Introduction
We Are All Alike:

Connecting to Gary Soto’s “Seventh Grade”

Grade Level: 7th Grade Language Arts
Target Group: Transitional Bilingual Spanish/English

Source of Written Reading materials: McDougal Littell Literature Grade 7, Seventh Grade by Gary Soto, pages 20-28.
Source of Lessons: New Haven Public Schools Reading Comprehension Guide for Grades 6-8

Learning Goals: I want my students to know...

a. The definitions of character and setting and how to identify them in a story.
b. How to visualize the written text as they are reading.
c. How to write a plot summary.
d. How to make a strong connection with a character in the story.
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**Appendix A**  Original Lesson Plan  
**Appendix B**  “Seventh Grade” by Gary Soto
Lesson 1
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<th>LANGUAGE</th>
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<td>Students will know:</td>
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<tr>
<td></td>
<td>1. How to visualize the written text while reading.</td>
</tr>
<tr>
<td></td>
<td>2. The definitions of character and setting.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>1. Visually represent written words (reading).</td>
</tr>
<tr>
<td></td>
<td>2. Write sentences naming the characters and setting.</td>
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<table>
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<tr>
<th>TASK</th>
<th>PRE-PRODUCTION</th>
<th>EARLY PRODUCTION</th>
<th>SPEECH EMERGENT</th>
<th>NEARLY FLUENT</th>
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<td><strong>Reading:</strong></td>
<td>Match pictures to short sentences with highlighted sensory words.</td>
<td>Read a section of the story (narration only), sensory words are highlighted, and match pictures with the words.</td>
<td>Use the following sentences to write characters and setting: <strong>Character name</strong> is __________, <strong>setting</strong> is __________.</td>
<td>Write a paragraph describing the main character and the setting.</td>
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<td><strong>Identifying words and drawing them:</strong></td>
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<td></td>
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<td><strong>Naming characters and setting:</strong></td>
<td></td>
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<td></td>
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</table>

**Setting name:** __________
<table>
<thead>
<tr>
<th>Situation</th>
<th>Characters and Settings</th>
<th>Grammar/skill</th>
<th>Vocabulary</th>
<th>Formulae</th>
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<tbody>
<tr>
<td>Identify and describe</td>
<td></td>
<td>1st, 2nd, 3rd person singular &quot;to be&quot; adjectives</td>
<td>A School, A classroom, A hallway, A cafeteria</td>
<td>I am ____ . You are ____ . The setting is ____ .</td>
</tr>
<tr>
<td>Visualize</td>
<td></td>
<td>Subject + is + adjective</td>
<td>victor, Teresa, Michael, Mr. Lucas, Mr. Bueller</td>
<td>The character in the story.</td>
</tr>
<tr>
<td>Written Text</td>
<td></td>
<td></td>
<td></td>
<td>Character name is ____ .</td>
</tr>
</tbody>
</table>

- **Character name** is ____ .
- **Complete the sentence** with the word " ____ ."
Lesson 1: Modified Lesson Plan

**Content Objectives**
- Students will know how to visualize written text while reading.
- Students will know the definitions of character and setting.

**Language Objectives**
- Students will visually represent written words (reading).
- Students will write sentences naming the characters and setting.

**Key Vocabulary**
- setting - nervous
- character - embarrassed
- friendly - happy
- strange - upset

**Activity 1: Pre-reading Anticipation Guide**
- Teacher introduces the vocabulary (friendly, strange, nervous, understanding, happy, cute) with visuals, realia, and acting.
- Then, the teacher introduces pronunciation. Students repeat pronunciation chorally and individually.
- To check comprehension, as a group teacher asks students to act out vocabulary with facial expressions.
- Next, teacher pairs students heterogeneously by language ability to fill out the anticipation guide (see pg. 6).
- With anticipation guide on overhead, teacher reads instructions and models how to fill out the sheet with a competent student as partner.
- Students must read the sentences and circle yes or no about themselves.
- Then, they will tell their partners how they feel about each other. You are "friendly." You are "nervous." You are not "strange." Leave sentence structure "you are ________" written on worksheet transparency on overhead.
- When all students finish with worksheet, teacher tells students they are going to introduce their partner using one of the new vocabulary words. Model the language "Juan is nervous/friendly/etc." and write the structure on the board.
- Each student says one sentence about partner.

**Activity 2: Story summary with drawing**
- Teacher puts students in homogenous groups of 3 or 4 in order to complete this activity.
- Teacher models the activity with the following sentence on the overhead:
  It is the first day of school. Victor, a Mexican boy in 7th grade, signs up for French class. Teresa, the cute girl that Victor likes, is taking French also.
• Teacher highlights the words “Victor, sign up, French class, Teresa, cute”. Then, the teacher draws these words in a box.
• This activity will be different for the various language levels in the class. The pre-production students will match pictures with sentences (see pg. 7). The speech emergent students will read a simplified version of the text and draw pictures (see pg. 8-9). The nearly fluent students will read edited passages from the text and draw pictures (see pg. 10-11).
• After the activity, teacher puts students in heterogeneous groups to check their answers.
• Teacher writes the structure “I can see the word _____________” on the blackboard. With a picture from the activity, teacher models how students can check their work. For example, the picture is Victor and Teresa eating lunch. Teacher says “I can see the word Victor. I can see the word Teresa. I can see the word lunch. I can see the word smile.” and points to these words as he says them.

Activity 3: Identifying character and setting
• Teacher gives worksheet (see pg. 12-14) to students. In this activity, students individually complete a worksheet to show their understanding of the characters and settings in the story. All of the students use the information from Activity 2 (see pg. 7-11) to complete the assignment.
• With copy of pre-production worksheet (see pg. 12) on overhead and answers from Activity 2 in hand, teacher models how to fill out sections 1 and 2. Teacher points to words and sentence structure and writes down answers. Teacher also refers to Activity 2 for answers.
• The pre-production students will use the structure “_______________ is a character” to identify the characters and then complete a cloze passage to show their understanding of the characters and setting (see pg. 12).
• The speech emergent students will use the same structure as the pre-production to identify characters and then use a word bank to write sentences (see pg. 13).
• The nearly fluent students will be offered an example of how to write a paragraph about the characters and the setting and then they must complete the work on their own (see pg. 14).
• When finished, teacher sends students back to original homogeneous groups from activity 2.
• Teacher tells students to read answers to each other.
• Meanwhile, teacher monitors groups and checks for correct answers.
• Teacher collects worksheets to assess student learning.
Anticipation Guide

Instructions: Read the sentences and answer yes or no

I am **friendly** sometimes.  
I think:  
Partner thinks:

I am **strange** sometimes.  
I think:  
Partner thinks:

I am **nervous** sometimes.  
I think:  
Partner thinks:

I am **upset** sometimes.  
I think:  
Partner thinks:

I am **happy** sometimes.  
I think:  
Partner thinks:

I am **embarrassed** sometimes.  
I think:  
Partner thinks:
Visualization

Instructions: Match the sentences with each picture. Number 1 is done for you.

1. Michael is Victor’s **friend**. Michael is **strange** and makes funny **faces** to impress girls. **F**
2. **Teresa** is in Victor’s **homeroom**, but not in his classes in the morning. Victor is **bored**.
3. Victor is **embarrassed** in English class. All the **girls** and **boys** know that he likes Teresa.
4. Victor looks for Teresa at **lunch**. Teresa smiles at him. He is **happy**.
5. In French class, Victor is **nervous**. He pretends to speak French to impress Teresa. The French teacher, **Mr. Bueller**, is **understanding**.
6. Teresa thinks Victor can speak French. She asks Victor to help her with French. Victor is very **happy**.
Visualization

_Instructions:_ Read the sentences and then draw in the boxes on the next page. The important words are underlined. Number 1 is done for you.

1. Victor and Michael shook hands in the hall. Michael was making a funny face. He said that all male models make that face. Victor thought it looked strange.

2. The bell rang for first period, and Teresa spoke with the homeroom teacher. Victor waited, with his head down. When they left homeroom, Teresa walked the other way. They weren't in the same English class.

3. In English class they talked about nouns. The teacher asked Victor to give an example. Victor said Teresa, and the girls laughed at him. He was embarrassed.

4. At lunch, Victor sat with Michael, who continued to make faces. Then he saw Teresa. She was sitting under a tree. She smiled at him.

5. Victor sat in the front, close to Teresa. Mr. Bueller asked if anyone knew French. Victor raised his hand. The teacher spoke to Victor in French, and Victor invented some words. Mr. Bueller understood that the boy didn't know French.

6. The bell sounded and Victor left the room. Teresa stood in front of him and commented on how great his French was. Teresa asked Victor for help in French, and he answers yes. Victor is very happy.
Lesson 1
Activity 2
Levels: Nearly Fluent

1. Victor
2. Michael
3. 
4. 
5. 
6. 

Diagram showing two individuals shaking hands.
Visualization

Instructions: Read the passages and then draw what you think the scene looks like in the boxes on the next pages. Number 1 is done for you.

1. Victor and Michael shook hands. "How come you're making a face?" asked Victor. "I ain't making a face, ese. This is my face." Michael said. He had read a GQ magazine and noticed that the male models all had the same look on their faces. They would scowl.
   Victor thought his friend looked pretty strange.

2. The bell rang for first period, and Teresa lingered, talking with the homeroom teacher. "So you think I should talk to Mrs. Gaines?" she asked the teacher. "She would know about ballet?"
   Victor waited, keeping his head down and staring at his desk.
   When they left homeroom, Teresa walked the other way. They weren't in the same English class.

3. In English they reviewed the parts of speech. "Somebody give me an example of a person--you, Victor Rodriguez."
   "Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

4. After math he had a fifteen-minute break, then social studies, and finally lunch. He sat with Michael, who practiced scowling between bites,
   He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. Then he saw her. She was sitting with a girlfriend under a plum tree. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books.

5. Victor was forced to sit near the front, a few desks away from Teresa. Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "Tres bien, Parlez-vous francais?"
   "La me vave me con le grandma," he said uncertainly.
   Mr. Bueller, wrinkling his face in curiosity, asked him to speak up. Victor mumbled, 'Frenchie oh wewe gee in September."
   Mr. Bueller understood that the boy didn't know French and turned away.

6. The bell sounded for fifth period, and Victor shot out of the room. Teresa stood in front of him. "I didn't know you knew French," she said. "That was good."
   "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.
   "Sure, anytime," Victor said.
   He was going to like seventh grade.
Characters and Setting

Instructions: Read the sentences from Activity 2. Identify the characters and write sentences below.

Example: ________________ is a character.

1. Victor is a character.

2.

3.

4.

Instructions: Use these words to fill in the blanks

Homeroom    Victor    Mr. Bueller
Victor      Michael    Happy
French      Help       Teresa
Teresa

_________Victor_______ is the main character. ________________ is his friend. He makes funny faces. Victor likes a girl named _________________. She is in Victor's ________________ but not in his classes. At lunch, ________________ smiles at Victor. _________________ is happy. In _______________ class, Victor is nervous. The French teacher, named _________________ is understanding. Teresa asks Victor to _______________ her with French. Victor is _______________.

**Characters and Setting**

*Instructions*: Read the sentences from Activity 2. Identify the characters and write sentences below.

Example: _____________ is a character.

1. Victor is a character.

2. 

3. 

4. 

*Instructions*: Use one word or phrase from each column to make sentences. Use the information from activity 2 to help you.

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<th>Character</th>
<th>Action</th>
<th>Character</th>
<th>Setting</th>
</tr>
</thead>
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<td>The girls</td>
<td>Waits for</td>
<td>Victor</td>
<td>In French class</td>
</tr>
<tr>
<td>Victor</td>
<td>Smiles at</td>
<td>Teresa</td>
<td>After French class</td>
</tr>
<tr>
<td>Teresa</td>
<td>Speaks French to</td>
<td>Michael</td>
<td>In Homeroom</td>
</tr>
<tr>
<td>Victor</td>
<td>Laugh at</td>
<td>Victor</td>
<td>In English class</td>
</tr>
<tr>
<td>Victor</td>
<td>Shakes hands with</td>
<td>Mr. Bueller</td>
<td>During Lunch</td>
</tr>
<tr>
<td>Teresa</td>
<td>Asks for help from</td>
<td>Victor</td>
<td>In the hall</td>
</tr>
</tbody>
</table>

Example:

1. **Victor** shakes hands with **Michael** in the hall.

2. 

3. 

4. 

5. 

6. 
Characters and Setting

Instructions: Using information from activity 2, write a paragraph describing the main characters of the story and the setting. Use the following format to write your paragraph.

Character --- Action --- Character --- Setting

Example: ↓ ↓ ↓ ↓
First, Victor shook hands with Michael in the hall. Then, ...
Narrative: Lesson 1

I developed this lesson with the intention of using as many sheltered strategies as possible while attending to various levels of English ability. I start off the lesson by developing essential vocabulary for the theme of the unit (connecting to characters in the text and to peers). While introducing the vocabulary, I use visuals, realia, and constant gesturing and acting. Next, a pre-reading anticipation guide, which uses the vocabulary, gives the students key background knowledge to access the plot of the story. It also gets students to think about what they are like, which will enable them to make a more meaningful connection during the third lesson. The guide has visuals so beginning students can participate. Students are heterogeneously paired in this activity so that more advanced English speakers can clarify understanding with beginners. L1 (because it is a bilingual Spanish/English class) allows students to clarify any misunderstood concepts central to the unit. Students can interact in this activity in pairs and as a whole group. More advanced English speakers can express how they embody the characteristics in the guide. My pace of instruction is user friendly and I constantly repeat key terms so they will become engrained in students’ minds. Also, I allow students to practice pronunciation by allowing time for class repetition.

I begin the second activity by modeling to the entire group. Although the activities differ for each level, the modeling is scaffold so that all levels understand the assignment. The written text is modified according to each levels’ needs. The activity is designed to accomplish two objectives 1) to practice the reading strategy of visualizing text, and 2) to frame the plot of the story so that students will be able to access the original text. Also, the pictures facilitate oral English. Students can use the pictures, which are paired with key words, to express what is happening orally. I can tell if students understand the sequence of events in the story by looking at their worksheets.

I give students structures to write sentences in activity three so beginning and intermediate students can organize their writing. Pre-production are provided with more scaffolding with a cloze passage, while speech emergent are given a word bank. They are expected to write more because they have a larger vocabulary to access. Students are appropriately grouped in each activity so that they can meet with students of their own ability and benefit from learning from more advanced English speakers, or benefit from teaching to beginners. At times, students are expected to work in groups where they can interact with a number of peers, and sometimes students work in pairs, where the interaction is more intimate. Individual work allows the teacher to fully monitor the understanding of key concepts. Because it is the first lesson, the interaction is mostly retelling of the plot. Students need to grasp the storyline before making connections to their own lives, which comes in the proceeding lessons.
Lesson 2
### Lesson 2: Objectives and Performance Indicators

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<td><strong>Knowledge</strong></td>
<td>Students will know:</td>
</tr>
<tr>
<td></td>
<td>1. How to identify the plot in a story.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>1. Write a short paragraph summarizing the plot of the story.</td>
</tr>
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<tr>
<th>Task</th>
<th>Pre-production</th>
<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate</th>
<th>Nearly Fluent</th>
</tr>
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<tr>
<td>Reading: Identify the main ideas of a section of writing.</td>
<td>Match labeled pictures to paragraphs for a section of the story (with help from text notes).</td>
<td>Match unlabeled pictures to paragraphs for a section of the story (with help from text notes) and label them with names and setting.</td>
<td>Fill in a cloze passage for text notes (with help from a word bank) for a section of the story.</td>
<td>Write text notes with important sentences underlined (as clues) for a section of the story.</td>
<td>Write text notes for a section of the story.</td>
</tr>
<tr>
<td>Writing: Put pieces together to summarize the plot of a story.</td>
<td>With the help of a “Somebody Wanted But So” organizer, put most important pictures from 5 sections of the story together to make a comic strip summary of the plot.</td>
<td>With the help of a “Somebody Wanted But So” organizer, put most important pictures (with labeled characters and setting) from 5 sections of the story together to make a comic strip summary of the plot.</td>
<td>Put information from 5 sections of the story together to fill out a cloze passage of a “Somebody Wanted But So” plot summary organizer (with word bank).</td>
<td>With the help of a word bank, put information from 5 sections of the story together to write a “Somebody Wanted But So” plot summary.</td>
<td>Put information from 5 sections of the story together to write a “Somebody Wanted But So” plot summary.</td>
</tr>
</tbody>
</table>
Lesson 2: Functional/Notional Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary</th>
<th>Grammar/skill</th>
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</thead>
<tbody>
<tr>
<td>Summarize</td>
<td>Plot of a story</td>
<td>_____ wants to ...</td>
<td>Victor, see, girl, school</td>
<td>Present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So _____ does ______ because ___</td>
<td>Take, French, girl</td>
<td>Sequence words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unfortunately, ...</td>
<td>Class</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So ...</td>
<td>French, impress, pretend, speak</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the end, ...</td>
<td>Help, happy</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: Modified Lesson Plan

Content Objective
- Students will know how to summarize the plot of the story.

Language Objective
- Students will write a short paragraph summarizing the plot of the story.

Key Vocabulary
plot          French          speak          wants
see           class           help           so
girl          impress         happy          unfortunately
school        pretend         somebody       in the end
take

Warm-up: Activate knowledge from lesson 1
- Teacher leaves opening warm-up on the students' desks (see pg. 20).
- Students enter class and read the instructions.
- In pairs, students read the list of characters and settings from the story and circle the four choices that are correct. Give students 2 minutes to complete the activity.
- Teacher makes a T-chart on the blackboard with Characters and Setting.
- Teacher elects 8 students, one by one, to come to the blackboard and write one of the answers from the warm-up sheet.
- Remaining students use thumbs up or thumbs down to show agreement or disagreement with each answer.
- After listing characters and settings, with the vocabulary strips from lesson 1, teacher calls individual students to the board to match vocabulary words (friendly, strange, nervous, understanding, happy, cute) with characters. Use magnets to fasten the strips.
- Once again, remaining students show agreement or disagreement with thumbs.

Activity 1: Jigsaw (Reading)
- Teacher places students into five heterogeneous groups (according to language ability). There must be at least one pre-production, one speech emergent, and one nearly fluent student in each group.
- Teacher tells the students they are going to be reading a section of the story. Later, they are going to explain their section to other students in order to understand the whole story.
- In each group, teacher gives respective students their worksheet based on their English language level (see pg. 21-40).
- Model: with transparency of pre-production worksheet (see pg. 21-22) on overhead, teacher reads a section of text. Next, teacher reads the text notes on the right side. Finally, teacher matches a picture to the text notes.
- The pre-production students in each group need to match short text notes with pictures (see pg. 21-30).
- The speech emergent students need to read the section and then complete a cloze passage, which summarizes key points (see pg. 31-35).
- The nearly fluent students need to read the section and then write text notes on the side of the page (see pg. 36-40).
- Teacher roams from group to group to check student progress.
- Teacher addresses class when students are finished. Teacher explains that students can check their work with each other (the text notes from the pre-production worksheet will help speech-emergent and nearly fluent students to check their own work and to check the picture matching of the pre-production students).

**Activity 2: Jigsaw Continued (Plot Summary)**
- Teacher puts students into homogenous groups by language ability. There must be at least one student from each section from activity 2.
- Next, teacher singles out one group in front of the class. Each group member stands up with his/her worksheet from activity 2. Teacher puts the students in order (section 1 to 5) to illustrate to all students that they each have a specific section. Teacher points to section 1 and says beginning, then points to section 5 and says the end to show that together, students have the whole story. Then teacher tells the students they will need to work together to complete activity 3.
- With transparency of worksheet (see pg. 43) for nearly fluent students, teacher models activity filling in the "somebody" box. Then, teacher briefly explains "wanted, so, unfortunately, so, in the end."
- Teacher passes out worksheets (see pg. 41-43).
- Teacher tells nearly fluent and speech emergent students to begin.
- Meanwhile, teacher works with pre-production students.
- Teacher reads through the pre-production worksheet (see pg. 41) and highlights key words. Teacher uses gesture and key words to elicit pictures that match from students. For example, "Victor sign-up French." A student from section 1 should give the corresponding picture, which the teacher then shows to the rest of the group.
- Teacher continues with group until end of activity.
- When groups are finished, nearly fluent group writes its answer on the blackboard. Pre-production places the pictures in order on the blackboard with magnets. Speech emergent students must check to see if pictures line up with text from nearly fluent group.
- Teacher collects worksheets from all groups to assess student learning.
### Characters and Setting

*Instructions: With your partner, circle 4 characters and 4 settings from the story*

<table>
<thead>
<tr>
<th>Characters</th>
<th>Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilma</td>
<td>In the hall</td>
</tr>
<tr>
<td>Mrs. Jackson</td>
<td>In gym class</td>
</tr>
<tr>
<td>Téresa</td>
<td>At the movies</td>
</tr>
<tr>
<td>Antonio</td>
<td>In French class</td>
</tr>
<tr>
<td>Victor</td>
<td>In the bathroom</td>
</tr>
<tr>
<td>Jack the dog</td>
<td>• In the Cafeteria</td>
</tr>
<tr>
<td>Julien</td>
<td>• In the principal's office</td>
</tr>
<tr>
<td>George Bush</td>
<td>In a school bus</td>
</tr>
<tr>
<td>Michael</td>
<td>In Homeroom</td>
</tr>
<tr>
<td>Mr. Bueller</td>
<td>At Home Depot</td>
</tr>
<tr>
<td>Mrs. Crazy</td>
<td>In Africa</td>
</tr>
</tbody>
</table>
Lesson 2
Activity 1
Level: Pre-Production

Instructions: Read the story. Then, match the pictures with the text.

"Seventh Grade" Section 1

On the first day of school, Victor stood in line half an hour before he
came to a wobbly card table. He was handed a packet of papers and a
computer card on which he listed his one elective, French. He already
spoke Spanish and English, but he thought some day he might travel to
France, where it was cool; not like Fresno, where summer days reached
110 degrees in the shade. There were rivers in France, and huge churches,
and fair-skinned people everywhere, the way there were brown people all
around Victor.

Besides, Teresa, a girl he had liked since they were in catechism
classes at Saint Theresa's, was taking French, too. With any luck they
would be in the same class. Teresa is going to be my girl this year, he
promised himself as he left the gym full of students in their new fall
clothes. She was cute. And good in math, too, Victor thought as he walked
down the hall to his homeroom. He ran into his friend, Michael Torres, by
the water fountain that never turned off.

They shook hands, raza-style, and jerked their heads at one another in
a saludo de vato. "How come you're making a face?" asked Victor.

"I ain't making a face, ese. This is my face." Michael said his face had
changed during the summer. He had read a GQ magazine that his older
brother had borrowed from the Book Mobile and noticed that the male
models all had the same look on their faces. They would stand, one arm
around a beautiful woman, and scowl. They would sit at the pool, their
ripped stomachs dark with shadow, and scowl. They would sit at dinner
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"I think it works," Michael said. He scowled and let his upper lip quiver.
His teeth showed along with the ferocity of his soul. "Belinda Reyes
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How 'bout you?" "Spanish. L ain't so good at it, even if I'm Mexican."

"I'm not either, but I'm better at it than math, that's for sure."

A tiny, three-beat bell propelled students to their homerooms. The
two friends socked each other in the arm and went their ways, Victor
thinking, man, that's weird. Michael thinks making a face makes him
handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until
out of the corner of his eye he saw a girl looking at him. Umm, he thought,
maybe it does work. He scowled with greater conviction.
French!

Class sign up

French Teresa

Bye

Adios
Lesson 2
Activity 1
Level: Pre-Production

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"Seventh Grade" Section 2

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

"So you think I should talk to Mrs. Gaines?" she asked the teacher.

"She would know about ballet?"

"She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

He smiled back and said, "Yeah, that's me." His brown face blushed. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice.

As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, "What is a noun?"

"A person, place, or thing," said the class in unison.

Yes, now somebody give mean example of a person--you, Victor Rodriguez."

"Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

"Correct," Mr. Lucas said. "Now provide me with a place."

Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."
Hi Victor

I have a question

HA HA!
Lesson 2
Activity 1
Level: Pre-Production

Instructions: Read the story. Then, match the pictures with the text.

"Seventh Grade" Section 3

After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

After math he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites.

Girls walked by and looked at him, "See what I mean, Vic?" Michael scowled. "They love it."

Yeah, I guess so.

They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.
Lesson 2
Activity 1
Level: Pre-Production

Instructions: Read the story. Then, match the pictures with the text.

"Seventh Grade" Section 4

They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "Bonjour."

"Bonjour," braved a few students.

"Bonjour" Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, "What's 'populous'?"

"The people, the people of France."

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "Tres bien. Parlez-vous francais?"

Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

"La me vave me con le grandma," he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, "Frenchie oh weve gee in September."

Mr. Bueller asked Victor to repeat what he said.

"Frenchie oh weve gee in September," Victor repeated.

Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

"Le bateau," he sang.

"Le bateau," the students repeated.

"Le bateau est sur l'eau," he sang.

"Le bateau est sur l'eau."

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.
Bonjour!

Me!

Who can speak French?

French chow, we're gee in September.

???

???
Lesson 2  
Activity 1  
Level: Pre-Production  

Instructions: Read the story. Then, match the pictures with the text.  

"Seventh Grade" Section 5  

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."  

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog...anything! I'll be your best student, and I'll clean your erasers after school.  

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.  

Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.  

"Sure, anytime," Victor said.  
"I won't be bothering you, will I?"  
"Oh no, I like being bothered."  
"Bonjour," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.  

"Yeah, right, bonjour," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.  

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.  
He was going to like seventh grade.  

Victor sees Teresa after French class.  
She thinks he speaks French. He doesn't.  
The French teacher doesn't tell Teresa the truth.  
Teresa asks Victor to help her with French.  
Victor is happy.  
Victor goes to the library to study French.
Um... Thanks...

Your French is Excellent!

Help?
Lesson 2  
Activity 1  
Level: Speech Emergent  
Instructions: Read the story. Then, fill in the blanks.  
“Seventh Grade” Section 1  

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Besides, Teresa, a girl he had liked since they were in catechism classes at Saint Theresa’s, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

They shook hands, raza-style, and jerked their heads at one another in a saludo de vato. “How come you’re making a face?” asked Victor.

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Activity 1
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"Seventh Grade" Section 2

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

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He smiled back and said, "Yeah, that's me." His brown face blushed. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice.

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Activity 1
Level: Nearly Fluent

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"Bonjour" Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, "What's 'populace'?"
"The people, the people of France."

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "Tres bien. Parlez-vous francais?"

Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

"La me vave me con le grandma," he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, 'Frenchie oh wewe gee in September."

Mr. Bueller asked Victor to repeat what he said.

"Frenchie oh wewe gee in September," Victor repeated.

Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

"Le bateau," he sang.
"Le bateau," the students repeated.
"Le bateau est sur l'eau," he sang.
"Le bateau est sur l'eau."

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.
Instructions: Read the story. Then, write a short summary in the spaces.

"Seventh Grade" Section 5

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog—anything! I'll be your best student, and I'll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn't stand to look at Teresa. He was sweaty with shame.

"Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

"Sure, anytime," Victor said.

"I won't be bothering you, will I?"

"Oh no, I like being bothered."

"Bonjour," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

"Yeah, right, bonjour," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

He was going to like seventh grade.
### Plot Summary

*Instructions: Put the most important pictures from activity 1 and the information below together to create a comic strip for the story.*

<table>
<thead>
<tr>
<th>Somebody</th>
<th>A boy in seventh grade named Victor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted</td>
<td>wants to see a girl he likes named Teresa as much as possible in school,</td>
</tr>
<tr>
<td>So</td>
<td>so he signs up to take French because she is going to take that class.</td>
</tr>
<tr>
<td>Unfortunately</td>
<td>Unfortunately, Teresa is not in Victor's other classes (like English and math),</td>
</tr>
<tr>
<td>So</td>
<td>so in French class, he tries to impress her by pretending to speak French.</td>
</tr>
<tr>
<td>In the end</td>
<td>In the end, Teresa asks Victor to help her with French and he is extremely happy.</td>
</tr>
</tbody>
</table>
## Plot Summary

**Instructions:** Use the information from Activity 1 and the words below to fill in the blanks.

<table>
<thead>
<tr>
<th>happy</th>
<th>French</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak</td>
<td>impress</td>
<td>French</td>
</tr>
<tr>
<td>Teresa</td>
<td>Victor</td>
<td>class</td>
</tr>
<tr>
<td>French</td>
<td>school</td>
<td>Teresa</td>
</tr>
<tr>
<td>boy</td>
<td>Victor</td>
<td>girl</td>
</tr>
</tbody>
</table>

**Somebody**  
A _______ boy____ in seventh grade named ____________

**Wanted**  
wants to see a _____________ he likes named ____________ as much as possible in ____________,

**So**  
so he signs up to take ___________ because she is going to take that ____________.

**Unfortunately**  
Unfortunately, _____________ doesn’t have any other classes with ____________,

**So**  
so in ____________ class, he tries to _____________ her by pretending to _____________ French.

**In the end**  
In the end, Teresa asks Victor to _____________ her with ____________ and he is extremely ____________.
**Plot Summary**

*Instructions: Use the information from Activity 1 and some of the words below to fill in the blanks.*

<table>
<thead>
<tr>
<th>happy</th>
<th>French</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak</td>
<td>impress</td>
<td>French</td>
</tr>
<tr>
<td>Teresa</td>
<td>Victor</td>
<td>class</td>
</tr>
<tr>
<td>French</td>
<td>school</td>
<td>Teresa</td>
</tr>
<tr>
<td>boy</td>
<td>Victor</td>
<td>girl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Somebody</th>
<th>A boy in seventh grade named Victor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Wanted</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>So</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unfortunately</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>So</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In the end</th>
</tr>
</thead>
</table>
Narrative: Lesson 2

The second lesson of the unit uses vocabulary from the first lesson to extend students’ knowledge. The warm-up intends to activate student knowledge from the first day. Once again, I use a variety of grouping for students (both homogenous and heterogeneous by language level, pairs, and individual). Visuals help students with key vocabulary. Also, students are encouraged to participate in non-threatening ways, like thumbs-up, thumbs-down to monitor comprehension.

The Jigsaw activity encourages interaction between students and it also lessens the reading load. Because the story is so long, a full reading would lose beginner and intermediate students. If the story were taught in sections, it would take a long time and students would become bored with the content. With the jigsaw, students are able to access the entire story in one day and reflect on the content. I added text notes for beginner and intermediate students so they can check for understanding. The nearly fluent students are encouraged to check their own understanding by writing quick notes. The teacher consistently uses gesture and enunciated speech to introduce instructions and go over work.

The Somebody Wanted But So graphic organizer gives students a model for summarizing all short stories they read. The organizer limits students’ summaries to the most important points, and avoids lengthy retelling of the story.
Lesson 3
### Lesson 3: Objectives and Performance Indicators

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Students will know:</td>
</tr>
<tr>
<td></td>
<td>1. How to relate to a fictional character in a story.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>1. Write a paragraph explaining the connection between themselves and the character.</td>
</tr>
<tr>
<td></td>
<td>1. Describe their personal connection with a fictional character in a story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-production</th>
<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate</th>
<th>Nearly Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Relate to a fictional character in a story.</td>
<td>With pictures of characters' feelings and experiences, use information from the story to draw and label a picture about a personal experience that relates to a character in the story.</td>
<td>With pictures of characters' feelings and experiences, use information from the story to write a sentence about a personal experience that relates to a character in the story.</td>
<td>With help of sentence starters and samples of character feelings and experiences from the story, write a paragraph explaining how a personal experience relates the student to a character in the story.</td>
<td>With help of sentence starters, use information from the story to write a paragraph explaining how a personal experience relates the student to a character in the story.</td>
<td>Use information from the story to write a paragraph explaining how a personal experience relates the student to a character in the story.</td>
</tr>
</tbody>
</table>
Lesson 3: Functional/Notional Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary</th>
<th>Grammar/skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate to</td>
<td>A fictional character in a story.</td>
<td>In the story, _____ felt _____</td>
<td>Victor, Michael, Teresa, Mr. Bueller nervous, embarrassed, upset, happy</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He/she felt _____ because ...</td>
<td></td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One time, I also felt _____</td>
<td>embarrassed, nervous, upset, happy</td>
<td>Cause and Effect</td>
</tr>
</tbody>
</table>
Lesson 3: Modified Lesson Plan

**Content Objective**
- Students will use evidence from the text to describe their personal connection to a fictional character in the story.

**Language Objective**
- Students will write a paragraph explaining the connection between themselves and the character.

**Key Vocabulary**

<table>
<thead>
<tr>
<th>Outside</th>
<th>girl</th>
<th>friendly</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside</td>
<td>school</td>
<td>strange</td>
<td>take</td>
</tr>
<tr>
<td>Connection</td>
<td>French</td>
<td>nervous</td>
<td>impress</td>
</tr>
<tr>
<td>Feelings/feel/felt</td>
<td>class</td>
<td>upset</td>
<td>pretend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>happy</td>
<td>speak</td>
</tr>
<tr>
<td></td>
<td></td>
<td>embarrassed</td>
<td>help</td>
</tr>
</tbody>
</table>

**Warm-up: Activate background knowledge**
- Leave handout on students' desks (see pg. 51).
- Students enter class and begin working. Directions are on the worksheet (in English for speech emergent and nearly fluent and in Spanish for Pre-production).
- Students must choose one of the feelings on sheet and write about a time they felt that emotion.
- While students are writing, teacher monitors the classroom and checks student work.
- When finished, teacher picks a few students to read their work aloud to the class.

**Activity 1: Numbered Heads Together (Review of Vocabulary and Story Plot)**
- Teacher puts students into heterogeneous groups (by language) of 3-6 students.
- Each group must have the same amount of people.
- Teacher gives each group a number (group 1, group 2, group 3, etc).
- Teacher gives each student in each group a number (student 1, student 2, student 3, etc.) Each group will have students numbered 1 through 6.
- Teacher writes the following sentence frame on the left side of the blackboard: Victor felt __________ when ...
- On the right side of the blackboard, teacher writes the following sentences: ...he spoke to Teresa in homeroom.
...Teresa wasn't in his English class.
...Mr. Bueller spoke to him in French.
...Mr. Bueller didn't tell Teresa Victor's secret.
...he looked for Teresa at lunch.
...Teresa smiled at him at lunch.
...Teresa asked him for help with French.
...he spoke French in French class.
...he said Teresa's name in English class.

- Rules for the game: Teacher writes the following words on sentence strip sized paper: nervous, upset, nervous, happy, nervous, happy, happy, nervous, embarrassed. Teacher puts all of the words into a hat. A student pulls a word from the hat. In the groups, students discuss which sentence goes with the word. For example, the word nervous is chosen. A possible answer could be "Victor felt nervous when Mr. Bueller spoke to him in French." Teacher gives students 20 seconds to discuss. Next, teacher rolls a pair of dice. The first number rolled is the group, and the second number rolled is the student. If the teacher rolls a 3 and a 4, student 4 from group 3 must speak the answer in front of the class. Teacher asks the rest of the class to verify if answer is correct with a show of thumbs. If the answer is correct, teacher erases the sentence that the student uses.

- Teacher models the rules for the students. First, teacher pulls a word. Then, teacher shows the word to the class. Next, teacher sticks the word in the space on the board where it says "Victor felt _________ when...". Then, teacher reads through the sentences on the right side of the board. Teacher puts a star next to a sentence that makes sense. Teacher rolls the dice and shows that the first is for group and the second for individual. Teacher has the student stand up and read the sentence frame with the answer. Teacher explains to the class that the groups can speak amongst themselves for 20 seconds to identify a correct answer before the dice are rolled.

- After modeling rules, teacher begins the activity. Tally points for each correct answer.

- When the game is finished, count the points and applaud the winning team.

**Activity 2: Direct instruction (Making connections through feelings)**

- Teacher draws a life size picture of a person on the blackboard and labels it Victor.

- On the outside of the picture, teacher writes "Appearance." On the inside of the picture, teacher writes "Feelings."

- Teacher asks students to describe the physical appearance of Victor. If students are reluctant, begin by writing on the board "black hair." Teacher records student answers outside of the picture on the blackboard.
• Teacher asks students to describe Victor’s feelings. Teacher shows pictures of different feelings so students understand meaning. Teacher records Victor’s feelings on the inside of Victor, making sure that key vocabulary like happy, nervous, upset, and embarrassed are written.

• Teacher calls a student to the front of the room and places him/her next to the picture of Victor. Then, the teacher writes "Connection" between the two and explains to the class that the objective is to find a connection between Victor and the student volunteer. Use gesture of putting hands together to illustrate "connection."

• Next, teacher labels the inside of the picture "important" and the outside "not important." Teacher explains to the class that feelings are more important than physical appearance when making a strong connection to a fictional character. Teacher then erases the words on the outside of the picture that described physical appearance to show that the major concern now is the inside, or feelings.

• Teacher then picks one of the words written inside Victor and asks the student if he/she feels that way sometimes. If the student says yes, then the teacher asks the student "when?"

• Then the teacher asks the class when Victor felt that way. Finally, the teacher explains that Victor and the student have a connection because they have both felt a similar feeling.

Activity 3: Making a Personal Connection

• Teacher asks students to get out the handout they filled out for the warm-up (see pg. 51).

• Teacher writes on the board: "Think of a time when you felt _________. Compare your experience with the experience of Victor from the story “Seventh Grade."

• Teacher tells the class that everybody is going to make a connection with Victor.

• On the overhead, teacher models activity with the speech-emergent worksheet (see pg. 53). First, teacher shows the class a finished copy of the warm-up activity. Teacher points out that he/she chose the feeling nervous. Next, teacher fills in nervous on the overhead and elicits answer from class of when Victor was nervous. Teacher fills in information below the table. Then, teacher asks the class "Why did Victor feel nervous when he spoke to Teresa in homeroom?" Possible answers include "because he likes her/because he thinks she’s cute/because he wants to talk to her." Teacher fills in blank. Then, teacher fills out bottom section of worksheet (referring to warm up activity). Example: One time, I felt nervous too. I was at school. I felt nervous because I had a big test and I didn’t study.

• Teacher hands out worksheets to all levels (see pg. 52-54). Speech-emergent and Nearly Fluent students begin work on their own.
• Teacher sits with pre-production students. With copy of warm-up activity, teacher shows students by pointing and explains verbally that they will be working with the same feeling they chose from the warm-up. Teacher fills in the top part of worksheet (see pg. 52), "Victor felt __________."
• Then, teacher shows students that they will write the same information below.
• Students fill out top half of worksheet.
• Next, teacher fills out bottom part. Teacher once again shows students that they will be working with the same feeling from the warm-up.
• Teacher writes in feeling and then asks "Where?" With gesture and familiar words, teacher gives possible answers (school, home, the mall, the street).
• Finally, teacher shows students that they must draw a picture of the experience, and if they know any words in English, to label the drawing as well.
• Teacher monitors rest of room to see how other students are doing.
• When finished, a few students share their connections.
• Teacher collects handout to assess learning.
Personal Experience

Instructions: Read the question and then answer it with information about yourself.

Have you ever felt nervous / happy / embarrassed / upset?

One time, I felt nervous/happy/embarrassed/upset. I was at __________________________.

(circle one) __________________________

(Name of place)

I felt __________________________

(Feeling)

because __________________________

(explain the situation here)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Making Connections

Instructions: What feeling did you right about at the beginning of class (nervous / happy / embarrassed / upset)? Write the feeling in the space below.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>nervous</td>
<td>he spoke to Teresa in homeroom.</td>
</tr>
<tr>
<td>upset</td>
<td>Teresa wasn't in his English class.</td>
</tr>
<tr>
<td>happy</td>
<td>Teresa smiled at him at lunch.</td>
</tr>
<tr>
<td>embarrassed</td>
<td>he said Teresa's name in English class.</td>
</tr>
</tbody>
</table>

Use the information above to help you make a connection to Victor.

Victor felt _______________ when ________________________________________

One time, I felt _______________ too. I was at _____________________________.

(Name of place)

Draw a picture of your experience here:
Making Connections

Instructions: What feeling did you right about at the beginning of class (nervous / happy / embarrassed / upset)? Write the feeling in the space below.

<table>
<thead>
<tr>
<th>Victor felt</th>
<th>when ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>nervous</td>
<td>...he spoke to Teresa in homeroom.</td>
</tr>
<tr>
<td></td>
<td>...Teresa wasn't in his English class.</td>
</tr>
<tr>
<td></td>
<td>...Mr. Bueller spoke to him in French.</td>
</tr>
<tr>
<td>upset</td>
<td>...Mr. Bueller didn't tell Teresa Victor's secret.</td>
</tr>
<tr>
<td></td>
<td>...he looked for Teresa at lunch.</td>
</tr>
<tr>
<td>happy</td>
<td>...Teresa smiled at him at lunch.</td>
</tr>
<tr>
<td>embarrassed</td>
<td>...Teresa asked him for help with French.</td>
</tr>
<tr>
<td></td>
<td>...he spoke French in French class.</td>
</tr>
<tr>
<td></td>
<td>...he said Teresa's name in English class.</td>
</tr>
</tbody>
</table>

Use the information above to help you make a connection to Victor.

Victor felt ________________ when __________________

________________________________________________________________________

He felt ________________ because __________________

________________________________________________________________________

Use the "Personal Experience" worksheet from the beginning of class to help you finish.

One time, I felt ________________ too. I was at _____________________________.

I felt ________________ because __________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Making Connections

Instructions: Choose one of the following feelings: upset, nervous, happy, embarrassed. Write the feeling in the blank below and then answer the question.

Think of a time when you felt ______________. Compare your feelings with those of Victor from the story "Seventh Grade." Use information from the story to support your answer.
Narrative: Lesson 3

The final lesson of the unit encourages students to make a personal connection to the text. The warm-up activates vocabulary from the first two lessons and gets students to identify a moment in their lives when they experienced a specific feeling. This work is used later in the lesson to connect with the main character of the story. Pre-production students are encouraged to write in their native language (L1) so they can practice higher order thinking skills.

The Numbered Heads Together Activity allows students of all levels to help each other to come up with answers. Students are given time to discuss answers with each other before presenting to the class. A sentence frame is provided to ease oral delivery.

During direct instruction, I use a visual to highlight the most important point of the lesson; students don’t need to have had the same experience as the character in order to make a connection. Instead, they only need to have felt a similar feeling. I model the connection with a real student so that students can visually see the activity. Speech is always enhanced with gesture, cognates, and enunciation.

When students finally reach the culminating activity, the instruction has been scaffolded so that all are capable of connecting to the main character. I model the activity on the overhead so students know what is expected of them. Extra care is given to pre-production students because their lack of language creates difficulty in understanding instructions. As always, the worksheets are examined by the teacher to assess student learning.
Checklists
Function Checklist

<table>
<thead>
<tr>
<th>Function</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1</td>
</tr>
<tr>
<td>Describe</td>
<td>1</td>
</tr>
<tr>
<td>Visualize</td>
<td>1</td>
</tr>
<tr>
<td>Summarize</td>
<td>2</td>
</tr>
<tr>
<td>Sequence</td>
<td>2</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>2, 3</td>
</tr>
<tr>
<td>Relate</td>
<td>3</td>
</tr>
<tr>
<td>Connect</td>
<td>3</td>
</tr>
<tr>
<td>Grammar</td>
<td>Lesson</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Present tense “to be”</td>
<td>1</td>
</tr>
<tr>
<td>Nouns (places)</td>
<td>1</td>
</tr>
<tr>
<td>Nouns (names)</td>
<td>1</td>
</tr>
<tr>
<td>Can + infinitive</td>
<td>1</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 3</td>
</tr>
<tr>
<td>Present tense</td>
<td>2</td>
</tr>
<tr>
<td>Verbs: past tense</td>
<td>2, 3</td>
</tr>
</tbody>
</table>
## Sheltered Strategies Checklist

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td>4, 6</td>
<td>18, 20</td>
<td>47, 51</td>
</tr>
<tr>
<td>I.B. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>4</td>
<td>18, 19</td>
<td>47-50</td>
</tr>
<tr>
<td>I.C. Model (Instructions, Processes)</td>
<td>4, 5</td>
<td>18, 19</td>
<td>47-50</td>
</tr>
<tr>
<td>I.D. Create Opps. To Negotiate Meaning/ Check Understanding</td>
<td>4, 5</td>
<td>18, 19</td>
<td>47-50</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>6-13</td>
<td>18-43</td>
<td>51-53</td>
</tr>
<tr>
<td>II.B. Develop Vocabulary</td>
<td>4, 6</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>II.C. Modify Written Text</td>
<td>7-10</td>
<td>21-40</td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>4, 5</td>
<td>18, 19</td>
<td>47-50</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>4</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
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Original Lessons
"Seventh Grade" by Gary Soto

Lesson Foundations

CMT Strand C: Making reader/Text Connections: connecting or associating the text with life outside the text

Objective C2: Select, synthesize and/or use relevant information within a written work to write a personal response to the text.

CT Reading and Language Arts Standards

• Standard 1: Reading and Responding: How do we understand what we read?
  o Benchmark: Students will interpret, analyze, and evaluate text in order to extend understanding and appreciation.
  o Indicators: Identify the literary elements of fiction: Plot, character, setting, and theme. Make connections through discussion and response: tet to text, text to self, tet to world connections.

• Standard 2: Exploring and responding to literature: How does literature enrich our lives?
  o Benchmark: Students will explore multiple responses to literature.
  o Indicators: Identify and explain text to self, text to text, and text to world connections. Support text responses with prior knowledge and relevant text passages.

Student Objectives

As a result of this lesson, students will

• Define, understand and appreciate plot, character, setting, and theme
• Identify and make personal connections to the text and write a response to literature.

Teacher Resources

• Textbook selection: "Seventh Grade"
• Unit One Resource Book, pgs. 7-13, Toolkit C7, F22, 24
• Literary Analysis transparency TR6
• Reading and Critical Thinking transparency TR2
• Reading strategy card templates (in plan)
Student materials

- Textbook
- Journal
- copies of Unit 1 Resource book pgs. 8-12
- organizers from the Toolkit.
- (Optional: transfer model data onto organizers using suggestions from answer key or create other models from text before copying for students.)
Lesson Overview

Session 1
Teach definitions of literary terms from text pgs. 15-19: fiction, nonfiction, plot, character, setting, theme, and reading strategies. Copy reading strategy cards from this plan and assemble onto index cards with strategy on one side and sentence stems matching on back side. Card sets can be made for group use or individual use and may be assembled in class as part of the lesson.

Create an anticipation Guide on the board or in Journals. On a scale of 1-5 with 1 being strongly disagree and 5 strongly agree, write the following statements: It is important to look good and make a strong impression on the first day of school. It is okay to tell a little lie (sometimes called a white lie) from time to time. Students should complete guide and share responses with class.

Build background by asking students to respond in their Journals to connect to life question on page 20. Share responses. Continue reading Preparing to Read segment with background, vocabulary preview, literary analysis and active reading with supplements of graphic organizers from toolkit, particularly character and plot. Introduce worksheets selected and assign worksheets for homework.

Session 2
Review homework and correct in class with students. Read the story aloud in class, using the reading strategy cards and play the game "Go Fish and Say Something" by arranging students into groups. Place the cards in to a messy pile. At selected times during the reading, ask the students to stop reading, go fish, and say something. Students take turns picking a card, identifying the reading strategy on the card, and saying something about the reading segment using the sentence starters on the back side. The teacher should model the game with the entire class.

Use the graphic organizers, particularly connecting, setting and character, either during or after reading. The teacher should model appropriate responses for the class. The connecting organizer usually
generates gender-based responses if the teacher does not specify otherwise.

Session 3

Students should complete organizers. Conduct a full class discussion to share responses on the organizers and clarify any misunderstandings.

Tell the class they will be rereading and referring back to the text to examine literary elements more closely and make personal connections to the text.

a. Is the setting a realistic model for a middle school: the water fountain, the hallway, the classes, and the cafeteria?
b. Do the characters act like seventh grade students?
c. Pg. 22 Do you and your friends have a special way of greeting each other, or use special nicknames? (active reading box)
d. Pg. 23 Why do you think Victor answers Teresa so rudely? What did he intend to do? What would you have done? Why didn't he handle it better?
e. Pg. 24 TE margin A: Have you ever had a similar experience?
f. Pg. 25 Have you ever done or said something to impress somebody that you later felt foolish about?

Session 4

Students are asked to complete the following written responses to literature: Which part of the story was most interesting or surprising? Use information and details from the story to support your answer.

Each response should be scored following the CMT Reading Comprehension Scoring Rubric for Making Reader and Text Connections.

Session 5

Scored Responses are returned to the students. Review the rubric and share samples of student work at 2, 1, and 0 scores. Follow-up discussion of the text should take place, emphasizing literary elements and connections. Students should be encouraged to appreciate a variety of different responses to the same text. Students might revisit the anticipation guide to see if they have changed their minds.
Differentiated Instruction

Basic and Below Basic Readers
1. If necessary, the story can be read to the students in alternative grouping arrangements.
2. Follow the guidelines for Less Proficient Readers in the margins of the TE text pages.
3. Adjust pacing as necessary

Journal Prompts
1. Write a character profile of Victor.
2. Extend the story and write a brief dialogue for Victor and Teresa's first study date. Will he tell her the truth? How will she react?
3. Write about time of new beginnings connecting to the symbolism of the first day of school.
4. Write a paragraph about your first day in 7th grade.
5. Create an Open Mind Illustration of Victor's character. Draw a profile of a head. Fill the profile with character traits, values, and beliefs. Use icons, small pictures, words and phrases.
6. Select prompts from the appendix of CWP and other resources.
Reading Strategy Game Cards: Copy both pages and affix them to index cards with the reading strategy label matching the stems on the reverse side. Students can assemble these in class, or they can be made in advance.

<table>
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| As I read this sentence, I thought to myself, this doesn't make sense, because...... I need to reread this. | I wonder... How come... I'm confused... I don't get it when.. |
| Does it look right?     | I've figured out that...       |
| Does it sound right?     | Now I get it,                   |
| Does it make sense?      |                                |
| What do you think will happen next? |                                |
| I am guessing that...    |                                |
| I picture...             | Have I ever heard of something like this? |
| I see a movie behind my eyes... | Have I ever experienced this, or something like this? |
| What does it look like?  | Do I know or anyone else who has had this experience? |
|                          | Have I heard about or seen something like this on TV, movies, or somewhere else? |
On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor.

Besides, Teresa, a girl he had liked since they were in catechism classes at Saint Theresa’s, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

They shook hands, *raza-style*, and jerked their heads at one another in a *saludo de vato*. “How come you’re making a face?” asked Victor.

“I ain’t making a face, *ese*. This is my face.” Michael said his face had changed during the summer. He had read a GQ magazine that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and scowl. They would sit at the pool, their rippled stomachs dark with shadow, and scowl. They would sit at dinner tables, cool drinks in their hands, and scowl.

“I think it works,” Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. “Belinda Reyes walked by a while ago and looked at me,” he said.

Victor didn’t say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia, except hot and more boring.

“What classes are you taking?” Michael said, scowling. “French. How ‘bout you?” “Spanish. I ain’t so good at it, even if I’m Mexican.” “I’m not either, but I’m better at it than math, that’s for sure.”

A tiny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that’s weird. Michael thinks making a face makes him handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction.

In the homeroom, roll was taken, emergency cards were passed out, and they were
given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

“So you think I should talk to Mrs. Gaines?” she asked the teacher. “She would know about ballet?”

“She would be a good bet,” the teacher said. Then added, “Or the gym teacher, Mrs. Garza.”

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, “Hi, Victor.”

He smiled back and said, “Yeah, that's me.” His brown face blushed. Why hadn’t he said, “Hi, Teresa,” or “How was your summer?” or something nice.

As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, “What is a noun?”

“A person, place, or thing,” said the class in unison.

Yes, now somebody give mean example of a person—you, Victor Rodriguez.”

"Teresa,” Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

“Correct,” Mr. Lucas said. “Now provide me with a place.”

Mr. Lucas called on a freckled kid who answered, “Teresa’s house with a kitchen full of big brothers.”

After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

After math he had a fifteen-minute break, then social studies, and finally lunch. He
bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites,

Girls walked by and looked at him, “See what I mean, Vic?” Michael scowled. "They love it."

Yeah, I guess so.

They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn’t see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

He lowered his eyes, pretensing to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor’s.

They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, “Bonjour.”

“Bonjour,” braved a few students.

“Bonjour” Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, “‘What’s ‘populace’?”

"The people, the people of France.”

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, “Tres bien. Parlez-vous francais?”

Victor didn’t know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.
“La me vave me con le grandma,” he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up. Great rosebushes of red bloomed on Victor’s cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, ‘Frenchie oh wewe gee in September.’

Mr. Bueller asked Victor to repeat what he said.

“Frenchie oh wewe gee in September,” Victor repeated.

Mr. Bueller understood that the boy didn’t know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

"Le bateau,” he sang.

"Le bateau,” the students repeated.

"Le bateau est sur l’eau,” he sang.

"Le bateau est sur l’eau.”

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. “I didn’t know you knew French,” she said. “That was good.”

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don’t say anything, Victor pleaded with his eyes. I’ll wash your car, mow your lawn, walk your dog—anything! I’ll be your best student, and I’ll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn’t stand to look at Teresa. He was sweaty with shame. “Yeah, well, I picked up a few things from movies and books and stuff like that.” They left the class together. Teresa asked him if he would help her with her French.

"Sure, anytime,” Victor said.

“I won’t be bothering you, will I?”

"Oh no, I like being bothered.”
“Bonjour,” Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

"Yeah, right, bonjour," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

He was going to like seventh grade.