Supplemental Guide for The Max Warburg Courage Curriculum's *Courage in My Life* Teachers' Guides

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Edited by Elizabeth Evans, Program Director
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Dear Teachers,

In this supplemental guide I have attempted to pull out the teaching points in the many activities that have been so thoughtfully planned in the original curriculum. The mini lessons are based on author's craft, story structure and good reading habits. It is my hope that by pulling out the teaching point for these mini-lessons, teachers will be better able to use the curriculum within a workshop model.

I based these mini-lessons on the idea that teachers may teach the books in any order. Occasionally some of the mini-lessons are repeated in multiple books. This repetition is deliberate in order to provide more practice with the skill. I envisioned the curriculum being used in a classroom which allows opportunities for students to do a majority of the thinking involved in reading a text. Many curriculums provide guiding or discussion questions for students. However, when students read for enjoyment they may not have a list of discussion questions to help them discuss the book with a friend or lead them to understand the bigger concepts.

Explicitly teaching students to create these questions on their own, to make connections, notice character traits, recognize authors craft, etc. will make reading a more enjoyable and efficient process for them. Allowing conversations within small groups around their own questions and ideas about the books will prove to be satisfying for all. As they share opinions, debate character motivations, discuss connections and ask questions of their peers they will become more and more authentically engaged with the text.

This type of independence and group work does not come naturally to all children. In order for this type of learning to work well there needs to be a lot of up front teaching around the expectations, routines and group dynamics before students are to be set free. I have found the *Literature Circle* model described by Harvey Daniels to be very helpful in establishing book clubs in the classroom.

As you already know, providing a variety of reading opportunities the classroom is essential to effective reading instruction. At times you may read these or other books aloud to the class, have students read in pairs, or independently if the book is on their reading level or you may also provide some students with a listening center, where they can listen to the book on tape. I found that many of the books in this curriculum are available on tape or CD at local libraries.

As you use these mini lessons and the initial curriculum to provide explicit reading instruction and establish a classroom of enthusiastic, critical, independent readers, I wish you many animated conversations focused around great literature and the compelling topic of courage.

Enjoy,
KELLY K. SMITH

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Bridge to Terabithia by Katherine Paterson

Supplemental Guide written by Kelly K. Smith

Chapter: Before reading
Mini Lesson Topic: Active Reading
Mini Lesson Details:

What you might say...Last night I was reading before I went to bed. I really enjoyed what I was reading and even stayed up a little late to finish a chapter. Today I was telling someone about the book and I couldn't even remember what happened in the section I read last night. I was surprised; I think I am a pretty good reader. It made me think, that some of you may feel that way when I assign something to read or we read something in class and then I ask you questions about it. You may have done the reading, but you just can't remember what you have read. Today I would like to teach you (*and remind myself)* about a good strategy readers use to help them understand and remember what they have read. Some people call it **active reading.** Active reading means that you are thinking, responding, questioning, etc as you read. To help us do this we are going to write our thoughts on sticky notes and place them in the text as we read. I will be able to see the many thoughts that run through your head while you read by looking at your sticky notes. This type of reading takes a great deal of practice, but with time you will be actively reading naturally and quickly.

Next steps:

1. Model thinking aloud as you begin reading to the class. Pause to add sticky notes to your book (possibly using large "sticky notes" on the board so students can see.
2. Have students try it. Depending on your class you may have them use the text, you may have them partner up, and you may read the text aloud while they add notes or you may use a different, shorter text to get started.

Note: Warn the students that this type of reading will take longer than regularly reading the text. Remind students that as you go through the book and or the year they will be learning about more and more aspects of literature, giving them more and more ideas to think and write about. Today is just a practice of reading and thinking at the same time.

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Chapter: 1
Mini Lesson Topic: Simile
Mini Lesson Details:

What you might say...Today I want to teach you that authors use very specific language to help their reader visualize a situation. To do this an author may use a simile. A simile is a type of figurative language that uses *like* or *as* to compare two things. The author may want to compare one thing to something totally different or unrelated to give the reader a new image in their mind. For example an author may write "Jesse would be as hot as popping grease". The author does not mean that Jesse is really hot because it is really warm outside. Rather the author is talking about how mad Jesse would be, however anger has nothing to do with hot grease. The author uses this simile to create a different, unique image in your mind. She plays with words to force you to relate anger and grease, which you may never have done before. As you read today and always I want you to be aware of similes and how they make you think. Notice which are most powerful for you and why.

Next steps:

1. Give examples of similes using both like and as
2. Have students identify similes out of a given text to be sure they know what they are.
3. Be thinking aloud about similes and discussing them in the next few classes.

Journals/ Literature Circles:
Have students have a section in their journal to list "Fantastic Figurative Language" This section should include a simile page where students write down any similes they find truly powerful or descriptive as they read. They should record the book and page number where the simile was found.

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Chapter 2
Mini Lesson Topic: Conflict
Mini Lesson Details:

What you might say…As you read today you may notice that there are some conflicts in this story. A conflict is a dramatic struggle between two forces in a story. This is more than simply a problem (ex: The boy could not get his backpack unstuck from the bus door.) Conflicts can occur between different elements of the story. For example a conflict can be

Chararacter vs. Character – One character having a struggle with another character (human or not) in the book. (Ex. Two characters who really don't like each other for moral reasons)

Character vs. Nature – In this the character seems to be struggling with the elements of nature. (Weather, trees/plants, mountains, etc.)

Character vs. Society - The main character is in conflict with a larger group. A culture, society, community. (The character could be fighting against war, stereotypes, prejudice, etc)

Character vs. Himself – Character is having some kind of inner conflict. (They may be trying to change themselves, they may have new realizations as they grow up, etc)

Today in our reading we will begin to see conflict in this book. You may think that there is a conflict between Jess and Leslie as they race, but as we look deeper into the story there seems to be a bigger conflict. A character vs. society conflict. The boys seem to have an idea about what a "girl" should be able to do, and that does not include racing against them, however Leslie is determined to prove them wrong and change their opinions.

Journals/ Literature Circles: Discuss or write about how you think the conflict may be resolved. How would you resolve it? How would your teacher, parent, friend resolve it? How would other characters from other books resolve it?

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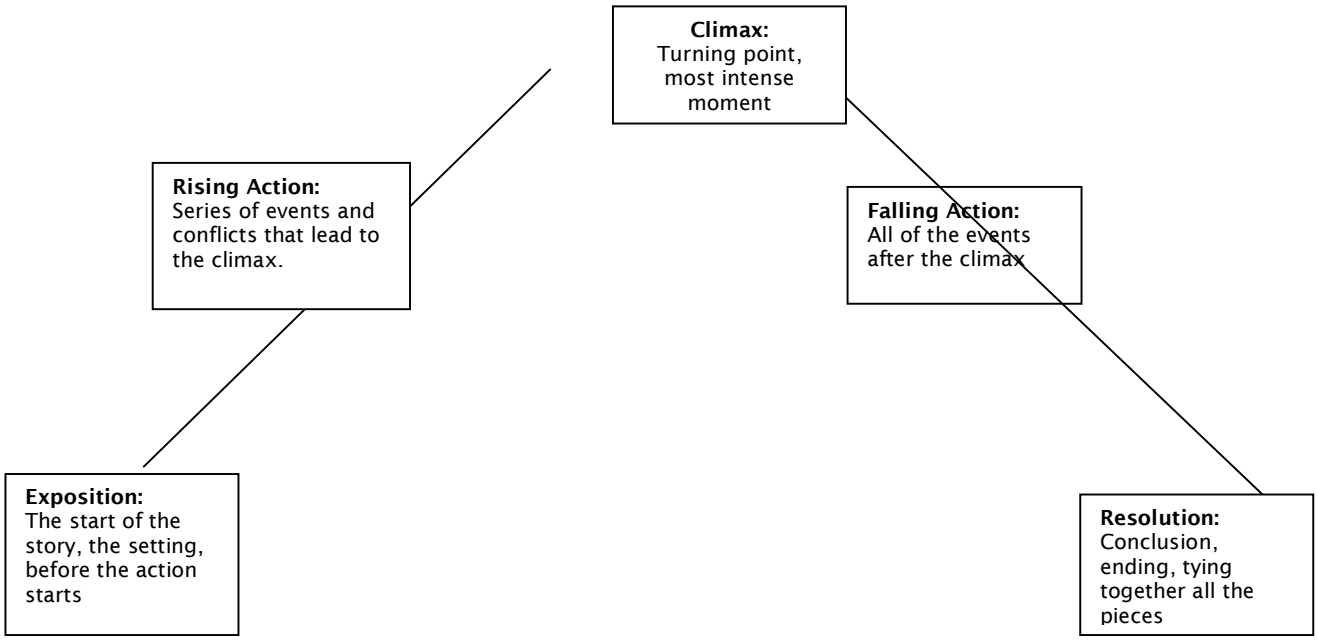
Chapter: 4
Mini Lesson Topic: Plot
Mini Lesson Details:

What you might say...As we read this fictional story it is important to understand that authors have a system to the way they write. They have a plot or structure to their story. When we understand this structure we have a much better chance of understanding the story. We can be looking for specific elements in the story. The elements of a plot are as follows:



Right now where do we think we are in the plot? (Rising Action) What can you anticipate about the book? (turn and talk) Here you may be looking for students to understand that the author is only preparing them for the really good stuff, the best of the book is yet to come. Students may predict what the climax will be.

Journals/ Literature Circles: Create this plot diagram in their journals. Have students label each section with the chapters that match them as they read. For examples chapters 1-3 may go in the exposition, while chapter 4 will be added to the rising action. You may have student do this quickly as a group each time they meet in Literature Circles. Once you get close to the climax there can be great discussion and debate about what exactly fits into that category.

*chart modified from readwritethink.org

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Chapter: 5
Mini Lesson Topic: Connection
Mini Lesson Details:

What you might say…Today as we read you will most likely be able to connect to Leslie and Jess. I don't expect that you will have built a secret land in the woods. Authors can make up some pretty unrealistic actions in their book and still allow their audience to connect with the characters, to understand the way they are feeling or why they do something. In this chapter we will do just that. As you read about how Jess and Leslie want to "get back" at Janice Avery, I want you to connect to that feeling by thinking about a time that you may have wanted to get revenge. A good author gives enough detail that you should be able to put yourself in the situation and if you have ever felt the need to get revenge before you should be able to understand how Jess and Leslie are feeling. Let's see if Katherine Paterson allows us to feel that.

Journals/ Literature Circles:
Were you able to feel the need for revenge as you read? What did Katherine Patterson do to allow you to jump right into the story? (Or - What did she not do that kept you from being able to jump in?)

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Chapter: 6
Mini Lesson Topic: Prediction
Mini Lesson Details:

What you might say... Good readers actively think while they are reading. They may be noticing figurative language, making connections or focusing on the plot or structure of a story as they read. We have practiced all of these and are starting to do them naturally as we read. Another thing good readers do as they read is predict, or guess what is going to happen next. Readers really act as detectives as they do this. They use their own experiences to help them predict. They may use knowledge they have learned from books, T.V., peers, school, etc. to help them predict and they also use clues from the author to help them predict. In this chapter we learn that Jess wants to buy the perfect Christmas gift for Leslie, but doesn't have much money. Let's try to predict what Jess might do.

- First, think of a time you may have wanted to buy a gift for someone, but didn't have much money. What did you do? Do you think Jess may do the same? Why/why not?
- Secondly, think of a time you read about a similar situation in another book, or saw a T.V. show about a similar situation. Maybe you had a friend tell you about a time they ran into this problem. What gift was given in these situations? Would that work for Jess? Why/why not?
- Thirdly, we will look to the author to find out what Jess might do. Based on what we know about Jess so far what do you think he might get Leslie?

Journals/ Literature Circles:
As the chapter is being read, have students highlight, put a sticky note next to, or record in their journals, clues the author gives related to the gift Jess might choose. Continue to make predictions along the way and discuss why those predictions might change as you learn more information.

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Chapter: 7
Mini Lesson Topic: "Show not Tell" and Emotions
Mini Lesson Details:

What you might say...Throughout the book we have watched the friendship between Jess and Leslie grow. We saw how it took some time for Jess to warm up to Leslie and how they have grown to become best of friends. Throughout this chapter the author reminds us that no friendship is perfect and there are always many emotions and feelings involved in any relationship. Of course a great author will not simply say, "Joey is mad", but will show the reader the actions and the reader will infer, "Oh, Joey must be really mad if he stormed off after screaming on the top of his lungs." Let's think of some emotions that a person may feel at different points throughout a friendship. (This should be a vocabulary boosting lesson, so be sure to explain the meaning of these and other words that describe feelings.)

Negative Feelings	Positive feelings
Jealousy	Love
Exclusion	Belonging
Betrayed	Trusted
Guilty	Respected
Frustrated	Worthy

Have students Think/Pair/Share about how an author may show that a character is feeling one of the ways listed above as opposed to stating it.

As you read this chapter ask students to be aware of the emotions Jess is going through. What clues does the author give the reader to help them understand Jess's feelings?

Journals/ Literature Circles:
Have students discuss the emotions they noticed in the chapter. They may continue the conversation by talking about times they have felt that way, how they showed their family/friends that they felt that way. How did they eventually feel better?

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Chapter: 8
Mini Lesson Topic: Points of view
Mini Lesson Details:

What you might say... Today we will find that the author brings up a controversial topic, religion. Author's do this to make a point or force their readers to see something from a different point of view. Leslie and May Belle have two very different opinions about church. As we read I want you to think about the reason the two girls have such different opinions. Is one more correct than the other? What are their opinions based on? Can you blame one or the other for having that opinion? This part of the book can really make you begin to think about the people in your life who have different opinions than you. Why might they think differently? What is their background? Katherine Patterson has instilled a life long lesson in her book at this point. (After reading, have students attempt to create a phrase that encompasses that lesson. Students should think in pairs or groups and share with the class. You may have them agree on a class moral and post it in the room) The moral might have something to do with getting to know someone in order to understand their views or actions.

Journals/ Literature Circles: Have students think about something a friend of theirs may have said or done that completely baffles them. Why would they do/say that? Have them think deeply about the underlying reasons. This may be a journal entry you read to yourself rather than have students share.

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Chapter: 9
Mini Lesson Topic: Characterization
Mini Lesson Details:

What you might say…Yesterday we talked about point of view. We discussed the idea of having to get to know somebody in order to understand where they are coming from. As we have read this book we have really gotten to know our characters, their thoughts, feelings, rationales, etc. However the characters we met in the beginning of the story are not the same as the characters we know now. In a well written novel the author will allow us to see the characters change and grow. How have these characters changed and grown? How is this important to the resolution of the conflict?

Together choose one character to focus on. Come up with a word or two that describes that character now. Discuss what the author told you to help you know that character.

Character	Adjective - describes the character	Action – what they did	Dialogue- what they said	Internal thought – what they thought

Journals/ Literature Circles: Have students complete this chart in their literature circle groups with another character. Then allow them to continue to discuss the book on their own.

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Chapter: 10+11
Mini Lesson Topic: Putting it all together
Mini Lesson Details:

What you might say... We have learned a great deal of strategies to help us be active, thoughtful readers during this book. We have talked about noticing conflicts, predicting, characterization, making connections and the use of language, such as similes to really show emotions. Today we are going to try to put them all together as we read. This is a very difficult skill that requires quite a bit of practice and may be slow going at first. As we read I want you to be marking areas where you see all of these things. (You may choose to give them different colored sticky notes for each element you would like them to focus on, you may have them create a chart in their notebook to jot down page numbers and the first few words of the sentence) You will not have to stop and write about your thoughts and feelings around each of these areas. I want you only to notice the elements as you read.

Teacher should model how to do this while they read the first section of chapter 10, thinking aloud as they go. Have students who can read independently. Others can either read with you or listen to a book on tape. It is best if they have control over the pace of the reading so they can stop and add notes when they would like to. You may continue this for the rest of the book and books to come to help students make this part of their reading habits.

Journals/ Literature Circles: Students can star one of the elements they noticed that they do not think they would have noticed before. Have students write a few notes about how noticing that element either helped them to understand the story better, enjoy the story more, gave them more insight into the character or would help them in their own writing. Students can share their thoughts in their groups.

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Chapter: 12
Mini Lesson Topic: Surprise ending
Mini Lesson Details:

What you might say… nothing, read first. You may start the class by saying that there will be no mini-lesson today as you know many of the students are anxious to hear the end of the book. Read this chapter aloud and stop, asking for student responses to the events that take place. After hearing their reactions you may say…The author has chosen to use a surprise ending that is quite dramatic. Usually we see movies or read books with happy endings. Why do you think the author chose to end this way? How has it made you feel about the book? Do you think that this dramatic ending was a good idea?

Journals/ Literature Circles: Have students do a free write around their reaction to the ending. In a free write, students have the option of writing in a stream of consciousness format. Have them start by writing about the ending of the book, but allow them to go where ever their mind takes them after that. To get them to really start writing this should be a minimum of 10 minutes.

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Chapter: 13
Mini Lesson Topic: Author's Purpose
Mini Lesson Details:

What you might say... Wow, after that climax the story has really slowed down. We are learning how Jess deals with this horrible situation and the author shares with us the many ways he has changed. We know that authors write for many reasons. Three reasons they write are: to inform or give us information, to entertain us, and to teach a lesson. Why do you think Katherine Patterson wrote this book? What was her purpose? Have a class discussion around this topic. Once the class has come to a consensus talk about whether Patterson was effective in her purpose. Did her book do what she wanted it to do? How do we know?
It is hard to know why an author wrote a book if you have not had an opportunity to discuss this with them personally; however it is important as readers to think about this, develop an opinion and support your opinion with examples from the book.

Journals/ Literature Circles: Has this book changed you? Write about briefly and then discuss this question. Why do we read; for enjoyment, to learn, to have a better understanding of the world, etc.? What did this book do for you?

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Maniac Magee, Jerry Spinelli
Supplemental Guide written by Kelly K. Smith

Chapter: Before reading
Mini Lesson Topic: Point of View
Mini Lesson Details:

What you might say... As you begin reading this book you will notice that many of the characters come from different places. When I say this I do not mean different towns, or areas exactly, I mean that they have different backgrounds and therefore they look at situations differently. We may say they have a different point of view.

Next steps:

3. Set up a unique shaped object in a box with small holes. (Put a hole in the top of the box so light can get in) Allow different students to peak in only one hole at a time and describe the object to the class, possibly even guessing what it is. You may create the object in the box so you can be sure that each side has different colors, shapes, etc.
4. Have one student look at the entire object.
5. The rest of the students should share out about what they saw and the one student with the whole view will let them know if they are correct or not.
6. Lead a discussion around how each student saw this object from a different point of view. Does that mean they were wrong when they described the object, even if what they said made no sense to you?
7. Relate this activity to the historical events or local disputes you may be discussing. (Sides of North vs. South in Civil War, colonists vs. loyalists in Revolutionary War, developers vs. naturalists in a town meeting, etc)
8. Have students share their experiences or examples of point of view.

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Chapters: 1-2
Mini Lesson Topic: Clarify/Summarize
Mini Lesson Details:

What you might say...Today I am teaching you that effective readers are constantly determining and pulling out the important information in a story. They then condense it in their mind so they can remember it. In the past we have called this summarizing. At the beginning of a story authors often give very important information, all the information you need to get started reading and to understand the story. Today, as we read we are going to pull out what we think may be important pieces of the story. When we are done reading these two chapters we will go back and decide which pieces of information were truly important and clarify anything we may be unsure of. As you grow as readers this process will become more and more automatic.

Next steps:

4. Begin reading, model pulling out important information.
5. As you are reading allow students to help you pull out important information by raising their hand.
6. Pass out sticky notes so that students can mark important information as you continue to read the story. (As always have students read the way see best, independently, in pairs, listening, etc.)
7. When you have completed reading go back and share the important events, discussing each one and either keeping it or crossing it out if it is not important.
8. Together clarify any misunderstandings by going back to the text.

Journals/ Literature Circles:
Have students write a short summary of these two chapters in their journals after discussing it as a class. They may need to go back to this at the end of the book.

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Chapters: 3-8
Mini Lesson Topic: Foreshadowing (Use original guide pg. 109 for more ideas)
Mini Lesson Details:

What you might say…Today I want to teach you about a technique called foreshadowing which some authors use to guide you through a book. Let's look at the word foreshadowing and see if we can decipher what it means. (Focus on shadow: "You see a shadow coming around the corner" What do you know? Is there something around the corner? Focus on Fore: What word might sound similar (before), etc) Foreshadowing is when an author gives us hints or clues as to what is going to happen before it actually happens. You will find that these clues help you to predict what will happen next. When you predict you think ahead and check your thinking as you read, thus keeping you more engaged in a story. Of course an author wants you to be engaged in their story! I find that when authors use foreshadowing it makes me want to read more. I could be tired and ready to put a book down, but then the author slips in a sentence hinting towards all the exciting stuff that is about to come, and of course I stay up another hour and continue reading. T.V. shows are great about doing this right before a commercial as well. As we read today we will be looking for hints or foreshadowing in the text.

(Again, model as you begin reading and then allow students to raise their hand when they find what they think may be examples. Try to discuss their ideas before continuing to read so students have a chance to explain why they thought it was foreshadowing before finding out what really happens)

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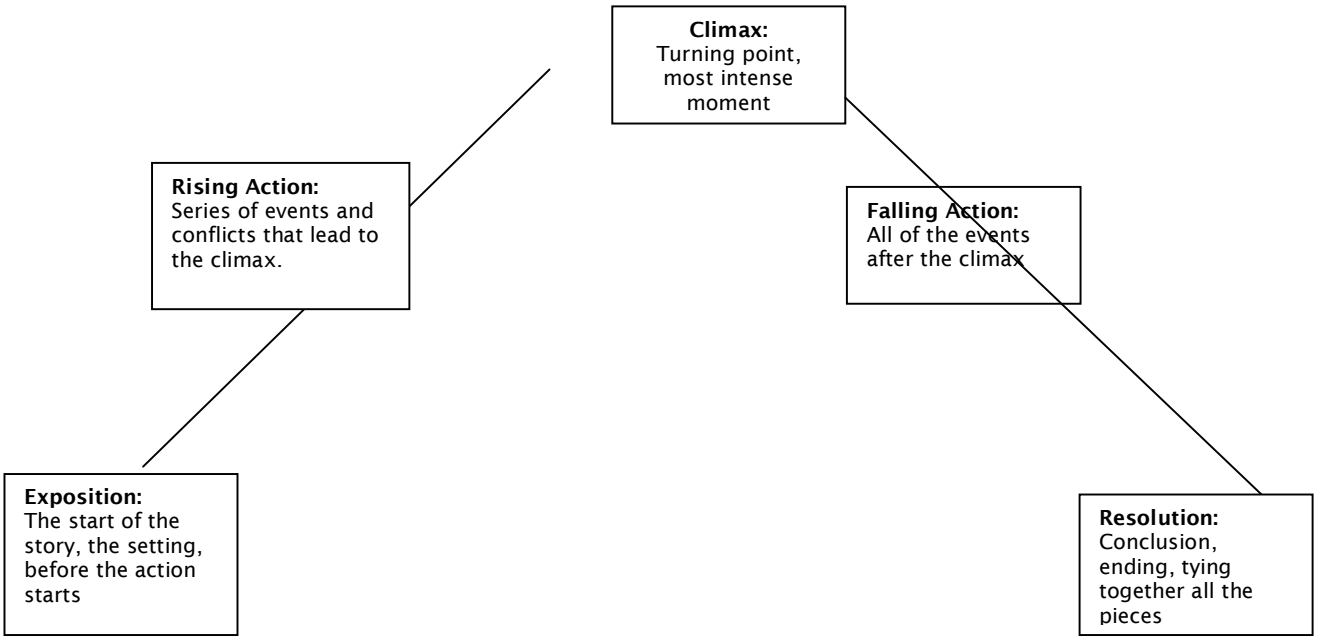
Chapters: 9-11
Mini Lesson Topic: Story Map
Mini Lesson Details:

What you might say...As we read this fictional story it is important to understand that authors have a system to the way they write. They have a plot or structure to their story. When we understand this structure we have a much better chance of understanding the story. We can be looking for specific elements in the story. The elements of a plot are as follows:



Right now where do we think we are in the plot? (Rising Action) What can you anticipate about the book? (turn and talk) Here you may be looking for students to understand that the author is only preparing them for the really good stuff, the best of the book is yet to come. Students may predict what the climax will be.

Journals/ Literature Circles: Create this plot diagram in their journals. Have students label each section with the chapters that match them as they read. For examples chapters 1-3 may go in the exposition, while chapter 4 will be added to the rising action. You may have student do this quickly as a group each time they meet in Literature Circles. Once you get close to the climax there can be great discussion and debate about what exactly fits into that category.

*chart modified from readwritethink.org

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Chapters: 12-15
Mini Lesson Topic: Knowing the characters
Mini Lesson Details:

What you might say...As we have been reading I have really gotten to know the characters in this story, especially Maniac. I imagine you have too. Let's quickly name some characteristics of Maniac (do this for a minute). When you have a list go down through each adjective and ask the class, how do you know? Quickly discuss whether we know because Maniac did something, said something, or thought something.

Today I want to point out to you that authors use many different ways to help readers get to know their characters. They use action (what the character does), dialogue (what the character says) and internal thought (what the character thinks inside their heads). Which do you think is the most telling?

Photo copy a page or two from the book. Have students highlight action, internal thought and dialogue in different colors. What does the author use most of, least of?

Journals/ Literature Circles:
How do people get to know you? Do you think people you first meet, friends, family, teachers, etc. know you best because you tell them all about your feelings and hopes, etc. or do they know you through your actions? Explain. Do you think these people get a really good understanding of you this way?

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Chapters: 16-21
Mini Lesson Topic: Imagery
Mini Lesson Details:

- What you might say… Authors often use imagery to "show not tell" in their writing. We have learned that authors use similes and metaphors to do this in their writing. On page 59 you will notice that Jerry Spinelli does something differently. He uses phrases that begin, "It was so hot, if…" This strategy allows the author to give a hypothetical situation, sometimes exaggerated, to show just how hot it is.

Journals/ Literature Circles: Have students discuss the examples from page 59. Try to change one of them into a simile, metaphor (assuming you have already taught these strategies). Which style of writing do they like best? Why, what images do they form in their minds? Which do they think is the easiest to write?

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Chapters: 22-24
Mini Lesson Topic: Point of View
Mini Lesson Details:

What you might say… Authors can write from different points of view, from different perspectives. This means that they can pretend that they are inside the heads of different characters and tell the story the way the other character sees it. This is something it is quite difficult to do in real life. I would have a hard time explaining how you might be thinking about your cafeteria experience, but I could walk in and describe it from a teacher's point of view. As authors we get to be all the characters and know what is happening in each of their heads. On page 79 you will find that Spinelli writes from the point of view of a baby buffalo. What an imagination he must have to be able to do that.

Journals/ Literature Circles: Discuss why Spinelli might write form the buffalo's perspective. Do you think the buffalo might really think the way Jerry suggests? In their journals students might all write about a similar event/experience from their own perspective. You then may have them attempt to write about the same event from the perspective of an object involved in that event. (Pencil, fork, sneaker, etc.)

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Chapters: 25-28
Mini Lesson Topic: Unknown vocabulary
Mini Lesson Details:

What you might say... As we read this book I have run into words that I find unfamiliar. I think I understand the story, so I don't worry about the word I don't know and keep on reading. This is a struggle readers have all the time. You want to know the meaning of a word so you can understand the story, but you don't always want to take the time to look the word up, and you shouldn't! In order to develop your reading skills I want to teach you how to use context clues and syntax to help you figure out the meaning of a word. You have worked with context clues before I am sure. This means that you look at the sentences before and after the unknown word and you figure out what word might make sense in the sentence you are struggling with. If you think of a word that fits, boom, you are done. Another strategy you can use is to look at the words immediately surrounding the unknown word. Are they verbs, adjectives, nouns, etc? Does the word end in "ly"? By knowing what to look for you may be able to determine the part of speech of the unknown word, allowing you to at least know what type of detail you are missing even if you never decipher meaning of the word.

Examples:
The _____ cat ran quickly through the woods. (You know the unknown word comes before the noun, this must be a word that describes the cat)

Maniac sprints _____ly through the streets, he definitely does not want to get caught. (The verb is sprints; we know Maniac is doing the sprinting. The unknown word follows the verb (could come right before the verb) and ends in "ly", which we know any word ending in "ly" is an adverb. The unknown word must be describing the verb, sprints)

Journals/ Literature Circles: Choose an unknown word as students read. Write down the sentence in their journals, digraph the sentence, labeling each of the parts, have students discuss the possible meanings of the unknown word in their Literature Circles.

You may need to teach students how to look words up in dictionaries so they can check their understanding. Focus on showing them how to determine the part of speech by using a dictionary.

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Chapters: 29-31
Mini Lesson Topic: sentence variety
Mini Lesson Details:

What you might say... We have discussed the use of similes, metaphors, and other types of show not tell sentences. In your own writing you have probably been told to add more detail and to extend your sentences. Great authors are really good at elaborating and adding details, but they also vary their sentences. Not every sentence is long and full of details to help you visualize a story. Some or short and blunt and simply tell you what you need to know. Authors do this on purpose. Sometimes simply because the detail that want to add isn't important enough to add a great deal of description to, or sometimes they write short sentences for effect. At the end of this chapter I believe Jerry Spinelli gives us an example of this when he uses the following short choppy sentence for effect. ("Five days later the old man was dead.")

Journals/ Literature Circles: What feelings did you have when you read this sentence? Would you have preferred to be warned via foreshadowing or details leading up to the shocking news? Are you curious about how he died?

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Chapter: 32
Mini Lesson Topic: Inference
Mini Lesson Details:

What you might say... Maniac must be feeling a lot of emotions at this point in the story; however the author does not come right out and tell us what they are. We are back to the "show not tell" technique. As a reader it is your job together the clues the author gives you, plus use your own experiences and ideas to really get an understanding of how Maniac must feel. When you do this you are inferring. Often times you will be asked to make inferences and support your reasoning on tests. Test makers and teachers ask you to do this because it is one of the most difficult and important skills they expect of you as a reader. Today we are going to work together to make an inference and support it with details.

Journals/ Literature Circles: Together choose a word to describe how Maniac is feeling. Have partners or small groups go and find evidence that supports your idea, share out and discuss how each of the details from the story support or do not support the chosen attribute. You may have students write an essay on this topic as a follow up.

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Chapter: 33-37
Mini Lesson Topic: Reading non-fiction
Mini Lesson Details:

What you might say... Today in your reading you are going to come across references to Valley Forge. In order to get the most out of the story and understand why Spinelli chose to have Maniac end up here we need to know more about Valley Forge. I have found an article for you to read (possibly use this one: http://www.ushistory.org/valleyforge/history/vstory_background.html) in order to get a better understanding of the location. As you read the article, which we know requires very different skills than reading fiction; I want you to remember to continually check yourself for understanding. What is the article trying to tell you? To help you do this I have come up with a graphic organizer that will help guide your reading.

Facts I have learned	My thoughts/ reactions/ questions related to these facts	Connections to the Maniac Magee

Depending on how much you have already taught non-fiction reading you may need more or less guided practice and instruction around this.

Journals/ Literature Circles: Discuss whether knowing more about Valley Forge helped students to understand and enjoy the book more. How so? What plans could you make for finding out background information when reading a book on your own?

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Chapter: 38-39
Mini Lesson Topic: conflict
Mini Lesson Details:

What you might say... The story is becoming rather complex with a variety of conflicts being described. In previous books we have talked about conflicts and how they really make a story interesting.

You may recall:
A conflict is a dramatic struggle between two forces in a story. This is more than simply a problem (ex: The boy could not get his backpack unstuck from the bus door.) Conflicts can occur between different elements of the story. For example a conflict can be

Character vs. Character – One character having a struggle with another character (human or not) in the book. (Ex. Two characters who really don't like each other for moral reasons)

Character vs. Nature – In this the character seems to be struggling with the elements of nature. (Weather, trees/plants, mountains, etc.)

Character vs. Society - The main character is in conflict with a larger group. A culture, society, community. (The character could be fighting against war, stereotypes, prejudice, etc)

Character vs. Himself – Character is having some kind of inner conflict. (They may be trying to change themselves, they may have new realizations as they grow up, etc)

As we read this chapter I want to start thinking about what types of conflicts Spinelli has included in this story. As you read or immediately following the reading have students jot down the different conflicts they have noticed.

Journals/ Literature Circles: If Spinelli chose to leave one of these conflicts out of the story which should it be? How would it affect the story? On the other hand which is the most important conflict? Which conflict can you relate to the most?

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Chapter: 40-42
Mini Lesson Topic: protagonists/antagonists
Mini Lesson Details:

What you might say... We have talked about how authors include conflict(s) within their story. Within the conflict authors typically have a protagonist and an antagonist or a "good guy" and a "bad guy". As the literature you read becomes more sophisticated so does this concept. You may find some authors have the protagonists and antagonists change throughout the story, you may also find that one of the characters is not actually a person, but a force or idea, which we looked at when talking about conflict. Authors do this to engage the reader, to make the story interesting and often times to help them make a statement or teach a lesson. Today I want to work with you to determine the protagonist and the antagonist in Maniac Magee.

Journals/ Literature Circles: What characters have acted as protagonists? Antagonists? Have they changed throughout the story?
(Note the prefixes pro and anti in the two words, use these to help students remember the meanings and/or to teach the meanings of the prefixes)

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Chapter: 43-46
Mini Lesson Topic: organization
Mini Lesson Details:

What you might say... Authors can tell their stories using different organization. (Chronological order, flashback, Media Rees meaning in mid action) Jerry Spinelli chose to use chronological order when telling this story. This means that he went in order of time, from beginning to end. Once you can determine how the author has organized their writing you will be better able to comprehend the events, understand the characters and predict what will happen next in a story. As we finish this story I want you to think about how the organization of the story helped you understand the plot. When you begin your next book and every book it will be important to think about and determine the organization of the plot.

Journals/ Literature Circles: What movies or books have you experienced that use different types of organization? What do you think would be the easiest to write?

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Number the Stars, Lois Lowry

Supplemental Guide written by Kelly K. Smith

Chapter: Before reading
Mini Lesson Topic: Non fiction Reading
Mini Lesson Details:

What you might say... Before we begin this novel we need to know some background about the Holocaust. (Activity on page 173) As you already know reading non-fiction texts require very different skills than reading fiction texts. In order to read non-fiction texts it is important to be very active readers. Sometimes teachers give you guiding questions that you are always trying to answer as you read, which can help you be active. If you do not have those questions you can create your own. In order to help them continually check their own understanding, readers of non-fiction come up with big idea questions on their own. I often do this by looking at the title of the book, the title of the chapters and the headings and subheadings non-fiction texts so often offer. As you read those ask yourself the following questions:

1. Do I know what the word(s) in the title/heading mean?
2. After reading what do I know about the event, person, idea, etc. mentioned in the title/heading?
3. Have I pulled out the important information in each of these sections, enough so that I would be able to tell a neighbor, in my own words, what the section was about?

If you cannot answer the above questions you will want to go back and reread to clarify. Occasionally you may even need to consult another resource to gain a better understanding.

Journal/Discussion: What are some of the big questions I should be answering as I read?

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Chapter: 1
Mini Lesson Topic: Visualization
Mini Lesson Details:

What you might say... As you begin reading this book you will find that the author gives a great deal of description to help you visualize the setting and events in the beginning of the story. To be able to put yourself in the characters' shoes and really feel the emotions they are feeling you want to occasionally stop and truly try to visualize all that the author is giving you. Having the background knowledge from the research we have done as a class will really help you to visualize. Effective authors make this job easy for the reader by providing us with a great deal of description and good readers take the time to utilize this information.

Journal/Discussion:
1. Draw scenes from the book and share the different visions each person had.
2. Discuss the feelings you had as you put yourself in the characters' shoes.
3. Notice the way in which the author provided you with the details necessary to visualize.

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Chapter: 2
Mini Lesson Topic: Characterization – stoic vs. dynamic
Mini Lesson Details:

What you might say... We have learned a great deal about how authors develop characters through dialogue, action and internal thought. Today I want to teach you about two specific types of characters an author might choose to portray in their stories. They are static and dynamic characters. (See definitions below)

In a story, a **dynamic** character *is someone who undergoes an important, internal change because of the action in the plot. Ebenezer Scrooge, from Charles Dickens's* A Christmas Carol, *is a classic example. When we first meet him, he is mean, bitter, and avaricious. Through his experiences with the three ghosts, he becomes generous, kind, and beloved.*

A **static** character *is one whose personality doesn't change throughout the events in the story's plot. Dickens, again, is the source of an example in Joe Gargery, from* Great Expectations. *Joe remains faithful, honorable, and loyal despite being robbed by a convict and treated poorly by his wife and nephew.*

CliffsNotes.com. *What is a dynamic character? What is a static character? How are they different?* 25 Aug 2009
‹http://www.cliffsnotes.com/WileyCDA/Section/id-305408,articleId-7986.html›.

As we read this story you want to be aware of the characters and be noticing how the events in their lives change or do not change them as people.

Journal/Discussion: Use characterization chart from page 190 to keep track of the characters traits throughout the book. Occasionally reference it to notice any changes. (You may even want to assign one group the job of being the character detectives. They will remind the class to look for this as they notice it happening in this or other books.)

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Chapter: 3
Mini Lesson Topic: Symbols and symbolism
Mini Lesson Details:

What you might say... Authors use symbols throughout their story to provide meaning to the reader. Sometimes symbols in stories can be quite explicit or obvious. In this chapter we read about the swastika being left on the door of Mrs. Hirsch's button shop door. The swastika was used as a Nazi symbol during this time. Some symbols an author uses are not so explicit; instead you have to infer what they are symbolizing. As we continue reading this book I want you to pay close attention to the Star of David necklace Ellen wears. As we continue to read we will focus on what the symbolism behind that necklace might be. (hope, faith friendship, etc)

Journal/Discussion: Discuss other symbols students can think of in their day to day life. Possibly through out common symbols used in literature and have students discuss their possible meanings. You may even hold up images of the symbols mentioned below and see what thoughts and ideas the students have around each one.

Examples:
1. dove: peace
2. spring: youth, birth, life
3. water: birth, rebirth
4. eagle: freedom, liberty, strength
5. rose: love, beauty
6. crown: wealth, royalty
7. sunrise: new start, beginning

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Chapter: 4
Mini Lesson Topic: cause and effect
Mini Lesson Details:

What you might say... In a story characters often react to a situation. We can look at this as a cause and effect relationship. For example I am out of food so I will go to the grocery store. The cause is "I am out of food" the effect or action I take is "I will go to the grocery store". Understanding this relationship is very useful when reading non-fiction texts. Events in history follow this organization as do actions or reactions in science. In fiction or historical fiction it is also helpful to recognize this organization because after reading either the cause or the effect you are much better prepared to predict what will happen as a result of or what did happen to cause that event. As we know when we predict, we are being active readers and being active readers helps us to understand and remember the events in a story.

Journal/Discussion: Create a t-chart on cause and effect in your journal. Begin filling in one event and its cause for each chapter which can briefly be discussed as a group during Literature Circles.

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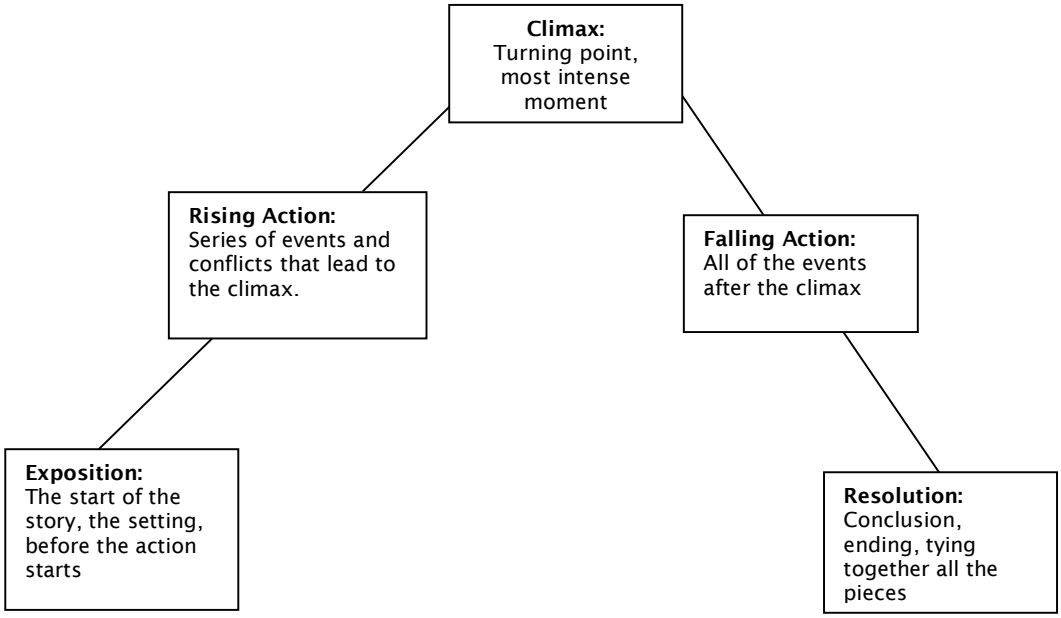
Chapter: 5
Mini Lesson Topic: climax
Mini Lesson Details:

What you might say... We have talked about the plot of a story in the books we have previously read. You know that the conflict leads up to the height or climax of the story and then drops to the resolution. As a reader you always want to be anticipating the climax and recognize it when you get there. We are only in chapter 5, yet there are some exciting things happening in this story.

Previous Lesson Review:
As we read this fictional story it is important to understand that authors have a system to the way they write. They have a plot or structure to their story. When we understand this structure we have a much better chance of understanding the story. We can be looking for specific elements in the story. The elements of a plot are as follows:



Journal/Discussion: Are you at the climax yet? Why or why not? If so, why would the author put the climax so close to the beginning of the story?

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Chapter: 6
Mini Lesson Topic: Symbolism within the title
Mini Lesson Details:

What you might say... In chapter 3 we discussed the use of symbolism. What do you think the necklace the Ellen wore could symbolize? What did ripping it off symbolize? Now that we have a deeper understanding of the story I want you to think back to the title, as we discussed when reading non-fiction. What is Lowry referring to in the title Number the Stars? What or who are the stars and why are they being numbered? Again the author is using symbolism to make you think in a different way about the topic. In order to understand the symbolism you must have a strong understanding of the concepts in the book.

Journal/Discussion: Focus on the meaning of the title in both journal writing and discussions.
*Encourage students to use symbolism in their own writing.

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Chapter: 7
Mini Lesson Topic: Diverse set of characters
Mini Lesson Details:

What you might say... In order to make stories more interesting, to create more opportunity for conflict as well as to give readers more opportunities to connect with the story authors include a variety of characters in their writing. In this book there are many different types of characters beyond simply the protagonists and the antagonists. There are characters who are victims, characters who are helpers, characters who are brave, characters who are logical and characters who act on emotion. It is likely that you connect with one character more than others. It is also likely that you can think of someone in your life that is like one or more of the characters. Authors do this to add complexity to their stories.

Journal/Discussion: Have students focus on who they are most like. Make a graph charting which characters the students in your class relate to the most. When doing this activity encourage students to focus on personality traits rather than physical characteristics. Students should defend their reasoning in their Literature Circles.

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Chapter: 8
Mini Lesson Topic: Point of View
Mini Lesson Details:

What you might say... Authors often tell stories from different points of view. Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story.

Point of view comes in three varieties:

- ***First-person*** *point of view is in use when a character narrates the story with I-me-my-mine in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes. However, remember that no narrator, like no human being, has complete self-knowledge or, for that matter, complete knowledge of anything. Therefore, the reader's role is to go beyond what the narrator says.*
- ***Second-person*** *point of view, in which the author uses you and your, is rare; authors seldom speak directly to the reader. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.*
- ***Third-person*** *point of view is that of an outsider looking at the action. The writer may choose* ***third-person omniscient,*** *in which the thoughts of every character are open to the reader, or* ***third-person limited****, in which the reader enters only one character's mind, either throughout the entire work or in a specific section. Third-person limited differs from first-person because the author's voice, not the character's voice, is what you hear in the descriptive passages.*

http://www.dummies.com/how-to/content/understanding-point-of-view-in-literature.html

Number the stars is told in the third person limited through the mind of Annemarie.

Journal/Discussion: How do you think the story would differ if it was told from the point of view of Ellen or Kristi, etc?

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Chapter: 10
Mini Lesson Topic: suspense
Mini Lesson Details:

What you might say... In this chapter there is a great deal of suspense. Authors use mood and foreshadowing in order to build the suspense or anticipation of something happening. We have listened to Annemarie's thoughts about what is going on, there have been many secretive, coded conversations and now finally the Nazis are in the room with them. Will they make them open the casket and what would be there if they did? I want to teach you today that suspense along with conflict and characterization is another way that authors draw their readers in.

Journal/Discussion: What mood did the author set? Did you notice any foreshadowing? Going back to previous lessons what part of the story do you think is the climax?

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Chapter: 11
Mini Lesson Topic: Inferring
Mini Lesson Details:

What you might say... As readers we have used inferences to help us understand a story. Today I want to point out to you that because the author is telling the story through the limited third person perspective we can see how the author can help us infer through the clues given to Annemarie throughout the story. As readers we are working with Annemarie to infer that Uncle Henrik is assisting the Jews as they escape to Sweden. The author points out the clues to us through Annemarie and informs us of Annemarie's suspicions to help guide us to the correct inference as well. Lowry really wants to make sure we understand what is happening in his story.

Journal/Discussion: Did you notice that the author was helping you along? Do you think you will notice this strategy if you see it in another story? Could you use this strategy in your own writing?

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Chapter: 12
Mini Lesson Topic: figurative language/ personification
Mini Lesson Details:

What you might say... We have talked about how an author might use a simile or vivid descriptions to help us visualize a situation. In this chapter Lowry uses personification to describe a sunrise. He writes, "Dawn would sweep across the Swedish farmland and coast; then it would wash little Denmark with light and move across the North Sea to wake Norway." Personification is when you give a non-living thing or idea the qualities of a person. In this case the dawn, which is a time of day, is sweeping, washing, moving and waking, all things that a living human might do.

Journal/Discussion: How does this example of personification help you to visualize the setting? Why do you think relating an object or idea to a person would help us understand or visualize it better?

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Chapter: 13 + 14
Mini Lesson Topic: Literary References / Allusions
Mini Lesson Details:

What you might say…During this section Annemarie compares herself to a character in a commonly known children's story, Little Red Riding Hood. Lowry assumes that his readers will understand this reference. You will find as you continue your lives as readers many authors do this and often times with literature that you may not have been exposed to previously. In this case it is helpful to look up the reference. You might read the literature referenced, or you may ask someone who might have already done so to clarify the connection for you and of course there is always the internet to help you clarify the meaning. Regardless I urge you to take the time to do this as you continue reading.

In this case there are many versions of Little Red Riding Hood and depending on where or when you grew up you might have heard different versions or none at all. Today as a group of active and curious readers we are going to read the western version of the story, Little Red Riding Hood to ensure that we all have the same story in mind.

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Chapter: 15-17
Mini Lesson Topic: Author's Purpose
Mini Lesson Details:

What you might say... Lowry spent a great deal of time writing this book? Why do you think he chose the Holocaust to write about? We have discussed the fact that authors often write books to teach a lesson or moral or to make the world more aware of a specific idea, event, or place. What lesson(s) do you think Lowry wanted to teach through this book?

Journal/Discussion:
You may want to take time to go over the big ideas discussed throughout this book including symbolism, characterization and climax.

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Chapter: Afterward
Mini Lesson Topic: Historical Fiction
Mini Lesson Details:

What you might say... Number the Stars was not a true story; however it was based on true events. This is called Historical Fiction. The characters and events may not be exactly real, but they are based on historical facts. What a great way to be entertained and learn about history at the same time!

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Roll of Thunder, Hear My Cry, Mildred D. Taylor

Supplemental Guide written by Kelly K. Smith

Chapter: Before Reading and Ch.1
Mini Lesson Topic: Setting
Mini Lesson Details:

What you might say... In some stories the setting is irrelevant the events could happen anywhere at anytime. In Roll of Thunder, Hear My Cry this is not the case. The story takes place during the Depression in the rural Mississippi. The setting is a significant part of this story.

4. KWL about this time period and this location
5. After reading chapter one continue the KWL, being sure to fill in more "what you want to know" entries as well as what you have learned.
6. You may want to do some class background research or provide your class with some non-fiction reading about the time period in a variety of different locations throughout the U.S. so the student will see how the story taking place in the south is so important to the plot.

Journal/Discussion: KWL and independent research

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Chapter: 2
Mini Lesson Topic: Point of View
Mini Lesson Details:

What you might say... Authors often tell stories from different points of view.

Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story.

Point of view comes in three varieties:

- ***First-person*** *point of view is in use when a character narrates the story with I-me-my-mine in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes. However, remember that no narrator, like no human being, has complete self-knowledge or, for that matter, complete knowledge of anything. Therefore, the reader's role is to go beyond what the narrator says.*
- ***Second-person*** *point of view, in which the author uses you and your, is rare; authors seldom speak directly to the reader. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.*
- ***Third-person*** *point of view is that of an outsider looking at the action. The writer may choose* ***third-person omniscient,*** *in which the thoughts of every character are open to the reader, or* ***third-person limited****, in which the reader enters only one character's mind, either throughout the entire work or in a specific section. Third-person limited differs from first-person because the author's voice, not the character's voice, is what you hear in the descriptive passages.*

http://www.dummies.com/how-to/content/understanding-point-of-view-in-literature.html

Roll of Thunder, Hear My Cry is told in the first person. Cassie is the narrator. (You may have students determine this.)

Journal/Discussion: Do you think we will get more or less information from a first person narrative compared to a third person narrative. Why or why not? Why might an author choose to write in the first person? From what point of view do you typically write narratives?

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Chapter: 3
Mini Lesson Topic: Conflict
Mini Lesson Details:

**This lesson was discussed in the Bridge to Terabithia guide as well; however it is an important concept and could be done with every single book you read.*

What you might say…As you read today you may notice that there are some conflicts in this story. A conflict is a dramatic struggle between two forces in a story. This is more than simply a problem (ex: The boy could not get his backpack unstuck from the bus door.) Conflicts can occur between different elements of the story. For example a conflict can be

Character vs. Character – One character having a struggle with another character (human or not) in the book. (Ex. Two characters who really don't like each other for moral reasons)

Character vs. Nature – In this the character seems to be struggling with the elements of nature. (Weather, trees/plants, mountains, etc.)

Character vs. Society - The main character is in conflict with a larger group. A culture, society, community. (The character could be fighting against war, stereotypes, prejudice, etc)

Character vs. Himself – Character is having some kind of inner conflict. (They may be trying to change themselves, they may have new realizations as they grow up, etc)

Journals/ Literature Circles: Discuss or write about how you think the conflict may be resolved. How would you resolve it? How would your teacher, parent, friend resolve it? How would other characters from other books resolve it?

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Chapter: 4
Mini Lesson Topic: Flashbacks
Mini Lesson Details:

What you might say…You have probably noticed the use of a technique called flashbacks in many movies. It is exactly what it sounds like, a little flash or bit of the past presented to help you understand the present or future story line. Authors of novels have a more difficult time with these, they can not simply fade into a different picture where the way people are dressed or the weather obviously shows that the time period has changed. In this chapter Taylor uses a smart strategy to help her give the reader background information without simply telling the reader through a narrator. She has Big Ma tell the background story orally to Cassie. (Original guide page 292)

Journals/ Literature Circles: How did the background information Big Ma gave help you understand the plot better?

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Chapter: 5
Mini Lesson Topic: Foreshadowing
Mini Lesson Details:

What you might say…As we found in the last chapter authors will go back in time within a story to give us prior information. It is also true that authors continuously give us hints to help us predict what will happen in the future. This is called foreshadowing. Characters can notice an object, say something, learn something new, practice an activity, think something, etc which will give us a hint about what they might do in the future. (More on this in the original guide page 296)

Journals/ Literature Circles: What hints did you detect as you read? What did they make you think might happen in the future? (ex: T.J. noticing and talking about the pearl-handled pistol)

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Chapter: 6+7
Mini Lesson Topic: Vivid Language
Mini Lesson Details:

What you might say…As you read this and many of the books we have and will discuss as a class you will notice that accomplished authors have an amazing way with words. They have learned how to use specific verbs or action words to allow the reader to visualize the events. These authors have also learned to appeal to a reader's five senses, using descriptions that touch on each one of them throughout the book.

Journals/ Literature Circles: Possibly photo copy a few pages from the book and in groups have the students highlight all the vivid verbs and circle the descriptions that related to the five senses. You could then ask them to recreate a paragraph eliminating all this good stuff and encourage them to use basic verbs such as went, got, was, etc so they can see the difference. You will then want to allow them the opportunity to practice taking "boring" passages and adding descriptions to them.

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Chapter: 8
Mini Lesson Topic: Literary References
Mini Lesson Details:

What you might say…During this chapter Mildred Taylor compares Lillian Jean's grin to that of the Cheshire cat in *Alice in Wonderland*. Taylor assumes that her readers will understand this reference. You will find as you continue your lives as readers many authors do this and often times with literature that you may not have been exposed to previously. In this case it is helpful to look up the reference. You might read the literature referenced, or you may ask someone who might have already done so to clarify the connection for you and of course there is always the internet to help you clarify the meaning. Regardless I urge you to take the time to do this as you continue reading throughout your lives.

Journals/ Literature Circles: Do you think the use literary references are helpful to a reader? What words might describe the grin of the Cheshire cat? (You should have copies of *Alice in Wonderland* on hand for students to read and look at pictures or allow them the chance to find the information on their own in class.)

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Chapter: 9
Mini Lesson Topic: Mood/Atmosphere
Mini Lesson Details:

What you might say...I am in a _____ mood today? What type of mood are you in _____? Does that mood change? What was your mood yesterday or earlier today? Obviously our moods change and so does the mood of a book. Through the vivid language we discussed earlier the author creates a certain atmosphere or mood in their writing. This is why a book can leave you feeling mad, hopeful, sad, happy, etc. The author will change this mood throughout the book, just as the characters in the book also change their moods. We are going to read page195 and compare it to pages 209-217 to see how the author can change the mood. I want you to be thinking about specific words, descriptions and techniques the author is using to help us feel the shift in mood. (Original guide pg. 313)

Journals/ Literature Circles: Discuss the moods you noticed as well as the techniques the author used to create those moods. Would you have created the same moods in those situations; if not what mood would you have chosen?

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Chapter: 10
Mini Lesson Topic: Dialogue
Mini Lesson Details:

What you might say…We know that dialogue is often used in stories to help us understand what has happened, what characters are feeling and to understand who the characters are. Today I want to point out to you how authors can make dialogue authentic so you can feel like you are right there listening to the character. (Original Guide pg. 318)

Authors do this by:

- Writing in the appropriate dialect.

Dialect is a variety of language that is characteristic of a particular group. In some areas this may mean that a specific dialect may use completely different words than the traditional form of a language. It may simply mean that a group of people use a more casual form of the language, shortening words or phrases for example.

- Using natural flow

Allowing characters to cut each other off in mid sentence

Journals/ Literature Circles: What has the dialogue in this book told you about the characters, the time period and the rural areas of Mississippi during the Depression?

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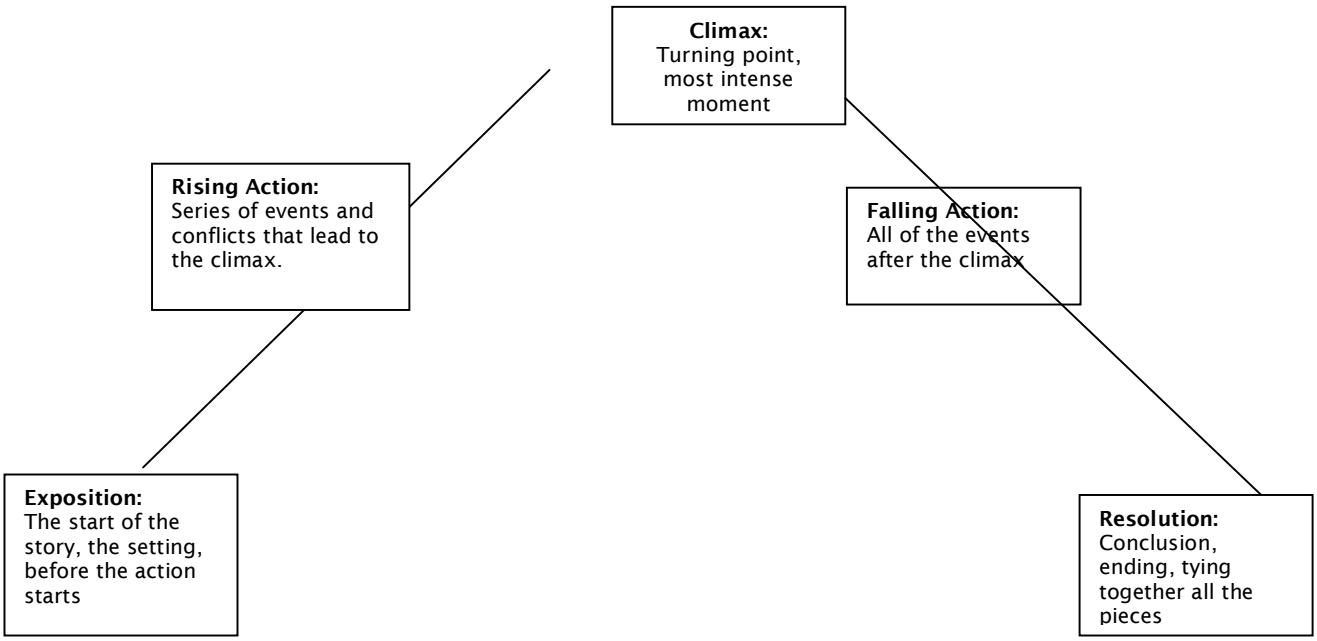
Chapter: 11
Mini Lesson Topic: Climax
Mini Lesson Details:

What you might say...We have discussed the structure of a story plot. Today I want you to determine the climax of this book. Remember the climax is the turning point of the story, usually the most exciting, dramatic part of the story.



Journals/ Literature Circles: Create this plot diagram in their journals. Have students label each section with the events that match them. Allow students to discuss what they think is the climax of the story. Encourage them to think about the benefits and negatives of putting the climax in the middle of the story, closer to the end, etc. Can a story have more than one climax?

*chart modified from readwritethink.org

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Chapter: 12
Mini Lesson Topic: Resolution
Mini Lesson Details:

What you might say…The resolution as shown on the chart from chapter 11 is the part of the story that tells us how the conflict as been resolved, the ending. Some authors like to give you all the information and wrap the end of the story up neatly for you. In Roll of Thunder, Hear My Cry this is not necessarily the case. As we read and discuss this ending I want you to be aware of the fact that Mildred Taylor did not give us all the information we have been looking for.

Journals/ Literature Circles: What has been cleared up for you at the end? What questions do you still have? Why do you think the author did this? Do you like the technique? Do you think it is an effective way to end the story?

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So Far From the Bamboo Grove, Yoko Kawashima Watkins

Supplemental Guide written by Kelly K. Smith

Chapter: 1
Mini Lesson Topic: Genre
Mini Lesson Details:

What you might say... There are many different genres or types of writing. You have most likely heard of fiction, non-fiction, biographies, mysteries, poetry, historical fiction, etc. Today I want o teach you about a new genre, one we will be exploring as we begin our new book. The book, So Far From the Bamboo Grove is considered a semi-autobiographical novel. This means that it is loosely based on the experiences of the author's own life.

Journal/Discussion: Why might an author write something about their own life that is not completely true?

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Chapter: 2
Mini Lesson Topic: Graphic Imagery
Mini Lesson Details:

What you might say... Yoko Kawashima Watkins uses a lot of very graphic imagery in this chapter. We see some pretty horrific events through her writing. When she writes of the train ride she endures she understands that her readers will not be able to visualize just how horrible it was without giving very explicit images of things her readers might be able to imagine. She adds the upsetting details of the dead baby being thrown from the train and the burnt body of the engineer to set the tone for the rest of the book. This was not a pleasant time and she wants to make sure that her readers understand that. Today I want you to know that good authors who use gruesome images, negative language or other questionable tactics do so for very specific reasons.

Journal/Discussion: Do you think that the gruesome details were necessary to tell the story?

*This book has been banned in some towns around Boston (Dover-Sherborne) because of it seemed to be one sided. Parents and officials were concerned that the book focused only on the Koreans as being the antagonists, and failed to mention any Japanese war crimes that occurred (forced labor and forced prostitution). As you read be thinking about whether this is a fair book to present to students. Is it one sided? Should you be reading it, even if it were one-sided?

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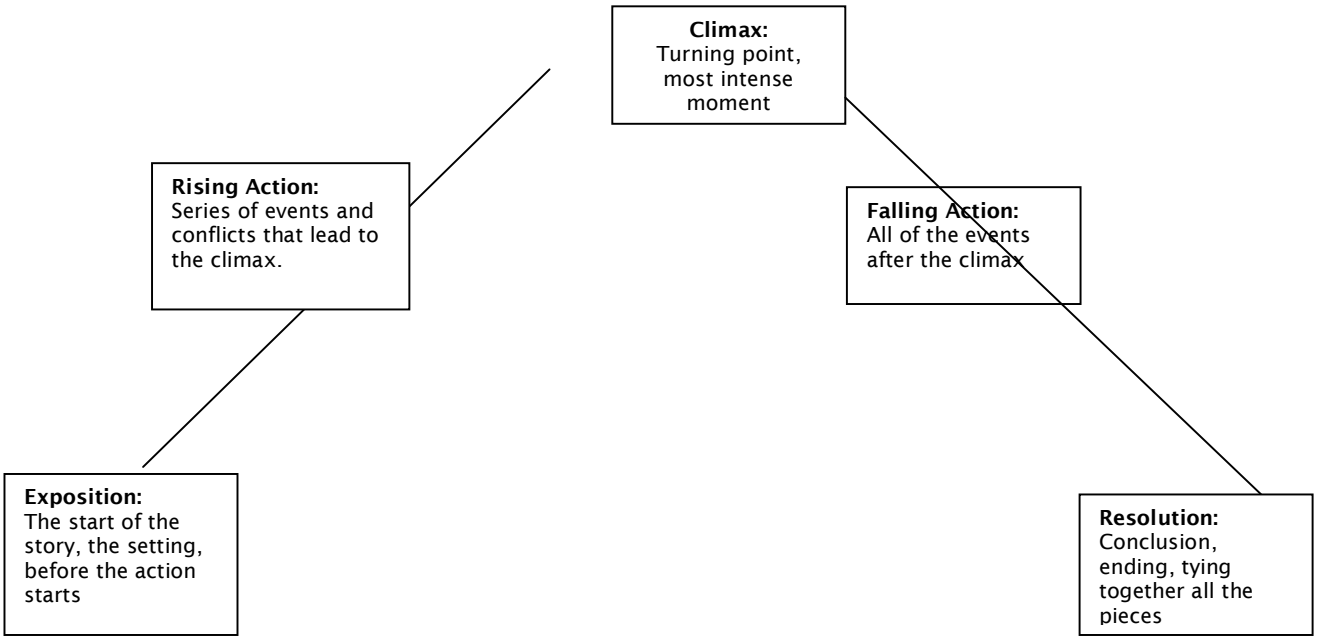
Chapter: 3
Mini Lesson Topic: Plot
Mini Lesson Details:

What you might say…

Previous Lesson Review:
As we read this fictional story we learned that authors have a system to the way they write. They have a plot or structure to their story. When we understand this structure we have a much better chance of understanding the story. An author of a semi-autobiographical novel uses the same structure to make their story interesting to the reader. The elements of a plot are as follows:



Journal/Discussion: Create this chart in your journal, noting the events that fit into each category.

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Chapter: 4
Mini Lesson Topic: Point of View
Mini Lesson Details:

What you might say... We know that Yoko Kawashima Watkins is writing a semi-autobiographical novel. This we learned means that the story is based loosely on the author's life. Knowing that and having read some of the story we know that this story is told from the first person point of view. However as we reach this and a couple of other chapters (6+11) you will find that the story is no longer told in the first person. Instead Yoko tells the story of her brother's journey through the third person. Today I want to teach you about the three perspectives from which an author may write.

Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story.

Point of view comes in three varieties:

- ***First-person*** *point of view is in use when a character narrates the story with I-me-my-mine in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes. However, remember that no narrator, like no human being, has complete self-knowledge or, for that matter, complete knowledge of anything. Therefore, the reader's role is to go beyond what the narrator says.*
- ***Second-person*** *point of view, in which the author uses you and your, is rare; authors seldom speak directly to the reader. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.*
- ***Third-person*** *point of view is that of an outsider looking at the action. The writer may choose* ***third-person omniscient,*** *in which the thoughts of every character are open to the reader, or* ***third-person limited****, in which the reader enters only one character's mind, either throughout the entire work or in a specific section. Third-person limited differs from first-person because the author's voice, not the character's voice, is what you hear in the descriptive passages.*

http://www.dummies.com/how-to/content/understanding-point-of-view-in-literature.html

Journal/Discussion: Did the author using a mix of first and third person perspectives help or confuse you? How else could she have done this? Which do you prefer reading?

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Chapter: 5
Mini Lesson Topic: Characterization
Mini Lesson Details:

What you might say… What you might say… As we read this book we really get to know the characters, their thoughts, feelings, rationales, etc. However we have learned that characters learn, grow and change throughout a novel. How would you describe the characters in So Far From the Bamboo Grove? ?

Together choose on character to focus on. Come up with a word or two that describe that character. Discuss what the author told you to help you know that character.

Character	Adjective - describes the character	Action – what they did	Dialogue- what they said	Internal thought – what they thought

Journals/ Literature Circles: Have students complete this chart in their literature circle groups with another character. Then allow them to continue to discuss the book on their own.

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Chapter: 6
Mini Lesson Topic: Conflict
Mini Lesson Details:

What you might say… As you read today you I want you to focus on the conflicts within this story. Remember, a conflict is a dramatic struggle between two forces in a story. This is more than simply a problem (ex: The boy could not get his backpack unstuck from the bus door.) For example a conflict can be

Character vs. Character – One character having a struggle with another character (human or not) in the book. (Ex. Two characters who really don't like each other for moral reasons)

Character vs. Nature – In this the character seems to be struggling with the elements of nature. (Weather, trees/plants, mountains, etc.)

Character vs. Society - The main character is in conflict with a larger group. A culture, society, community. (The character could be fighting against war, stereotypes, prejudice, etc)

Character vs. Himself – Character is having some kind of inner conflict. (They may be trying to change themselves, they may have new realizations as they grow up, etc)

Journals/ Literature Circles: Yesterday you discussed the different traits of one of the characters. Will these traits help the character resolve one of the conflicts? Explain.

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Chapter: 7
Mini Lesson Topic: Connections
Mini Lesson Details:

What you might say... We know that strong readers make connections to what they are reading. This helps them to visualize, understand and remember the information they are reading. Today as we read I want you to focus on making connections with the characters. I don't expect that you will have had a very similar experience to Yoko; however I am sure that you have experienced similar feelings throughout your life. In this chapter Yoko begins attending school, something that we can all relate to. In order to be able to easily name how you are making connections it is important to have a bank of feelings to choose from. So often we can understand how a character is feeling, but we don't know how to name it. Some common words used to describe feelings include:

Frustrated	Anxious	Apprehensive	Distressed	Agitated
Excited	Eager	Hopeful	Elated	Satisfied

Journals/ Literature Circles: How have you connected with one of the characters? When have you had a similar feeling or reacted in a similar way?

Have students keep a list of "feeling" words in their journals.

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Chapter: 8
Mini Lesson Topic: Foreshadowing
Mini Lesson Details:

What you might say… Authors continuously give us hints to help us predict what will happen in the future. One way to do this is through foreshadowing. Characters can notice an object, say something, learn something new, practice an activity, think something, etc which will give us a hint about what they might do in the future. (More on this in the original guide page 296) In this chapter Mother continually tells the girls to hang on to the wrapping cloth. We might assume that this is some type of foreshadowing. As good readers we will keep that in mind and hunt for its meaning as we continue to read.

Journals/ Literature Circles: What do you think Mother's comments about the wrapping cloth could be hinting at? Why do you say that?

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Chapter: 9
Mini Lesson Topic: Circular ending
Mini Lesson Details:

What you might say... In this chapter you may notice a pattern in the way the chapter begins and the chapter ends. They beginning and ending both involve Ko crying. We call this a circular ending because it circles back to the beginning. However in this case the ending is not exactly the same as the beginning. The crying is for a very different reason. Authors often use this circular pattern to begin and end an entire story to give a sense of closure and tying the pieces together. In this chapter the author has done that within one chapter.

Journals/ Literature Circles: Discuss the differences between the crying at the beginning of the chapter and the end. What was the mood at the beginning and end of this chapter?

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Chapter: 10
Mini Lesson Topic: Static vs. Dynamic characters
Mini Lesson Details:

What you might say... We have learned a great deal about how authors develop characters through dialogue, action and internal thought. Today I want to teach you that there are two types of characters an author might choose to portray in their stories, static and dynamic characters. (See definitions below.)

In a story, a **dynamic** character *is someone who undergoes an important, internal change because of the action in the plot. Ebenezer Scrooge, from Charles Dickens's* A Christmas Carol, *is a classic example. When we first meet him, he is mean, bitter, and avaricious. Through his experiences with the three ghosts, he becomes generous, kind, and beloved.*

A **static** character *is one whose personality doesn't change throughout the events in the story's plot. Dickens, again, is the source of an example in Joe Gargery, from* Great Expectations. *Joe remains faithful, honorable, and loyal despite being robbed by a convict and treated poorly by his wife and nephew.*

CliffsNotes.com. *What is a dynamic character? What is a static character? How are they different?* 25 Aug 2009
‹http://www.cliffsnotes.com/WileyCDA/Section/id-305408,articleId-7986.html›.

Today we are going to look back at our characterization tables from chapter 5 in this book and see if the character we focused on is a static or dynamic character.

Journal/Discussion: Use characterization chart from chapter five or page 190 in the original guide to keep track of the characters traits from earlier in the book and now.

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Chapter: 11
Mini Lesson Topic: Resolution
Mini Lesson Details:

What you might say... Earlier we defined the conflicts involved in this novel and now that we have reached the end we want to analyze which conflicts have been resolved and how. (It is also important to note here that though I have been saying conflicts, plural, a story typically only has one main conflict, however they can be parallel story lines with one story, each with their own conflict.)

Journal/Discussion: Complete the plot diagram and discuss which conflict mentioned was the most critical to the story.

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Taking Sides, Gary Soto

Supplemental Guide written by Kelly K. Smith

Chapter: Before Reading and Ch.1
Mini Lesson Topic: Setting
Mini Lesson Details:

What you might say... In some stories the setting is irrelevant the events could happen anywhere at anytime. In other stories this is absolutely not the case. For example, in Taking Sides it is very important to understand where Lincoln came from and where he is currently living in order to understand the conflicts that are occurring in his life. These are timeless, universal stories that usually focus around relationships and emotions. These stories can take place anywhere in the world during any time period and we would learn the same lessons and understand the plot without knowing the setting too specifically. On the other hand there are stories where the setting is very important to the plot. This is on of those stories.

Journal/Discussion: Think of your own stories, are they timeless? Do they rely on the setting or the time period to make sense? How or why?

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Chapter: 2
Mini Lesson Topic: Characterization through dialogue
Mini Lesson Details:

What you might say… We know that dialogue is often used in stories to help us understand what has happened, what characters are feeling and to understand who the characters are. Today I want to point out to you how authors can make dialogue authentic so you can feel like you are right there listening to the character.

Authors do this by:

- Writing in the appropriate dialect.

Dialect is a variety of language that is characteristic of a particular group. In some areas this may mean that a specific dialect may use completely different words than the traditional form of a language. It may simply mean that a group of people use a more casual form of the language, shortening words or phrases for example.

- Using natural flow

Writing the same as a natural conversation would flow. For example, allowing characters to cut each other off in mid sentence

In this book you will also find that the characters switch back and forth between Spanish and English.

Journal/Discussion: Set up and begin to fill out a characterization chart

Character	Personality Trait	What they said to make me think this	What they did to make me think this	What they thought to make me think this

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Chapter: 3
Mini Lesson Topic: Conflict
Mini Lesson Details:

**This lesson was discussed in the Bridge to Terabithia guide as well; however it is an important concept and could be done with every single book you read.*

What you might say…As you read today you may notice that there are some conflicts in this story. A conflict is a dramatic struggle between two forces in a story. This is more than simply a problem (ex: The boy could not get his backpack unstuck from the bus door.) Conflicts can occur between different elements of the story. For example a conflict can be

Character vs. Character – One character having a struggle with another character (human or not) in the book. (Ex. Two characters who really don't like each other for moral reasons)

Character vs. Nature – In this the character seems to be struggling with the elements of nature. (Weather, trees/plants, mountains, etc.)

Character vs. Society - The main character is in conflict with a larger group. A culture, society, community. (The character could be fighting against war, stereotypes, prejudice, etc)

Character vs. Himself – Character is having some kind of inner conflict. (They may be trying to change themselves, they may have new realizations as they grow up, etc)

What conflicts are arising in this book? As a class today we are going to focus on deciphering small problems from large thematic conflicts in the text.

Journals/ Literature Circles: What connections can you make to these conflicts? How do you think the conflicts will be resolved?

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Chapter: 4
Mini Lesson Topic: Figurative Language: Simile/Metaphor
Mini Lesson Details:

What you might say… What you might say…Today I want to teach you that authors use very specific language to help the reader visualize a situation. We have learned how an author may use a simile. Remember, a simile is a type of figurative language that uses like or as to compare two things. The author may want to compare one thing to something totally different or unrelated to give the reader a new image in their mind. (Ex: He was **like** a bull running through the aisle towards the last game system available. *or* He ran through the aisle **as** fast and strong **as** a bull…)

Authors also use metaphors to help the reader visualize. A metaphor does not compare two objects it simply states that one object is the other. (Ex: He **was** a bull running through the aisle towards the last game system available.)

Journals/ Literature Circles: Have students have a section in their journal to list "Fantastic Figurative Language" This section should include a simile and metaphor page where students write down the examples they find truly powerful or descriptive as they read. They should record the book and page number where the simile was found.

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Chapter: 5
Mini Lesson Topic: Prediction
Mini Lesson Details:

What you might say... Good readers actively think while they are reading. They may be noticing figurative language, making connections or focusing on the plot or structure of a story as they read. We have practiced all of these and are starting to do them naturally as we read. Other thing good readers do as they read is predict, or guess what is going to happen next. Readers really act as detectives as they do this. They use their own experiences to help them predict. They may also use knowledge they have learned from books, T.V., peers, school, as well as clues from the author to help them predict.

Journal/Literature Circles:
What experiences have you had, read about in books or seen on T.V. that are helping you to predict what Lincoln will do about his stolen T.V. in the pawn shop?

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Chapter: 6
Mini Lesson Topic:
Mini Lesson Details:

What you might say… We have talked about how authors include conflict(s) within their story. Within the conflict authors typically have a protagonist and an antagonist or a "good guy" and a "bad guy". As the literature you read becomes more sophisticated so does this concept. You may find some authors have the protagonists and antagonists change throughout the story, you may also find that one of the characters is not actually a person, but a force or idea, which we looked at when talking about conflict. Authors do this to engage the reader, to make the story interesting and often times to help them make a statement or teach a lesson.

Journals/ Literature Circles: Is there anyone in this book that you would say is truly a "bad guy" or an antagonist? Do you dislike everything about this character? Do you think the antagonist in this book is a person or an idea? Explain.

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Chapter: 7
Mini Lesson Topic: Symbolism
Mini Lesson Details:

What you might say... Authors use symbols (*one thing that represents another*) throughout their story to provide meaning to the reader. Sometimes symbols in stories can be quite explicit or obvious. Other times you have to be a little creative to understand some of the symbolic connections. There are many references to food in this chapter which we can find a deeper meaning in.

Journals/ Literature Circles: What is the food symbolizing? What do you think the black bear in Lincoln's dream is symbolizing? Why would the author use symbols to portray their message?

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Chapter: 8
Mini Lesson Topic: Characterization through actions
Mini Lesson Details:

What you might say... Earlier we discussed how we could learn a great deal about someone through their dialogue, what they were saying. Today I want to point out to you how an author will divulge information about a character later in the book. This provides a little twist to help you understand why the character acts they way they do. Often times this new information leads the reader to change their opinion about a character or a situation. In this chapter this is done by telling us of specific actions involving both Coach Yesutis and Roy.

Journals/ Literature Circles: Continue filling out the chart you put in your journal earlier in the book.

Character	Personality Trait	What they said to make me think this	What they did to make me think this	What they thought to make me think this

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Chapter: 9+10
Mini Lesson Topic: plot/significance
Mini Lesson Details:

What you might say… Within novels you will find events that are humorous, events that are included to give you insight into characters and events that help you understand the big picture or the author's purpose/lesson. Today we are encountering one of the events that help us to understand the big picture, the theme of the story. Lincoln's home being broken into is a very significant event in the story because it helps us to understand the central theme in the story.
Journals/ Literature Circles: What do you think is so important about this event? How does it relate to the big idea of the book?

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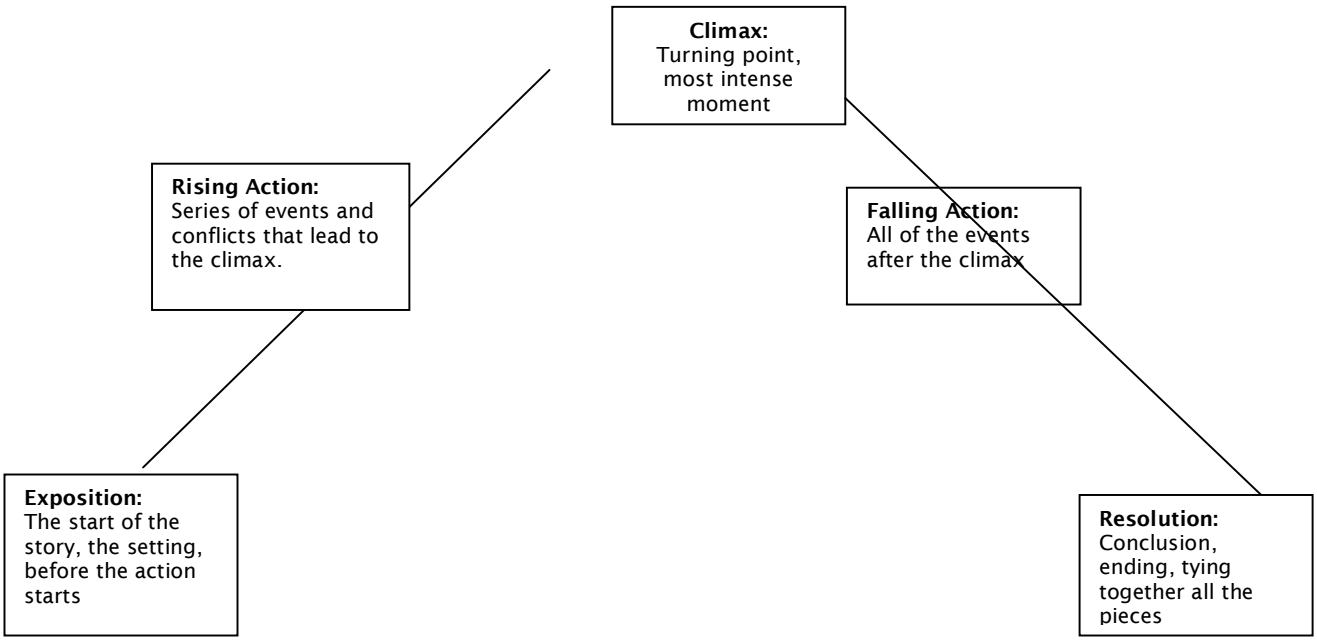
Chapter: 11
Mini Lesson Topic: Plot/ Climax
Mini Lesson Details:

What you might say…We have discussed the structure of a story plot. Today I want you to determine the climax of this book. Remember the climax is the turning point of the story, usually the most exciting, dramatic part of the story.



Journals/ Literature Circles: Create this plot diagram in their journals. Have students label each section with the events that match them. Allow students to discuss what they think is the climax of the story. Encourage them to think about the benefits and negatives of putting the climax in the middle of the story, closer to the end, etc. Can a story have more than one climax?

*chart modified from readwritethink.org

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Chapter: 12+ 13
Mini Lesson Topic: Resolution
Mini Lesson Details:

What you might say...The resolution tells us how the conflict as been resolved. It is the ending. Some authors like to give you all the information and neatly wrap up the end of the story. In Taking Sides, Soto does this and gives a pretty clear picture of how the major conflict is resolved. Soto also leaves us with a new understanding or a lesson learned as he resolves the conflict in the book.

Journals/ Literature Circles: What events helped the reader to understand how the conflict was resolved?

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