside will only mean her saying, No.

Then say, “In this sentence, the author chose the word *begging* to describe how the children ask their mother if they can turn on the TV or play outside. The negative connotation of the word *begging* helps you picture the action and understand how the children and their mother might feel. Good writers choose words carefully for their connotative meanings. The connotation of a word affects the meaning of a sentence.”

Have your student revisit a book or story he or she has read recently. Say, “Pick a sentence that has a word with a strong connotative meaning. The word can have a negative or positive connotation. Rewrite the sentence with a word that has the opposite connotation.”

If your student struggles to rewrite the sentence, invite him or her to use a thesaurus to find synonyms for the selected word. Have him or her choose a synonym with the opposing connotation.

For example, your student might identify the following sentence from “Wagon Train at Dusk.”

> He always came up with these unique creations, beautifully conceived and executed.

Your student might then write something like:

> He always came up with these weird creations, beautifully conceived and executed.

Ask, “How does the word you chose change the meaning of the sentence?” Possible response: “*Unique* has a positive connotation. It makes it feel like his creations are special. *Weird* has a negative connotation. It makes it feel like his creations are off-putting or not something people would like.”

Ask, “Why should you think about the connotations of words when you write?” Possible response: *Because they affect the meaning of a sentence. They change how something feels. I should think about connotation so I can choose the words that match the meaning and feeling I want a sentence to have.*
You have been close reading *Brown Girl Dreaming* in myPerspectives Unit 1: Childhood, Whole-Class Learning. You have understood the author’s use of repetition and also the feelings of the characters in the poems. Now, you will complete your close read. Complete the Close Read activities for these sections:

- **wishes**
- **believing**

If you have a digital textbook, the Close Read activities are in the Making Meaning section of your textbook. If you have a printed textbook, they are in the margins of the text. Write your answers, including evidence, in your ELA Journal.

Complete your close reading now.

### TEACHING NOTES

- **wishing:** There are details related to things you can touch, including swings, sliding boards, hands, and eyes. Details that describe things you cannot touch include wishes, dream, and universe. The poet uses different kinds of details to connect feelings and ideas to the physical images. The different details connect the dandelion puffs and the children to the “universe.” They show how big even a small moment like this can be to a child.
- **believing:** Italics in lines 23–38 that indicate that the mother and uncle are speaking. I notice in line 25 that the author herself is speaking in response to what her mother says. The mother discourages the author’s stories by telling her she’s lying and will become a criminal, but the uncle thinks she should continue making up stories. He encourages her. The poet must decide whether to listen to her uncle, who encourages her storytelling, or her mother, who discourages it.

### INTERACTIVE ACTIVITY

A metaphor is a type of figurative language that compares two things. In “wishes,” Woodson creates a comparison between the seeds of a dandelion and making a wish. Authors often use metaphors to give deeper meaning to one of the things being compared. To learn more about metaphors, play the game Metaphor Battleship.

Once you start the game, click the square you wish to attack on your opponent’s board. Then, find the words that complete the metaphor to fire a shot!
Now that you have thought deeply about the poem, you are going to learn more about point of view and memoir. Go to the Making Meaning section of your textbook and find the **Analyze Craft and Structure** activities. Read the information written in that section. Then, complete the practice activities in your ELA Journal.

### TEACHING NOTES

**Possible responses:**

1. (a) In “Brooklyn rain,” lines 12 and 13, the poet writes, “Already there are stories / in my head . . . .”
   (b) First-person point of view allows the poet to share her thoughts directly with the reader.

2. (a) “No sweet smell of honeysuckle”; “No soft squish of pine”; and “No slip and slide through grass.”
   (b) The fragments convey a vivid sensory description of the rain in Greenville, accentuated by alliteration.

3. (a) *watch*
   (b) Woodson may have chosen to set the word on its own line so that the reader would slow down while reading about the things the narrator describes seeing.

4. (a) This line suggests that the narrator’s sister possibly has a more mature outlook than the narrator. She understands that parents sometimes split up, and that it doesn’t reflect badly on the children, nor is it something to be ashamed of.
   (b) The stories would focus on the sister’s thoughts and feelings. The reader wouldn’t get to know about this narrator’s inner life. She might just be presented as somebody’s annoying and childish little sister.

### ANOTHER WAY

**ANALYZING CRAFT AND STRUCTURE**

You have been analyzing how the memoir’s structure contributes to point of view. This can be challenging. It can be helpful to take a closer look at how point of view is related to these elements of her poem:

- telling the story in stanzas instead of paragraphs
- breaking complete sentences into separate lines
- breaking language rules—for, example using sentence fragments

Re-read lines 41–45 of “Another Way.” Do you see any of the elements in the list? When you see one of the elements, stop and think about how it helps you understand the narrator’s point of view. This will help you understand how the structure of the memoir contributes to perspective.
If your student is struggling to connect the structure of the memoir to the narrator’s point of view, have him or her re-read the selected stanza of “Another Way” and look for the listed elements. Have your student read slowly, first reading the whole stanza smoothly as if reading a paragraph. Then have your student read line-by-line looking for the poetic elements. Encourage your student to think about how each element contributes to point of view. Allow your student to think out loud about connections between the elements and point of view.

Your student might make observations such as the following. If your student does not make these observations, consider using portions of them as think-alouds or as prompting questions.

- This stanza isn’t a full sentence. It’s the last part of a sentence started in the stanza before it. This stanza starts with but, which shows that the narrator is showing a contrasting idea. In the stanza before, the narrator says that she and her brother leave the older kids alone. This stanza is about how they mostly don’t do that, though. I think the author put this in its own stanza to emphasize that this is what they mostly do. I think this contributes to her point of view because it shows how much they want to learn from the older kids. They can’t stay away from the older kids and want to watch them.

- The way that the sentence is broken up makes the action feel slow and quiet. Every move they make or thought they have is on a different line. It makes it feel like they’re being sneaky. I can almost see the author barely breathing and hovering behind her sister.

- The word waiting is on its own line. I think the author wanted to emphasize the feeling of waiting. Being on its own line makes waiting feel like it takes a really long time, like they’re going to be waiting for years. It helps me understand how far away the narrator feels from knowing what the older kids know.

You analyzed Woodson’s writing and understand how she used writing techniques and the structure of her poems to convey a message about growing up. Next time, you will use your analysis skills on a comic strip!

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Brown Girl Dreaming - Part 6

Objectives
- To analyze literary devices and structure in narrative in verse
- To compose a personal narrative in verse using authorial techniques

Books & Materials
- Gallery of Calvin and Hobbes Comics by Bill Watterson in myPerspectives
- ELA Journal
- Computer
- Dictionary

Assignments
- Watch Best of the Bee.
- Read "Wagon Train at Dusk."
- Complete a first read of Brown Girl Dreaming by Jacqueline Woodson.
- Complete close reading and analysis activities.
- Complete the interactive activity Metaphor Battleship.
- Complete a first read of the Gallery of Calvin and Hobbes Comics.
- Write a narrative in verse.

You have used close reading and analysis skills to find deep meaning about Woodson's childhood in Brown Girl Dreaming. Now, you will use these skills to find meaning in a comic strip!

Now, you will complete a first read of the Gallery of Calvin and Hobbes Comics. During your first read, think about these questions:

- Whom or what does each image portray?
- What details and elements are most important in each image?

Now, read the Gallery of Calvin and Hobbes Comics in myPerspectives Unit 1: Childhood, Whole-Class Learning.

TEACHING NOTES
Encourage your student to review each comic separately. They do not all tell the same story. Questions that might help your student make meaning of the comics might include:

- What is happening in this comic?
- What does this tell us about Calvin's personality?
- Why would someone find this funny?
VOCABULARY

MEDIA VOCABULARY

Comic strips are examples of text that have specialized vocabulary. This means the vocabulary is specific to the topic. You may have seen the following words used in other contexts, but these words have specific meanings when referring to comic strips.

- panel
- encapsulation
- speech bubble

Write a definition for each word in your ELA Journal. Then complete the Media Vocabulary activity.

TEACHING NOTES

Guide your student as needed in finding the definitions of the three vocabulary words using the context of the selection. Definitions can be checked using a dictionary or glossary.

Possible responses for Media Vocabulary activity:

A. 1. In the third panel, the rabbit would run away because it is scared of the wolf.
   2. Encapsulation shows us the characters and their traits. We see that the wolf is ferocious and that the rabbit is scared, leading us to believe that the rabbit will run away.
   3. In speech balloons, the wolf could say “Grrrr!” or “I’m going to get you!” in a red balloon with sharp jagged letters to show that he is menacing. The rabbit could say “Yikes” in small letters in a blue balloon.

B. Possible response: There should be a cartoon with one to three panels. There should be characters and a clear story, or a clear idea of what is happening (encapsulation). Word balloons/speech bubbles should show who is speaking and suggest how the characters are feeling.

Once you have finished reading the comics, go to the Making Meaning section of your textbook and complete the Comprehension Check in your ELA Journal.

TEACHING NOTES

Possible responses:

1. They are camping in a tent outdoors.
2. Calvin strongly denies having any interest whatsoever in the new girl, despite having started the conversation about her.
3. Calvin built several snowmen across the driveway, preventing his father from driving to work.
You thought about details in Woodson's poetry that revealed her character and the character of people in her life. Just as there are details to discover as a reader in poetry, there are details to discover in these images. Go through each of the comic strips and write down details from the comic that tell you about Calvin's character. Write the details in your ELA Journal. For each detail, write a brief sentence about what you infer. Then, write why you think the cartoonist included those details.

**POSSIBLE RESPONSE**

In Cartoon 1, Calvin is imaginative because he convinces himself that there are ghosts around when he and Hobbes are camping. In Cartoon 2, he seems childish because he pretends to be completely disinterested in the new girl in class. The cartoonist might have characterized Calvin in this way to remind readers of what it's like to be a child. Children often have very active imaginations, but it's also a very confusing time because they have all these feelings that they don't know how to manage.

Now, you have used details to infer characterization in a comic strip. This skill can be used in all kinds of writing! Next time, you will begin to write your own poem and include details in your writing.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have studied details that authors use to develop their characters and convey their messages about childhood. Now, you are going to begin writing your own poem. You will have two classes to write, and at the end of your next class session, you will upload your poem for the USE of this lesson.

Go to the Effective Expression section in your textbook in myPerspectives Unit 1: Childhood, Whole-Class Learning. Find the Writing to Sources activities. There, you will find some guidance on writing your poem. Remember, you can revisit Woodson's poems and the work you did in the Analyze Craft and Structure section of this lesson.

Complete the prewriting below in your ELA Journal. Then use the rest of this class to begin drafting your poem.

**PREWRITING**

A narrative in verse is two kinds of writing. It is a story, and it is a poem. As a story, a narrative in verse has a narrator, a setting, and narrative details, such as events in the story and characters. As a poem, the narrative in verse uses figurative language and descriptive details. It is written in lines of poetry instead of paragraphs. The lines do not have to rhyme or be of the same length. If the narrative in verse is told by an "I" narrator, then it is autobiographical, which means it tells a story from the writer's experience.
Complete the table below in your ELA Journal before you begin writing your narrative in verse.

<table>
<thead>
<tr>
<th>Elements of Narrative in Verse</th>
<th>Examples to Include in Your Own Narrative in Verse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrator point of view</td>
<td></td>
</tr>
<tr>
<td>Narrative details:</td>
<td></td>
</tr>
<tr>
<td>Dialogue</td>
<td></td>
</tr>
<tr>
<td>Characters’ reactions, thoughts, and feelings</td>
<td></td>
</tr>
<tr>
<td>Rhythm: ways of using stressed and unstressed syllables</td>
<td></td>
</tr>
<tr>
<td>Figurative language: metaphor, simile, or onomatopoeia</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING NOTES**

Explain to your student that when he or she writes a poem, he or she should begin by planning the narrative. Have him or her think about how he or she will describe an experience by brainstorming descriptive words and phrases for the setting, the people involved, and what the experience felt like.

Point out that poetry generally uses fewer words than prose, but each word or phrase is carefully chosen to paint a colorful picture or bring out an emotion in the reader. Your student may review his or her prewriting to find the most powerful sensory words in his or her poem.

**ANOTHER WAY**

**TOPIC DEVELOPMENT**

In *Brown Girl Dreaming*, author Jacqueline Woodson tells stories in poem form about specific, small moments from her childhood. In each poem, Woodson shares her thoughts and feelings about the moment she describes. You are going to write your own narrative in verse.

Sometimes it’s hard to think of a topic and even harder to narrow it down into a small moment. Let’s do a brainstorm. Take ten or fifteen minutes and think about some moments in your childhood. It could be something seemingly forgettable. In your ELA Journal, write down a list of everything that comes to mind.

When you’re finished, go back and reread each item on your list. Which moment sounds the most interesting to you? Circle it and then go to a fresh page in your ELA Journal. Rewrite your selected
moment in the middle of the page. Make a concept web by drawing four or five lines branching out from your moment that’s listed in the center. On each line write different small details about your memory.

For example, if you wrote, “Going to the Fair” in the middle of your paper, you could list these details on the lines:

- getting ready to go
- cotton candy
- scary ride
- getting lost

These are all small details that happened during a visit to the fair. Now pick one of these small moments to write your narrative poem.

### TEACHING NOTES

Taking a large topic and narrowing it down to the small moments can be difficult for your student. A small childhood moment is required to complete this narrative poem assignment. If your student struggles with this, assist him or her in making a list of large childhood moments. These could be anything like riding a bike, losing a tooth, a vacation trip, or going to sports game or theater. Assist your student in choosing just one memory.

Your student will make a concept web of the small details of that selected memory. These should be all of the small moments that made up the big moment. Review the small details and consider which would make a good topic for the poem. He or she will write the narrative poem about one of the small moments.

For example, if your student chose “Going to the Fair” as the big memory, the small details might be:

- getting ready to go
- cotton candy
- scary ride
- getting lost

In this example, your student could write a poem using descriptive sensory words to describe the fluffy, sticky, sugary sweet cotton candy. Or he or she may choose to write a poem about the intense emotions of getting lost: looking around but seeing no familiar faces, feeling panic and fear, and finally the joy of being reunited.

Explain how focusing in on just one small detail from the larger memory can help your student to write a detailed and descriptive narrative poem.
You have finished prewriting and began drafting your poem. Next time, you will finish your poem and upload it!

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last lesson part, you began drafting a narrative in verse. Now, you will need to complete your writing and submit it. To begin, go to the Effective Expression section of your textbook in myPerspectives Unit 1: Childhood, Whole-Class Learning and review the assignment information in the Writing to Sources activity.

Once you have reviewed the assignment and finished drafting your narrative in verse, revise your poem. Make sure you have elements of both narrative and poetry. If you need to review these elements, revisit the prewriting in the last part of this lesson.

Finally, check for any errors in your poem. You may have chosen nontraditional structure or language. Ensure that your poem is exactly how you would like it to be and there are no mistakes.

Once you have finished drafting and revising your poem, use the file upload box to upload your file.

0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Include three elements of both poetry or narrative in your poem?
- Write a creative poem?
- Check your poem for mistakes?

TEACHING NOTES

If you have a preferred reading assessment platform, such as www.raz-kids.com, assess your student's reading ability at this time. You may choose to take one or two more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
You are going to write a list of rules to live by. In *Brown Girl Dreaming* in *myPerspectives* Unit 1: Childhood, Whole-Class Learning, Jacqueline Woodson faces a number of challenges in her childhood. Challenges often lead us to make changes. We might make rules to live by from our challenges.

To begin brainstorming some rules to live by, review Woodson's poems. In your ELA Journal, write down some of the challenges she faced. Then, think about a rule to live by that she might have learned from each of her challenges. Save this brainstorm. You might wish to use some of these rules in your final project.

Responses will vary. Some challenges Woodson faced include:

- Leaving her home and moving to New York City
- Not feeling at home in New York
- Feeling inferior to her sister
- Not being able to play with older kids
- Being jealous of gifts her siblings receive

Please go online to view and submit this assessment.
You are going to be reading about the children's rights movement and an important document in that movement. Before you do so, read Jebb, Eglantyne to help you learn about a person who made great progress in the children's rights movement. The article is organized so that Jebb's life is described chronologically. The events in her life are described in the order in which they happened, from the earliest to the latest. Many, but not all, biographical articles are organized in this way. After you read this article, you should know who Eglantyne Jebb was and what she accomplished.

After you read, see if you can answer these questions about Eglantyne Jebb:

1. When was Eglantyne Jebb born?
   
   2. True or false: Eglantyne Jebb helped make sure the first Declaration of the Rights of the Child was adopted by the United Nations. (true)

Your student will be reading a background article about Eglantyne Jebb here because later in the lesson your student will read a document on children's rights, and Jebb was instrumental in its development and in the children's rights movement. The article describes Jebb's life chronologically. After reading this article, your student should have a better idea of who Eglantyne Jebb was and what she accomplished.

1. When was Eglantyne Jebb born? (1876)

2. True or false: Eglantyne Jebb helped make sure the first Declaration of the Rights of the Child was adopted by the United Nations. (true)
VOCABULARY
- entitled
- enactment
- compulsory

In this unit, you are thinking about the challenges of childhood to make your list of rules to live by. In the last lesson, you analyzed the poems of Jacqueline Woodson to understand some challenges she faced in growing up. You learned that authors can use repetition, figurative language, and the structure of their writing to convey deep meaning.

Now you will read the “Declaration of the Rights of the Child.” This document comes from the United Nations and was created in 1959. In the late nineteenth century, many countries began to officially recognize that children need special legal protection. The Declaration of the Rights of the Child is the first major international agreement on children’s rights. It was inspired by the original declaration written by Eglantyne Jebb, a British activist.

As you complete your first read of the “Declaration of the Rights of the Child,” use the following questions that you can also use for other nonfiction first reads:

- What is this text about? Who is involved?
- What are the most important sections of this text?

The “Declaration of the Rights of the Child” is a complex document with dense language. If you are having trouble reading it, take each paragraph by itself. Read it and find key words that you do understand. Reread the paragraph looking for key ideas. Then, in your ELA Journal, jot a one-sentence summary for each paragraph. This strategy is often helpful for difficult nonfiction texts.

Now, read the Declaration of the Rights of the Child in myPerspectives Unit 1: Childhood, Small-Group Learning.

TEACHING NOTES

While your student is reading, assess his or her fluency. Ask him or her to read a paragraph aloud. Given the complexity of the language of this text, it is likely that your student will need to read more slowly. If your student is reading too slowly to make meaning of the text, have him or her reread sections or sentences after decoding difficult words.

There are a number of words that will likely be unfamiliar to your student. Encourage him or her to read around the word or read on and see if he or she can figure out the meaning by using these strategies. Trying to define every unknown word will become cumbersome and will not provide the continuity needed for your student to construct the meaning.
POSSIBLE MAIN IDEAS OF EACH PARAGRAPH:

1. All children have rights that should be protected by all.
2. All children are entitled to the rights in the declaration.
3. Children have the right to shelter and events that will help them grow.
4. Children have the right to a name and to belong to a country.
5. Children have the right to health care.
6. Children with disabilities have the right to what they need to be healthy and educated.
7. Children have the right to be loved and be with loving parents.
8. All children must get an education and it must be free.
9. Children will be cared for before adults.
10. Children cannot be harmed and may not work before a certain age.
11. Children are protected from discrimination.

COMPREHENSION

SUMMARIZING WHILE YOU READ

Good readers summarize information while they read. Good readers recognize that difficult texts require them to read the text in smaller parts and think closely about the important ideas. Good readers summarize this important information by restating the main ideas in their own words. They sometimes write their own words on the side of the text or on a separate paper.

Read the first paragraph of “Declaration of the Rights of the Child.” A summary of the first paragraph would only include the important information: children have rights and everyone should notice them.

Read the second paragraph. What important information would you include in this summary?

TEACHING NOTES

Help your student understand that a summary of the second paragraph in “Declaration of the Rights of the Child” could state that all children have these rights regardless of race, sex, and status. The rights are inclusive to all.

Now that you have completed your first read, find the Comprehension Check in the Making Meaning section of your textbook. Complete the Comprehension Check questions in your ELA Journal now.
POSSIBLE MAIN IDEAS OF EACH PARAGRAPH:
1. All children have rights that should be protected by all.
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3. Children have the right to shelter and events that will help them grow.
4. Children have the right to a name and to belong to a country.
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Read the second paragraph. What important information would you include in this summary?

Help your student understand that a summary of the second paragraph in “Declaration of the Rights of the Child” could state that all children have these rights regardless of race, sex, and status. The rights are inclusive to all.

Now that you have completed your first read, find the Comprehension Check in the Making Meaning section of your textbook. Complete the Comprehension Check questions in your ELA Journal now.

COMPREHENSION CHECK POSSIBLE RESPONSES

1. According to the document, every child is entitled to these rights.
2. special protection; education
3. They should be given “the special treatment, education, and care required by his particular condition.”

TEACHING NOTES

FLUENCY

READING WITH ACCURACY

Great readers read accurately. When readers read make too many mistakes on words, they are not making meaning of the text. For reading to be fluent, words must be pronounced correctly.

Let’s practice reading accurately. To do this you are going to reread “Declaration of the Rights of the Child.”

There are probably many words that you know very well and can read accurately and quickly. This is called automaticity. When reading different genres, you will read many words that are new to you. Rereading new words and unfamiliar texts will help you develop into a better reader.

Watch this video to learn how to chunk unknown words into parts to help you read them.

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Read words you know with automaticity.
4. Reread to clarify pronunciation.
5. Chunk unknown words into parts.

Let’s read a passage from “Declaration of the Rights of the Child.” There are many genre-specific words in this text. This can make it tricky to read accurately. Try to chunk parts of unknown words. This will help you pronounce them correctly.

THIS DECLARATION OF THE RIGHTS OF THE CHILD to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary
organizations, local authorities and national governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles...

After you read, answer these questions:

- What words did you know automatically without even thinking about them?
- Where there any tricky words for you? How did you break tricky words into chunks to help you read them?

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you are going to reread "Declaration of the Rights of the Child." Your goal is to read this text accurately. Read the text one time through. After reading this text, talk with your Learning Guide about any words that were tricky for you while reading and what strategies you used to help you figure out how to pronounce them. Talk to your Learning Guide about words you read with automaticity. Remember, automaticity means you read without having to really think about how to pronounce a word, and you quickly and accurately recognize words.

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. Evaluate how you did with reading accurately.

### TEACHING NOTES

Discuss how reading accurately helps with reading fluency because it makes it easier to understand the words and make meaning from the text.

Watch [this video](#) to learn the strategy of chunking tricky words from the beginning until 3:45.

Discuss the questions with your student after he or she reads the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to "Declaration of the Rights of the Child." Have your student read the text one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked a tricky word. Discuss what words your student read with automaticity.

Record your student reading the text three more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Have him or her identify any words pronounced incorrectly. Have your student practice those words and see if they are correct on the next reading. Look over the rubric and discuss how your student did.
If your student continues to make mistakes after rereading a few times, turn on the audio for the text. Have your student practice reading along with the audio and then practice reading without the audio a second time.

Review your answers. See if you can identify more than two rights defined in the document. Write these in your ELA Journal.

In this part, you completed a first read of a complex nonfiction text. You used several reading strategies to make meaning of this text. In the next lesson, you will use close reading skills to analyze the text.

**VOCABULARY**

**USING CONTEXT CLUES**

The author of *Declaration of the Rights of the Child* uses the following words related to laws and rights.

- entitled
- enactment
- compulsory

Read the following sentences. Use the context of the sentence to determine the meaning of each vocabulary word.

- Children are legally *entitled* to human rights.
- The *enactment* of laws protects these rights.
- For instance, laws in many countries make elementary education *compulsory*.

Write a definition for each word in your ELA Journal. Read the selection and as you are reading, look for these words. Are there context clues to add to your understanding?

Go back and revisit your definitions. Make edits to your definitions as necessary.

**TEACHING NOTES**

Have your student use context clues to write definitions of the three vocabulary words. For example, your student might use the word *legally* as a context clue to understand that *entitled* means a person has a right.
Please go online to view and submit this assessment.

If your student struggles to use context clues, have him or her first use a dictionary to check the definitions. Then have your student match clues in each sentence to the definition he or she found.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**Declaration of the Rights of the Child - Part 2**

**Objectives**
- To analyze the meaning and structure of the “Declaration of the Rights of the Child”
- To write and present a summary of challenges presented in the “Declaration of the Rights of the Child”

**Books & Materials**
- “The Declaration of the Rights of the Child” adopted by the United Nations General Assembly in *myPerspectives*
- ELA Journal
- Computer

**Assignments**
- Complete analysis activities.
- Write a summary of childhood challenges presented in the Declaration.

---

**LEARN**

In the last part, you completed a first read of the *Declaration of the Rights of the Child* in *myPerspectives* Unit 1: Childhood, Small-Group Learning. First reads help you get the main ideas of the text. The first step in having a deep understanding of a text is to know the main ideas. Now, you will analyze this document to gain a deeper understanding.

Go to the *Making Meaning* section of your textbook and find the *Analyze the Text* activities. Complete these activities in your ELA Journal. Talk about your answers with your Learning Guide. See if you can revise your ideas and develop them in your discussion. Make sure you write your answers down before discussing them. Complete the *Analyze the Text* activities now.

---

**LEARN ABOUT...**

**THE UNITED NATIONS**

You are going to be reading about the children’s rights movement and an important document in that movement. Before you do so, read [this article](#), “United Nations,” to help you learn more about the organization that released the important document. Note the “United Nations Facts” that make up a big portion of the article. Read these to help you gain a clearer understanding of the United Nations. Facts that are in articles in this manner can help you to gain an understanding of the big picture the article is trying to get you to see. After you read this article, you should know more basic information about the United Nations.

After you read, see if you can answer these questions about the United Nations:

1. Why was the United Nations formed?

2. Which special agency of the United Nations works to promote the education, health, and protection of children?
TEACHING NOTES

Your student will be reading a background article about the United Nations here because later in the lesson your student will learn about a document related to children's rights that the United Nations published. Within the article, helpful facts about the United Nations are presented that can help your student gain a better understanding about the United Nations and its history. After reading this article, your student should have a better idea of what the United Nations is.

1. Why was the United Nations formed? (to maintain international peace and security)

2. Which special agency of the United Nations works to promote the education, health, and protection of children? (United Nations Children's Fund, UNICEF)

TEACHING NOTES

POSSIBLE RESPONSES

1. According to the document, all children are entitled to a free and compulsory education. The U.N. hoped this education would help the child become a contribution to their society.

2. Passages will vary. Your student should provide a rationale for each passage that he or she thinks is important. If your student identifies all sections as being of equal importance, ask him or her probing questions:

   - Are there any sections that wouldn't be possible without other sections?
   - Which sections do you think would help a child have the best life possible?

RESPONSES WILL VARY. SOME POSSIBLE RESPONSES INCLUDE

- Not every child faces the same challenges. Some rights stated in this document seem to be common place for some but not for others.
- Not every child receives a quality education.
- Some children have health needs that require special attention.
- Sometimes children are not in a safe environment and require protection.

Great readers must also be great writers. Through reading, you can learn and grow. When you are a great writer, you can share your ideas with the world! Go to the Language Development section of your textbook. Read the information under Conventions, then complete the Read It and Write It activities in your ELA Journal.
### TEACHING NOTES

**READ IT RESPONSES**

1a. their - possessive

b. he, she - subjective

c. we - subjective; them - objective

d. his - possessive

**WRITE IT RESPONSES**

1. Her goal was to help children.

2. As a result, she founded an organization.

3. The name of it is Save the Children.

---

In this part you thought about the importance of different sections of the "Declaration of the Rights of the Child." You also strengthened your writing skill by learning about the pronoun case. In the next part, you will think about how the document is organized, and how that contributes to its meaning.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**Declaration of the Rights of the Child - Part 3**

**Objectives**
- To analyze the meaning and structure of the "Declaration of the Rights of the Child"
- To write and present a summary of challenges presented in the "Declaration of the Rights of the Child"

**Books & Materials**
- "The Declaration of the Rights of the Child" adopted by the United Nations General Assembly in *myPerspectives*
- ELA Journal
- Computer
- Index cards

**Assignments**
- Complete analysis activities.
- Write a summary of childhood challenges presented in the Declaration.

---

**LEARN**

---

**GRAMMAR**

**PRONOUN CASE**

**Step 1**

You have been reading to analyze the ideas in a document. You can break down a sentence to understand the function of individual words. Understanding the cases of the pronouns in a sentence will help you understand the meaning of the sentence.

Read this sentence from *Declaration of the Rights of the Child*:

> He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother; including adequate pre-natal and post-natal care.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses different pronoun cases to convey different meanings in a sentence.

You know that there are three pronoun cases:

- A subjective pronoun names the subject of a verb or is used in the predicate after a linking verb.

- An objective pronoun names the direct object of a verb, the indirect object of a verb, or the object of a preposition.

- A possessive pronoun shows ownership.
The author uses all three pronoun cases in this sentence. Which chunk has a subjective pronoun? Which has an objective pronoun? Which has a possessive pronoun? How do you know?

How do these pronouns help the author?

**Step 4**

The author uses all three pronoun cases in this sentence to avoid repetition. You can do the same thing in your writing.

Read these sentences:

- When possible, the child will grow up in the care of the child’s parents.
- The child’s parents need to know that the child’s parents have a responsibility to be caring.
- When children go to school, we should protect children from discrimination.

What do you notice about these sentences? How can they be improved?

Rewrite the sentences to correct the pronouns.

How does knowing when to use the different pronoun cases help you be a better writer?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- He shall
- be entitled
- to grow
- and develop
- in health;
- to this end,
- special care
- and protection
- shall be provided
- both to him
• and to his mother;
• including adequate pre-natal
• and post-natal care.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that children have the right to health. It means that children and their mothers should be given special care before and after a baby is born.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

• The prepositional phrase “beneath sliding boards” shows a relationship between boards and chase. The object of the preposition is boards. The phrase tells one of the places they chase the puffs.

• The subordinating conjunction until joins a dependent clause to an independent clause. The word means “up until the time that.” The dependent clause tells what stops the action in the independent clause. Holding the dandelion puff stops the action of chasing the puffs.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

• Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?

• What subordinating conjunction do you see? What is its general function and its function in this particular sentence?

Step 3

Answers:

Subjective: It is the subject of the sentence.
• He shall

**Objective:** *It is the object of the preposition “to.”*

• both to him

**Possessive:** *It is showing ownership of “mother.”*

• and to his mother;

Possible response: *The author doesn’t have to repeat the phrase “the child” over and over again.*

**Step 4**

Possible response: *They are awkward to read because the noun is repeated. They can be improved by using pronouns.*

Answers:

• When possible, the child will grow up in the care of [his/her] parents. *(possessive)*

• The child’s parents need to know that [they] have a responsibility to be caring. *(subjective)*

• When children go to school, we should protect [them] from discrimination. *(objective)*

Possible response: *Knowing when to use the different cases helps me avoid repetition no matter what the sentence means or how the noun I’m replacing is being used.*

**Extension**

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

> He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother; including adequate pre-natal and post-natal care.

Then say, “In this sentence, the author uses the three pronoun cases to avoid repetition. This makes the writing smoother and less awkward. You can use subjective, objective, and possessive pronouns in your own writing.”

Have your student write three sentences about his or her childhood, demonstrating use of each pronoun case. Have your student identify which case he or she used in each sentence.

Your student might write sentences likes these:

• Dad and Grandma helped me learn to read. *(objective)*

• I started playing soccer when I was four years old. *(subjective)*
• My favorite food growing up was spaghetti. (possessive)

If your student struggles to write the sentences, display these pronouns: I, she, they, me, him, her, his, theirs, our. Have your student identify which are subjective (I, she, they), which are objective (me, him, her), and which are possessive (his, theirs, our). Then have your student choose one from each group and write a sentence using that pronoun.

Ask, “Why is it important to understand the three pronoun cases?” Possible response: So I use the right pronoun when I refer to a noun in my writing.

You have thought about the ideas in the “Declaration of the Rights of the Child.” Authors carefully choose words to deliver their meaning. They also carefully choose the structure of their writing to convey meaning. Structure is how the ideas are organized within the writing.

Now, you will analyze the structure of the “Declaration of the Rights of a Child.” To begin, go to the Making Meaning section of Declaration of the Rights of the Child in myPerspectives Unit 1: Childhood, Small-Group Learning and find the Analyze Craft and Structure activities. Read the information there, then complete the Practice activities, including discussion questions, in your ELA Journal. You can draw the table in your ELA Journal to complete it.

### TEACHING NOTES

1. The purpose and goal of the Declaration is to set forth the rights and freedoms all children should have, so that parents, organizations, and governments will ensure that children will have them.
2. The rights are set forth for every child.
3. See possible responses in chart:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Rights Listed</th>
<th>Clear or Confusing? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>name and nationality</td>
<td>clear because it states exactly what the rights are and gives no other details</td>
</tr>
<tr>
<td>5</td>
<td>social security, including health care for mother and child; adequate food, housing, recreation.</td>
<td>confusing if you don't know the meaning of social security or pre-natal and post-natal</td>
</tr>
<tr>
<td>6</td>
<td>child who is physically, socially, or mentally handicapped has the right to special treatment, education, and care</td>
<td>clear, although the term disabled is more commonly used than handicapped today</td>
</tr>
</tbody>
</table>

4. The organization makes sense because each paragraph focuses on one main idea and has one purpose. The issues being presented would not have been clearer if statistics or charts were used, as data may change over time. Personal stories might draw attention to one area or problem, which would make the document seem less universal.
5. The information is organized in this way for clarity and because statistics or charts would become inaccurate over time.
READING WITH PHRASING

Great readers read with phrasing. Phrasing means grouping words together into units. Phrases and clauses group words in ways that make meaning. If you read word-for-word, without phrasing, you miss the meaning created by how the words work together.

Watch this video to see an example of phrasing. Notice how the reader learned to use the punctuation to help him read with phrasing. Grouping words together in phrases when reading helps you connect meaning to those words.

Rules for reading with phrasing:

1. Phrases will typically be two or three words, but can be shorter or longer.

2. You know that there are prepositional phrases, verb phrases, noun phrases, and other types of phrases that make up sentences. Pay attention to these as you read.

3. Always end phrases when you see an ending punctuation mark.

4. Always end phrases when you see a comma.

5. Phrases will always start or stop at the beginning or end of quotation marks.

Look at this excerpt from “Declaration of the Rights of the Child.” Use the phrasing rules to help you read the sentences in phrases. Notice that the punctuation is in red. This will help you really pay attention and stop the phrase you are reading when you see the punctuation.

The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. Read over what you need to do to be proficient in reading in phrases.

Let’s read the entire text of “Declaration of the Rights of the Child” one time through.

After reading the text, talk with your Learning Guide about your phrasing.

1. Did you read in phrases of two or three words that connected in meaningful ways?

2. Did you pay attention to the punctuation?

3. Did you pay attention to punctuation?
Your Learning Guide will record you reading the page three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. Rate yourself! How did you do with phrasing?

Discuss with your student how reading with phrasing helps with reading fluency because it helps readers make meaning of the text.

Watch this video to see an example of phrasing. Notice how the reader learned to use the punctuation to help him read with phrasing.

Listen to your student read the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Now go to “Declaration of the Rights of the Child” and have your student read the text one time through. Discuss any mistakes with your student. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading the page three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time your student reread the page, it sounded smoother and smoother. Look over the rubric and discuss how your student did.

If your student is continuing to struggle with phrasing, model reading the page with phrasing for your student line-by-line and have your student echo it back to you, using this video for guidance.

### ANOTHER WAY

#### USING KEY WORDS TO FIND MAIN IDEAS

If, when you are filling out the chart in question #3, you find it challenging to identify the rights in the paragraphs, circle key words in each paragraph and then identify the main idea. This will help you figure out what to write in the second column in your chart.

If your student is struggling to identify the rights in the paragraphs in order to fill out the chart in question #3, have your student circle key words in each paragraph. Your student can do this by using the cursor to highlight text and then selecting “Circle” in the pop-up. After your student has circled key words, have him or her use the key words to identify the main idea of the paragraph.
For example, for paragraph 10 your student might circle these words:

- protected
- neglect, cruelty and exploitation
- subject of traffic
- not be admitted to employment
- prejudice health or education
- interfere
- development

Your student might then state the main idea as, “Children should not be neglected or treated with cruelty. They should not be forced to work when they are too young or allowed to do work that could hurt their development.”

As your student completes this process for each paragraph he or she selected, have your student use the main idea in the second column of the chart for question #3.

Review your answers. Reread any sections of the text that confused you. Finally, if you have time remaining in your class, complete your table for the remaining paragraphs of the declaration.

In this part, you thought about the structure of the “Declaration of the Rights of the Child.” In the next part, you will use your analysis of this document to present a summary of the document.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
## Declaration of the Rights of the Child - Part 4

### Objectives
- To analyze the meaning and structure of the "Declaration of the Rights of the Child"
- To write and present a summary of challenges presented in the "Declaration of the Rights of the Child"

### Books & Materials
- "The Declaration of the Rights of the Child" adopted by the United Nations General Assembly in myPerspectives
- ELA Journal
- Computer

### Assignments
- Complete analysis activities.
- Write a summary of childhood challenges presented in the Declaration.

### USE

You have read the Declaration of the Rights of the Child in myPerspectives Unit 1: Childhood, Small-Group Learning and analyzed the structure of the document as a whole, as well as the structure of some of the paragraphs. Now, you will have the chance to demonstrate understanding of what an objective summary of the childhood challenges presented in the declaration is like.

Review your work from the second part of this lesson. You wrote a brief answer about how the declaration relates to the central idea of this unit: the challenges of childhood. Review your answer now.

Also, review any notes you have taken on the main ideas of the paragraphs of the document. Now, think about what a summary would be like of the challenges faced by children that are presented in the “Declaration of the Rights of the Child.”

### USE FOR MASTERY

Which statement is true when writing an objective summary?

- A summary should include information that is off topic from the text.
- A summary should not contain the main idea of the entire text.
- A summary should include minor and supporting details from the text.
- A summary should not contain any opinions, only ideas from the text.
Which TWO summaries are the best objective summaries of the childhood challenges presented in *Declaration of the Rights of the Child*?

- Children need to have shelter and opportunities in life that help them grow and develop. If students lack shelter, they will not be safe or healthy. Children need opportunities to grow in mind and spirit based on their beliefs.

- Some children do not have the safety they need. Some children are neglected or have to work when they are too young. Some face discrimination because of part of their identity.

- Children may be separated from their parents or not have the love and peace they need in their life to feel cared for. This is a terrible thing.

- I think children do not have the health care they need, or their parents might not have the health care needed to give birth to a healthy baby. Children who have specific needs or disabilities are particularly in danger of this challenge.

- Children might not receive the education they need to develop into citizens that contribute to their communities which is a shame. This is particularly a challenge if the child does not get an elementary education.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

**Supported file formats:** PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video
In this unit, your project is to create a list of rules to live by. Often, we make these rules when we overcome challenges. We learn something that helps us once, and want to remember it in the future, so we make a rule to live by. You can also learn from the experiences and ideas of others. Remember, part of your project is rules you create from the reading you do in this unit.

You have read the "Declaration of the Rights of a Child." You have thought about what challenges these rights might have been written to address. In this SHOW, you will take the following steps:

- Reread each paragraph of the Declaration of the Rights of the Child in myPerspectives Unit 1: Childhood, Small-Group Learning.
- Write a one-sentence summary of each right in your ELA Journal if you have not done so.
- Write a few sentences about whether you believe that children are entitled to that right.
- Brainstorm any rules for living you can think of based on the right in that paragraph.

You do not have to include any of the rules you brainstorm in your final project if you do not want to. However, you might just come up with a new rule that you really like! Save your work for later. You will use it when you write your final list of rules to live by.

Now, begin completing the steps above with the "Declaration of the Rights of the Child."

Your student should have determined the rights listed in each paragraph through the activities in this lesson. If he or she is missing any summaries of paragraphs, encourage him or her to use the strategies used in the other paragraphs to jot missing summaries.

For each paragraph, your student should write whether or not he or she agrees with the right presented in the paragraph. For each of these statements, your student should compose a clear claim with a reason. For example, “I agree that all children deserve protection because you cannot
grow and think if you do not feel safe." Creating a rationale with the claim will aid your student in completing the final project for this unit.

If your student is having trouble developing rationale, try asking some of these questions:

- Why would it be important for a child to have that right?
- What do you find compelling about that right?
- Would it be possible for a child to be happy and healthy if they did not have that right?

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
LEARN ABOUT...

SIERRA LEONE

You are going to be reading a nonfiction work about Michaela DePrince, a refugee from the country of Sierra Leone. Before you do so, read this article, "Sierra Leone," to help you learn more about Sierra Leone. Within the article, there is a map showing where Sierra Leone is located. You may want to find a map of the whole continent of Africa to help you see more clearly where the country is located. When learning about new places in the world, finding them on a map will help you understand their location in relation to other countries and continents. After you read this article, you should know more basic information about Sierra Leone.

After you read, see if you can answer these questions about Sierra Leone:

1. What happened in Sierra Leone from 1991 to 2002?
2. What is the official language of Sierra Leone?

TEACHING NOTES

Your student will be reading a background article about Sierra Leone here because later in the lesson your student will read a nonfiction work about a war refugee from that country. Your student can use the map showing the location of the country within the article to know where it is located but also may want to find a map of the whole continent of Africa to better understand the country's location. After reading this article, your student should have a better understanding of Sierra Leone.
1. What happened in Sierra Leone from 1991 to 2002? (a civil war)
2. What is the official language of Sierra Leone? (English)

VOCABULARY
- antagonism
- refugee
- distraught

You have been reading texts that illuminate the challenges of childhood. You are preparing to write a list of rules to live by from your own experiences and the texts you read. In the last lesson, you learned about how the structure of a nonfiction text can impact its meaning.

Now, you will begin reading about Michaela DePrince, a ballerina from the country of Sierre Leone. From 1991 to 2002, Sierra Leone went through a violent civil war. During this decade, life in Sierra Leone was extremely dangerous due to a near complete lack of law in the country. Tens of thousands of people lost their lives, and countless families were torn apart. Children who lost their parents during the war became known as “war orphans.”

Remember that good readers first read a text to get the main ideas and information. Now you will complete a first read of “Michaela DePrince: The War Orphan Who Became a Ballerina.” When first reading nonfiction, you can keep these questions in mind as you read:

- What is this text about? Who is involved?
- What are the most important sections of this text?

Now, read Michaela DePrince: The War Orphan Who Became a Ballerina in myPerspectives Unit 1: Childhood, Small-Group Learning.

TEACHING NOTES

Guide your student to understand that after the section break (denoted by stars in the middle of the page) the article begins a brief biography of DePrince, a transition from the reporting that occurred before this section. Some questions that might guide your student to this understanding include:

- Why do you think the article is broken up by these stars?
- How is the information after the break in the article different than the information that came before it?
ASKING AND ANSWERING QUESTIONS ABOUT A TEXT

Good readers ask and answer questions before and while they read. Good readers think about what they are going to read and ask questions. Asking questions before reading helps readers search for answers in the text and notice when questions are answered.

Read the title of the article, “Michaela DePrince: the war orphan who became a ballerina.”

Perhaps you are wondering who Michaela DePrince is. Perhaps you are wondering how someone who was a war orphan could become a ballerina. Perhaps you are wondering what war Michaela DePrince experienced.

Write a few questions in your ELA Journal that you would like to answer. Then, as you read, write the answers next to those questions.

Encourage your student to ask questions before starting a text.

Make a two-column list and have your student record his or her questions prior to reading. Then have your student record answers that he or she learned while reading the text.

The list will look something like the following, after your student finishes reading the article “Michaela DePrince: the war orphan who became a ballerina.”

<table>
<thead>
<tr>
<th>What I Wonder</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is Michaela De Prince?</td>
<td>An orphan who became a dancer</td>
</tr>
<tr>
<td>How did she become a ballerina?</td>
<td>She was adopted and given dance classes</td>
</tr>
<tr>
<td>What war did she experience?</td>
<td>The civil war in Sierra Leone</td>
</tr>
</tbody>
</table>

Once you have completed your first read, find the Comprehension Check in the Making Meaning section of your textbook. Answer the questions in the Comprehension Check to make sure you caught all the main ideas in your first read.
Review your summary. You practiced writing a summary in the last lesson. Is your summary free of opinions and judgements? If not, cross out your opinions now and rewrite parts of your summary to make it only facts!

To increase your understanding of the main ideas of this article and build your vocabulary, go to the Language Development section of your textbook and find the Concept Vocabulary activities. Complete those activities, including the Word Study, in your ELA Journal now.

POSSIBLE RESPONSES

1. Michaela had a condition in which patches of skin lack color. Because of this, the Aunties thought Michaela was unnatural.
2. She found a picture of a ballerina in a magazine.
3. She was adopted by an American woman named Elaine DePrince.
4. After Michaela left the orphanage, she was taken to the United States by Elaine DePrince. When Elaine learned how much Michaela loved ballet, she enrolled her in ballet school. The young girl was afraid her skin condition would get in the way of her career, but her teacher showed her this wasn’t true. Michaela recently performed with the Dance Theatre of Harlem.

WHY THESE WORDS? POSSIBLE RESPONSE

The words are all related to difficulties or to difficult situations, such as war.

PRACTICE POSSIBLE RESPONSE

Due to antagonism between groups of people in her native Sierra Leone, Michaela became a refugee and an orphan. She bonded with another girl at the orphanage but was distraught when she learned the other girl would be adopted. Luckily, she was also adopted.

WORD STUDY POSSIBLE RESPONSES

antagonism—synonyms: opposition: “contrary action.” The army faced fierce opposition as it charged up the hill. hatred: “profound aversion.” Hatred can cause some people to treat others cruelly.

antagonism—antonyms: agreement: “harmony of opinion, action, or character.” After the committee met, there was general agreement on what it should do next. approval: “the expression of a favorable opinion.” The candidate’s suggestion that taxes should be lowered was met with approval.
FLUENCY
READING WITH EXPRESSION AND PHRASING

Great readers read with expression and read with phrasing. Expression means making your voice match the mood and feeling of the words. Phrasing means grouping words together into units of meaning.

You have been learning that paying attention to the details and making a mental image helps you comprehend a story. Paying attention to the details also helps you read with expression and phrasing. It helps you think about what is happening in a text and how the characters might be feeling.

Watch this video to see an example of two readers reading with phrasing and expression.

Please go online to view this video ▶

Rules for reading with expression:

1. Think about what the character is doing and feeling. Emphasize the important words.
2. Change your tone of voice when reading dialogue to show different characters talking.
3. Pay attention to ending punctuation. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.

Rules for reading with phrasing:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. You know that there are prepositional phrases, verb phrases, noun phrases, and other types of phrases that make up sentences. Pay attention to these as you read.
3. Always end phrases when you see an ending punctuation mark.
4. Always end phrases when you see a comma.
5. Phrases will always start or stop at the beginning or end of quotation marks.

In previous lessons, you thought about motivation. Thinking about this will help you read with expression because you will be thinking about how someone is feeling as you read. Think about the expression and phrasing rules as you read the following excerpt from the magazine article, “Michaela DePrince: the war orphan who became a ballerina.” Use the bolded text to help you read with phrasing.

A professional stage debut is a huge event in the life of any ballerina, but Michaela DePrince’s recent tour of South Africa also marked the end of an extraordinary journey from her childhood as a war orphan in Sierra Leone.
“I got out of a terrible place,” says DePrince. “I had no idea I would be here—I’m living my dream every single day.”

Take a look at the Fluency Rubric. How do you think you did when reading the sentences?

Now you will reread the entire article, “Michaela DePrince: the war orphan who became a ballerina.” Read it one time through.

After reading the page, talk with your Learning Guide about your expression and phrasing.

1. Did you change your tone when you saw dialogue?

2. Did you think about how a person was feeling in the text and emphasize important words?

3. Did you read in phrases of two or three words and pay attention to the punctuation?

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

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### TEACHING NOTES

Discuss with your student how reading with expression and phrasing helps with reading fluency because it helps readers show feeling and make meaning of the text.

Watch [this video](#) to see an example of two readers reading with phrasing and expression. Point out how they pause and use phrasing when reading.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the sections about reading with expression and reading with phrasing.

Now go to the text, “Michaela DePrince: the war orphan who became a ballerina” and have your student read the article one time through. Praise your student and point out when he or she read with expression. Praise your student if he or she read in phrases.

Now you will record your student reading the passage three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time he or she reread the page, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Look over the rubric and discuss how your student did.

If your student is continuing to make mistakes on words, phrasing, or expression, model reading the page for your student line-by-line and have your student echo it back to you. Refer to [this video](#) for guidance.
In this part, you practiced your first read skills and thought about the vocabulary related to the main ideas of this article. In the next part, you will begin to close read and analyze the text.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN MORE ABOUT...
SIERRA LEONE

You are going to be reading a nonfiction work about Michaela DePrince, a refugee from the country of Sierra Leone. Before you do so, read this article, "Sierra Leone Facts for Kids," to help you learn more about this country. This will be the second article about Sierra Leone that you have read in this lesson. Sometimes it helps to read more than one text on a subject, since you can learn different information from different readings. After you read this article, you should know more about Sierra Leone.

After you read, see if you can answer these questions about Sierra Leone:

1. What is the capital of Sierra Leone?
2. How many square miles is Sierra Leone?

TEACHING NOTES

Your student will be reading a second background article about Sierra Leone here because later in the lesson your student will read a fictional story about a war refugee from that country, Michaela DePrince. Your student will learn different information about Sierra Leone from this article than from the first one about the country. After reading this article, your student should have a more thorough understanding about Sierra Leone.

1. What is the capital of Sierra Leone? (Freetown)
2. How many square miles is Sierra Leone? (27,699)
Good readers approach a text by reading to understand the main ideas in the text. In the last part, you did this by completing a first read of *Michaela DePrince: The War Orphan Who Became a Ballerina* in *myPerspectives* Unit 1: Childhood, Small-Group Learning. Good readers, however, dive deeper than just the main ideas. They analyze the text to understand deeper meanings and how the author conveys those meanings.

Now, you will analyze the structure of the text and then the ideas that are conveyed through that structure. To begin, reread paragraphs 1–3 of the text. In your ELA Journal, answer the following questions with evidence from the text:

- What were the important events from Michaela's life written in these paragraphs?
- Which event happened most recently?
- Why do you think the author began the article with this sequence of events?

---

**TEACHING NOTES**

What were the important events from Michaela’s life written in these paragraphs? *professional stage debut, born in Sierra Leone in 1995, and parents died during the civil war.*

Which event happened most recently? *The most recent event is Michaela’s professional stage debut.*

Why do you think the author began the article with this sequence of events? *By mentioning the stage debut first, the author highlights its importance in Michaela’s life.*

Remind your student that writers of nonfiction magazine articles often use narrative techniques such as *sequence of events*, flashback, and flash forward. Presenting events in a specific order can engage readers in the same way that the plot of a well-crafted short story compels readers.

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**VOCABULARY**

**CONTEXT CLUES**

Do you recall these types of context clue strategies?

- Using synonyms
- Restatement of an idea
- Contrast of ideas and topics
- Definition
Discuss with your Learning Guide how each of these types of context clues assist you in understanding word meanings. Can you think of other types of context clues that might be useful when you read?

In paragraph 5 of Michaela Deprince: The War Orphan Who Became a Ballerina, locate these words: *vitiligo* and *pigmentation*.

Practice using context clues to determine the meaning of each word. Talk to your Learning Guide about what type of clue you used to define each word. Write the words and meanings in your ELA Journal. Use a dictionary or glossary to check your definition.

### TEACHING NOTES

Discuss the types of context clue strategies with your student.

*Possible response:* Another type of context clue strategy is using antonyms.

Your student should explain how he or she uses context clues to define the listed words. For example, your student might say he or she used the *definition* context clue strategy to determine the meaning of *vitiligo*, as the text states it is “a condition in which patches of skin lose pigmentation.”

Now, go to the *Making Meaning* section in your textbook and complete the *Analyze the Text* activities in your ELA Journal. Write the answers to any discussion questions, then discuss your answers with your Learning Guide.

### TEACHING NOTES

**POSSIBLE RESPONSE**

1. Michaela’s world revolved around ballet. She had not been to the U.S, and had no access to media or the internet. She did not have very accurate ideas about the U.S.
2. Passages will vary. Possible responses include when Michaela was adopted and taken to the U.S. or when she began her dance classes. Your student may also refer to the beginning of the article when the author mentioned her stage debut.
3. Responses will vary but should include the struggles with safety and belonging that Michaela faced. Additionally, your student might mention that Michaela faced the challenge of having big dreams and no apparent way to reach them. Some of her overcoming these challenges was the fortune to be adopted by an American family. However, Michaela also held onto her dreams and worked hard to achieve them.
**ANOTHER WAY**

**MAKING A CONNECTION TO YOUR OWN EXPERIENCES**

If connecting this article to the Essential Question for question #3 is challenging, take a moment to think about your own life experiences. When someone faces a challenge and overcomes it, this is sometimes called a *turning point* in the person's life. What is a turning point in your own life? This can be something difficult you had to get through or an important lesson you learned from a person or experience.

After thinking about your own turning point, compare and contrast it with Michaela's conversation with her ballet teacher. How was this experience a turning point for her?

Then go back to question #3 and apply your thinking to what this article has taught you about challenges some children face and overcome.

---

**TEACHING NOTES**

If your student is struggling to connect the content of the article to the Essential Question in order to answer question #3, have your student consider his or her own experiences before returning to the question.

If your student struggles to identify a turning point in his or her own life, ask prompting questions such as, "What was a time you had to do something really hard and got through it? What did you learn? How did it change the way you thought about yourself?"

After your student takes some time to consider a turning point in his or her own life, you're your student compare and contrast that experience with Michaela's conversation with her ballet teacher. Points of comparison and contrast might include the challenge itself, the role of the other people involved (for example, parents or friends versus a teacher), what was learned, what happened next, etc.

Have your student then read question #3 again and answer it with all of these thoughts in mind.

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You have thought deeply about the ideas the author has included in this article. As you learned in the last lesson, great readers need to be great writers to convey their ideas effectively. To sharpen your writing skills, go to the *Language Development* section of your textbook. Find the *Conventions* activities in that section and complete the *Read It and Write It* activities in your ELA Journal.
In this part you analyzed how the author included events from Michaela’s life in order to convey ideas about the challenges of childhood. In the next part, you will look more deeply at the structure of the article and how it conveys meaning.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Michaela DePrince: The War Orphan - Part 3

Objectives
- To analyze the structure of an informational article
- To analyze elements of biographical writing in an article

Books & Materials
- *Michaela DePrince: The War Orphan Who Became a Ballerina* by William Kremer in myPerspectives
- ELA Journal
- Computer
- Index cards or sentence strips
- Recording device
- Synonyms and Antonyms worksheet

Assignments
- Complete a First Read of "Michaela DePrince: The War Orphan Who Became a Ballerina" by William Kremer.
- Complete a sequence of events analysis.
- Complete biographical writing analysis activities.
- Complete interactive activity Media Connection: Michaela DePrince - Ballet Dancer.
- Write a brief essay about the main idea of an article.

LEARN

GRAMMAR
CORRECTING AMBIGUOUS PRONOUN REFERENCE

Step 1
You have been reading to analyze the main ideas in an article. You can break down a sentence to understand the function of individual words. Recognizing how an author uses pronouns clearly will help you do the same thing in your writing.

Read this sentence from *Michaela DePrince: The War Orphan Who Became a Ballerina*.

> A professional stage debut is a huge event in the life of any ballerina, but Michaela DePrince’s recent tour of South Africa also marked the end of an extraordinary journey from her childhood as a war orphan in Sierra Leone.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses pronouns carefully. When an author uses a pronoun, he or she needs to make sure that the antecedent is clear. Remember, the antecedent is the noun to which the pronoun refers.
Which chunk in the sentence has a pronoun on it? What is the case of the pronoun?

Now look for the noun to which the pronoun refers. What is it?

The antecedent for this pronoun is clear because there's just one noun to which her can refer in the sentence.

Read this sentence:

   When Michaela and Elaine went to the ballet, her obsession with dance began.

You see the same possessive pronoun in this sentence, but there's a problem. Why is the sentence from the article a better sentence? What's wrong with this one? Hint: Think about to whom the pronoun her refers.

When a pronoun could refer to two or more of the nouns in a sentence, it's an error. The error is called ambiguous pronoun reference.

Usually, you need to rewrite a sentence to fix an ambiguous pronoun reference. You can fix the sentence like this:

   When she and Elaine went to the ballet, Michaela's obsession with dance began.

How did this fix the error?

Read today’s sentence again. How does a clear antecedent for the pronoun help you understand the meaning of the sentence?

**Step 4**

The author wrote a sentence that has just one possible antecedent for the pronoun her. There is no question about whose childhood the author is talking about. When you use pronouns, you should always make sure the antecedent is obvious. This keeps your reader from being confused.

Look at these sentences. How is each an example of ambiguous pronoun reference?

- Sally told her sister that she needed to find her shoes.
- When Brad dropped the mug on the glass table, it shattered.
- The McKews gave me gummy bears; I really like them.

Rewrite each sentence to correct the error. Remember, there should be just one possible antecedent for a pronoun.

How can you avoid errors of ambiguous pronoun reference in your writing?
Step 1
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- A professional stage debut
- is a huge event
- in the life
- of any ballerina,
- but Michaela DePrince's recent tour
- of South Africa
- also marked
- the end
- of an extraordinary journey
- from her childhood
- as a war orphan
- in Sierra Leone.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that Michaela’s debut was even more special because of how much she lived through to get there.

Step 2
Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “in Sierra Leone” shows a relationship between Sierra Leone and orphan. The object of the preposition is Sierra Leone. The phrase tells where she was an orphan.
- The coordinating conjunction but joins contrasting or opposite ideas. It’s used to join the idea that a debut is special for any ballerina and the idea that Michaela’s debut also stood for something bigger. The contrast is that in reading the first part of the sentence I think it’s going to be the same for all ballerinas. Then I learn it’s different for Michaela because it’s even more special.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?
- What coordinating conjunction do you see? What is its general function and its function in this particular sentence?

**Step 3**

Your student should identify this chunk:

- from her childhood

Answer: possessive

Answer: *Michaela DePrince*

Answer: The antecedent is easy to figure out. In this one, it's not clear whether the pronoun refers to *Michaela* or *Elaine*.

Possible response: *Using “she” in place of the name and then putting “Michaela” as the subject makes it clear that the pronoun refers to Michaela.*

Possible response: *It helps me understand that the author is talking about Michaela's childhood. There's no confusion about whose childhood it is.*

**Step 4**

Answers:

- *her* could refer to *Sally* or *sister*
- *it* could refer to *mug* or *table*
- *them* could refer to *McKews* or *gummy bears*

Possible responses:

- Sally said to her sister, “I need to find my shoes.”
- The table glass table shattered when Brad dropped the mug on it.
- I really like the gummy bears the McKews gave me.

Answer: By making sure there is only one possible antecedent for a pronoun.

**Extension**

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

A professional stage debut is a huge event in the life of any ballerina, but Michaela DePrince’s recent tour of South Africa also marked the end of an extraordinary journey.
Have your student read this sentence:

A professional stage debut is a huge event in the life of any ballerina, but Michaela DePrince’s recent tour of South Africa also marked the end of an extraordinary journey from her childhood as a war orphan in Sierra Leone.

Then say, “In this sentence, the antecedent for the pronoun is clear. You know that her refers to Michaela because there is no other possible reference. When there is more than one noun that could be a pronoun’s antecedent, it’s called ambiguous pronoun reference. This is just one error you need to look out for when you use pronouns. Another is vague pronoun reference. This is when a pronoun does not refer to any noun.”

Display these sentences:

- We stopped at one or two stores but didn’t see any worth picking up.
- Since the price of gas has gone up, they are looking for new suppliers.

Say, “These are examples of vague pronoun reference. In each sentence, there’s no word to which the pronoun can refer. In the first sentence, there is no noun that any can refer to. In the second sentence, there is no noun to which they can refer. Can you rewrite the sentences to make them clear? You can do this by getting rid of the pronoun or by adding a clear antecedent.”

Possible revisions:

- We stopped at one or two stores but didn’t see any cakes worth picking up.
- Since the price of gas has gone up, our neighbors are looking for new suppliers.

Ask, “Why is it important to look out for and correct vague pronoun references?” Possible response: *Because if there is no clear antecedent for a pronoun, the meaning of the sentence is unclear. Fixing it makes the sentence make more sense.*

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**VOCABULARY**

**PRACTICE: CONTEXT CLUES- USING SYNONYMS AND ANTONYMS**

Knowing how to use synonyms and antonyms as context clues can help you understand the meanings of unknown words. Use the Synonyms and Antonyms worksheet to help you practice.

Read the top of the worksheet and tell your Learning Guide the difference between an antonym and a synonym. Complete the bottom of the worksheet, Sections A, B, and C.
TEACHING NOTES

Your student should be able to tell you the difference between synonyms (words that have the same or similar meanings) and antonyms (words that have opposite meanings). Assist your student in completing the Synonyms and Antonyms worksheet.

If your student needs more help, then use the Synonyms and Antonyms worksheet to give your student extra practice in using this strategy.

**Answer Key: Synonyms and Antonyms worksheet - Section A**

1. c- despise
2. b- kindest
3. a-anxious
4. c- wishy-washy

**Answer Key: Synonyms and Antonyms worksheet - Section B**

1. a) reappear
2. c) boisterous
3. a) disloyalty
4. b) shallow

**Possible responses - Section C**

1. *ingenious*: Paul came up with the ingenious idea to hang a rope ladder from the club house for easier access!
2. *inept*: Poor Craig is so inept that he can barely turn a page in a book without botching it.
3. *agile*: Watching the horse race through the woods, I was in awe of how agile it was.
4. *clumsy*: Jen had clumsy fingers and couldn't string the beads.

Last time, you analyzed how the author used a sequence of events in the article *Michaela DePrince: The War Orphan Who Became a Ballerina*, located in *myPerspectives* Unit 1: Childhood, Small-Group Learning, to emphasize the challenges that Michaela faced and overcame to achieve her dream.
Quick Check

Please go online to view and submit this assessment.

Fluency

Reading at the Correct Pace

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch this video to learn how to practice reading at the correct pace.

Please go online to view this video ►

Teaching Notes

Discuss why pacing is important to reading fluency. Reading too fast or slow makes it harder to understand what one is reading.

Watch the videos with your student. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the student in the video read. The student is proficient in reading accurately, proficient in reading with expression, developing in reading with phrasing, and proficient in reading at the correct pace.

Now open the article, “Michaela DePrince: the war orphan who became a ballerina.” First, have your student read the text once to warm up. Discuss your student’s pacing. Did it match a conversational rate? You might need to click on the audio and have the text read aloud to your student.

Record your student reading the article three more times. Use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. A reasonable pace would be when your student sounds conversational while reading. After each reading, write down how long it took your student to read the article.

After your student finishes reading three more times, play back the recording and listen with your
Read the information in the Analyze Craft and Structure section and complete the Practice activities in your ELA Journal. You can draw the table in your ELA Journal to fill it in.
Possible responses:

1. (a) The writer includes that Michaela DePrince was a war orphan in Sierra Leone who made her debut as a ballerina and toured South Africa. He also includes a quotation from DePrince, who says she is living her dream.

(b) This information might interest readers because it shows the extremes of her life experience.

2. See possible responses in chart on student page.

<table>
<thead>
<tr>
<th>Elements of Biography</th>
<th>Examples</th>
<th>Reader's Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>facts</td>
<td>She was born in Sierra Leone in 1995.</td>
<td>age and background of DePrince</td>
</tr>
<tr>
<td>actual events</td>
<td>Her parents died in the civil war in Sierra Leone.</td>
<td>She was an orphan in a war-torn contry.</td>
</tr>
<tr>
<td>direct quotations</td>
<td>&quot;They named us from one to 27&quot;</td>
<td>She was treated like a number in the orphanage.</td>
</tr>
<tr>
<td>other people's views</td>
<td>The women thought of her as a devil's child.</td>
<td>She had a very difficult early childhood.</td>
</tr>
</tbody>
</table>

3. (a) DePrince tells about when she saw a picture of a ballerina in a magazine.
   (b) From that moment, she wanted to be a ballerina.
   (c) Elaine DePrince decided to adopt her as well as Mia. This made it possible for Michaela to realize her dreams.

4. (a) After she started studying ballet, DePrince that her teacher didn’t even notice it.
   (b) Fact: DePrince would wear turtlenecks to cover her skin condition. Actual event: she asked her teacher if her skin condition would hold back her career. Direct quotation: “I had trouble looking at myself”

INTERACTIVE ACTIVITY

Go to the Media Connection section of your textbook (click Making Meaning, then click Media Connection and scroll down to find the video) and watch the video of Michaela dancing. As you watch, think about how viewing this video adds to your understanding of the difficulties Michaela faced as a child. Then, write your response in your ELA Journal.
Elements of Biography Examples

Reader's Understanding

- **facts**
  - She was born in Sierra Leone in 1995.
- **age and background of DePrince**
  - Her parents died in the civil war in Sierra Leone.
  - She was an orphan in a war-torn country.
- **direct quotations**
  - “They named us from one to 27”
  - She was treated like a number in the orphanage.
- **other people's views**
  - The women thought of her as a devil’s child.
  - She had a very difficult early childhood.

4. (a) After she started studying ballet, DePrince that her teacher didn’t even notice it.
   (b) Fact: DePrince would wear turtlenecks to cover her skin condition. Actual event: she asked her teacher if her skin condition would hold back her career. Direct quotation: “I had trouble looking at myself.”

Possible response:

There is a contrast between the pain in Michaela’s story and the beauty of her dancing. This contrast represents how she truly overcame the challenges of her circumstances and has achieved her dream.

In this part, you thought about the structure of the article, *Michaela DePrince: The War Orphan Who Became a Ballerina*, and how the author used elements of biographical writing. In the next part, you will use your analysis to complete the USE for this lesson.
Michaela DePrince: The War Orphan - Part 4

In this lesson, you have analyzed how the author used a sequence of events and elements of biographical writing to convey his ideas. Now, find Michaela DePrince: The War Orphan Who Became a Ballerina in myPerspectives Unit 1: Childhood, Small-Group Learning and write two to three paragraphs in which you do the following:

- Determine the central idea of the article. Remember that the central idea is what the author wants you to understand about the subject.
- Explain how the author uses particular details to convey the central idea.
- Explain how the video Michaela DePrince – Ballet Dancer contributes to the central idea of the article. (To watch the video, click Making Meaning, then click Media Connection and scroll down to watch the video)

Be sure to include details from the text to support your thinking. You may return to your Analyze the Text and Analyze Craft and Structure work from this lesson to gather ideas and evidence for your writing. Once you have reviewed your work, write two to three paragraphs to answer the bullet points above.
In this lesson, you have analyzed how the author used a sequence of events and elements of biographical writing to convey his ideas. Now, find Michaela DePrince: The War Orphan Who Became a Ballerina in myPerspectives Unit 1: Childhood, Small-Group Learning and write two to three paragraphs in which you do the following:

- Determine the central idea of the article. Remember that the central idea is what the author wants you to understand about the subject.
- Explain how the author uses particular details to convey the central idea.
- Explain how the video Michaela DePrince – Ballet Dancer contributes to the central idea of the article. (To watch the video, click Making Meaning, then click Media Connection and scroll down to watch the video)

Be sure to include details from the text to support your thinking. You may return to your Analyze the Text and Analyze Craft and Structure work from this lesson to gather ideas and evidence for your writing. Once you have reviewed your work, write two to three paragraphs to answer the bullet points above.

**Objectives**

- To analyze the structure of an informational article
- To analyze elements of biographical writing in an article

**Books & Materials**

- Michaela DePrince: The War Orphan Who Became a Ballerina by William Kremer in myPerspectives
- ELA Journal
- Computer

**Assignments**

- Complete a First Read of "Michaela DePrince: The War Orphan Who Became a Ballerina" by William Kremer.
- Complete a sequence of events analysis.
- Complete biographical writing analysis activities.
- Complete interactive activity Media Connection: Michaela DePrince – Ballet Dancer.
- Write a brief essay about the main idea of an article.

**USE FOR MASTERY GUIDELINES & RUBRIC**

Did you:

- Write an answer that is two to three paragraphs long?
- State a reasonable central idea in Michaela DePrince: The War Orphan Who Became a Ballerina?
- Explain how the video Michaela DePrince – Ballet Dancer contributes to the central idea of the article?
- Include four details or pieces of evidence from the text that support your claim?
- Use words or phrases that clarify relationships among claims and reasons?
- Maintain a consistent writing style throughout your answer?
- Provide a concluding statement that summarizes your claims?
- Use proper spelling and grammar?
LEARN ABOUT...

THE GREAT DEPRESSION

You are going to be reading a fictional story about a person who lived during the Great Depression in the United States. Before you do so, read this article, "US History: The Great Depression," to help you learn more about this event in the history of the United States. There is a photograph within the article. The photograph is a famous one called "Migrant Mother." You can use photographs like this sometimes to get a better feeling of what it was like during a particular time in history. In this case, the photograph demonstrates some of the desperation people felt during the Great Depression. After you read this article, you should know more basic information about the Great Depression.

After you read, see if you can answer these questions about the Great Depression:

1. Who was president when the Great Depression began?

2. When did the Great Depression end?
You have been reading texts about the challenges of childhood and thinking about the rules you live by. You have used your reading skills to analyze literary techniques in Jacqueline Woodson's poems, make meaning of official documents from the U.N., and the structure of an article.

Now, you will turn your attention to reading a novel about growing up, *Bud, Not Buddy*. This story takes place in 1936, during the Great Depression, an economic crisis that lasted from 1929 until 1939. Millions of people lost their jobs, their savings, and even their homes. Desperate people wandered the country looking for work, sometimes hopping on freight trains (which was dangerous and illegal) to travel long distances. In an era in which racism was common, an African American like Bud would have faced additional difficulties and dangers simply for being a person of color.

1953 in Flint, Michigan, where he was raised and where *Bud, Not Buddy* takes place. After high school, Curtis held a series of jobs, most of which he disliked. Mainly he worked in an automobile factory on an assembly line, hanging doors on cars. He made a decent wage but felt frustrated and bored. Feeling that he wanted more out of life, he began writing stories in his free time. He went back to school and took classes in creative writing at the University of Michigan. Finally, with the support of his wife, Kaysandra, he took a year off and devoted himself to writing.

For inspiration, Curtis drew on his own experiences as a child. He also tapped into the humor and warmth—as well as the squabbles—that characterized his family life. Members of his family were inspirations for his fictional characters.
Curtis’s first book, *The Watsons Go to Birmingham—1963* was published in 1995 to rave reviews. It won several important literary awards, including a Newbery Honor Award and the Coretta Scott King Award. His book *Bud, Not Buddy* (1999) won the Newbery Award. Since then, Curtis has written other novels, including a companion book to *Bud, Not Buddy* called *The Mighty Miss Malone* (2012), which focuses on Deza Malone, a character in the Buddy book.

On each day in this lesson, you will read a section of *Bud, Not Buddy*. While you are reading, you will be able to practice all the skills you have learned so far to make deep meaning of the text. After reading, you will be asked to answer some questions in your ELA Journal. These questions help guide your analysis of the text. But, this lesson is really about you as an independent reader and guiding your own learning! At the end of this lesson, you will write an essay that answers the following prompt:

*Is Bud a believable character? How do his responses to challenges and his perspectives make him believable or not? Use evidence from the text to support your analysis.*

You will be able to use the questions you answer each day to help you think about the prompt and write your essay for the USE of this lesson.

Additionally, Bud has written a set of rules to live by. They are called the “Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself.” Bud’s rules will be a model for your project. As you read, make a space in your ELA Journal to keep a list of Bud’s rules. Whenever you see one of his rules, write it down in your ELA Journal. These can serve as inspiration for your own rules!

Before you get started on your first reading, begin to think about suspense. What is suspense? How do authors create it? Suspense is a literary device the author uses to create anxiety in the reader while he or she wonders what is going to happen next. Be on the lookout for suspense in chapter 1!

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**VOCABULARY**

**CONTEXT CLUES**

Before you begin reading *Bud, Not Buddy*, copy the following list of words in your ELA Journal in a column. Leave space to write next to each word. You may also want to skip lines to allow room to add more information as you read. This list is the vocabulary for the whole text. You will be reading *Bud, Not Buddy* over several days.

- glum
- luxurious
- urchin
- conscience
- gait
- lam
- ventriloquist
- jolt
- telegram
- scrawny
- grace
- loathsome
- sully
- fester
- contaminate
- compromise
- prodigy
- rummage
- ornery
- blues

Read the words. Put a star next to the words that are new to you. As you read the list, add a definition for each word you know. Words often have multiple meanings, so the definition you know may not be the one the author used in the text. When you read the story, you can update your definitions if needed.

During Unit 1, you practiced using context clues to determine the meaning of words. As you read Bud, Not Buddy, look for these words. When you find a vocabulary word, make a note in your ELA Journal of the location of the word. You may find a word in more than one place in the story. Use context clues to determine the meaning of the word, and add the meaning to your ELA Journal. Use a dictionary to check your definition. Continue this procedure as you read each chapter.

TEACHING NOTES

Your student will complete this task over a period of days as he or she reads Bud, Not Buddy.

Every time your student is ready to begin reading another chapter, ask your student to read through the vocabulary list again. Your student should add definitions daily. Encourage your student to use context clues to determine the meanings and to check the definitions in a dictionary when necessary.
You may wish to review the types of context clues with your student:

- Synonyms and Antonyms
- Restatement of an idea
- Contrast of ideas and topics
- Definition

**INTERACTIVE ACTIVITY**

As you read your novel independently, you will think about many literary elements and analyze how Christopher Paul Curtis creates effects in his novel. These include suspense, characterization, conflict, and more. Before you begin your reading, quiz yourself on your knowledge of these elements with this quiz.

If you struggled correctly identifying setting, characterization, plot, conflict, theme, or climax, take some time to quickly search these terms online. Having a solid definition of these terms from which to work will help you be more successful in the writing tasks of this novel!

Now, you will read Chapters 1–3 of *Bud, not Buddy*. There are questions to answer after reading. You may wish to read those questions before you begin reading. As you read, play close attention to the following questions:

- How does Chapter 1 create suspense?
- What rules does Bud reveal in these chapters? What do these rules reveal about Bud?

Now, read Chapters 1–3 of *Bud, Not Buddy*.

**TEACHING NOTES**

*Bud, Not Buddy* is a seminal middle-school text and should be accessible independently to readers who are on grade level at the beginning of 6th grade. If your student is struggling to read independently, urge him or her to continue to try to read independently. If he or she needs additional support, consider providing an audio recording of the text as your student reads along. With any measure of support, encourage your student to read as independently as possible to strengthen his or her skills.
**COMPREHENSION**

**PRIOR KNOWLEDGE—FICTIONAL STORY ELEMENTS**

Good readers use what they already know about the elements found in fictional stories to help them understand the text. Good readers recognize that all fictional stories have elements that are found in every story. These elements are characters, setting, plot, and theme. Good readers use this prior knowledge of the fiction genre and recognize these elements as they read.

In the story *Bud, Not Buddy*, the beginning of the story presents some of these elements. The main character Bud Caldwell is introduced, along with the setting of the story. As you read, write down the characters you encounter in your ELA Journal. Then think about the plot by writing the problems each character faces as the problems arise.

See if you can list the setting, main character, and a conflict from the first chapter of *Bud, Not Buddy*.

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**TEACHING NOTES**

Help your student use his or her prior knowledge to identify fictional story elements found in a text by asking the following questions while reading *Bud, Not Buddy*:

- The setting of the story is ___________.
  
  *Answer: 1930’s depression era*

- The main character is ___________.
  
  *Answer: Bud Caldwell*

- The plot contains the events of the story which include a conflict and resolution. So far, the conflict in the story is ___________.
  
  *Answer: Bud’s mom died and he lives in an orphanage.*

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After you have read the chapters, answer these questions in your ELA Journal:

- When the woman in the orphanage calls him “Buddy,” what does Bud’s reply, “It’s Bud, not Buddy, ma’am” tell us about his character?
- How does the final line of Chapter 1, “Here we go again,” work to create suspense?
- What information does the author give us about Bud’s suitcase? From that, what can we conclude about the suitcase?
- Why is the blue flyer in Bud’s suitcase especially important?
- List three conflicts that Bud faces at the Amos’s house.
- List any of Bud’s rules that you learned in these chapters in your ELA Journal.
In this part, you began to read *Bud, Not Buddy*, strengthening your independent reading skills. You also met the main character, Bud. You began to understand his problems and characterization. In the next part, you will continue building your skills!

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.

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### TEACHING NOTES

**POSSIBLE RESPONSES**

- Bud’s reply shows us that he is polite but assertive.
- The line “Here we go again” is a repeat of the chapter’s first line. It signals the reader that based on Bud’s past experiences; something bad is probably about to happen to him.
- The suitcase is old and broken. The author tells us it’s held together with twine; therefore, we know its latches are broken. He also tells us Bud keeps it under his bed and looks through it every night. We can surmise that the suitcase is very important to Bud.
- The blue flyer pictured the man he assumed to be his father. The flyer had made his mother upset for unknown reasons. And his mother died shortly after she brought home the blue flyer.
- Possible conflicts include: Todd, a bigger and older boy, is intent on torturing Bud; Mrs. Amos believes Todd’s lies; Mrs. Amos assumes the worst about Bud; the Amoses take his suitcase away from him; Todd’s description of the horrors in the shed; Bud’s fears and his imagination while he is in the shed.

**RULES IN THESE CHAPTERS**

- #3: If you have to tell a lie, make sure it’s simple and easy to remember. (Chapter 2)
- #118: You have to give the adults something that they think they can use to hurt you by taking it away. That way they might not take something away that you really do want unless they’re crazy or real stupid. They won’t take everything because if they did they wouldn’t have anything to hold over your head to hurt you with later. (Chapter 2)
- #328: When you make up your mind to do something, hurry up and do it, if you wait you might talk yourself out of what you wanted in the first place. (Chapter 3)
LEARN

GRAMMAR

PRONOUN CASE

Step 1
You have been reading to understand what happens in a story. You can break down a sentence to understand the function of individual words. Understanding the cases of the pronouns in a sentence will help you understand the meaning of a sentence.

Read this sentence from *Bud, Not Buddy*.

All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses different pronoun cases to convey different meanings in a sentence.

You know that there are three pronoun cases:

- A subjective pronoun names the subject of a verb or is used in the predicate after a linking verb.

- An objective pronoun names the direct object of a verb, the indirect object of a verb, or the object of a preposition.

- A possessive pronoun shows ownership.
Find the chunks with pronouns. Identify whether each one is subjective, objective, or possessive.

How does knowing the case of each pronoun help you understand the sentence?

**Step 4**

Authors use pronouns to avoid repetition. The pronoun cases allow an author to refer to a noun in a way that carries out different functions. You can do the same thing in your writing.

Read these sentences:

- My voice teacher said that him and his son would come to my concert.
- Will you please give this marker to she?
- I’m not sure what to think of them presentation.

Explain the error in each sentence. What kind of pronoun is in the sentence? What kind should be in its place?

Rewrite the sentences so they are correct.

How does knowing when to use the different pronoun cases help you be a better writer?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- All the kids watched
- the woman
- as she moved
- along the line,
- her high-heeled shoes
- sounding like
- little fire-crackers
- going off
- on the wooden floor.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: *It means that the kids are watching as the caseworker walks down the line. The kids are waiting to hear what she'll say.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “along the line” shows a relationship between line and moved. The object of the preposition is line. The phrase tells where she moved.

- The author uses a simile to compare the sound of the woman’s shoes to firecrackers. This helps me hear in my head what her shoes sound like. The comparison also helps me understand how nervous the kids must feel because the sound is probably sharp and a little surprising.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?

- What figurative language do you see? What effect does it have?

**Step 3**

Your student should identify these chunks:

- as she moved (subjective)

- her high-heeled shoes (possessive)

Possible response: *It helps me understand how each pronoun functions in the sentence. I know which one is being used as a subject and I know which one is showing ownership. It helps me think about how different pronouns have different functions even when they refer to the same noun.*
Step 4

Possible response: *They are awkward to read because the noun is repeated. They can be improved by using pronouns.*

Answers:

- objective, should be subjective
- subjective, should be objective
- objective, should be possessive

Answers:

- My voice teacher said that *[he]* and his son would come to my concert.
- Will you please give this marker to *[her]*?
- I’m not sure what to think of *[their]* presentation.

Possible response: *Knowing when to use the different cases helps me avoid repetition of nouns no matter what the function is.*

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

> All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor.

Then say, “In this sentence, the author uses pronouns to avoid repetition. This makes the writing smoother and less awkward. The author uses a subjective pronoun, *she*, and a possessive pronoun, *her*. You can use subjective, objective, and possessive pronouns in your own writing. People often make errors when they’re deciding between using a subjective or objective first-person pronoun.”

Display these pronouns:

- I
- me

Ask:

- Which of these is subjective? *(I)*
- Which is objective? *(me)*
What does that mean about how you use each one?

Answer: The pronoun “I” is used as the subject of a verb or in the predicate after a linking verb. The pronoun “me” is used as the direct object of a verb, the indirect object of a verb, or the object of a preposition.

Display these sentences:

- Steven and me will go to the mall after soccer practice.
- The chess champion in our family remains me.
- Will you go to the lake with Amanda and I?

Say, “Explain why the first-person pronoun in each of these sentences is incorrect.”

Answers:

- It’s objective but should be subjective.
- It’s objective but should be subjective.
- It’s subjective but should be objective.

Have your student correct the sentences.

Answers:

- Steven and [I] will go to the mall after soccer practice.
- The chess champion in our family remains [I].
- Will you go to the lake with Amanda and [me]?

If your student struggles to recognize the errors or make corrections, offer the following support. For the first sentence say, “You can think through these sentences to figure out each error and how to fix it.” Cover Steven and in the first sentence. Point out that this helps your student focus on the pronoun and see that it should be subjective. For the second sentence, say, “You can reverse the verb and pronoun to check this one. You wouldn’t say ‘Me remain the champion,’ would you?” For the third sentence, cover Amanda and. Say, “Now you can see that the pronoun is the object of a preposition, so you know the preposition should be objective.”

Ask, “Why is it important to understand when to use each of the three pronoun cases?” Possible response: So I can pick the right pronoun for how it functions in the sentence.
**LEARN ABOUT...**

**CAUSES OF THE GREAT DEPRESSION**

You are going to be reading a fictional story about a person who lived during the Great Depression in the United States. Before you do so, read this article, “The Great Depression: Causes,” to help you understand more about the reasons the Great Depression happened. Some of the factors that caused the Great Depression are listed in this article. Use the list format of the article to help you keep track of the different causes behind the Great Depression. When you learn about different events in history, it is useful to try to learn not only about the events themselves but what caused them. After you read this article, you should know more about the things that contributed to the Great Depression.

After you read, see if you can answer these questions about causes of the Great Depression:

1. True or false: The Stock Market Crash of 1929 was one reason the Great Depression began.
2. True or false: Economists know exactly what caused the Great Depression.

**TEACHING NOTES**

Your student will be reading a background article about the causes of the Great Depression here because later in the lesson your student will read a fictional story set during this time period. Your student can use the list format of the article to keep track of the different reasons behind the Great Depression being discussed. After reading this article, your student should have a better idea of what caused the Great Depression.

1. True or false: The Stock Market Crash of 1929 was one reason the Great Depression began. (true)
2. True or false: Economists know exactly what caused the Great Depression. (false)

In the last part, you began reading *Bud, Not Buddy*. You thought about details that the author included to create suspense and characterize the main character, Bud. You also learned Bud’s first three rules. In this part, you will read Chapters 4–6 of *Bud, Not Buddy*. You will continue to think about Bud as a character – who he is and what is important to him.

Before you begin reading, think back to your reading in chapter 3. Write the answer to this question in your ELA Journal:

- When Bud is first locked in the shed, he says (in the narration) “If I was like a normal kid I would've busted out crying, but I just stood there breathing hard.” How does this sentence function as **characterization**? What does it tell us about the kind of kid Bud is?
INFERENCING CHARACTER TRAITS—INTERNAL DIALOGUE (THOUGHTS)

Good readers infer character traits while they read. Good readers think about what they already know and combine this knowledge with clues from the text to help them understand character traits. Good readers infer character traits by looking at what a character says, does, and thinks. A character's thoughts could also be referred to as internal dialogue.

In *Bud, Not Buddy*, look at Bud's internal dialogue as evidence to support an inference about his character. For example, on p. 18, Bud shares his thinking about Todd:

“I can't all the way blame Todd for giving me trouble, though. If I had a home with a mother and father I wouldn't be too happy about other kids living in my house either.”

Think about what you have read about Bud and Todd. Use your background knowledge to think about what this quote says about Bud's personality. While Bud is angry at Todd for his actions, he still demonstrates understanding toward Todd's feelings.

What can you infer about Bud based on this evidence? Write some ideas in your ELA Journal that describe what kind of person Bud is. Make sure you write your evidence with your inferences. As you continue to read the story, look for more evidence that supports this inference or perhaps suggests a different character trait.

TEACHING NOTES

- Bud does not consider himself a “normal” kid because he does not cry. He has been abused enough that he has become somewhat hardened to it. Nevertheless, he is scared.

Encourage your student to record the evidence from the text to infer character traits. Remind your student that a character's actions and dialogue is the evidence to support the inference.

Your student may infer that Bud is an understanding person, based on the dialogue where he says, “I don't blame Todd for giving me trouble.” Your student can infer that Bud's traits are *logical* and *mature*.
Now that you have refreshed your thinking about Bud's characterization, you will begin your reading for the day. You will think about a motif in the text. A motif is a literary element that repeats itself throughout a piece of literature, underscoring the work's overall theme. As you read Chapters 4–6, think about the following questions:

- How does Bud respond to the challenges he faces?
- What is important to Bud?

Now, read Chapters 4–6 of *Bud, Not Buddy*.

### TEACHING NOTES

As your student reads, remind him or her to write down any of Bud's rules that are revealed in the chapter. There are several details to note about Bud's character in this reading:

- He puts down the shotgun and does not hurt Todd but is mindful to hide the gun from Mr. Amos.
- He has fond memories of his mother and spends time looking at her picture, revealing the importance of his parents in Bud's life.
- He is able to think quickly at the mission and assume the role of “Clarence,” which spares him from being hit and gets him food.

Now that you have read, answer the following questions in your ELA Journal:

- How does Bud's list of “Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself” work as a motif in this book?
- Bud remembers his mother telling him, "When one door closes, don't worry because another door opens." Six-year-old Bud doesn't understand, but as he grows older, he figures out the meaning. What does this phrase mean? Why is it important in Bud's story?
- Write 2–3 paragraphs about Bud's opinion of lying. Give examples from the text that support your answer.

### POSSIBLE RESPONSES

- Bud's list functions as a motif because he refers to it repeatedly, whenever he tries to understand events by connecting them to other things he has already experienced. It is a motif not only because of the repetition, but because it underscores the theme of a young boy alone in the world.
Now, read Chapters 4–6 of *Bud, Not Buddy*. As your student reads, remind him or her to write down any of Bud’s rules that are revealed in the chapter. There are several details to note about Bud’s character in this reading:

- He puts down the shotgun and does not hurt Todd but is mindful to hide the gun from Mr. Amos.
- He has fond memories of his mother and spends time looking at her picture, revealing the importance of his parents in Bud’s life.
- He is able to think quickly at the mission and assume the role of “Clarence,” which spares him from being hit and gets him food.

Now that you have read, answer the following questions in your ELA Journal:

**How does Bud’s list of “Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself” work as a motif in this book?**

**Bud remembers his mother telling him, “When one door closes, don’t worry because another door opens.” Six-year-old Bud doesn’t understand, but as he grows older, he figures out the meaning. What does this phrase mean? Why is it important in Bud’s story?**

**Write 2–3 paragraphs about Bud’s opinion of lying. Give examples from the text that support your answer.**

**RULES IN THESE CHAPTERS**

- #83: If an adult tells you not to worry, and you weren't worried before, you better hurry up and start 'cause you're already running late.

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**MOTIFS**

If thinking about Bud’s list of rules as a motif for the first question is challenging, you can think about motifs in other books you have read or movies you have seen.

A motif can be almost anything in a story, as long as it’s repeated and highlights important ideas in the story. It can be an idea, an object, an image, a sound, or even a single word. A motif is an element you see over and over again in a literary work.

Think about a book or movie you know really well that has something that shows up over and over again. It should be something that relates to the theme or big idea of the story. This is a motif.

Now that you’ve thought about a motif in another literary work, go back to question #1 and think about how Bud’s list works as a motif.

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**TEACHING NOTES**

Have your student consider a book or movie he or she knows very well. Encourage your student to identify a motif on his or her own. For example, he or she might think about the story of Snow White. In that story, the mirror is a motif. The queen looks in the mirror multiple times to ask who is fairest of them all. The queen learns from the mirror that Snow White has become the fairest. The queen uses the mirror multiple times in the story. The mirror shows the truth.

If your student struggles to identify a motif, prompt him or her to think about fairy tales and then about Snow White. If your student is not familiar with this story, choose one with which he or she is familiar.

Point out that sometimes people confuse motifs with symbols. A motif is a repeated element that contributes to the theme or big ideas in a literary work. A symbol is an object that represents an idea or concept. A symbol doesn’t have to be repeated, but a motif does.
After your student has thought about motifs in one or two books or movies that are more familiar to him or her, go back to the question about Bud’s list as a motif. Your student may now be more comfortable thinking about a motif in this less familiar literary work.

In this part, you analyzed how the author characterizes Bud through his action and thoughts. These kinds of details are how authors reveal their characters. In the next part, you will read about Bud’s exciting adventures with Bugs in Hooverville!

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Bud, Not Buddy - Part 3

Objectives
- To read and analyze Bud, Not Buddy, focusing on characterization, conflict, motif, simile, and suspense
- To compose a well-organized argumentative essay regarding Bud, Not Buddy

Books & Materials
- Bud, Not Buddy by Christopher Paul Curtis
- ELA Journal
- Computer

Assignments
- Read Bud, Not Buddy by Christopher Paul Curtis.
- Complete reading analysis questions.
- Keep an evidence journal of Bud's "Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself."
- Write an argument about the believability of Bud's character.

LEARN

You have been analyzing the character of Bud, learning about him as a person and how unique he is for a ten-year-old boy. Once authors establish their characters, they generally begin to strengthen the conflict. Conflict is the barrier or problem (physical, emotional, or matter of circumstance) that stands in the way of the protagonist achieving his or her goals. You have seen that Bud faced conflict at the Amos' house, but that is not the main conflict of the story, it has been resolved. As you read, think about the following questions:

- What is the main conflict Bud faces?
- What smaller conflicts are causing him to be unable to resolve the main conflict?

Now, read Chapters 7–9 of Bud, Not Buddy.

TEACHING NOTES

Bud's primary conflict is trying to find his father, whom he believes is Herman E. Calloway. Given that his mother has passed away, Calloway would be his only remaining family member.

Subplot conflicts in these chapters include:

- How to survive while on the run
- Meeting the people of Hooverville
- Kissing a girl for the first time
- Trying to get on the train, being confronted by the cops, missing the train
Now that you have read, answer the following questions in your ELA Journal:

- When Bud is in the library and asks for Miss Hill, another librarian says, “Haven’t you heard?” That triggers one of the “worst” of Bud Caldwell’s Rules and Things. How do Bud’s expectations work to build suspense? What is the twist in this instance?
- Why does Bugs describe the Hooverville as a “cardboard jungle”?
- Deza says, “But I guess you’re different, aren’t you, Bud? I guess you sort of carry your family around inside of you, huh?” And Bud adds, “I guess I do. Inside my suitcase, too.” Does this passage illustrate conflict, motif, suspense, simile, or characterization and why?
- As the freight train starts rolling out of the station, Bud throws his suitcase to Bugs who is already onboard. As Bud runs alongside, the blue flyer blows off the suitcase and into Bud’s hands, and suddenly he finds he can’t run anymore. Is this passage an example of conflict, motif, suspense, simile, or characterization?

TEACHING NOTES

POSSIBLE RESPONSES

- Bud expects news of a violent death and gives examples that build suspense as they prepare the reader to hear something terrible. The twist is that Miss Hill has gotten married and moved away—which is good news for her, but a disappointment to Bud all the same.
- The shacks are made from cardboard and other scavenged materials. The word jungle connotes danger and wildness, the opposite of civilization. A person could feel like an animal living in such a place.
- Motif, because the suitcase and its contents are a repeating image that supports one of the novel’s themes.
- The scene is one of suspense. There is also conflict, as Bud has to decide whether to try for the train or give up. There are also two similes, “it was like a miracle” and “it felt like my legs were gone.” Some students might make the observation that the blue flyer is a motif that seems to direct Bud’s journey and his fate.

RULES IN THESE CHAPTERS

- #16: If a grown-up ever starts a sentence by saying, “Haven’t you heard,” get ready, ‘cause what’s about to come out of their mouth is going to drop you head first into a boiling tragedy. (Chapter 7)

FLUENCY

READING AT THE CORRECT PACE

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. It is harder to understand what the words mean. Readers read at the correct pace, which is the speed you would speak when you have a conversation with someone.
When Bud is in the library and asks for Miss Hill, another librarian says, "Haven't you heard?" That triggers one of the "worst" of Bud Caldwell's Rules and Things. How do Bud's expectations work to build suspense? What is the twist in this instance?

Why does Bugs describe the Hooverville as a "cardboard jungle"?

Deza says, "But I guess you're different, aren't you, Bud? I guess you sort of carry your family around inside of you, huh?" And Bud adds, "I guess I do. Inside my suitcase, too." Does this passage illustrate conflict, motif, suspense, simile, or characterization and why?

As the freight train starts rolling out of the station, Bud throws his suitcase to Bugs who is already onboard. As Bud runs alongside, the blue flyer blows off the suitcase and into Bud's hands, and suddenly he finds he can't run anymore. Is this passage an example of conflict, motif, suspense, simile, or characterization?

Bud expects news of a violent death and gives examples that build suspense as they prepare the reader to hear something terrible. The twist is that Miss Hill has gotten married and moved away—which is good news for her, but a disappointment to Bud all the same.

The shacks are made from cardboard and other scavenged materials. The word jungle connotes danger and wildness, the opposite of civilization. A person could feel like an animal living in such a place.

Motif, because the suitcase and its contents are a repeating image that supports one of the novel's themes.

The scene is one of suspense. There is also conflict, as Bud has to decide whether to try for the train or give up. There are also two similes, "it was like a miracle" and "it felt like my legs were gone." Some students might make the observation that the blue flyer is a motif that seems to direct Bud's journey and his fate.

Discuss with your student why pacing is important to reading fluency. Reading too fast makes it harder to understand what one is reading.

Watch this video to learn how to practice reading at the correct pace.

Please go online to view this video ▶

Now watch this video to listen to a reader practice her fluency.

Please go online to view this video ▶

Take a look at the Fluency Rubric to see how a good reader reads with fluency. Think about the girl in the second video. How do you think she did?

Let's practice rereading p. 1 in Bud, Not Buddy one time through. After reading it once, your Learning Guide will time you reading the text three more times. See how long it takes you to read the page each time.
In these chapters, you saw that Curtis begins to deepen the conflict of the novel. You also saw through many details and actions even more about the character of Bud. In the next part, you will continue reading and evaluate Bud’s responses to events in his life.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been thinking about characterization and conflict in *Bud, Not Buddy*. Remember, your final assignment for this lesson will be to write an essay that answers this prompt:

*Is Bud a believable character? How do his responses to challenges and his perspectives make him believable or not? Use evidence from the text to support your analysis.*

As you read, keep this prompt in mind. You may also want to take some notes about this question in your ELA Journal as you read. Additionally, think about this question as you read:

- How does Bud react to the thought of Herman E. Calloway being his father?

Now, read chapters 10–13 of *Bud, Not Buddy*.

**TEACHING NOTES**

As your student is considering the essay prompt while reading, some key details to note include:

- Bud's careful consideration of Lefty Lewis's actions show that he is careful and perhaps wiser than most kids his age, including being wary of being offered food and sleeping around a stranger.
- Bud’s imagination seems younger than his thoughts would suggest.
- Bud is hurt when Calloway denies being his father, which is a reasonable reaction. Bud begins to lose his excitement over finding his supposed father after Calloway's actions.
You have been thinking about characterization and conflict in *Bud, Not Buddy*. Remember, your final assignment for this lesson will be to write an essay that answers this prompt:

Is Bud a believable character? How do his responses to challenges and his perspectives make him believable or not? Use evidence from the text to support your analysis.

As you read, keep this prompt in mind. You may also want to take some notes about this question in your ELA Journal as you read. Additionally, think about this question as you read:

How does Bud react to the thought of Herman E. Calloway being his father?

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As your student is considering the essay prompt while reading, some key details to note include:

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- Bud's imagination seems younger than his thoughts would suggest.
- Bud is hurt when Calloway denies being his father, which is a reasonable reaction. Bud begins to lose his excitement over finding his supposed father after Calloway's actions.

## Objectives

- To read and analyze *Bud, Not Buddy*, focusing on characterization, conflict, motif, simile, and suspense
- To compose a well-organized argumentative essay regarding *Bud, Not Buddy*

### Books & Materials

- *Bud, Not Buddy* by Christopher Paul Curtis
- ELA Journal
- Computer

### Assignments

- Read *Bud, Not Buddy* by Christopher Paul Curtis.
- Complete reading analysis questions.
- Keep an evidence journal of Bud's "Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself."
- Write an argument about the believability of Bud's character.

## TEACHING NOTES

### Another Way

**Making a Connection to Your Own Experiences**

If it is challenging to think about whether Bud is believable based on how he acts, you can take a moment to make a connection to your own experiences. Think about how Bud feels during a particular event in the novel. Think about a time you felt similar. How do you react when you face challenges?

When you read about Bud's experiences, you can connect his experiences to experiences in your own life. You can consider if Bud acts the same way you do when you feel a certain way. This will help you figure out if Bud feels "real" or believable.

### Teaching Notes

If your student is struggling to connect with the prompt for the upcoming essay, guide him or her in connecting personal experiences to Bud's experiences. First, have your student try to identify an experience in which he or she felt similar to a way Bud felt. Say, "How did you react? What did you say and do?" Then have your student compare and contrast his or her reactions to Bud's. Discuss how believable Bud's reactions are, in comparison to how a real person behaves.

If your student struggles to come up with an experience, ask prompting questions based on events in the chapters he or she read. You might ask questions like these:

- Think about how Bud acts around Lefty. Have you ever felt wary around someone? What did you do?
- Bud feels disappointed when Calloway denies being his father. What is a time you felt hurt and disappointed? What did you do?

Have your student then revisit the prompt. Your student should keep in mind the comparisons made between Bud and his or her own experiences.

After you have read the chapters, answer the following questions in your ELA Journal:

- From the **characterization** of Lefty Lewis, the man in the car who sees Bud in the middle of the night on the road to Grand Rapids, what can you conclude about the man?
- Once Bud finds Herman E. Calloway, what is the main **conflict**?
- "The Dusky Devastators got as quiet as some mice with bedroom slippers on." Which literary element (characterization, conflict, motif, simile, suspense) does this demonstrate? Why?
- Based on what we know to this point, do you think Herman E. Calloway is Bud's father? Why or why not? What made Bud come to this conclusion, and do you think his reasons make sense?
POSSIBLE RESPONSES

- He is caring (he bothered to stop for Bud), patient (he calmly asks Bud questions, even though Bud is not telling him the truth), kind (he feeds Bud his sandwich and pop), and clever (he figures out how to win Bud’s trust with good-natured humor and respect). Also, he is African American and probably has a good job (he drives a car).
- Calloway not only denies being Bud’s father, but also doesn’t seem to like him.
- Simile, because two unlike things are compared.
- Just because Calloway insists he is not Bud’s father might not mean that he isn’t. After all, Bud has learned that people lie all the time. However, even the band mates agree that Calloway is not Bud’s father. Taken together, it seems quite possible that he is not.

RULES IN THESE CHAPTERS

- #87: When an adult tells you they need your help with a problem, get ready to be tricked – most times this means they just want you to go fetch something for them. (Chapter 10)
- #29: When you wake up and don’t know for sure where you’re at and there’s a bunch of people standing around you, it’s best to pretend you’re still asleep until you can figure out what’s going on and what you should do. (Chapter 11)
- #8: Whenever an adult tells you to listen carefully and talks to you in a real calm voice, do not listen, run as fast as you can because something real terrible is just around the corner. Especially if the cops are chasing you. (Chapter 12)
- #63 Never, ever say something bad about someone you don’t know – especially when you’re around a bunch of strangers. You never can tell who might be kin to that person or who might be a lip-flapping, big-mouth spy. (Chapter 13)

In this part, you thought about Bud’s reactions and how they contribute to or detract from making him a believable character. You also learned several of Bud’s “Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself.” Soon, you will finish the novel. Continue to think about how Bud’s experiences and rules might help inspire you to write some rules of your own!

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading *Bud, Not Buddy* and thinking about how the author develops the conflicts of the novel. You have also been thinking about five literary elements: characterization, conflict, simile, motif, and suspense. Now, you will continue thinking about these things as you read toward the conclusion of *Bud, Not Buddy*.

As you read, think about these questions:

- What motifs do you see in these chapters?
- How is Bud's relationship with Herman E. Calloway and the Dusky Devastators changing?

Now, read Chapters 14–16 of *Bud, Not Buddy*.

As your student reads, he or she should note the following motifs:

- Bud’s inability to cry has been a motif throughout the book. However, he cries at the Sweet Pea restaurant.
- Bud’s care of his suitcase and how he treats the suitcase when moving into Herman E. Calloway’s house.
- Bud believes the girl he sees in his room is dead because of his rules, which are another motif.
While Calloway has not warmed up to Bud, he is being accepted by the people in Calloway’s life, including the band and Ms. Thomas. The band even gives him a nickname, hinting that Bud will be accepted by this group of people. However, it is still unknown if Calloway will eventually accept Bud.

Once you have finished reading, answer the following questions in your ELA Journal:

- When Miss Thomas questions Bud about the sores on his face, he is tempted to tell her they are vampire bites. However, he says, “something told me to tell the truth this time.” What would you say that “something” is? Why does he tell her the truth?
- Throughout the book, Bud has said his eyes don’t cry anymore. It is a motif in the book. Why does Bud start crying at the Sweet Pea restaurant?
- In Chapter 15, when Bud moves into the little girl’s bedroom in Mr. Calloway’s house, there is much mention of doors. Which of the five literary elements listed above does this relate to? Which doors are they, and why are doors an important part of this scene?
- While staying in the little girl’s bedroom, why does Bud assume the little girl is dead?
- Bud has always been quick to remind people that his name is Bud, not Buddy. Why is he so happy then to have the band give him a nickname?

**TEACHING NOTES**

**POSSIBLE RESPONSES**

- The “something” may be that Miss Thomas’s gentle concern and feminine touch remind him of his mother. Bud senses that he is safe and that he can trust Miss Thomas.
- Bud had become so inured to emotional and physical pain that he had seemingly lost the ability to cry. When he is laughing in the restaurant, he is shocked when his laughter turns into weeping. He doesn’t say so, but he probably hadn’t laughed that hard, either, in a long time. The emotional outpouring of laughter, happiness, and deep trust caused “some rusty old valve” to squeak open inside. For the first time since his mother died, Bud feels like he is home. “All of a sudden I knew that of all the places in the world that I’d ever been in this was the one. That of all the people I’d ever met these were the ones. This was where I was supposed to be.”
- Doors have been a motif throughout the book. The focus on the doors in this scene suggests that a great change is taking place in Bud’s life. The doors mentioned include the door to the girl’s bedroom, the doors to Miss Thomas’s bedroom, the door to Mr. Calloway’s bedroom, the bathroom, and especially, the two little closet doors in the girl’s bedroom.
• Miss Thomas said the girl was “gone,” and according to Bud’s “Rule Number 28,” gone means dead. In other words, he is accustomed to adults skirting the truth by speaking in euphemisms.
• The band gives Bud a nickname because they are fond of him. It means they accept him as one of their own. Just as Bud's mother gave Bud a name that meant something to her (the bud of a flower), the band members considered names for Bud until they found one that seemed to suit him just right. Both are names bestowed on him by people who love him.

RULES FOUND IN THESE CHAPTERS
• #28: Gone = Dead!

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

This lesson focuses on five literary elements: characterization, conflict, motif, simile, and suspense. However, there are many more literary elements that authors use to create their stories! This website contains a large list of literary elements. If you missed any matches in the QuickCheck, review the definitions of the literary elements in this lesson on the website. Then, in your ELA Journal, write examples from Bud, Not Buddy. If you correctly matched all of them, look up the definitions of more elements. See if Christopher Paul Curtis has included them in Bud, Not Buddy!

In this part, you continued to think about the motifs of the text, as well as how both Bud and the Dusky Devastators are changing as the plot moves forward. In the next part, you will complete your reading of Bud, Not Buddy, and learn how the author resolves the conflicts and concludes the plot.
Bud, Not Buddy - Part 6

Objectives
- To read and analyze Bud, Not Buddy, focusing on characterization, conflict, motif, simile, and suspense
- To compose a well-organized argumentative essay regarding Bud, Not Buddy

Books & Materials
- Bud, Not Buddy by Christopher Paul Curtis
- ELA Journal
- Computer
- Index cards or sentence strips
- Dictionary

Assignments
- Read Bud, Not Buddy by Christopher Paul Curtis.
- Complete reading analysis questions.
- Keep an evidence journal of Bud's "Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself.”
- Write an argument about the believability of Bud's character.

LEARN

GRAMMAR

USING CONTEXT CLUES

Step 1
You have been reading to understand what happens in a story. When you read a word you don't know, sometimes you can break down a sentence to find context clues. You can think about the meaning of the whole sentence, and you can think about the word’s function in the sentence. Figuring out unknown words helps you understand important details in a sentence.

Read this sentence from Bud, Not Buddy.

First I save you from being eaten by some vampires in Owosso, then you seem to have survived my daughter's pancakes and finally the police officer saves you from the feared and loathsome labor organizers of Detroit!

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. When you read a sentence, it's important to know all of the words so you can understand the details. Look at the word loathsome. Understanding this word will help you understand what Lefty is saying and the tone of what he is saying to Bud.

You can use context clues in the sentence to figure out the meaning of the word. One thing you can use is the word’s function in the sentence. What part of speech is loathsome? How do you know? How does it function in the sentence?
Once you’ve figured out the function, you can look at the rest of the sentence. Think about the three experiences Lefty describes. How does he talk about them? How does he make them sound? What words make you think this?

Based on thinking about its function and the meaning of the rest of the sentence, what do you think *loathsome* means?

Use a dictionary to check your answer. Even if you weren’t right, were you close? Did you pick up on the connotation of the word *loathsome*?

Now that you know the meaning of the word *loathsome*, read the sentence again. How does knowing what *loathsome* means help you understand the sentence? What is Lefty’s tone toward Bud in this sentence? How do you know?

When you read a sentence with a word you don’t know, what can you do before reaching for a dictionary?

**Step 4**

When you read, you can use context clues to help you figure out the meanings of words you don’t know. You can think about the function of the word in the sentence. You can also think about the meaning of the rest of the sentence and figure out how the unknown word fits in.

In *Bud, Not Buddy*, there are other words you might not know. When you read them, did you skip over them? Or did you take time to use context clues to figure them out?

Now that you’ve practiced breaking down a sentence to find context clues, go back and find a word in the story you don’t know.

Break down the sentence like you did to figure out the meaning of *loathsome*. Think about the function of the word you don’t know. Think about the meaning of the rest of the sentence and how the word fits in. Think aloud as you figure out the word, and then tell your Learning Guide what you think the word means. Use a dictionary to check your answer.

How do these strategies help you when you read?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- First I save you
- from being eaten
- by some vampires
• in Owosso,
• then you seem
• to have survived
• my daughter's pancakes
• and finally
• the police officer
• saves you
• from the feared
• and loathsome
• labor organizers
• of Detroit!

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: **Lefty is making fun of Bud by making all of the things he’s been through sound scarier and more serious than they are.**

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

• The coordinating conjunction and shows addition. In one place, the author uses it to join two experiences that Bud had.

• The prepositional phrase “in Owosso” shows a relationship between Owosso and vampires. The object of the preposition is Owosso. The phrase tells where the vampires were.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions:

- What coordinating conjunction do you see? How does it function in the sentence?
- Tell me about one of the prepositional phrases. What relationship does the prepositional phrase show? What is the object of the preposition?

**Step 3**

Answer: *adjective*. I know because *feared* is an adjective and the author uses *and* to join the two words. When you use a coordinating conjunction to join sentence elements, the elements are equal. I can tell that both words are adjectives. The function is that *loathsome* is modifying *organizers*.

Possible response: He makes them sound scary. Being eaten by vampires is a scary idea. He uses the word *survived* to talk about eating the pancakes, which makes it sound like the pancakes could have hurt Bud. He says the labor organizers are *feared*, and Bud had to be saved by a police officer.

Possible response: I think it means *scary* or something like that.

Possible response: It helps me understand that Lefty is using negative words to describe all of the experiences. Using a word that means *hated* makes the organizers sound evil. His tone is making fun of Bud. I know because he's making everything sound much bigger and scarier than the experiences really were.

Possible response: I can look for context clues. I can think about how the word functions in the sentence. I can think about the meaning of the rest of the sentence and how the word fits into that meaning.

**Step 4**

Have your student skim through *Bud, Not Buddy* or an unknown word. For example, he or she may identify the sentence with the word *scrawny* on p. 74.

Encourage your student to think aloud as he or she thinks about the function of the word in the sentence and about the meaning of the rest of the sentence. For example, he or she might say something like, "I think this word is an adjective because it's joined to *young* with *and*, and *young* is an adjective. It modifies *she*, which refers to the little girl. The meaning of the rest of the sentence is that the girl shouldn't be teasing people because she can't defend herself if they get mad at her and try to fight. I think *scrawny* means something like 'little.'"

Have your student check the meaning in a dictionary and discuss how close he or she was.

Possible response: They can help me figure out new words so I can understand details in the sentence. I can understand all the ways a person or thing is being described. This will help me picture the characters and what is happening.
You have been reading *Bud, Not Buddy*, thinking about the literary elements of characterization, conflict, motif, simile, and suspense. Now, you will complete your reading of the text. As good readers finish a text, they pay attention to how all the conflicts are resolved and create a sense of closure. They also think about how the characters have changed because of the plot. This change often helps readers understand the theme, or lesson the author wants to share with the reader.
As you read, think about the following questions:

- How are the conflicts of the novel resolved?
- What lessons do Bud and Herman E. Calloway learn though the resolution of these conflicts?

Now, read Chapters 17–19 of *Bud, Not Buddy*.

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**TEACHING NOTES**

The key to the resolution is when Calloway picks up a rock and Bud realizes that this rock is the same as those in his suitcase. This event eventually signals to the characters that Calloway is not Bud's father, but his grandfather. Eventually, Calloway realizes his mistake with his daughter, Angela, and his opportunity with Bud.

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After you have finished reading the novel, answer the following questions in your ELA Journal:

- When the Dusky Devastators start playing in Chapter 17, Bud uses several **similes** to describe how the music sounds. What are two of them?
- Before Bud reveals his mother's name in Chapter 18, what is your opinion of Herman E. Calloway? How has the author's **characterization** of Calloway led you to this conclusion?
- What element of **suspense** lasts throughout the entire book and is finally answered in Chapter 19?
- By the end of the book, has Bud found what he was looking for?
- The importance of family is a powerful theme that runs through this book. What are some of the different sorts of families that Bud encounters? What is your definition of family, and how does it relate to Bud's story?

---

**TEACHING NOTES**

**POSSIBLE ANSWERS**

- The possible similes include: “like a soft rain was commencing to fall on someone's tin roof”; “like big, bright drops of water splashing up and over, up and over”; “like something wide and heavy was walking by slow and easy”; “like water hitting big rocks”; “like someone's heart turned way up loud”; and “like the storm had gone and blewed itself over into the next county.”
- Calloway is a hard, angry man with a short temper, as Bud describes him, “a mean old coot.” Most students will say they have a bad opinion of him. However, more astute students might point out that since all these nice people (Miss Thomas and the band) seem to love the man, there must be something good about Calloway that we don't know yet. The Thug hints at that when he starts to say (in Chapter 13), “You see, I know Mr. C. better than most folks do, I know that beneath that coldhearted, evil, wicked, nasty, mean—.”
One element of suspense that carries through the book is the question, "Will Bud find his real father?" Some students might say the question is "What will happen to Bud?" Both answers are acceptable, but the more specific question about finding his father is the theme that drives the action forward.

Yes and no. Bud was looking for his father and did not find him. But whether he realized it or not, Bud was also looking for a family and a home, and he did find that.

Bud starts out in his own little family made up of only his mother and himself. After her death, he is part of a "family" of orphans at the home; and he spends time in some foster families, such as the Amos family. Students will probably compare their own families to the ones Bud experiences.

Rules Found in These Chapters

• #39: The older you get, the worse something has to be to make you cry

You have completed your reading of Bud, Not Buddy. You have analyzed how the author resolves the conflicts, and how the scenes of the novel contributed to the development of the theme of family. In the next part, you will begin to write your essay about the believability of Bud's character.

Rate Your Understanding

Please go online to view and submit this assessment.
You have completed your reading of *Bud, Not Buddy*. You have learned how the conflict is resolved and thought about the theme of family. You have tracked Bud's rules throughout the text, and you will use these in your own project. Before you complete your project, you will write a brief essay in which you answer the prompt:

*Is Bud a believable character? How do his responses to challenges and his perspectives make him believable or not? Use evidence from the text to support your analysis.*

To begin, start with a prewrite. Review the text and make a list of challenges Bud faced in your ELA Journal. Then, next to each challenge, write how Bud responded to the challenge.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being adopted by the Amoses and being locked in the shed.</td>
<td>He imagines there is a vampire bat in the shed with him. He breaks out of the shed, hides the gun, gets his things and runs away, but not before playing a prank on Todd.</td>
</tr>
<tr>
<td>Bud misses the train from Hooverville.</td>
<td>Bud returned to the library and decided to walk to Grand Rapids, showing determination.</td>
</tr>
<tr>
<td>Bud meets Herman E. Calloway, but Calloway does not accept Bud.</td>
<td>Bud is upset but builds relationships with people in Calloway's band. Bud also continues to work for Calloway.</td>
</tr>
</tbody>
</table>
Look back at how Bud responded to challenges. Do his responses seem reasonable? Do his points of view seem to match with those of a realistic person?

Now, return to your notes about Bud's characterization throughout the novel. Think about how Bud sees the world. Do his perspectives seem to match those of a 12 year-old boy? Do his responses to events seem reasonable? Do the events that unfold based on his choices seem realistic?

Once you have done your prewriting, you may wish to outline your essay. You may do so in your ELA Journal, or you can use this online essay map. Once you have completed your prewriting, spend the rest of your class drafting your essay. You will complete your essay in the next part.

TEACHING NOTES

As your student completes prewriting and begins to draft, ensure he or she writes a thesis that answers the entire prompt and:

- Introduces the claim
- Organizes the reasons for the claim

Your student should be getting a first draft on paper. He or she will have time to revise the essay in the next class period. Guide your student to complete his or her essay in this class period, including the introduction and conclusion. Each of your student's points should be supported with evidence from the text. If your student only uses details from the text, encourage him or her to include direct quotations from the text. Support for quotation formatting can be found here.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
USE

You have created a first draft of an essay to answer this prompt:

*Is Bud a believable character? How do his responses to challenges and his perspectives make him believable or not? Use evidence from the text to support your analysis.*

Now, you will submit your essay. Before you do, however, you will revise your ideas and edit your essay to make sure it is free of mistakes. To begin, review your thesis. Make sure it has the following two qualities:

- Your thesis introduces your claim that answers the prompt clearly.
- Your thesis has organized reasons to support your claim.

Think about your body paragraphs. Make sure that you have:

- Organized your body paragraphs in a logical order;
- Included relevant evidence within each body paragraph;
- You have provided the reader with an explanation of your evidence that shows your understanding of the text; and
- A concluding section that summarizes your argument.

Once you have revised your thesis and the organization of your body paragraphs:

- Make sure you use words and phrases to show the relationships between your claims and reasons. Some words and phrases you might move include:
  - Because of, in addition to, as a result of
  - Similarly, likewise, in the same way
  - However, separately
Now, you will submit your essay. Before you do, however, you will revise your ideas and edit your essay to make sure it is free of mistakes. To begin, review your thesis. Make sure it has the qualities:

- Make sure you maintain a formal style in your essay
- Avoid the use of “I, we, us, you”
- Use specific, academic vocabulary, including the literary elements vocabulary you learned in this lesson

Once you have made all of your revisions, reread your essay for spelling and grammar mistakes. If you find any errors, correct them. If you have typed your essay, you may use spelling and grammar check to proofread your essay. Use the upload box below to submit your essay.

**LEARN**

**ANOTHER WAY**

**REVISING**

Revision literally means to “see again.” It means that you look at something from a fresh, critical perspective. Revision is an ongoing process of rethinking the writing: reconsidering your arguments, reviewing your evidence, refining your purpose, reorganizing your presentation, and reviving stale prose. Revising is critical to the quality of your writing and it is often the step in the writing process that is skipped.

Watch this video about revising your work and discuss it with your Learning Guide.

Please go online to view this video ▶

**TEACHING NOTES**

Students generally do not spend enough effort on revision. This step often gets skipped.

You student may not want to go back and look again at his or her work. If your student struggles with revising his or her writing, the video offers a humorous but significant message about the importance of revision.

Watch the video with your student. While you watch the video, your student should fill out this Video Response Sheet with details that he or she learned.
USE FOR MASTERY

Once you have revised and edited your essay, upload it below.

Did you:

- Write an essay that is between 3–5 paragraphs in length and answers the four questions in the prompt above?
- Introduce a claim that answers the prompt clearly?
- Organize your reasons to support your claim?
- Provide two pieces of evidence from the text to support your claim?
- Use words and phrases that clarify relationships among claims and reasons?
- Maintain a consistent writing style throughout your essay?
- Provide a concluding statement that summarizes your claim?
- Use proper spelling and grammar?

USE FOR MASTERY GUIDELINES & RUBRIC

Watch this video about revising your work and discuss it with your Learning Guide.

Students generally do not spend enough effort on revision. This step often gets skipped. If your student struggles with revising his or her writing, the video offers a humorous but significant message about the importance of revision.

Watch the video with your student. While you watch the video, your student should fill out this Video Response Sheet with details that he or she learned.

USE ANOTHER WAY

Please go online to view this video ▶

TEACHING NOTES

USE FOR MASTERY
In this unit, you have read several texts about the challenges of childhood. You know that when we overcome challenges, we often make rules for ourselves for future challenges we may face. Your project is to write a set of rules to live by, similar to Bud’s “Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself.”

Before you begin working on your actual list of rules, you will review some of your reading from this unit and do some prewriting. To begin, review the Project Rubric so that you are sure to cover everything in your project.

**TEACHING NOTES**

This project allows your student to practice writing claims with reasons. This practice is useful as your student begins to write thesis and claims for more academic writing. The focus should be on crafting claims and eloquently including reasoning. This skill will serve your student for years to come in academic writing.

Ensure your student notices the rubric row entitled “Use of Texts.” This row requires your student to use the themes, characters, and details read throughout the unit to form a portion of his or her rules. Without this row, your student cannot be fully successful on the project. The first part of this lesson will help your student begin to think about some of these connections, but he or she should also consider the full breadth of texts in the unit.

To begin your thinking about rules to live by, you will revisit Bud, Not Buddy and the “Declaration of the Rights of the Child.” Carefully compare these texts. As you reread sections of the text and review your notes, answer these questions in your ELA Journal:

- What challenges of childhood does the “Declaration of the Rights of the Child” address?
- Does Bud face any of the challenges outlined in the “Declaration of the Rights of the Child?”
- Do any of Bud's rules address the challenges set forth in the Declaration?
Answer these questions in your ELA Journal now. Be sure to include evidence from both texts as you find your answers.

### TEACHING NOTES

Your student has answered portions of these three questions before. Encourage him or her to review work completed in his or her ELA Journal as well as reviewing the texts themselves. Possible answers are below:

<table>
<thead>
<tr>
<th>Challenge in the Declaration</th>
<th>Did Bud Face This Challenge?</th>
<th>Bud’s Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being protected – mentally, physically, and socially. This protection comes from laws and society.</td>
<td>Yes. Bud was not protected in his journey. In the orphanage he was not mentally protected, he was physically harmed while staying with the Amoses, he was threatened at the mission, and was never sure of his safety until meeting Miss Thomas.</td>
<td>#118, #16, #29, #8</td>
</tr>
<tr>
<td>Children need love and should be raised by their parents, specifically, their mother.</td>
<td>Yes. Bud’s mother passed away and he no longer is being raised by his parent; he is being raised by foster families and the orphanage. He finally finds a “family” in Calloway and his band, but the reader is left to determine how much love exists in that relationship.</td>
<td>#63</td>
</tr>
<tr>
<td>Children need access to education and any help they need to get their education.</td>
<td>Bud does face this problem, but, given the time period and his needs not being met, Bud does not have his education in mind as a priority.</td>
<td>#3 (this is education he's given himself)</td>
</tr>
</tbody>
</table>
ORGANIZING CLAIMS
As you read the texts in this unit, you have been collecting rules that the characters live by and listing them in your ELA Journal. Let’s revisit your list and look closely at the rules you wrote for *Bud, Not Buddy* and “Declaration of the Rights of the Child.” As you review these texts, is there another rule you want to add to your list?

In completing your unit project, you will be writing a list of rules for yourself. These are your claims. You will provide reasons (evidence) for each rule.

Look at your list in the ELA Journal. Are there any rules that you think you should add to your list? Take this time to organize your list of claims.

**TEACHING NOTES**

Assist your student in reviewing the list of rules he or she has written in the ELA Journal. Look over the rules characters live by in the texts that he or she has noted. Encourage your student to add any additional rules that may be needed.

Review the rubric with your student. Reinforce that the rubric gives information about the project requirements. Understanding the rubric will improve your student’s final grade.

Point out that some of the rules written for the project must be text-based. Assist your student in evaluating the list of rules that characters live by, that he or she wrote in the ELA Journal.

Ask your student: “Could any of the characters’ rules also be added to your list of rules? Which ones do you think would pertain to you? What reasons do you think this character rule would be a good rule for you to follow?”

Encourage your student to make note in the ELA Journal of any character rules that he or she might add to the personal list. Your student should also write a reason why. These notes will serve as bits of evidence and will assist your student in his or her completion of the project.

Today you thought about challenges faced by children in both an informational and a literary text. You can use these ideas as you begin to draft your own rules to live by tomorrow.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
You have reviewed your notes from this unit and thought about Bud's experiences and how they influenced his “Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself.” Today, you will draft your own list of rules to live by.

To begin, think about the audience for your rules. Will your audience be people your age? Children younger than you? Adults? You could write rules for any audience. However, your audience will influence the language you use in your rules. If you are writing for younger students, you might want to think about your word choice – or even write your rules in rhymes! If you are writing for adults, you might want to use more formal language.

Just like a claim or a thesis, each of your rules should have reasoning. Let's examine one of Bud's rules that has reasoning in it:

#328: when you make up your mind to do something, hurry up and do it, if you wait you might talk yourself out of what you wanted in the first place.

Look at the first half of this sentence: when you make up your mind to do something, hurry up and do it. That is Bud's rule.

Look at the second half: if you wait you might talk yourself out of what you wanted in the first place. This is Bud's reason for creating his rule. He wants to make sure he does what he needs to before he decides against it.

Also, think about the language of Bud's rule. His audience is himself, a twelve-year-old boy. Notice how the language is informal, using a conversational style, and even a run-on sentence! This is on purpose. As you draft your rules today, think about how you can include reasoning in your rules. Use the project rubric to make sure you meet all the requirements. You will need at least nine rules to receive the best score!

Remember to look over your notes and brainstorm from the unit; you can use this thinking in your final list of rules. Write your draft of your rules in your ELA Journal. Now, spend the rest of your class drafting your rules to live by!
Please go online to view this video ▶

**TEACHING NOTES**

Many students have difficulty writing for different audiences. Knowing who the audience is will affect your student’s writing style and choice of words.

For example, if the audience is younger children, your student might use simpler language, rhymes or other literary devices that appeal to younger children.

It can be helpful for your student to visualize who he or she is talking to when writing about the rules to live by. It’s important that your student thinks about the intended audience before drafting his or her writing assignment.

Watch this video to improve your student’s understanding of audience and word choice.
ANOTHER WAY

RULES AND REASONS

As you write your rules to live by, you also must write the reasons for your rules. Writing the rule is your claim. You are telling your audience: “If you follow this rule, something will happen.” The thing that happens is the reason the audience should follow your rule. This reasoning is your evidence.

Let’s organize your rules and the reasons behind those rules! Organizing ideas before you write will make writing the assignment much easier.

Make a two-column chart in your ELA Journal. Add all of your rules and your reasons. Here is an example:

<table>
<thead>
<tr>
<th>Rule (Claim)</th>
<th>Reason (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always remember to brush your teeth before bed.</td>
<td>Your teeth will be healthy and your breath won't be stinky.</td>
</tr>
</tbody>
</table>

After you list all of your rules and reasons on your chart, use this information to write a draft of “My Rules to Live By.”

Be sure to review the rubric before you begin drafting, to ensure you are meeting the criteria for the assignment.

TEACHING NOTES

If your student struggles with organizing his or her work, creating a chart in his or her ELA Journal will help get the ideas down on paper.

Using a graphic organizer like this chart will help your student organize ideas and will be of great assistance as he or she begins drafting the assignment. The graphic organizer provides a “map” to follow. Learn more about how graphic organizers help kids write by checking out this link.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: My Rules to Live By - Part 3

Objectives
- To compare and contrast ideas in a nonfiction and a novel
- To write a list of rules to live by with reasoning
- To create a presentation that is audience-appropriate

Books & Materials
- Optional: craft items such as construction paper, markers, scissors, poster board or other items to make a booklet.
- Computer

SHOW

Last time, you drafted your list of rules to live by. Today, you will revise your draft as well as begin your presentation of your rules. To begin your revision, check each of your rules for the following:

- Each rule has an idea that will help your audience be successful in life
- Each rule has reasoning to go with it
- You have rules that were inspired by the texts you read in this unit, not just rules from your own life
- The language of your rules is appropriate for your audience
- The language of your rules is consistent in all rules

Make any revisions you need to make to ensure all your rules meet the above criteria. After your rules meet these, compare your rules to the project rubric. Using a rubric is good practice in all your assignments! Once you have made any additional revisions, you are ready to begin creating your presentation.

Think about the audience for your rules. Your presentation should be appropriate for your audience. You can present your rules in any way you would like – but the more interesting the better! You were presented with Bud's rules as he told about experiences in his life.

Would you like to present your rules as an instruction manual? A recipe? Video game levels? An online presentation? Think about your audience and what would be effective. Once you have your idea in mind, create a title for your rules. Think of Bud's rules: Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself. This title reflects Bud's personality and his audience – himself. It's funny, and the word “funner” sounds silly! Spend the rest of your class creating the presentation of your rules. This will be your final draft, so make sure your work is neat and easy to read.

You have the rest of your class this part and next part to complete your project.
Show: My Rules to Live By - Part 3

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You have the rest of your class this part and next part to complete your project.

Your student may choose to present his or her rules in a product made by hand or digitally. Assist him or her with any materials that he or she might need to create the project. Some presentation methods your student might choose include:

- Creating a booklet/pamphlet for others to read
- Writing a song which he or she can sing with karaoke track backup
- Creating a digital presentation with www.prezi.com or PowerPoint
- Creating a comic strip
- Creating an instruction manual as if the reader is assembling furniture

Guide your student to come up with a creative, yet audience-appropriate option to present his or her list of rules.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.

ANOTHER WAY

RUBRICS AND REVISING

Read the project rubric carefully before you begin your revision of your writing. Start at the "4 Point" section. You want to concentrate your efforts on this column. If you do everything in this column, you will get an excellent grade on this project!

Look at the “Rules” section. Did you write at least nine rules?

Look at the “Reasoning and Evidence” section. Did you include a reason for each rule? Make sure that each rule is written in an interesting way. Vary your writing and the words you use. For example, each rule you list should not have the word "because" or "so" before listing the reason. This would be boring and the reader won’t be as interested in the evidence you provide.

Look at the “Use of Text” section. At least three of your rules must be from the texts you read in this unit. Reread your rules. Which rules are connected to the texts?

Now read the “Language” section. Your rules need to be written clearly and without errors. Check for spelling and capitalization errors. Are your rules written for your intended audience?

Reread your rules again, but this time read them aloud. Do they sound clear and easily understood? Make any changes that will make it easier for the reader to understand your rules to live by.
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- Writing a song which he or she can sing with karaoke track backup
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### RATE YOUR PROGRESS

### TEACHING NOTES

Rubrics guide students to understand the expectations of an assignment. Knowing the rubric well will increase the quality of your student’s work.

Concentrate on the highest point of the rubric and encourage your student to complete every task listed. Guide your student through the revision process using the prompts in this lesson.

When he or she has completed the revision, read the assignment aloud. Often children will find errors in word choice and sentence construction when reading aloud that they may have missed while reading silently.

See [this article](#) to learn more about using rubrics.
Show: My Rules to Live By - Part 4

**Objectives**
- To compare and contrast ideas in a nonfiction and a novel
- To write a list of rules to live by with reasoning
- To create a presentation that is audience-appropriate

**Books & Materials**
- Computer

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**SHOW**

Last time, you began your presentation of your rules. How you present your ideas is very important! Presentations help you connect to your audience and make sure you are understood.

Today, take the time to finish your project. Make it neat and fun to read! Once you feel your project is complete, compare it to the rubric one last time and make any revisions you need to make.

Once you are satisfied with your project, upload it below. If you have any digital parts of your project, you will need to share your digital presentation so that it can be submitted for your project. You may need to make your presentation public and copy the URL into the textbox. You can make it public by using a website such as youtube, prezi, or other options.

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**COLLABORATION**

Share your rules to live by with the other students in your group!

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**TEACHING NOTES**

Your student has the option of submitting a digital presentation for the project. In order for your student’s presentation to be submitted, your student will need to share the presentation. This may include making the presentation public and copying and pasting the presentation’s URL into the textbox.
Last time, you began your presentation of your rules. How you present your ideas is very important! Presentations help you connect to your audience and make sure you are understood. Today, take the time to finish your project. Make it neat and fun to read! Once you feel your project is complete, compare it to the rubric one last time and make any revisions you need to make. Once you are satisfied with your project, upload it below. If you have any digital parts of your project, you will need to share your digital presentation so that it can be submitted for your project. You may need to make your presentation public and copy the URL into the textbox. You can make it public by using a website such as youtube, prezi, or other options. Share your rules to live by with the other students in your group!

Objectives
- To compare and contrast ideas in a nonfiction and a novel
- To write a list of rules to live by with reasoning
- To create a presentation that is audience-appropriate

Books & Materials
- Computer

COLLABORATION

TEACHING NOTES

FINAL PROJECT

Upload your project below.

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint

0 / 12 File Limit

0 / 10000 Word Limit
Unit Quiz: My Rules to Live By

Please go online to view and submit this assessment.
Unit 2 - Animal Allies
LEARN

LEARN ABOUT...

You are going to be reading a nonfiction text written by a scientist named Jane Goodall about her study of chimpanzees. Before you do so, read Biographies for Kids: Jane Goodall to help you learn more about this scientist. At the end of the article, there is a quiz with 10 questions. You may want to take the quiz to check your understanding of the article. You may check your understanding of readings with quizzes like this or ones that your Learning Guide gives you. After you read this article, you should know more about Jane Goodall's life.

After you read, see if you can answer these questions about Jane Goodall:

1. For how many years did Jane Goodall study chimpanzees?
2. True or false: Jane Goodall only observed and studied chimpanzees who lived in zoos.

TEACHING NOTES

Your student will be reading a background article about a scientist named Jane Goodall here because later in the lesson your student will read a work by this scientist about her study of chimpanzees. Your student may choose to use the quiz with 10 questions at the end of the article to check understanding of the reading. After reading this article, your student should have a general understanding of Jane Goodall’s life and work.

1. For how many years did Jane Goodall study chimpanzees? (40)
2. True or false: Jane Goodall only observed and studied chimpanzees who lived in zoos. (false)
VOCABULARY
- exclude
- illustrate
- community
- elaborate
- objective

What do the words *animal allies* mean to you?
As you work through this unit, you will read many examples about animals that have gone to extraordinary lengths to help humans in need. Humans and animals can form unique bonds. As you read and write in this unit, you will answer this guiding question:

- *How can people and animals help one another?*

To get started, find the video in the unit Introduction activities: *People of the Horse: A Special Bond.* As you watch this video, think about this question:

- Is the relationship between animals and people truly a special bond?

Now, watch *People of the Horse: A Special Bond* in myPerspectives Unit 2: Animal Allies, Unit Introduction.

Think about the examples in the video and how they relate to the guiding question for the unit as you turn to read the unit introduction launch text “Reading Buddies.” Once you have completed reading the Launch Text, you will write a summary. As you read, think about the following questions:

- What are the main ideas in this text? What key details support the main ideas?

Now, read *Reading Buddies* in myPerspectives Unit 2: Animal Allies, Introduction.

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TEACHING NOTES

As your student is reading, encourage him or her to use strategies he or she knows to find the key ideas and details in text. Often the main idea in a paragraph is located in the first or second sentence. Encourage the student to review these sentences carefully to find the main ideas of paragraphs and then include these main ideas in their summary. Sometimes, a key idea stretches over more than one paragraph. Those ideas are especially important to include in a summary. Questions that might help prepare your student to write a summary include:

- What is the main idea of this paragraph?
- Is that the same or different than the main idea of the paragraph before it?
- Is this a big idea in the text, or does it support another idea?
**COMPREHENSION**

**MAKING CONNECTIONS—TEXT-TO-SELF**

Good readers make connections to the texts they are reading. Good readers are aware of how certain topics remind them of similar experiences in their own lives. They use this prior knowledge to help them understand what they are reading.

Remember the Essential Question in this unit:

How can people and animals relate to each other?

Think about your own experiences with animals or a pet. Make a list in your ELA Journal entitled “Text-to-Self Connections.” Write anything you may have experienced or have seen when people and animals interact.

Then read “Reading Buddies.” Notice how the text provides an example of how people and animals can help each other. Think about your own experiences again. Were any of these similar? Does anything in this story remind you of anything in your own life?

### TEACHING NOTES

Demonstrate how to make text-to-self connections for your student by thinking out loud about the topic and your prior experiences.

Say, “The topic asks me to think about how animals and people relate to each other. I remember a time when ________________.”

Draw connections between ways you have interacted with your pet or seen others interact with their animals.

Now, go to the launch text activities and complete the **Summary** and **QuickWrite** in your ELA Journal.

### TEACHING NOTES

**Summary possible response:**

In “Reading Buddies,” we learn about an unusual way for kids who have trouble reading to gain confidence and read better. They read aloud to dogs. This is less stressful than reading aloud to people, making it easier for kids to concentrate, avoid making mistakes, and correct the mistakes they make. It also helps the dogs calm down and makes them more comfortable around people.
People and animals can make each other happy and relaxed; this method just so happens to help kids with learning disabilities and animals from shelters.

**QuickWrite possible response:**

People and animals can’t help each other in the ways people would help people (like giving advice), or in the ways animals would help animals (like physically cooperating on a task). Instead, they can help each other through how they make each other feel. When someone trains a dog, he or she rewards it for doing the right thing and chide it for doing the wrong thing. The latter might not always be nice, but it does help the dog learn what’s right. Similarly, growing up with pets can teach kids how to be kind and respectful of feelings, from how their pet reacts to their behavior.

Review your QuickWrite. Did you represent at least two ideas about how animals and humans might help each other? Good readers and writers know that texts often have more than one big idea. If you only wrote about one idea in your QuickWrite, write about a second idea now.

Before you conclude your learning for the day, you will begin an evidence log. An evidence log will help you keep track of your ideas as you learn. You will use your evidence log to write an essay at the end of this unit. Your essay will answer the guiding question for this unit: *How can people and animals help one another?* As you read texts in this unit, any time you find evidence that helps you answer the essay prompt, write the evidence in your evidence log. You can do this whenever you feel you have found a good piece of evidence. Your evidence log might look like this:

| Title of Text: __________________________ | Date: ________ |
| CONNECTIO TO PROMPT | TEXT EVIDENCE/DETAILS | ADDITIONAL NOTES/IDEAS |
| | | |

How does this text change or add to my thinking? Date: __________

You can draw your evidence in your ELA Journal or keep it online. Write the essay prompt *How can people and animals help one another?* at the top of your evidence log. Your evidence log must have the three columns at the top. By keeping your evidence log, you will be more successful with your essay in this unit.

In this part, you learned the guiding question for this unit: *How can people and animals help one another?* You began to think about this question using the launch text and practiced your summarization skills. In the next part, you will read about a famous scientist who had a very special relationship with animals: Jane Goodall.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
My Life with Chimpanzees - Part 2

Objectives
- To analyze the author's purpose
- To compose a how-to essay

Books & Materials
- My Life with Chimpanzees by Jane Goodall in myPerspectives
- Computer
- ELA Journal

Assignments
- Complete the unit introduction activities.
- Complete a first read of My Life with Chimpanzees by Jane Goodall.
- Complete close reading and analysis activities.
- Complete how-to essay activities.
- Compose a how-to essay.

LEARN

LEARN ABOUT...

THE LIFE AND WORK OF JANE GOODALL

You are going to be reading a nonfiction text written by a scientist named Jane Goodall about her study of chimpanzees. Before you do so, read this article, "Jane Goodall Biography for Kids." This article will help you learn even more about this scientist and her work. This is the second biographical article about Jane Goodall to read before you read her writing. This one gives some different details about her life and work than the first one. It is often helpful to read more than one source about a topic in order to learn more about it. After you read this article, you should know more about Jane Goodall's life and accomplishments.

After you read, see if you can answer these questions about the life and work of Jane Goodall:

1. True or false: Goodall learned that all chimpanzees basically have the same personality. (false)

2. Who originally taught Jane Goodall about the wonder of primates? (Sir Richard Attenborough)

TEACHING NOTES

Your student will be reading another background article about Jane Goodall here to learn even more about her because later in the lesson your student will read her writing about her studies of chimpanzees in the wild. Sometimes it is helpful for students to read more than one background article about a topic. They can often learn more from multiple sources of information. After reading this article, your student should have a better understanding of Goodall's life and work.

1. True or false: Goodall learned that all chimpanzees basically have the same personality. (false)

2. Who originally taught Jane Goodall about the wonder of primates? (Sir Richard Attenborough)
In the last part you learned the guiding question for this unit: *How can people and animals help one another?* Now, you will read about Jane Goodall, who was famous for her work with chimpanzees. Dr. Goodall completed her work in Tanzania, Africa. Dr. Goodall’s research in Gombe Stream National Park was supported by a famous paleontologist Louis Leakey. You will read a piece of Goodall’s memoir, *My Life with Chimpanzees*. In this reading, Dr. Goodall refers to Louis Leakey by his first name only.

You are going to complete a first read. First reads are questions that readers can apply to many texts to help them understand the meaning of a text. For nonfiction texts like this one, first read questions you can use are:

- What is this text about? Who is involved?
- What are the most important sections of this text?

As you read, think about these questions. You can jot your ideas in your ELA Journal or mark up a copy of the text, if you have one.

Now, read *My Life with Chimpanzees* in *myPerspectives* Unit 2: Animal Allies, Whole-Class Learning.

### TEACHING NOTES

As your student reads, assess his or her fluency. Rate the speed at which your student reads. He or she should read in a measured, speech-like manner. If your student reads too quickly, he or she will not comprehend the text. If your student reads too slowly, he or she will not be able to connect ideas. Your student may need to slow down in some sections to decode words, such as when pronouncing location names. Encourage your student to reread sections in which he or she needed to slow down to decode.

This is a memoir, or a person’s story about their life as told by them. Guide your student to understand that this text is Goodall’s own account of her work in Tanzania.

The language in this text is complex. There are some vocabulary footnotes to assist your student in making meaning of unknown words. Additionally, if your student is confused by an unknown word, encourage him or her to read on and see if their understanding is increased as he or she reads. He or she can also use the pictures to understand ideas in the text.

### COMPREHENSION

**VISUALIZING – USING ALL YOUR SENSES**

Good readers visualize as they read. Good readers make mental images that use all of their senses. They look at the events and words in a text that create strong pictures in their minds. They think of what the visualization sounds, smells, tastes, and feels like.
Reread the following excerpt from My Life With the Chimpanzees:

Soon after leaving camp I met a troop of baboons. They were afraid of the strange, white-skinned creature (that was I) and gave their barking alarm call, “Waa-hoo! Waa-hoo!” again and again. I left them, hoping that they would become used to me soon—otherwise, I thought, all the creatures of Gombe would be frightened. As I crossed a narrow ravine crowded with low trees and bushes...

In that sensory rich selection, what images can you picture? Do you see the “white-skinned creature” who is the author of the memoir? Do you hear the barking sound of the baboons? Can you feel a crowded ravine and perhaps smell the scent of the trees and bushes? In your ELA Journal, write down the words in the text that helped you visualize these things.

Continue to read the text and think about the other words that appeal to your senses and make pictures in your mind.

Help your student visualize what he or she is reading by asking the following questions:

- As you visualize, do you hear any sounds?
- As you visualize, are there any smells?
- As you visualize, can you taste something?
- As you visualize, can you feel anything?

Now that you have completed your first read, go to the Making Meaning section in your textbook and complete the Comprehension Check. This will help you think about how well you understood the text. Complete the Comprehension Check in your ELA Journal now.

POSSIBLE RESPONSES

1. Goodall is there to study the chimpanzees, and her mother is there to set up a clinic and treat sick people.
2. The chimpanzees run away at first whenever Goodall and her team get close to them.
3. Goodall’s mother sets up a clinic where the locals can come for medicine and treatment.
4. She leaves Gombe to get married and to attend Cambridge University to get her Ph.D.
5. More and more chimpanzees come to the camp and Dr. Goodall needs assistants. Students work as assistants and collect information for their degrees.
Summaries will vary, but students should demonstrate understanding of Jane Goodall’s life and work with chimpanzees.

Review your answers. If you misunderstood any part of the text, go back and reread that part. Rereading is a strategy that good readers use when they did not understand the text the first time. Rereading makes you a stronger reader.

In this part you completed a First Read of *My Life with Chimpanzees*. You used questions to think about how well you understood the text. You also used rereading as a strategy to understand the text better. In the next part, you will begin your Close Reading of *My Life with Chimpanzees*.

☑️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
My Life with Chimpanzees - Part 3

**Objectives**
- To analyze the author's purpose
- To compose a how-to essay

**Books & Materials**
- *My Life with Chimpanzees* by Jane Goodall in myPerspectives
- Computer
- Evidence Log
- ELA Journal
- Index cards
- Recording device

**Assignments**
- Complete the unit introduction activities.
- Complete a first read of *My Life with Chimpanzees* by Jane Goodall.
- Complete close reading and analysis activities.
- Complete how-to essay activities.
- Compose a how-to essay.

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**LEARN**

**GRAMMAR**

**PRONOUN CASE**

**Step 1**

You have been reading to understand the main ideas in a nonfiction text. You can break down a sentence to understand the function of individual words. Looking at how an author selects the right pronoun case can help you do the same when you write.

Read this sentence from *My Life with the Chimpanzees*.

Mum and I were greeted by the two African game scouts who were responsible for protecting the thirty square miles of the park.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses different pronoun cases to convey different meanings in a sentence. You know that there are three pronoun cases:

- A subjective pronoun names the subject of a verb or is used in the predicate after a linking verb.
- An objective pronoun names the direct object of a verb, the indirect object of a verb, or the object of a preposition.
- A possessive pronoun shows ownership.
Find the chunk with a pronoun. Is the pronoun subjective, objective, or possessive?

Your Learning Guide will cover the pronoun with one that's another case. This shows a common error in pronoun use. What is the error?

You might see this construction from time to time, but it is incorrect. There's a trick you can use to help you figure out if the right pronoun case is being used. Cover the words “Mum and” with your hand. Read the sentence, making the verb singular in your head (was greeted). You know you wouldn't say, “me was greeted.” This helps you see that me is incorrect in this sentence.

Uncover the correct pronoun. Read the sentence again. Cover “Mum and.” How does this show you that the right pronoun is in the sentence? Why is using the correct pronoun case important?

**Step 4**

Authors use pronouns to avoid repetition. The pronoun cases allow an author to use pronouns that have different functions. Good writers are careful to look out for common errors in pronoun use and correct them.

Read these sentences:

- Dr. Goodall says that her and Mum slept on cots in a tent.
- Jane asked the game ranger, “Will you keep an eye on the chimps and I?”
- Look at the chimps! Do you see them and Jane are communicating?

Explain the error in each sentence and how you would fix it.

Rewrite the sentences so they are correct.

How does knowing when to use the different pronoun cases help you be a better writer?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Mum and I
- were greeted by
- the two African game scouts
- who were responsible
- for protecting
the thirty square miles

of the park.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that there are two people who protect the whole park. They greeted Jane and Mum.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “of the park” shows a relationship between park and miles. The object of the preposition is park. The phrase shows that the miles belong to the park.
- The word who is a relative pronoun. It connects a clause that modifies scouts. The clause is an adjective clause that gives more information about the scouts.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?
- What part of speech is who? How does it function in the sentence?

Step 3

Your student should identify this chunk:

- Mum and I (subjective)

Prepare a sentence strip with this word: me

Answer: Using an objective pronoun instead of a subjective pronoun.

Possible response: It would be correct to write “I was greeted.” I know that this is correct.
Possible response: *The right pronoun case means the pronoun is functioning the right way for the sentence. Seeing the correct pronoun usage shows that the author is careful about her writing. It makes the writing look professional. I can trust the author.*

**Step 4**

Possible response: *They are awkward to read because the noun is repeated. They can be improved by using pronouns.*

Answers:

- *her* is objective, should be subjective
- *I* is subjective, should be objective
- *them* is objective, should be subjective

Answers:

- Dr. Goodall says that *[she]* and Mum slept on cots in a tent.
- Jane asked the game ranger, “Will you keep an eye on the chimps and *[me]*?”
- Look at the chimps! Do you see *[they]* and Jane are communicating?

Possible response: *I can avoid common errors in pronoun case and make my writing look polished and professional. I can make sure I am using the pronoun that shows the correct function.*

**Extension**

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

> Mum and I were greeted by the two African game scouts who were responsible for protecting the thirty square miles of the park.

Then say, “In this sentence, the author uses the pronoun *I* to refer to Jane Goodall because she is speaking in the first person. When you speak in the first person, what are some pronouns can you use? List singular and plural first-person pronouns.”

Your student should identify these pronouns: *I, me, my, mine, we, us, our, ours*

Have your student sort the pronouns into subjective, objective, and possessive.

Answers:

Subjective: *I, we*

Objective: *me, us*
Possessive: my, mine, our, ours

Have your student write a sentence using each pronoun case. Remind your student of the common error people make in using a subjective or objective pronoun when the opposite should be used.

Your student might write sentences like these:

- Phil and I are going to play video games this afternoon.
- We're hoping Mom will make pizza for Phil and me.
- My mom sometimes gets annoyed with us, but she's the best.

Have your student identify the case of each pronoun he or she used, including the pronouns that aren't first person. For example, for these sentences, your student would identify the following:

- I (subjective)
- We (subjective), me (objective)
- My (possessive), us (objective), she (subjective)

If your student struggles with using the subjective and objective pronoun cases correctly, ask, "How is this pronoun functioning in the sentence? Is it the subject of a verb or the objective of a verb?" Then have your student revisit the list and think about which pronoun should be used.

Ask, "Why is it important to understand when to use each of the three pronoun cases?" Possible response: So I can pick the right pronoun for how it functions in the sentence.

In the last part, you completed a first read. The questions you used in that first read are questions you can use to help you think about many nonfiction texts. Now, you are going to begin close reading this text. Close reading means using different questions to understand small sections of text more deeply.

As you answer the close reading questions, you will need to reread short sections of text. If you have the printed textbook, the close reading questions are in the margins of your text. If you have a digital or online textbook, the close reading questions are in the Making Meaning section of your book, My Life With Chimpanzees in myPerspectives Unit 2: Animal Allies, Whole-Class Learning.

Now, use your ELA Journal to complete the close read activities. When the activities ask you to mark details in the text, you may do so if you have a copy. If you do not, you may write the text evidence in your ELA Journal.
Now that you have completed the close read questions, return to the text and answer this question:

**What do David Greybeard’s visits to Dr. Goodall’s camp show about the chimpanzees’ changing response to her presence?**

**TEACHING NOTES**

- **Paragraph 8:** Dr. Goodall had at first seen chimps. But then she went out to search for them and saw nothing, over and over. She repeats the phrase because she wants to emphasize the feeling she felt in searching and seeing nothing. From the details Dr. Goodall provides, the reader knows she felt frustrated. She continued to search for chimpanzees but found no trace of them.

- **Paragraph 17:** Dr. Goodall describes the baboons as unafraid of people and almost intrusive, whereas the chimps were a lot more tentative at first. This contrast reveals that the chimps are less trusting than the baboons, at least at first, but that they seem a lot more thoughtful and careful. The chimps are intelligent and take their time in letting anyone else get close.

- **Paragraph 32:** Dr. Goodall begins the paragraph with the phrase, “This was fantastic news.” She is happy. The dash shows the contrast between what happened before and what was happening now. It helps draw the reader’s attention to the change in the chimps’ behavior. The exclamation point at the end of the sentence shows that the author is excited about the change. This punctuation helps the reader understand that the chimp coming into camp was an important event. The punctuation draws the reader’s attention.

- **Paragraphs 48–49:** She chose these descriptions to show that the chimps have distinct physical traits as well as personalities. The words and phrases she chose to describe the chimps’ behavior could be used to describe human behavior. The descriptions help the reader understand that the chimps are unique individuals and that their behavior is almost human. The descriptions make the reader relate to the chimps like they would a person.

The visits show that the chimps are getting used to her and that when they do not feel threatened; they can learn to trust humans.

**FLUENCY**

**READING WITH EXPRESSION**

Great readers *read with expression*. When you read with expression, you use your voice to show the mood and feeling of the words. If you sound like a robot without feelings, you are not reading with expression. When reading fiction, your tone should change with what is happening in the story. You should use your storytelling voice when reading.
You have looked closely at the passage to determine specific details. These details helped you gain a deeper understanding of the passage. You can use this deeper understanding to help you read with expression. This will help you identify with the character in the passage and know which words to emphasize.

Watch this video to see an example of a reader using her storytelling voice to read a book about Jane Goodall.

In the video the reader changes her tone to match what she is reading. The reader follows the rules of reading with expression.

Rules for reading with expression:

1. Think about what the character is doing and feeling. Emphasize the important words.
2. Change your tone of voice when reading dialogue to show different characters talking.
3. Pay attention to ending punctuation. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.

Now you are going to practice sounding like a storyteller in your head while reading *My Life with the Chimpanzees*. Listen and read along silently for the first five paragraphs. Pay attention to how the reader's voice shows expression.

Look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently.

It is time for you to read aloud. You will read the first five paragraphs from *My Life with the Chimpanzees* one time through. Think about how the words in the passage help you understand how Jane's feelings change. Use this to help you read with expression and emphasize the important words.

After reading the text, talk with your Learning Guide about your expression in the section.

1. Did you change your tone when you read dialogue?
2. Did you think about how Jane was feeling in order to emphasize words that show her feelings?

Your Learning Guide will record you reading the passage three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. How did you do?

Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.
Watch [this video](#) to see an example of a reader using her storytelling voice to read a book about Jane Goodall.

Have your student listen to *My Life with the Chimpanzees* from 1:15 – 3:18. Have your student think about the reader’s use of expression.

Show your student the [Fluency Rubric](#) and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now have your student read the first five paragraphs of My Life with the Chimpanzees aloud one time through. Praise your student and point out when he or she read with expression when reading dialogue or read in a way reflecting Jane’s feelings. Help your student answer the questions.

Record your student reading the passage three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time he or she reread the passage, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Focus on the section on reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to [this video](#) for guidance.

Now, go to the [Language Development](#) section of *My Life with Chimpanzees* and read the information in the [Conventions](#) sections about commas, parentheses, and dashes. Once you have read this section, complete the QuickCheck.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

Punctuation on purpose is powerful! There are many kinds of punctuation, and it can drastically affect your meaning. To learn more about fourteen important punctuation marks and their function, visit [14 Punctuation Marks Everyone Needs to Master](#). Read what the punctuation marks do. Understand how they function. Then, practice writing some sentences of your own with different punctuation in your ELA Journal.
Punctuation on purpose is powerful! There are many kinds of punctuation, and it can drastically affect your meaning. To learn more about fourteen important punctuation marks and their function, visit 14 Punctuation Marks Everyone Needs to Master. Read what the punctuation marks do. Understand how they function. Then, practice writing some sentences of your own with different punctuation in your ELA Journal.

Guide your student to understand the purpose of each punctuation mark. Help him or her practice useful punctuation, such as exclamation points, colons, and quotation marks.

You have used close reading to gain a deeper understanding of the text. Good readers use questions to examine small parts of the text closely. This helps them understand many levels of meaning in the text. By understanding more closely, you probably have developed some thoughts about the guiding question. Before you finish your class for the day, add to your evidence log.

This selection suggests that people and animals can learn from each other and get along when there is no threat. He or she might indicate many examples where Goodall's efforts helped the chimps trust her and she came to understand that they all had individual personalities.
You have completed a close read of *My Life with Chimpanzees* in *myPerspectives* Unit 2: Animal Allies, Whole-Class Learning and have started to understand how the text shows how people and animals help one another. Now, you will think about Dr. Goodall’s purpose in writing this text. You will also improve your vocabulary.

The author’s purpose is his or her main reason for writing. Usually, it is to inform, persuade, or entertain. Newspapers and articles inform us. Arguments persuade us. Stories entertain us. This text is a memoir. It is a story about an important time in the author’s life. It is nonfiction.

In your textbook, go to the **Making Meaning** section. Find the **Analyze Craft and Structure** activities. First, read the information in this section. Then, complete the **Practice** activities in your ELA Journal. You can write the table in your ELA Journal to fill it out.
2. Goodall not only wants to educate readers about the chimpanzees, but she also describes her life with the chimps and expresses her feelings about her experiences.

3. (a) The title explains enough to know that this is going to inform the reader about her life with the chimps. (b) Responses will vary but should reflect the purpose answered in (a).

**TEACHING NOTES**

If your student is struggling to determine what the selected passages in the chart show, have him or her look for other sentences and paragraphs that contain feelings, descriptions, or reflections about living with the chimpanzees. Have your student write a few notes about what each sentence or paragraph shows. As your student identifies these sections, ask: "Why do you think the author included this?"

For example, your student might identify paragraph 9, focusing on how Jane spent three days in the valley but could never get a close enough look at the chimps. Your student should identify the words disappointing and frustrating as revealing Jane's feelings. When you ask why the author might have included this, your student might say something like, “I think she wanted us to understand how important a close look at the chimps would be to learning more about them. She's gotten so close but still not close enough.”

Ask your student how each sentence or passage he or she identifies might show the author's purpose. For this one, your student might say, "I think one of her purposes might be to share her feelings about the trip."
When your student has looked at several sentences or passages, look at the chart again and see if he or she is able to fill it out. If your student still struggles with the chart, have your student answer question #2 based on the independent findings he or she made.

Authors give hints to their purpose in writing. It is important as a reader to know why an author is writing so you can think about the choices they make.

Good readers build their vocabularies. The more words you know, the more you can read! You are going to take some time now to develop your vocabulary. In the Language Development section of your textbook, complete the Concept Vocabulary exercises in your ELA Journal now.

## TEACHING NOTES

### WHY THESE WORDS? POSSIBLE RESPONSES:

1. These words show how the chimps interact with each other and Dr. Goodall.
2. *Amazement, clever, bad tempered, rage, determined, excitable, shy, timid, brutal*

### PRACTICE POSSIBLE RESPONSES

1. Dr. Goodall could not see the chimpanzees; they had *vanished* into the forest. Synonym: disappeared, antonym: arrived.
2. The animals were *miserable* as they looked for shelter from the cold rain. Synonym: unhappy; antonym: content
3. The chimps fought because hunger made them irritable. Synonym: grouchy; antonym: friendly
4. The dog growled threateningly and bared his teeth. Synonym: menacingly; antonym: encouragingly
5. The boy’s impetuous behavior often got him into trouble. Synonym: impulsive; antonym: thoughtful
6. She noticed that the older, bigger chimpanzees seemed to dominate the younger, smaller ones. Synonym: control; antonym: follow

## VOCABULARY

### USING CONTEXT AND ROOTS

When you come to a word that you are not familiar with, one strategy that is helpful is to look at the context. This means reading carefully and considering the sentence that comes before the tricky word, the sentence that contains the tricky word, and the sentence that follows the tricky word. You look at these sentences for clues to what the word might mean. Think about what would make sense in the sentence.
Another strategy is to look for parts of the word that you know or recognize. Prefixes, suffixes, and base words can help you understand the meaning of the word. Use a dictionary to check your word meaning.

Do the Concept Vocabulary and Word Study worksheet for more practice.

TEACHING NOTES

Complete this Concept Vocabulary and Word Study activity if your student needs more practice using context clues to understand the meaning of words.

Possible worksheet responses:

A.

1. Yes, because vanish means “to disappear.”
2. Grandpa is not okay with being ignored because irritable means “easily annoyed.”
3. Yes, because impetuous means “to act without thought.”
4. No, because if he has the highest marks, he should be glad, not miserable.
5. Yes, because dominate means “to have control over.”
6. No, the stranger is not approaching in a friendly matter because threateningly means “menacing.”

B. Your student’s sentences may vary.

1. honorable: answers will vary.
2. changeable: answers will vary.
3. laughable: answers will vary.
4. jumpable: answers will vary.

Good readers use different skills to figure out the meaning of words. One way to discover the meaning of unknown words is using word parts. Prefixes are small word parts that come at the beginning of a word. Suffixes are small word parts that come at the beginning of a word.

Go to the Language Development section of your textbook. Complete the Word Study activities in your ELA Journal.
Complete this Concept Vocabulary and Word Study activity if your student needs more practice using context clues to understand the meaning of words.

Possible worksheet responses:

A.
1. Yes, because 
   vanish means "to disappear."
2. Grandpa is not okay with being ignored because 
   irritable means "easily annoyed."
3. Yes, because 
   impetuous means "to act without thought."
4. No, because if he has the highest marks 
   miserable means "given to misery."
5. Yes, because 
   dominate means "to have control over."
6. No, the stranger is not approaching in a friendly matter because 
   threateningly means "menacing."

B. 
Your student's sentences may vary.
1. honorable: answers will vary.
2. changeable: answers will vary.
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Good readers use different skills to figure out the meaning of words. One way to discover the meaning of unknown words is using word parts. Prefixes are small word parts that come at the beginning of a word. Suffixes are small word parts that come at the beginning of a word.

Go to the Language Development section of your textbook. Complete the Word Study activities in your ELA Journal.

POSSIBLE RESPONSES

1. The addition of the suffix -able to the word misery means the word miserable is an adjective and means “given to misery”
2. Excitable (excite): easily upset or inspired

INTERACTIVE ACTIVITY

You have been reading Dr. Goodall’s work with chimpanzees in Africa. Good readers use resources to explore interesting topics in greater detail. Take some time to explore the website of the Jane Goodall Institute. Here, you can learn more about her life, her work, and her impact. This will deepen your understanding of the text.

In this part, you analyzed My Life with Chimpanzees in order to discover the author’s purpose. You also developed your vocabulary. Use your learning from this class to add any additional information to your evidence log. Next time, you will write a how-to essay about how Dr. Goodall gained the chimpanzees’ trust.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have analyzed the text *My Life with Chimpanzees* in *myPerspectives* Unit 2: Animal Allies, Whole-Class Learning. You have learned the story of how Dr. Goodall gained the trust of the chimps and then was able to study them. Now, you will begin writing a how-to essay that teaches the reader how Dr. Goodall was able to gain the trust of the chimpanzees.

First, you will learn about writing a procedural, or how-to essay. How-to essays explain step-by-step how to do something. The essay you will write will explain step-by-step how Dr. Goodall gained the chimpanzees’ trust.

A how-to essay requires the author to think of each step of a process in order. In this case, the process is Dr. Goodall earning the chimps' trust. As you create an outline today, you will need to go back into the text and think of each step that Dr. Goodall took that helped the chimps trust her. You will write each step down and support it with two details from the text.

The steps must be in the correct order. Steps should be clear actions and be supported by at least two details in the text. In a moment, you will write your steps and details in an outline.

Now, go to the Writing To Sources section of your textbook and read the information there. Notice that one way to organize a how-to essay is with headings. When you write your how-to essay, you might use a heading for each step. Work to make sure your headings describe the step. Do not make your headings read, “Step 1, Step 2, etc.”

Next, outline your essay. You may wish to use an outline that looks like the one below.

1. Main Idea:  ____________________________________________

   II. A. Step 1:  __________________________________________
      1. Detail:  ____________________________________________
      2. Detail:  ____________________________________________

   II. B. Step 2:  __________________________________________
      1. Detail:  ____________________________________________
      2. Detail:  ____________________________________________

   II. C. Step 3:  __________________________________________
      1. Detail:  ____________________________________________
      2. Detail:  ____________________________________________

   II. D. Step 4:  __________________________________________
      1. Detail:  ____________________________________________
      2. Detail:  ____________________________________________
The main idea should be about how Dr. Goodall gained the chimps' trust. You can create this outline in your ELA Journal. Use the lines for each step to think of your headings. Use two details from the text to support each step. Outline your essay in your ELA Journal now.

POSSIBLE STEPS INCLUDE

- Goodall went searching for chimpanzees and found none.
- She learned about the chimps’ home and how they lived.
- Goodall watched the chimps and they learned she was not very threatening.
- The chimp feeds on the oil palm in the camp.
- David Greybeard helped Goodall learn about the chimps and brought some with him to camp.

There are more steps your student may include in his or her outline. Guide your student to write steps in the order they appear in the memoir. If he or she is having trouble ordering the steps, ask him or her to find words that indicate time, such as, “then, next, after, before, etc.”

**TEACHING NOTES**

**ANOTHER WAY**

**HOW-TO ESSAYS**

You will be writing a How-To essay to explain how Jane Goodall gained the trust of the chimpanzees. How-To essays are also called process essays. They follow a format that explains exactly how something is done.

Watch this video to learn more about how to write a How-To essay.
If your student struggles with understanding the concept of the How-To essay, explain that this type of writing gives the reader instructions on exactly how something is done. 

Watch this video to learn more about how to write a How-To essay. It provides another explanation of this type of writing and the steps that need to be followed. Students often need to see, hear, and read about a topic to gain a firm understanding of a task.

Review your outline. Did you get all the steps? Are they in order? Do you need to add any steps? Are any of your steps a detail for another step? Next time, you will write your how-to essay.

In the next class, your student will upload his or her essay. Ensure he or she is ready to begin writing. If your student struggles to write essays, he or she may wish to begin writing during this class. He or she can complete the essay in the next part of this lesson.

Please go online to view and submit this assessment.
In the last part, you outlined your how-to essay that describes how Jane Goodall gained the trust of chimpanzees. Now, you will write your how-to essay. Make sure you:

- State and explain each step clearly. Support your steps with details from the text.
- Use headings to distinguish each step in the process and use complete sentences.
- Use transitions such as *first*, *next*, *then*, and *finally* to clarify the position of each step in the process.
- Use precise language to explain exactly what Dr. Goodall did in each step.

Review your outline and draft your essay now. Use your favorite word processor, so you can edit and format your work.

Once you have drafted your essay, reread it to yourself. Revise any ideas you need to revise. Do your best to correct any spelling or grammar mistakes. Once you are satisfied with your essay, upload it below.
Did you:

- Write an essay that is three to five paragraphs in length that describes how Jane Goodall gained the trust of chimpanzees?
- State and explain at least four steps clearly and support each one of those steps with details from the text?
- Use headings to distinguish each step in the process and use complete sentences in the body of the essay?
- Use transitions such as first, next, then, and finally to clarify the position of each step in the process?
- Use precise language to explain exactly what Dr. Goodall did in each step?
- Provide a concluding statement that summarizes your essay?
LEARN ABOUT...

DOGS

You are going to be reading a fictional story about a loyal dog. Before you do so, read this article, “Dogs,” to help you learn more about these popular pets. The article contains section headings in bold. Use these to help you keep track of what is coming next in the article as you read. You may also find this strategy useful when you read other articles that have bold section headings. After you read this article, you should know more basic information about dogs.

After you read, see if you can answer these questions about dogs:

1. How many times better than a human’s sense of smell is a dog’s sense of smell?
   - 100,000 times better

2. True or false: Dogs are often called “man’s best friend.”
   - True

TEACHING NOTES

Your student will be reading a background article about dogs here because later in the lesson your student will read a fictional story about a friendship between a dog and a human. Your student can use the bold section headings to figure out what may come next in the reading. After reading this article, your student should know more about dogs.

1. How many times better than a human’s sense of smell is a dog’s sense of smell? (100,000 times better)

2. True or false: Dogs are often called “man’s best friend.” (true)
In the last lesson, you read an excerpt, or part, of Jane Goodall's memoir, *My Life with Chimpanzees*. You thought about the author's purpose and drafted a how-to essay. Now, you are going to read *Hachiko: The True Story of a Loyal Dog*. As you read, you will think more about the guiding question: *How do people and animals help one another?*

You will complete a first read of *Hachiko*. Remember, in a first read, you should understand what happens in the text and the most important ideas. Fiction and nonfiction texts have different questions to use for a first read. This is a fictional text. Think about these questions as you complete your first read:

- Who is the story about? What happens? Where and why does it happen?
- How do characters react to what is happening?


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**TEACHING NOTES**

While your student is reading, assess his or her fluency. Expression is using the voice to inflect as one would when speaking. The voice should go up at the end of a sentence that is asking a question, for example. Readers who read with expression have better understanding of the text. As your student is reading, ask him or her to read a paragraph with dialogue and encourage him or her to use expression.

While the title says this is a true story, this text is written like a narrative, or story. Guide your student to understand that this is not the same style of writing as Goodall's memoir. This is historical fiction. It is based on real events, but some aspects are created by the author.

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Once you have completed your first read, go to the Making Meaning section of your textbook and complete the Comprehension Check in your ELA Journal.
ANSWERS

1. Kentaro first meets Hachiko when Kentaro and his parents see Dr. Ueno at the train station.
2. Today people who want to meet at Shibuya Station say, “Let’s meet at Hachiko,” because everyone knows the statue.
3. Summaries will vary, but your student should include a description of why the dog returned to the train station each day, how people felt about Hachiko, and what happened to Hachiko in the end.

COMPREHENSION

PRIOR KNOWLEDGE: FICTION ELEMENTS AT THE BEGINNING OF A TEXT—CHARACTER, SETTING, PLOT

Good readers use what they already know about the elements found in fictional stories to help them understand and determine the genre of a text. Good readers recognize that all fiction stories have elements that are found in every story. These elements can be presented in the beginning, middle and end of a story. They include characters, setting, plot, and theme. You can use this prior knowledge of fictional story structure to recognize when the story elements are revealed.

Look closely at the story *Hachiko: The True Story of a Loyal Dog*. Notice what elements the author presents at the beginning of the story. In your ELA Journal, write down the answers to these questions:

- What is the setting?
- Who are the characters?
- What is the plot, or what is happening?

Good readers notice how these standard elements of fiction (character, setting, and plot) are presented in the beginning of a story.

TEACHING NOTES

Help your student use his or her prior knowledge to identify fictional story elements found in the beginning of *Hachiko: The True Story of a Loyal Dog* by asking the following questions:

- What is the setting of the story that is introduced in the beginning?
  
  *Answer: Tokyo*

- Who are the main characters presented in the beginning of the story?
  
  *Answer: Kentaro and Hachiko*
What is the conflict in the beginning?

Answer: A puppy waits for his elderly owner every day at a train station.

Review your answers. Good readers and writers go back into the text and find evidence, or words from the actual text that prove their answer is correct. If you answered any question incorrectly, go back into the text now and find evidence for the right answer. Use this skill whenever you are unsure about details from a text.

You know that building your vocabulary will make you a more effective reader. You know that not only should you often learn the meaning of new words, but you should also learn strategies to figure out the meaning of new words. Today, you will practice learning new words from *Hachiko*.

Turn in your textbook to the Language Development section. Complete the Concept Vocabulary activities and Word Study activities in your ELA Journal.

### TEACHING NOTES

**CONCEPT VOCABULARY: WHY THESE WORDS POSSIBLE RESPONSES**

1. These words tell the way the characters do things or how they react to each other or to situations
2. *Quietly, kindly*

**CONCEPT VOCABULARY: PRACTICE POSSIBLE RESPONSES**

*Timidly*: synonym: nervously; antonym: boldly;

*Anxiously*: synonym: fearfully; antonym: confidently

*Patiently*: synonym: calmly; antonym: restlessly

*Thoughtfully*: synonym: carefully; antonym: inconsiderately

*Silently*: synonym: quietly; antonym: loudly

**WORD STUDY POSSIBLE RESPONSES**

1. *Timidly*: timid; *anxiously*: anxious; *patiently*: patient; *thoughtfully*: thoughtful; *silently*: silent
2. *Quietly*: something done without words or sound; *kindly*: in a kind of sympathetic manner
In this part, you completed a first read of a fictional text. You learned that the questions readers use on a fiction First Read are slightly different than the questions for a nonfiction First Read. You also learned about the suffix -ly and how you can use suffixes as a tool to understand the meaning of words. In the next part, you will begin your close reading of *Hachiko*.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Hachiko - Part 2

Objectives
- To analyze details that reveal character and move plot forward
- To write an adaptation of a story from another character’s point of view

Books & Materials
- Hachiko: The True Story of a Loyal Dog by Pamela S. Turner
- myPerspectives
- ELA Journal
- Computer
- Index cards

Assignments
- Complete close reading and analysis activities.
- Write a story adaptation.

LEARN

GRAMMAR

PUNCTUATING NONRESTRICTIVE ELEMENTS

Step 1
You have been reading to understand what happens in a story. You can break down sentences to think about how an author adds details to a sentence. Sometimes details are not essential to the main idea of a sentence. An author uses punctuation to show this.

Read this sentence from Hachiko: The True Story of a Loyal Dog.

Hachiko would sniff me all over, wagg[ing his tail, until he found a sticky bit of fish or soybean cake.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. Take out the fourth chunk. What do you notice? What does this tell you about the phrase you took out?

You know that a nonrestrictive, or nonessential, sentence element is not needed to convey the main idea of a sentence. It can be deleted without affecting the sentence's basic meaning. In this sentence, the phrase “wagging his tail” doesn't contribute to the sentence's basic meaning.

An author uses nonrestrictive sentence elements to add details to a sentence. They can add information that helps you picture or understand more about the meaning of the sentence. They're not necessary to the basic meaning, though.
Put the chunk back in the sentence. Read it again. What do you notice about how the nonrestrictive phrase is punctuated?

The author uses punctuation to set off the nonrestrictive element from the rest of the sentence. What does this help you understand?

What can you think about when you see commas setting off a word, phrase, or clause in a sentence?

**Step 4**

An author can use a nonrestrictive sentence element to provide extra details in a sentence. These are details that do not affect the basic meaning of the sentence. This is different from a restrictive element. Restrictive elements are necessary for the basic meaning of a sentence.

Look at these sentences. Decide which sentences have nonrestrictive clauses. Decide which sentences have restrictive clauses. Add commas to set off the nonrestrictive clauses.

- Athletes who have not paid their dues may not play Saturday.
- This dress which I always hated anyway does not fit anymore.
- I am so happy I got the kitten that I wanted for my birthday.
- Craig whose favorite book is *Miners* is back at the library looking for something new.

How do you know when to use commas with a clause in a sentence?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Hachiko would
- sniff me
- all over,
- wagging his tail,
- until he found
- a sticky bit
- of fish
- or soybean cake.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: *It means that when Kentaro saw Hachiko at the station, Hachiko would sniff him looking for food.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The pronoun *me* is objective. It is the object of the verb sniff. It is telling what Hachiko is sniffing. It is a first-person pronoun. Kentaro is telling the story and is talking about something happening to him.

- The subordinating conjunction *until* joins an independent clause to a dependent clause. It joins an action and what stops the action. It means “up until the time that.” Hachiko stopped sniffing at the time he found some food.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- What case is the pronoun *me*? Tell me more about what this means. Is it a first-, second-, or third-person pronoun? What does this tell you?

- Tell me about the word *until*. What is the part of speech? What is its general function and its function in this sentence?

**Step 3**

Possible response: *Taking it out doesn't affect the main idea of the sentence. It doesn't take out anything that is needed for a complete sentence. It is a nonrestrictive or nonessential clause.*

Answer: *It's set off with commas.*

Possible response: *It helps me understand that the author is giving extra details that don't affect the basic meaning of the sentence.*

Possible response: *I can think about it being a nonrestrictive element. I can think about the meaning of the sentence without the nonrestrictive element and how the element adds details to the*
sentence. I can think about why the author included the details and the effect they have.

Step 4

Answers:

- Athletes who have not paid their dues may not play Saturday. (restrictive, no commas added)

- This dress, which I always hated anyway, does not fit anymore. (nonrestrictive)

- I am so happy I got the kitten that I wanted for my birthday. (restrictive, no commas added)

- Craig, whose favorite book is Miners, is back at the library looking for something new. (nonrestrictive)

If your student struggles to determine which clauses are restrictive and which are nonrestrictive, look at the first sentence together. Cover “who have not paid their dues.” Say, “What happens when I cover the clause in the sentence?” Answer: It looks like all of the athletes may not play. Say, “What does this tell you about the clause?” Answer: It is necessary to the basic meaning of the sentence, so it is restrictive. Ask, “Should you add commas? Why or why not?” Answer: No, because restrictive clauses are not set off with commas. If necessary, repeat this routine with other sentences.

Possible response: I know to use commas when a clause is nonrestrictive, which means it doesn’t affect the basic meaning of the sentence.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

Hachiko would sniff me all over, wagging his tail, until he found a sticky bit of fish or soybean cake.

Then say, “In this sentence, the author uses commas to set off a nonrestrictive phrase from the rest of the sentence. You know this is just one way to punctuate a nonrestrictive clause. What are the others?”

Answer: parentheses, dashes

Ask, “When would you choose to use parentheses or dashes?” Possible response: Commas are the most common. Dashes are more informal and show a sudden interruption in thought. Parentheses can be used when the extra information is not as important.

Have your student write three sentences about the story. Say, “In each sentence, include a nonrestrictive sentence element set off in one of these three ways. Use a different type of punctuation in each sentence.”
Your student might write sentences like these:

- Hachiko, who was a very loyal dog, waited for Dr. Ueno at the station every day.
- People often brought Hachiko food and water (and sometimes stopped to scratch his ears).
- When the family goes to the station, they are surprised—even shocked—to see flowers by the statue.

If your student struggles to write the sentences, have him or her first write a basic sentence about something that happens in the story. For example, your student might write:

*Hachiko waits for Dr. Ueno every day.*

Then ask, “What extra details can you add to this sentence to give more information?” Your student might say he or she could add details about who Dr. Ueno is, for example, “his master.” Have your student add this phrase after “Dr. Ueno” and ask, “Since this is nonrestrictive information that doesn't affect the basic meaning of the sentence, how should you punctuate it?” Answer: with commas

*Hachiko waits for Dr. Ueno, his master, every day.*

If your student struggles to select the punctuation for a sentence, have him or her revisit the situations in which each is used. Have your student then consider each sentence carefully. Ask prompting questions such as, "How important is the detail? Could this detail be a sudden interruption in thought?"

Ask, “What can you think about when you choose punctuation to set off a nonrestrictive sentence element?” Possible response: *I can think about the style of what I am writing and if it is formal or not formal. I can think about how important the information is in the sentence.*

You have completed your first read of *Hachiko*. You know that good readers get the main ideas of a text on the first read. Good readers also read to get a deeper understanding of the text after a first read. One strategy to get a deeper meaning is close reading. Close reading is reading small parts of a text using questions to find deeper meaning. You might use more than one question for a small section of text.

Now, you are going to close read to gain a deeper understanding of *Hachiko: The True Story of a Loyal Dog*, MyPerspectives, Unit 2, Animal Allies, Whole-Class Learning.

First, return to paragraphs 4–7. First find details in the text that show Dr. Ueno’s age. Then find details that indicate Hachiko’s age. You can write these details in your ELA Journal. Then, write why you think the author included these details. Finally, write how these details help set up the situation that occurs in the story.
Now, go to paragraph 22. Find details that tell what Hachiko does even though Dr. Ueno is gone. Write these in your ELA Journal. Now write what you can infer, or understand, from these details. Finally, write why you think the author included these details.

Possible responses:

Hachiko shows his loyalty to his master by sleeping at his master's house and going to the station each day. People found the story of Hachiko amazing because stories about pets and their loyalty to their owners are fascinating to most people.

To complete your close reading today, answer these questions in your ELA Journal. Go back to the text and find evidence for your answers.

- What does the statue of Hachiko symbolize, or mean, to the people of Japan?
- How does Kentaro's loyalty to Hachiko compare with Hachiko's loyalty to Dr. Ueno?

ANSWERS

1. The statue of Hachiko represents reuniting with friends or loved ones after being separated.
2. Kentaro grew attached to Hachiko and the two formed a bond, just like Hachiko had with Dr. Ueno. Kentaro was loyal to Hachiko because Hachiko was so loyal to Dr. Ueno.
ELEMENTS OF FICTION: PLOT AND THEME

Good readers use what they already know about the elements found in fictional stories to help determine the genre of a text. They recognize when the text elements are presented in a story. Good readers recognize that all fictional stories have the same elements that can appear at the beginning, middle, or end. However, the resolution of a plot and the theme of a story are elements that can only be understood and inferred at the end of the text. Look closely at Hachiko: The True Story of a Loyal Dog, and notice how the end of the story resolves the conflict and allows a theme to emerge.

In your ELA Journal, write down how the problem of Hachiko is solved. (This is the resolution.) Then write down the message or theme of Hachiko. The theme is what the author wants you to learn from reading the story. You can think about how the conflict is resolved and what the characters learn. Studying these details can help you pinpoint the theme.

TEACHING NOTES

Help your student use his or her prior knowledge to identify how the fictional story elements of plot and theme are discovered or inferred at the end of the text.

Ask your student:

- At the end of Hachiko: The True Story of a Loyal Dog, what was the resolution of the story?
  
  Answer: The dog and owner are reunited.

- What is the theme (message) of Hachiko: The True Story of a Loyal Dog?

  Answer: The loyal bonds of friendship cannot be broken.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Character reactions tell us so much about how the character is thinking and feeling. Character reactions might also cause an event to happen and move the plot forward. To think about different kinds of character reactions, read Cheat Sheets for Writing Body Language.

As you read the fifteen reactions at the bottom, think about what the reaction might tell you about the character’s feelings. You can then use these reactions when you write in Part 4 of this lesson!
Today, you used close reading to dive deeper into the story of Hachiko. First Reads help you know the story. Close reads help you understand the meanings that are within the story. In the next lesson part, you will analyze the author’s craft and structure.

**SYNONYMS AND ANTONYMS**

Knowing the synonym and antonym of a word can help you understand the meaning.

Look closely at the following concept vocabulary words from Hachiko: The True Story of a Loyal Dog.

- timidly
- anxiously
- patiently
- thoughtfully
- silently

Make a list of these words in your ELA Journal. You might be familiar with these words, but remember that words often have more than one meaning. Use a thesaurus to find at least one synonym (word with a similar meaning) and one antonym (word with the opposite meaning) for each vocabulary term.

Your student will get more practice in using synonyms and antonyms to determine the meaning of a word.

Possible Answers:

- Timidly synonym: nervously antonym: boldly
- Anxiously synonym: fearfully antonym: confidently
- Patiently synonym: calmly antonym: restlessly
- Thoughtfully synonym: carefully antonym: inconsiderately
- Silently synonym: quietly antonym: loudly
You have used close reading to begin your analysis of *Hachiko* in *myPerspectives* Unit 2: Animal Allies, Whole-Class Learning. Today, you will continue to analyze the text by looking at the genre of this text, historical fiction.

In your textbook, turn to the **Making Meaning** section and read the information under **Analyze Craft and Structure**.

Then, complete the exercises there in your ELA Journal. You can draw the table in your ELA Journal to fill it in.

### POSSIBLE ANSWERS

1. In the beginning of the story, the station is the focal point of the setting and is where Hachiko faithfully waits for his master, day after day, year after year. At the end of the story, Shibuya Station is described as a meeting place that everyone knows, because everyone knows the story of Hachiko and his loyalty.

2. | LOYALTY TO HACHIKO   | LOYALTY FROM HACHIKO |
---|----------------------|----------------------|
Dr. Ueno | keeps Hachiko healthy | Hachiko waits for Dr. Ueno |
Kentaro  | gives Hachiko water and treats | meets Kentaro each day |
Mr. Kobayashi | cares for Hachiko | licks Kobayashi’s hand, sleeps at house |
others  | speak kindly to dog; build statue | demonstrated love and loyalty |

3. (a) Hachiko continues to wait at the station in spite of Dr. Ueno’s absence. Kentaro meets Hachiko at the station each day and cares for him. (b) Kentaro becomes very attached to Hachiko and is loyal to him. Other people besides Kentaro notice Hachiko’s loyalty to his master and build a statue in Hachiko’s honor after his death.

4. This scene shows how both people and animals can show loyalty to each other and also show it in different ways, for example, even after someone dies.
MAKING A CONNECTION TO YOUR OWN EXPERIENCES

You have been looking for evidence to support the theme of a story. If looking for examples of loyalty for question #2 is challenging, you can take a moment to make a connection to your own experiences. If you need to, first define loyalty. What does loyalty mean to you? If you need to, use a dictionary to check the meaning.

Then, tell your Learning Guide about an experience in your life when you showed loyalty to someone. What did you do? How did it make you feel? Tell your Learning Guide about a time someone showed loyalty to you. What did the person do? How did you feel?

When you read the story of Hachiko, you can connect the characters’ experiences to experiences in your own life. You can think about what kinds of actions show loyalty. This will help you identify examples of loyalty in the story.

TEACHING NOTES

If your student is struggling to find examples of loyalty in the story, guide your student in making connections to his or her personal experience. If necessary, begin by assisting your student to define loyalty. Then, have your student describe his or her experiences to you. He or she should identify experiences that show loyalty. Your student should describe one experience in which he or she demonstrated loyalty, and a second experience in which someone else demonstrated loyalty to your student. These experiences might involve standing up for someone who is being picked on or bullied, being honest with someone, not spreading rumors or telling others something shared in confidence, not breaking plans, etc. Your student should describe the experience and how he or she felt.

If your student struggles to come up with examples from his or her life, share some of your own experiences being loyal and having loyalty demonstrated to you. Ask your student, “Why do you think I picked this experience to share? How do you think it demonstrates loyalty?” Then have your student think again about his or her own experiences.

Have your student then revisit the question, keeping in mind his or her own experiences with loyalty and how people might show it.

FLUENCY

READING WITH ACCURACY

Great readers read accurately. When readers read make too many mistakes on words, they are not making meaning of the text. For reading to be fluent, you need to pronounce words correctly.
Let’s practice reading accurately. To do this you are going to reread Hachiko: The True Story of a Loyal Dog.

There are probably many words that you know very well and can read accurately and quickly. This is called automaticity. When reading different genres, you will read many words that are new to you. Rereading new words and unfamiliar texts will help you develop into a better reader.

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Read words you know with automaticity.
4. Reread to clarify pronunciation.
5. Chunk unknown words into parts.

Now you are going to read a few sentences from Hachiko: The True Story of a Loyal Dog. When you get to a tricky word, try to chunk parts of the words to help you read these unknown words. After reading, think about the questions.

When I was six years old, my family moved to a little house in Tokyo near the Shibuya train station. At first the trains frightened me. But after a while, I grew to enjoy their power and the furious noises they made. One day I begged Mama to take me to meet Papa as he came home on the afternoon train. She laughed and said, “Kentaro, you have become big and brave, just like a samurai!” Together we walked to the station. Mama and I had stopped near the station entrance when I noticed the dog.

After you read, answer these questions:

- What words did you know automatically without even thinking about them?
- Where there any tricky words for you? How did you break tricky words into chunks to help you read them?

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you will reread Hachiko: The True Story of a Loyal Dog. Your goal is to read this text accurately. Read the text one time through. After reading this text, talk with your Learning Guide about any words that were tricky for you while reading and what strategies you used to help you figure out how to pronounce them. Talk to your Learning Guide about words you read with automaticity. Remember, automaticity means you read without having to really think about how to pronounce a word.

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.
Discuss how reading accurately helps with reading fluency because it makes the reading sound smooth.

Discuss the questions with your student after he or she reads the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to Hachiko: The True Story of a Loyal Dog. Have your student read the text one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked a tricky word. Discuss what words your student read with automaticity.

Record your student reading the text three more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Have him or her identify any words pronounced incorrectly. Discuss what words your student read with automaticity.

Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading a few times, turn on the audio for the text. Have your student practice reading along with the audio and then practice reading without the audio a second time.

You have completed your analysis of Hachiko. You have thought deeply about the relationship between Hachiko and his master, and also the relationship between Hachiko and Kentaro. Now, go to your evidence log and write your ideas from your work in this lesson.

Your student should indicate that some pets can form very strong and lasting attachments to their masters.
Hachiko - Part 4

Objectives
- To analyze details that reveal character and move plot forward
- To write an adaptation of a story from another character’s point of view

Books & Materials
- *Hachiko: The True Story of a Loyal Dog* by Pamela S. Turner in *myPerspectives*
- ELA Journal
- Computer

Assignments
- Complete a first read of *Hachiko: The True Story of a Loyal Dog* by Pamela S. Turner.
- Complete close reading and analysis activities.
- Write a story adaptation.

USE

You have analyzed the story of *Hachiko*, in *myPerspectives* Unit 2: Animal Allies, Whole-Class Learning, thinking deeply about the connections of the characters. Now, you are going to write your own version of the story. In the version you read, the story is narrated by Kentaro, and the reader learns about Hachiko through Kentaro’s eyes.

In the version you write, you are going to tell the story from Hachiko’s eyes. To begin your version, or adaptation, you will change the narrator to be Hachiko. To prepare to write your story, do the following in your ELA Journal:

- Reread the story and identify the main plot events.
- Take note of Hachiko’s actions. Note his relationships with Dr. Ueno, Mr. Kobayahi, and other human beings in the story.

Complete this now in your ELA Journal.

TEACHING NOTES

Responses will vary. Your student should name major events such as Hachiko coming to the station to meet Dr. Ueno, Dr. Ueno no longer coming to the station, and meeting Kentaro. He or she should also note the loyal relationship that Hachiko formed with the humans he met.

ANOTHER WAY

Point of View Essay

You will be rewriting *Hachiko: The True Story of a Loyal Dog* from Hachiko’s point of view.
The narrator of the original story is Kentaro. The narrator is the character who tells the story. In your essay, you will change the narrator to Hachiko and tell the story through his eyes.

Watch this video, *Point of View*. This will help you write your essay from Hachiko's perspective.

Watch this video, *Point of View*. This will help you write your essay from Hachiko's perspective.

TEACHING NOTES

Students often have difficulty looking at story events through a different character’s point of view. Your student will be rewriting *Hachiko: The True Story of a Loyal Dog* from Hachiko’s point of view.

Watch the video to better understand *point of view*.

You and your student can practice telling stories from a different character’s point of view using classic children’s tales. For example, orally retell the story of “The Three Little Pigs” from the wolf’s point of view. Retell “The Three Billy Goats Gruff” from the troll’s point of view.

Now, you are going to write your story. It does not have to be too long. Three to four paragraphs will be enough, but it can be longer if you wish. As you write, write as if you are Hachiko. Tell the story, using details to show what he saw, smelled, heard, and felt as he lived through his experiences.

This is a rough draft, so it does not have to be perfect. Do your best with spelling and grammar. Use your favorite word processor, so you can edit and revise your work. Once you have written your story, reread it and revise any ideas that will make your story clearer. Submit your work by using the upload box below.

USE FOR MASTERY

Once you have revised your story, upload your story below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Retell the story *Hachiko* in three to four paragraphs as if you were Hachiko?
- Provide an introduction that establishes context and introduces a narrator and/or characters?
- Organize events in a logical sequence?
- Use a variety of narrative techniques?
- Use transition words or phrases to shift from one idea to the other?
- Use precise words and phrases to convey meaning experiences and events?
- Provide a conclusion that summarizes your story?
- Use proper spelling and grammar?
"A Blessing" and "Predators" - Part 1

**Objectives**
- To analyze figurative language, structure, and diction in poetry
- To compare two poems on a similar subject
- To analyze how particular lines or stanzas in poems fit into the overall meaning

**Books & Materials**
- "A Blessing" by James Wright in *myPerspectives* (poem)
- "Predators" by Linda Hogan in *myPerspectives* (poem)
- ELA Journal
- Computer

**Assignments**
- Complete a first read of "A Blessing" by James Wright.
- Complete a first read of "Predators" by Linda Hogan.
- Complete the interactivity/hands-on activity Poetry Terms.
- Complete analysis and language development activities.
- Identify poetic devices in text.

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**LEARN**

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**LEARN ABOUT…**

You are going to be reading a poem involving horses. Before you do so, read Horse to help you learn more about these animals. The article has bulleted lists that tell the different names for horses and the different names for their colors. Use these lists to learn a great deal about horses in a small amount of space. Bulleted lists, which you will probably see in other readings, do a good job of providing a lot of information in a small space. After you read this article, you should know more basic information about horses.

After you read, see if you can answer these questions about horses:

1. How many different breeds of horses are there?
2. What is the name for a young horse between the ages of one and two?

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**TEACHING NOTES**

Your student will be reading a background article about horses here because later in the lesson your student will read a poem related to this animal. The bulleted lists of names for horses and for different horse colors can help your student learn a great deal about these animals in a small space. After reading this article, your student should have a better understanding of horses.

1. How many different breeds of horses are there? (over 300)
2. What is the name for a young horse between the ages of one and two? (yearling)
“A Blessing” and “Predators” - Part 1

LEARN

You are going to be reading a poem involving horses. Before you do so, read Horse to help you learn more about these animals. The article has bulleted lists that tell the different names for horses and the different names for their colors. Use these lists to learn a great deal about horses in a small amount of space. Bulleted lists, which you will probably see in other readings, do a good job of providing a lot of information in a small space. After you read this article, you should know more basic information about horses.

After you read, see if you can answer these questions about horses:

1. How many different breeds of horses are there?
2. What is the name for a young horse between the ages of one and two?

Your student will be reading a background article about horses here because later in the lesson your student will read a poem related to this animal. The bulleted lists of names for horses and for different horse colors can help your student learn a great deal about these animals in a small space. After reading this article, your student should have a better understanding of horses.

1. How many different breeds of horses are there? (over 300)
2. What is the name for a young horse between the ages of one and two? (yearling)

Objectives

To analyze figurative language, structure, and diction in poetry
To compare two poems on a similar subject
To analyze how particular lines or stanzas in poems fit into the overall meaning

Books & Materials

“A Blessing” by James Wright in myPerspectives (poem)
“Predators” by Linda Hogan in myPerspectives (poem)
ELA Journal
Computer

Assignments

Complete a first read of “A Blessing” by James Wright.
Complete a first read of “Predators” by Linda Hogan.
Complete the interactivity/hands-on activity Poetry Terms.
Complete analysis and language development activities.
Identify poetic devices in text.

VOCABULARY

- shyly
- loneliness
- blossom
- cultivate
- domesticated
- wild

You have used close reading skills to understand the relationship between characters in historical fiction. You also used your knowledge of these character relationships to write an adaptation of a story from another characters’ perspective. By doing this, you have thought more about the question: How do people and animals help one another?

Today, you will continue to explore that guiding question by reading two poems: “A Blessing” and “Predators.” You have explored how human-animal relationships are depicted in nonfiction text and narratives. Now, you will use the genre of poetry to think about the guiding question for the unit.

To begin, you will read “A Blessing.” For thousands of years, people have relied on horses to carry their belongings, plow fields, and to take them farther and faster than they could go on their own two feet. But the relationship with horses is not only about work—we can share a deep emotional connection with these graceful animals.

As you complete your first read, think about the following questions:

- Who or what is “speaking” the poem?
- Does the poem tell a story or describe a single moment?

Now, read A Blessing in myPerspectives Unit 2: Animal Allies, Small-Group Learning.

TEACHING NOTES

While your student is reading, assess his or her fluency. Prosody refers to the way your student reads the poem in terms of rhythm, intonation, and stress. “A Blessing” does not have a rhyme scheme and delves into a moment in a pasture. It is important that your student reads the poem almost as if it were a story, flowing from line to line and pausing appropriately at punctuation.

Point out to some students that rhyme creates a rhythm in poems. Readers read some poems by stopping at the end of each line and focusing on the rhyme. Some poems, like A Blessing and Predators are meant to tell a story and create a feeling, rather than emphasize the rhythm.
**COMPREHENSION**

**GENRE: POETRY**

Good readers think about what they already know about text features to help determine a text's genre. You know that not all texts are read in the same way. Fiction is read to understand the characters and theme. Nonfiction is read to learn more about the topic. Genres are also structured, or organized, in different ways.

Some of the features of poetry include lines and stanzas (structure), strong sensory/descriptive words, and language that creates patterns of rhythm and rhyme.

Look closely at the two poems: “A Blessing” and “Predators.”

Notice how there are only a few words on each line of the poems. Notice how some of the lines are grouped together. These groups of lines are called stanzas.

Tell your Learning Guide how many lines are in each poem. Then tell your Learning Guide how many stanzas are in each poem. Read each poem out loud. Pause at the end of each line. Then read each poem out loud again, but do not pause after each line. Instead, pause at punctuation. Which method made more sense? Good readers are able to use the features found in poetry to make meaning of the words.

**TEACHING NOTES**

Review the text features found in the two poems “A Blessing” and “Predators.”

Help your student identify the genre of these texts as poetry. Help your student count the number of lines in “A Blessing” (24) and “Predators” (15). Help your student identify that “A Blessing” has only one stanza, while “Predators” has four.

When reading aloud, your student should notice that stopping at the end of each line breaks up what is happening in the poem and might make it difficult to understand. By continuing to read through each line break and stopping at the punctuation, your student should be able to more easily follow the narrative of the poem.

Now that you have completed your first read, go to the **Making Meaning** section of your textbook and complete the **Comprehension Check** questions. You may need to read the poem several times to be able to answer the questions. Good readers use rereading to increase their understanding when needed.
TEACHING NOTES

Possible responses:

1. The poem takes place in a pasture during springtime.
2. The speaker and the speaker’s friend are greeted by two Indian ponies.
3. The “slenderer one” walks over to the speaker and nuzzles the speaker’s hand.

TEACHING NOTES

Now, you are going to read the poem “Predators.” Habitat loss is a major threat to wildlife in the United States. As people use more land and alter natural environments, wild animals are forced to move into places where people and domestic animals live. Foxes are one type of wild animal that has been seen in residential neighborhoods in increasing numbers. The female fox is called a vixen. As you complete your first read, think about the following questions:

- Who or what is “speaking” the poem?
- Is the poem telling a story or does it describe a single moment?

Now, read Predators in myPerspectives Unit 2: Animal Allies, Small-Group Learning.

TEACHING NOTES

“Predators” describes a moment in time, rather than relaying a story as in “A Blessing.” Although the story has characters and a setting, the point is not to convey the story of the scene, but rather offer the reflections of the speaker. You student may need to read the poem several times to begin to create a literal understanding of the poem.

If your student is having difficulty understanding the poem, the following questions might be helpful:

- Who are the animals in the poem?
- Which animals are wild and which are not?
- What do the last two lines of the poem mean?

VOCABULARY

CONTEXT CLUES

Discuss with your Learning Guide how synonyms can be used to determine the meaning of a word. You may also look for elaborating details, contrast of ideas, and/or antonyms.

Let’s look at the poem “Predators” again. Practice using context clues to determine word meanings.
Look for the following words in the poem and copy them in your ELA Journal. Using context clues from the poem, what is the meaning of each word?

- **cultivate**
- **wild**
- **domesticated**
- **shyly**
- **loneliness**
- **blossom**

### TEACHING NOTES

#### POSSIBLE RESPONSES:

- **cultivate**: to work and prepare the land for growing plants
- **wild**: not tame or domesticated
- **domesticated**: tamed, not wild

If your student struggles with finding the meaning of **cultivate**, point out the word **hoe** in the poem and discuss the meaning. If your student struggles with finding the meaning of **wild** and **domesticated**, review that line in the poem and the concept of antonyms.

- **shyly**: bashful, in a timid manner
- **loneliness**: feeling alone, isolated
- **blossom**: feeling of beauty, growth, joy

If your student struggles, point out the base word in **shyly** (shy) and **loneliness** (lonely). Discuss the meaning of the base words. The meaning of **blossom** is not a literal meaning (to flower), but a figurative meaning.

To show your understanding of the poem, complete the **Comprehension Check** in the Making Meaning section of your textbook now. You might need to read the poem several times to be able to answer the questions. Remember that rereading is a great strategy when you are having trouble understanding a text.

Complete the **Comprehension Check** in your ELA Journal now.
POSSIBLE RESPONSES

1. The setting is in and around the speaker’s garden.

2. The fox reacts to the cats and dogs with acceptance that the cat and dogs “rule” this space.

3. The vixens are devouring a small animal.

INTERACTIVE ACTIVITY

Review your answers. Did you understand the text? Poetry attempts to convey meaning through structure and language. To review terms that relate to poetry, use these flashcards. Once you have reviewed the vocabulary related to poetry, play this game to see if you can match the words to the definition. Either drag the vocabulary word to the definition or the definition to the vocabulary word. The cards will disappear when you match correctly.

You can use the structure, rhythm, and figurative language of poetry to gain a better literal understanding of the poem.

Today, you completed a first read of two poems. You discovered that, often, good readers need to read a poem several times to understand even the literal meaning of the poem. Next time, you will begin to analyze these two poems.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
"A Blessing" and "Predators" - Part 2

**Objectives**
- To analyze figurative language, structure, and diction in poetry
- To compare two poems on a similar subject
- To analyze how particular lines or stanzas in poems fit into the overall meaning

**Books & Materials**
- "A Blessing" by James Wright in myPerspectives (poem)
- "Predators" by Linda Hogan in myPerspectives (poem)
- ELA Journal
- Computer
- Index cards
- Recording device

**Assignments**
- Complete a first read of "A Blessing" by James Wright.
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- Complete the interactivity/hands-on activity Poetry Terms.
- Complete analysis and language development activities.
- Identify poetic devices in text.

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**LEARN**

**GRAMMAR**

**PRONOUN CASE**

**Step 1**

You have been reading to understand the ideas in a poem. You can break down a sentence to understand the function of a pronoun in the sentence. You can think about how an author uses different pronoun cases to refer to nouns. This can help you use the right pronoun cases when you write.

Read this sentence from "A Blessing."

They have come gladly out of the willows to welcome my friend and me.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses different pronoun cases to convey different meanings in a sentence. You know that there are three pronoun cases:

- A subjective pronoun names the subject of a verb or is used in the predicate after a linking verb.

- An objective pronoun names the direct object of a verb, the indirect object of a verb, or the object of a preposition.

- A possessive pronoun shows ownership.
Find the chunk with a pronoun. Is the pronoun subjective, objective, or possessive?

Your Learning Guide will cover the pronoun with one that’s another case. You might see people use this construction sometimes, but it is incorrect. What trick can you use to check that the right pronoun case is being used when a noun and a pronoun are joined with a coordinating conjunction? Do that now and tell your Learning Guide how it shows you that “I” is incorrect.

Uncover the correct pronoun. Read the sentence again. Why is using the correct pronoun case important?

Step 4

Authors use pronouns to avoid repetition. The pronoun cases allow an author to use pronouns that have different functions. Good writers are careful to look out for common errors in pronoun use and correct them.

Read these sentences. Which pronoun case should be used in each blank?

- My friend and _____ looked at the ponies.
- We were so happy when the ponies walked over to _____.
- Do you think the ponies would let my friend and _____ ride them?

Fill in the blanks in the sentences with the right pronouns.

How does knowing when to use the different pronoun cases help you be a better writer?

TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- They have
- come gladly
- out of the willows
- to welcome
- my friend and me.

Display the chunks for your student in the sentence order.
Find the chunk with a pronoun. Is the pronoun subjective, objective, or possessive?

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They have 

come gladly 

out of the willows 

to welcome 

my friend and me.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means the ponies have come close to the speaker and his friend.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “out of the willows” shows a relationship between willows and come. The object of the preposition is willows. The phrase shows where the ponies have come from.

- I can figure out if to is being used as a preposition or another way by looking at the word after it. The word after it, welcome, is a verb. I know that to is being used as part of the infinitive form of a verb.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?

- How can you figure out if to functions as a preposition or in another way in this sentence?

Step 3

Your student should identify this chunk:

- my friend and me (objective)

Prepare a sentence strip with this word: I

Possible response: I can cover the noun and the conjunction so just the pronoun is showing. I wouldn’t say “they welcome I.” I know that “I” is incorrect.

Possible response: The right pronoun case means the pronoun has the right function for the sentence.
Step 4

Answers:
- subjective
- objective
- objective

Answers:
- I
- us
- me

Possible response: I can make sure I am using the pronoun that has the correct function. This will make my writing easier to follow.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

They have come gladly out of the willows to welcome my friend and me.

Then say, “In this sentence, the author uses the pronoun me to refer to the speaker because the pronoun is the object of the verb welcome. Me is an objective pronoun. What other objective pronouns do you know?

Your student should identify these pronouns: her, him, them, us. If necessary, point out that you and it are two pronouns that stay the same in the subjective and objective case.

Display these sentences:
- Robby will give the pies to her today.
- Sally left a skateboard in the hall and Mark almost tripped over it.
- Paige called me yesterday.

Say, “You know that an objective pronoun names the direct object of a verb, the indirect object of a verb, or the object of a preposition. What function is the pronoun serving in each sentence?”
Answers:

- indirect object of *give*
- object of the preposition *over*
- direct object of the verb *called*

Have your student write three sentences, one for each function of an objective pronoun.

Your student might write sentences like these:

- direct object of verb: The cat followed me home.
- indirect object of verb: Chris bought candy for you.
- object of preposition: Sarah tucked the blanket around her.

If your student struggles to write the sentences, review the sentences at the beginning of the Extension activity. Point to *her* in the first sentence and say, “When you’re using a pronoun as the indirect object of a verb, you are saying that something is being done to or for something or someone. Robby is giving pies to her.” Point to *me* in the third sentence and say, “When you use a pronoun as the direct object of the verb, you’re using to answer a question like ‘Called who?’” Point to *it* in the second sentence and say, “When you use a pronoun as the object of a preposition, you’re doing the same thing as when you use a noun as the object of the preposition."

Ask, “Why is it important to understand when to use each of the three pronoun cases?” Possible response: *So I can pick the right pronoun for how it functions in the sentence.*

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**LEARN ABOUT...**

You are going to be reading a poem related to foxes. Before you do so, [Red Fox](#) to help you learn more about these animals. The article has a photograph of a fox. On that photograph, there are interactive dots that you can click to learn more information (labeled “Mobile ears,” “Sensitive nose,” etc.). Other online readings may have interactive features as well that will help you learn more. After you read this article, you should know more basic information about foxes.

After you read, see if you can answer these questions about foxes:

1. True or false: Foxes never go in areas where people live.
2. What do the mobile ears of the fox help it do?
Last time, you completed a first read of two poems, *A Blessing* and *Predators*, each in *myPerspectives* Unit 2: Animal Allies, Small-Group Learning. Both of these poems will help you think about the guiding question for this unit: *How can people and animals help one another?*

Today, you will begin analyzing these poems. To begin, you will learn about the kinds of language a poet might use in a lyric poem, or a poem that is about a single moment in time or gives a short insight. Go to the **Making Meaning** section of your textbook for the poem "A Blessing." Find the **Analyze Craft and Structure** activities. Read the information there and then complete the **practice** exercises in your ELA Journal.

### TEACHING NOTES

<table>
<thead>
<tr>
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</tr>
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Now, you are going to continue to think about the elements of poetry. Remember, what makes poetry beautiful is the structure and language the author chooses to convey his or her meaning. One type of
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4. (a) In lines 20–21, the poet compares one of the pony’s ears to the delicate skin of a girl’s wrist.  
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nuzzled, and caress help create the tone.

Now, you are going to continue to think about the elements of poetry. Remember, what makes poetry  
beautiful is the structure and language the author chooses to convey his or her meaning. One type of  
structure is line and stanza breaks. In the text “Predators,” go to the Making Meaning section of your  
textbook. Read the information in under Analyze Craft and Structure; then complete the exercises there  
in your ELA Journal.

Possible responses:

1. The first two stanzas are both quatrains; each stanza contains four lines.
2. (a) The final stanza is made up of two lines.  
   (b) This type of stanza is called a couplet.
3. (a) lines 9, 10, 11, and 15  
   (b) line 6  
   (c) line 9  
   (d) line 15
4. (a) Each line is structured as a complete declarative sentence that ends with a period. This helps the  
reader take each statement as a simple fact.  
(b) The poet ends each stanza in the middle of a sentence, which is completed in the next stanza.  
This creates a seamless flow that leads the reader to continue through the poem.

ANOTHER WAY
ANALYZING CRAFT AND STRUCTURE

You have been analyzing the structure of “Predators.” This can be challenging. It can be helpful to  
compare and contrast the poem to the same ideas written in prose.

Rewrite the poem as prose. Instead of breaking the poem where the poet does, write it in full sentences  
according to its punctuation. Read the prose version of “Predators.” How is the experience different?  
What do you think is lost in turning this poem into plain prose?

Now read the poem again, thinking about how it contrasts with the prose version. Think about how the  
line length and punctuation affect how you read it. How is the flow of reading different when you read  
the same text split into stanzas, rather than written in a paragraph?

With these thoughts in mind, go back and answer the questions analyzing craft and structure in  
“Predators.”
Now that you have learned about types of figurative language, you will learn about word choice, or diction. Diction plays an important role in conveying a poet’s meaning. Diction has two parts:

- Denotation: the dictionary definition of a word
- Connotation: the emotions that are connected to a word

Go to the Language Development section of your textbook for the text “Predators.” Find the information under Author’s Style. Read the text there, then complete the Read It and Write It activities in your ELA Journal.

### TEACHING NOTES

If your student is struggling to analyze the structure of “Predators,” have him or her rewrite the text in prose form. If your student struggles to do this, rewrite the text for him or her. The new version should look like a paragraph rather than a poem.

Your student might say that the flow of the poem is lost. He or she might say that the text seems a little plain or less beautiful in prose. When your student reads the poem again, have him or her compare and contrast it with the prose version. Have your student pay attention to where the poet chose to split thoughts and sentences. Your student might point out that the ideas flow from one stanza to the next in a way that is more interesting than a paragraph. Your student might point out that the breaks between stanzas make him or her think about one idea or image at a time, instead of reading it all quickly in paragraph form.

After your student has compared and contrasted the original poem with the rewritten prose version, have him or her return to the Analyzing Craft and Structure questions.

### TEACHING NOTES

Read It Possible Responses:

<table>
<thead>
<tr>
<th>SIMPLE DICTION</th>
<th>SOPHISTICATED DICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Pungent</td>
</tr>
<tr>
<td>Garden</td>
<td>Swells</td>
</tr>
<tr>
<td>Fox</td>
<td>Feline</td>
</tr>
<tr>
<td>Dog</td>
<td>Cultivate</td>
</tr>
<tr>
<td>Nature</td>
<td>Bevy</td>
</tr>
<tr>
<td>Body</td>
<td>Vixen</td>
</tr>
</tbody>
</table>
Write It Possible Responses:

Responses will vary, but your student should make sure he or she chose a word from the “sophisticated” column of the chart and included its meaning. Once he or she has found a synonym and rewritten a line from the poem, they should be able to explain how the line changed because of the revision.

FLUENCY

READING WITH PHRASING

Great readers read with phrasing. Phrasing means grouping words together into units. Phrases and clauses group words in ways that make meaning. If you read word-for-word, without phrasing, you miss the meaning created by how the words work together.

Watch this video to see an example of phrasing.

Please go online to view this video.

TEACHING NOTES

Discuss with your student how reading with phrasing helps with reading fluency because it helps readers make meaning of the text.

Watch this video to see an example of phrasing. Watch from the beginning to 2:33 to listen to students use phrasing when reading a poem.

Listen to your student practice reading the stanza. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Now open the poem “A Blessing” and have your student read the poem one time through. Praise your student if he or she reads in phrases. Help your student answer the questions.

Record your student reading the poem three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time your student reread the poem, it sounded smoother and smoother. He or she joined words into phrases more readily. Look over the rubric and discuss how your student did.
If your student is continuing to struggle with phrasing, model reading the poem with phrasing for your student stanza-by-stanza and have your student echo it back to you, using this video for guidance.

Today you have studied figurative language, structure, and diction in poetry. Beginning next time, you will write to compare these poems and how they convey their meaning.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have analyzed the figurative language, structure, and diction of the poems you have read in this lesson. Today, you will begin writing a compare-and-contrast essay about the two poems. Before you begin, you will check your understanding of the concepts you have studied to make sure you are prepared to write. Begin by reviewing “A Blessing” and “Predators”.

Please go online to view and submit this assessment.

In the USE of this lesson, you will be asked to identify poetic devices in the text. To practice connecting these devices with their definitions, use these flashcards. Once you have reviewed the vocabulary related to poetry, play this Quizlet game to see if you can match the words to the definition. Either drag the vocabulary word to the definition or the definition to the vocabulary word. The cards will disappear when you match correctly.

Now that you have studied the poems, add to your Evidence Log for the unit. How do these poems show the relationship between people and animals? What evidence from the poems support your thinking? Add to your Evidence Log now.
TEACHING NOTES

Your student might add some of the following thoughts to his or her evidence log:

- “A Blessing” shows a connection between horses and people. The mood helps create a feeling of this connection.
- “Predators” addresses the concern of wild animals coming in contact with people and domesticated animals. This illuminates the concern of people taking over land that is habitat for animals. This poem also demonstrates wild animals bending to domesticated animals and humans.

TEACHING NOTES

Now, you are going to begin a comparison-and-contrast essay about how the two poems present people and animals. Your essay should answer these questions:

- Are the animals wild, tame, or both?
- Does the speaker feel peaceful, troubled, or both? Why?
- What do the titles suggest about the speakers’ attitudes?
- What new understanding does each speaker gain?

To begin planning your essay, go to the Effective Expression section of your textbook. Read the information under Writing to Compare and then complete the Planning and Prewriting activities in your ELA Journal. You may draw the table in your ELA Journal to complete it.

TEACHING NOTES

POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>A BLESSING</th>
<th>PREDATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What animals are presented? Are they wild, tame, or both?</td>
<td>Two Indian ponies are presented. They are tame.</td>
<td>This poem presents a fox that is wild and a cat and dogs that are tame.</td>
</tr>
<tr>
<td>How does the speaker feel in the presence of the animals?</td>
<td>The speaker feels joyful, peaceful, and loving.</td>
<td>The speaker seems to be humbled by the fox but also cautious.</td>
</tr>
<tr>
<td>What does the title suggest about the speaker’s attitude?</td>
<td>The title suggests the speaker is respectful and feels privileged to be there.</td>
<td>The title suggests that the speaker realizes the foxes’ “wild nature” when they devour an animal.</td>
</tr>
<tr>
<td>At the end of the poem, what does the speaker learn or understand?</td>
<td>The speaker seems to understand he has had a rare, beautiful experience in nature.</td>
<td>The speaker realizes that the cat could have been the foxes’ prey.</td>
</tr>
</tbody>
</table>

1. Responses will vary, but your student might think that “A Blessing” is more positive because both the people and the ponies in the poem seem so happy and have such a peaceful interaction. He or she might think “Predators” is more positive because the speaker observes both tame and wild animals just being how they are and marvels at how they interact with each other.
2. Responses will vary. Your student might choose “A Blessing” because the speaker gives such
teaching behaviors and emotions to the ponies. He or she might choose “Predators” because of the
focus on the fox looking in on the garden and the foxes devouring the small animal at the end of
the poem.

ANOTHER WAY

COMPARE CONTRAST

You will be writing a compare and contrast essay about the two poems you have read.

When you compare, you write about what the poems have in common. When you contrast, you write
about the differences between the poems.

This can be tricky, so let’s practice compare/contrast. Look at the following sentences and
compare/contrast dogs and cats. Rewrite the sentences in your ELA Journal and fill in the blanks.

1. ___________ and ___________ are different because ____________.
2. ___________ and ___________ are alike because ____________.
3. The most important difference between ___________ and ___________ is
   ____________.
4. An important similarity between ___________ and ___________ is ____________.

Now that you understand the concept of comparing and contrasting, try writing two paragraphs using a
paragraph frame to compare and contrast dogs and cats. Copy the following paragraphs in your ELA
Journal and fill in the blanks.

1. ___________ and ___________ have many differences. The most important difference is
   ____________. Another difference is ____________. Finally, ____________.
2. ___________ and ___________ are similar in many ways. For example,
   _____________. Furthermore, they both _____________. A final similarity is
   _____________.

TEACHING NOTES

Comparing and contrasting can be a difficult skill for students. Complete this activity to enhance
your student’s understanding of the concept.

The sentence and paragraph frames provide a structure to assist your student and guide him or
her to use the correct language. The suggested topic for this activity is dogs and cats. It was
chosen specifically because students often have a great deal of background knowledge about
these animals. You may change the topic to reflect your student’s interests, but make sure he or she has enough knowledge about the topic to complete the frames.

Now that you have thought about what you will write in your essay. It is time to think about how you will write it. Just as poets think about the structure of their poems to convey meaning, you will think about the structure of your essay to clearly explain your thinking.

In the Effective Expression section of your textbook, go to the Drafting activities and complete the exercises there. Your thesis should be an opinion that tells the similarities and differences of how the poems present people and animals. Use your Planning and Prewriting answers to think of this opinion. You do not have to answer all parts of the essay in your thesis. Think of a broad statement that would capture your thinking about the poems.

Once you complete the Determine Your Central Idea and Choose a Structure activities, begin drafting your essay in your ELA Journal.

**TEACHING NOTES**

Your student should identify a thesis or central idea that encompasses both poems. He or she should not attempt to address all the bullet points of the assignment in his or her thesis. His or her thesis might be similar to one of these examples:

- “A Blessing” shows a peaceful, loving relationship between animals and people, while “Predators” shows animals being more wild and violent.
- “A Blessing” shows a human admiring animals, while “Predators” shows a human feeling more tense and separated from animals.
- Animals and people have a peaceful, beautiful relationship in “A Blessing.” In “Predators,” the speaker sees how animals are wild, creating a tense mood.

As your student develops a structure for his or her essay, have him or her read the bullet point criteria for the assignment. Remind him or her that he or she must discuss animals and setting as part of the essay. Point out that setting includes time as well as place.

Use the rest of your class today to begin drafting your essay. You do not have to finish your essay today, you will have time to do so next time. Make sure you support the topic of each paragraph with evidence from the text. When you are finished with your class for the day, put your writing away and be prepared to finish your essay in the next class.
"A Blessing" and "Predators" - Part 4

Objectives
- To analyze figurative language, structure, and diction in poetry
- To compare two poems on a similar subject
- To analyze how particular lines or stanzas in poems fit into the overall meaning

Books & Materials
- Computer
- Recording device

Assignments
- Complete a first read of "A Blessing" by James Wright.
- Complete a first read of "Predators" by Linda Hogan.
- Complete the interactivity/hands-on activity Poetry Terms.
- Complete analysis and language development activities.
- Identify poetic devices in text.

FLUENCY
READING WITH EXPRESSION AND PHRASING

Great readers read with expression and read with phrasing. Expression means making your voice match the mood and feeling of the words. Phrasing means grouping words together into units of meaning.

When reading poetry, your tone should match the feeling of the words in the poem. You should use your storytelling voice when reading.

You have been learning that paying attention to the details and figurative language, and making a mental image helps you comprehend a poem. Paying attention to the details also helps you read with expression and phrasing.

Watch this video to see an example of two students reciting a poem with phrasing and expression.

Please go online to view this video ►

Rules for reading with expression:

1. Think about what the speaker is doing and observing and how the speaker is feeling. Emphasize the important words.
2. Change your tone of voice when reading dialogue to show different characters talking.
3. Pay attention to ending punctuation. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.

Rules for reading with phrasing:

1. Phrases will typically be two or three words, but can be shorter or longer.
2. You know that there are prepositional phrases, verb phrases, noun phrases, and other types of phrases that make up sentences. Pay attention to these as you read.

3. Always end phrases when you see an ending punctuation mark.

4. Always end phrases when you see a comma.

5. Phrases will always start or stop at the beginning or end of quotation marks.

6. When reading poetry, group phrases like you would reading prose. Phrases don't always stop at the ends of lines of poetry.

Let's practice reading a stanza from the poem “Predators.” In previous lessons you have analyzed the figurative language, structure, and diction of the poem. Thinking about this will help you read with expression because you will be thinking about how the speaker is feeling. Think about all the expression and phrasing rules as you read the sentences. Use the red and black text changes to read with phrasing.

I cannot smell the scent of the cat
who slept on this sweater, but do know
how the garden swells with old
and pungent herb art. In sun the fox

Take a look at the Fluency Rubric. How do you think you did when reading the stanza?

Now you will practice rereading the poem “Predators” one time through.

After reading the poem, talk with your Learning Guide about expression and phrasing.

- Did you think about how the character was feeling in the text and emphasize important words?
- Did you read in phrases of two or three words, paying attention to the punctuation?

Your Learning Guide will record you reading the poem three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

---

**TEACHING NOTES**

Discuss with your student how reading with expression and phrasing helps with reading fluency because it helps readers show feeling and make meaning of the text.

Watch [this video](#) from the beginning to 1:34 to listen to two students reciting a poem with phrasing and expression. Point out how they pause and change their tone of voice depending upon the meaning of the poem.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the sections about reading with expression and reading with phrasing.
Now open the poem “Predators” and have your student read it one time through. Discuss any mistakes with your student. Praise your student and point out when he or she read with expression. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading the poem three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time your student reread the poem, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Last, look over the rubric and discuss how your student did.

If your student is continuing to make mistakes on words, phrasing, or expression, model reading the page for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

A Blessing and Predators.

Last time, you began drafting a comparison-and-contrast essay. Writers go through the writing process to develop their writing:

- Prewrite
- Draft
- Revise
- Edit
- Publish

In the last part, you did prewriting and drafting. Now, you will revise, edit, and publish.

To begin, if you did not finish drafting your essay, complete drafting your essay now.

Once you have finished drafting your essay, you will revise it. Revising means you look at the ideas in your essay. You adjust them or rewrite them as you need to. Revising is a powerful tool to make your writing more effective and clear. Use this checklist to evaluate your essay. If you do not agree with one of these statements, add to your writing, rewrite, or delete some of your writing as needed.

- My essay stays on subject and addresses both poems effectively.
- My essay identifies clear similarities and differences between the two poems.
- My essay includes details and quotations from the poems that clearly relate to the thesis and main ideas.
- My essay ends with a strong conclusion that refers back to the thesis.
- My essay is clearly written and uses correct punctuation, capitalization, spelling, and grammar.
Assist your student as needed to go through the revision checklist. Some guiding questions that might help your student evaluate his or her writing are:

- Is this the clearest way you could have said this? What is another way you might have said it?
- Do you address both poems here? How could you include the other one?
- Why did you think this? What support from the poems could you include to prove your thinking?

**ANOTHER WAY**

**REVISION CHECKLIST**

You will be revising your compare/contrast essay now. A checklist is a helpful way to revise your writing and make sure you have made all necessary corrections and changes.

*Use this checklist* to edit and revise your essay. This checklist is very specific to your task and will focus on exactly what you need to include in your essay.

Read the checklist with your Learning Guide. Read your essay aloud and listen to see if you have included all needed parts. Check off all the items that you included in your essay.

Next, ask your Learning Guide to read your essay and check off the items that are included in your essay.

Is your essay missing any important criteria? Add those items to your essay so that it is complete.

If your student struggled to write the compare/contrast essay, he or she may need a more specific revision checklist to write the essay successfully.

*Review this checklist* with your student. Your student will complete the checklist first. Then you will read the essay and complete the checklist. Discuss the checklist with your student and determine if your evaluations match up. Is anything missing? Go back and discuss each item. Guide your student in making any needed revisions.

**COLLABORATION**

Now that you have revised your essay, type it and share it with your group. Take some time to read other essays. Compare them to the revision checklist. What great ideas did others have? Where do you think they could have improved their writing? Leave a compliment on someone's essay.
You have learned about poetic devices and how authors convey their meaning through poems. You have written to compare and contrast two poems and how they treat a similar topic. Next time, you will show your knowledge of poetic devices.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
“A Blessing” and “Predators” - Part 5

Objectives
- To analyze figurative language, structure, and diction in poetry
- To compare two poems on a similar subject
- To analyze how particular lines or stanzas in poems fit into the overall meaning

Books & Materials
- Computer

Assignments
- Complete a first read of “A Blessing” by James Wright.
- Complete a first read of “Predators” by Linda Hogan.
- Complete the interactivity/hands-on activity Poetry Terms.
- Complete analysis and language development activities.
- Identify poetic devices in text.

USE

You have studied the elements of poetry in this lesson, including analyzing figurative language, structure, and diction. You have also written to compare and contrast the two poems you have read. Now, review "A Blessing" and "Predators." Then answer these questions.

USE FOR MASTERY

How do the final lines of “A Blessing” emphasize the author’s peaceful tone?

☐ The final two lines, in which the speaker states, “That if I stepped out of my body,” indicate the feeling of death and dying.

☐ The final two lines, in which the speaker states, “I would break into blossom,” indicate that flowers blossom in the spring.

☐ The final two lines, in which the speaker states, “I would break into blossom,” indicate the feeling of beauty and growth from contact with the horses.

☐ The final two lines, in which the speaker states, “That if I stepped out of my body,” indicate the feeling of excitement when watching horses run.
How do the final lines of “Predators” emphasize the author’s tone of wild unfamiliarity and a hint of danger?

- The final two lines of “Predators” form a stanza, which draws the reader’s attention and emphasizes the foxes eating another animal and the idea that they might eat the cat.

- The final two lines of “Predators” form a stanza, which draws the reader’s attention and emphasizes the narrator’s feelings about how safe it feels to be a domesticated animal.

- The final two lines of “Predators” form a stanza, which draws the reader’s attention and emphasizes that dogs feel in tune with living in the wild just like the narrator.

- The final two lines of “Predators” form a stanza, which draws the reader’s attention and emphasizes certainty that the cat has been eaten by foxes.

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, CSV, RTF, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
LEARN ABOUT...

CHIMPANZEE

You are going to be reading a true story about a famous chimpanzee who created paintings. Before you do so, read this article, “10 Chimpanzee Facts,” to help you learn more about these primates. Throughout the article, there are words that are in bold print. These words help you to see some of the main ideas and important points in the article. After you read this article, you should know more basic information about chimpanzees.

After you read, see if you can answer these questions about chimpanzees:

1. What is the average life span of a chimpanzee living in the wild?
2. What is one thing that chimpanzees do that not many other animals do?

TEACHING NOTES

Your student will be reading a background article about chimpanzees here because later in the lesson your student will read a real-life story about a chimpanzee who created interesting paintings. The words and phrases in bold text throughout the article can help your student keep track of some of the main ideas in the reading. After reading this article, your student should know more about chimpanzees.

1. What is the average life span of a chimpanzee living in the wild? (45 years)
2. What is one thing that chimpanzees do that not many other animals do? (use tools to complete tasks)
LEARN

1. What is the average life span of a chimpanzee living in the wild? (45 years)

2. What is one thing that chimpanzees do that not many other animals do? (use tools to complete tasks)

Objectives
- To analyze an author’s argument and point of view
- To write brief informational pieces based on research

Books & Materials
- Monkey Master by Waldemar Januszczak in myPerspectives ELA Journal
- Computer

Assignments
- Complete a first read of “Monkey Master” by Waldemar Januszczak.
- Complete the close reading and analysis activities.
- Complete research activities and take notes.
- Write a brief report from research.

LEARN ABOUT...
CHIMPANZEES

You are going to be reading a true story about a famous chimpanzee who created paintings. Before you do so, read this article, “10 Chimpanzee Facts,” to help you learn more about these primates.

Throughout the article, there are words that are in bold print. These words help you to see some of the main ideas and important points in the article. After you read this article, you should know more basic information about chimpanzees.

After you read, see if you can answer these questions about chimpanzees:

TEACHING NOTES

VOCABULARY
- purist
- abstract
- aesthetic

You have been reading several texts that address the guiding question: How can people and animals help one another? You have read fiction and nonfiction and analyzed poetry to develop an answer to this question.

Today, you will read a nonfiction essay about Congo, an unlikely painter. In this essay, the author describes and analyzes paintings created by a chimpanzee artist named Congo during the 1950s. The author draws parallels between Congo’s paintings and the works of some famous modern artists, such as Pablo Picasso and Wassily Kandinsky. These artists were considered pioneers of abstract art, which does not portray subjects as they appear in real life. Instead, abstract artists emphasize the process of making art as well as the formal elements of color and shape separate from realistic portrayals. They often work to express emotions and ideas in ways that challenge viewers’ perceptions.

As you read, think about these questions, which will help you with nonfiction first reads:

- What are the main ideas in this text? What is it about? Who is involved?
- What are the most important sections of the text?

Now, read Monkey Master, in myPerspectives Unit 2: Animal Allies, Small-Group Learning.

TEACHING NOTES

While your student is reading, assess his or her fluency. Rate is the speed at which a reader reads. Your student’s rate should be fast enough to support him or her in making meaning of the text, but slow enough that he or she is able to think about the meaning of the text. Readers often slow down when there are many difficult words or when the text is complex. As your student reads Monkey Master, he or she might read more slowly than usual because of the vocabulary and complexity of the text. If he or she is struggling to make meaning at a slower speed, have him or her reread the sections that presented challenges.

Encourage your student to use the footnotes to understand difficult vocabulary. He or she should reread sentences that are not making sense, and then read on if rereading is not working. Encourage him or her to try these strategies independently to make meaning of the text.
Now that you have completed your first read, you are about to complete the Comprehension Check activity from the Making Meaning section of your textbook. Take your time with these questions. Go back to the text and find evidence for you answers. Complete the Comprehension Check in your ELA Journal now.

COMPREHENSION CHECK POSSIBLE RESPONSES
1. The name of the exhibition is Ape Artists of the 1950s.
2. The author is not impressed with paintings done by either the gorilla or the orangutan.
3. Desmond Morris is an animal behaviorist and author who first worked with Congo.
4. The author writes that Congo likes red and dislikes blue.
5. The American art collector paid $25,000.
6. Summaries will vary, but your student should include details about Congo and his paintings, and how the author’s initial skepticism about Congo’s doing paintings turned into admiration for Congo’s artistic talent.

TEACHING NOTES

VOCABULARY
CONTEXT CLUES
You can use context clues to determine the meaning of unknown words as you read “Monkey Master.”

Take a look at the following words in “Monkey Master.” What do you think they mean? Write your answers in your ELA Journal.

- purist
- aesthetic
- abstract

Let’s look at each word in context and check your answers. The word purist is in paragraph 17. The base word is pure. Read the sentence and think about what the word means in the sentence. Now check your definition and make any changes you may need.

The word aesthetic is in paragraph 19. Read the sentence and think about what the word means in the sentence. Now check your definition and make any changes you may need.
The word *abstract* is in paragraph 26. Read the sentence and think about what the word means in the sentence. Now check your definition and make any changes you may need.

How did using the context of the text change the definitions you initially wrote in your ELA Journal?

### TEACHING NOTES

#### POSSIBLE RESPONSES:

- **purist**: someone who follows the rules
- **aesthetic**: related to beauty
- **abstract**: without concrete meaning or separated from meaning

If your student needs more practice, use this worksheet: [Concept Vocabulary and Word Study: "Monkey Master."](#)

**Possible worksheet responses:**

A.

1. Yes, because *aesthetic* refers to the beauty of something.
2. No, an *abstract* painting is not a realistic-looking picture in which you could identify a man riding a motorcycle.
3. No, a *purist* sticks to the rules and doesn't change.

B. *Your student’s sentences may vary.*

1. *finalist*: Although I did not win the competition, I was proud to be a finalist.
2. *journalist*: The journalist covers important news stories all over the world.
3. *artist*: My cousin is an artist; he loves to make murals.
4. *conformist*: A conformist like Emma would never wear a bright pink wig!

If you missed any answers, go back into the text and search for evidence for the question. This is one strategy to improve the number of questions you get correct. You may need to read sections of the text several times to find evidence.

Today, you used first read strategies to understand a complex essay. Now that you understand the main ideas, you will begin to analyze the text in the next session.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**Monkey Master - Part 2**

**Objectives**
- To analyze an author’s argument and point of view
- To write brief informational pieces based on research

**Books & Materials**
- *Monkey Master* by Waldemar Januszczak in *myPerspectives*
- ELA Journal
- Computer
- Evidence Log
- Index cards

**Assignments**
- Complete a first read of “Monkey Master” by Waldemar Januszczak.
- Complete the close reading and analysis activities.
- Complete research activities and take notes.
- Write a brief report from research.

**LEARN**

**GRAMMAR**

PUNCTUATING NONRESTRICTIVE ELEMENTS

**Step 1**
You have been reading to understand the main ideas in an essay. You can break down sentences to think about how an author adds details to a sentence. Sometimes details are not essential to the main idea of a sentence. An author uses punctuation to indicate this.

Read this sentence from *Monkey Master*.

> For Congo to have finished this picture as he finished it—for a monkey to be this minimal—is deeply disconcerting.

Now answer this question: What does this sentence mean?

**Step 2**
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**
Your Learning Guide has divided this sentence into chunks. Which chunks can you take out without affecting the sentence’s basic meaning? What does this tell you?

You know that a nonrestrictive, or nonessential, sentence element is not needed to convey the main idea of a sentence. It can be deleted without affecting the sentence’s basic meaning.

An author uses nonrestrictive sentence elements to add details to a sentence. Those details might help you picture or understand more about the meaning of the sentence. They might give you information about the author’s opinion. They’re not necessary to the basic meaning, though. What kind of information is the clause you identified giving?
What do you notice about how the nonrestrictive phrase is punctuated? Why do you think the author made this choice instead of using commas?

In this sentence, the author uses dashes to set off the nonrestrictive element. Dashes tend to be used in more informal writing and make a sentence stronger or more interesting.

What can you think about when you see punctuation setting off a word, phrase, or clause in a sentence?

**Step 4**

An author can use a nonrestrictive sentence element to provide extra details in a sentence. These are details that do not affect the basic meaning of the sentence. In this sentence, the author set off the nonrestrictive element with dashes. Dashes tend to be used in informal writing. They add interest to a sentence. Think of dashes as putting a spotlight on the words in the nonrestrictive element.

Look at these sentences. Add dashes to set off the nonrestrictive element in each sentence.

- Billy was so hungry he ate a pizza a whole pizza by himself.
- We heard yelling and saw it was Linda dear, quiet Linda!
- Please clean the kitchen unless you’re too busy to help us before you go out.

Read the sentences with the new punctuation. How do the dashes add interest to the sentences?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- For Congo
- to have finished
- this picture
- as he finished it
- —for a monkey
- to be
- this minimal—
- is deeply disconcerting.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: *It means that the author is disturbed by the idea that Congo made such a simple painting.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The pronoun *he* is subjective. It's the subject of the verb *finished*.
- The pronoun *it* is objective. It's the direct object of the verb *finished*.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Which pronoun is in the subjective case? Tell me about its function.
- Which pronoun is in the objective case? Tell me about its function.

**Step 3**

Your student should identify these chunks:

- —for a monkey
- to be
- this minimal—

Answer: *This is a nonrestrictive sentence element.*

Possible response: *It is telling me more about the author's opinion.*

Answer: *It's set off with dashes.*

Possible response: *I think the author did this to emphasize what he means. He's so surprised by the way the monkey painted. The dashes feel like he's interrupting his own thoughts to give this opinion.*
Possible response: I can think about it being a nonrestrictive element. I can think about the meaning of the sentence without it. I can think about why the author included the details. I can think about why the author picked the punctuation he or she used.

Step 4

Answers:

- Billy was so hungry he ate a pizza—a whole pizza—by himself.
- We heard yelling and saw it was Linda—dear, quiet Linda!
- Please clean the kitchen—unless you’re too busy to help us—before you go out.

Possible response: They make my eye go to the words they set off. They draw attention to them. In the first and second sentence, they emphasize surprising information. In the second sentence, they show an interruption and also show some attitude toward the person who might be too busy. It feels like the speaker is being sarcastic because of the dashes.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

For Congo to have finished this picture as he finished it—for a monkey to be this minimal—is deeply disconcerting.

Then say, “In this sentence, the author uses dashes to set off a nonrestrictive element from the rest of the sentence. Dashes are often used to add interest to a sentence. They are like putting a spotlight on the nonrestrictive element. Dashes can also be used in place of commas when too many commas become confusing.”

Display this sentence for your student:

- Lots of my favorite movies, Peter Pan, for example, are from a long time ago.

Say, “When you get to the first comma in this sentence, it sort of looks like you’re going to be reading a list, doesn’t it? And it’s not really clear where the nonrestrictive element ends. Does it end at Pan? Does it end at example? The three commas in this sentence might lead to confusion. We can use a dash to make the meaning of the sentence clearer by clarifying the nonrestrictive element.”

Display this sentence:

- Lots of my favorite movies—Peter Pan, for example—are from a long time ago.

Say, “This clarifies which words are part of the nonrestrictive element. Can you clarify the nonrestrictive elements in these sentences with dashes?”
• Maybe some of the other kids, Chrissy and Jack, possibly, can help us with the garden.

• Mark’s been eating a lot of candy, gummy worms, chocolates, and candy corn this weekend.

• We’re planning a dinner for a day we all have off, for example, Sunday, if you want to come.

Answers:

• Maybe some of the other kids—Chrissy and Jack, possibly—can help us with the garden.

• Mark’s been eating a lot of candy—gummy worms, chocolates, and candy corn—this weekend.

• We’re planning a dinner for a day we all have off—for example, Sunday—if you want to come.

Ask, “How does using dashes in these sentences make them clearer?” Possible response: They show what words are in the nonrestrictive elements and keep things from getting confusing because of all the commas.

Ask, “What can you think about when you punctuate a nonrestrictive element in a sentence?” Possible response: I can think about the style of what I am writing and how much I want to emphasize the details. I can think about what punctuation would be the least confusing to the reader.

In the last lesson part, you completed a first read of a nonfiction essay. You know that good readers approach texts with questions in mind to help them understand the big ideas of the text first. You also learned that when you are reading a complex text you sometimes have to slow down and reread in order to make sense of the text.

Today, you will use your close reading skills to dig deeper into the meaning of the text.

To begin, review the text for Monkey Master in myPerspectives Unit 2: Animal Allies, Small-Group Learning. You might read the topic sentences of paragraphs or reread the sections that you marked as being most important in your First Read.

Now, return to the second paragraph. In your ELA Journal, write details that reveal the author’s initial, or first, opinion about monkeys and art. What do these details tell you? Why do you think that the author included these details? Write your answers in your ELA Journal.
Then visit the websites of a few modern art museums, such as The Museum of Modern Art. Search their collections for these art terms to find examples of this kind of art. Then think about how you can answer the question about the details that reveal the author’s initial opinion.

POSSIBLE RESPONSE
When he first thought about whether a monkey could paint a good picture, the author was doubtful. He thought if monkeys painted, it was not by their own choice. The author of this essay at first seems to have a definite opinion that monkeys can’t paint, but his essay is called “Monkey Master,” which makes the reader think the author might change his opinion.

You may need to remind your student that an opinion is someone's own view or belief about a subject that is not always supported by facts. Sometimes, people will change their opinions if they are presented with more information about a subject that makes them view the subject differently.

ANOTHER WAY
VOCABULARY PREVIEW
You’ve been reading to understand an author’s opinion. It can be challenging to understand the author’s point of view about the art made by the monkeys if the domain-specific vocabulary is new to you. It might help to explore at some art terms to better understand what Congo’s work looked like and the author’s opinion.

Look up these art terms:

- lyrical
- abstract
- expressionism

Then visit the websites of a few modern art museums, such as The Museum of Modern Art. Search their collections for these art terms to find examples of this kind of art. Then think about how you can answer the question about the details that reveal the author’s initial opinion.

TEACHING NOTES
If your student is struggling to understand the author’s opinion in Monkey Master, he or she may need support with the domain-specific vocabulary. Have your student look up the terms. If necessary, provide the definitions:

- Lyrical: shows direct feeling
- Abstract: concerned with the lines, colors, or shapes and their relationship to one another
- Expressionism: contemporary art that often has bold, bright colors or thick sometimes black lines
Then have your student visit the websites of a few modern art museums. For example, he or she may look up MoMA in New York City, The San Francisco Museum of Modern Art, The Whitney, or the Museum of Contemporary Art in Los Angeles. Have your student use the search bar on the selected museum's website to search the art terms. Talk to your student about the art that comes up in the searches. You might ask questions like, “How does this art fit the definitions you learned? What do you think people expect from lyrical abstract expressionism?”

As your student describes the art, he or she might say that people expect to see a lot of feeling in such art. You might then discuss this sentence from the essay:

Having carefully examined Congo's paintings, all of which might best be described as examples of lyrical abstract expressionism, I find myself assailed by doubts.

Ask, “Why do you think someone would have doubts about an animal being able to create such art?” Your student may say the writer might think that an animal can't put feeling into art.

After your discussion, have your student return to the lesson question about the author's initial opinion.

Now, return to the thirteenth paragraph. Reread the paragraph, then, in your ELA Journal or on the text if you have it, write the simile that appears in the paragraph. What do these similes tell you? Why did the author include these similes? Remember, a simile is a kind of figurative language in which an author compares two things using the words "like" or “as.”

Simile: They shine off the walls like stained glass.

POSSIBLE RESPONSE
The author is comparing Congo's best paintings to stained glass, writing that the paintings “shine.” The author likely included this simile to give the reader a better picture of how good the author thinks Congo's paintings are.

Now, reread paragraph 23. Look at the quote that is there. If you are unsure who Salvador Dali is, do a quick online search to find out. Once you have read the quote, think about what Dali meant by what he said. Why do you think the author chose this specific quote for this essay? Write your answers in your ELA Journal now.
Think about the close reading you have done today. According to the author, before attending this exhibition, how did he view art created by apes or other animals? In what ways have his thoughts on the topic changed? Answer in your ELA Journal.

POSSIBLE RESPONSE

I think what Salvador Dali meant in the quotation was that he thought the chimpanzee's art looked good enough to be done by a person and that he thought Jackson Pollock’s art looked more like it was done by an animal. The author probably included this quotation to show that he was not the only one who appreciated Congo's art. Some famous artists also thought Congo could paint and enjoyed his paintings.

POSSIBLE RESPONSE

The author was doubtful of the animals’ ability to point, but he changed his mind after learning about Congo and the paintings Congo created.

You have used several questions to close read sections of text. Good readers can make their own questions to think about the deeper meanings of text. By understanding this text more deeply, you have new thoughts about the guiding question of this unit: How can people and animals help one another?

As you end your class, add thoughts to your evidence log from this text. Be sure to include evidence that supports your thinking. You may use evidence that you have written from your close reading in your ELA Journal. Add to your evidence log now.

POSSIBLE ADDITIONS TO THE EVIDENCE LOG INCLUDE

- Animals can help people change their perspectives or think about their beliefs differently. The connection between humans and animals can affect people at the level of their beliefs.
- Animals can create beautiful things that people appreciate, similar to the way that we would appreciate art made by humans.
POSSIBLE RESPONSE
I think what Salvador Dali meant in the quotation was that he thought the chimpanzee's art looked good enough to be done by a person and that he thought Jackson Pollock's art looked more like it was done by an animal. The author probably included this quotation to show that he was not the only one who appreciated Congo's art. Some famous artists also thought Congo could paint and enjoyed his paintings.

Think about the close reading you have done today. According to the author, before attending this exhibition, how did he view art created by apes or other animals? In what ways have his thoughts on the topic changed? Answer in your ELA Journal.

POSSIBLE RESPONSE
The author was doubtful of the animals' ability to point, but he changed his mind after learning about Congo and the paintings Congo created.

You have used several questions to close read sections of text. Good readers can make their own questions to think about the deeper meanings of text. By understanding this text more deeply, you have new thoughts about the guiding question of this unit:

How can people and animals help one another?

As you end your class, add thoughts to your evidence log from this text. Be sure to include evidence that supports your thinking. You may use evidence that you have written from your close reading in your ELA Journal. Add to your evidence log now.

POSSIBLE ADDITIONS TO THE EVIDENCE LOG INCLUDE

Animals can help people change their perspectives or think about their beliefs differently. The connection between humans and animals can affect people at the level of their beliefs.

Animals can create beautiful things that people appreciate, similar to the way that we would appreciate art made by humans.

Please go online to view and submit this assessment.
You have used close reading to understand how the author of *Monkey Master* in *myPerspectives* Unit 2: Animal Allies, Small-Group Learning changed his perspective on Coco’s art. Now, you will do some research to learn more about the topic of animal artists.

To begin, go to the **Effective Expression** section of your textbook. Choose one of the following topics to research:

- Members of other animal species that create art
- Congo’s life and why he was unique

**QUICK CHECK**

Please go online to view and submit this assessment.

**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers *read at the correct pace*. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
Watch this video to learn how to practice reading at the correct pace.

Please go online to view this video ▶

Watch this video to listen to a reader practice her fluency.

Please go online to view this video ▶

Take a look at the Fluency Rubric to see how a good reader reads with fluency. Think about the reader in the video. How do you think the reader did after practicing?

Let's practice rereading the text “Monkey Master.” Read up through paragraph 13, just one time through. After your first read-through, your Learning Guide is going to time you reading the text three more times. See how long it takes you to read the text each time.

Discuss with your student why pacing is important to reading fluency. Reading too fast makes it harder to understand what one is reading.

Watch this video from the beginning to 1:37 to see an example of how to time your student. Watch this video to listen to a reader practice her fluency. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the student in the video read. The student needs improvement in reading accurately, needs improvement in reading with expression, developing in reading with phrasing, and developing in reading at the correct pace.

Now open the text “Monkey Master.” First, have your student read the text to paragraph 13 to warm up. Discuss your student’s pacing. Did it match a conversational rate? You might need to click on the audio and have the text read aloud to your student.

Record your student reading the text three more times. Use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. A reasonable pace would be when your student sounds conversational while reading. After each reading, write down how long it took your student to read the text.

After your student finishes reading three more times, play back the recording and listen with your student. Discuss your student’s pacing. Did it vary among the readings? Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.
The Purdue Online Writing Lab (OWL) is one of the most useful resources on writing on the internet. Notice that this website is a .edu resource, meaning it is credible. You can use the OWL as a resource for almost all writing questions and problems. You can use this resource all the way through college! Read the page on credible resources. Think about what you learn as you read the page. Then you might want to answer other questions you have about writing using the OWL!

Once you have chosen your topics, follow the instructions in the Research and Take Notes activity in the Effective Expression section. See if you can find information from at least three credible sources in your class today. You can draw the chart from your textbook in your ELA Journal to help you keep your notes. Use the rest of your class today to research your topic.

Many researchers enjoy keeping their research notes online. The information you write in online notes is the same information you would write in your ELA Journal, but it may be easier to organize your notes online and keep them neat. Try an online note taking platform such as Shrib. Once you finish your notes, you can even download them to any device you are using!

Remind your student to search for credible sources. If your student does not have online access, take a field trip to the library to conduct research. Although this activity does not require a formal works cited page, your student should write down the basic information of each source: author, title, location, web address. This is good practice for more complicated research projects and helping your student avoid plagiarism.

If your student needs help researching, offer search terms that will guide him or her to appropriate resources. Some search terms might include:

- Animal artists
- Elephant artists
- Chimpanzee artists
- Coco chimpanzee artist
- Coco chimpanzee paintings
If your student has difficulty organizing his or her research, it may be helpful to provide index cards to complete this activity. On the front of each card, he or she can write the facts and important information from the source. On the back, he or she can write the information about the source.

You have used credible resources to research a topic that you have chosen. Next time, you will begin to organize your thoughts about your topic to prepare to write a short report about your findings.
You have started using credible sources to research a topic connected to animal artists. You have taken notes on your research and written down information from each of your sources. Now, you will begin to organize your research to prepare to write a short report on your findings.

First, reread your notes. Do you notice any information that repeats or any big ideas that seem to be coming from many sources? Just like you would find the main idea in a text, try and find some main ideas in your notes. You may wish to use a highlighter either on paper or online to highlight your notes by the main ideas they support. Find major topics in your notes now.

This task might be difficult for your student. Ensure he or she rereads their notes from the last class. As he or she reads, consider each piece of information from each source as a detail. When finding the main idea of a text, readers think about how the details connect and what big idea they "add up" to support. Encourage your student to do the same with this activity. You might ask him or her, "What big idea would that support?" or, "What is this telling us about the topic?"

Your student might also benefit from writing his or her facts on index cards, one fact per card. Then, he or she can physically move the cards into stacks or columns that relate to one another. This will help visual learners understand how facts might relate to one another.
Some main ideas that might emerge include:

- Animals often have a talent that surprises people
- Animal art is enjoyed by many people
- Animal art is a way people raise money to support the animals
- There are many animal artists in the world
- Congo helped animal artists become more popular
- Congo became famous

Guide your student to find a main idea that is a fact rather than an opinion. Your student may have many opinions on animal art, but, ultimately, he or she will write an informative paragraph about his or her research. If he or she writes an opinion, ask, "What in your research made you think that?"

Now that you have organized your thoughts and found a main idea, you are going to write a topic sentence for your report that you will write next time. A topic sentence is different than a thesis because it is a fact, not an opinion. Think about these two sentences:

- Ice cream is a popular dessert all over the world.
- Ice cream is the best dessert of all desserts in the world.

Which one is a topic sentence, and which is an opinion? The first is a topic sentence because you can prove it with facts. The second is an opinion because it is not necessarily true, but you could use facts to try and convince others that it is true. Your report will be presenting facts, not your opinion.

Write a single sentence that reflects one of the main ideas you found in your research. Think about one of the strongest main ideas you found that has lots of support that you would like to write a few paragraphs about. Write a few topic sentences in your ELA Journal, then, you will be able to select the best one.

Help your student refine the main ideas to a more specific sentence that he or she can include. For example, if your student found research about people selling animal art for conservation efforts, he or she might write, “Animal art raises money to support endangered animals in sanctuaries.” If your student found research about animal art being enjoyed by humans, he or she might write, “Animal art has been bought by many serious art collectors all over the world.”

Now you have a list of topic sentences. Choose the one that is most exciting to you. Next time, you will write a short report about this sentence. Once you have selected your topic sentence, review your
research. Select at least three facts that support your topic sentence or help explain the idea. If you cannot find facts to support your topic sentence, your topic sentence might just be a fact from your research. Consider revising your topic sentence to make it a bigger idea that is supported by many facts.

Once you have selected facts from your research that support your topic sentence, set your work aside for the day. Tomorrow, you will use this work to write your report.

You have researched credible sources and today you used your research to find a report topic. Good readers and writers use research to develop their thinking and find new topics for writing.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Monkey Master - Part 5

Objectives
- To analyze an author’s argument and point of view
- To write brief informational pieces based on research

Books & Materials
- Computer

Assignments
- Complete a first read of “Monkey Master” by Waldemar Januszczak.
- Complete the close reading and analysis activities.
- Complete research activities and take notes.
- Write a brief report from research.

In the last lesson part, you created a topic sentence based on your research. You also grouped your research into facts that support your topic sentence. Now, you will write a brief report on your research.

Before you begin to write, think about your topic sentence. Is it specific? Is it a key idea supported by your research? Make any revisions you might need to make now. Then, think about the facts you chose to support your topic sentence. Do you have enough evidence to explain your topic sentence? Is your evidence strong? If not, you might need to do a little more research now.

Now you are ready to write. Use your favorite word processor, so you can format and edit your work. Begin your writing with a brief introduction to your topic, then write your topic sentence. Then, write a paragraph or two that explains the main idea you have selected about your topic. Your report should include:

- An introduction to the topic with your topic sentence
- Facts and details from your research that develop the idea in your topic sentence
- Explanation about the facts and details and how they relate to your topic
- Transition words that help connect ideas in your writing
- A concluding statement that brings together all the information in your writing

USE FOR MASTERY

Your report will be two to three paragraphs long to complete all of the criteria above. Write your report now, then upload your answer below.

B I U E E

0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write a paragraph or two that explains the main idea you have selected about your topic?
- Include at least two facts or details from your research that develop the idea in your topic sentence?
- Explain about the facts and details and how they relate to your topic?
- Use transitions to show relationships to idea and concepts?
- Use precise language and maintain a consistent writing style throughout?
- Provide a concluding statement that summarizes your main idea?
- Use proper spelling and grammar?
LEARN

LEARN ABOUT...

THERAPY DOGS FOR KIDS

You are going to be reading a nonfiction article about how animals and humans help each other. Before you do so, read this article, "Why Therapy Dogs for Kids Matter," to help you learn more about therapy dogs. The article does contain some vocabulary words that may be challenging. If you need help with the meaning of words, you may use resources, such as this dictionary. Using a dictionary can help you to understand difficult vocabulary. After you read this article, you should know more basic information about therapy dogs for children.

After you read, see if you can answer these questions about therapy dogs for kids:

1. True or false: A good therapy dog for kids needs to love kids in order to work effectively with them.

2. True or false: Therapy dogs can help children with emotional or physical disabilities.

TEACHING NOTES

Your student will be reading a background article about therapy dogs for children here because later in the lesson your student will read a nonfiction work about animals and humans helping each other. Along with the article is a link to a dictionary your student may use to look up difficult vocabulary words from the article, if needed. After reading this article, your student should have a better understanding of how therapy dogs can help children who have various needs.
1. True or false: A good therapy dog for kids needs to love kids in order to work effectively with them. (true)
2. True or false: Therapy dogs can help children with emotional or physical disabilities. (true)

You have read several texts about the interaction between people and animals. You have thought deeply about the guiding question for this unit and collected evidence along the way. In this lesson, you will write an essay in which you answer the question: How can people and animals help one another?

Before you begin writing, you will prepare your thoughts through the writing process. Remember that writers follow these steps to create polished pieces:

- Prewrite
- Draft
- Revise
- Edit
- Publish

Today, you will work on prewriting by reading one more text that will help you gather evidence for your writing. After you read each text, you will add to your evidence log.

As you complete your first read, remember these questions:

- What is this text mostly about? Who is involved?
- What are the most important sections of the text?

Now, read Pet Therapy: How Animals and Humans Heal Each Other in myPerspectives Unit 2: Animal Allies, Independent Learning.

TEACHING NOTES

This article is meant to be read independently. As much as possible, your student should be working independently in this part of the lesson. This is an opportunity for him or her to apply the skills of First Read, finding the main idea, and adding to his or her evidence log, demonstrating the learning that has happened in this unit.

If your student is struggling, guide him or her to the main ideas of the text. Encourage him or her to look at the title, topic sentences, and conclusion to understand the main points of the article.
ANOTHER WAY

USING KEY WORDS TO FIND MAIN IDEAS

When you are answering the questions, you may find it challenging to identify the main idea of the text. Circling key words in each paragraph might help. You can find these key words by asking yourself this question: What ideas in each paragraph are most important?

Once you identify key words, think about the main idea of the paragraph. This will help you find the main idea of the article and complete your evidence log.

TEACHING NOTES

If your student is struggling to identify the main idea of the text, have him or her circle key words in each paragraph. Your student can do this by using the cursor to highlight text and then selecting “Circle” in the pop-up. After your student has circled key words, have him or her use the words to identify the main idea of the paragraph.

For example, for paragraph 9 your student might circle these words:

- heart attack patients
- owned pets
- lived longer
- petting
- dog
- reduce blood pressure

Your student might then state the main idea of the paragraph as, “Interacting with a pet has health benefits.”

Tell your student that the main ideas in this text will be useful for his or her evidence log.

Now, review your evidence log. Are there any ideas that connect to this article that you have already written on the evidence log? Were there any new ideas that will help you answer the guiding question for your essay?

Add to your evidence log now. Make notes of any connections that you make with other texts. Also note any new thinking this article caused you to think. This is the final reading before writing your essay.
Your student might add ideas such as:

- Animals can help heal people physically.
- Animals’ companionship can have physical benefits and improve people’s help.

As your student is adding to his or her evidence log, encourage him or her to really look through what is already written in the log, as well as over his or her notes from the unit. This lesson part is short in order to give your student time and space to think and develop ideas before writing.

Some prompting questions that might help your student along are:

- What other texts have the same ideas as this text?
- What other texts disagree with this text?
- What questions do you still have about how people and animals relate?
- What did this article cause you to think that is new thinking?

### ANOTHER WAY

#### Five Paragraph Essay

You will be writing an explanatory essay for this unit’s performance assessment. This will be a five-paragraph essay, following this structure:

- Paragraph 1: Introduction
- Paragraph 2: Body Paragraph 1
- Paragraph 3: Body Paragraph 2
- Paragraph 4: Body Paragraph 3
- Paragraph 5: Conclusion

Watch [this video](#) to learn more about how to write a five-paragraph essay.

### TEACHING NOTES

Your student may not be familiar with the formal structure of a five-paragraph essay. There is a structure to an explanatory essay that must be followed when your student completes the Unit 2 Performance Based Assessment.

[This video](#) explains how to write the essay in an easy, approachable manner.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

GRAMMAR
PRONOUN–ANTECEDENT AGREEMENT

Step 1

You have been reading to understand details about a topic. You can break down sentences to look at how an author uses pronouns to avoid repeating nouns. You can think about how an author makes sure pronouns agree with their antecedents. Pronoun–antecedent agreement makes the meaning of a sentence clearer.

Read this sentence from *Pet Therapy*.

> Some of our riders might benefit from the connection and the relationship-building with the horse and with their environment.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author ensures that a pronoun agrees with its antecedent. Remember, the antecedent of a pronoun is the noun to which the pronoun refers. You can think about how pronoun–antecedent agreement helps make the meaning of a sentence clear.

Find the pronoun *their* in the sentence. Which chunk has the antecedent for this pronoun? Which word is the antecedent?
A pronoun and its antecedent must agree in number. Why did the author use the pronoun their to refer to riders?

When an author uses a pronoun to refer to a plural noun, he or she must use a plural pronoun. When an author uses a pronoun to refer to a singular noun, he or she must use a singular pronoun. Your Learning Guide will replace their with a singular pronoun. Read the sentence. Does it make sense? How does this show you why it’s important to follow the rule for pronoun–antecedent agreement?

Uncover the pronoun and read the sentence again. How does the pronoun–antecedent agreement in this sentence help you understand the meaning of the sentence?

**Step 4**

In this sentence, the pronoun their agrees in number with its antecedent, riders. When you write, you should make sure your pronouns and antecedents agree, too.

Can you write two sentences about Pet Therapy? Use at least one singular pronoun and antecedent and at least one plural pronoun and antecedent.

What did you have to think about before you picked the right pronoun for each sentence?

Why is it important to make sure pronouns and antecedents agree in number when you write?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Some of
- our riders
- might benefit
- from the connection
- and the relationship-building
- with the horse
- and with their environment.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence
again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: *It means that the people who ride the horses feel better because they connect with the horses and the environment.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as this: *The coordinating conjunction “and” joins sentence elements that are equal. It shows addition. It is used to join phrases that tell what people benefit from. It is also used to join words that show what they are building relationships with.*

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: What kind of conjunction do you see? What is its general function and its function in this particular sentence?

**Step 3**

Your student should identify this chunk:

- our riders

Answer: riders

Answer: *“Riders” is plural, so the author uses a plural pronoun.*

Prepare a sentence strip with the word *her* and cover the pronoun *their* in the sentence.

Possible response: *It’s important because the wrong pronoun makes the sentence confusing. I can’t figure out what “she” refers to, so I don’t understand what the sentence means.*

Possible response: *I know what the author is referring to with each pronoun. I understand who the author is talking about, so I get the meaning of the sentence.*

**Step 4**

Your student might write sentences like these:

- People can spend time with Vi the dog by walking her and petting her.
- The results with patients at NIH show that being with animals is really helping them.

Possible response: *I had to think about which noun in the sentence the pronoun would refer to. Then I had to think about if the noun is singular or plural and pick the right pronoun.*
Possible response: It’s important because it helps the reader understand what the pronoun is referring to.

**Extension**

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

> Some of our riders might benefit from the connection and the relationship-building with the horse and with their environment.

Then say, “In this sentence, the author uses a plural pronoun to refer to a plural noun. Pronoun–antecedent agreement is important to the clarity of a sentence.”

Display these sentences for your student and ask, “Why is each of these sentences confusing?”

- One patient has been doing really well since they started horseback riding.
- The researchers are doing more studies she hope will benefit people.
- Children say spending time with Vi the dog is helping her therapy.

**Answer:** *The pronouns don’t agree with their antecedents. This makes the sentences confusing to read.*

- *In the first one, the pronoun is plural, but the sentence is only about one patient. I don’t know who “they” are.*
- *In the second sentence, the subject is multiple researchers, but the pronoun only refers to one person.*
- *In the third sentence, the error in agreement makes it sound like Vi the dog is the one doing therapy, not the children.*

Have your student correct the sentences.

**Answers:**

- One patient has been doing really well since *he* started horseback riding.
- The researchers are doing more studies *they* hope will benefit people.
- Children say spending time with Vi the dog is helping *their* therapy.

Ask, “How does correcting the pronouns make the meanings of the sentences clear? Give a specific example from at least one of the sentences.” Possible response: *It’s easier to tell what the author is talking about in each sentence. In the third sentence, it’s now clear that the children are the ones doing the therapy, not the dog.*
Ask, “When you use pronouns in your writing, what should you check?” Answer: *That they agree with their antecedents in number.*

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**LEARN ABOUT...**

**THERAPY HORSES**

You are going to be reading a nonfiction reading about animals helping humans. Before you do so, read [this article](#), “Equine Therapy: How Horses Help Humans Heal,” to help you learn more about therapy horses. There is a photograph at the beginning of the article of a woman and a horse. Use this photograph to help you better understand how the relationship between a human and a horse would work. Often articles have photographs that help you better understand concepts explained in them. After you read this article, you should know more basic information about therapy horses.

After you read, see if you can answer these questions about therapy horses:

1. True or false: Horses are highly sensitive. 
   
2. According to the article, what type of person might not benefit from a therapy horse? 
   
---

**TEACHING NOTES**

Your student will be reading a background article about therapy horses here because later in the lesson your student will read a nonfiction reading about animals and people working together. After reading this article, your student should have a better idea of how horses can help people heal.

1. True or false: Horses are highly sensitive. (true)

2. According to the article, what type of person might not benefit from a therapy horse? (a person who is very allergic to horses)

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In the last part, you read one more article about how people and animals relate to one another. You reviewed your evidence log, and you prepared yourself to follow the writing process. Now, you will prewrite and begin drafting your essay.

Before you begin, prewrite by finding three strong pieces of evidence from *Pet Therapy* in *myPerspectives* Unit 2: Animal Allies, Independent Learning you have read that show the unique relationships between people and animals. You may use your evidence log and your notes from your lessons. Write the three pieces of evidence in your ELA Journal.
Ensure your student has identified key ideas from previous readings. Supporting, minor details from texts will not be helpful in writing his or her essay. If you are unsure, ask him or her to explain why the evidence is chosen. When your student reveals his or her thinking, it will help you understand if the evidence is strongly aligned.

Think of one real-life example that illustrates one of your ideas about the relationship between people and animals. Write that example in your ELA Journal.

Finally, develop your thoughts into a starter sentence for an explanatory essay. Complete this sentence:

*I learned that one of the ways that people and animals can relate to each other is...*

Your student’s responses will vary. All responses should relate to the reading he or she has completed in this unit, as well as directly relate to the guiding question.

**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers *read at the correct pace*. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. It is harder to understand what the words mean. Readers read at the correct pace, which is the speed you would speak when you have a conversation with someone. Remember that your pace is not automatic. Good readers slow their pace when they come to challenging passages or need to reread to understand a text. Good readers might also read more quickly when the text is straightforward and easy to understand.

Watch this video to learn how to practice reading at the correct pace.

Please go online to view this video ▶

Now watch this video to listen to a reader practice his fluency.

Please go online to view this video ▶

Take a look at the [Fluency Rubric](#) to see how a good reader reads with fluency. Think about the reader in the video. How do you think he did?
Let’s practice rereading the news article “Pet Therapy” one time through. Read up to paragraph 15.

After reading it once, your Learning Guide is going to time you reading the article (up to paragraph 15) three more times. See how long it takes you to read the text each time.

Discuss with your student why pacing is important to reading fluency. Reading too fast makes it harder to understand what one is reading.

Watch this video from the beginning to 1:37 to see an example of how to time your student. Now watch this video from the beginning to 2:00 to listen to a reader reading. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the video read. He is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Have your student open “Pet Therapy.” First, have your student read the text to paragraph 15 to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Discuss your student’s pacing. Did it match a conversational rate? You might need to click on the audio and have the text read aloud to your student.

Record your student reading the text three more times. Use the camera/video function on your phone or download a free voice recording app. Your student should get more comfortable with pacing each time he or she reads. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down how long it took your student to read the article.

After your student finishes reading three more times, play back the recording and listen with your student. Discuss your student’s pacing. Did it vary among the readings? Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Discuss how each time he or she reread the article, the pacing felt more natural and conversational.

Look at the Fluency Rubric and discuss how your student did with pacing.

Please go online to view and submit this assessment.
Rubric

Let’s look closely at the rubric you will be using to complete your Unit 2 assessment. Before you begin an assessment, it is important to understand what is expected of you. A rubric lists exactly what you must do to meet or exceed the requirements. You can find the explanatory essay rubric here.

Always read a rubric by first looking at the column that explains how you can meet all expectations and earn the most points. In this rubric, that’s the four-point column. With your Learning Guide, discuss each component of the rubric and how points are awarded, depending upon your performance.

Look at the three categories for this essay. Read all of the items in the Focus and Organization column. Do you see how the requirements change as you go down the column, and how the points awarded change? Read the Evidence and Elaboration and Language Conventions columns to see how points change depending upon the quality of your work.

Now you understand what you need to include in your writing.

ANOTHER WAY

Five Paragraph Essay

Using a graphic organizer before you write will help you organize your ideas. The essay that you are writing must be written in a formal style.

This graphic organizer will help you include all parts that are required in your five-paragraph essay. Use your notes and ideas to fill in all the blanks on the organizer. You may need to do more research to complete the graphic organizer. When it is completed, the graphic organizer becomes a map for your essay. Follow the map and you will write an essay that is complete.

TEACHING NOTES

It is essential that your student understand the rubric before beginning to draft the essay. Knowing what is necessary to meet or exceed expectations will help your student succeed. Read over the rubric with your student. Discuss each component and how points are awarded, depending upon your student’s performance.

TEACHING NOTES

Many students struggle when they write explanatory essays. They must follow a formal structure to complete the assignment correctly. Completing This graphic organizer prior to
writing the essay will help organize your student’s ideas in a way that follows the required structure of the essay.

Assist your student in completing the organizer. He or she will then use the completed graphic organizer as a guide to draft the essay.

Now, you will begin drafting your essay. In your myPerspectives textbook Unit 2: Animal Allies, find the Performance-Based Assessment section. Read the information under the first part. Before you begin writing, make sure you:

- Understand the prompt
- Read the rubric and know how your writing will be assessed.

Once you are clear on these two things, you may begin drafting your essay in your ELA Journal or in a word processing software. Spend the rest of your class drafting your essay.

MORE TO EXPLORE

Text structure refers to how an author organizes his or her ideas in the text. There are many types of text structures and an author may choose one text structure throughout their writing, or change based on the need of the paragraph. In any case, text structure is a careful choice made by the author. Watch this video to learn about the types of text structure and when you might want to use them.

Please go online to view this video ▶

TEACHING NOTES

Guide your student in making the choice between handwriting his or her essay and typing it. If your student does not type well, he or she may want to write by hand. If he or she types well, it will be possible to copy and paste the essay in the USE portion of this lesson.

Your student will have time to revise his or her essay before submitting it. Guide him or her to get ideas on paper, this is a first draft. The essay does not need to be complete in this class, more time will be given in the next lesson part.
Writing About How Animals and People Help One Another - Part 3

Objectives
- To use the writing process to write an explanatory essay

Books & Materials
- Computer

Assignments
- Complete a first read of “Pet Therapy: How Animals and Humans Heal Each Other” by Julie Rovner.
- Complete prewriting activities.
- Draft, revise, and edit an explanatory essay.
- Publish a final draft of an explanatory essay.

LEARN

Last time, you began drafting your essay about how animals and people help one another. This is a first draft, you will have time to revise your ideas later. First, make sure you have all of your ideas written down.

As you continue writing today, you may wish to include different evidence than what you wrote in your prewrite. You will also need at least two pieces of evidence for each of your body paragraphs. Spend time trying to find the best evidence you can. Revisit your notes and assignments from other lessons.

Continue writing your essay today. By the end of this class, the first draft of your essay should be complete. Now, get to writing!

TEACHING NOTES

Assist your student as needed to complete the first draft of his or her essay. The essay should be four to five paragraphs, including the introduction and conclusion. Each body paragraph should have a topic sentence and at least two pieces of supporting evidence.

If your student needs more than this remaining time to complete his or her essay, that time should be given, but will not be accounted for in the final parts of this lesson.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have completed the first draft of your essay. You have completed the prewriting and drafting steps in the writing process. Now, you will move to the next step in the process: revising.

The first step of revising is to look at the ideas in your essay. Revising is about ideas, not about spelling and grammar. First, look at the topic sentences in your body paragraphs. Then, look at the evidence in each body paragraph. Does your evidence strongly support your topic sentence? If not, rewrite what you need to rewrite in order to make sure your topic sentences are clear and supported. This may mean rewriting your topic sentence or it may mean finding different evidence.

Now, think about these questions:

- Does your introduction clearly establish the topic in an engaging way?
- Are your body paragraphs organized in a logical way?
- Is your vocabulary precise and clear?
- Does your conclusion support the essay?

If you answered no to any of these questions, rewrite or reorganize your writing to be able to answer “yes.” You can change the order of your body paragraphs if you feel there is a better order.
Essays are often organized by the strongest ideas being the first body paragraph leading to the weakest ideas. Although some ideas might be weaker than others, all should be correct and well-supported. If your student is struggling to put his or her body paragraphs in order, ask, "Which idea do you think is your best one?" Encourage your student to put that idea first.

Once you have revised for these issues, return to the explanation of your evidence. Your body paragraphs should each have at least two pieces of evidence. Each piece of evidence should have some explanation as to why the evidence relates to your topic sentence. If you are missing any explanation, add it now.

Next, you will need to revise to make sure you have clear transition words. Transition words help make your ideas clearer because they show which ideas are related and help your reader to follow your thinking clearly.

Use this table below to revise your essay to make sure you have included transition words:

<table>
<thead>
<tr>
<th>TO SHOW</th>
<th>TRANSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities</td>
<td>equally important, moreover, as well as, similarly, in addition</td>
</tr>
<tr>
<td>Differences</td>
<td>however, on the other hand, although, despite, in contrast, yet</td>
</tr>
<tr>
<td>Examples</td>
<td>for instance, including, for example, especially, in other words</td>
</tr>
</tbody>
</table>

Once you have revised your essay, put it away. You have worked hard writing your essay. In the next part you will edit and publish your writing!

TEACHING NOTES

If your student is struggling to decide if he or she has revised to the extent that is needed, encourage him or her to review the writing rubric and see if he or she would score a four in all the categories. If your student believes that he or she would not score a four, that is a potential area to revise.

Your student will correct spelling, grammar, and create a final draft in the next lesson part.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have been engaging in the writing process in this lesson. The writing process has five steps:

- Prewrite
- Draft
- Revise
- Edit
- Publish

Now, you will complete the final two steps: editing and publishing. When you edit your writing, you make sure it is free of mistakes. Editing is different from revising because revising is mostly about ideas and thinking, editing is about removing mistakes.

Before you begin editing, review your essay one last time for any ideas you would like to revise. Now is the time to make any further changes, that way you can edit all of your revisions at once.

Once you have finished all revisions, it is time to edit. When you edit, look for the following things:

- All words are spelled correctly
- All grammar is correct, including correct pronouns
- All proper nouns are capitalized, as well as the beginning of all sentences
- All quotations correctly use commas and quotation marks

You may use digital tools, such as spell check, to help you correct any mistakes. You may also use tools such as a dictionary to correct mistakes. You may also use the Language Development sections from the lessons in your textbook. Often, the Language Development sections have Conventions activities. These activities can help you edit your writing.

Use your favorite word processor and all the tools you have available to edit your entire essay now.
Encourage your student to type his or her essay if he or she has not already done so. Then, he or she can use spelling and grammar check to correct mistakes.

Assist your student in navigating to the Language Development sections of the textbook for the lessons in Unit 2. There are activities there that your student may need help to understand or review.

As much as possible, encourage your student to work independently. He or she should find the majority of errors. More complex grammar rules may go unaddressed.

You have reached the final step in the writing process: publishing. When you publish your writing, you create a final copy that includes all of your revisions and edits. This is your final draft.

Once you have finished editing your essay, you will need to rewrite the final version to submit as your work. If you have access to a word processing program, your final version should be typed. You have worked very hard! You should be proud of the work you have done — it is time to publish your final draft!

Upload your answer below.

0 / 10000 Word Limit
Please go online to view and submit this assessment.
Unit 3 - Dueling Op-Eds
Project: Dueling Op-Eds

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Online Notebook (optional)

PROJECT DESCRIPTION

Have you ever had an unfair decision impact you? Has an adult or another student ever not seen your side of the story? Often, we think so much about our perspective, or how we see things, that we forget that other perspectives exist.

In this unit, you are going to think about whether technology and online devices really improve our lives. You are going to write a well-organized op-ed discussing and proving your perspective or point of view. Then, later in the unit, you will write an op-ed from the opposing point of view using evidence from the same text.

From this project, you will learn how to consider two sides of an issue and write effective arguments. This might help you persuade someone to see your side the next time an unfair decision is made. Or, perhaps, this project will help you when you are arguing for something you want by being able to prove the opposing view wrong.

Watch a short video in myPerspectives Unit 3: Modern Technology, Unit Introduction about a dog who has been helped with modern technology.

After watching this video, make notes of ways in which modern technology has helped your life or the lives of the people that you know in your ELA Journal. Think about these questions as well:

- Do the benefits of technology outweigh the disadvantages of technology?
- Do we rely on technology too much?

TEACHING NOTES

Your student may come up with various responses to the video including: increasing the ability to access information quickly anywhere in the world, increasing the ability to communicate, making it easier to learn and demonstrate learning, etc.
Your student may write that he or she uses too much technology. Or that if the power is out, then he or she may not be able to access information, education, or communication. There are limitations on how much technology we use for all these areas in life.

For this project, you will be arguing whether or not technology is more harmful or helpful to people. You will write an op-ed argument from your opinion using evidence from one source. Then, later in the unit, you will write an op-ed argument from the opposing viewpoint using evidence from the same source. Finally, you will publish the arguments.

Here is what your project needs to include:

- Evidence for both sides of this issue from one source
- An op-ed defending your point of view on the prompt about technology
- A second op-ed that defends the opposing view about the technology
- A reflection on the process of arguing both your opinion and the counter argument

As you read each of the arguments about technology in the first three lessons, you should gather evidence that you can use in your editorials. It would be helpful to use an Online Notebook for this task so that you can cut and paste your information into your editorial later. Here are some resources for digital notebooks:

- Online notes: shrib
- Evernote

Keeping your notes in an Online Notebook helps you organize your information. It also makes your notes accessible anywhere.

Make sure to take direct words and phrases and put them in quotes. Make sure you identify which source the quote is taken from.

You may also put the information into your own words (paraphrase). Make sure to take note of which source you are using even if you are paraphrasing. Any idea that comes from an outside source needs to be cited.

PROJECT RUBRIC

The Project Rubric will help you understand how your project will be scored. Your goals should be to earn all points for each part.

In the first SHOW of this project, your student will publish an op-ed defending his or her point of view on the prompt on technology. Then, he or she will gather evidence and support for the
opposing view in the next SHOW. Finally, he or she will publish their second op-ed and reflect on the process of arguing both his or her opinion and the counter argument.

- Throughout this unit, students should be annotating or collecting evidence for both sides of this issue.

Students will need to meet the criteria of all of the writing arguments standard.

Here is what the project needs to include:

- An opinion argument in response to the following prompt:

  *How is modern technology helpful and harmful to society?*

- Editing and revision of initial op-ed piece
- An op-ed arguing for the opposite opinion using evidence from the same source
- Editing and revision of the second op-ed argument
- Published op-eds on interactive website
- A reflection on the process of writing about both sides of an issue

Your student may publish his or her op-ed to a number of interactive websites. These might include a personal blog, submitting his or her op-ed to a local news organization to post on their website, or publishing it to their group

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**TEACHING NOTES**

Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

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**LEARN**

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**ANOTHER WAY**

**Rubrics**

Read the Student Rubric carefully before you begin this project. Having a good understanding of the requirements of this project will assist you in completing it successfully. Read the “Criteria” column first. It explains the things you will be doing to complete the project. Next look at the “4 Point” column. You want to concentrate your efforts on this column. If you do everything in this column, you will do an excellent job on this project.

As you work through this unit, refer to the Student Rubric. You will be gathering evidence for your two op-eds throughout the unit. It is important to keep the project requirements in mind.
Rubrics guide students to understand expectations of performance. Understanding the rubric will increase the quality of your student’s work. Concentrate on the highest points of the rubric and encourage your student to complete every criteria listed. Encourage your student to refer to the Student Rubric often. This will help him or her stay on task and achieve the project goals.

COLLABORATION

Share with your group how much time you spend on connected devices. Do you think these devices have a positive or negative impact on your life? Why?

After this unit, you will share if your perspective has changed.

RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
Feathered Friend - Part 1

LEARN

ANIMALS IN SPACE

You are going to be reading a fictional story about a bird on a spaceship. Before you do so, read this article, “A Brief History of Animals in Space,” to help you learn more about the real-life history of animals in space. There are hyperlinks at the bottom of the page. You may use them to learn more about related topics. After you read this article, you should know basic information about the history of animals in space.

After you read, see if you can answer these questions about the history of animals in space:

1. True or false: Most of the animals that have been in space have been birds.

2. What was the name of the first monkey launched into space?

TEACHING NOTES

Your student will be reading a background article about the history of animals in space here because later in the lesson your student will read a fictional story about a bird on a spaceship. There are hyperlinks at the bottom of the article that your student can use to learn more about related topics. After reading this article, your student should have a better idea of the history of animals in space.
1. True or false: Most of the animals that have been in space have been birds. (false)

2. What was the name of the first monkey launched into space? (Albert)

VOCABULARY
- pathetically
- distressed
- mournfully
- apologetically
- lamented

In the last unit, you wrote about how animals and people heal each other. Now, you will read a short science fiction story about a canary on a space ship. This unit will be about modern technology.

As you read “That's Not Progress,” think about the following questions and write your responses in your ELA Journal:

- What is the author’s claim?
- How is the text structured?

Now, read the Launch text That's Not Progress in myPerspectives Unit 3: Modern Technology, Unit Introduction.

When you have finished reading and responding to the thinking questions, begin working on your word network for modern technology” that is in the Launch Activities for the unit. You will be completing this word network as you read various texts in this unit about technology.

ANSWERS TO QUESTIONS:
- The author's claim is: Social networking can lead to anxiety, low self-confidence, and loneliness.
- The author introduces the topic and takes a position on it in the first and second paragraphs. Then, the paragraphs that follow provide reasons and evidence that support the position. The concluding paragraph sums up the author's argument.
COMPREHENSION

Asking Questions

Good readers ask questions before, during, and after reading a text. Good readers think about what they are going to read and wonder about the topic. Asking questions before reading helps readers search for answers in the text and notice when questions are answered.

Think about the topic question in this unit:

How is modern technology helpful and harmful to society?

What are some questions you might have about this topic? Perhaps you are wondering how technology could be harmful. Practice asking questions by writing two things you wonder about in your ELA Journal. See if you can find answers to these questions as you read. You might also write new questions that come to mind as you read.

In your ELA Journal, create a T-chart. Label the left side “What I Wonder.” Label the right side “What I Learned While Reading.” Use your T-chart to keep track of your questions and what you learn as you read the texts in this unit.

TEACHING NOTES

This unit will explore the positive (helpful) and negative (harmful) effects of technology.

Help your student make a create a T-chart. Help your student record his or her questions and answers while reading.

Provide the following example:

*What I Wonder What I Learned While Reading*

What does “harmful effects” mean? They are negative effects technology has had on people

What does “helpful effects” mean? They’re positive effects technology has had on society.

How can technology be harmful? According to the article, social media can cause anxiety and depression.

VOCABULARY

CONTEXT CLUES

You will be using the context of the story to better understand the meaning of vocabulary words from the story. Read the words below and list them in your ELA Journal. Have you ever heard or used any of these words before?
pathetically  distressed  mournfully  apologetically  lamented

Now read paragraph 12-19 and think about how each word is used. In this section the crew members discover Claribel unconscious. Think about how the crew members respond. Use the context clues to write a definition for each word. Think about sentence-level connections to each of these words. Where is the word used in the sentence? What is the connection between the vocabulary word and other words? Check your definitions using a dictionary.

TEACHING NOTES

If your student is struggling, read this passage aloud. Ask him or her how the crew members are feeling about Claribel. Possible answers include sad, miserable, sorry, pitiful, confused. Another option to assist your student is to have him or her use each word in a sentence and think about the similarities.

In this lesson part, you began exploring the impact of modern technology on society. In the next part, you will read a story about a canary onboard a space station.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Last time, you read a short argument about the impact of technology on people. Today, you will continue looking at modern technology's impact with the story "Feathered Friend." As you read, think about the following questions:

- Who is the story about?
- What, where, and when does it happen?
- Why do those involved react as they do?

Complete a first read for Feathered Friend in myPerspectives Unit 3: Modern Technology, Whole-Class Learning.

While your student is reading, assess his or her fluency for accuracy. This story is on grade-level and consists of simple sentences with dialogue interspersed. However, the key to understanding the deeper meaning to the story is in being able to break apart long sentences into smaller chunks in order to understand them. Ask your student write short sentences to summarize each piece of information he or she gets from a long sentence. For example, for the first sentences in paragraph three, he or she might write: Sven was a construction man. He excelled at his work. Construction men did tricky, specialized work. They collected girders as they floated around. This will help with understanding.
"Feathered Friend," a science fiction short story by Arthur C. Clarke, is about a space-station worker and his coworker’s pet canary. The canary is allowed to move freely about the station, hovering and floating instead of using her wings. She quickly becomes a favorite with all the crew members. They keep her hidden from visitors who might think it isn't appropriate to have a bird on a space station. However, the canary helps the narrator avoid a disaster, and changes how the narrator views technology.

When you have finished your first read for “Feathered Friend,” complete the Comprehension Check questions in the Making Meaning section of your text. You may write your answers in your ELA Journal.

### TEACHING NOTES

**Comprehension Check Possible Responses:**

1. The story takes place on a space station.

2. He heard a whistling and looked up.

3. He wanted to see how a bird would operate in zero gravity, with no weight but with the use of its wings.

4. A lack of oxygen causes her to pass out.

5. Summaries will vary; however, students should include a description of Claribel’s condition, how the crew tried to revive her, and how the narrator determined what the problem was.

### COMPREHENSION

**Summarizing Fiction**

Good readers summarize texts as they read. To check their understanding, readers pause after sections or after a few pages and summarize what they have read. A summary explains only the most important information found in a text. The important information in a fiction story includes the characters, setting, events, and characters’ reactions to those events.

Practice summarizing fiction by making a three-column chart in your ELA Journal.
"Feathered Friend," a science fiction short story by Arthur C. Clarke, is about a space-station worker and his coworker's pet canary. The canary is allowed to move freely about the station, hovering and floating instead of using her wings. She quickly becomes a favorite with all the crew members. They keep her hidden from visitors who might think it isn't appropriate to have a bird on a space station. However, the canary helps the narrator avoid a disaster, and changes how the narrator views technology.

When you have finished your first read for "Feathered Friend," complete the Comprehension Check questions in the Making Meaning section of your text. You may write your answers in your ELA Journal.

Comprehension Check Possible Responses:
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4. A lack of oxygen causes her to pass out.
5. Summaries will vary; however, students should include a description of Claribel's condition, how the crew tried to revive her, and how the narrator determined what the problem was.

Summarizing Fiction
Good readers summarize texts as they read. To check their understanding, readers pause after sections or after a few pages and summarize what they have read. A summary explains only the most important information found in a text. The important information in a fiction story includes the characters, setting, events, and characters' reactions to those events.

Practice summarizing fiction by making a three-column chart in your ELA Journal.

The chart should look like this:

Title: Summarizing to Check Comprehension

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Events and Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete your chart with information from “Feathered Friend.” Remember, a summary does not include all the details. It includes the most important details. Summaries are brief and are always written in your own words.

**TEACHING NOTES**

Help your student summarize only the important elements of “Feathered Friend” as he or she reads the story.

Your student’s chart should summarize these details:

Title: Summarizing to Check Comprehension

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Events and Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sven</td>
<td>space station</td>
<td>Sven smuggled Claribel, a canary, on the space station. One morning Claribel is missing. Sven finds Claribel not breathing. The crew gives Claribel oxygen and she is revived. Claribel’s experience allows them to discover a problem with the air. Claribel saves their lives.</td>
</tr>
<tr>
<td>Claribel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review your answers with your Learning Guide. Did you include all the important points in your summary? If not, go back to the text and find the passages that you marked as being the most
Characters

Sven

Claribel

Setting

space

station

Events and Reactions

Sven smuggled Claribel, a canary, on the space station.

One morning Claribel is missing.

Sven finds Claribel not breathing.

The crew gives Claribel oxygen and she is revived.

Claribel’s experience allows them to discover a problem with the air.

Claribel saves their lives.

Building your vocabulary will make you a better reader and writer. In the Language Development section of your textbook, use your ELA Journal to complete the Word Study exercises now.

POSSIBLE RESPONSES TO WORD STUDY:

1. sympathy: to feel compassion and sorrow for others.

2. empathy: the ability to understand others’ feelings.

In this part, you read a short science fiction story about a canary on space-station. In the next part, you will continue with a close read of the story, focusing on analyzing the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Feathered Friend - Part 3

Objectives
- To read a short science fiction story about a canary on a space ship
- To compose an argument about whether the story "Feathered Friend" expresses valid concerns about the risks of technology

Books & Materials
- "Feathered Friend" by Arthur Clarke in myPerspectives
- ELA Journal
- Computer
- Index cards

Assignments
- Watch launch video and discuss the importance of technology.
- Introduce unit project.
- Read "That's Not Progress."
- Begin word network for modern technology.
- Complete first read for "Feathered Friend" and Comprehension Check questions.
- Complete concept vocabulary activities.
- Examine "Feathered Friend" through close reading questions.
- Analyze theme.
- USE: Write an argument about the theme of the story.

LEARN

GRAMMAR
USING GREEK AND LATIN AFFIXES AND ROOTS

Step 1
You have been reading to understand what happens in a short story. When you read an unfamiliar word, you can sometimes use its word parts to determine its meaning. Knowing all of the words in a sentence will help you understand the roles of characters and what happens in a story.

Read this sentence from Feathered Friend.

"Let's have a look at her," said Jock Duncan, our cook-doctor-dietician.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. Look at the chunk that describes Jock. You can use word parts to figure out what the word dietician means.

What familiar word do you see in the word dietician? What does that mean?
The root word of *dietician* is familiar. You can figure out what the word means by thinking about the root plus the suffix.

Many of the affixes we use in English come from Latin and Greek words. The suffix *-ian* is Latin. It can mean “belonging to or from.” It can also mean “a specialist in.”

Put this meaning together with the root word *diet*. What are the possible meanings of the word?

Since the suffix has two meanings, you can use context to figure out which of the two possible meanings is right. Think about the words *cook* and *doctor*. Which possible meaning of *dietician* makes sense?

When you understand what a word’s affix means, it can help you understand the whole word. Understanding all the words in a sentence is important to understanding the ideas in the sentence. Read the sentence again. How does understanding the word *dietician* help you understand who Jock is and why he might be a good person to look at the bird?

When you see an unfamiliar word with an affix, what can you do?

**Step 4**

The author uses the word *dietician* to describe one of Jock’s jobs on the space station. The word *dietician* combines the root word *diet* with the Latin suffix *-ian*. You can think about the meanings of the word parts to figure out the meaning of the word. You figured out that one of Jock’s roles is as a specialist in *diet*.

You can use the Latin suffix *-ian* in your own writing, too. You can use it to talk about people who specialize in different subjects. Can you list some words with the suffix *-ian* that name a person who specializes in a subject or field?

What part of speech are all of these words?

Pick one or two of the words you listed and break them down into their parts. Which part shows what the person specializes in? Which part shows that he or she is a specialist?

Pick two of the words you listed. Use them in sentences.

How does knowing the suffix *-ian* help you in your reading and writing?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- “Let’s have a look at her,”
• said Jock Duncan,
• our cook-doctor-dietician.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: *It means that Jock is asking to examine Claribel.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: *The author uses quotation marks and a comma to indicate direct speech. This shows where Jock’s spoken words begin and end.*

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: “Tell me about the punctuation you see. How does it help you understand what you are reading?”

**Step 3**

*Answer: diet; it means “the foods people eat”*

*Answer: belonging to diet, specialist in diet*

*Answer: specialist in diet*

Possible response: *It helps me understand that he has multiple jobs. He is a cook and a doctor, and he probably plans what the crew members eat. Knowing he has these important jobs makes me think he can be trusted with helping Claribel.*

Possible response: *I can use the affix to try to figure out what the word means.*

**Step 4**

Your student might list words such as *electrician, magician, mathematician, pediatrician, physician, librarian, historian*, and so on.

*Answer: nouns*
Your student might break down *historian* like this: The first part of the word, *histor*, is the root word *history*. It says the person specializes in history. The second part of the word, *-ian*, is the suffix. It means “a specialist in.” This is the part that tells me the person is a specialist.

Answer: *adjectives; to describe nouns*

Your student might write sentences like these:

- The magician pulled a fluffy rabbit out of her hat.
- When a fuse blew in the basement, Mom called an electrician.

Possible response: *I can use it to figure out what a word means when I read. I can figure out that a person is a specialist in something. When I write, I can write about specialists using words with the suffix.*

**Extension**

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

“Let’s have a look at her,” said Jock Duncan, our cook-doctor-dietician.

Then say, “In this sentence, the author uses a word with a Latin suffix to say that Jock is a specialist in diet. You know that the suffix *-ian* can mean one of two things. That’s why looking at context is important when you define an unknown word. Do you remember the two meanings of this suffix?”

Answer: *specialist in; belonging to or from*

Ask, “Which meaning applies to the word in this sentence?” Answer: *specialist in*

Say, “When you’re defining a word with this suffix, your last step should be looking at the context of the sentence. You can also figure out what part of speech the word is to help you determine its definition. Why?” Answer: *Because a specialist is a noun and an adjective describes what something belongs to or is from*

Display these sentences:

- As soon as I heard Holly’s accent, I knew she was Bostonian.
- Steve was cast in a Shakespearian play this fall!
- Kat couldn’t stop laughing at the comedian’s hilarious jokes.

Ask, “In each sentence, which meaning of the suffix *-ian* applies? How did you use context and the part of speech of the word to figure this out?”
In the last part, you read a story about a canary who saves people on a space-station. Now, you will continue your analysis of this science fiction story by completing close reads of various passages in the story Feathered Friend in myPerspectives Unit 3: Modern Technology, Whole-Class Learning. To begin, let us look at the description.

A description is a portrait in words of a person, place, or thing. Descriptive writing uses images that appeal to the senses: sight, hearing, taste, smell, and touch.

Now look at the second paragraph and answer the following questions in your ELA Journal:

1. What can you infer from the details that contrast the description of the character to a giant and a bull?
2. What is the importance of these details in the text?

Possible Responses:

1. The author explains that a typical reader might picture a man with the name Sven Olsen to be a "six-foot-six Nordic giant." However, Olsen was actually a small man. That description changes the reader's mental image of the character.

2. These details help the reader create a mental picture of Sven and help the reader understand that most of the men on the station were, like Sven, small.

Now, go to the text and complete the Close Read questions for Paragraph 6. In the printed textbook, the questions are in the margins. In the digital textbook, they are in the Making Meaning section. Write your answers in your ELA Journal.
The descriptive detail helps your student to see that the bird looks like a normal canary but that it hovers rather than flies, without flapping its wings. It also helps your students see that the bird can move easily in space and seems to feel comfortable doing so. This description helps your student imagine what it’s like to be weightless in space.

**TEACHING NOTES**

The descriptive detail helps your student to see that the bird looks like a normal canary but that it hovers rather than flies, without flapping its wings. It also helps your students see that the bird can move easily in space and seems to feel comfortable doing so. This description helps your student imagine what it’s like to be weightless in space.

**FLUENCY**

**READING WITH ACCURACY**

Great readers *read accurately*. When readers read make too many mistakes on words, they are not making meaning of the words. For reading to be fluent, you need to pronounce words correctly.

You will practice reading accurately. To do this, you will reread “Feathered Friend.” Rereading will help you get better at reading.

You have been reading now for many years. All of that reading and rereading has helped you learn many words that you know by heart. These are words that you can read accurately and quickly. This is called *automaticity*. When reading different genres, you will read many words that are new to you. The more practice you have reading these words, the better reader you will be.

Watch this video to review how to chunk unknown words into parts to help you read them.

[Please go online to view this video](#)

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Read words you know with automaticity.
4. Reread to clarify pronunciation.
5. Chunk unknown words into parts.

Read the following sentences from “Feathered Friend.” When you get to a tricky word, try to chunk parts of the words to help you read these unknown words.

Before I could retort that she usually woke me up, too, Sven came in through the doorway, and we could see at once that something was wrong. He slowly opened his hand, and there lay a tiny bundle of yellow feathers, with two clenched claws sticking *pathetically* up into the air.

“What happened?” we asked, all equally *distressed*. 
“I don’t know,” said Sven *mournfully*. “I just found her like this.”

Answer these questions:

- What words did you know automatically without even thinking about them?
- How did you break tricky words into chunks to help you read them?

Look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Reread “Feathered Friend” to paragraph 10. Your goal is to read this text accurately. Read the text one time through. After reading this text, talk with your Learning Guide about any words that were tricky for you while reading and what strategies you used to help you figure out how to pronounce them. Talk to your Learning Guide about words you read with automaticity. Remember, automaticity means you read without having to really think about how to pronounce a word.

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

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TEACHING NOTES

Discuss with your student how reading accurately helps with reading fluency because it makes it easier to understand the words he or she is reading.

Watch this video from the beginning to 3:45 to review the strategy of chunking tricky words.

Discuss the questions with your student after he or she reads the provided sentences from “Feathered Friend.” Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to “Feathered Friend.” Have your student read the text up to paragraph 10 one time through, then discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked a tricky word. Discuss what words your student read with automatically.

Record your student reading the text three more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Discuss how your student stumbled over fewer words with each reading. Have him or her identify any words pronounced incorrectly. Discuss the words your student read with automaticity.

Look over the rubric and discuss how your student did.
If your student continues to make mistakes after rereading a few times, turn on the audio for the text. Have your student practice reading along with the audio and then practice reading without the audio a second time.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Remember to look for details in your reading when considering a question like this. If you return to the text:

Sven didn’t confess to her ownership for several days, and by that time it no longer mattered, because Claribel was a general pet. He had smuggled her up on the last ferry from Earth, when he came back from leave—partly, he claimed, out of sheer scientific curiosity. He wanted to see just how a bird would operate when it had no weight but could still use its wings.

Claribel thrived and grew fat.

This sentence comes directly after being told that the crew has adopted her as a "general pet." Birds don’t usually grow fat unless they are overfed since they fly so much.

Remember, when looking for details, look before and after each example in the text to see if there are any other indicators that could help you answer a question.

In this part, you began a close read for “Feathered Friend.” In the next part, you will complete your analysis for the story.
GRAMMAR

USING CONTEXT CLUES

Step 1

You have been reading to understand what happens in a story. When you read a word you don’t know, sometimes you can break down a sentence to find context clues. You can think about the meaning of the whole sentence, and you can think about the word’s function in the sentence. Figuring out unknown words helps you understand important details in a sentence.

Read this sentence from Feathered Friend.

To the best of my knowledge, there’s never been a regulation that forbids one to keep pets in a space station.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. When you read a sentence, it’s important to know all of the words so you can understand the details. Look at the word regulation. If you don’t understand this word, it’s hard to know what the narrator is talking about.
Context clues and a word's function can help you figure out what an unknown word means. First think about the word's function. What other words in the sentence give you clues about the part of speech of regulation? What part of speech is regulation? How does it function in the sentence?

Once you've figured out the function, you can look at the rest of the sentence for more clues. Think about the relative clause in this sentence. How does it give you a clue about what regulation might mean?

Based on thinking about its function and the meaning of the rest of the sentence, what do you think regulation means?

Use a dictionary to check your answer. Even if you weren't right, were you close?

Now that you know the meaning of the word regulation, read the sentence again. How does knowing what regulation means help you understand the sentence? How does this sentence set the stage for the story?

When you read a sentence with a word you don’t know, what can you do before reaching for a dictionary?

Step 4

When you read, you can use an unfamiliar word's function and context clues to help you figure out its meaning. You can think about the function of the word in the sentence. You can also think about the meaning of the rest of the sentence and figure out how the unknown word fits in.

In Feathered Friend, there are other words you might not know. When you read the story the first time, did you skip over those words? Or did you take time to use context clues to figure them out?

Now that you’ve practiced breaking down a sentence to find context clues, go back and find a word in the story you don’t know.

Break down the sentence like you did to figure out the meaning of regulation. Think about the function of the word in the sentence. Think about the meaning of the rest of the sentence and how the word fits in. Think aloud as you figure out the word, and then tell your Learning Guide what you think the word means. Use a dictionary to check your answer.

How do these strategies help you when you read?

[TEACHING NOTES]

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- To the best
- of my knowledge,
- there's never been
- a regulation
- that forbids one
- to keep pets
- in a space station.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: *It means that the narrator doesn't know of any rules against pets being in a space station.*

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The relative pronoun *that* connects a relative clause that modifies *regulation*. It tells what kind of regulation.

- The prepositional phrase “in a space station” shows a relationship between *station* and *keep*. The object of the preposition is *station*. The phrase gives details about where the pets would be kept.

- The phrase “To the best of my knowledge” is set off with a comma because it is a nonrestrictive element. This means the phrase can be deleted without changing the basic meaning of the sentence.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Do you see a relative pronoun? What is its function?

- Tell me about one of the prepositional phrases. What relationship does the prepositional phrase show? What is the object of the preposition?

- Why is the first phrase in the sentence set off with a comma?
Step 3

Answer: The article a helps me understand the part of speech. So does the fact that regulation is followed by a relative clause starting with that. I know an article comes before a noun and that a relative clause with that modifies a noun. The word regulation is a noun. It’s functioning as the object of the verb been.

Possible response: I know it’s modifying regulation, so it’s saying that a regulation is something that could forbid something. Forbid means “to not allow someone to do something.” This makes me think that a regulation probably has something to do with making rules or laws.

Possible response: I think it means “rule.”

Possible response: It helps me understand that the narrator is saying there is no rule against having pets on the space station. It sets the stage for the rest of the story because it shows that the story is probably going to be about someone having a pet on a space station.

Possible response: I can think about how the word functions in the sentence. I can look for context clues by thinking about the meaning of the rest of the sentence and how the word fits into that meaning.

Step 4

Have your student skim through Feathered Friend for an unknown word. For example, he or she may identify the sentence with the word pathetically in paragraph 12.

Encourage your student to think aloud as he or she thinks about the function of the word in the sentence and about the meaning of the rest of the sentence. For example, he or she might say something like, “I think this word is an adverb because it ends in -ly and I think it’s modifying the verb sticking up. The meaning of the rest of the sentence is that Claribel is in Sven’s hand. She’s not moving, and her claws are sticking up in the air. This seems like a really sad thing, so I think pathetically means something like sadly.”

Have your student check the meaning in a dictionary and discuss how close he or she was.

Possible response: They can help me figure out new words so I can understand the meaning of a sentence. If I know words that are describing people or actions, I can picture them better.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

To the best of my knowledge, there’s never been a regulation that forbids one to keep pets in a space station.
Then say, "You used this sentence to practice using context clues. You figured out the part of speech and function of the word regulation in the sentence. Then you broke down the sentence to figure out the meaning of the rest of the sentence. Then you used these skills again to find context clues for the meaning of another word. Context clues are an important tool when you read. You can also use them in your writing."

Have your student write a sentence that includes context clues for the meaning of a word. Your student can use regulation or the word he or she picked for the other activity today.

Have your student first think about the word. Have your student consider what ideas he or she can use for clues to the word's meaning. He or she might say something like, "An idea that goes with this word is making rules. This could be for a team or in a company or other group. Another idea could be someone not following a rule and getting in trouble."

Your student might then write something like this:

Steven got in big trouble when he ignored the regulation that says we can't ride bikes on the sidewalk.

Have your student explain his or her context clues. For example, your student might say, "You can tell that the word is a noun because of the article the and the relative pronoun that. The rest of the sentence shows that Steven got in trouble for doing something. The relative clause shows that the regulation says something we can't do. This shows that it's a rule."

Ask your student, "How can understanding context clues help you be a better reader and a better writer?" Possible response: They can help me be a better reader because I know I can break down sentences to figure out a new word so I can understand all the ideas in a sentence. They can help me be a better writer because I can think about how all the words in a sentence work together to make meaning.

In the last part, you began to closely read the science fiction story Feathered Friend in myPerspectives Unit 3: Modern Technology, Whole-Class Learning. Now, you will continue your analysis with point of view, irony, and theme.

Remember, a first-person narrator is a character who tells the story, speaking in the first person (using the pronoun I). With a first-person narrator, the reader sees, hears, and understands only what this character sees, hears, and understands—and only what this character chooses to reveal.

Note the details in paragraph 20 that demonstrate that events are being described as they were perceived by the narrator.

Now, write your responses to the following questions about paragraph twenty in your ELA Journal:

- What can you infer from these details of the first-person narrative?
- Why might the author have included these details?
Now, remember that irony is a difference between how something appears and how it really is, between expectation and outcome, or between meaning and intention. There are three main types of irony. In this situational irony (or irony of situation), something happened that directly contradicted the expectations of the characters, the readers, or the audience.

If you want more work on irony, you can practice with these resources

- [Identifying Irony Worksheet](#)
- [Identifying Irony 5 Worksheet](#)

Look closely at paragraphs twenty-four and twenty-five of the text and note details that demonstrate that events did not turn out as the narrator had thought they would.

Then answer the following questions in your ELA Journal:

- What can you infer from these two conflicting sets of details?
- Why might the author have included these details?

### TEACHING NOTES

Possible responses:

- The narrator suddenly connects how he has been feeling all morning—tired and unable to think properly—to the canary's condition. In showing the effects of the lack of oxygen on the narrator by describing his sluggishness, the author implies that the others felt the same way. The details enable the author to show how the people on the spacecraft feel and allow the narrator to solve the problem—a problem that the reader had also probably solved at around the same time.
- The narrator implies that despite hundreds of thousands of dollars of equipment to protect the workers, space stations may now rely on canaries to protect people. In noting that the workers were not protected by technology and instead were saved by a bird, the narrator is questioning the value of technology. He seems to be suggesting that sometimes, old, proven methods work best.

[Answer Key](#) for [Identifying Irony Worksheet](#)

[Answer Key](#) for [Identifying Irony 5 Worksheet](#)

Now, go to the Analyze Craft and Structure in the Making Meaning Section for “Feathered Friend.” Read the information on theme and complete the Practice Questions in your ELA Notebook.
Now, remember that irony is a difference between how something appears and how it really is, between expectation and outcome, or between meaning and intention. There are three main types of irony. In this situational irony (or irony of situation), something happened that directly contradicted the expectations of the characters, the readers, or the audience.

If you want more work on irony, you can practice with these resources:

- Identifying Irony Worksheet
- Identifying Irony 5 Worksheet

Look closely at paragraphs twenty-four and twenty-five of the text and note details that demonstrate that events did not turn out as the narrator had thought they would.

Then answer the following questions in your ELA Journal:

What can you infer from these two conflicting sets of details?

Why might the author have included these details?

Possible responses:

1. Theme: Sometimes people rely too much on technology when nature serves them better.
2. It’s clear that Claribel is a pet that provides companionship. For example, the crew tries to hide her presence from visitors, so she won’t be taken away, and Sven is upset when Claribel goes missing because she usually wakes him up in the morning.
3. (a) The setting is a space station orbiting Earth.
   (b) The setting contributes to the theme because it requires technology to keep people alive, and the technology that was in place failed.

**ANOTHER WAY**

**USING DETAILS TO DETERMINE THEME**

Determining the theme of a story can be challenging. Remember, theme and main idea are different. The main idea is what a work is mostly about. The theme is a message or understanding a reader should get from the story. In Feathered Friend, the author doesn't come right out and state the theme. He helps you infer the theme through details in the story.

When a theme is implied, you can look at these details to figure it out:

- the story’s title
- the characters’ thoughts and feelings
- the setting of the story, or when and where the story takes place
- the knowledge and insights that characters gain in the course of the story, or how they change
- the outcome of the conflict and the effect the outcome has on the characters

If you need help analyzing the listed details, answer these questions. They can help you narrow your focus to determine the theme.

- In what way did the narrator change his mind about Claribel? How does this support the theme?
- What do the men learn at the end of the story? How does this support the theme?
- Is the setting important in shaping the theme? Explain.
- How is the theme supported by the story’s title?

Thinking about these details can help you focus on how the author implies the theme. Go back and answer the questions about theme in the “Analyze Craft and Structure” section.
If your student is struggling to connect details in the story to the implied theme, say, “In this story, the author helps you infer the theme through details. You need to pay attention to what happens in the story and the narrator’s analysis of the events. In first-person narration, the narrator’s thoughts and what he learns are keys to understanding the story’s theme.”

Remind your student that a story can have more than one theme. He or she should be able to support an identified theme with evidence from the story.

Your student may just need the list of elements that contribute to theme. Have him or her review the list and discuss those elements in the story. If your student needs more support, have him or her answer the specific questions before returning to the “Analyze Craft and Structure” section.

Answers:

- At first he is mildly annoyed by Claribel, noting that “she usually wakes me up.” By the end of the story, he credits Claribel with saving their lives, noting that, “without Claribel, we should soon have been slightly dead.”

- The story’s conclusion supports the theme that technology is not always completely dependable; that old-fashioned, tried-and-true methods are useful even in a technologically-advanced society.

- The space station represents advanced technology, so the setting helps shape the theme of technology’s undependability.

- Claribel is in every sense a feathered friend—she is a lovable pet and a lifesaver.

Today, you looked at the theme of the story “Feathered Friend” as well as irony, description and point of view. Next session you will complete the Use for this lesson.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# Feathered Friend - Part 5

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| ✅ To read a short science fiction story about a canary on a space ship  
✅ To compose an argument about whether the story “Feathered Friend” expresses valid concerns about the risks of technology | ✅ *Feathered Friend* by Arthur Clarke in *myPerspectives*  
✅ Computer  
✅ Opinion writing organizer | ✅ Watch launch video and discuss the importance of technology.  
✅ Introduce unit project.  
✅ Read “That’s Not Progress.”  
✅ Begin word network for modern technology.  
✅ Complete first read for “Feathered Friend” and Comprehension Check questions.  
✅ Complete concept vocabulary activities.  
✅ Examine “Feathered Friend” through close reading questions.  
✅ Analyze theme.  
✅ USE: Write an argument about the theme of the story. |

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**USE**

Over the past few sessions, you have focused on reading and analyzing *Feathered Friend* in *myPerspectives* Unit 3: Modern Technology, Whole-Class Learning. A story about a canary who saves the day on space-station. You may refer to the text, the close read activities, and the practice for theme for this story in order to complete the following task. You will need to have evidence from the text to support your claim.

Write a one to two paragraph response to the following question:

**Argue whether the story “Feathered Friend” expresses valid concerns about the risks of technology.**

Use details from the story, as well as your own observations and insights, to support your claim and craft a convincing argument. Use your favorite word processing program, so you can revise and edit your work.

**YOUR PARAGRAPHS SHOULD INCLUDE:**

- a claim, or clear statement of your position
- a logical organization, with words and phrases that show how your claim, reasons, and evidence connect
- relevant details from the story that support your claim
- a concluding statement that emphasizes the strength of your claim
ANOTHER WAY

Opinion Writing- Graphic Organizer

You will be writing an opinion essay. You will explain if the story “Feathered Friend” expresses valid concerns about the risks of technology. Before writing, take some time to review how to correctly write an opinion essay.

This type of writing requires you to write in a certain manner. Look at this list of opinion words and phrases. The list gives you suggestions that you can include in your essay. Using precise language will make your essay more compelling. Keep this list in your ELA Journal so you can refer to it as you write opinion pieces.

Now look at this Opinion Writing graphic organizer. Remember: opinion writing has a formal style that you need to use. Usually, a formal style means that you do not use the words I, me, my, or you. Using those words would make your writing sound more conversational or informal. See if you can find ways to state your opinion without using those words. Use the graphic organizer to plan your essay.

TEACHING NOTES

Writing an opinion essay follows a formal structure consisting of claims and evidence. If your student struggles with organizing his or her opinion essay, use the graphic organizer to assist in planning the essay. If your student struggles with using precise words in his or her writing, refer to the list of opinion words and phrases.

USE FOR MASTERY

Upload your answer below.

B I U ☑ ☑

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USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write a one to two paragraph response to the following statement: The story “Feathered Friend” expresses valid concerns about the risks of technology?
- State a claim in your introduction that agrees or disagrees with the statement?
- Give two details from the story to support your claim?
- Organize your ideas logically?
- Provide a concluding statement that summarizes your claim?

TEACHING NOTES

if your student struggles to take a position on the theme, then remind him or her of the answers they developed in the Analyze Craft and Structure activity.
LEARN ABOUT...

You are going to be reading an article about the positive aspects of technology for young people. Before you do so, read Benefits of Technology and the Right Kind of Screen Time for Children to help you learn more about benefits of technology. There is a bold numbered list of benefits of technology in the article. Use this as you read to help you keep track of the main points of the article. You can use this feature in other readings that have it to help you stay focused on the main points. After you read this article, you should know more about the benefits of technology.

After you read, see if you can answer these questions about benefits of technology:

1. True or false: There are many jobs related to technology.
2. True or false: Technology cannot help people develop problem-solving skills.

TEACHING NOTES

Your student will be reading a background article about the benefits of technology here because later in the lesson your student will read about both positive and negative aspects of technology. Your student can use the bold numbered list in the article to keep track of its main...
points. After reading this article, your student should have a better idea of some of the benefits of technology.

1. True or false: There are and will be many jobs related to technology. (true)

2. True or false: Technology cannot help people develop problem-solving skills. (false)

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**VOCABULARY**
- microchips
- pixels
- devouring
- absorbing
- process
- consumed
- digesting
- trigonometry

In the last lesson, you examined a story about a canary that saves the lives of a crew on a space-station. Now, you will read two articles about technology. In this lesson, you will trace the arguments authors are making about technology. Tracing their arguments will offer the evidence that you will use in your project to support your own points of view, or perspective, in your editorials.

As you read the first article, think about the following questions and write your responses in your ELA Journal:

- What is the article about?
- Who is involved in the article?

Now, complete a first read of *Teens and Technology Share a Future* in *myPerspectives* Unit 3: Modern Technology, Whole-Class Learning. Then, complete the **Comprehension Check** questions in the **Making Meaning** section of your textbook. You may write your answers in your ELA Journal.

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**TEACHING NOTES**

**Comprehension Check possible responses:**

1. It allows people to get information that would have otherwise been difficult to get.

2. They need to filter out all the useless information.

3. The author suggests that technology is like a superpower because it allows us to meet new people, invent new things, help others, and even solve problems.
4. This generation must be informed and willing to take charge.

5. The author says that actions that cause great things to happen are better than just having the will to do great things.

6. Students’ ideas will vary; however, students should include the author’s points about the potential of both the internet and the way teens use the internet.

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**VOCABULARY**

**CONTEXT CLUES**

You will be using context to better understand the meaning of vocabulary words from the text. Read the words below and list them in your ELA Journal. Have you ever heard or used any of these words before?

- microchip
- trigonometry
- pixels

Now read paragraph 2. The word microchip appears in a list of words. You can often infer the meaning of a word when it is used in a list. The word trigonometry is used in paragraph 4. Find the sentence and read it aloud. You can infer the meaning of the word from this sentence. Now read paragraph 7 and find the word pixels. What is the connection between pixels and other words in the sentence? Use these connections to infer the meaning of the word. Check your definitions using a dictionary.

---

**TEACHING NOTES**

These words are examples of technical vocabulary. They are words often seen in technical writing. If your student struggles, have him or her use each word in a sentence to gain a better understanding.

---

Go to the Language Development section of your textbook and complete the Word Study in your ELA Journal.

**TEACHING NOTES**

**Word Study Possible Responses:**

1. A clock, stopwatch, or any other device that measures time would be used by someone in the field of horometry.
2. A person would go to someone who practices optometry to have eyes examined and measured to gauge their health and to get glasses or contact lenses to correct vision problems.

If students are unable to determine the definition of chronometer and optometry, then use each word in a sentence. For example, *The chronometer was broken, so I lost track of time. When I had blurry vision, I went to see a doctor of optometry.*

**COMPREHENSION**

**Inferring and Visualizing Word Meaning**

Good readers visualize to infer the meaning of unfamiliar words. Good readers look at the other words in a sentence and the sentences that come before and after an unfamiliar word to determine a word’s meaning. Good readers visualize what is happening in the story and think about their own background knowledge to help make an inference about the meaning of an unknown word.

Look at the word *plaguing* in paragraph 4 from the blog post “Teens and Technology Share a Future.”

> It’s similar to my experience with the polar vortex that has been plaguing New York for more than a month: Only when the sun breaks out for a moment do I realize how beautiful the snow can be.

Visualize what is happening in that part of the text. Can you infer that it is winter based on that description? What might be the meaning of the word *plaguing*? Practice visualizing the meaning of *plaguing* in your ELA Journal by drawing a picture of the image the word has painted in your mind, or use words to describe the image.

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**TEACHING NOTES**

Your student may infer that plaguing means “to trouble or distress.”

Help your student draw a picture in his or her ELA Journal. Your student should draw what he or she visualizes when reading the selection from “Teens and Technology Share a Future.” Your student may also describe the visualization using words.

If your student needs help, ask questions such as: “Do you see the sun shining only for a moment? Do you visualize the snow that is left when the sun disappears? What kind of winter weather is a polar vortex? Do you feel warmer or happier when the sun comes out over the snow-covered city?”

Your student should use visualization and sentence-level clues to understand that the polar vortex is extreme weather. It was cold and snowy, and had a negative impact on the people of New York.
Now, in the **Language Development** section, go to the **Conventions: Appositives and Appositive Phrases** page. Complete the **review of appositives** and then complete the **practice questions** in your ELA Journal.

## TEACHING NOTES

### Read It Possible Responses:

1. (a) Examples of texting symbols include emoticons, *picture symbols of the writer’s mood*. (nonessential)
   (b) We play GIFs—*funny images of cats, usually*—and laugh every single time. (nonessential)
   (c) The reference source *Oxford English Dictionary* added new words in September 2015. (essential)

2. You’ve turned over a small stone of information, one in a river of millions. (nonessential)

### Write It Possible Responses:

Students’ paragraphs will vary but should reflect an understanding of how appositives are used and how they are punctuated.

Today you read an argument about teens and technology. You also reviewed vocabulary and appositives. In the next session, you will complete a close read for this article.

## RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading to analyze the main ideas in an article. You can break down a sentence to understand the function of individual words. Recognizing how an author uses pronouns clearly will help you do the same thing in your writing.

Read this sentence from *Teens and Technology Share a Future*.

> If only Thoreau had known that we would be able to look into another person's eyes—even if they are actually just pixels on a screen—thousands of miles away!

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses pronouns carefully. When an author uses a pronoun, he or she needs to make sure that the antecedent is clear. Remember, the antecedent is the noun to which the pronoun refers.

Which chunks in the sentence include pronouns? What is the case of each pronoun?

Now look for the noun to which the pronoun they refers. What is it?

The antecedent for this pronoun is clear because there’s just one noun to which they can refer in the sentence.

Read this sentence:

You’re probably so used to using computers to talk to people that you don’t really think about how exciting they are.

You see the same subjective pronoun in this sentence, but there’s a problem. What’s wrong with this sentence? Hint: Think about to whom the pronoun they refers.

You know that when a pronoun could refer to two or more of the nouns in a sentence, it’s an error. The error is called ambiguous pronoun reference.

Usually, you need to rewrite a sentence to fix an ambiguous pronoun reference. Can you fix the sentence with an ambiguous pronoun reference?

Explain how you fixed the sentence.

Read today’s sentence again. How does a clear antecedent for the pronoun help you understand the meaning of the sentence?

Step 4

The author wrote a sentence that has just one possible antecedent for the pronoun they. There is no question about which noun they refers to. When you use pronouns, you should always make sure the antecedent is obvious. This keeps your reader from being confused.

Look at these sentences. How is each an example of ambiguous pronoun reference?

- After using the sewing machine to fix the dress, Michaela sold it.
- The boss told my dad he was going to get extra vacation days.
- Take the flash drive out of the laptop and give it to me.

Rewrite each sentence to correct the error. Remember, there should be just one possible antecedent for a pronoun.

How can you avoid errors of ambiguous pronoun reference in your writing?
Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- If only
- Thoreau had known
- that we
- would be able
- to look
- into another person's eyes
- —even if
- they are
- actually just pixels
- on a screen—
- thousands of miles away!

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: The author is saying that Thoreau would have been amazed to learn that we can be face-to-face with people who are very far away thanks to technology.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “into another person’s eyes” shows a relationship between eyes and look. The object of the preposition is eyes. The phrase tells where we look.
The author set off a nonrestrictive element with dashes. The dashes make the nonrestrictive element stand out. It helps me understand that the author is saying that people aren’t doing this in person. The nonrestrictive element can be deleted without changing the basic meaning of the sentence.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?
- How does the author use punctuation to set off a sentence element? What do the dashes help you understand? Tell me more about the element they set off.

**Step 3**

Your student should identify these chunks:

- that we
- they are

*Answer: both are subjective*

*Answer: eyes*

*Answer: The antecedent is easy to figure out in the original sentence. In this one, it’s not clear whether the pronoun refers to computers or people.*

Your student might write something like this:

You’re probably so used to using computers to talk to people that you don’t really think about how exciting this technology is.

Possible response: *I rewrote the sentence to get rid of the pronoun so there was no ambiguous reference.*

Possible response: *It helps me understand that the author is talking about people’s eyes being pixels on a screen.*

**Step 4**

Answers:

- *it could refer to sewing machine or dress*
- *him could refer to boss or dad*
it could refer to flash drive or laptop

Possible responses:

- Michaela sold the dress after using her sewing machine to fix it.
- My dad’s boss gave him extra vacation days.
- Please give me the laptop after you take out the flash drive.

Answer: **By making sure there is only one possible antecedent for a pronoun**

**Extension**

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

> If only Thoreau had known that we would be able to look into another person's eyes—even if they are actually just pixels on a screen—thousands of miles away!

Then say, “In this sentence, the antecedent for the pronoun is clear. You know that they refers to eyes because there is no other possible referent. When there is more than one noun that could be a pronoun's antecedent, it's called ambiguous pronoun reference. This is one error in pronoun use. Another is vague pronoun reference. This is when there is no noun in the sentence to which a pronoun can refer.”

Display these sentences:

- The soda machine was empty, but we were drinking too much of it anyway.
- I called Joann's phone all day, but she never answered.

Say, “These are examples of vague pronoun reference. These show examples of hidden antecedents. This happens when the intended antecedent is really functioning as an adjective. In each sentence, there's no noun that can actually match up with the pronoun as an antecedent. In the first sentence, the only possible antecedent is machine. You might think that soda is the antecedent in the first sentence, but soda is being used as an adjective to tell what kind of machine. In the second sentence, the only possible antecedent is phone. You might think Joann is the antecedent, but Joann's is a possessive noun that modifies phone. The words that function as nouns in the sentences don't actually make sense as antecedents for the pronouns. Can you rewrite the sentences to make them clear? You can do this by removing the hidden antecedent, changing the pronoun to a noun, or rephrasing the sentence.”

Possible revisions:

- The soda machine was empty, but we were drinking too much soda anyway.
- I called Joann all day, but she never answered.
LEARN ABOUT...

You are going to be reading about the negative and positive aspects of technology. Before you do so, read *Electricity for Kids: Communications* to help you learn more about electronic communication. There are photographs within the article. Use the photographs to help imagine concepts that may be somewhat unfamiliar to you, such as fiber optics. This is a good strategy to use with other readings also. After you read this article, you should know more about electronic communication.

After you read, see if you can answer these questions about electronic communication:

1. When did cell phones begin to become popular?
2. Around how many hours of video are uploaded to YouTube every minute?

TEACHING NOTES

Your student will be reading a background article about electronic communication here because later in the lesson your student will read about the positive and negative aspects of technology, including electronic communication. After reading this article, your student should have a better understanding of electronic communication.

1. When did cell phones begin to become popular? (in the 1990s)
2. Around how many hours of video are uploaded to YouTube every minute? (20 hours)

Last time, you read an article, *Teens and Technology Share a Future* in myPerspectives Unit 3: Modern Technology, Whole-Class Learning. Today, you will complete a close read for this article.

Go to the Making Meaning section of your textbook and reread Paragraph 3. Answer these close reading questions in your ELA Journal:

- What does the author compare in paragraph 3?
- Why does the author make these comparisons?
- How do these comparisons help the reader understand the writer's ideas?

Next, remember that persuasive techniques (or persuasive devices) are methods a writer or speaker uses to persuade a reader or listener to think or act in a particular way. Persuasive techniques may
include **appeals to authority**, which are generally based on the position, experience, or stature of the person whose opinions are being quoted, and **rhetorical questions**, or questions with obvious answers. Rhetorical questions can make the audience feel personally and even emotionally involved, or they can suggest that an argument is obvious because the alternative is unthinkable.

Go to **Paragraphs 6 and 7** and note details that show that the author is trying to get the reader to think in a certain way.

1. What might you infer from the questions the author asks the reader or his reference to a well-known writer?
2. Why might the author have included these details?

### TEACHING NOTES

#### Possible Responses to Close Read Paragraph 3:

Finding information is compared to being on a search like the character Indiana Jones and also to turning over a small stone in a river with millions of other stones. The author included the comparisons because he or she knows that people who use the internet often, especially teens, will know what he's talking about and understand the feeling he describes.

The first comparison makes your student feel like he or she is on an adventure or a quest. The second comparison creates the picture of turning over a stone in a riverbed of millions of stones. The effect is that your student would have accomplished something and added something of value, no matter how small that accomplishment may feel. It also makes your student feel as though he or she is part of a larger community of people who are turning over similar "stones" through their own research.

#### Possible responses for Paragraphs 6 and 7:

1. The author wants the reader to agree that the internet has great power to allow people to do a number of things, including helping others.
2. By asking questions that have obvious answers and by quoting a famous writer, the author is trying to persuade the reader. These devices are a way of getting the reader to see not only the author's point of view but that it is the correct point of view.

Now, turn to the **Analyze Craft and Structure: Argument** page of the **Making Meaning** section of your textbook. Since you will be writing arguments for this project, pay close attention to the information about argument on this page. Take notes in your ELA Journal and answer the practice questions. Be sure to complete the **chart** in your ELA Journal.
Possible responses:

1. (a) The younger generation has both the responsibility to take charge of technology and improve so
   (b) The younger generation is immersed in technology, and the internet provides the power to acces
2. The Thoreau quote links to the claim that the internet provides the opportunity to search for and disco
3. (a) Unnecessary information and the ability to inflict harm are two harmful uses of technology.
   (b) His argument is more credible if he shows all sides of the issue.
4. Etienne compares computer technology to a variety of different things. Use the chart to analyze wheth

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Effect</th>
</tr>
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<tbody>
<tr>
<td>windows into a new world</td>
<td>The comparison creates an image that expresses the power of being able to see and learn new things on the internet.</td>
</tr>
<tr>
<td>stones in a river</td>
<td>The comparison has the effect of illustrating the limitless choices and amounts of information available to us. It also demonstrates that individuals must be active learners and turn over each stone.</td>
</tr>
<tr>
<td>superpowers</td>
<td>The comparison makes readers realize the tremendous, untapped power available to them.</td>
</tr>
</tbody>
</table>

ANOTHER WAY
UNDERSTANDING ARGUMENT

If it is challenging to identify the argument in the blog post you have been reading, you can think about your own reactions to what you read. Find one thing in the blog post you agree with and explain why. Then find one thing you disagree with and explain why. Think about what is or is not convincing about the author’s points. Then go back and answer the questions in the “Analyze Craft and Structure” section.
TEACHING NOTES

If your student is struggling to understand that the blog post consists of an argument, ask your student to explain one thing with which he or she agrees and one thing with which he or she disagrees. This will help your student begin to understand how the author argues his or her points and what makes those points convincing or not.

As your student tells you what he or she agrees and disagrees with, ask prompting questions such as:

- Why do you agree or disagree with this point?
- What about the author’s point convinces you?
- What could the author do to make you agree?

Once your student is comfortable discussing what he or she agrees and disagrees with in the blog post, have your student return to the “Analyze Craft and Structure” questions on argument.

Now, take a few moments to collect evidence in your digital notebook about whether or not technology is helpful or harmful. Be sure to use quotes and make sure to cite them with this source. Take notes on both sides of the issue now. It will make your writing easier when you get to the editorial.

You might be keeping your ELA Journal online, using a program such as www.evernote.com. If you prefer another digital notebook platform, use what works best for you.

Today, you completed a close reading for the article “Teens and Technology Share a Future.” Next, you will read another argument about technology.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last lesson part, you completed a close read of an argument. Now, you will read another argument about technology. Remember, in this lesson, you will trace arguments authors make about technology. Tracing their arguments will offer the evidence that you will use in your project to support your own points of view in your editorials.

Before you read, consider the following question and write your response in your ELA Journal:

What is the biggest complaint you hear parents and other adults make about kids and their smartphones?

Now, complete a first read for *The Black Hole of Technology* in *myPerspectives* Unit 3: Modern Technology, Whole-Class Learning and answer these questions in your ELA Journal:

- What is it about?
- Who is involved?

Go to the Making Meaning section of your textbook and complete the Comprehension Check questions. Write your responses in your ELA Journal.
**COMPREHENSION**

**Monitor Comprehension and Apply Fix-Up Strategies**

Good readers monitor their understanding of a text. Good readers pay attention to what they are reading and notice when they are confused. Good readers know that when they are confused, they should pause and use strategies to repair their comprehension.

One strategy you can use is to reread passages slowly, pausing after a few sentences to think about the important details you have just read.

In the blog post “The Black Hole of Technology,” reread the first sentence again and monitor your understanding by asking yourself what this sentence is about.

> The black hole of endless, unimportant streams of technology-enabled information is devouring everyone living in the twenty-first century.

If you do not understand the sentence, reread the sentence slowly, breaking it into parts, and ask yourself what specific smaller parts of the sentence mean.

For example, is “the black hole of endless, unimportant streams of technology-enabled information” simply a way to describe all the information we receive today?

Practice monitoring your comprehension by reading a section of the text and writing your understanding of the text in your ELA Journal. If you are unable to write this information, go back to the text and reread the section slowly.

Use the strategies you have been learning in these comprehension exercises:

- Ask and answer questions
- Summarize
- Visualize
- Infer the meaning of unknown words
- Reread confusing passages

### TEACHING NOTES

Demonstrate for your student how to monitor his or her understanding of the text by reading a paragraph from “The Black Hole of Technology” and explaining what you think it is about.

Use these strategies for comprehension:

- Ask and answer questions
- Summarize
- Visualize
- Infer the meaning of unknown words
- Reread confusing passages

Go to the Language Development section of your textbook and complete the Word Study in your ELA Journal.

### TEACHING NOTES

**Word Study Possible Responses:**

1. The water-purification plant uses a careful, step-by-step process to ensure the community has safe drinking water. These days, most people use digital cameras, so it’s hard to find a store that will process film and make prints.
2. If you could speak more slowly, I’ll be able to assimilate all the data you’re giving me. Eating local foods is one way many people assimilate after moving to a new country.

If your student struggles to write sentences for different meanings of multiple-meaning words, then have him or her use other forms or tenses of the words.
FLUENCY

READING WITH EXPRESSION

Great readers read with expression. When you read with expression, you use your voice to show the mood and feeling of the words. If you sound like a robot without feelings, you are not reading with expression. When reading fiction, your tone should change with what is happening in the story. You should use your storytelling voice when reading.

You have looked closely at the passage to determine specific details. These details helped you gain a deeper understanding of the passage. You can use this deeper understanding to help you read with expression. This will help you identify with the author’s point of view and know which words to emphasize.

Rules for reading with expression:

1. Think about the author’s point of view.
2. Change your tone of voice when reading dialogue.
3. Pay attention to ending punctuation. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
4. Raise or lower your voice according to text size, italics, or bold print.

Watch this video to learn about how the author’s point of view can affect your reading tone or expression.

Please go online to view this video ►

Go to “The Black Hole of Technology.” Use the audio to listen to the person reading the blog post. Read along silently up to the fifth paragraph. Think about how the reader’s voice sounds.

Look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently. How did the reader do?

Now practice reading aloud the first five paragraphs from “The Black Hole of Technology” one time through. Think about how the words in the text help you understand the author’s opinion about technology. Thinking about this will help you read with expression and emphasize the important words.

After reading the text, talk with your Learning Guide about your expression in the section.

1. Did you change your tone when you read dialogue?
2. Did you use your voice to show point of view and emphasize important words?

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.
Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.

Watch this video from 0:45 to 2:45 to listen to the importance of point of view and reading tone.

Have your student listen to the audio of the person reading “The Black Hole of Technology” in the e-text. Have your student think about the reader’s use of expression.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now have your student read the first five paragraphs of “The Black Hole of Technology” aloud one time through. Point out when your student read with expression when reading dialogue or read in a way that showed the author’s point of view. Help your student answer the questions.

Record your student reading the passage three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time he or she reread the passage, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Focus on the section on reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

Please go online to view and submit this assessment.

For more information on finding author’s purpose, visit the following Author’s Purpose Worksheet resource or watch the following video, Author’s Purpose (01:42):

Please go online to view this video ▶
In this last part, you read another argument which you will use for your first op-ed argument. In the next lesson part, you will complete the close read for the article.
PUNCTUATING NONRESTRICTIVE ELEMENTS

Step 1

You have been reading to understand what happens in a story. You can break down sentences to think about how an author adds details to a sentence. Sometimes details are not essential to the main idea of a sentence. An author uses punctuation to show this.

Read this sentence from The Black Hole of Technology.

My phone was wailing at me from the tight grip his hands had on it, but I had no choice but to ignore it, like I had been forced to do for the entire fall break.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. Which chunks can you take out without affecting the sentence's basic meaning? What does this tell you?
You know that a nonrestrictive, or nonessential, sentence element is not needed to convey the main idea of a sentence. It can be deleted without affecting the sentence's basic meaning. A dependent clause can be a nonrestrictive element. How do you know this is a dependent clause?

An author uses nonrestrictive sentence elements to add details to a sentence. They can add information that helps you picture what is happening or understand more about the meaning of the sentence. What do you learn from the nonrestrictive clause in this sentence? Is the clause necessary for you to understand the basic meaning of the sentence?

The author uses punctuation to set off the nonrestrictive element from the rest of the sentence. What punctuation does the author use here? What does this help you understand?

What can you think about when you see commas setting off a word, phrase, or clause in a sentence?

**Step 4**

An author can use a nonrestrictive sentence element to provide extra details in a sentence. These are details that do not affect the basic meaning of the sentence. Nonrestrictive elements are one way an author can vary sentence patterns to keep his or her writing interesting.

A nonrestrictive element can be in the beginning, middle, or end of a sentence. If it’s at one end or the other, the author only uses one comma to set it off, like in today’s sentence. If it’s in the middle, the author sets it off with two commas.

Look at these sets of sentences. Do you notice that some are short and choppy and some are repetitive? It wouldn't be interesting to read a whole essay made of sentences like these. Can you revise the sets of sentences to combine them using nonrestrictive elements? Remember to punctuate your nonrestrictive elements correctly based on where they are in the sentences.

- Sometimes I just can't stop looking at my phone. I feel like my phone is glued to my hand.
- I took in the sights around me. I gazed at beautiful mountains and tall trees. I tried to ignore my phone.

How are nonrestrictive elements helpful when you write?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- My phone
- was wailing
was wailing from the tight grip his hands had on it, but I had no choice but to ignore it, like I had been forced to do for the entire fall break.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.

Possible answer: It means that her phone is getting notifications but she can't check it because her father took it away.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “from the tight grip” shows a relationship between wailing and grip. The object of the preposition is grip. The phrase tells from where the phone was wailing.

- The coordinating conjunction but shows opposite or contrasting ideas. The author uses it twice. The first time, it’s to link two independent clauses. That’s why there is a comma before but. The second time, it links two phrases. That’s why there is no comma.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about one of the prepositional phrases you see. What is the object of the preposition? What relationship does it show?
- What conjunction do you see? What is its function? Why is it punctuated differently in the two places it is used in the sentence?

Step 3

Your student should identify these chunks:

- like I had been
- forced to do
- for the entire fall break.

Answer: This is a nonrestrictive sentence element.

Possible response: It has a subject and a verb but can’t stand on its own as a sentence.

Possible response: I learn that this isn’t the first time her dad has done this. No, I can still understand what is happening in the sentence without knowing he’s done this before.

Answer: a comma; it helps me understand that this is a nonrestrictive clause and a dependent clause

Possible response: I can think about it being a nonrestrictive element. I can think about the meaning of the sentence without the nonrestrictive element. I can think about the extra details the nonrestrictive element adds to the sentence. I can think about why the author included the details and the effect they have.

Step 4

Possible responses:

- Sometimes I just can’t stop looking at my phone, which I feel like is glued to my hand.
- I took in the sights around me, gazing at the beautiful mountains and tall trees, and tried to ignore my phone.

Possible response: They’re helpful because I can make longer sentences by adding details to the main sentence.
Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

My phone was wailing at me from the tight grip his hands had on it, but I had no choice but to ignore it, like I had been forced to do for the entire fall break.

Then say, “In this sentence, the author uses commas to set off a nonrestrictive phrase from the rest of the sentence. Nonrestrictive clauses give an author a way to add details to a sentence. You can use nonrestrictive elements to add details to your writing, too. A nonrestrictive element can be a clause, a phrase, or even a single word. You know that a nonrestrictive element can be at the beginning, middle, or end of a sentence. Write three sentences about how you use technology. Include a nonrestrictive element in each sentence. Put the nonrestrictive element in a different location in each sentence. Remember to punctuate it properly.”

Your student might write sentences like these:

- Sometimes when I do schoolwork I have to use my mom’s laptop, which is really old.
- When I do research, I like to use Internet sites.
- I do lots of things to keep in touch, like video chatting with Grandma, that would be impossible without the Internet.

If your student struggles to write the sentences, first have him or her write a basic sentence about how he or she uses technology. Ask prompting questions such as, “How do you use technology for school? How do you use it to keep in touch with people? How do you use it for fun?”

Your student might write something like this: “I use my computer to play Fortnite.”

Then ask, “What is a detail you can add to this sentence in a nonrestrictive element? Can you add a detail about what you think about the game or about when you play it?”

Your student might provide a detail such as it being his or her favorite game to play when schoolwork is finished. Have your student add this detail to the sentence as a nonrestrictive clause. For example, your student might write something like this: “When I finish my schoolwork for the day, I use my computer to play Fortnite.” If necessary, guide your student in correctly placing the punctuation to set off the nonrestrictive element.

Have your student identify whether the nonrestrictive elements are words, phrases, or clauses. Then have your student explain why he or she punctuated them the way he or she did. Your student should recognize that a nonrestrictive element in the beginning or end of a sentence is set off with one comma, and a nonrestrictive element in the middle of a sentence is set off with two commas.
Have your student read this sentence:

“My phone was wailing at me from the tight grip his hands had on it, but I had no choice but to ignore it, like I had been forced to do for the entire fall break.”

Then say, “In this sentence, the author uses commas to set off a nonrestrictive phrase from the rest of the sentence. Nonrestrictive clauses give an author a way to add details to a sentence. You can use nonrestrictive elements to add details to your writing, too. A nonrestrictive element can be a clause, a phrase, or even a single word. You know that a nonrestrictive element can be at the beginning, middle, or end of a sentence. Write three sentences about how you use technology. Include a nonrestrictive element in each sentence. Put the nonrestrictive element in a different location in each sentence. Remember to punctuate it properly.”

Your student might write sentences like these:

1. Sometimes when I do schoolwork I have to use my mom’s laptop, which is really old.
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Ask, “How can you use nonrestrictive elements to make your writing more detailed and more interesting?” Possible response: I can use them to add details or extra information to sentences. I can use them to make my writing more interesting because they help me write sentences of different lengths. This adds variety to my writing.

In the last lesson part, you read the “The Black Hole of Technology” and completed vocabulary and word study activities. Now, you will complete a close read of the article.

Remember that repetition is the repeated use of any element of language—a sound, a word, a phrase, a clause, or a sentence. Repetition is used for emphasis and to create musical effects.

Go to Paragraph 1 of The Black Hole of Technology in myPerspectives Unit 3: Modern Technology, Whole-Class Learning and mark down the words or phrases that are repeated in your ELA Journal. Answer the following questions in your ELA Journal as well:

1. What can you infer from the author’s repetition of the phrase “no one” or the author’s repetition of “go”?
2. Why might the author have included these details?

POSSIBLE RESPONSES:

1. The author wants to point out that people aren’t processing information or appreciating personal interaction anymore. She also wants to show how fast-paced everything is.
2. The repetition of “no one” emphasizes how widespread this behavior is. The “go, go, go” contrasts with the sentence that follows it: “Not once do we stop.”

Complete the Close Read activities. In a printed textbook, the Close Read activity is in the margins. In the e-text, the close read is in the Making Meaning section. Now, complete the Close Read questions for Paragraph 3 in your ELA Journal.

POSSIBLE RESPONSES:

1. These details emphasize the physical world in which the author exists during this scene.
2. The details help to create a feeling of separation between how we exist in the real world and the virtual world on our technology devices.
Now, turn to the Analyze Craft and Structure: Persuasive Techniques page of the Making Meaning section of your textbook. Since you will be writing arguments for this project, pay close attention to the information about persuasion on this page. Take notes in your ELA Journal and answer the practice questions.

Possible responses:
1. She wants readers to use technology less and to experience the real world more. Her position is that we are sacrificing our real-life experience in favor of time-wasting digital activities.

2. Positive: appreciative; enticing warmth of the sun; appreciate your surroundings. These phrases all represent positive aspects of life that we should pay more attention to.

   Negative: black hole; artificial lighting; mindlessly scroll. These phrases all emphasize the worthless nature of most digital experiences.

3. Appeal to Reason: In Paragraph 5, she explains the logical sequence of thoughts she had in the temple as she observed the people around her and concluded that they were happy because they were not connected to technology.

   Repetition: She repeats the phrase “black hole of technology” several times to emphasize how difficult it is to resist the enticement to engage with technology and shut out the real world.

4. Responses will vary. Students should support their responses with evidence from the text.

If your student fails to understand examples of appeals to emotion, then have him or her identify words in the selection that arouse the strongest feelings in himself or herself.

If your student is unable to determine the effectiveness of the blogger’s appeal, then have your student write his or her own opinion on the subject in one subject.

Now, take a few minutes to collect evidence for your argument about whether or not technology is helpful or harmful. Take notes on both sides of the issue. Cite your source. Write your response in your Evidence Journal.

Today, you completed a close read for the text “The Black Hole of Technology,” and you reviewed persuasive techniques. In the next lesson part, you will begin writing your comparison essay.
Information about persuasion on this page. Take notes in your ELA Journal and answer the practice questions.

- She wants readers to use technology less and to experience the real world more. Her position is that we are sacrificing our real-life experience in favor of time-wasting digital activities.
- Positive: appreciative; enticing warmth of the sun; appreciate your surroundings. These phrases all represent positive aspects of life that we should pay more attention to.
- Negative: black hole; artificial lighting; mindlessly scroll. These phrases all emphasize the worthless nature of most digital experiences.
- Appeal to Reason: In Paragraph 5, she explains the logical sequence of thoughts she had in the temple as she observed the people around her and concluded that they were happy because they were not connected to technology.
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Today, you completed a close read for the text "The Black Hole of Technology," and you reviewed persuasive techniques. In the next lesson part, you will begin writing your comparison essay. Please go online to view and submit this assessment.
In the last lesson part, you completed a close read for a blog post about technology. Now, you will analyze the text and begin writing a comparison essay.

Go to the Analyze the Text questions in the Making Meaning section of The Black Hole of Technology in myPerspectives Unit 3: Modern Technology, Whole-Class Learning. Read and answer the questions in your ELA Journal.

POSSIBLE RESPONSES:
She could not focus on what was around her.

1. (a) She notes that she is not paying attention to her surroundings.  
   (b) It is difficult to look around when you are paying attention to what the guide says. But to really appreciate the surroundings, she needed the information that the guide had.

2. No, it will not be easy because everyone else will be engrossed in technology.

3. Technology can prevent us from seeing what’s real and what’s around us. It can prevent us from connecting with other people. It also provides us a steady stream of information, but we do not have time to process it all.
MAKING A CONNECTION TO YOUR OWN EXPERIENCES

You have been reading to understand details about an author’s experience. It might be challenging to connect those details to the author’s argument in order to analyze the text. You can take a moment to make a connection to your own experiences.

Think about your own experiences with technology. Tell your Learning Guide about a time when using technology kept you from interacting with the world around you or from connecting with other people. What happened? How did you feel?

Once you think about your own experiences, you can compare them with the author’s experience. How do your experiences and the author’s experiences both show the negative effects of technology? After you think about this connection, go back and answer the “Analyze the Text” questions.

If your student is struggling to understand the significance of the author’s experience in order to answer the “Analyze the Text” questions, have him or her connect with personal experience.

Have your student describe a personal experience he or she had with technology. This should be an experience in which technology kept your student from interacting with the world around him or her, or from connecting with other people. This experience might involve being in nature but being distracted by phone notifications, looking at a phone or tablet during a meal or party, or any situation in which technology detracted from a “real-life” experience.

If your student struggles to describe an experience, share some of your own. Ask your student, “Why do you think I picked this experience to share? How do you think technology kept me from interacting with the people or things around me?” Then have your student think again about his or her own experiences.

Encourage your student to compare his or her experience with the author’s experience. Have your student then revisit the “Analyze the Text” questions, keeping in mind the connections he or she made.

Now, go to the Effective Expression section of your text and find the Writing to Compare page. Complete the prewriting and planning for the prompt:

Write an argumentative essay in which you compare the two blog posts and decide which one is more convincing. It does not need to be the blog you agree with personally, but rather the one you believe presents a stronger case.
Consider the following questions:

- Which blogger presents stronger supporting evidence?
- Which blogger makes better use of persuasive techniques, including repetition and appeals to emotion and reason?
- Which blogger makes a stronger connection with the reader?
- Which blogger does a better job dealing with opposing opinions?

Begin by thinking about the titles of the two blog posts and what these titles might say about the writers’ points of view.

Your goal during prewriting is to gather information so that you can evaluate which blog post presents a more effective argument.

Complete the chart in your ELA Journal.

<table>
<thead>
<tr>
<th>TEACHING NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Responses:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Teens and Technology Share a Future</th>
<th>The Black Hole of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongest reasons</td>
<td>Lists many ways in which technology is helpful</td>
<td>Gives examples of things people miss out on when they are glued to their smartphones</td>
</tr>
<tr>
<td>persuasive techniques used</td>
<td>Gives multiple examples; allusion to Thoreau</td>
<td>Gives examples of both useless information on the internet and valuable experiences away from technology</td>
</tr>
<tr>
<td>opposing opinions addressed</td>
<td>Mentions social media and other uses of technology that are of controversial value</td>
<td>Describes how being away from technology was uncomfortable at first</td>
</tr>
<tr>
<td>weaknesses</td>
<td>Absence of statistics and other data; not much logical reasoning</td>
<td>Uses overgeneralizations such as statements beginning with the words no one and everything</td>
</tr>
</tbody>
</table>
In this part, you began prewriting your comparison argument. During the next lesson part, you will draft the essay.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
FLUENCY
READING WITH PHRASING

Great readers read with phrasing. Phrasing means grouping words together into units. Phrases and clauses group words in ways that make meaning. If you read word-for-word, without phrasing, you miss the meaning created by how the words work together.

Watch this video. Pay close attention to the speaker reading the words on the screen. Notice how he uses phrasing when he is reading the text.

Please go online to view this video ▶

Rules for reading with phrasing:

1. Phrases will typically be two or three words, but can be shorter or longer.

2. You know that there are prepositional phrases, verb phrases, noun phrases, and other types of phrases that make up sentences. Pay attention to these as you read.

3. Always end phrases when you see an ending punctuation mark.

4. Always end phrases when you see a comma.

5. Phrases will always start or stop at the beginning or end of quotation marks.
Let’s practice reading some sentences from “The Black Hole of Technology.” Use the phrasing rules to help you read the following sentences in phrases. Notice the punctuation in the sentences. This will help guide you to use phrasing.

“Did you guys see what Miley Cyrus posted?” My friend Fouly only peeled her eyes away from her iPhone screen to ask us that question. I glanced around at my friends, and they all quickly checked Instagram in the hopes that they hadn’t missed Miley’s latest update. I, on the other hand, glanced out the window separating us from the beautiful weather outside.

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. Read over what you need to do to be proficient in reading in phrases.

Now you will practice reading the first four paragraphs of “The Black Hole of Technology” one time through.

After reading the text, talk with your Learning Guide about your phrasing.

1. Did you read in phrases of two or three words that connected in meaningful ways?
2. Did you pause at the end of dialogue, a comma, or an ending mark?

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your reading and look at the Fluency Rubric with your Learning Guide.

Discuss with your student how reading with phrasing helps with reading fluency because it helps readers make meaning of the text.

Watch this video from 0:45 to 2:45 and discuss the phrasing of the reading.

Listen to your student practice reading the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Now go to “The Black Hole of Technology” and have your student read the first four paragraphs one time through. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading the text three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time your student reread the text, it sounded smoother and smoother. He or she joined words into phrases more readily. Look over the rubric and discuss how your student did.
If your student is continuing to struggle with phrasing, model reading the page for your student sentence-by-sentence and have your student echo it back to you. Refer to this video for guidance.

In the last part, you began the prewrite for a comparison argument about the two blog posts that you read in this lesson. Now, you will draft, review, revise and edit your essay.

Turn to the Effective Expression section of The Black Hole of Technology in myPerspectives Unit 3: Modern Technology, Whole-Class Learning and review the assignment:

Write an argumentative essay in which you compare and contrast the two blog posts and decide which one is more convincing. It does not need to be the blog you agree with personally, but the one you believe presents a stronger case. This is not one of your op-eds for your project. You are comparing these blogs to understand ways to be persuasive in your project. You will not turn this essay in with your project, it is a separate assignment.

Now, look at your prewrite. Turn to the drafting section: Organization. Determine which organization you will use: block or point-by-point. You may organize your information and evidence using a word processing software or the following digital resources:

1. Piecing together an essay outline: Download the Scholastic guide here.

You will need to enter your information into the digital resources, and the essay map will provide you with an outline at the end.

TEACHING NOTES

Your student will need to organize his or her ideas. If your student prefers, he or she can use www.easybib.com to organize the information as well.

ANOTHER WAY

Compare Contrast Graphic Organizer

You are about to begin drafting your argumentative essay in which you compare and contrast the two blog posts you read. Before writing, it may be helpful to organize the information you learned from both blog posts. Complete this graphic organizer to help you remember important points from both sources of information.
If your student struggles with organizing or remembering important points from both blog posts, it may be helpful to have him or her complete the graphic organizer. It will lead to a short summary of points from both blog posts.

Now, you will draft your argumentative essay in which you compare and contrast the two blog posts you have read. Remember, you want a thesis, or strong claim, that tells your reader what your argument is going to be. Which blog post presents the stronger argument of the two and why?

Make sure to include textual evidence from the articles to support your claim. Use quotes. You will be able to use this information in your own op-ed essay that you will write in the next lesson for your project.

Make sure you end your essay with a conclusion sentence that restates your claim.

Make sure your student divides his or her essay into formal paragraphs.

Once you have drafted your essay, revise and edit the essay. You can do this by reading your essay out loud. Reading aloud is an excellent way to hear mistakes that you have made so that you can correct them.

Make sure you have supported your thesis with solid reasons. Also, make sure you have included details from the blogs to support your reasons. If you see any weaknesses in your reasons or supporting evidence, go back and clarify your ideas or add more convincing details. Once you have finished, reread your essay to make sure you have spelled words correctly and used proper grammar.

Today, you have drafted, revised, and edited your comparison argument. Next, you will complete the Use for the lesson. You will need your essay for the Use.

Please go online to view and submit this assessment.
**Objectives**
- To compare two articles on technology
- To compose compare/contrast essay about the articles

**Books & Materials**
- Computer
- Online Notebook (optional)

**Assignments**
- Complete first read and comprehension check questions for “Teens and Technology Share a Future.”
- Complete technical vocabulary and word study.
- Complete conventions practice.
- Complete first read and comprehension check questions for “Black Hole.”
- Complete Concept Vocabulary and Word Study activities.
- Complete writing activities.
- Complete Prewrite for compare and contrast essay.
- Draft, revise, and edit the essay.
- USE: Identify claims made by each text, then match reasons and evidence for each claim from the text.

**USE**

**USE FOR MASTERY**

In this lesson, you have read another blog about technology.

Now, you will identify the claims made by each text, then match reasons and evidence for each claim from the text.

<table>
<thead>
<tr>
<th>“Teens and Technology Share a Future”</th>
<th>“The Black Hole of Technology”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim 1: The younger generation has both the responsibility to take charge of technology and improve society.</td>
<td>Claim 2: We should use technology less and experience life more.</td>
</tr>
</tbody>
</table>
Evidence: When she was without her cell phone in Cambodia, she noticed that everyone around her was smiling, despite having to live their lives in poverty.

Reasons: Technology and information keep people from noticing and attending to the things around them.

- Reasons: The younger generation is immersed in technology.
- Reasons: The internet provides the power to access any information or perspective.

Evidence: No longer can you be confused by a “math problem in trigonometry, or lack a source to cite in an essay.”

- Evidence: She turned to look at the building instead of at the guide.

Evidence: The author has “years of experience in front of a computer, a laptop, or some sort of device with a screen.”

Evidence: “Technology … lets us meet new people, invent new things, and help others.”

If you completed your USE assessment offline, upload a copy of your assessment here. If you completed the sorting activity above, you do not need to upload a file.
In the next lesson, you will write your first op-ed article for your project.
Write an Argument - Part 1

LEARN

LEARN ABOUT...

You are going to be reading about writing argumentative essays. Before you do so, read The Basics of Effective Essay Writing to help you learn more about writing effective essays, including argumentative essays in which you state a claim or opinion and back it up. This article contains bulleted lists that show you how to complete certain steps in writing essays. Use these lists to understand these concepts quickly. You can use bulleted lists in reading to quickly grasp different aspects of a certain concept. After you read this article, you should know more basic information about writing effective essays, including argumentative essays.

After you read, see if you can answer these questions about argumentative essays:

1. What is another name for argumentative essays?
2. What is the purpose of argumentative essays?

TEACHING NOTES

Your student will be reading a background article about writing effective essays here because later in the lesson your student will read about how to write an argumentative essay. Your student can use the bulleted lists in the article to quickly understand some of the concepts. After reading this article, your student should have a better idea of how to write effective essays.
1. What is another name for argumentative essays? (persuasive essays)
2. What is the purpose of argumentative essays? (to try to persuade the reader that a claim or opinion is valid)

In the last lesson, you examined two blog posts about technology. Now, you will write your first op-ed argument for your project.

Consider the following questions:

- How do we gather data from things?
- How might connecting things to the internet help people organize their days?

Write your thoughts in your ELA Journal. As you watch the following video, think about the following questions:

- Who is speaking?
- What is the video about?

Watch the video *The Internet of Things* that appears in your e-text. Watch in *myPerspectives* Unit 3: Modern Technology, Whole-Class Learning.

Answer the **Comprehension Check Questions** in the **Making Meaning** section of your textbook in your ELA Journal.

Now, write an objective summary of the video. An objective summary is a retelling of the most important ideas in an unbiased way. Bias is writing that prefers one thing or idea over another. Biased writing includes opinions and presents information in an unbalanced way. Summaries should be unbiased. Writing a summary can help you identify the main ideas and the evidence used to support those ideas. To determine the main ideas in the video, note terms that are repeated both in the images and by the narrators.

To write an objective summary, follow these steps:

1. Watch the video and take notes on the most important ideas.
2. Put the ideas in the correct order and restate them in your own words.
3. Include important details from the video that help explain each main idea.
4. Use an objective tone in your writing. Objective means that you do not include your opinion.
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TEACHING NOTES

Possible responses:

1. Everything is now instrumented, enabling us to capture data.
2. Wisdom is the ultimate goal.
3. Sensors can be found in the water main and taxis.
4. The Internet of Things can create a smarter planet by allowing us to be more effective and efficient.

Summary:

This video, The Internet of Things, discusses how it is becoming possible to collect data from an enormous number of different things on Earth. Passing data back and forth between different devices could be very helpful to us. It could save us a lot of time and thought, and it could make our use of power more efficient. If cities and houses could respond to problems without human intervention, it would make our lives easier. The narrators describe this change in grand terms, such as giving us information that only the universe had before or a planet-wide nervous system.

Now, complete the Analyze the Media questions in the Making Meaning section of your textbook in your ELA Journal.

TEACHING NOTES

Analyze the Media Possible Responses:

The video offers a great deal of information. At first, it isn't clear what Internet of Things refers to. Then the narrators clarify by explaining systems and interconnectedness.

1. (a) It helps viewers visualize what the narrators mean by The Internet of Things.
   (b) The images of the map and the pyramid are effective because they help explain what people hope to achieve with connectivity.
2. It means that, like a human central nervous system, the instruments connected through the internet of things communicate with each other and operate efficiently.
3. The connectivity of different devices makes systems more efficient and helps people learn and understand more about the world.

Today, you completed activities for the video The Internet of Things. Next session, you will begin your op-ed.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**LEARN**

**FLUENCY**

**READING WITH EXPRESSION AND PHRASING**

Great readers *read with expression* and *read with phrasing*. *Expression* means making your voice match the mood and feeling of the words. *Phrasing* means grouping words together into units of meaning. You have been reading different blog posts on technology, in which both authors were very passionate about their opinions. Their passion should inform the way you read the texts out loud.

Watch the video below to learn about how the author's point of view affects the author's tone and word choice. Pay close attention to the speaker reading the words on the screen. Notice how he uses phrasing when he is reading the text.

![Please go online to view this video](#)

Rules for reading with expression:

1. Think about what the character is doing and how the character is feeling. Think about the author's point of view. This will help you emphasize the important words.

2. Change your tone of voice when reading dialogue to show different characters talking.

3. Pay attention to ending punctuation. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
Rules for reading with phrasing:

1. Phrases will typically be two or three words, but can be shorter or longer.

2. You know that there are prepositional phrases, verb phrases, noun phrases, and other types of phrases that make up sentences. Pay attention to these as you read.

3. Always end phrases when you see an ending punctuation mark.

4. Always end phrases when you see a comma.

5. Phrases will always start or stop at the beginning or end of quotation marks.

Let’s practice reading some sentences from “Feathered Friend.” Thinking about the author’s point of view will help you read this text with expression and phrasing. Think about all the expression and phrasing rules as you read the following sentences. Use the red and black text to help you read with phrasing.

With a name like that, you will picture Sven at once as a six-foot-six Nordic giant, built like a bull and with a voice to match. Had this been so, his chances of getting a job in space would have been very slim. Actually he was a wiry little fellow, like most of the early spacers, and managed to qualify easily for the 150-pound bonus that kept so many of us on a reducing diet.

Take a look at the Fluency Rubric. How do you think you did when reading the sentences?

Now you will practice rereading the first five paragraphs of “Feathered Friend” one time through.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression and phrasing on the page.

After reading the text, talk with your Learning Guide about expression and phrasing.

1. Did you think about how the character was feeling in the text and emphasize important words?

2. Did you read in meaningful phrases and pay attention to the punctuation?

Your Learning Guide will record you reading the text three more times. When you are finished, listen to your reading and look at the Fluency Rubric with your Learning Guide.

Discuss with your student how reading with expression and phrasing helps with reading fluency because it shows feeling and helps make meaning of the text.

Watch this video from 0:45 to 2:45 to listen to the importance of point of view for expression and phrasing.
In this unit, you have examined four perspectives on technology. “Feathered Friend” shows the advantages of both high-tech and low-tech safety measures. In “Teens and Technology Share a Future,” blogger Stefan Etienne argues that technology improves our lives. In “The Black Hole of Technology,” blogger Leena Khan argues the opposite. The Internet of Things examines the complex systems that have resulted from improvements in technology.

Use the knowledge you gained from the selections in this unit as well as from your own experience to write an argument in which you take a position on the following question:

Do electronic devices and online access really improve our lives?

You have learned that authors think deeply about the details they include in their texts and how they arrange those details in writing. You will write your argument in editorial format and publish it.

An editorial is a kind of argument that is published in a print or digital newspaper or magazine. In an editorial, an author offers an opinion about an issue. A well-written editorial uses valid reasons and evidence to convince readers to agree with the author’s position.

An effective editorial contains these elements:

- a precise claim, or thesis
- clear reasons and evidence that support the claim
- a logical organization that makes clear connections among claims, reasons, and evidence
Now open the text “Feathered Friend” and have your student read the first five paragraphs one time through. Discuss any mistakes with your student. Praise your student and point out when he or she read with expression. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading the text three more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading three more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Last, look over the rubric and discuss how your student did.

If your student is continuing to make mistakes on words, phrasing, or expression, model reading the page for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

In this unit, you have examined four perspectives on technology. “Feathered Friend” shows the advantages of both high-tech and low-tech safety measures. In “Teens and Technology Share a Future,” blogger Stefan Etienne argues that technology improves our lives. In “The Black Hole of Technology,” blogger Leena Khan argues the opposite. The Internet of Things examines the complex systems that have resulted from improvements in technology.

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An effective editorial contains these elements:
- a precise claim, or thesis
- clear reasons and evidence that support the claim
- a logical organization that makes clear connections among claims, reasons, and evidence
- a concluding statement or section that logically completes the argument
- a formal and objective language and tone
- use of transitions to show the relationships between ideas

An editorial is written to be published in a particular format and address a specific audience. For this reason, writers of editorials choose language and tone carefully.

The first step in writing an argument is to take a position on the subject. The thesis statement should be clear, unambiguous, and defensible but should not list reasons or evidence.

Use the information in The Internet of Things in myPerspectives Unit 3: Modern Technology, Whole-Class Learning under Performance Task: Writing Focus: Editorial to assist you in writing your claim now.

TEACHING NOTES

Your student should introduce a clear claim about the benefits or harm of technology.

Then, he or she needs to select evidence from one or more of the sources that he or she will use again for the other op-ed at the end of the unit.

ANOTHER WAY

Claims Reasons and Evidence

You will be writing an argumentative essay in which you take a position on the following question:

Do electronic devices and online access really improve our lives?

You will use the knowledge you gained from reading the selections in this unit as well as from your own experience.

Before you begin writing, let’s review writing claims, evidence, and reasoning by watching this video. If you need more help understanding claim statements, watch this video.

TEACHING NOTES

Your student will be writing an argumentative essay. This kind of essay is also called an opinion essay.

Students often have difficulty writing these essays. Review writing claims, evidence, and reasoning by watching this video. If your student needs more help understanding claim statements, watch this video.
Now that you have written your claim, your response to the editorial prompt, you need to briefly address the counterclaim. The counterclaim is the argument that opposes your claim or thesis. It is what someone who is an opponent of your viewpoint might say. You will address the counterclaim more fully in your second editorial.

Including a counterclaim in their editorial is useful for multiple reasons. Anticipating an objection that a reader might make shows that the writer is thoughtful and has considered the issue fully. In addition, directly addressing the counterclaim gives the editorial persuasive force.

Use the sentence starters in your textbook in the Performance Task: Writing Focus: Editorial to write the counterclaim.

Now, you will gather evidence for your editorial argument. Review your ELA Notebook and Evidence Journal to find possible support for your claim. If you have sufficient evidence in your Evidence Journal, you may want to go back and review the selections to identify additional or stronger evidence for your argument.

Because the claim of the editorial is related only to the two blog posts, the majority of evidence should come from those sources. You may use additional sources to introduce counterclaims or to support your interpretation of the source texts.

Make sure to identify your sources when you gather evidence for or against your claim. Then once you find the evidence, be sure to analyze WHY that evidence is important to your argument. Make sure you add this analysis to the editorial.

Include direct quotes in quotation marks and cite your sources. Paraphrase, or use your own words to explain, ideas that you do not put in quotation marks.

You will need to use one of the same sources in your second argument so select one source that you can use for both sides of the argument.

Remind your student to select evidence for both sides of the issue but that the editorial will be mainly about the claim that he or she wrote.
Please go online to view and submit this assessment.

Authors use repetition to emphasize ideas in their writing. For more information on the literary device of repetition, visit the following website: https://literarydevices.net/repetition/

Today, you crafted a claim for your first op-ed on technology and you gathered evidence for the op-ed. Next, you will begin drafting your argument.
Write an Argument - Part 3

Objectives
- To view a video about technology
- To compose first op-ed argument for project

Books & Materials
- myPerspectives Unit 3: Modern Technology, Whole-Class Learning
- ELA Journal
- Computer
- Argument Graphic Organizer

Assignments
- Complete first watch and comprehension check questions for The Internet of Things.
- Write objective summary of the video.
- Complete Analyze the Media questions.
- Complete prewrite for argument.
- Complete organizing.
- Draft op-ed.
- Complete Style activities.
- Revise and edit op-ed argument.
- USE: Complete Objective Summary Chart.
- SHOW: Publish op-ed.

LEARN

In the last part, you began prewriting and planning for the following argument assignment:

Do electronic devices and online access really improve our lives?

Quick reminder: The elements of a good editorial are the following: a clear position on an issue, a context for the issue, factual evidence to support the position taken, opposing views on the issue, and counterarguments to contradict those opposing claims, and a very clear organizational structure.

Now, you will begin outlining and drafting your editorial using the sources and evidence that you gathered yesterday. Your outline should act as a roadmap for your first draft. You should refer to it to determine what you will write next.

Return to The Internet of Things in myPerspectives Unit 3: Modern Technology, Whole-Class Learning and begin drafting in the Performance Task: Writing Focus section of your book. You should use the outline activity in your textbook which relates to “That’s Not Progress.”

As you begin to write your editorial, remember that your first draft does not have to be perfect. As you create your draft, you may need to make changes. That is okay! You should make them as you are drafting! This is the time to make revisions and organize your essay in the way that you want to present it.

As you write, you should assume that your audience knows nothing about the topic and include as much explanation and detail as you can. Good editorials often begin with a quotation or some interesting statistic that grabs the reader’s attention.
Your student should complete the outline activity in the text. Then, he or she should begin drafting his or her editorial. Make sure your student uses quotes or paraphrases from at least one source.

Encourage your students to write an outline of their argument, simply listing their position, each reason for taking this position, and each piece of supporting evidence, before writing his or her first draft. Because this essay only needs to be three to four paragraphs, your student needs to make sure that each piece of evidence used is strong and make sure that your student analyzes and shares why he or she chose that piece of evidence to share: Why does this anecdote, quote or paraphrase support his or her claim? How does the evidence support the counterclaim or counter argument?

### ANOTHER WAY

#### Understanding the Argumentative Rubric

The Argumentative Rubric will be used to evaluate your writing. Look closely at the rubric so that you understand how your essay will be graded. Knowing what is expected before you write will help you produce a better essay. “Proficient” is the highest level of achievement in this rubric and “needs improvement” is the lowest level.

Start by reading across the first row. This row looks at your claims, evidence, and reasoning. Notice how the wording changes as you read across the row.

The second row looks at how well you support your claims.

The third row looks at your word choice and how well you explain your argument using precise language.

The fourth row evaluates how well you followed the style required of an argumentative essay.

The fifth row looks at your concluding statement and if it effectively persuades the reader to agree with you.

The last row evaluates your grammar and spelling.

Now that you understand what you must do, it’s time to start your draft.

Assistant your student as he or she reads through the rubric. Clarify any areas of confusion. Make sure your student understands everything before beginning to write the essay.
You may wish to review your student’s recent work that was graded on this rubric. Go through each row and read the indicator for your student’s recent scores. Then read the indicator for the higher scores (if any). Discuss the difference in scores with your student. Ask: “What can you do on this assignment in order to improve?”

Have your student write a goal for his or her writing and keep this goal visible throughout this assignment.

**ANOTHER WAY**

**Argument Graphic Organizer**

You are ready to start your draft, but let’s do some planning before you begin. Using your notes, complete this [Persuasion Map](#). This will help you organize your claims, evidence, and reasoning for your essay. Using the correct structure is required for an argumentative essay, and this organizer will ensure your essay has the correct structure.

Read the descriptions in the shaded shapes at the bottom of the organizer to understand what goes in each box. Remember that you might revise your claim and reasons as you gather your facts and examples. Great writers always revise their ideas for clarity and to make sure their reasons are supported by the text.

**TEACHING NOTES**

Your student will benefit from planning his or her essay before beginning the draft. You may want to review the graphic organizer to be sure that the claims, evidence, and reasoning are present and that the introduction and concluding paragraphs are complete.

Read through the facts and details your student selects to support his or her reasons. If the facts and details do not support the reasons he or she has written, ask your student to describe why the evidence was selected.

Encourage your student to revise his or her ideas and evidence as needed. This will ensure that all reasons are logical and that the evidence is relevant and demonstrates an understanding of the text.

In this part, you completed your drafting for your editorial about effects of technology on people’s lives. In the next lesson part, you will begin revising your draft using information on style.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Write an Argument - Part 4

Objectives
- To view a video about technology
- To compose first op-ed argument for project

Books & Materials
- myPerspectives Unit 1: Childhood, Whole-Class Learning
- ELA Journal
- Computer
- Dictionary

Assignments
- Complete first watch and comprehension check questions for The Internet of Things.
- Write objective summary of the video.
- Complete Analyze the Media questions.
- Complete prewrite for argument.
- Complete organizing.
- Draft op-ed.
- Complete Style activities.
- Revise and edit op-ed argument.
- USE: Complete Objective Summary Chart.
- SHOW: Publish op-ed.

LEARN

Today, you will return to your textbook and look at how transitions words and phrases show connections between your ideas in an editorial. You will also revise, edit, and publish your first editorial.

Turn to the Language Development: Style page in the Performance Task: Writing Focus Editorial in your textbook in myPerspectives Unit 1: Childhood, Whole-Class Learning. Complete the Read It and Write It exercises in your ELA Journal.

TEACHING NOTES

READ IT POSSIBLE RESPONSES:
Transition words help the reader know where they are in an argument. They act like road signs, signaling where the reader is and where the reader is headed as they navigate through the claims, counterclaims, and reasoning of a well-developed argument.

WRITE IT POSSIBLE RESPONSES:
Think about the relationship between ideas and to use the suggested transitions to help him or her clarify their argument. Remind him or her to punctuate transitions correctly. Commas should set off independent clauses, introductory clauses that begin sentences such as Because the evidence was strongly linked to the claim, and nonrestrictive clauses that add nonessential information to sentences.
Transitional words, phrases, and clauses that show the relationships among claims, reasons, and evidence will greatly help readers follow and understand your argument. It’s always better to clearly show the relationships among ideas rather than make the readers make the connection for themselves.

Go to your first draft of your editorial. Check to see if you can add or change transitional words or phrases in your editorial to make your ideas connect more smoothly.

**TEACHING NOTES**

If necessary, remind your student of the following elements of an effective argument:

- a clear statement of your claim, or position, on an issue that has more than one side
- the context surrounding the issue
- persuasive evidence and logical reasoning that supports your claim
- statements that acknowledge counterclaims, or opposing views, and offer counter arguments to disprove these views
- a clear organizational structure
- words, phrases, and clauses that show the relationships among claims, reasons, and evidence
- a formal style that appeals mainly to the audience's sense of reason

To make sure your editorial is convincing, evaluate your evidence by asking yourself the following questions:

- Does every piece of evidence support my claim? Have I explained why this evidence is supportive of my claim to my reader?
- Where can I add evidence to make my argument stronger?
- Have I given proper credit to the source of each piece of evidence I used?

Review and revise your essay. Refer back to your thesis. Make sure you have supported your thesis with solid reasons. Also, make sure you have included details from the blogs to support your reasons.

Quotations from persuasive sources can make an argument more powerful and convincing. Pay careful attention to the punctuation, indentation, and capitalization of the quotations you include. Use quotation marks to set off short quotations. Longer quotations of four or more lines should begin on a new line, be indented, and appear without quotation marks. Always remember to follow a standard format for citation when using quotations in your writing. Choose MLA when formatting. You might use a tool such as [www.easybib.com](http://www.easybib.com) to help you organize your citations.

The syllables in some words are barely heard. Because of this, letters are often left out in spelling. Proofread your argument to make sure you have spelled words with tricky syllables correctly. Double-check the spellings of words such as different, average, and restaurant in a dictionary.
If you see any weaknesses in your reasons or supporting evidence, go back and clarify your ideas or add more convincing details.

Once you have finished, reread your essay to make sure you have spelled words correctly and used proper grammar.

Congratulations on completing your writing! Ask your learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

In this lesson part, you practiced using transitional words and phrases to connect your ideas and make your writing more inviting to your reader. You also completed your first editorial.

**TEACHING NOTES**

Take this opportunity to assess your student's writing using [this rubric](#). Use the rubric rows to offer feedback to your student. Notice the difference in the language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you edited and revised your editorial. Now, you will complete the Use for this Lesson.

An objective summary is a kind of writing that restates and condenses, or shortens, a writer’s main ideas and essential details. Summarizing is an important skill to master for critical thinking. To write a good summary, you must learn to tell the difference between essential details and non-essential details. In addition, you do not interject your opinion into the summary.

Throughout *The Internet of Things*, three different speakers discuss the effects of the “global data field” of some one to two billion internet users. Meanwhile, streaming visuals reinforce the meaning of each speaker’s discussion.

Complete the following chart to help you condense the information and to decide between essential details and nonessential details. Part of the chart has been completed to give you examples.

<table>
<thead>
<tr>
<th>Parts 1 and 2:</th>
<th>Main Idea</th>
<th>Essential Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2</td>
<td></td>
<td>DIKW triangle</td>
</tr>
<tr>
<td>Speaker 3</td>
<td>Planet of information and creation system</td>
<td></td>
</tr>
</tbody>
</table>
Copy and complete the chart using your favorite processing program. Then upload it below.

USE FOR MASTERY

Upload your answer below.

| B | I | U | ☐ | ☐ |

0 / 10000 Word Limit

Supported file formats: PDF, JPG, GIF, PNG, Word

0 / 12 File Limit

USE FOR MASTERY GUIDELINES & RUBRIC

Did you complete the chart using your favorite processing program?
Write an Argument - Part 6

Objectives
- To view a video about technology
- To compose first op-ed argument for project

Books & Materials
- Computer
- Online Notebook

Assignments
- Complete first watch and comprehension check questions for The Internet of Things.
- Write objective summary of the video.
- Complete Analyze the Media questions.
- Complete prewrite for argument.
- Complete organizing.
- Draft op-ed.
- Complete Style activities.
- Revise and edit op-ed argument.
- USE: Complete Objective Summary Chart.
- SHOW: Publish op-ed.

SHOW

DUELING OP-EDS

Today you will publish your editorial. This means you have completed drafting and all revisions and are making a copy to that others can read. Use a word processing program or online word processor to publish your editorial.

Review the Project Rubric so that you are sure to cover everything in your editorial.

TEACHING NOTES

Your student should have already typed his or her editorial in a Word Processing program. However, if he or she has not, here is his or her chance. This editorial will be published on a digital platform in the final show.

In this part, you completed the first part of the SHOW. In the next lesson, you will begin reading a novel.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You are going to be reading a fictional story about a boy with autism who uses technology to connect and communicate with others. Before you do so, read this article, “Autism Spectrum Disorder,” to help you learn more about autism. The article contains bold questions that are answered in the article. Use these to help you stay focused on the main points of the article. You may use this strategy with other articles that have this feature. After you read this article, you should know more basic information about autism.

After you read, see if you can answer these questions about autism:

1. True or false: There is no cure for autism. (true)

2. What causes autism?

Your student will be reading a background article about autism here because later in the lesson your student will read a fictional story about a boy with autism. Your student may want to use the bold questions throughout the article to stay focused on the main points. After reading this article, your student should have a better idea of what autism is.

1. True or false: There is no cure for autism. (true)

2. What causes autism? (No one knows for sure what causes it.)
You have read a number of texts about technology in this unit. Now, you will begin reading a novel about a boy with autism who uses technology to connect with others.

Anything But Typical addresses the subject of autism spectrum disorder (ASD), which affects as many as 1 in 68 children in the United States and is characterized by difficulties in communication and understanding social cues. While Baskin is not on the autism spectrum herself, she did extensive research for the novel, talking to people with insider knowledge of ASD, and reading many autobiographies and memoirs by people who have this diagnosis.

This text relates to the theme of the unit because the main character uses technology to communicate to others because his autism makes communication difficult. This text is a coming-of-age story that deals with the concepts of interacting with others across lines of differences.

During your reading, you might encounter terms or concepts that interest you or seem unfamiliar. As you have learned in this unit, these are good times to stop and do some brief searches online or research to increase your knowledge of the subject. Allow yourself time to do this as well.

During this lesson, you will have questions that will help you guide your reading each day. Record the answers to these questions in your ELA Journal. Today you will read the first two chapters of Anything But Typical. You will think about the characters as you read the opening chapters.

Characterization is the way or ways in which an author reveals information about a character. In direct characterization, the author makes direct statements about a character's appearance, personality, and actions. In indirect characterization, a writer suggests information about a character through what the character says and does, what other characters say about him or her, or how other characters behave toward him or her. Notice how young Elie and the other characters are characterized.

As you read, think about and answer the following questions in your ELA journal:

- How does Jason appear to other people, and how is this different from how he feels inside?
- What do you think Jason means when he says there is only one kind of plot: “Stuff happens”?
- When Aaron Miller helps Jason get the computer he wants in the library, how does the scene serve as indirect characterization of Aaron?
Now, read Chapters 1 and 2 of *Anything But Typical*.

**VOCABULARY**
- neurotypical
- confluence
- validate
- typical
- self
- adjudicate
- schwa
- abstract
- chromosome
- gene
- diphthong
- careen
- halogen
- lexicon
- probation
- appendectomy
- incident
- placate
- mezzanine

### TEACHING NOTES

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS:**
- How does Jason appear to other people, and how is this different from how he feels inside? *Jason can’t make eye contact or show his feelings, and he flaps his hands and does other “weird” things that confuse and upset people. But inside, he is very caring and compassionate.*
- What do you think Jason means when he says there is only one kind of plot: “Stuff happens”? *Jason is probably expressing his feeling that events are not under our control, and they are less meaningful than we think.*
- When Aaron Miller helps Jason get the computer he wants in the library, how does the scene serve as indirect characterization of Aaron? *It shows that Aaron is not only a caring person, he is brave enough to ally himself with Jason in a public situation.*

### LEARNING NEW WORDS

Every time you read or hear text, you are practicing your vocabulary skills. When you come to a word that you do not know it is an opportunity to grow your vocabulary by learning a new word. As you read *Anything But Typical*, you will encounter many opportunities to add to your growing knowledge of words. Let’s look at these words closely.
neurotypical   confluence   validate  typical  adjudicate

Make this chart in your ELA Journal

<table>
<thead>
<tr>
<th>Word and Dictionary Definition</th>
<th>My Definition</th>
<th>Picture and Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>neurotypical-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confluence-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>validate-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>typical-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjudicate-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look up each word in the dictionary and read the definition. Copy the definition in the first box. Next think about the word. Rewrite the definition in your own words and write it in the center box. In the last box draw a picture or symbol that represents the word and write the page number when you find it in the book. The picture does not have to be elaborate, just a simple drawing of something that will remind you of the meaning of the word.

TEACHING NOTES

Assist your student as necessary. Sometimes students have difficulty putting dictionary definitions into their own words. If this happens, ask your student to explain to you what the word means. Ask him or her to use the word in a sentence. Often this will prompt an oral response that can be written.

As you read each day, keep a daily evidence journal of examples in the text where technology positively and negatively impacts the characters’ lives. Write your notes in your ELA Journal. Remember that your project for this unit asks you to write editorials about technology from both sides of the issue. You can use the evidence in your ELA Journal from this novel to write your second editorial.

Today, you read Chapters 1 and 2 of *Anything but Typical* and thought about characterization. You also looked into more information about autism. Next, you will continue with Chapters 3–5 and continue analysis.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have begun to read *Anything But Typical*, a novel about a boy with autism.

Today, you will continue your reading with guiding questions and specifically think about *story within a story*.

*Story within a story* is a fiction technique in which stories are told or read by characters of a novel or story; these stories help to illuminate the main plot.

As you read today, think about the following questions:

- What does Jason's story within a story about a man with a tumor in his throat tell you about his feelings?
- Why does Jason find it easy to be with his brother Jeremy?
- In chapters 4 and 5, Jason talks about learning what a lie is, and how he doesn’t understand why people don't always say what they mean. How is this an irony, given Jason's problems with communication?

Now, read Chapters 3–5 of *Anything But Typical*.

### POSSIBLE RESPONSES FOR GUIDING QUESTIONS

- **What does Jason's story within a story about a man with a tumor in his throat tell you about his feelings?** Jason can’t communicate his feelings to other people, and that makes him very lonely. He creates fictional characters to be his friends.
- **Why does Jason find it easy to be with his brother Jeremy?** Because Jeremy grew up with Jason, he takes Jason's behavior for granted. He doesn't expect Jason to behave like other people, and he is not disappointed when he can’t.
• In Chapters 4 and 5, Jason talks about learning what a lie is, and how he doesn't understand why people don't always say what they mean. How is this an irony, given Jason's problems with communication? Other people can easily communicate what they think but choose not to. Meanwhile, Jason sees this more clearly than most people do, although he is bad at talking about his own feelings and ideas.

This is a video from autism speaks with information about autism that may be helpful to you as you read the novel:

Please go online to view this video ▶

TEACHING NOTES

• Responses will vary based on the experience of your student.

In this part, you identified a story within a story in Chapter 3. You also thought about how the irony takes place all the time with behaviors that are considered normal versus those that are different. In the next part, you will continue your reading and explore the literary device of irony.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have read the first five chapters of *Anything But Typical*. You have explored characterization and story within a story. You have also kept a daily Evidence Journal of examples in the text where technology positively and negatively impacts the characters’ lives. Now, as you read Chapters 6 and 7, you will think about irony.

Irrity occurs when there is an incongruity between one idea and another, often creating a kind of humor—as when someone makes a speech about the evils of hunger while enjoying a good meal.

As you read, answer the following questions:

- What does PhoenixBird's story within a story hint about her feelings?
- When Jason’s mother is leaving for the parents’ date night and she begins to cry because she feels that Jason doesn’t love her, what is the irony in the situation?

Now, read Chapters 6–7 of *Anything But Typical*.
You have read the first five chapters of *Anything But Typical*. You have explored characterization and story within a story. You have also kept a daily Evidence Journal of examples in the text where technology positively and negatively impacts the characters’ lives. Now, as you read Chapters 6 and 7, you will think about **irony**.

Irony occurs when there is an incongruity between one idea and another, often creating a kind of humor—as when someone makes a speech about the evils of hunger while enjoying a good meal.

As you read, answer the following questions:

1. What does PhoenixBird’s story within a story hint about her feelings?

   PhoenixBird’s story suggests that she feels as lonely and isolated as Jason does, and that she thinks other people want her to think her isolation is normal.

2. When Jason’s mother is leaving for the parents’ date night and she begins to cry because she feels that Jason doesn’t love her, what is the irony in the situation?

   At that moment, Jason is feeling just as distressed as she is, because she is leaving. She can’t see any of this and is upset because he isn’t expressing his affection in a way she understands.

---

**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers *read at the correct pace*. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. It’s harder to understand what the words mean. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch the video below to learn how to practice reading at the correct pace.

[Please go online to view this video](#)

Then watch the next video to listen to a reader practice her fluency.

[Please go online to view this video](#)

Take a look at the [Fluency Rubric](#) to see how a good reader reads with fluency. Think about the reader in the video. How do you think the reader did after practicing?

You will practice rereading p. 2 of Anything But Typical one time through. After reading it once, your Learning Guide will time you reading the page three more times. See how long it takes you to read the page each time.

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**TEACHING NOTES**

Discuss with your student why pacing is important to reading fluency. Reading too fast makes it harder to understand what one is reading.

Watch [this video](#) from the beginning to 1:37 to see an example of how to time your student. Then watch [this video](#) from 1:00 to 2:17 to listen to a reader practice fluency.
Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the video read. The person is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Now open to p. 2 of Anything But Typical. First, have your student read the page to warm up. Discuss your student’s pacing. Did it match a conversational rate?

Record your student reading the text three more times. Use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. A reasonable pace would be when your student sounds conversational while reading. After each reading, write down how long it took your student to read the text.

After your student finishes reading three more times, play back the recording and listen with your student. Discuss your student’s pacing. Did it vary among the readings? Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

**ANOTHER WAY**

**IRONY**

If thinking about irony in Anything But Typical is challenging, you can think about examples of irony in other books you have read or movies you have seen.

When you read, you will often see situational irony or dramatic irony.

- **Situational irony** occurs when what happens is the opposite of what you would expect to happen.
- **Dramatic irony** occurs when the reader knows more about a situation than a character does.

Think about examples of situational and dramatic irony in books you have read or movies you have seen.

Now that you’ve thought about examples of irony in other literary works, go back to the question and think about how Jason’s interaction with his mother is an example of irony.

**TEACHING NOTES**

Have your student consider books and movies he or she knows very well. Encourage your student to identify examples of situational and dramatic irony on his or her own.
Your student’s example of situational irony should demonstrate a situation in which what happens is the opposite of what one would expect. For example, your student may have read the book Holes, in which Stanley is sent to Camp Green Lake, which is actually in the middle of a dry, barren desert.

Your student’s example of dramatic irony should demonstrate a situation in which the reader knows more about a situation than the character does. For example, in the story Beauty and the Beast, the audience knows the entire time that the Beast is a cursed prince, but the other characters do not. The characters’ actions in the story are based on their lack of knowledge.

Say, “In cases of dramatic irony, you might be frustrated that the actors aren’t reacting the way you would. You have to remember, though, that they don’t have the same information you have. You have to keep in mind that you know more about their situation than they do.”

After your student has thought about examples of situational and dramatic irony in one or two books or movies that are more familiar to him or her, go back to the question about irony in the novel. Your student may now be more comfortable thinking about irony in this less familiar literary work.

Quick Check

Please go online to view and submit this assessment.

More to Explore

Authors employ characterization to get the reader to really know the main characters. Watch the following video to learn more about characterization:

Please go online to view this video

In this lesson part, you explored irony in Anything But Typical Chapters 6–7. You have encountered more evidence about how technology affects the characters in the novel. Before you conclude your class, add evidence to your ELA Journal.

Teaching Notes

Possible Responses Include

Jason uses his computer to further his relationship with PhoenixBird.
Anything But Typical Chapters 1–10 - Part 4

You have been thinking about characterization in *Anything But Typical*. Authors characterize characters by what they say, think, and do. Authors can also characterize characters through their relationships to other characters. During your reading today, think about how Jason interacts with other students.

As you read, answer these questions:

- When Jason breaks the potter’s wheel and the other students throw clay around the room, why does everyone assume he threw the clay?
- Why does Jason not like art class?

Now, read chapters 8–10 of *Anything But Typical*.

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- When Jason breaks the potter’s wheel and the other kids throw clay around the room, why does everyone assume he threw the clay? *Being different makes him a scapegoat.*
- Why does Jason not like art class? *There are several reasons; it’s noisy, it’s uncontrolled (which is uncomfortable for Jason but also gives scope to bullies); and Jason can’t interpret the simple drawings that the kids are expected to do.*

Your student may add to his or her ELA Journal:

- Jason and PhoenixBird continue their relationship through messages on the computer.
In this part, you continued your examination of Jason's character in Chapters 8–10. Before you conclude your learning, write a response to the following prompt in your ELA Journal:

*Jason compares his strange behavior with the strange (but neurotypical) behavior of other children in his kindergarten. Given that all little kids do odd things, why might it be tougher for Jason to deal with?*

**TEACHING NOTES**

Your student may suggest that while neurotypical kids will make mistakes, they figure out how to self-correct—something Jason can't do because he basically thinks and responds differently from other kids.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
In the early chapters, Jason shares with you the story that he wrote. Take a moment and respond to the following prompt:

*Write a paragraph in which you describe how Jason's story within a story develops the plot of Anything But Typical.*

Be sure to first discuss what the plot has been in Chapters 1–10. Then discuss how Jason's story relates to the larger story. Be specific in your response.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Properly identify the narrator and how this character's point of view develops the plot of *Anything But Typical*?
- Explain how Jason's story is related to the larger story and how this develops the plot?
- Provide two examples from the *Anything But Typical* to support your ideas?

You have read the first 10 chapters of the novel *Anything But Typical*. You will continue with the reading in the next lesson.
### LEARN

*Anything But Typical* relates to the theme of the unit because the main character uses technology to communicate to others because his autism makes communication difficult. This text is a coming-of-age story that deals with the concepts of interacting with others across lines of differences.

During this lesson, you will have questions that will help you guide your reading. Record the answers to these questions in your ELA Journal. This session, you will read Chapters 11–13 of *Anything But Typical*. You will think about four questions, including one about symbols. A *symbol* is a literary device in which an object or image stands for a deeper concept. You will be thinking of symbols as you read the text.

As you read Chapters 11–13, think about and answer the following questions:

- When Jason kicks Seth, do you think it is justified? Why or why not?
- How is Bennu's dwarfism a symbol for Jason's situation?
- Why does Jason name the dwarf Bennu?
- Why does Jason find his father easier to be with than his mother?

Now, read Chapters 11–13 of *Anything But Typical*. 

---

### Objectives

- To read and analyze Nora Baskin's *Anything But Typical* Chapters 11-20
- To write a paragraph about how Jason's relationship with his father affects his perspective

### Books & Materials

- *Anything But Typical* by Nora Baskin
- ELA Journal
- Computer
- Evidence Journal

### Assignments

- Read Chapters 11-20 of *Anything But Typical* by Nora Baskin.
- Complete reading guiding questions.
- Compose entries into Evidence Journal.
- Complete writing prompts.
- Compose a paragraph about how Jason's relationship with his father affects his perspective.
POSSIBLE RESPONSES FOR GUIDING QUESTIONS:

- When Jason kicks Seth, do you think it is justified? Why or why not? *Your student may think it’s justified because Seth is so cruel; some may say Seth’s reaction, while hurtful, is understandable, and so the violence is too extreme.*
- How is Bennu’s dwarfism a symbol for Jason’s situation? *Primarily, it’s because Bennu is not able to do a lot of things and is stigmatized for being different. It also seems to be an integral part of who he is as with Jason’s ASD.*
- Why does Jason name the dwarf Bennu? “Bennu” is the Egyptian word for phoenix, so it’s a compliment to PhoenixBird.
- Why does Jason find his father easier to be with than his mother? *His father doesn’t talk as much and doesn’t seem to need things from Jason that Jason can’t give.*

LEARNING NEW WORDS

Every time you read or hear text, you are practicing your vocabulary skills. When you come to a word that you do not know it is an opportunity to grow your vocabulary by learning a new word. As you read the next part of Anything But Typical, you will encounter many opportunities to add to your growing knowledge of words. Let’s look at these words closely.

schwa  abstract  chromosome  gene  diphthong  careen

Make this chart in your ELA Journal:

<table>
<thead>
<tr>
<th>Word and Dictionary Definition</th>
<th>My Definition</th>
<th>Picture and Page Number</th>
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<td>careen</td>
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</table>

Look up each word in the dictionary and read the definition. Copy the definition in the first box. Next think about the word. Rewrite the definition in your own words and write it in the center box. In the last box draw a picture or symbol that represents the word and write the page number when you find it in the book. The picture does not have to be elaborate, just a simple drawing of something that will remind you of the meaning of the word.
TEACHING NOTES
Assist your student as necessary. Sometimes students have difficulty putting dictionary definitions into their own words. If this happens, ask your student to explain to you what the word means. Ask him or her to use the word in a sentence. Often this will prompt an oral response that can be written.

As you read, keep an Evidence Journal of examples in the text where technology positively and negatively impacts the characters’ lives. Remember that your project for this unit asks you to write editorials about technology from both sides of the issue. You can use the evidence in your Evidence Journal from this novel to write your second editorial.

In this part, you read Chapters 11–13 of Anything But Typical and thought about symbols. In the next session, you will continue with Chapters 14–15 and continue analysis.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
You have begun to read *Anything But Typical*, a novel about a boy with autism.

Now, you will continue your reading with guiding questions.

As you read, think about the following questions:

- In Chapter 15, Jeremy is crying because he can’t have the plate with dividers. During this scene, what lesson does Jason want to teach Jeremy?

Now, read Chapters 14–15 of *Anything But Typical*.

**TEACHING NOTES**

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- In Chapter 15, what lesson does Jason want to teach Jeremy, when Jeremy is crying because he can’t have the plate with the dividers? *He wants Jeremy to understand not only that it’s okay to have the different foods touch, but that you generally can’t always have what you need, and crying is not accepted in boys.*

Make sure you enter evidence in your Evidence Journal about how technology affects the characters’ lives in positive and negative ways.

Before completing your class for the day, answer the following prompt in your ELA Journal:

*Can you have a real friendship with someone who doesn’t fully know who you are?*
You student may say that you can have real friendships with people while concealing things about yourself (like your appearance). Or he or she might will insist that for a friendship to be real, there must be complete honesty.

In this part, you read two chapters of the novel and thought about friendship. In the next part, you will continue your reading and explore characterization.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have read the first 13 chapters of *Anything But Typical*. You have also kept an evidence journal of examples in the text where technology positively and negatively impacts the characters’ lives. Now, as you read Chapters 16–18, you will think about *characterization*.

As you read, answer the following questions:

- How does the story about how Jason adopted the dog Lester serve as indirect characterization of Jason?
- Why is language arts Jason's favorite class?
- Why does Jason choose his father to go to Dallas with him? Why does it upset his mother?

Now, read Chapters 16–18 of *Anything But Typical*.

### TEACHING NOTES

#### POSSIBLE RESPONSES FOR GUIDING QUESTIONS

- How does the story about how Jason adopted the dog Lester serve as indirect characterization of Jason? *It shows his deep compassion. It’s also likely that he sees himself in the silent, frightened dog, and that’s why he chooses Lester.*
- Why is language arts Jason's favorite class? *It’s mainly because he's good at it, and the other students ask him for help. But also, he likes that in language arts, there are no right or wrong answers.*
- Why does Jason choose his father to go to Dallas with him? *Why does it upset his mother? He chooses his father because his father will not find the trip difficult, but his mother takes it as a rejection.*
FLUENCY
READING AT THE CORRECT PACE

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch the video below to learn how to practice reading at the correct pace.

Please go online to view this video ▶

Then watch the next video to listen to a reader practice his fluency.

Please go online to view this video ▶

Take a look at the Fluency Rubric to see how a good reader reads with fluency. Think about the reader in the video. How do you think the reader did after practicing?

Let's practice rereading p. 14 in Anything But Typical one time through. After reading it once, your Learning Guide will time you reading the text three more times. See how long it takes you to read the page each time.

TEACHING NOTES

Discuss with your student why pacing is important to reading fluency. Reading too fast makes it harder to understand what one is reading.

Watch this video from the beginning to 1:37 to see an example of how to time your student. Then watch this video to listen to a reader practice his fluency. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the person in the video read. The person is proficient in reading accurately, proficient in reading with expression, developing in reading with phrasing, and proficient in reading at the correct pace.

Now open p. 14 in Anything But Typical. First, have your student read the page to warm up. Discuss your student’s pacing. Did it match a conversational rate?
Record your student reading the text three more times. Use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. A reasonable pace would be when your student sounds conversational while reading. After each reading, write down how long it took your student to read the text.

After your student finishes reading three more times, play back the recording and listen with your student. Discuss your student's pacing. Did it vary among the readings? Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

✔️ QUICK CHECK

Please go online to view and submit this assessment.

🔗 MORE TO EXPLORE

Characterization is an important literary element and one authors consider carefully. How characters are characterized affects many aspects of the story, including how characters respond to events in the plot or how they change throughout the story. If a character was not clearly characterized, the reader would not be able to notice when they change in response to the plot. Watch this video to think about how authors characterize.

Please go online to view this video

In this part, you explored characterization in Anything But Typical Chapters 16–18. You have encountered more evidence about how technology affects the characters in the novel. Before you conclude your class, add evidence to your ELA Journal.

📹 TEACHING NOTES

POSSIBLE RESPONSES INCLUDE

Jason gets to go to the Storyboard convention in Dallas because of his writing online.
You have studied characterization, irony, and story within a story in *Anything But Typical*. You have learned that all of these techniques are ways that Raskin adds depth and meaning to her novel.

Now, as you read, you will be thinking about Jason’s character and why he has such trouble communicating.

As you read, answer these questions:

- Why is Jason upset when he learns that Rebecca is going to the Storyboard convention?
- Why do you think Jason can’t tell his parents why he doesn’t want to go to the convention anymore?

Now, read Chapters 19–20 of *Anything But Typical*.

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- Why is Jason upset when he learns that Rebecca is going to the Storyboard convention?
  
  *Jason is certain that Rebecca will reject him when she sees him, as other girls do.*

- Why do you think Jason can’t tell his parents why he doesn’t want to go to the convention anymore? It’s partly because it’s too much to explain, but it also seems that he wants to keep that part of his life secret.

Your student may add to his or her ELA Journal:

- Jason throws his computer mouse at his mom. While not exactly using technology, he uses the hardware to express frustration.
- Jason goes to the convention because of his technology use.
In this part you continued your examination of Jason's character in Chapters 19-20. Before you conclude your learning, make sure that you have recorded evidence of the impact of technology in the novel in your evidence journal.

☐ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## Objectives
- To read and analyze Nora Baskin's *Anything But Typical* Chapters 11-20
- To write a paragraph about how Jason's relationship with his father affects his perspective

## Books & Materials
- Computer

## Assignments
- Read Chapters 11-20 of *Anything But Typical* by Nora Baskin.
- Complete reading guiding questions.
- Compose entries into Evidence Journal.
- Complete writing prompts.
- Compose a paragraph about how Jason's relationship with his father affects his perspective.

---

### USE

So far in the novel, Jason has spent a good deal of time describing the relationship he has with his parents. Take a moment and respond to the following prompt:

Compose a paragraph in which you describe Jason's relationship with his father. Explain what it reveals about Jason's own opinion of himself and the others in his family.

Be sure to determine how you want to describe his relationship with his father. Then, think about how he views himself and the rest of his family. Then discuss how Jason's relationship with his father reveals how he feels about himself and his family. Be specific in your response.

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### USE FOR MASTERY

Upload your answer below.

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USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write a paragraph describing Jason's relationship with his father?
- Thoroughly explain how this relationship reveals Jason's opinion of himself and other family members?
- Provide two pieces of evidence from the text that supports your response?

You have read the first twenty chapters of the novel *Anything But Typical*. You will continue with the reading in the next lesson.
LEARN ABOUT...

TECHNOLOGY USE FOR PEOPLE WITH DISABILITIES

You are going to continue reading a fictional story about a boy with autism. Before you do so, read this article, “Technology May Be Useful for Children With Disabilities,” to help you learn more about how people with disabilities may benefit from technology. If you need help with the meaning of words, you may use resources, such as this dictionary. After you read this article, you should know more basic information about how technology may benefit people with disabilities.

After you read, see if you can answer these questions about benefits of technology for disabled people:

1. For what kinds of conditions can technology help children?

2. True or false: Technology can help some children with disabilities to communicate better.

TEACHING NOTES

Your student will be reading a background article about how technology can help people with disabilities here because later in the lesson your student will continue reading a fictional story about a boy with autism. Along with the article is a link to a dictionary your student may use to look up difficult vocabulary words from the article, if needed. After reading this article, your student should have a better idea of how technology can benefit people with disabilities.

1. For what kinds of conditions can technology help children? (ADD, autism spectrum, cerebral palsy, Down syndrome, and Asperger syndrome)
2. True or false: Technology can help some children with disabilities to communicate better. (true)

This text relates to the theme of the unit because the main character uses technology to communicate to others because his autism makes communication difficult. This text is a coming-of-age story that deals with the concepts of interacting with others across lines of differences.

Review the reading questions for this session. Record the answers to these questions in your ELA Journal. This session, you will read Chapters 21–23 of Anything But Typical. You will think about two questions that focus on irony:

As you read Chapters 21–23, think about and answer the following questions:

- What is the irony in the fact that a public announcement is made that Jason has won a competition to go to the Storyboard convention?
- When Aaron suggests that in the story within a story about Bennu, Bennu might not recognize himself in the mirror after being cured, what does this imply?

Now, read Chapters 21–23 of Anything But Typical

TEACHING NOTES

POSSIBLE RESPONSES FOR GUIDING QUESTIONS

- What is the irony in the fact that a public announcement is made that Jason has won a competition to go to the Storyboard convention? Not only is it not true, but the announcement, which is meant to make Jason feel good, makes it worse for him since it is even harder to get out of going.
- When Aaron suggests that in the story within a story about Bennu, Bennu might not recognize himself in the mirror after being cured, what does this imply? It suggests that being “defective” could be an essential, and even positive, part of someone’s personality.
**VOCABULARY**

**LEARNING NEW WORDS**

Every time you read or hear text, you are practicing your vocabulary skills. When you come to a word that you do not know it is an opportunity to grow your vocabulary by learning a new word. As you read the next part of Anything But Typical, you will encounter many opportunities to add to your growing knowledge of words. Let’s look at these words closely.

halogen   lexicon   probation   incident   placate   mezzanine

Make this chart in your ELA Journal:

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Look up each word in the dictionary and read the definition. Copy the definition in the first box. Next think about the word. Rewrite the definition in your own words and write it in the center box. In the last box draw a picture or symbol that represents the word and write the page number when you find it in the book. The picture does not have to be elaborate, just a simple drawing of something that will remind you of the meaning of the word.

**TEACHING NOTES**

Assist your student as necessary. Sometimes students have difficulty putting dictionary definitions into their own words. If this happens, ask your student to explain to you what the word means. Ask him or her to use the word in a sentence. Often this will prompt an oral response that can be written.

As you read, you are keeping a daily Evidence Journal of examples in the text where technology positively and negatively impacts the characters’ lives. You can keep this Evidence Journal inside your ELA Journal or you can create a separate journal. Remember that your project for this unit asks you to
write editorials about technology from both sides of the issue. You can use the evidence in your journal from this novel to write your second editorial.

In this part, you read Chapters 21–23 of *Anything But Typical* and thought about symbols. In the next session, you will continue with Chapters 24–26 and continue analysis.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have begun to read *Anything But Typical*, a novel about a boy with autism.

Now, you will continue your reading with guiding questions.

As you read, think about the following questions:

- Why does Jason imagine Rebecca having a purplish stain on her face when he daydreams about the convention?
- How does Jason help his mother when they arrive in Dallas?

Now, read Chapters 24–26 of *Anything But Typical*.

**TEACHING NOTES**

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- Why does Jason imagine Rebecca having a purplish stain on her face when he daydreams about the convention? *He is hoping she has a visible flaw, too, so that she will not judge him so harshly.*
- How does Jason help his mother when they arrive in Dallas? *He programs the GPS, helps her with the key card, and tells her how much to tip.*

Make sure you enter evidence in your journal about how technology affects the characters’ lives in positive and negative ways.
In Anything But Typical, Jason’s problems help him to understand other people, and to be brave. Do you think having serious problems helps you to grow as a person? How?

Write your response now in your ELA Journal.

You student may say that having problems help you become empathetic towards others and help you grow as a person. Evidence will vary.

In this part, you read three chapters of the novel and thought about Jason’s relationship with his mom. In the next part, you will continue your reading and analysis of the novel.

POSSIBLE RESPONSES FOR GUIDING QUESTIONS

Why does Jason imagine Rebecca having a purplish stain on her face when he daydreams about the convention?
He is hoping she has a visible flaw, too, so that she will not judge him so harshly.

How does Jason help his mother when they arrive in Dallas?
He programs the GPS, helps her with the key card, and tells her how much to tip.

Make sure you enter evidence in your journal about how technology affects the characters’ lives in positive and negative ways.

Before completing your class, create an entry in your ELA Journal about the following prompt:

In Anything But Typical, Jason’s problems help him to understand other people, and to be brave. Do you think having serious problems helps you to grow as a person? How?

Write your response now in your ELA Journal.

TEACHING NOTES

You student may say that having problems help you become empathetic towards others and help you grow as a person. Evidence will vary.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have read the first 26 chapters of *Anything But Typical*. You have also kept an evidence journal of examples in the text where technology positively and negatively impacts the characters’ lives. Now, as you read Chapters 27–29, you will think about *internal conflict*.

Conflict is a struggle between opposing forces in a narrative. External conflict occurs between characters or between a character and a larger force, such as nature or society. Internal conflict occurs within a character who faces opposing ideas, feelings, or choices.

As you read, answer the following questions:

- When Jason meets Rebecca and can't even look at her, how is this an example of internal conflict?
- Why does Jason stop wanting to write after he first meets Rebecca?

Now, read Chapters 27–29 of *Anything But Typical*.
In this novel, Jason's story about Bennu the dwarf reflects his own insecurities about his autism. Go back to the text to explore the end of the story as Jason first writes it.

If you need help with close reading, see the following video to get some tips on it:

Please go online to view this video ▶

Today, you explored conflict in Anything But Typical Chapters 27–29. You have encountered more evidence about how technology affects the characters in the novel. Before you conclude your class today, add any evidence from the text in your Evidence Journal.

POSSIBLE RESPONSES INCLUDE

Jason's relationship that has started online with Rebecca makes him uncomfortable.
You have studied characterization, conflict, and irony in *Anything But Typical*. You have learned that these techniques are ways that Raskin adds depth and meaning to her novel.

Now, as you read, you will be thinking about Jason's character as well as the theme of the novel.

As you read, answer these questions:

- Why does the instructor say that the most important part of the body for a writer is the bottom?
- What is the main thing Jason learns in the Turning Facts into Fiction class?
- Why is it important to Jason that he sees Hamilton as a dwarf?
- What are the main things Jason achieves at the convention in Dallas?

Now, read Chapters 30–32 of *Anything But Typical*.

**TEACHING NOTES**

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- Why does the instructor say that the most important part of the body for a writer is the bottom? *Because the main thing a writer has to do is to actually sit down and do the work.*
- What is the main thing Jason learns in the Turning Facts into Fiction class? *Our stories are one thing nobody can take away from us.*
- Why is it important to Jason that he sees Hamilton as a dwarf? *It shows that people who are seen as deficient can still successfully tell their stories and be accepted by others.*
- What are the main things Jason achieves at the convention in Dallas? *He faces Rebecca and still keeps her friendship; he also achieves a better understanding with his mother.*
Your student may add to his or her ELA Journal:

- Jason's writing on the computer allows him to go to the convention where he is able to come to a better understanding with his mom.
- He is also able to keep his friendship with Rebecca.

In this part, you finished your examination of Jason's character in the novel. Now take a moment to think about possible themes for the novel. Remember, a theme is written in sentence format. There could be multiple themes in the novel. Write down some of your ideas in your ELA Journal now. In the next session, you will use these notes to write about the novel.

Before you conclude your learning today, make sure that you have recorded evidence of the impact of technology in the novel in your evidence journal.

**ANOTHER WAY**

**USING DETAILS TO DETERMINE THEME**

You’ve been reading the novel *Anything But Typical*. Now it’s time to figure out its theme. When you read an entire novel, it can be challenging to keep track of all the details that contribute to theme. As you’ve read the novel, you’ve made notes on important details. It can be overwhelming to put all of those details together to figure out the theme of the novel. You can take time to organize your notes to see how they contribute to theme.

Remember, you can look at these details to figure out theme:

- the story's title
- the characters’ thoughts and feelings
- the setting of the story, or when and where the story takes place
- the knowledge and insights that characters gain in the course of the story and how the characters change
- the outcome of the conflict and the effect the outcome has on the characters

Look at the notes you have taken and questions you have answered as you read the novel. Come up with a color for each category of detail listed above. Use highlighters or small sticky notes in those colors to color-code your notes. You can use these notes to come up with your ideas about the novel's theme.
Jason's writing on the computer allows him to go to the convention where he is able to come to a better understanding with his mom. He is also able to keep his friendship with Rebecca.

In this part, you finished your examination of Jason's character in the novel. Now take a moment to think about possible themes for the novel. Remember, a theme is written in sentence format. There could be multiple themes in the novel. Write down some of your ideas in your ELA Journal now. In the next session, you will use these notes to write about the novel.

Before you conclude your learning today, make sure that you have recorded evidence of the impact of technology in the novel in your evidence journal.

USING DETAILS TO DETERMINE THEME

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ANOTHER WAY

TEACHING NOTES

If your student is struggling to come up with possible theme(s) for the novel, he or she may need assistance in reviewing the notes he or she has been keeping throughout the reading process.

Remind your student that a novel can have more than one theme. He or she should be able to support an identified theme with evidence from the novel.

Guide your student through using the list of details that contribute to theme. Help your student in determining a color-coding system for matching the types of details to individual notes in his or her ELA Journal. Your student should color-code the notes he or she has made and the answers to reading questions from the novel. Your student may have a large collection of notes, and reviewing them without a plan may be overwhelming.

As your student works, ask prompting questions such as:

- What do you think the title has to do with the theme? How does the title relate to the conflict of the novel?
- How does Jason feel during key events in the novel?
- How do you think the setting relates to the theme? How might the novel be different if it were set somewhere else?
- What does Jason learn each time he has a conflict or something happens to him? What insights do Jason and other characters gain during events in the novel?
- What conflicts take place in the novel? What are the outcomes? How does the outcome of a conflict affect the characters?

Once your student has thought about these questions, he or she can return to the activity of writing possible themes in the ELA Journal.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the novel *Anything But Typical*, Jason speaks to us and shares his inner thoughts. You have examined the novel and thought about the theme. Take a moment and respond to the following prompt:

Write a paragraph in which you describe Jason's character changes throughout the book. The way characters change is often one way authors reveal their theme. The author often hopes that the reader will be able to use the lesson the character learned in the reader's own life. Consider Jason's character change. Then write one to two paragraphs about the theme of the novel *Anything But Typical*.

Your response should include:

- A description of Jason's character change, including the reasons he changed
- How this change reveals a theme of the novel
- Evidence from the text that supports your analysis of both the character change and theme
- Transitions and linking words that show relationships between your ideas and evidence

You may use your notes from the reading questions and from the last session when you thought about the theme.
### USE FOR MASTERY

Upload your answer below.

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<tr>
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<th>I</th>
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<th>Insn</th>
<th>Insn</th>
</tr>
</thead>
</table>

0 / 10000 Word Limit

### USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write a paragraph that describes Jason's character change, including the reasons he changed?
- Write one to two paragraphs about how this change reveals a theme of the novel?
- Introduce your claim and organize your paragraphs in a logical order?
- Provide two pieces of evidence from the novel that support your claim?
- Use transitions and linking words to show relationships to ideas?
- Use a consistent writing style throughout your paragraphs?
- Provide a concluding statement that summarizes your claim?
- Use proper spelling and grammar?
You have read the novel *Anything But Typical*. You will continue with readings for your project editorials in the next lesson.

**TEACHING NOTES**

If you have a preferred reading assessment platform, such as www.raz-kids.com, assess your student's reading ability at this time. You may choose to take one or two more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
Is Our Gain Also Our Loss? - Part 1

Objectives
- To read a blog post about the impact of technology
- To compose a comparison analysis of a podcast on technology with the blog post

Books & Materials
- *Is Our Gain Also Our Loss?* by Cailin Loesch in *myPerspectives*
- Online Notebook
- ELA Journal
- Computer

Assignments
- Read "Is Our Gain Also Our Loss?"
- Complete reading guiding questions.
- Complete concept vocabulary activities.
- Have discussion with Learning Guide or group about the reading.
- Compose entries into Evidence Journal.
- Review notes on anecdotes.
- Complete Analyze Craft and Structure activities.
- USE: Compose comparison paragraphs about the blog post and the podcast.

LEARN

LEARN ABOUT...

You are going to be reading about the impact of technology on society. Before you do so, read the Technology Timeline to help you learn more about the history of technology. The article has a timeline that shows the history of technology. Use this to gain a better understanding of how technology has progressed. Other readings may also contain timelines that will improve your understanding. After you read this article, you should know more basic information about the history of technology.

After you read, see if you can answer these questions about the history of technology:

1. When was modern electronic television invented?
2. When was the Apple I, one of the first personal home computers, developed?

TEACHING NOTES

Your student will be reading a background article about the history of technology here because later in the lesson your student will read about the impact of technology on society. After reading this article, your student should have a better idea of the history of technology.

1. When was modern electronic television invented? (the 1920s)
2. When was the Apple I, one of the first personal home computers, developed? (1976)
In the last lesson, you completed the novel *Anything But Typical*. Now, you will return to reading for the project. You will gather further evidence for the editorial you will write in the next lesson to complete the project.

Consider the following questions:

- What things can you think of—favorite games, useful tools, popular stores—that existed when you were a young child but are no longer a part of our day-to-day lives?
- What do you enjoy today that will probably disappear in the next ten years?

Write your thoughts in your ELA Journal. As you read the following blog post, think about the following questions:

- Who is speaking?
- What is the post about?

Now complete a first read for *Is Our Gain Also Our Loss?* in *myPerspectives* Unit 3: Modern Technology, Small-Group Learning.

Answer the **Comprehension Check** questions in the **Making Meaning** section of your textbook in your ELA Journal.

### POSSIBLE RESPONSES

1. The television weather reports were significant to him because he had to wait for the weather report to say it was 75 degrees before he was allowed to go swimming.
2. Technological advancements, for better or worse, are changing the way we live. In this blog post, Cailin Loesch considers the advantages and disadvantages of modern technology. Her father tells her about how when he was growing up, he had to patiently wait and watch TV weather reports at a particular time to know when he could swim. Cailin realizes that there are experiences her parents have had that she will never have and that she has had experiences that her children will never have. However, she isn’t certain that the way she lives today will result in the same kind of nostalgia her father feels. She wonders how future generations will look back on their childhoods.
**VOCABULARY**

**CONTEXT CLUES**

You will be using context to better understand the meaning of vocabulary words from the text. Read the words below and list them in your ELA Journal. Have you ever heard or used any of these words before?

- gradually
- nostalgic
- continuation

These words all have a suffix. Removing the suffix and thinking about the base word will give you clues to the meaning of the words.

- gradually -> gradual
- nostalgic -> nostalgia
- continuation -> continue

Now that you have a clue to the meaning of the words by thinking about the base word, find each word in the text. Read the sentence before the word, the sentence with the word, and the sentence after each word. Write a definition for each word in your ELA Journal. What is the connection between the words? Check your definitions using a dictionary.

**TEACHING NOTES**

Your student should read the sentences around each word to infer the meaning. Remind your student that while the words contain suffixes and may change the base word slightly, it is still possible to see the base word. Ask your student to connect the ideas in the surrounding sentences to the word. Your student should note that these words are all related to change.

Now, complete the **Speaking and Listening** activity in the **Making Meaning** section of your text. As you complete these activities, you may discuss your answers with your Learning Guide if you are working independently.

**TEACHING NOTES**

**Possible responses:**

If your student struggles to identify a device or invention he or she thinks is outdated, help him or her focus his or her thinking by suggesting a specific single category of technology (e.g., cars, movies, school) or the types of technology typically found in a single room in the home (e.g., living room, kitchen, basement). Then have your student create a two-column chart. In the left column,
have your student brainstorm and record examples of current technology associated with those categories. In the right column, have your student describe the same technology five years ago. Finally, have your student review and evaluate the comparisons and determine which provide the greatest contrast, or change in the last five years.

Today, you completed activities for the blog post “Is Our Gain Also Our Loss?” Next, you will continue analyzing the blog post.

☑️ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**GRAMMAR**

**PRONOUN CASE**

**Step 1**

You have been reading to understand the ideas in a blog post. You can break down a sentence to understand the functions of the pronouns in the sentence. You can think about how an author uses different pronoun cases to refer to nouns. Thinking about the function of pronoun cases helps you understand what the pronouns in a sentence refer to.

Read this sentence from *Is Our Gain Also Our Loss?*

> And so we boys spent our summer mornings waiting by the TV for the hourly report that read the temperature, praying that it would say the number we wanted it to so that we could dive in.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can look closely at a sentence to understand how an author uses different pronoun cases to convey different meanings in a sentence. You know that there are three pronoun cases:
• A subjective pronoun names the subject of a verb or is used in the predicate after a linking verb.

• An objective pronoun names the direct object of a verb, the indirect object of a verb, or the object of a preposition.

• A possessive pronoun shows ownership.

Look at the sentence chunks. Make separate piles of chunks that have subjective, objective, or possessive pronouns on them.

You put chunks with the pronoun *it* in two different piles. What did you have to think about when you categorized the chunks with *it* on them?

There are pronouns of all three cases used in this sentence. What would happen if the author used the wrong case on one of these chunks?

Put the chunks back in the sentence. Read the sentence. How does recognizing the pronoun cases help you understand the meaning of the sentence?

**Step 4**

Authors use pronouns to avoid repetition. The pronoun cases allow an author to use pronouns that have different functions. In this sentence, the author uses pronouns that have three different functions. The author needed to know what pronoun cases serve which functions. Good writers select pronouns carefully based on which case makes sense.

Read these sentences. Which pronoun case should be used in each blank?

• The author asks ____ dad why he thinks being able to see the weather on a phone is a bad thing.

• She listens as ____ shares a story from his younger days.

• The author's father talks about waiting with his brothers in front of the television, hoping it would show ____ that warm weather was in the forecast.

Fill in the blanks in the sentences with the right pronouns.

Why should you think about pronoun case when you use pronouns in your writing?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

• And so
• we boys
we boys spent our summer mornings waiting by the TV for the hourly report that read the temperature, praying that it would say the number we wanted so that we could dive in.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that the author’s father and his brothers used to have to watch television to see the weather report before they knew if they would be allowed to swim.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as this: The prepositional phrase “by the TV” shows a relationship between waiting and TV. The object of the preposition is TV. The phrase shows where they boys waited.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as this: “Tell me about one of the prepositional phrases you see. What is the object? What relationship does it show?”
we boys
spent our summer mornings
waiting by the TV
for the hourly report
that read the temperature,
praying that
it would say the number
we wanted
so that
we could dive in.

Step 3
Your student should make these piles:

Subjective:
- we boys
- it would say the number
- we wanted
- we could dive in.

Objective:
- it to

Possessive:
- spent our summer mornings

Possible answer:
It means that the author's father and his brothers used to have to watch television
to see the weather report before they knew if they would be allowed to swim.

Step 4
Possible response: The sentence could be confusing. I could lose track of what is going on.

Possible response: It helps me keep track of who or what the author is referring to and that person
or thing's role in the sentence.

Answers:
- possessive
- subjective
- objective

Answers:
- The author asks [her] dad why he thinks being able to see the weather on a phone is a bad thing.
- She listens as [he] shares a story from his younger days.
The author’s father talks about waiting with his brothers in front of the television, hoping it would show [them] that warm weather was in the forecast.

Possible response: I need to make sure I’m using the right case so the meaning of my sentence is clear. The wrong case can make things confusing.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

And so we boys spent our summer mornings waiting by the TV for the hourly report that read the temperature, praying that it would say the number we wanted it to so that we could dive in.

Then say, “In this sentence, the author uses all three pronoun cases. The author had to recognize the function of each pronoun in the sentence in order to choose the correct case. You need to do the same thing when you write. This sentence is about a memory the author’s father is sharing. Can you write a sentence about a memory you have using all three pronoun cases?”

Your student might write something like this:

My brother was crying because he lost some money dad gave him, and I remember giving him $5.

Ask your student to identify each pronoun and its case. For example:

- My: possessive
- he: subjective
- him: objective
- I: subjective
- him: objective

If your student struggles to write the sentence, first have him or her list several pronouns of each case. For example: he, she, I (subjective); him, us, her (objective); my, his, our (possessive). Then have your student write the sentence using at least one pronoun from each group he or she listed.

Ask, “Why is it important to understand when to use each of the three pronoun cases?” Possible response: So I can pick the pronoun that makes sense for how it has to function in the sentence.

In the last lesson part, you read a blog post about technology. Now, you will continue the analysis of that blog post.
Go back to the first four paragraphs in the blog post, “Is Our Gain Also Our Loss?” in myPerspectives Unit 3: Modern Technology, Small-Group Learning. Take a moment to note in your ELA Journal details that indicate that the supporting details are part of a story or anecdote, or work with small groups as you highlight them together.

An anecdote is a brief story that illustrates a concept.

Now answer the following questions in your ELA Journal:

1. What can you infer from the author’s use of anecdotes?
2. What is the importance of these details in the text? Why might the author have included these details?

Possible responses:

1. The author includes her story and her father’s story to show that changes in technology affect people’s experiences.
2. The author’s use of anecdotes helps readers to relate to the stories and begin to consider ways in which technology and our way of living are changing.

### TEACHING NOTES

### COMPREHENSION

**Making Connections: Text-to-Self**

Good readers make connections to what they are reading. Good readers recognize when a text reminds them of something that has happened in their own lives. They use these connections to understand more about the information presented in the text. These connections to your experiences and what you know are called text-to-self connections.

As you read the blog post, “Is Our Gain Also Our Loss?” think about similar experiences you have had in your own life. This text talks about older people longing for what they feel was the simpler, less complicated world of their youth. Has anyone in your life ever said, “When I was your age...?”

When a text reminds you of a moment in your life, make text-to-self connections. Practice making these connections by writing answers to the following questions in your ELA Journal:

- What does this text remind me of in my life?
- Has something like this ever happened to me?
- What were my feelings when I read this?
- What insights do these connections give me about the text?
Encourage your student to make text-to-self connections by asking the following questions: “What does the text remind you of? Has something like this ever happened to you? What were your feelings when you read this? How can you connect this to what you’re reading?”

Have your student discuss what kinds of inferences he or she is making about the text based on these connections.

Now, turn to the Analyze Craft and Structure: Reflective Writing page of the Making Meaning section of your textbook. Since you will be writing arguments for this project, pay close attention to the information about argument on this page. Take notes in your ELA Journal and answer the practice questions. Make sure to complete the chart in your ELA Journal.

### Possible responses:

<table>
<thead>
<tr>
<th>Is Our Gain Also Our Loss?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What memories of technology does Loesch’s father have from his youth?</td>
<td>He had to wait for hourly news and weather reports. He remembers 30-second, slower-paced television commercials for his favorite cereal.</td>
</tr>
<tr>
<td>How do her father’s memories contrast with Loesch’s experiences during her own childhood?</td>
<td>Her generation has access to news constantly. Her generation is exposed to advertising that is fast-paced and full of snappy graphics. Her generation is shifting from handwriting to digital writing (Google Docs).</td>
</tr>
<tr>
<td>What thoughts about the future do these contrasts inspire in Loesch?</td>
<td>She reflects that her generation and future generations will never understand a pre-tech generation like her father’s. She wonders if future generations will even have to plug in a phone to charge it, and whether paper money will become digital like everything else.</td>
</tr>
</tbody>
</table>
Now, take a few moments to collect evidence in your Online Notebook about whether or not technology is helpful or harmful. Be sure to use quotes and make sure to cite them with this source. Take notes on both sides of the issue now. It will make your writing easier when you get to the editorial.

Remember, here are some digital notebooks:

1. Online Notes: https://shrib.com/#HCBzoLG92qPtdpgwMQng
2. Evernote: www.evernote.com

In this part, you completed a close reading for the post “Is Our Gain Also Our Loss?” In the next part, you will complete the Use for this lesson.

✔️ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Is Our Gain Also Our Loss? - Part 3

Objectives
- To read a blog post about the impact of technology
- To compose a comparison analysis of a podcast on technology with the blog post

Books & Materials
- Computer

Assignments
- Read "Is Our Gain Also Our Loss?".
- Complete reading guiding questions.
- Complete concept vocabulary activities.
- Have discussion with Learning Guide or group about the reading.
- Compose entries into Evidence Journal.
- Review notes on anecdotes.
- Complete Analyze Craft and Structure activities.
- USE: Compose comparison paragraphs about the blog post and the podcast.

USE

You have read the blog post “Is Our Gain Also Our Loss?” Listen to or read the transcript for the podcast “Bored… and Brilliant? A Challenge to Disconnect From Your Phone.”

Note evidence the author uses to reveal his opinion on technology in our lives. Then, answer the questions.

USE FOR MASTERY

Which statement BEST describes the main point of view presented in both selections?

- The author of the blog post and Zomorodi in the podcast both express excitement about the future of technology.
- The author of the blog post and Zomorodi in the podcast both suggest that we should take a break from using cell phones.
- The author of the blog post and Zomorodi in the podcast both believe that technology plays a bigger role in our lives than it should.
- The author of the blog post and Zomorodi in the podcast both question the effect of technology on our lives.
Complete the chart to compare and contrast information from the selections.

<table>
<thead>
<tr>
<th></th>
<th>Is Our Gain Also Our Loss?</th>
<th>Bored... or Brilliant? A Challenge to Disconnect from Your Phone</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions the future of technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No strong position taken on whether technology is good or bad</td>
<td></td>
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<tr>
<td>Focuses on a single form of technology</td>
<td></td>
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</tr>
<tr>
<td>Invites the reader to act on the information in the text</td>
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<td></td>
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<tr>
<td>Describes technology across generations</td>
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</tbody>
</table>

**USE FOR MASTERY**

If your teacher has asked you to submit files for this assessment, please attach them to this upload box.

Supported file formats: PDF, JPG, GIF, PNG, TXT, XPS, ZIP, Word, Excel, Powerpoint, Publisher, Open Office, Video

0 / 12 File Limit
SHOW

DUELING OP-EDS

Now, you will return to the readings in this unit and your evidence journal from Anything But Typical. When you wrote your previous editorial, you expressed your point of view.

In the final SHOW, you are going to write an editorial from the opposing point of view.

Today, you are going to gather evidence that supports the opposing point of view from your readings. Then, group that information into the major points you wish to present. At the end of your class today, you should have gathered and grouped all the evidence for your editorial.

Review the rubric so that you are sure to gather the evidence you need.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
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</thead>
<tbody>
<tr>
<td>Trace and evaluate the argument and specific claims in a text,</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
<td>Project</td>
</tr>
<tr>
<td>distinguishing claims that are supported by reasons and</td>
<td>successfully integrates the ideas from one</td>
<td>attempts to integrate the ideas from one</td>
<td>uses the ideas from one source, identifying</td>
<td>does not use the ideas from one source,</td>
</tr>
<tr>
<td>evidence from claims that are not.</td>
<td>source,</td>
<td>source,</td>
<td>claims that are for and against the topic</td>
<td>identifying claims that are for and</td>
</tr>
<tr>
<td></td>
<td>identifying claims that are for and against</td>
<td>of helpfulness of technology.</td>
<td>against the topic of helpfulness of</td>
<td>against the topic of helpfulness of</td>
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<td></td>
<td>the topic of helpfulness of technology.</td>
<td></td>
<td>technology.</td>
<td>technology.</td>
</tr>
</tbody>
</table>
Review the rubric so that you are sure to gather the evidence you need. Then, group that information into the major points you wish to present. At the end of your class today, in the final SHOW, you are going to write an editorial from the opposing point of view. When you wrote your previous editorial, you expressed your point of view. DUELING OP-EDS with others.

Use technology, as well as to interact posted writing as published in word software and one or both are not detract from the meaning.

Evaluate the project clearly two transition words. Project appears to be in first draft stage with multiple errors in organization, sentence structure, and spelling. No transition words used.

Distinguish the relationships among claim(s) and reasons. Establish and maintain a formal style.

Critically analyze the text, demonstrating an understanding of the topic or text. Ideas are clear and organized. Effectively utilizes transition words. Project may contain a few errors in spelling and grammar that do not detract from the meaning.

Make use of helpfulness of technology. Projects do not provide two argumentative texts which attempt to support opposing claims with reasons. There may or may not be evidence from one source. One text is clearly more convincing than the other.

Establish and maintain a formal style.

Both Op-Ed texts which provide two clear arguments are equally convincing. One text may be more convincing than the other.

Both Op-Ed texts which provide two clear arguments are equally convincing. One text may be more convincing than the other.

Both Op-Eds are equally convincing. One text is clearly more convincing than the other.

Both Op-Eds are equally convincing. One text is clearly more convincing than the other.

Both Op-Eds are equally convincing. One text is clearly more convincing than the other.
SHOW DUELING OP-EDS

Now, you will return to the readings in this unit and your evidence journal from Anything But Typical.

When you wrote your previous editorial, you expressed your point of view. In the final SHOW, you are going to write an editorial from the opposing point of view.

Today, you are going to gather evidence that supports the opposing point of view from your readings. Then, group that information into the major points you wish to present. At the end of your class today, you should have gathered and grouped all the evidence for your editorial.

Review the rubric so that you are sure to gather the evidence you need.

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<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use technology, including the internet, to produce and publish writing as well as to interact with others.</td>
<td>Both Op-Ed arguments are published in word processing software and posted to an interactive website.</td>
<td>One or both Op-Ed arguments are published in word processing software and one or both are posted to an interactive website.</td>
<td>One or more Op-Ed arguments are published in word processing software and one is posted to an interactive website.</td>
<td>One or none Op-Ed arguments are published in word processing software and one or none are posted to an interactive website.</td>
</tr>
</tbody>
</table>

TEACHING NOTES

Your student should have already completed the research for the editorial. Make sure that your student has information from one of the same sources he or she used for the first editorial. He or she MUST use one of the same sources for both sides of the issue.

In this part, you completed the first part of the SHOW. In the next lesson, you will begin the final part of the project.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Review the Project Rubric so that you are sure to cover all of the criteria in your second editorial for the Dueling Op-Eds project.

Student should make sure to follow the same strategies as he or she did in Write an Argument and the Interim SHOW.

You will have five sessions to complete this project. You will complete the same steps that you completed in Write an Argument for the first three sessions while you are writing and revising your editorial. You are writing from the same prompt:

Do electronic devices and online access really improve our lives?

You have learned that authors think deeply about the details they include in their texts and how they arrange those details in writing. You will write your argument in editorial format and publish it.

This is the second editorial so it should take the opposing viewpoint from your first editorial.

Now, begin your prewriting activities: create your claim, acknowledge the counterclaim, and gather evidence. You should follow the same steps that you took for the first editorial.
Be sure to include evidence from one of the same sources that you used in your first editorial. Now that you have read more texts, you may have a longer editorial this time which is fine. Make sure you explain your reasons and gather evidence.

Remember to use quotation marks around direct quotes. If you paraphrase, be sure to use your own words. Both need to be cited.

**TEACHING NOTES**

Your student should be gathering evidence from his or her evidence logs. Be sure that your student’s clam is the opposing view from his or her first editorial.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
Now, you will use your prewriting to complete a first draft of your second editorial.

An editorial is a kind of argument that is published in a print or digital newspaper or magazine. In an editorial, an author offers an opinion about an issue. A well-written editorial uses valid reasons and evidence to convince readers to agree with the author’s position.

An effective editorial contains these elements:

- a precise claim, or position
- clear reasons and evidence that support the claim
- a logical organization that makes clear connections among claims, reasons, and evidence
- a concluding statement or section that logically completes the argument
- a formal and objective language and tone
- use of transitions to show the relationships between ideas

An editorial is written to be published in a particular format and address a specific audience. For this reason, writers of editorials choose language and tone carefully.

Work on your draft now.

TEACHING NOTES

Your student should complete his or her first draft in this session. He or she will have one more session to revise and edit the draft.

Remind your student to use transition words and to include the same source from the first editorial to support the opposing opinion as the rubric indicates.
ANOTHER WAY

ARGUMENT GRAPHIC ORGANIZER

You are ready to start your draft, but first do some planning. Using your notes, complete the graphic organizer. This will help you organize all your claims, evidence and reasoning for your essay. Using the correct structure is required for an argumentative essay.

TEACHING NOTES

Your student will benefit from planning his or her essay before beginning the draft. Assist as necessary. You may want to review the graphic organizer to be sure that the claims, evidence and reasonings are present and that the introduction and concluding paragraphs are complete.

In this part, you wrote your first draft of your editorial. In the next part, you will revise and edit the editorial.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you completed a first draft of your second editorial. Now, you will revise and edit the editorial.

An editorial is a kind of argument that is published in a print or digital newspaper or magazine. In an editorial, an author offers an opinion about an issue. A well-written editorial uses valid reasons and evidence to convince readers to agree with the author’s position.

An editorial is written to be published in a particular format and address a specific audience. For this reason, writers of editorials choose language and tone carefully.

Now take time to read your editorial aloud to see where you may have errors. Make changes to your draft.

If you have not typed your draft into Word Processing software, please do so before the end of this part.

Add transition words to your draft to show the connection between ideas. Remember that transitional words, phrases, and clauses that show the relationships among claims, reasons, and evidence will greatly help readers follow and understand your argument. It’s always better to clearly show the relationships among ideas rather than make the readers make the connection for themselves.

Refer back to your thesis. Make sure you have supported your thesis with solid reasons. Also, make sure you have included details from the blogs to support your reasons.

Work on revising and editing your draft now.
In the last part, you completed a first draft of your second editorial. Now, you will revise and edit the editorial.

An editorial is a kind of argument that is published in a print or digital newspaper or magazine. In an editorial, an author offers an opinion about an issue. A well-written editorial uses valid reasons and evidence to convince readers to agree with the author’s position.

An editorial is written to be published in a particular format and address a specific audience. For this reason, writers of editorials choose language and tone carefully.

Now take time to read your editorial aloud to see where you may have errors. Make changes to your draft.

If you have not typed your draft into Word Processing software, please do so before the end of this part.

Add transition words to your draft to show the connection between ideas. Remember that transitional words, phrases, and clauses that show the relationships among claims, reasons, and evidence will greatly help readers follow and understand your argument. It’s always better to clearly show the relationships among ideas rather than make the readers make the connection for themselves.

Refer back to your thesis. Make sure you have supported your thesis with solid reasons. Also, make sure you have included details from the blogs to support your reasons.

Work on revising and editing your draft now.
In the last session, you completed your revisions and edits for your editorial. Now, you will need both of your editorials to complete the session as well as your evidence log.

Use your editorials to create a Pros and Cons chart for the prompt:

*Do electronic devices and online access really improve our lives?*

- This chart should include the evidence used in the editorials and evidence from the texts but not included in the editorials.
- Pros/cons may be examples, paraphrased details from text, or quoted from texts directly.

Your chart should have two columns. Label one column "Pros" and list evidence that electronic devices do improve our lives. Label the other column "Cons" and list ways that electronic devices do not improve our lives. Take your time now to complete this chart.

Your student should be creating a chart with the evidence from his or her editorials but also the evidence from his or her logs.

He or she will use this for the next session, prior to uploading his or her final editorial to a publishing site.
In this part, you created a list of pros and cons about using technology. In the next part, you will share the list with your group.

✅ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: Dueling Op-Eds - Part 5

Objectives
- To compose two editorials representing both sides of the issue of the impact of technology on our lives

Books & Materials
- Digital Notebook
- Online presentation method
- Computer

In the last session, you listed the pros and cons of technology in improving our lives. Now, you will present your findings to your group or your Learning Guide.

First, you need to think of a creative way to present your pros/cons chart to your group. It could be a PowerPoint, Prezi, VoiceThread, Google Slides or any presentation method you wish.

See the following resources for options:

www.prezi.com
www.voicethread.com
Google Slides

Note, this presentation should not be a copy of your editorials, but just the important points regarding technology’s impact broken out into the points themselves. Make sure your presentation delivers the most important details from both sides of the issue. You may provide key ideas, evidence, and even add videos!

COLLABORATION

You will share your presentation with your group. If necessary, you may share with your Learning Guide.

In this part you shared your evidence with your group or Learning Guide after creating a presentation of your ideas. In the next part, you will finally publish your editorial.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Last session, you shared a presentation of the pros and cons of technology with your group. Today you will publish your second editorial.

An editorial is a kind of argument that is published in a print or digital newspaper or magazine. In an editorial, an author offers an opinion about an issue. A well-written editorial uses valid reasons and evidence to convince readers to agree with the author’s position.

You have written two editorials from opposing views on the following prompt:

*Do electronic devices and online access really improve our lives?*

Now, take your second editorial and use your publishing software or website to publish it.

Upload your editorial below.

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**FINAL PROJECT**

Upload your project below.

Supported file formats: PDF, JPG, GIF, PNG, Word, Powerpoint
Show your finished project to your Learning Guide.

Now that you are done with your project, write about your experience in your ELA Journal. *Which part of the project did you enjoy the most? Which part gave you the most difficulty?*
UNIT QUIZ

Please go online to view and submit this assessment.