Teacher Lesson Plans

Stand Up for Yourself

Literature and Materials Used in Unit 1.1:

- *The Skin I’m In* by Sharon Flake
- *Middle School Confidential: Be Confident in Who You Are* by Annie Fox
- *Local News* by Gary Soto
- 1.1 slides
- Fluency audio files
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Overview

Stand Up for Yourself

Bullying and self-confidence are themes that link the vivid Sharon Flake novel, The Skin I’m In, with short fiction and the highly engaging nonfiction book, Middle School Confidential: Be Confident in Who You Are. Students learn the partner fluency routines that will carry them through all four units and begin to practice strategies for recognizing base words. Reciprocal Teaching strategies, specifically clarifying and summarizing, are introduced as a framework for comprehension. Literary analysis tools introduced in the unit include the narrative arc and characterization. Students learn to use persuasive phrases for participating in the unit debate.

LITERATURE
The Skin I’m In (Flake) – Gripping first person novel about a dark-skinned African American girl who over time stands up to a “frenemy”
Middle School Confidential: Be Confident in Who You Are (Fox) – Nonfiction book with graphic novel text features on standing up to bullies and developing personal confidence
Local News (Soto) – Collection of humorous short stories set in the Latino community of Fresno, California

FLUENCY TOPICS
identity, self-esteem, bullying, peer pressure, stereotypes, skin color, “drama,” social dynamics, role models, Together for Latinas, poverty and other stressors, “snitching,” the “It Gets Better” project

FOCUS
Literary analysis
- Narrative arc in fiction
- Characterization
- Using and citing evidence from a text
Reading comprehension
- Summarizing and clarifying as components of Reciprocal Teaching
- Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing
- Previewing nonfiction using table of contents, index, and illustrations
Decoding
- Identifying base words and chunking compound words
- Pronouncing consonant blends
Debate
- In The Skin I’m In, who has the power—Maleeka or Charlese?
### Partner interview

Write down your partner's answers to these questions:

- **What's your name?**
- **Do you have a nickname?**
- **Do you have any brothers or sisters?**
  - [ ] Yes  
  - [ ] No
- **Where are you from?**
- **What is your favorite type of music?**
- **Who are your favorite groups or performers?**
- **Are there sports teams you enjoy?**
  - [ ] Yes  
  - [ ] No
  - Which ones?
- **Is there an activity you really enjoy?**
  - [ ] Yes  
  - [ ] No
  - What is your favorite activity?

---

### Book preview

What can we learn about a book just by looking at it quickly?

In your group, look at the books for this unit and answer the questions.

<table>
<thead>
<tr>
<th>Title/AUTHOR</th>
<th>Notes</th>
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| *The Skin I'm In*, Sharon G. Flake | What do you think this book is about?  
What is interesting about this book? |
| *Local News*, Gary Soto | What do you think this book is about?  
What is interesting about this book? |
| *Middle School Confidential*, Anne Fine | What do you think this book is about?  
What is interesting about this book? |
Lesson 1

Objectives

▶ Engage in discussion with peers by conducting partner interviews
▶ Determine central ideas of texts by completing a book preview

Common Core Literacy Standards

▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly

▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials

■ Workbook pp. 3-5
■ Local News
■ Middle School Confidential
■ The Skin I’m In
■ Slide 1
■ Chart paper
■ Do now #1 (optional)
■ Exit Ticket #1 (optional)

Related assessment opportunity: Consider how you will pre-assess your students in fluency, decoding, and comprehension before launching this unit. See the STARI Unit 1.1 Assessment Guide Decoding, Lesson 1; Comprehension, Lesson 1; Fluency, Lesson 1.
Who am I?

in my family
at school
in my community
in the world
Lesson 1 Activities

Do now #1

1. Unit launch: Whole class (5 minutes)

Teacher will introduce the unit and the Lesson 1 activities.

1. Introduce the unit title, Stand Up for Yourself, and the key questions:
   a. How do you find out who you really are?
   b. How do you and other people accept you for who you are?
2. List the day’s activities:
   a. Who am I? will get us thinking about identity in different contexts.
   b. Interviews & introductions will prepare us to work well in partners.
   c. Book preview will give us a taste of this unit’s books.

2. Who am I? Concentric circle chart: Individual work (10 minutes)

Students will write about who they are in their families, in their school, in their communities, and in the world.

1. Frame the activity. We all belong to many different groups. How do our identities shift in the context of each group?
2. Model filling in the chart on workbook p. 3 and slide 1:
   For “family,” I’m a brother and a dad, so I’ll write “brother” and “dad.”
   For “school,” I’ll write “STARI teacher.”
   For “community,” I love to chat with neighbors, so I’ll write, “social, chatty.”
   For “the world,” I’m from Puerto Rico and I love to visit, so I’ll write, “love to visit Puerto Rico.” I’m interested in Egypt, so I’ll write, “want to learn more about Egypt.”
3. Students work independently to fill out their own charts. Circulate to offer help.
4. Share out examples.

TIP

Post students’ finished charts around the room for a “gallery walk.” Give students time to browse, and then invite comments and questions.
Partner interview

Write down your partner’s answers to these questions:

What’s your name?

_______________________________________________________________

Do you have a nickname?

_______________________________________________________________

Do you have any brothers or sisters?  □ Yes  □ No

Where are you from?

_______________________________________________________________

What is your favorite type of music?

_______________________________________________________________

Who are your favorite groups or performers?

_______________________________________________________________

Are there sports teams you enjoy?  □ Yes  □ No

Which ones?

_______________________________________________________________

Is there an activity you really enjoy?  □ Yes  □ No

What is your favorite activity?

_______________________________________________________________

_______________________________________________________________
Lesson 1 Activities, continued

3. Interviews & introductions: Partner work (15-20 minutes)

Partners will interview each other and introduce each other to the class.

1. Frame the activity. Learning about each other and practicing speaking and listening will help partners work well together.

2. Review instructions on workbook p. 4 and preview the questions. Students should try to complete at least three sections.

3. Break students into partners.

4. First partner interviews. Set a time limit.

5. Second partner interviews. Set a time limit.

6. Allow a minute or two for students to select important, interesting details and plan their introductions.

   For example, I might say, “I'd like to introduce Shawn, he loves hockey, he has three sisters, and he won a skating trophy last summer.”

7. Students introduce their partners to the class.

8. Debrief.

   Who learned something new about their partner?

4. Book preview: Small group work (10-15 minutes)

In groups of three, students will preview the three unit books. Then, the class will come together to brainstorm ideas about the unit focus and unit themes.

1. Frame the activity.

   Previewing books is an important skill. It helps us get ready to read and understand.

2. Model how to “taste” or preview a book by looking at the front and back covers, looking at pictures, and leafing through the book.

   I notice…

   I wonder…
## Book preview

What can we learn about a book just by looking at it quickly?

In your group, look at the books for this unit and answer the questions.

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Lesson 1 Activities, continued

4. Book preview: Small group work, continued

3. Review procedure (see tip) and instructions on workbook p. 5.

4. Share out ideas about unit focus and themes and write these ideas on chart paper. Discuss the ideas and ask follow-up questions to understand student thinking.

TIP
You can give each student a timed turn with each book, or allow students to browse and discuss the books as a group.

5. Daily wrap-up (5 minutes)

Ask students: What ideas do you think we’ll explore in this unit?

Share our ideas about unit focus and themes and write these ideas on chart paper. Discuss the ideas and ask follow-up questions to understand student thinking.

Exit ticket #1
What is fluent reading?

Reading fluently includes reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Listen to the readings and then rate the readers.

Who reads at a good speed?

Now check whether each reader reads at a good speed.

What is fluent reading?, continued

Who reads the words accurately?

Follow along as three readers read this text out loud.

Reader 1: Reads words accurately.

Reader 2: Doesn’t read words accurately.

Reader 3: Doesn’t read words accurately.

Who reads with expression and meaning?

Follow along as the readers read this text out loud.

Reader 1: Reads with expression and meaning.

Reader 2: Doesn’t read with expression and meaning.

Reader 3: Doesn’t read with expression and meaning.

Now check whether each reader reads at a good speed.

Reader 1: Reads at a good speed.

Reader 2: Doesn’t read at a good speed.

Reader 3: Doesn’t read at a good speed.

Fluency and getting the meaning:

Turn and talk to your partner.

1. Which reader made it easier to understand the passage?
2. How did one reader make the passage easier to understand?
3. What advice would you give Erica?

Meaning and getting the meaning, continued

Answer the following questions:

1. About whom would you give advice?

2. Which reader made it easier to understand the passage?

3. Turn and talk to your partner.

How did one reader make the passage easier to understand?

- She doesn’t think they will do anything about the bullies.
- They steal her backpack. Erica needs help, but she is afraid to tell adults.
- Now she gets called names every day. People push her in the hallways. They tease her. They told her she was fat and ugly. Then more kids joined in.

Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was too fat and ugly. They never talk to her. Now she gets called names every day. Despite push her to the hallways. They steal her backpack. Even worse, they told her she was fat and ugly. Then more kids joined in.

Bullying is a serious problem in many schools today. Both boys and girls can be bullies or victims. Some schools try to avoid school. Some even blame themselves.

Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to stop bullying. They can ignore bullies and walk away. They can call the bullies to stop.

Now check whether each reader reads at a good speed.

- She doesn’t think they will do anything about the bullies.
- They steal her backpack. Erica needs help, but she is afraid to tell adults.
- Now she gets called names every day. People push her in the hallways. They tease her. They told her she was fat and ugly. Then more kids joined in.

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Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to stop bullying. They can ignore bullies and walk away. They can call the bullies to stop.
Lesson 2

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by evaluating different readings for rate, accuracy, and phrasing

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

Materials

■ Workbook pp. 6-10
■ Fluency audio files (available via the STARI Download Center)
■ Speakers
■ Slide 2
■ Do now #2 (optional)
■ Exit Ticket #2 (optional)

Planning Note

Today's activities include students listening to audio tracks to learn about fluency. Here is a “key” for reference:

01 Speed Reader 1 (Too Fast)
02 Speed Reader 2 (Good Speed)
03 Speed Reader 3 (Too Slow)
04 Accuracy Reader 1 (Mediocre)
05 Accuracy Reader 2 (Inaccurate)
06 Accuracy Reader 3 (Accurate)
07 Expression Reader 1 (Good)
08 Expression Reader 2 (Poor)
09 Expression Reader 3 (Mediocre)
10 Whole Passage Reader A (Mediocre)
11 Whole Passage Reader B (Good)

Do now #2 (optional)

1. What is fluency? 15 min
2. How does fluency connect to meaning? 20 min
3. Daily wrap-up 5 min

Exit ticket #2 (optional)
What is fluent reading?

Reading fluently includes reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Listen to the readings and then rate the readers.

Who reads the words accurately?

Reader 1: ☐ ☐ ☐
Reader 2: ☐ ☐ ☐
Reader 3: ☐ ☐ ☐

Who reads at a good speed?

Reader 1: ☐ ☐ ☐
Reader 2: ☐ ☐ ☐
Reader 3: ☐ ☐ ☐

Who reads with expression and meaning?

Reader 1: ☐ ☐ ☐
Reader 2: ☐ ☐ ☐
Reader 3: ☐ ☐ ☐

Who reads out loud accurately?

Reader 1: ☐ ☐ ☐
Reader 2: ☐ ☐ ☐
Reader 3: ☐ ☐ ☐

Reading fluently includes reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Now check whether each reader reads at a good speed.

Good speed

Reader 1: ☐ ☐ ☐
Reader 2: ☐ ☐ ☐
Reader 3: ☐ ☐ ☐

Reading fluently includes reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Follow along as three readers read this text out loud.

Bullying is a serious problem in many schools today. Both boys and girls can be bullies or victims. Some schools make it clear that bullying is never okay. This is what bullies do:

- They steal her backpack. Erica needs help, but she is afraid to tell adults.
- Now she gets called names every day. People push her in the hallways. They tease her. They told her she was fat and ugly. Then more kids joined in.
- Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. They never let her eat lunch. She can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
- Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
- Some schools send bullies to special classes. They teach bullies to solve conflicts with words. They teach them to manage their anger.
- Other schools make sure bullies watch over the halls, the gym, and the cafeteria. This is when more bullying happens. Many schools make sure that bullying never starts.

Fluency and getting the meaning:

Listen to two different readings of the whole passage below. As you listen, follow along.

You will answer a comprehension question about the reading after hearing both readings.

How did one reader make the passage easier to understand?

Reader A: ☐ ☐ ☐
Reader B: ☐ ☐ ☐

You will also rate the readers: Who made the passage easier to understand?

Reader A: ☐ ☐ ☐
Reader B: ☐ ☐ ☐

Answer the following questions:

Bullying was a serious problem in many schools today. Both boys and girls can be bullies or victims. Some schools make it clear that bullying is never okay. This is what bullies do:

- They steal her backpack. Erica needs help, but she is afraid to tell adults.
- Now she gets called names every day. People push her in the hallways. They tease her. They told her she was fat and ugly. Then more kids joined in.
- Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. They never let her eat lunch. She can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
- Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
- Some schools send bullies to special classes. They teach bullies to solve conflicts with words. They teach them to manage their anger.
- Other schools make sure bullies watch over the halls, the gym, and the cafeteria. This is when more bullying happens. Many schools make sure that bullying never starts.

Now, listen to two different readings of the whole passage below. As you listen, follow along.

You will answer a comprehension question about the reading after hearing both readings.

Why?

You will also rate the readers: Who made the passage easier to understand?

Reader A: ☐ ☐ ☐
Reader B: ☐ ☐ ☐

You will answer a comprehension question about the reading after hearing both readings.

How did one reader make the passage easier to understand?

Reader A: ☐ ☐ ☐
Reader B: ☐ ☐ ☐

Answer the following questions:

Bullying was a serious problem in many schools today. Both boys and girls can be bullies or victims. Some schools make it clear that bullying is never okay. This is what bullies do:

- They steal her backpack. Erica needs help, but she is afraid to tell adults.
- Now she gets called names every day. People push her in the hallways. They tease her. They told her she was fat and ugly. Then more kids joined in.
- Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. They never let her eat lunch. She can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
- Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
- Some schools send bullies to special classes. They teach bullies to solve conflicts with words. They teach them to manage their anger.
- Other schools make sure bullies watch over the halls, the gym, and the cafeteria. This is when more bullying happens. Many schools make sure that bullying never starts.
Lesson 2 Activities

Do now #2

1. **What is fluency? Whole class work** (15 minutes)

*Students will learn about fluent reading. They will listen to readings of short passages, follow along and rate readers on their speed, accuracy, and phrasing.*

1. Explain fluent reading using *workbook p. 6* and *slide 2*.

2. Students rate speed. Play *audio track 1* as students follow the text in the middle of *workbook p. 6* (“Erica started at a new school . . .”) and then rate Reader 1 below the text. Repeat for *audio tracks 2 and 3*.

   Fluent reading means reading at a good pace—**not too slow, and not too fast**.

3. Students rate accuracy. Repeat the procedure on *workbook p. 7* with *audio tracks 4, 5, and 6*.

4. Students rate expression and meaning (phrasing). Repeat the procedure on *workbook p. 8* with *audio tracks 7, 8, and 9*.

   The last part of reading fluently is using expression, not a flat tone of voice, and using phrasing that shows meaning, not reading word by word.

5. Debrief. What goes into fluent reading?

2. **How does fluency connect to meaning? Whole class work** (20 minutes)

*Students will listen to Reader A and Reader B read a passage about Erica, a bullying victim. Students will offer Erica advice, and compare how the readers helped convey meaning.*

1. Explain how fluent reading helps convey meaning.

   When a passage is read fluently, the reader shows good understanding. As we listen to fluent reading, we get the meaning, too.

2. Review instructions and preview questions on *workbook pp. 9-10*.

   **TIP**
   Students may need to hear audio tracks 4, 5, and 6 twice.

   **TIP**
   To speed up this activity, listen to just part of the passage (but make sure it’s the same part both times).
Fluency and getting the meaning

Now, listen to two different readings of the whole passage below. As you listen, follow along.
You will answer a comprehension question about the reading after hearing both readings.
You will also rate the readers: Who made the passage easier to understand? Why?

Bullying Prevention
Erica started at a new school. During her first week, a group of girls began teasing her. They told her she was fat and ugly. Then more kids joined in. Now she gets called names every day. People push her in the hallways. They steal her backpack. Erica needs help, but she is afraid to tell adults. She doesn’t think they will do anything about the bullies.
Bullying is a serious problem in many schools today. Both boys and girls can be bullies or victims. Some victims try to avoid school. Some even blame themselves.
Schools need to make sure that all students are treated with respect. Victims can get help from adults. Victims can learn to make sure to stay with a friend. They can ignore bullies and walk away. Or they can tell the bullies to stop.
Some schools send bullies to special classes. They teach bullies to solve conflicts with words. They teach them to manage their anger.
Other schools make sure adults watch over the hallways, the gym, and the cafeteria. This is where most bullying happens. Many schools make it clear that bullying is never okay.

Answer the following questions:
What advice would you give Erica?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Which reader made it easier to understand the passage?
☐ Reader A
☐ Reader B

Turn and talk to your partner.
How did one reader make the passage easier to understand?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
Lesson 2 Activities, continued

2. How does fluency connect to meaning? Whole class work, continued

3. Play track 10, Reader A, and track 11, Reader B. Ask students to follow along with the passage on workbook p. 9.

4. Students answer the passage comprehension question at the top of workbook p. 10: What advice would you give Erica?

5. **Turn and talk:** Which reader made it easier to understand the passage, Reader A or Reader B?

6. Students answer the question, “How did one reader make the passage easier to understand?” on workbook p. 10.

7. Students share out answers from workbook p. 10 and their own thoughts about how fluency can help with comprehension.

3. Daily wrap-up (5 minutes)

Ask students to think about Erica, the bullying victim, from the fluency passage. Explain that bullies will be a focus for much of this unit. Have a short discussion using one of these prompts or a prompt of your own:

- Can adults stop bullying at school? Why or why not?
- If you were Erica’s friend, what would you say to her?
- If you were friends with one of the bullies, what would you say to your friend?

**TIP**

Encourage students to respond to each other. Can you add something to what Lukas said? Do you agree with Alanna, or do you have a different idea?

Exit ticket #2

---

END OF LESSON PLAN 2
Fluency: What am I doing right now?

Teacher Lesson Plans • Page 16

Fluency: How am I doing right now?

Fluency chart

Day One

Part 1: Fluency and Discussion

Part 2: Decoding activity

Part 3: Decoding activity

Part 4: Phrase-cued reading

Fluency: What’s Your Birth Order?

Part 1: silent read

Day Two

Part 1: silent read

Part 2: silent read

Part 3: silent read

Part 4: silent read

Fluency: What’s Your Birth Order?

Part 1: silent read

Day Three

Part 1: silent read

Part 2: silent read

Part 3: silent read

Part 4: silent read

Fluency: What’s Your Birth Order?

Part 1: silent read

Day Four

Part 1: silent read

Part 2: silent read

Part 3: silent read

Part 4: silent read

Fluency: What’s Your Birth Order?

Part 1: silent read

Day Five

Part 1: silent read

Part 2: silent read

Part 3: silent read

Part 4: silent read

Fluency: What’s Your Birth Order?

Part 1: silent read
Lesson 3

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by practicing the first three steps in the Day One fluency routine.

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

Materials
■ Timers
■ Workbook pp. 11-16
■ Slides 2-5, 9-10
■ Post-its, one per student
■ Do now #3 (optional)
■ Exit Ticket #3 (optional)

Planning Note
Today, you’ll collect workbook pp. 15-16—the fluency chart (with First read WPM recorded today) and fluency reflections. These pages will help you determine each student’s fluency level.
You will return workbook pp. 15-16 in Lesson 5.
You’ll assign each student a beginning fluency level in Lesson 8.

Do now #3 (optional)
1. Introduce Day One fluency routine 5 min
2. Model and practice Day One fluency routine, Part 1 5 min
3. Model Day One fluency routine, Part 2 5 min
4. Model Day One fluency routine, Part 3 5 min
5. Practice Day One fluency routine, Part 2 5 min
6. Practice Day One fluency routine, Part 3 5 min
7. Set fluency goals 5 min
8. Daily wrap-up 5 min

Exit ticket #3 (optional)
Part 1: Silent read

Listen to your partner.

Part 2: First timed read

Read your passage silently.

Part 3: Comprehension and discussion

Write answers.

Part 4: Phrase-cued reading

Now switch roles and repeat!
Lesson 3 Activities

Do now #3

1. Introduce Day One fluency routine: Whole class (5 minutes)

The teacher will introduce fluency workbooks and Day One procedures, Part 1 and Part 2.

1. Ask students to think about becoming faster, more accurate, more expressive readers (in other words, more fluent). How will this help them in school, and outside of school?

2. Connect fluency practice to improved fluency. Introduce the fluency workbooks and the key features of STARI fluency work:
   a. fun and interesting passages
   b. fluency topics connect to unit themes
   c. two-day procedure where partners work together and help each other
   d. fluency improves over time

3. Use workbook p. 11 and slides 3, 4, and 5 to introduce the four parts of the Day One fluency routine. Today, we’ll talk about Part 1 (Silent read), Part 2 (First timed read), and Part 3 (Comprehension and discussion).

2. Model Day One fluency routine, Part 1: Silent read (5 minutes)

Students will do the silent read with the “What’s Your Birth Order?” Fluency passage.

Show the silent read, which gets us ready for the first timed read. Ask students to turn to workbook p. 13 and read, “What’s Your Birth Order?” silently.

3. Model Day One fluency routine, Part 2: First timed read (5 minutes)

The teacher will demonstrate the first timed read with the same passage, count WPM, and finish reading the passage aloud. The teacher will select one student to play the partner role by keeping time.

1. Show the first timed read. Give a timer to one student. Explain that fluency work happens in partners, and that this student will be your partner for the First timed read. Show how the timer works.
   a. Use slide 9 to show workbook p. 14. Explain that you will read out loud for one minute, and then put a double slash // after the last word you read.
Day One

What's Your Birth Order?

Part 2: First timed read

Are you the baby of the family? Or the first-born? Were you born first, second, or last in your family? Psychologists say that your birth order can shape your personality.

Barack Obama was older in his family of two children. So was Yankees captain, Derek Jeter. Beyoncé was also the oldest in her family. What do first-borns have in common? Often they show confidence and a strong desire to be in charge.

On the flip side, first-borns can worry too much. They may be overly afraid of making mistakes. Different from first-borns, middle children don't begin life believing that they are special. From the very start, middle children have to share and take turns. Like President Kennedy and sports star Magic Johnson, middle children are often very social. They can show special talent at bringing people together.

Youngest children have to try harder to get attention. They sometimes get away with things when older children are expected to be responsible. It's no surprise that some famous comedians were the youngest in their families. Cameron Diaz, Stephen Colbert, and Whoopi Goldberg were all the babies of their families. Telling jokes and acting silly got them noticed when they were growing up.

What about only children? Like first-borns, they grow up with extra attention. They are more likely to attend college and earn more as adults.

Is birth order destiny? Definitely not. But family roles help to make us who we are.

Day One

Part 3: Comprehension and discussion

What is birth order?

What do Cameron Diaz and Whoopi Goldberg have in common?
Lesson 3 Activities, continued

3. Model Day One fluency routine, Part 2: First timed read, continued

b. Have the student partner set the timer for one minute, start the timer, and say, "go." Read out loud. When the timer sounds, make a double slash // after the last word you read.

2. Count your words per minute using slide 9. Write your WPM in the top right corner of the page.

3. Finish reading the passage out loud.

4. Remind students that when they do this, the partners would then switch and repeat the steps. Show slide 3 again to show the steps.

4. Model Day One fluency routine, Part 3: Comprehension and discussion (5 minutes)

Students will answer the comprehension and discussion questions, and the teacher will introduce the fluency chart for recording WPM.

1. Answer the questions on the bottom of workbook p. 14 as a group. Model looking back in the text to find answers.

   Why do we do this step? What would happen if we skipped this step?

2. Use slide 10, Fluency chart, to model transferring the WPM recorded on the top right corner of workbook p. 14 to the Fluency chart.

5. Practice Day One fluency routine, Part 2: First timed read (5 minutes)

In partners, students will practice Parts 1 and 2 of the Day One fluency routine using “What’s Your Birth Order?” The WPMs students record today will help to assign each student a fluency level—A, B, C, or D.

1. Assign partners and spread the pairs throughout the room. All students should open to workbook p. 14. Have each pair pick which partner will read first.
### Day One

**What’s Your Birth Order?**

#### Part 1: Silent read

Read your passage silently.

#### Part 2: First timed read

**Partner 1**

Set timer to one minute. Say “ready, set, go” and start timer. Start reading out loud at a good pace. Tell partner to stop when timer goes off. Mark the last word with //. Help partner figure out words per minute (WPM). Record words per minute (WPM) at top of page. Listen to partner read to end of passage. Finish reading passage out loud.

**Partner 2**

Now switch roles and repeat!

---

### Developing fluency

Name: ___________________

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage Title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>What’s Your Birth Order?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Workbook p. 14**

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**Workbook p. 15**

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Lesson 3 Activities, continued

5. Practice Day One fluency routine, Part 2: First timed read, continued

2. Remind students that both partners read the passage silently before the First timed read.
3. Teacher times the First timed read. Have each pair pick which partner will read first. Set your timer to 1 minute. Remind students to be ready to mark the passage with a double slash // when the timer sounds.
4. Start timer. When the timer sounds, remind students to stop reading and mark a double slash // after the last word they read.
5. Partners help each other calculate WPM. Circulate to check for accuracy. Have students record WPM on the upper right corner of their copy of “What’s your Birth Order?” on workbook p. 14.
6. Have the first reader finish reading the passage out loud to their partner.
7. Students switch roles and repeat. Continue to time the whole class, or have partners time each other. If partners time each other, remind them to turn timers off as soon as they sound.

TIP
Assign each pair a permanent spot in the room for fluency work.

TIP
Have partners sit close so voices can be low.

TIP
Remind students to finish reading the passage after recording WPM.

6. Practice Day One fluency routine, Part 3: Comprehension and discussion (5 minutes)

Students will focus briefly on questions and record WPM.

1. Direct students’ attention to the comprehension and discussion questions they already answered on workbook p. 14. During regular fluency work, this would be the next step.
2. Students write their names and First read WPM on workbook p. 15, Developing fluency, Fluency chart. Circulate to offer help.
3. Congratulate your students! They have now practiced Part 1, Part 2, and Part 3 of the fluency routine. Use slides 3 and 4 to recap.
What is fluent reading?

Reading fluently includes reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Developing fluency

Fluency chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage title</th>
<th>Fast read WPM</th>
<th>Last read WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>map's Your Work Order?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 Fluency: How am I doing right now?

Reading fluently includes reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Reflect on what you’ve learned about fluency and about yourself. Check the boxes below that describe you the best. You don’t have to share these answers with anyone.

1. My speed when I read is:
   - blazing fast
   - just about right
   - pretty slow

2. When I read:
   - I say almost all of the words right
   - I say most of the words right
   - I mess up or stutter on words

3. When I read sentences:
   - it sounds like me just talking
   - it sometimes sounds like talking
   - it sounds jerky

4. After I have read, I remember:
   - all the important facts
   - some important facts
   - very few important facts

5. This year in STARI, I want to work on:
   - reading faster
   - saying the words right when I read
   - making it sound like talking when I read
   - remembering more after I read

Signed: _______________________

workbook p. 11

workbook p. 15

workbook p. 16
Lesson 3 Activities, continued

7. Set fluency goals (5 minutes)

Students will summarize what they’ve learned about fluency, then set goals.

1. Review fluency. Ask students to talk about what it means. Use slide 2 to remind students of the component elements (speed, accuracy, phrasing, expression, and emphasis).
2. Review the Day One fluency routine, Parts 1 and 2. Use workbook p. 11.
3. Students complete workbook p. 16.
4. Collect workbook pp. 15-16. You will use each student’s WPM from p. 15 to assign a leveled fluency workbook.

TIP

Use Post-its to mark the Day One fluency routine on workbook p. 11 so students can find it easily later on.

8. Daily wrap-up (5 minutes)

Share trends from students’ reflections on the collected workbook p. 16.

I see that many people want to improve their reading rate, and that’s great—we’ll all become faster readers during this unit.

Tomorrow, students learn Part 4 of the Day One fluency routine.

Exit ticket #3

END OF LESSON PLAN 3
Developing fluency

**Fluency chart**

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>What's Your Birth Order?</td>
<td></td>
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</tbody>
</table>

Fluency: How am I doing right now?

Reading fluently includes reading out loud:
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Reflect on what you’ve learned about fluency and about yourself. Check the boxes below that describe you the best. You don’t have to share these answers with anyone.

1. My speed when I read is:
   - [ ] blazing fast
   - [X] just about right
   - [ ] pretty slow

2. When I read:
   - [ ] I say almost all of the words right
   - [ ] I say most of the words right
   - [ ] I mess up or stutter on words

3. When I read sentences:
   - [ ] it sounds like me just talking
   - [ ] it sometimes sounds like talking
   - [ ] it sounds jerky

4. After I have read, I remember:
   - [ ] all the important facts
   - [X] some important facts
   - [ ] very few important facts

5. This year in STARI, I want to work on (check as many as you want):
   - [ ] reading faster
   - [X] saying the words right when I read
   - [ ] making it sound like talking when I read
   - [ ] remembering more after I read

Signed: ____________________________

workbook p. 15

workbook p. 16
Fluency Levels in STARI

What are the levels in the fluency materials?

<table>
<thead>
<tr>
<th>Fluency Level</th>
<th>Lexile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500–590</td>
</tr>
<tr>
<td>B</td>
<td>600–690</td>
</tr>
<tr>
<td>C</td>
<td>700–790</td>
</tr>
<tr>
<td>D</td>
<td>800–890</td>
</tr>
</tbody>
</table>

Within each level, passages start at the easier end of the lexile range and gradually become more challenging.

How should I assign students to levels?

- Students should work at a comfortable level of difficulty – their independent reading level. This will vary for individuals in your STARI class.
- In introducing fluency, students worked on a B passage. Students’ performance on “What’s Your Birth Order?” can help in level placement.
- During Lessons 3-5, circulate and listen in on as many partnerships as possible.
  - Make notes about students’ accuracy, phrasing, and expression as you listen to them read the passage aloud.
  - Make notes about their comprehension of the passage as you listen to partner discussion of the comprehension questions. Consider collecting workbook p. 14 to assess students’ comprehension of the main idea and key details of the passage.
- At the end of Lesson 3, collect workbook pp. 15-16 to gather data on students’ oral reading rate.
- Also consider test scores and other information on students’ reading levels.

<table>
<thead>
<tr>
<th>Student performance on “What’s Your Birth Order?”</th>
<th>Assign fluency level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral reading rate (words per minute) Miscues</td>
<td>Comprehension of text Phrasing and expression</td>
</tr>
<tr>
<td>Less than 100</td>
<td>More than 5</td>
</tr>
<tr>
<td>100-120</td>
<td>1-5</td>
</tr>
<tr>
<td>120+</td>
<td>0-1</td>
</tr>
</tbody>
</table>

If student performance on “What’s Your Birth Order?” was excellent, and your other data suggest that this student reads above lexile 800, consider assigning Fluency Level D.

Related assessment opportunity: If you'd like to conduct a more formal pre-assessment of your students’ fluency before beginning Unit 1.1, see Assessment Guide: Fluency, Lesson 1.
**STARI Unit 1.1 • Stand Up for Yourself**

### Day One

#### Part 1: Silent read

1. Read the passage loud to your partner.
2. Pause at each // mark that shows the end of a sentence.

#### Part 2: First timed read

3. You practice the passage different ways.
4. You may stumble or slow down.

#### Part 3: Comprehension and discussion

5. You practice the passage different ways.
6. What's Your Birth Order?

#### Part 4: Phrase-cued reading

7. Now switch roles and repeat!

---

### What happens after the cold read?

- You may miss some words as you read.
- You practice the passage different ways.
- You may stumble or slow down.

---

### Day One

#### Part 1: Silent read

1. Read the passage loud to your partner.
2. Pause at each // mark that shows the end of a sentence.

#### Part 2: First timed read

3. You practice the passage different ways.
4. You may stumble or slow down.

#### Part 3: Comprehension and discussion

5. You practice the passage different ways.
6. What's Your Birth Order?

#### Part 4: Phrase-cued reading

7. Now switch roles and repeat!

---

### What Makes a Good Partner?

- A good partner . . .
- A not good (bad) partner . . .

---

### Reading in phrases

- A good partner . . .
- A not good (bad) partner . . .

---

### Part 1: Silent read

1. Read the passage loud to your partner.
2. Pause at each // mark that shows the end of a sentence.

#### Part 2: First timed read

3. You practice the passage different ways.
4. You may stumble or slow down.

#### Part 3: Comprehension and discussion

5. You practice the passage different ways.
6. What's Your Birth Order?

#### Part 4: Phrase-cued reading

7. Now switch roles and repeat!
Lesson 4

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by practicing Part 4 of the Day One fluency routine

▶ Engage effectively in collaborative discussions by making partner commitments

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly

Materials

■ Workbook pp. 11, 17-20

■ Slides 3-5 or the fluency anchor chart (available via the STARI Download Center), Slide 11

■ Chart paper and markers (optional)

■ Do now #4 (optional)

■ Exit Ticket #4 (optional)
Fluency Workbook

Day One

Part 1: Silent read

Read your passage silently.

Part 2: First timed read

Get timed by one minute.

Day ready, set, and start time.

Tell partner to stop when time goes off.

Help partner figure out words per minute (WPM). Listen to partner figure out and ask questions.

Final reading passage out loud.

New switch roles and repeat!

Part 3: Comprehension and discussion

Read fluency passage questions.

Write answers.

Share one interesting sentence with your partner.

Record WPM on your fluency chart.

Part 4: Phrase-cued reading

Listen to your partner.

Read passage out loud in phrases to your partner.

New switch roles and repeat!

Reading in phrases

When you read fluently, you need to use phrases.

Phrases are groupings of words that make sense together.

Here is a sentence from the passage, “What’s Your Birth Order?”

Different from first-borns, middle children don’t begin life believing that they are special.

If you read the sentence out loud, it might sound like this:

Different from first-borns, middle children don’t begin life believing that they are special.

With good phrasing, you pause between groups of words. It sounds like this:

Different from first-borns, middle children don’t begin life believing that they are special.

When you read in phrases, it sounds like talking.

workbook p. 11

Getting fluent

More practice helps!

Suppose your reading rate is not that fast.

You may miss some words as you read.

When you read out loud, it may not sound smooth.

How can your reading improve? Practicing with a partner helps!

The first time you read a passage out loud is a “cold read.”

In a cold read, the words and ideas are still new to you.

You may stumble or slow down.

What happens after the cold read?

You practice the passage different ways.

Then you do a “warm read.”

The warm read should be smoother and faster.

workbook p. 18

workbook p. 17
Lesson 4 Activities

Do now #4

1. Getting fluent: Whole class (5 minutes)

Students will learn how fluency routines will help improve fluency.

1. Use slide 11 to introduce workbook p. 17, Getting fluent. Yesterday’s read was a “cold read.” To get faster, we'll practice reading in different ways:
   a. we'll read in phrases
   b. we'll focus on tricky phrases
   c. we'll focus on tricky words
   d. we'll look for decoding patterns
2. Read workbook p. 17 as a class.

2. Day One fluency routine, Part 4: Phrase-cued reading (10-15 minutes)

Students will learn how phrase-cued reading improves fluency and practice in partners or groups of three.

1. Show phrase-cued reading in the Day One routine using slide 5 and workbook p. 11.

   Phrase-cued reading is one of the “different ways” we practice reading to get more fluent. This is Part 3; the last thing we do on Day One.

2. Explain phrase-cued reading with workbook p. 18. Model reading word-by-word.

   “Different [pause] from [pause] first [pause] borns . . .” How does this sound? Is it hard or easy to understand?

3. Model reading in phrases, as though you were speaking. Explain that a phrase is a group of words that make sense together.

   “Different from first-borns…” How does this sound?

4. Model reading a whole paragraph of the phrase-cued version of “What’s Your Birth Order?” on workbook p. 19, pausing briefly at slash marks.

   TIP

   Reading in phrases should sound like speaking naturally.
Day One
What’s Your Birth Order?

Part 4: Phrase-cued reading

➔ Read the passage out loud in phrases to your partner.
➔ Pause at each / mark for a phrase.
➔ Also pause at each // mark that shows the end of a sentence.

Are you the baby of the family? // Or the first-born? // Are you a middle child? // Were you born first, // second, // or later in your family? // Psychologists say that your birth order // can shape your personality. //

Barack Obama was older // in his family of two children. // So was Yankees captain, // Derek Jeter. // Beyoncé was also the oldest in her family. // What do first-borns have in common? // Often they show confidence // and a strong desire to be in charge. // On the flip side, // first-borns can worry too much. // They may be overly afraid of making mistakes. //

Different from first-borns, // middle children don’t begin life // believing that they are special. // From the very start, // middle children have to share // and take turns. // Like President Kennedy // and sports star Magic Johnson, // middle children are often very social. // They can show special talent // at bringing people together. //

Youngest children have to try harder // to get attention. // They sometimes get away with things // when older children are expected to be responsible. // It’s no surprise // that some famous comedians // were the youngest in their families. // Cameron Diaz, // Stephen Colbert, // and Whoopi Goldberg // were all the babies of their families. // Telling jokes and acting silly // got them noticed when they were growing up. //

What about only children? // Like first-borns, // they grew up with extra attention. // They are more likely to attend college // and earn more as adults. // In birth order destiny? // Definitely not. // But family roles help to make us // who we are.

➔ I read the passage in phrases out loud to my partner.

What makes a good partner?

With your partner, list two more things a good partner does and two more things a not good (bad) partner does.

A good partner . . .

➔ listen attentively

A not good (bad) partner . . .

➔ gets off task

What is one more thing a good partner does?

____________________________

What is one more thing a not good (bad) partner does?

____________________________

workbook p. 19

workbook p. 20

Partner commitment

This year, I will be a good partner by trying hard to:

➔ follow all directions

➔

➔

If I am not a good partner, I will try to fix this by:

➔ asking the teacher to remind me of the directions so I don’t get off track.
Lesson 4 Activities, continued

2. Day One fluency routine, Part 4: Phrase-cued reading, continued

5. Break into partners. Have students take turns doing the phrase-cued reading on workbook p. 19 out loud to each other.

6. Recap. Students have now completed all four parts of the Day One fluency routine, which they will use throughout the year.

3. Partner commitments: Partner work (10-15 minutes)

Partner pairs will reflect on what makes a good partner

1. Talk with students about partner work. Being a good partner will be essential in this class. What does it mean to be a good partner?

2. Partner pairs write two things a good partner is and two things a good partner is not at the top of workbook p. 20.

3. Students share out while you record answers on the board. Some examples of what students might come up with:

<table>
<thead>
<tr>
<th>A good partner:</th>
<th>A not good partner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively</td>
<td>Gets off task</td>
</tr>
<tr>
<td>Is willing to do the work</td>
<td>Jokes about pronunciation</td>
</tr>
<tr>
<td>Is patient</td>
<td>Doesn’t share answers</td>
</tr>
<tr>
<td>Doesn’t make fun of mistakes</td>
<td>Doesn’t want to listen</td>
</tr>
</tbody>
</table>

4. Students add one good partner and one bad partner idea that they learned from the discussion on workbook p. 20.

   What ideas did you pick up from your classmates? In this class, listening to others’ ideas is important—in partner work AND in class discussions.

5. Students write a partner commitment at the bottom of workbook p. 20.
**Developing fluency**

Name: _______________________

**Fluency chart**

<table>
<thead>
<tr>
<th>Level</th>
<th>Passage Title</th>
<th>First read WPM</th>
<th>Last read WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>What's Your Birth Order?</td>
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**Fluency: How am I doing right now?**

Reading fluently includes reading out loud:
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- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

Reflect on what you’ve learned about fluency and about yourself. Check the boxes below that describe you the best. You don’t have to share these answers with anyone.

1. My speed when I read is:
   - [ ] blazing fast
   - [ ] just about right
   - [ ] pretty slow

2. When I read:
   - [ ] I say almost all of the words right
   - [ ] I say most of the words right
   - [ ] I mess up or stutter on words

3. When I read sentences:
   - [ ] it sounds like me just talking
   - [ ] it sometimes sounds like babbling
   - [ ] it sounds jerky

4. After I have read, I remember:
   - [ ] all the important facts
   - [ ] some important facts
   - [ ] very few important facts

5. This year in STARI, I want to work on:
   - [ ] reading faster
   - [ ] saying the words right when I read
   - [ ] making it sound like talking when I read
   - [ ] remembering more after I read

Signed: _______________________

workbook p. 15

workbook p. 16
Lesson 4 Activities, continued

4. Daily wrap-up (5 minutes)

*What will we do to be good partners? How will we help each other be good partners?*

Record some class commitments for good partner work on chart paper and post them in the room.

Exit ticket #4

**Planning Note**

Be sure to review collected *workbook pp. 15-16* tonight and make a note about each student’s WPM. These data will help you place each student in the appropriate fluency level: A, B, C, or D. See “Fluency Levels in STARI” for placement guidelines.

END OF LESSON PLAN 4
Tricky words

Some words can be shown down. They may have tricky spelling for psychologists.

For example, see and search for the gap at the end of psychologists.

Your workbook will give you a guide to the harder words:

- psychology

- ps | ye | kol | uh | jists

- KOL

Each chunk is spelled the way it sounds.

The word is broken into chunks. You read one chunk at a time.

Sye | kol | uh | jists

Each chunk is multiplied by the 5th month.

Pay = sye

How many chunks?

Capital letters show the chunk you stress.

My reasons are

_______________________________________________________________

_______________________________________________________________

Homework

Unit 1.1 • Stand Up for Yourself

Day Two

Part 1: Tricky words and sounds

1. What's Your Birth Order?

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Lesson 1

p. 23

workbook p. 21

Lesson 2

p. 25

workbook p. 22

Lesson 3

p. 29

workbook p. 23

Lesson 4

p. 31

workbook p. 25

What's Your Birth Order?

Does with after really explain how we fit?

1. Choose one of the sentences below.

2. Write the sentence that really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say:

- Birth order really explains how we fit.
- First-borns have the most confidence and a strong desire to be in charge.
- Middle children are responsible for smoothing things over and making mistakes.
- Youngest children are expected to be responsible.

They are more likely to be creative and more easygoing.

In birth order, or an only child?

Do you think you fit or don't fit the picture of a first-born, a middle child, or a youngest child in the family? Psychologists say that your birth order

Are you a first-born, a middle child, or an only child?

Psychologists say that your birth order

Psychologists say:

- Birth order really explains how we fit.
- First-borns have the most confidence and a strong desire to be in charge.
- Middle children are responsible for smoothing things over and making mistakes.
- Youngest children are expected to be responsible.

They are more likely to be creative and more easygoing.

In birth order, or an only child?

Do you think you fit or don't fit the picture of a first-born, a middle child, or a youngest child in the family? Psychologists say that your birth order
Lesson 5

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

Materials

■ Collected fluency charts/reflections on workbook pp. 15-16 to return
■ Timers
■ Workbook pp. 21-25
■ Slides 6-8 (fluency anchor chart), Slides 12-16
■ Do now #5 (optional)
■ Exit Ticket #5 (optional)

Planning Note

Today you’ll return workbook pp. 15-16, the fluency chart, and fluency reflections. Students record a Last read WPM on the chart today.
Tricky words

Some words can slow you down. They may have tricky spelling like psychologists.

For example, we say an "a" sound for the "ps" at the start of psychologists.

Your workbook will give you a guide to the harder words:

- psychologists "sy" | "KOL" | "uh" | "jists"

- The word is broken into chunks. You read one chunk at a time.
  - "sy" | "kol" | "uh" | "jists"

- Each chunk is spelled the way it sounds.
  - "psy" = "sy"  
  - Like the word "sye"

- Capital letters show the chunk you stress.
  - "sy" | "KOL" | "uh" | "jists"

---

Day Two

What’s Your Birth Order?

Part 1: Tricky phrases and words

- Read tricky phrases and words out loud to your partner.
- Put a check ✓ in each box as you read the word or phrase.

- Psychologists say that your birth order:
  - may be very shy when meeting strangers
  - makes the first-born hard to control
  - benefits from activities that are repetitive
  - is the last-born first child and is a control freak
  - It’s no surprise that some famous psychologists are the last-born first child and is a control freak.

- psychologists "sy" | "KOL" | "uh" | "jists"
  - personality "per" | "sun" | "ih" | "tee"
  - confidence "koh" | "ih" | "nee"
  - comedians "kuh" | "dee" | "en" | "z"  
  - psychologists "sy" | "KOL" | "uh" | "jists"

- Each word below is a base word. A base word is a word part that shows the core meaning of the base word. The first one is done for you:

  - oldest
    - personality
    - harder

---

workbook p. 22
Lesson 5 Activities

Do now #5

1. Return fluency charts (2 minutes)

Return workbook pp. 15-16, Developing fluency and Fluency: How am I doing right now? Students will add to these pages later today.

TIP
Be sure students return workbook pp. 15-16 to the proper place in their workbooks.

2. Model and practice Day Two fluency routine, Part 1: Tricky phrases and words (10 minutes)

Students will practice harder phrases and tricky words and do a short decoding activity. This will help them read more fluently for the second timed reading.

1. Briefly go over Parts 1, 2, and 3 of the Day Two routine using slides 6, 7, 8 and/or workbook p. 12.

2. Turn to workbook p. 22 (Day Two, Part 1 of the fluency routine with “What’s Your Birth Order?”) and introduce the concept of Tricky phrases.
   Once we practice these harder phrases, they won’t trip us up or slow us down.

3. Model reading the tricky phrases on workbook p. 22.

4. Introduce Tricky words by flipping back to workbook p. 21, Tricky words and showing slide 12. Walk through the word “psychologists.”
   Model reading the word with different stresses:
   sye | KOL | uh | jists
   SYE | kol | uh | jists

5. Model reading the tricky words on workbook p. 22, chunk by chunk, with the correct syllable accented.


7. Partners read the tricky phrases and words on workbook p. 22 to each other, checking off each one as they read. Circulate to help with pronunciation.

TIP
The pronunciation guide gives three kinds of information:
- how to pronounce tricky letter combos
- how to chunk syllables
- which syllable is stressed—in capitals and bolded
Day Two

What's Your Birth Order?

Part 1: Tricky phrases and words

Read these phrases and words out loud to your partner. Put a check ✓ in each box as you read the word or phrase.

- Psychologists say that your birth order
- What do first-borns have in common?
- They may be overly afraid of making mistakes when older children are expected to be responsible
- It’s no surprise that some famous comedians
- first-borns have in common!
- Often they show confidence and a strong desire to be in charge.
- On the flip side, first-borns can worry too much. They may be overly afraid of making mistakes.
- Different from first-borns, middle children don’t begin life believing that they are special.
- From the very start, middle children have to share and take turns. Like President Kennedy and sports star Magic Johnson, middle children are often very social.
- Youngest children have to try harder to get attention. They sometimes get away with things when older children are expected to be responsible. It’s no surprise that some famous comedians were the youngest in their families. Cameron Diaz, Stephen Colbert, and Whoopi Goldberg were all the babies of their families.
- What about only children? Like first-borns, they grow up with extra attention.
- They are more likely to attend college and earn more as adults.

Part 2: Last read

What is your birth order? __________________________________________

Do you think you fit or don’t fit the picture of a first-born, a middle child, the youngest, or an only child?

◼ I fit the picture.
◼ I don’t fit the picture.

Share answers with your partner!

◼ I read my answer to my partner.

Set timer to one minute. Say “ready, set, go” and start timer. Start reading out loud at a good pace. Tell partner to stop when timer goes off. Mark the last word with //. Help partner figure out words per minute (WPM). Record words per minute (WPM) at top of page. Listen to partner read to end of passage. Finish reading passage out loud. Now switch roles and repeat!

Decoding:

Each word below has a base word. A base word is a word part that shows the core meaning. Circle the base word. The first one is done for you:

- overly
- personality

Workbook p. 22
Lesson 5 Activities, continued

2. Model and practice Day Two fluency routine, Part 1: Tricky phrases and words, continued

8. Introduce Decoding at the bottom of workbook p. 22. Recognizing decoding patterns will help us read smoothly through the fluency passages.
9. Model finding a base word that shows the core meaning with slide 13.
10. Partners work together to circle base words in the Decoding box at the bottom of workbook p. 22. (Students will get a full mini-lesson on base words in a few days.)

3. Model and practice Day Two fluency routine, Part 2: Last read (5-10 minutes)

Students will practice Part 2 of the Day Two routine, the Last read. The teacher can time the class, or, if students seem ready, partners can time each other.

1. Show Part 2 of the Day Two fluency routine using slide 7 or the fluency anchor chart.
3. Partners turn to workbook p. 23. If students will time, hand out timers.
4. Remind students to put a double slash // after the last word read when the timer sounds.
5. Have students complete Day Two, Part 2: Last read.
   a. timed read
   b. calculate WPM
   c. finish reading the passage aloud
6. Partners switch and repeat.
7. Circulate, helping students follow the steps.
8. Give feedback. Establishing good routines is essential at this initial stage.

I saw that most of you followed the silent read and switching partners - very nicely done. We still need to work on turning the timers off quickly....

What have we done well at so far? What should we still work on?

TIP
Help students calculate WPM—it's important to get this right.

TIP
Remind students to finish reading the passage.
Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?

Day Two

Part 5: Comprehension and Discussion

---

Homework

Does birth order really explain how we act?

1. Choose one of the famous people below.

2. Decide whether that person really fits the picture of a first-born, middle child, or youngest child in the family.

3. Give reasons why your person fits or doesn't fit his or her birth order.

Psychologists say... Does birth order really explain how we act?
Lesson 5 Activities, continued

4. Model and practice Day Two fluency routine, Part 3: Comprehension and discussion (5-10 minutes)

*Students will practice Part 3 of the Day Two routine.*

1. Show Part 3 of the Day Two fluency routine using slide 8 or the fluency anchor chart.

2. Model answering the Day Two Part 3 Comprehension and discussion questions using slide 14. Be sure to model checking in with a partner. Explain that the Day Two comprehension activity always includes a “check in with your partner” step. Talking over an opinion or reaction with a partner will help us understand the fluency passages at a deeper level.

3. Have students record Last read WPM on the fluency chart on workbook p. 15.

▶ CONGRATULATIONS! Students have now practiced all the steps in the Day One and Day Two fluency routine! These routines will help your class run smoothly throughout the unit.

5. Daily wrap-up (5 minutes)

Review the full two-day fluency routine. Remind students of the fluency goals they set in Lesson 3. Ask: *how do you think this fluency routine might help you to reach your fluency goals?*

6. Assign homework (5 minutes)

Use slides 15-16 (workbook p. 25) to introduce the homework assignment, *Does birth order really explain how we act?*

Exit ticket #5

END OF LESSON PLAN 5
Who are best friends off the court?

Are you like NFL brothers Eli and Peyton Manning who got tough from growing up together? What do you say to your brother/sister when you...?

1. Your brother/sister isn't that athletic.
2. When you were little, your brother or sister had swim lessons while you stayed home.
3. Your brother/sister skips doing chores. You end up doing both jobs.
4. Your brother/sister isn't that athletic.
5. Your brother/sister isn't that athletic.

Ask for fun about sibling rivalry: What are some reasons why siblings undermine each other or fight?

1. People look in baby pictures to remember the different children. Some children are only girls. Other children are only boys. They won't make any teams off the court.
2. Siblings can be brothers or sisters. Often it is two brothers who are rivals. People who work with siblings say that brothers cheer each other on in their jobs.
3. We'll be reading a story, "Blackmail," about brothers who really don't get along. The name of this story is a challenge word. Siblings can be brothers or sisters. Often it is two brothers who are rivals. People who work with siblings say that brothers cheer each other on in their jobs.

Read the passage silently.

On April 28, 2012, Yadier (yad-ee-AIR) Molina won a coveted award. Yadi won the Platinum Glove, middle brother José lost his contract. Toronto traded him to Tampa Bay. Oldest brother Bengie lost his contract with the San Francisco Giants.

What is this story about?

Yadier Molina

The quiz on the next page is supposed to be funny, but it can make you think about you and your siblings.

How do you think José and Bengie feel about their little brother winning the Platinum Glove?

Sliding rivalry: Is this your story?

WHAT did this happen?
WHEN did this happen?
WHY did this happen?

Reason #1: __________________________
Reason #2: __________________________

What would they say?

Write what they could say in the speech bubbles below.

Ask for fun about sibling rivalry: What are some reasons why siblings undermine each other or fight?

1. How does your sibling make you feel?
2. What does your sibling do that makes you mad?
3. What did you do to your sibling last week?
4. What were you doing the last time you were mad at your sibling?

Ask for fun about sibling rivalry: Why did this happen?

WHAT did this happen?
WHEN did this happen?
WHY did this happen?

Reason #1: __________________________
Reason #2: __________________________
Lesson 6

Objectives
▶ Provide a summary of a text by using the 5 Ws
▶ Engage effectively in collaborative discussions by taking a sibling rivalry quiz

Common Core Literacy Standards
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly

Materials
■ Workbook pp. 27-33
■ Slides 17-20
■ Do now #6 (optional)
■ Exit Ticket #6 (optional)

Do now #6 (optional)
1. Review homework 5 min
2. Mini-lesson: Summarizing 10-15 min
3. Sibling rivalry quiz 10-15 min
4. Daily wrap-up 5 min
5. Assign homework 5 min

Exit ticket #6 (optional)
Comprehension strand

What do my students learn about comprehension in this unit?

- **Summarizing** and **clarifying** are ways good readers understand what they read. These are the first of four Reciprocal Teaching strategies students will practice in units 1-3.

- We can summarize by answering the 5 Ws about a section of text: who, did what, when, where, and why.

- When summarizing, readers need to decide what information is important to remember.

- Clarifying involves first noticing words or phrases we don’t recognize or understand.

- We can clarify by looking for a familiar smaller base word.

- We can clarify by looking at the context, the meaning of the whole sentence.

- We can also clarify by looking ahead at the next sentence or sentences and looking for an explanation of the challenging words or phrases.
On April 28, 2012, Yadier (yad-EE-air) Molina won a coveted award. He was honored with baseball’s Platinum Glove. Molina was voted the best defensive player of the year. He received the award at Busch Stadium in St. Louis, Missouri.

Yadier is the youngest of three brothers. All were major league catchers. Big brother Bengie was a Giant, and middle brother José played for Tampa Bay. Like Yadi, his two brothers have World Series rings.

Were Yadi’s brothers jealous of his Platinum Glove award? They were the first to congratulate him on his honor.
Lesson 6 Activities

Do now #6

1. **Review homework** (5 minutes)

Ask students to share responses to the homework assignment, *workbook p. 25, Does birth order really explain how we act?*

2. **Mini-lesson: Summarizing** (10-15 minutes)

*Students will learn about summarizing (a Reciprocal Teaching strategy) and use the 5 Ws to scaffold. They will read about Yadier Molina, and underline words that answer the 5 W questions.*

1. Introduce summarizing with *workbook p. 27* and *slide 17*, the 5 Ws. In STARI, students learn to use the scaffold of the 5 Ws when summarizing.

   *Good readers notice important information when they read. They ask themselves who, did what, when, where, and why? This helps us remember what is important.*

2. Students silently read the passage about catcher Yadier Molina on *workbook p. 28*.

   *As you read, ask yourself the 5 W questions.*

3. Project the Yadier Molina passage on *slide 18* on the board.

4. On the board, students underline text that shows who, did what, etc.

5. Debrief.

   *What is tricky about this? What is confusing? What is easy?*

3. **Sibling rivalry quiz: Whole class and partner work** (10-15 minutes)

*Students will develop knowledge about sibling rivalry, a unit theme, by reading a short passage and taking a quiz.*

1. Write “sibling rivalry” on the board. Explain that the class will be reading a short story about sibling rivalry over the next few days.
Sibling rivalry: Is this your story?

A lot of who we are begins at home, in our family. You might be the serious oldest child. You could be the only girl. Or you might be the baby of the family, even when you are six feet tall! These roles can carry over into life outside the family.

We’ll be reading a story, “Blackmail,” about brothers who really don’t get along. One name for this is sibling rivalry. Siblings can be brothers or sisters. Often it is two brothers who are rivals. People who work with families say that brothers close in age are often rivals. One name for this is sibling rivalry.

Write what they could say in the speech bubbles below.

What could José and Bengie say to Yadi? What could Yadi say to his big brother?

The Molina brothers were all major league baseball catchers. But the year when Yadi won the Platinum Glove, middle brother José lost his contract. Toronto traded him to Tampa Bay. Oldest brother Bengie lost his contract with the San Francisco Giants.

People often expect the older children in a family to excel. All three Molina brothers were pro athletes. But baby brother Yadi is the superstar.

What would they say?

Sibling rivalry: Quiz for fun about)

Are you like NFL brothers Eli and Peyton Manning who got tough from growing up fighting each other? Or are you more like tennis superstars Venus and Serena Williams who are best friends off the court?

1. When people look at baby pictures of your family, they sometimes have trouble telling you and your siblings apart. What do you say?
   a) I’m the tiny one.
   b) It’s funny how much alike we look.
   c) He’s the funny-looking one.
   d) No one had this problem—I’m an only child.

2. When you were little, your brother or sister had to win because you stayed home. What did you do?
   a) Replied with all of her toys.
   b) Enjoyed the time on my own.
   c) Broke the hand of her favorite toy.
   d) Enjoyed extra time on my own because I’m only child.

3. Your brother or sister always brings home good math grades. What do you do?
   a) Tell everyone, “I’m better at science.”
   b) Ask him/her for help.
   c) Tell your mom she cheats.
   d) I’m an only child so this is not my problem.

4. Your brother or sister can’t hit a baseball. What do you say when you’re playing in a team together?
   a) Protect.
   b) This is fun.
   c) I don’t know you.
   d) As an only child, I don’t have to worry about this.

5. Your brother or sister is doing chores. You end up doing both jobs. Your mom thanks you for helping out. What do you say in your brother’s ear?
   a) Always get away with everything.
   b) Next time, you can help me.
   c) I’m telling Dad.
   d) I’m an only child so I only do my chores.

Answers: __________

Sibling rivalry: What would they say?

Eli and Peyton Manning

Sibling rivalry: Quiz for fun about

Sibling rivalry: What would they say?

Eli and Peyton Manning

Sibling rivalry: Quiz for fun about

Sibling rivalry: What would they say?

Eli and Peyton Manning

Sibling rivalry: Quiz for fun about

Sibling rivalry: What would they say?
Lesson 6 Activities, continued

3. Sibling rivalry quiz: Whole class and partner work, continued

2. Read about sibling rivalry as a group on workbook p. 29 and slide 19.

3. Discuss sibling rivalry.

   If you have a sibling or siblings, do you compete with them? In what way? Can we think of any famous siblings? (Solangé and Beyoncé Knowles, Eli and Payton Manning, Lonzo and LiAngelo Ball, TJ and JJ Watt, Kate and Pippa Middleton, the Jonas Brothers, etc.) How do we think they might feel?

4. Break into partners.

5. Partners take the sibling rivalry quiz on workbook p. 30.

6. Students share out quiz answers and scores.

7. Discuss reasons why siblings might fight. Record notes on the board.

8. Students write full-sentence responses on workbook p. 31.


4. Daily wrap-up (5 minutes)

   What did you learn about yourself and your relationship with your siblings from the sibling rivalry quiz? Do you agree or disagree with your quiz results? What did you learn about your partner from his/her responses to the sibling rivalry quiz?

5. Assign homework (5 minutes)

   Use slide 20 (workbook p. 33) to introduce the homework assignment, What would they say? This is the first of a series of activities on perspective-taking. This is an important skill that helps with reading comprehension.

Exit ticket #6
Base words

All words are built from a base. The base can have different endings added.

In the words below, circle the base:

self
selfish
selfless
selfishness

Work with a partner. See how many words you can build from just these base words and endings. You may want to use a dictionary to check your work.

Word parts to add:

-ing
-or
-s
-ion
-ed
-ive
-ment
-able
-er
-off

Words we built:

respectable
acted
-
-
-

Character name

Details about the character

Angel
Javier/Weasel
Pleitos

“Blackmail” by Gary Soto

Just from listening to the first pages of “Blackmail,” what kind of person is Weasel?

Look up these Spanish words and phrases. Find them on pages 145–146 of Local News:

<table>
<thead>
<tr>
<th>Spanish words</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>vato loco</td>
<td></td>
</tr>
<tr>
<td>ese</td>
<td></td>
</tr>
<tr>
<td>Papí</td>
<td></td>
</tr>
</tbody>
</table>

workbook p. 35

workbook p. 36

workbook p. 37
Lesson 7

Objectives

▶ Use base words to understand longer words by building words from base words and suffixes

▶ Determine a central idea of a text by making inferences about characterization

Common Core Literacy Standards

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials

■ Workbook pp. 35-37

■ Local News

■ Slides 21-23

■ Do now #7 (optional)

■ Exit Ticket #7 (optional)
Decoding strand

What do my students learn about decoding in this unit?

• Longer words are made up of bases plus prefixes and suffixes.

• Bases carry the core meaning of the word.

• We can figure out some of the meaning of a new word by looking for a familiar base.

• Two base words can be combined into a compound word like payback or undercut where both base words contribute to the word’s meaning.

• Adjectives are often formed by adding endings such as -y, -ish, -ic, -ous and others to bases as in rubbery, selfish, heroic, porous.

• In consonant combos like st, sp, cl, dr, gr, tw, str we hear each consonant sound.

• We call these consonant combos “blends.”
Base words

All words are built from a base. The base can have different endings added.

In the words below, circle this base:

self
selfish  selfless  selfishness

Work with a partner. See how many words you can build from just these base words and endings. You may want to use a dictionary to check your work.

Base words:

act  respect

Word parts to add:

Words we built:

-ing  respectable
-or  acted
-s  act
-ion  add
-ed  act
-ive  available
-er  act
-off  ability
-day  age

workbook p. 35
Lesson 7 Activities

**Do now #7**

1. **Review homework** (5 minutes)

   Use slide 20. *What would they say?* Ask students to share responses to the homework assignment from *workbook p. 33*.

2. **Mini-lesson: Base words** (10-15 minutes)

   *Students will learn to identify base words and to use base words to decode.*

   1. Use *slide 21* and *workbook p. 35* to introduce base words.

      Base words:
      a. are core units of meaning
      b. can stand on their own, without prefixes or suffixes

   2. Ask students to come to the board and circle the base word “self” in selfish, selfless, and selfishness on *slide 21*.

   3. Model building words like “acted” and “respectable” using *slide 22*.

   4. Break into partners.

   5. Partners work together to build words with the base words “act,” “respect,” and suffixes on *workbook p. 35*.

3. **Characterization in “Blackmail”: Whole class work** (15-20 minutes)

   **Teacher Read-Aloud with “Blackmail,” pp. 1 – 4**

   **Introduce author and preview story**

   Gary Soto is a Latino writer who grew up in California. Many of his stories are based on his own years in middle school. “Blackmail” focuses on two brothers, Angel (AHN-hel) and Javier (HAH-vee-ay), also called Weasel, who have trouble getting along. They have a cat named Pleitos (PLAY-tohs).
### “Blackmail” by Gary Soto

**Character name** | **Details about the character**
--- | ---
Angel |  
Javier/Weasel |  
Pleitos |  
Papi |  

---

**workbook p. 36**

---

**workbook p. 37**

### “Blackmail” by Gary Soto, continued:

<table>
<thead>
<tr>
<th>Spanish word</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>vato loco</td>
<td></td>
</tr>
<tr>
<td>ese</td>
<td></td>
</tr>
<tr>
<td>Papí</td>
<td></td>
</tr>
</tbody>
</table>

---

Just from listening to the first pages of “Blackmail,” what kind of person is Weasel?

I think: ____________

Look up these Spanish words and phrases. Find them on pages 145–148 of *Local News*.

---
Lesson 7 Activities, continued

3. Characterization in “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 1 – 4, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce character chart on workbook</strong></td>
</tr>
<tr>
<td>Talk about the images on workbook p. 36/slide 23. To prepare to read and understand, be sure students know about:</td>
</tr>
<tr>
<td>• Polaroid cameras</td>
</tr>
<tr>
<td>• Madonna (the entertainer)</td>
</tr>
<tr>
<td>On the character chart, have students take brief notes before you begin reading.</td>
</tr>
<tr>
<td>• Pleitos: cat</td>
</tr>
<tr>
<td>• Angel: younger brother</td>
</tr>
<tr>
<td>• Weasel: older brother</td>
</tr>
<tr>
<td><strong>Set a purpose for reading</strong></td>
</tr>
<tr>
<td><em>Let’s think about the two main characters while I read. Why don’t the brothers get along?</em></td>
</tr>
<tr>
<td><strong>Teacher reads aloud</strong></td>
</tr>
<tr>
<td>Read to the bottom of page 2.</td>
</tr>
<tr>
<td><strong>Stop and Jot</strong></td>
</tr>
<tr>
<td>Students turn to workbook p. 37 and complete the Stop and Jot about Weasel. Share out.</td>
</tr>
<tr>
<td><strong>Teacher reads aloud</strong></td>
</tr>
<tr>
<td>Read to the bottom of page 4.</td>
</tr>
<tr>
<td><strong>Check in</strong></td>
</tr>
<tr>
<td><em>What did Weasel do?</em></td>
</tr>
<tr>
<td><strong>Introduce Spanish English glossary</strong></td>
</tr>
<tr>
<td>Explain that Gary Soto grew up in an area where many families used Spanish words along with English. Soto put a Spanish-English glossary in the back of Local News.</td>
</tr>
<tr>
<td><strong>Glossary activity</strong></td>
</tr>
<tr>
<td>Students use the glossary to define three Spanish words from the story on workbook p. 37.</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

*Tomorrow we’ll read on in “Blackmail.” What do you think of our two main characters so far?*

Exit ticket #7

END OF LESSON PLAN 7
Clarifying

When we read, we try to make sense as we go along. Clarifying is what you do when you try to figure out what new words mean as you read.

In the passage below, underline words that are new to you.

Gary Soto grew up in a barrio, a Latino area, in Fresno, California. He was the middle child in a family of three children, with an older brother, Rick, and a sister, Debra. Gary was always the fearless one, ready to try anything. When Gary was only five, his family was devastated by the death of his father, Manuel. He said the family simply stopped talking after the loss. They just watched TV silently. The Sotos were almost illiterate, Gary said. There were no books in his house, and nobody read for fun. Gary discovered writing in high school, although he earned laughable grades. As an author, Soto began to write realistic stories based on his early life.

One strategy we use to clarify is to look for base words. Base words carry the core meaning.

1. Underline the base word in each word below.
2. Write what you think each whole word might mean.

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>Base (if one) means</th>
</tr>
</thead>
<tbody>
<tr>
<td>fearless</td>
<td></td>
</tr>
<tr>
<td>laughable</td>
<td></td>
</tr>
<tr>
<td>realistic</td>
<td></td>
</tr>
</tbody>
</table>

workbook p. 38

Clarifying while reading

Look back at the pages of “Blackmail” your teacher read out loud. Write down three words or phrases you don’t know.

Hints:
- Do you see a base word you know?
- Is this a Spanish word in the glossary?

1. word or phrase __________________ page number ______
   I think it means __________________
   ________________________________________

2. word or phrase __________________ page number ______
   I think it means __________________
   ________________________________________

3. word or phrase __________________ page number ______
   I think it means __________________
   ________________________________________

workbook p. 39
Lesson 8

Objectives
▶ Clarify the meaning of unknown words by identifying familiar base words

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

Materials
■ Workbook pp. 38-39
■ Local News
■ Post-its
■ Slide 24
■ Do now #8 (optional)
■ Exit Ticket #8 (optional)

Do now #8 (optional)

1. Mini-lesson: Clarifying
   10-15 min
2. Clarifying in “Blackmail”
   15-20 min
3. Daily wrap-up 5 min

Exit ticket #8 (optional)
Clarifying

When we read, we try to make sense as we go along. Clarifying is what you do when you try to figure out what new words mean as you read.

In the passage below, underline words that are new to you.

Gary Soto grew up in a barrio, a Latino area, in Fresno, California. He was the middle child in a family of three children, with an older brother, Rick, and a sister, Debra. Gary was always the fearless one, ready to try anything. When Gary was only five, his family was devastated by the death of his father, Manuel. He said the family simply stopped talking after the loss. They just watched TV silently. The Sotos were almost illiterate, Gary said. There were no books in his house, and nobody read for fun. Gary discovered writing in high school, although he earned laughable grades. As an author, Soto began to write realistic stories based on his early life.

One strategy we use to clarify is to look for base words. Base words carry the core meaning.

1. Underline the base word in each word below.
2. Write what you think each whole word might mean.

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>Underline base word</th>
<th>Mean</th>
<th>Challenge word</th>
<th>Underline base word</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>fearless</td>
<td>fear</td>
<td></td>
<td>laughable</td>
<td>laugh</td>
<td></td>
</tr>
<tr>
<td>realistic</td>
<td>real</td>
<td></td>
<td>realistic</td>
<td>real</td>
<td></td>
</tr>
</tbody>
</table>


workbook p. 38
Lesson 8 Activities

Do now #8

1. Mini-lesson: Clarifying (10-15 minutes)

Students will learn about clarifying. Readers clarify when they identify words or phrases they don’t know as they read along, and then work to figure them out. Today’s lesson focuses on just the first step: recognizing that a word or phrase is unfamiliar and unknown.

1. Use workbook p. 38, Clarifying, to introduce clarifying.
   
   Good readers keep track of words and phrases they don’t understand. They figure out or clarify the meaning of the words and phrases they don’t know.

2. Students silently read the passage about author Gary Soto on workbook p. 38, and underline new words they might need to clarify.

3. Project the Gary Soto passage on slide 24 onto a whiteboard. Ask students to come to the board and underline those new words they might need to clarify.

4. Discuss possible meanings for “fearless, “ “laughable,” and “realistic.” What are the base words in each one of these words?

Optional extension: To integrate summarizing, our first RT strategy, ask students to come to the board and underline sentences or parts of sentences from slide 24 that would make a good summary. Prompt students to summarize using the 5 Ws.

2. Clarifying in Gary Soto’s “Blackmail”: Whole class work (15-20 minutes)

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 4 – 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap</td>
</tr>
<tr>
<td>Remind students of what happened in the first four pages.</td>
</tr>
</tbody>
</table>

| Frame today’s reading | What can Angel do now? Is Weasel going to really show his naked picture to the girls at school? How can Angel come up with the $20 that Weasel is demanding? |

**TIP**

This symbol flags activities where students will need Post-its, usually to mark words to clarify but sometimes to mark other important places in a text.
Clarifying while reading

Look back at the pages of "Blackmail" your teacher read out loud.
Write down three words or phrases you don't know.

Hints:
- Do you see a base word you know?
- Is that a Spanish word in the glossary?

1. word or phrase ________________________________________________
   page number _______
   1. I think it means ________________________________

2. word or phrase ________________________________________________
   page number _______
   1. I think it means ________________________________

3. word or phrase ________________________________________________
   page number _______
   1. I think it means ________________________________

workbook p. 39
## Lesson 8 Activities, continued

### 2. Clarifying in Gary Soto’s “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 4 – 8, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher reads aloud</strong></td>
</tr>
<tr>
<td>Begin at the bottom of page 4, “But no, he’d been naked . . .” and stop at the bottom of page 5.</td>
</tr>
</tbody>
</table>

**Model clarifying (use this script OR your own words)**

- Let me clarify some words and phrases I didn’t understand.
  - “in the buff”
    - What could that mean? I think it’s slang. It says that Weasel was in a baby picture, standing next to a blow-up pool. I wonder if “in the buff” means that Weasel was naked? So if Angel has found a picture of Weasel naked perhaps Angel thinks he can blackmail Weasel.
  - “popping wheelies”
    - What could that mean? I think it’s also slang. I see a base word, “wheel.” It says that Weasel was hot and tired after popping wheelies. So I’m guessing popping wheelies is some trick you do with a bike or maybe a skateboard.

**Distribute Post-its**

- Have students mark at least 3 words to clarify.
  - When you see a word you don’t know, mark it with a Post-it.

**Teacher reads and clarifies aloud**

- Read to the bottom of page 8.

**Model clarifying**

- As you read, pause to clarify one more word using sentence context, familiar base words, or the Spanish-English glossary at the back of the book.

**Students clarify**

- Ask students to record three of the words they found to clarify on workbook p. 39. Then have them write what they think each means. Be prepared that some students may have trouble identifying words they don’t know. If so, take time to discuss some strategies as a class.
Lesson 8 Activities, continued

3. Daily wrap-up (5 minutes)

*How does clarifying help us? Who can share a hard word from the story that they clarified today?*

Exit ticket #8

**Planning Note**

For tomorrow’s class, you will need to have assigned each student to an appropriate fluency level (A, B, C, D). See “Fluency Levels in STARI” for more information.

You will also assign partners. Think about who might work well together. Many STARI teachers have found it productive to have students work with the same partners throughout the unit.
Homework

Base words
Look at the words below. The words come from the story "Blackmail." Inside each word is a smaller word called a base word.

Circle the base word inside each word below:

- stroller
- mouthed
- smarter
- wheelie
- sweaty
- handful
- personal
- rudeness
- yellowish

Add the endings below to each base word head and light to make new words.

-er
-ing
-ache
-band
-ning
-bulb

Base word: head

Base word: light
Lesson 9

Objectives

- Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine

Common Core Literacy Standards

- ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

Materials

- Fluency workbooks
- Timers
- Workbook p. 41
- Slides 3-5 (fluency anchor chart), Slide 25
- Do now #9 (optional)
- Exit Ticket #9 (optional)

Planning Note

Today students start work with the leveled fluency workbooks. Each student must be assigned to level A, B, C, or D, and each student needs an assigned partner. Please see “Fluency Levels in STARI” for guidelines for determining each student’s fluency level.
Day One

Part 1: Silent read
- Read your passage silently.

Part 2: First timed read
- Partner 1
- Partner 2
- Set timer to one minute.
- Say “ready, set, go!” and start timer.
- Start reading out loud at a good pace.
- Record WPM at top of page.
- Tell partner to stop when timer goes off.
- Mark the last word with //.
- Help partner figure out WPM.
- Listen to partner read to end of passage.
- Finish reading passage out loud.
- Now switch roles and repeat!

Day One

Part 3: Comprehension and discussion
- Read fluency passage questions.
- Write answers.
- Share one interesting sentence with your partner.
- Record WPM on your fluency chart.

Day One

Part 4: Phrase-cued reading
- Listen to your partner.
- Read passage out loud in phrases to your partner.
- Now switch roles and repeat!
Lesson 9 Activities

Do now #9

1. Partner fluency launch: Day One (15-20 minutes)

Partners will preview the leveled fluency workbooks and complete the Day One activities with the first set of passages.

1. Assign partners and locations. Space partner pairs throughout the room.
2. Hand out fluency workbooks and invite students to flip through. Explain that the passages all have to do with the unit themes.
3. Review steps in the Day One fluency routine using slides 3, 4, and 5, or the fluency anchor chart.
4. Give one timer to each partner pair. Practice using timers if necessary.
5. Remind students that the Day One fluency routine has four parts: Silent read, First timed read, Comprehension and discussion, and Phrase cued reading.
6. Have partner decide who will read first.
7. Partners complete the Day One activities. Circulate to monitor and help.
8. At the end of the fluency routine, give feedback.

   I saw at least three students help their partner remember the next steps they needed to do.

   Overall we did all the steps, but next time let’s try to move more quickly from one step to the next.

2. Fluency debrief (5-10 minutes)

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>1A</th>
<th>1B</th>
<th>1C</th>
<th>1D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are You From?</td>
<td>Baseball Nation</td>
<td>Hero or Traitor?</td>
<td>Judge the Person, Not the Playlist</td>
</tr>
</tbody>
</table>
Homework

Base words

Look at the words below. The words come from the story “Blackmail.” Inside each word is a smaller word called a base word.

Circle the base word inside each word below.

stroller
mouthed
smarter
wheelie
sweaty
handful
personal
rudeness
yellowish

Add the endings below to each base word head and light to make new words.

-er      -ing     -ache     -band     -ning     -bulb

Base word: head

Base word: light

workbook p. 41
Lesson 9 Activities, continued

3. Daily wrap-up (5 minutes)

What did you and your partner do well when practicing the Day One fluency routine? What might you work to improve next time we do fluency practice?

4. Assign homework (5 minutes)

Use slide 25 (workbook p. 41) to introduce the homework assignment, Base words.

Exit ticket #9
Compounds
Two base words that make a new word

Many words are compounds. Compounds are words like "homework" that are made up of two shorter words called base words. In the word "homework," the base words are home + work.

In the words below, circle the two base words:
- day
- shot
- mail
- light
- black
- snap
- everyone
- network
- runaway

Challenge yourself!
- trustworthy
- gemstone
- cliffhanger
- stomachache
- meanwhile
- afterthought
- masterpiece
- schoolwork

Homework

Pick two of the words. Then draw a picture explaining each word.

Compound word: ____________________
Draw your picture for the word here:

__________________________________________

Compounds | Two base words that make a new word, continued

Working with a partner, try to make as many words as you can with the base words below. The words you make should all be compounds (base word + base word):
- back  work  field  home
- under  cross  room  crowd
- show  run  snow  stop
- in  hand  smart  fall
- over  down  ball  out
- off  side

Our list of compound words:
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

How many compounds could you make? _________
Lesson 10

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine

▶ Use base words to understand longer words by chunking compound words

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

Materials

- Fluency workbooks
- Timers
- Workbook pp. 43-45
- Dictionaries
- Slides 6-8 (fluency anchor chart), Slides 26-27
- Do now #10 (optional)
- Exit Ticket #10 (optional)
Day Two

Part 1: Tricky phrases and words

Listen to your partner.
Read tricky phrases and words out loud to your partner.
Now switch roles and repeat!

Part 2: Last read

Set timer to one minute.
Say “ready, set, go” and start timer.
Start reading out loud at a good pace.
Tell partner to stop when timer goes off.
Mark the last word with //
Help partner figure out words per minute (WPM).
Record words per minute (WPM) at top of page.
Listen to partner read to end of passage.
Finish reading passage out loud.
Now switch roles and repeat!

Part 3: Comprehension and discussion

Read fluency passage questions.
Write detailed answers.
Share and talk over answers with your partner.
Record WPM on your fluency chart.

Part 1: Comprehension and discussion

Compounds | Two base words that make a new word, continued

Working with a partner, try to make as many words as you can with the base
words below. The words you make should all be compounds (base word + base
word).

back work field home
under cross room crowd
show run snow stop
in hand smart fall
over down ball out
off side

Our list of compound words:

backwork
undercross
showrun
inhand
overdown
offside

How many compounds could you make? _____

workbook p. 12

workbook p. 44
Lesson 10 Activities

Do now #10

1. **Review homework (5 minutes)**

Ask students to share responses to the homework assignment, *workbook p. 41, Base words.*

2. **Partner fluency launch: Day Two (15-20 minutes)**

*The teacher will lead partner pairs through the Day Two steps of the fluency routine.*

1. Using *slides 6-8,* or the *fluency anchor chart,* review steps in the Day Two fluency routine. Students may also use *workbook p. 12.* Remind students that all three parts are important to the routine.

2. Hand out fluency workbooks, and one timer to each partner pair.

3. Have partners complete the Day Two fluency routine.

4. Circulate, checking that students are completing all steps for the three parts.

5. Give positive feedback and list places for improvement if needed.

3. **Fluency debrief (5 minutes)**

Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*

4. **Mini-lesson: Compounds (10-15 minutes)**

*Students will learn to identify compound words as a reading tool and build compounds from bases.*

1. Write several compounds that students will easily recognize on the board such as *payback,* *hotline,* *sidewalk,* *undercover.*

2. Explain compounds.
   a. Compounds are made up of *two* base words.
   b. A base word is a basic chunk of word meaning that can stand on its own like “under” or “walk.”

   **TIP**
   Be ready to offer compounds of your own from the bases on *workbook p. 44* (*showroom,* *crossover,* fallback, etc.).
Compounds
Two base words that make a new word

Many words are compounds. Compounds are words like "homework" that are made up of two shorter words called base words. In the word "homework," the base words are home + work.

In the words below, circle the two base words:

everyone network runaway

everyone network runaway eyebrows
broadcast toolkit schoolwork boyfriend
weekend shortcut sunflower daydream
skateboard teammate hotline whatever

trustworthy gemstone cliffhanger stomachache
meanwhile afterthought masterpiece schoolwork

Challenge yourself!

Our list of compound words:

How many compounds could you make? _______

workbook p. 43

Compounds | Two base words that make a new word, continued

Working with a partner, try to make as many words as you can with the base words below. The words you make should all be compounds (base word + base word).

back work field home
under cross room crowd
show run snow stop
in hand smart fall
over down ball out
off side

Our list of compound words:

How many compounds could you make? _______

workbook p. 44
Lesson 10 Activities, continued

4. Mini-lesson: Compounds, continued

3. Circle the two base words in the board examples. Talk about chunking.
   
   You can chunk new compound words by saying one base word first, then the other, then say them together:

   under/cover  under + cover


5. Students complete workbook p. 43.

6. Challenge the class to make as many compounds as possible using the bases on workbook p. 44. Have print or online dictionaries available for students to confirm that the compounds they build are real words.

7. Share out. Write all the unique compounds up on the board.

Optional extension: Introduce “portmanteau words” (port-man-TOE). Portmanteau is a French word that means carryall. These are words that combine two base words but are different from compounds because they merge rather than add base words together: spork, chillax, bromance, frenemy, Spanglish.

Write some of these portmanteau words on the board with their base words underneath:

   spork           chillax           frenemy
   spoon + fork    chill + relax    friend + enemy

Compare how portmanteau words are put together with how compounds are put together (compound words contain all the sounds from both words, while portmanteau words don't).

Ask students to generate a new portmanteau word that combines two positive characteristics about themselves, e.g., seriunny, serious + funny.

5. Daily wrap-up (5 minutes)

   What did you and your partner do well when practicing the Day Two fluency routine?
   What might you work to improve next time we do fluency practice?
Homework

Compound words

Circle the two base words in each compound word:

- handlebars
- playground
- backpack
- raincheck
- widespread
- brainchild
- blackmail
- underdog

Pick two of the words. Then draw a picture explaining each word.

Compound word:

Draw your picture for the word here:

workbook p. 45
Lesson 10 Activities, continued

6. Assign homework (5 minutes)

Use slide 27 (workbook p. 45) to introduce the homework assignment, Compound words. Students circle base words within compound words and then illustrate two of the compounds. Model thinking up and sketching an illustration for a concrete word like “seatbelt” or “sidewalk.”

Related assessment opportunity: Today’s homework may be used as a progress monitoring assessment of students’ mastery of compound words. See Assessment Guide: Decoding, Lesson 10.

Exit ticket #10
When we summarize, we don’t include every detail. Instead, we look for the most important facts.

We ask:
- What’s new that I’m learning here?
- How does this connect to the main idea of the article or book?
- Do I need to remember all of this to get the point?

What belongs in a summary?

The tennis player Serena Williams is no longer bothered by being compared to her sister Venus. Sisters Serena and Venus have both been the top women’s tennis players in the world. Off the court, Venus designs clothes and sneakers. Serena helped build a school in Africa. News reporters sometimes comment on Serena’s full, athletic figure. The comments aren’t always kind.

In an interview, Serena said she’s happy now to be herself. Growing up, Serena wanted to be just like older sister Venus. She wanted to be tall like Venus and have Venus’s model-like figure. She even tried to wear Venus’s clothes. By the time she was 23, Serena says, she was okay with who she really was. "Since I don’t look like every other girl, it takes a while to be okay with that. To be different. But different is good."


Happy to Be Herself

1. Serena Williams is no longer bothered by being compared to her sister Venus.
2. Serena and Venus have both been top women’s tennis players.
3. Off the court, Venus designs clothes and sneakers.
4. Serena helped build a school in Africa.
5. News reporters sometimes comment on Serena’s full, athletic figure.

Homework

Angel and Weasel speak!

What were Angel and Weasel thinking at the end of “Blackmail”?

What would they say?
Lesson 11

Objectives
▶ Provide a summary of a text by using the 5 Ws

Common Core Literacy Standards
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials
■ Workbook pp. 47-49
■ Local News
■ Slides 28-30
■ Do now #11 (optional)
■ Exit Ticket #11 (optional)
When we summarize, we don’t include every detail. Instead, we look for the most important facts.

We ask:

What’s new that I’m learning here?

Does this connect to the main idea of the article or book?

Do I need to remember all of this to get the point?

Happy to Be Herself

Tennis player Serena Williams is no longer bothered by being compared to her sister Venus. Sisters Serena and Venus have been the top women’s tennis players in the world. Off the court, Venus designs clothes and sneakers. Serena helped build a school in Africa. News reporters sometimes comment on Serena’s tall, athletic figure. The comments aren’t always kind.

In an interview, Serena said she’s happy now to be herself. Growing up, Serena wanted to be just like older sister Venus. She wanted to be tall like Venus and have Venus’s model-like figure. She even tried to wear Venus’s clothes. By the time she was 23, Serena says, she was okay with who she really was. “Since I don’t look like every other girl, it takes a while to be okay with that. To be different is good.”


It doesn’t bother Serena now when people compare her to Venus.

Serena says she is okay with her looks.

Venus is the older sister.

Serena designs sneakers.

Serena says, “Different is good.”

Workbook p. 47
Lesson 11 Activities

1. **Review homework** (5 minutes)

   Briefly check student responses to the homework assignment, **Compound words**, workbook p. 45. Ask a student or two to draw their compound word illustrations on the board and see if others can guess the word.

2. **Mini-lesson: What belongs in a summary?** (10-15 minutes)

   *Students will learn to ask themselves questions about the main point to select important details to summarize. They will practice with a short piece on Serena Williams.*

   1. Introduce the mini-lesson using workbook p. 47 and slide 28, “Happy to Be Herself.”

      *Good readers ask themselves, “What’s the most important thing to remember here?”*

   2. Prepare students to ask themselves the three listed questions from workbook p. 47 as they read:

      a. What’s new that I’m learning here?
      b. How does this connect to the main idea?
      c. Do I need to remember all of this to get the point?

   3. Students silently read the passage.

   4. Students record their idea of the main point and check off facts from the article that support the main point on workbook p. 47.

   5. Debrief and discuss the best choices.

3. **Summarizing with “Blackmail”: Whole class work** (15-20 minutes)

   **TIP**

   Project slide 28 against a whiteboard and have students come up and underline important facts in the passage.

   *Teacher Read-Aloud with “Blackmail,” pp. 8-13*

   **Recap**

   Refresh students’ memories about why we summarize (to understand and remember) and about the 5 Ws.

   Summarize pages 1-8.
Summarizing with “Blackmail”

Read the last lines of “Blackmail” on page 12 starting with the words “Under the orange glare…” to the end of the story.

Draw what you’d see if you were there on the porch with Angel.

Turn and talk to your partner. Summarize what happened with Pleitos the cat at the end of the story. Use the 5 Ws to write a summary.

WHO ________________________________

DID WHAT ________________________________

WHEN ________________________________

WHERE ________________________________

WHY ________________________________

workbook p. 48
Lesson 11 Activities, continued

3. Summarizing with “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Frame today’s reading</th>
<th>Is Angel going to be able to stop Weasel from taking his picture to school? Is Weasel really that mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher reads aloud</td>
<td>Read page 9.</td>
</tr>
<tr>
<td>Model summarizing</td>
<td><em>What just happened seems important. I’ll summarize here so I remember.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Who:</strong> Angel</td>
</tr>
<tr>
<td></td>
<td><strong>Did what:</strong> agrees to do Weasel’s chores</td>
</tr>
<tr>
<td></td>
<td><strong>Why:</strong> he’s scared that Weasel will tack his picture on the bulletin board at school</td>
</tr>
<tr>
<td>Teacher reads aloud</td>
<td>Read almost to the bottom of page 12 “... disappearing into the house.”</td>
</tr>
<tr>
<td>Model summarizing</td>
<td>This seems important too. I’ll summarize here so I remember.</td>
</tr>
<tr>
<td></td>
<td><strong>Who:</strong> Weasel</td>
</tr>
<tr>
<td></td>
<td><strong>Did what:</strong> gives Angel the picture</td>
</tr>
<tr>
<td></td>
<td><strong>Where:</strong> outside on the front porch</td>
</tr>
<tr>
<td></td>
<td><strong>When:</strong> after dinner</td>
</tr>
<tr>
<td></td>
<td><strong>Why:</strong> because Angel did his chores and didn’t rat on him to their dad</td>
</tr>
<tr>
<td>Introduce workbook p. 48</td>
<td>Prepare students to finish the story independently by reviewing workbook p. 48, Summarizing with “Blackmail.” Students will illustrate and then use the 5 Ws to summarize the last key event.</td>
</tr>
<tr>
<td>Students read silently</td>
<td>Students finish reading the story, alone or with a partner, from “under the orange glare” to the end.</td>
</tr>
</tbody>
</table>
Homework
Angel and Weasel speak!
What were Angel and Weasel thinking at the end of “Blackmail”? What might they say?

workbook p. 49
Lesson 11 Activities, continued

3. Summarizing with “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Share out</th>
<th>Teacher Read-Aloud with “Blackmail,” pp. 8-13, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using slide 29, Summarizing with “Blackmail”, have students share what they concluded about the last key happening:</td>
</tr>
<tr>
<td></td>
<td><strong>Who:</strong> Pleitos the cat</td>
</tr>
<tr>
<td></td>
<td><strong>Did what:</strong> batted at the picture of Angel</td>
</tr>
<tr>
<td></td>
<td><strong>When:</strong> after dinner</td>
</tr>
<tr>
<td></td>
<td><strong>Where:</strong> on the porch</td>
</tr>
<tr>
<td></td>
<td><strong>Why:</strong> he recognized Angel in the picture</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

What was challenging or easy about summarizing this story?

5. Assign homework (5 minutes)

Use slide 30 (workbook p. 49) to introduce the homework assignment, Angel and Weasel speak! (another perspective-taking activity). What were Angel and Weasel thinking at the end of “Blackmail”? What might they say?

Exit ticket #11

END OF LESSON PLAN 11
Using an index

With your partner, look at this list of topics. Circle two topics that sound interesting to you.

- relaxing
- sleep
- grocery
- laughter
- angry
- teasing
- sports
- teachers
- clothes
- body image
- homework
- friends
- goals
- laughter

Using the page numbers that the index gives you, you can read more about those topics. Use the index to find pages that discuss methods for music to make you feel happy or sad. When you finish, you can compare notes about the topics with your partner.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>74</td>
</tr>
<tr>
<td>sad or angry music can make you feel worse</td>
<td>52</td>
</tr>
</tbody>
</table>

Checking out the author and illustrator

With your partner, look at the chart below. Take notes on one interesting fact you learn from reading about the book. Find the end section about the author and illustrator and take some notes. Your notes should answer the questions below.

- Author’s name: ____________________________
- Author’s facts: __________________________________________
- Illustrator’s name: ____________________________
- Illustrator’s facts: __________________________________________

Would you trust information from these people?

- yes
- no
- maybe

Previewing through pictures

Middle School Confidential includes pages that look like a comic book or graphic novel. Pick two pages from the book that sound interesting. Describe what you saw in the pictures and what the pictures show about life in middle school.

<table>
<thead>
<tr>
<th>Page number</th>
<th>What you see happening in the picture</th>
<th>What this shows about life in middle school</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>is a boy in a sandwich. He is laughing and talking to another kid who looks upset</td>
<td>is a boy in a sandwich. He is laughing and talking to another kid who looks upset</td>
</tr>
</tbody>
</table>

workbook p. 51

workbook p. 52

workbook p. 53

workbook p. 54
Lesson 12

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Determine a central idea of a nonfiction text by using text features to preview

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials

■ Fluency workbooks
■ Timers
■ Workbook pp. 51-54
■ *Middle School Confidential*
■ Slides 31-32
■ Do now #12 (optional)
■ Exit Ticket #12 (optional)
What to expect

Middle School Confidential

You’ll be reading nonfiction about standing up for yourself in middle school.

Circle some topics you’d expect to read about in this kind of book:

- homework
- relaxing
- anger
- sports
- cliques

Teachers
- breakfast
- teasing
- lockers
- fights

Body image
- clothes
- enemies
- bullies

Previewing

1. With your partner, find the table of contents. In the chart below, write down the titles of three chapters that sound interesting.

2. Next to the chapter name, write some of the topics that you circled above that might be in that chapter.

<table>
<thead>
<tr>
<th>Chapter number and title</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

workbook p. 51
Lesson 12 Activities

1. **Review homework** (5 minutes)

   Use slide 30 to review the homework assignment on workbook p. 49. Ask volunteers to share Angel's and Weasel's perspectives at the end of “Blackmail.”

2. **Partner fluency work** (10-15 minutes)

   Partners complete the Day One activities (all four parts) with the second set of fluency passages.

3. **Fluency debrief** (5 minutes)

   Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>2A</th>
<th>2B</th>
<th>2C</th>
<th>2D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Raising Children</td>
<td>Dealing with Stereotypes</td>
<td>The King of Pop</td>
<td>Are You Multicultural?</td>
</tr>
</tbody>
</table>

4. **Previewing Middle School Confidential: Whole class and partner work** (15-20 minutes)

   Students will prepare to read Middle School Confidential by anticipating themes using the table of contents and pictures, and evaluating the author’s expertise.

   1. Introduce previewing as a tool for understanding what we read.

      *When we preview, we anticipate—think ahead—about the information we will read about. We don’t always read a nonfiction book all the way through from cover to cover, and previewing helps us pick out the information that’s most relevant or interesting.*

   2. Anticipate topics in *Middle School Confidential* using workbook p. 51, *What to expect*.

What to expect

Middle School Confidential

You'll be reading nonfiction about standing up for yourself in middle school. Circle some topics you'd expect to read about in this kind of book:

- homework
- teachers
- body image
- relaxing
- breakfast
- clothes
- anger
- teasing
- friends
- sports
- lockers
- enemies
- cliques
- fights
- bullies

Previewing

1. With your partner, find the table of contents. In the chart below, write down the titles of three chapters that sound interesting.
2. Next to the chapter name, write some of the topics that you circled above that might be in that chapter.

<table>
<thead>
<tr>
<th>Chapter number and title</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Previewing through pictures

Middle School Confidential includes pages that look like a comic book or graphic novel. Pick two pages from the book that look interesting. Describe what you see in the pictures and what the pictures show about life in middle school.

<table>
<thead>
<tr>
<th>Page number</th>
<th>What you see happening in the picture</th>
<th>What this shows about life in middle school</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>a boy is holding a weird hat — other kids were laughing “Ha ha” when he wore the hat</td>
<td>teasing can be a problem</td>
</tr>
</tbody>
</table>
Lesson 12 Activities, continued

4. **Previewing Middle School Confidential: Whole class and partner work, continued**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| 4. | Introduce the previewing activity. We’ll preview using:  
  a. table of contents  
  b. pictures  
  c. author bio  
  d. index |
| 5. | Explain a **table of contents**.  
  a. found in informational nonfiction books  
  b. helps us see the topics we can learn about  
  c. quick way to locate pages for a particular topic  
  *Looking through the **table of contents** is one way to preview a nonfiction book. Who can find the table of contents?* |
| 7. | Partner pairs complete the table of contents previewing activity on the bottom of **workbook p. 51**. |
| 8. | Review **workbook p. 52, Previewing through pictures**. |
| 9. | Partner pairs complete the previewing through pictures activity on **workbook p. 52**. |
| 10. | Students share out answers. |
| 11. | Explain checking out the author and illustrator.  
  *With informational books, we care whether the author really knows what he or she is writing about. One way to judge this is to look at the section of the book that tells about the author’s background.* |

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### Tips for working with Middle School Confidential

MSC explores issues about respect and self esteem—important to our unit novel and in students’ lives. It’s critical to establish norms for discussing these issues. Norms might include:

- keep comments positive
- no teasing
- no gossiping
- help everyone feel safe
Checking out the author and illustrator

When we read nonfiction, we want to know more about who wrote the book, the author:

☐ Have they studied or worked on the topic?
☐ Have they done other writing about the topic?
☐ Have they written for teens before?

In a book like Middle School Confidential, where pictures help tell the story, we also care about the illustrator. The illustrator is the person who drew the pictures.

Information about a book’s author and illustrator is usually near the end of the book.

With your partner, find the end section about the author and illustrator and take some notes. Your notes should answer the questions above.

Author’s name: ________________________________
Author facts: ____________________________________________
____________________________________________________________________
____________________________________________________________________

Illustrator’s name: ______________________________
Illustrator facts: ________________________________________
____________________________________________________________________
____________________________________________________________________

Would you trust information from these people?
☐ yes
☐ maybe
☐ no

Using an index

With your partner, look at this list of topics. Circle two topics that sound interesting to you.

relaxing sleep gossip laughter
anger teasing bullying goals

For each topic, find it in the index at the back of Middle School Confidential.

Example: The index shows you can read about music on page 75.

Flip to those pages of the book. Take notes on one interesting fact to share with the class. An example has been done for you. Do this for two more topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page number</th>
<th>Interesting fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>75</td>
<td>sad or angry music can make you feel worse</td>
</tr>
</tbody>
</table>

workbook p. 53

workbook p. 54
Lesson 12 Activities, continued

4. Previewing Middle School Confidential: Whole class and partner work, continued


13. Explain that an index is a list of topics that gives a page number for each topic indicating where it can be found.

14. Model using an index by looking up “decision-making” or “responsibilities” and then consulting one of the pages listed.

15. Use slides 31-32 to introduce workbook p. 54, Using an index. Partner pairs complete the activity.

Optional extension: Use the following link to introduce the book’s characters:
www.middleschoolconfidential.com/msc1/cast.html

5. Daily wrap-up (5 minutes)

What are some topics we are going to read about in this book? Which of those topics sound most interesting to you?

Based on what we learned today, do you think we can trust this author and illustrator to be knowledgeable about the topics in Middle School Confidential?

Exit ticket #12
Vocabulary for Chapter 2

Do you see a base word? A compound word?

Challenge word

I think it means . . .

respect

outcast

loner

"un-insultable"

Read pages 20–21 with a partner.

Jack’s hat sparks a conversation. What happened with the hat? What do the friends talk about?

workbook p. 55
Lesson 13

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine

▶ Engage in discussion with peers by partner reading pp. 20-21 of Middle School Confidential

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly

Materials

- Fluency workbooks
- Timers
- Workbook p. 55
- Slide 33
- Middle School Confidential
- Do now #13 (optional)
- Exit Ticket #13 (optional)

Do now #13 (optional)

1. Partner fluency work 10-15 min
2. Fluency debrief 5 min
3. Partner reading: MSC Chapter 2 15-20 min
4. Daily wrap-up 5 min

Exit ticket #13 (optional)
Partner Reading Guide

Partner reading components

| Interactive vocabulary preview | Write the words and phrases on the board.  
|                               | Say the words, and have students repeat them.  
|                               | Quickly define the words to prepare students to read and comprehend. |
| Set purpose for reading        | Setting a purpose for reading helps students focus on main ideas. |
| Preview workbook page(s)      | Preview today’s assignment in the student workbook. |
| Students read silently and complete workbook page(s) | Partners read silently and work together to complete comprehension activities in the workbook.  
|                               | Working in partners lets students practice reading strategies more autonomously. |

Partner Reading tips

▶ Plan to post the partner reading assignment prominently—the pages to be read from the book and the workbook pages to be completed.

▶ Have a plan for who each student will partner with and where they will work.

▶ Make sure norms for partner work are clear and that you hold students to them.

▶ Circulate during partner work, encouraging students to discuss the workbook prompt together and talk over meaning, not just write responses.

▶ Commend students when they work productively as partners.
Chapter 2 “Sometimes I Worry What Other People Think”

Read pages 20–21 with a partner. Jack’s hat sparks a conversation. What happened with the hat? What do the friends talk about?

______________________________
______________________________
______________________________

Vocabulary for Chapter 2
Do you see a base word? A compound word?

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>Root of the word</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“un-insultable”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stop and Jot workbook p. 55
Lesson 13 Activities

Do now #13

1. **Partner fluency work (10-15 minutes)**

Day Two activities with the second set of fluency passages.

Related assessment opportunity: This is a good lesson to conduct a pre-assessment of partner discussion. Listen in or record as many partnerships as you can (finish during Lesson 15 if necessary). See Assessment Guide: Discussion, Lesson 13.

2. **Fluency debrief (5 minutes)**

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

3. **Partner reading (15-20 minutes)**

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>respect (p. 21) – expression of courtesy or politeness. Give an example of how you could show respect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Slide 33</td>
<td>outcast (p. 21) – a person who has been rejected by a social group. Outcast is a compound word. Who can chunk it? What might make someone an outcast?</td>
</tr>
<tr>
<td></td>
<td>loner (p. 22) – a person who prefers not to associate with others. Who can find the base word in loner? Does this base word help you guess the meaning?</td>
</tr>
<tr>
<td></td>
<td>un-insultable (p. 29) – a person who can’t be upset or offended. Who can find a base word in “un-insultable”?</td>
</tr>
</tbody>
</table>

**TIP**

For Stop and Jots, some teachers allow students to jot words and phrases, while others insist on complete sentences. Choose an approach that makes sense for your students.
Read pages 20–21 with a partner.

Jack’s hat sparks a conversation. What happened with the hat? What do the friends talk about?

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

**Vocabulary for Chapter 2**

<table>
<thead>
<tr>
<th>Challenge Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>respect</td>
<td></td>
</tr>
<tr>
<td>beloved</td>
<td></td>
</tr>
<tr>
<td>base</td>
<td></td>
</tr>
<tr>
<td>“un-insultable”</td>
<td></td>
</tr>
</tbody>
</table>

Do you see a base word? A compound word?
Lesson 13 Activities, continued

3. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: Middle School Confidential, pp. 20-21</th>
<th>Workbook p. 55, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
<td>Jack is worried about what other people think. Read to find</td>
</tr>
<tr>
<td></td>
<td>out how it affects his behavior.</td>
</tr>
<tr>
<td><strong>Preview workbook page(s)</strong></td>
<td>Preview questions on <strong>workbook p. 55.</strong></td>
</tr>
<tr>
<td></td>
<td>Partners will stop and jot about Jack’s hat.</td>
</tr>
<tr>
<td><strong>Students read silently and complete workbook page(s)</strong></td>
<td>Students read chapter 2 silently and work together to</td>
</tr>
<tr>
<td></td>
<td>complete <strong>workbook p. 55.</strong></td>
</tr>
<tr>
<td></td>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

*Do people you know worry about what other people think?*

**Exit ticket #13**
More on Clarifying:
When you clarify, you notice words that don’t make sense—that’s step one.
Step two is trying to figure out the challenge words.
Looking for a base word you know is one way to clarify.

Sometimes you still see a meaning for the challenge word right in the text. Another way to clarify is to look for a base word. It’s one of the best ways to understand the sentence. You notice words that don’t make sense, and making fun of people can really hurt.

Looking for a base word

Middle School Confidential
"Why I Care What Other People Think," page 23

Listen to other students read these ideas. Check off those ideas you agree with:

<table>
<thead>
<tr>
<th>Students</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriela, 13</td>
<td>⌐</td>
<td>⌐</td>
</tr>
<tr>
<td>Boyd, 11</td>
<td>⌐</td>
<td>⌐</td>
</tr>
<tr>
<td>Glc, 14</td>
<td>⌐</td>
<td>⌐</td>
</tr>
<tr>
<td>Stephen, 13</td>
<td>⌐</td>
<td>⌐</td>
</tr>
<tr>
<td>Maria, 13</td>
<td>⌐</td>
<td>⌐</td>
</tr>
<tr>
<td>Ross, 12</td>
<td>⌐</td>
<td>⌐</td>
</tr>
</tbody>
</table>

Turn and talk to your partner.
Choose a student’s quote from page 23 that you really agreed with or really disagreed with. Explain why.

Quiz
Middle School Confidential, page 56
Do I worry too much about what other people think?
Read the choices in the book and mark your own answers True (T) or False (F).

<table>
<thead>
<tr>
<th>Number</th>
<th>T or F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>T</td>
</tr>
<tr>
<td>2.</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>F</td>
</tr>
<tr>
<td>6.</td>
<td>T</td>
</tr>
<tr>
<td>7.</td>
<td>T</td>
</tr>
<tr>
<td>8.</td>
<td>F</td>
</tr>
<tr>
<td>9.</td>
<td>F</td>
</tr>
<tr>
<td>10.</td>
<td>T</td>
</tr>
</tbody>
</table>

Work the meaning of the sentence.
The first one is done for you.

Read the answer key at the bottom of page 58 for a list on your own tendency to worry about what others think.

Homework
More on clarifying:
When you clarify, you notice words that don’t make sense.
Looking for a meaning in the sentence is one way to clarify.

T - really agreed with
F - really disagreed with

Turn and talk to your partner.
Choose a student’s quote from page 23 that you really agreed with or really disagreed with. Explain why.
Lesson 14

Objectives

▶ Clarify the meaning of unknown words by using context clues
▶ Engage in discussion with peers by reading and taking a quiz in *Middle School Confidential*

Common Core Literacy Standards

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly

Materials

- Workbook pp. 56-59
- *Middle School Confidential*
- Slides 36-38
- Do now #14 (optional)
- Exit Ticket #14 (optional)
More on clarifying

When you clarify, notice words that don’t make sense—that’s step one.
Step two is trying to figure out the challenge words.
Looking for a base word you know is one way to clarify.

Sometimes you will see a meaning for the challenge word right in the text. Another way is to look for a meaning in the sentence in the next sentence, or in a definition or list.

1. Read the sentences below.
2. Ask yourself, “Does the sentence give the meaning for the challenge word?”
3. Put a check ✓ in box if you can find the meaning in the sentence.

- At West Middle, there was a clear demarcation or line between the cool football players and other kids.
- Jaden felt aggrieved when nobody wanted to eat lunch with him.
- Ridicule and making fun of people can really hurt.

More on Clarifying

When you clarify, notice words that don’t make sense—that’s step one.
Step two is trying to figure out the challenge words.
Looking for a base word you know is one way to clarify.

Sometimes you will see a meaning for the challenge word right in the text. Another way to clarify is to look for a meaning in the sentence. In the next sentence, the meaning for “outcast” is right there.

1. Read the sentences below.
2. Ask yourself, “Does the sentence give the meaning for the challenge word?”
3. Put a check ✓ in box if you can find the meaning in the sentence.

- When the popular kids stopped sitting with Shawna, she was seen as an outcast or loser.
- Ridicule and making fun of people can really hurt.

Listen to other students read these ideas. Check off those ideas you agree with:

- Gabriella, 13
  - I agree
- Bryant, 11
  - I agree
- Eric, 14
  - I agree
- Stephen, 13
  - I agree
- Mark, 13
  - I agree
- Rose, 12
  - I agree

Turn and talk to your partner.
Choose a student’s quote from page 23 that you really agreed with or really disagreed with. Explain why.

- I really agreed with
  - because
- I really disagreed with
  - because
Lesson 14 Activities

1. Mini-lesson: More on clarifying (context) (10-15 minutes)

Students have learned to identify words they don't know, and to use base words to clarify. Today, they will learn a new strategy: clarifying using context – looking for a definition or example of the challenging word or phrase in the same sentence or in the next sentence.

1. Frame the new idea (we look to context to clarify when there's no helpful base word) with workbook p. 56, and slides 34 and 35.
2. Explain the context for “outcast” using workbook p. 56 and slide 35.
3. Students complete workbook p. 56.
4. Share out, and talk through answers:
   a. “Outcast” has a helpful base word.
   b. The context for “demarcation” and “ridicule” includes a direct definition.
   c. For “aggrieved” we just have an example. Can students think of a synonym?

2. MSC Chapter 2: Quotes and quiz (10-15 minutes)

Students will listen, read, and write about handling other people's opinions and take a quiz.

1. Read aloud or have students read aloud on p. 22 of Middle School Confidential.

   We just read that everyone cares about what other people think—some of us care a little, and some of us care a lot. On p. 23 we’ll hear the voices of six middle school students telling why they care what other people think.

3. On p. 23, select students to read aloud the speech bubble quotes from different middle school students while classmates respond by checking (or not checking) “I agree” on workbook p. 57.
4. Students Turn and talk about a student’s quote they really agreed with or really disagreed with. They write the name of the student and explain why they really agreed or disagreed on workbook p. 57.
5. Share out.
Quiz
Middle School Confidential, page 30

Do I worry too much about what other people think?
Read the choices in the book and mark your own answers True (T) or False (F).

1. T or F
2. T or F
3. T or F
4. T or F
5. T or F
6. T or F
7. T or F
8. T or F
9. T or F
10. T or F

The number of “T” answers ______
The number of “F” answers ______

---

Homework
More on clarifying:
When you clarify, you notice words that don’t make sense.
Looking for a meaning in the sentence is one way to clarify.

1. Read the sentences below.
2. Ask yourself, “Does the sentence give the meaning of the challenge word?”
3. Put a check ✓ if you can find the meaning in the sentence.
4. Write the meaning for the challenge word. The first one is done for you.

Gabby never felt coerced or forced to join the group.
coerced means _________________________________________
✓

Self-assertion, sticking up for yourself, can be powerful.
self-assertion means _________________________________________

That was an odious thing to say.
odious means _________________________________________

Josh was happy to be with his buddies and confidantes.
confidante means _________________________________________

I don’t agonize or worry about what to wear to school.
agonize means _________________________________________

Mia is a staunch friend.
staunch means _________________________________________

---

workbook p. 58
workbook p. 59
Lesson 14 Activities, continued

2. MSC Chapter 2: Quotes and quiz, continued

6. Skip ahead to the quiz on MSC p. 30, “Do I worry too much about what other people think?” Using workbook p. 58, students take and score the quiz.

3. Daily wrap-up (5 minutes)

Debrief the quiz. Ask students to share their thoughts about individual questions or the quiz as a whole.

4. Assign homework (5 minutes)

Use slide 36 (workbook p. 59) to introduce the homework assignment, More on clarifying. Project against a whiteboard and ask a student to come circle the word or words that tell us what “coerced” means. (forced)

Exit ticket #14

TIP
Emphasize that the quiz is private—workbook p. 58 will not be collected.
"What I Like about Myself," page 23

Think about the questions below and follow the prompt. These come from page 23 of *Middle School Confidential*.

Make a list of the things you respect and admire about yourself.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________
6. _______________________________________________________
7. _______________________________________________________
8. _______________________________________________________

What am I good at doing?
In what ways do I show that I'm a good and interesting person?

What do I like about my personality?

Dealing with bullies

1. Use the index to find the topic, tough times.

2. Turn to the page numbers for the topic, tough times.

3. Read Zoe's story and Sean's story.

4. Circle the story that is more interesting to you:
   - Zoe's story
   - Sean's story

5. Answer the following questions:
   - Who were the bullies?
     ________________________________________________
   - What did they do?
     __________________________________________________
     _________________________________________________________________
   - How did Zoe or Sean respond?
     ________________________________________
   - Do you agree with the decision that Zoe or Sean made? Would you do the same thing in that situation? Why or why not?
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________
     _________________________________________________________________

Clarifying with context clues

When you clarify, you notice words that don’t make sense. These are challenge words.

Context clues are words right around the challenge word.

Context clues hint at the meaning of the challenge word.

1. Read the passage below. Look at the challenge words.
2. Re-read the sentences around each challenge word. These sentences give hints.
3. Write meanings for each challenge word.

Some kids worry about their looks. Shana worries about her ample hips. She thinks she looks heavy. Derek thinks his arms are emaciated. He has almost no biceps. Ana frets about her eyebrows. She thinks they are too dark. Josh’s skin is his worry. He has little blotches on his face. Nobody looks perfect. You can feel disheartened by comparing yourself to other people.

What would you say to a friend who worries too much about looks?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Challenge word

<table>
<thead>
<tr>
<th>I think it means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>ample</td>
</tr>
<tr>
<td>emaciated</td>
</tr>
<tr>
<td>fret</td>
</tr>
<tr>
<td>blotches</td>
</tr>
<tr>
<td>disheartened</td>
</tr>
</tbody>
</table>

workbook p. 61
workbook p. 62
workbook p. 63
Lesson 15

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine

▶ Engage in discussion with peers by making a positive qualities list and partner reading *Middle School Confidential*

Common Core Literacy Standards

▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

Materials

- Fluency workbooks
- Timers
- Workbook pp. 61-63
- *Middle School Confidential*
- Slides 37-38
- Do now #15 (optional)
- Exit Ticket #15 (optional)
Make a list of the things you respect and admire about yourself.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
Lesson 15 Activities

**Do now #15**

1. **Review homework** *(5 minutes)*

Using slide 36 to review the homework assignment, *workbook p. 59, More on Clarifying*. Confirm that the context for “odious” is probably unhelpful.

Draw attention to the sentence structures that sometimes help us clarify:

1. a phrase after a challenging word, often enclosed in a pair of commas
2. a word after the challenging word, linked to it with the words “and” or “or”

2. **Partner fluency work** *(10-15 minutes)*

Partners complete the Day One activities (all four parts) with the third set of fluency passages.

3. **Fluency debrief** *(5 minutes)*

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>3A</th>
<th>3B</th>
<th>3C</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Out of Your Own Way</td>
<td>Bullying: A Real Problem</td>
<td>Too Much Drama</td>
<td>Learning from Babies</td>
</tr>
</tbody>
</table>

4. **MSC Chapter 2: Positive qualities list and partner work** *(10-15 minutes)*

_The teacher will read aloud from p. 23. Partners read a comic strip sequence on pp. 24 and 27-28 and debrief as a whole class._

1. Read aloud the right hand side of p. 23: “What I Like About Myself” (or ask students to read aloud).
2. Students use *workbook p. 61* to list positive personal qualities.
3. Students share part or all of their lists.
Dealing with bullies

1. Use the index to find the the topic, tough times.
   I found this topic on page numbers _____ and _____.
2. Turn to the page numbers for the topic, tough times.
3. Read Zoe's story and Sean's story.
4. Circle the story that is more interesting to you:
   Zoe's story    Sean's story
5. Answer the following questions:
   Who were the bullies? ______________________________________
   What did they do? ________________________________________
   How did Zoe or Sean respond? ________________________________

   Do you agree with the decision that Zoe or Sean made? Would you do the
   same thing in that situation? Why or why not?
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
Lesson 15 Activities, continued

4. MSC Chapter 2: Positive qualities list and partner work, continued

4. Break into partners.

5. Partner pairs read the comic strip sequence on p. 24 and pp. 27-28 of Middle School Confidential where middle school students discuss how “what other people think” can hold you back. (Each partner needs to read for multiple characters.)

6. Debrief the cartoon sequence as a class.
   
   *Does it ring true? Do these kinds of worries affect real people in real life?*

5. Index work on dealing with bullies: Partner work (10-15 minutes)

*Partners will use the index in Middle School Confidential to learn more about bullies.*

- Related assessment opportunity: This is a good lesson to conduct a pre-assessment of partner discussion. Listen in or record as many partnerships as you can. See Assessment Guide: Discussion, Lesson 15.

1. Students stay in partner pairs. Remind students that an index can help us use and understand a book.


3. Students locate the topic “tough times” in the index.

4. Have one student read the page numbers for this topic aloud (70 and 81).

5. Partner pairs read Zoe’s story (p. 70) and Sean’s story (p. 81). They choose the story that is more interesting to them, and use it to complete *workbook p. 62.*

6. Daily wrap-up (5 minutes)

Share out responses and ideas. *What did we learn about tough times?*
Clarifying with context clues

1. Read the passage below. Look at the challenge words.
2. Re-read the sentences around each challenge word. These sentences give hints.
3. Write meanings for each challenge word.

Some kids worry about their looks. Shana worries about her ample hips. She thinks she looks heavy. Derek thinks his arms are emaciated. He has almost no biceps. Ana frets about her eyebrows. She thinks they are too dark. Josh’s skin is his worry. He has little blotches on his face. Nobody looks perfect. You can feel disheartened by comparing yourself to other people.

Challenge word | Meanings
--- | ---
ample | ___
emaciated | ___
fret | ___
blotches | ___
disheartened | ___

What would you say to a friend who worries too much about looks?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Homework

Clarifying with context clues

1. Read the passage below. Look at the challenge words.
2. Re-read the sentences around each challenge word. These sentences give hints.
3. Write meanings for each challenge word.

Some kids worry about their looks. Shana worries about her ample hips. She thinks she looks heavy. Derek thinks his arms are emaciated. He has almost no biceps. Ana frets about her eyebrows. She thinks they are too dark. Josh’s skin is his worry. He has little blotches on his face. Nobody looks perfect. You can feel disheartened by comparing yourself to other people.

Challenge word | Meanings
--- | ---
ample | ___
emaciated | ___
fret | ___
blotches | ___
disheartened | ___

What would you say to a friend who worries too much about looks?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
Lesson 15 Activities, continued

7. **Assign homework (5 minutes)**

Use slides 37-38 *(workbook p. 63)* to introduce the homework assignment, **Clarifying**. Explain that sometimes we find clues about a word’s meaning in the next sentence. Walk through “ample” as a class.

✏️ **Related assessment opportunity:** Today’s homework may be used as a progress monitoring assessment of students’ mastery of **clarifying**. *See Assessment Guide: Comprehension Strategies, Lesson 15.*

Exit ticket #15

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END OF LESSON PLAN 15
Middle School Confidential
Chapter 3 “Sometimes I Just Lose It” summary

Vocabulary for Chapter 3
Do you see a base word? A compound word?

Challenge word
I think it means ...

Read pages 33–34 together with your partner. One person could be Michelle and the other person could be Abby. Summarize what happened here.

I could try to

I feel bad for

Stop and jot

Do you feel bad for Abby or do you feel bad for Michelle? Why?

Homework
More Middle School Confidential talkback

Complete the quiz, Middle School Confidential pages 40–41. Write your a, b, c, or d answers next to each situation.

1. food counter
2. spiked juice
3. lost combination
4. phone call
5. loud TV

Which situation bothered you the most?

What really bothered you about that? Why would this situation make you feel this way?

Total your numbers of a, b, c, d answers:
a’s ___, b’s ___, c’s ___, d’s ___

Read “If you got” on the top of page 41. Does the feedback sound real to you? Why or why not?

Homework
More Middle School Confidential talkback, continued

Listen to classmates read the stories on page 45 written by other teens. Decide if this sounds like you or if you would never do or say this.

I could try to

I feel bad for

Stop and jot

Do you feel bad for Abby or do you feel bad for Michelle? Why?

Homework
More Middle School Confidential, page 67

Look for two base words here:

Look at the list of ideas on page 35. These ideas help you stay cool and not overreact in anger. Choose one idea that might work for you.

Middle School Confidential | Chapter 3 “Sometimes I Just Lose It”

Listen to the stories on page 35. Decide if this sounds like you or if you would never do or say this.

I could try to

I feel bad for

Stop and jot

Do you feel bad for Abby or do you feel bad for Michelle? Why?

Homework
More Middle School Confidential, page 68

Look for two base words here:

Look at the list of ideas on page 45. These ideas help you stay cool and not overreact in anger. Choose one idea that might work for you.

Middle School Confidential | Chapter 3 “Sometimes I Just Lose It”

Listen to the stories on page 35. Decide if this sounds like you or if you would never do or say this.

I could try to

I feel bad for

Stop and jot

Do you feel bad for Abby or do you feel bad for Michelle? Why?
Lesson 16

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine
▶ Provide a summary of a text by using the 5 Ws

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials
■ Fluency workbooks
■ Timers
■ Workbook pp. 65-68
■ *Middle School Confidential*
■ Slide 39-40
■ Do now #16 (optional)
■ Exit Ticket #16 (optional)

Planning Note
Students will need to use pp. 40-41 from *Middle School Confidential* for tonight’s homework.
Read pages 32–33 together with your partner. One person could be Michelle and one person could be Abby. Summarize what happened here:

WHO __________________________________________________________

DID WHAT ______________________________________________________

WHEN _________________________________________________________

WHERE _________________________________________________________

WHY ___________________________________________________________

Do you feel bad for Abby, or do you feel bad for Michelle? Why?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Vocabulary for Chapter 3

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>I think it means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>backstabber</td>
<td></td>
</tr>
<tr>
<td>impulse control</td>
<td></td>
</tr>
<tr>
<td>weighing</td>
<td></td>
</tr>
<tr>
<td>consequences</td>
<td></td>
</tr>
<tr>
<td>hijack</td>
<td></td>
</tr>
</tbody>
</table>

STOP and Jot 🍃

Do you feel bad for Abby, or do you feel bad for Michelle? Why?

I feel bad for ________ because . . .

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

workbook p. 65
Lesson 16 Activities

Do now #16

1. **Review homework (5 minutes)**

Use slides 37 and 38 to review the homework assignment, Clarifying, workbook p. 63. Discuss the meanings that students found for “emaciated,” “fret,” “blotches,” and “disheartened.” Project the slides against a whiteboard and ask students to underline the sentence context that was helpful in clarifying these words.

2. **Partner fluency work (10-15 minutes)**

Day Two activities with the third set of fluency passages.

3. **Fluency debrief (5 minutes)**

Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*

4. **Partner reading (10-15 minutes)**

**Partner reading: Middle School Confidential, pp. 32-33**

**Workbook p. 65**

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>backstabber (p. 34) – someone you trusted, who attacks when your back is turned (figuratively). What kind of word is this? Who can chunk it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Write the words on the board, say them, and ask students to say them.</em></td>
<td>impulse control (p. 34) – the ability to resist the temptation to do or say something</td>
</tr>
<tr>
<td></td>
<td>weighing consequences (p. 34) – to compare the possible outcomes of different actions you might take</td>
</tr>
<tr>
<td></td>
<td>hijack (p. 34) – to take control of something and force it to go to a different destination. What does it mean to hijack a plane? What does it mean to hijack a conversation?</td>
</tr>
</tbody>
</table>

**Set purpose for reading**

Read about a conflict between Michelle and Abby, and think about which character you sympathize with.
Read pages 32–33 together with your partner. One person could be Michelle and one person could be Abby. Summarize what happened here:

WHO __________________________________________________________

DID WHAT ______________________________________________________

WHEN __________________________________________________________

WHERE _________________________________________________________

WHY ___________________________________________________________

Do you feel bad for Abby, or do you feel bad for Michelle? Why?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Middleware Confidential
Chapter 3 “Sometimes I Just Lose It” summary

Page 39 shows Abby and Michelle working it out. What happens?

WHO __________________________________________________________

DID WHAT ______________________________________________________

WHEN __________________________________________________________

WHERE _________________________________________________________

WHY ___________________________________________________________

Middleware Confidential
Chapter 3 “Sometimes I Just Lose It” vocabulary

Do you see a base word? A compound word?

Challenge word: backstabber

I think it means . . .

Middleware Confidential
Chapter 3 “Sometimes I Just Lose It” continued

Listen to classmates read the stories on page 35 written by other teens. Decide if this sounds like you or if you would never do or say this:

- This sounds like me
- I would never do this

Charlie, 14

Adonis, 12

Tori, 11

Rafael, 13

Cherise, 13

Ivana, 13

Check out the tips for staying cool on page 35 of Middle School Confidential. Which tip could work for you if you were furious?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Middleware Confidential
Chapter 3 “Sometimes I Just Lose It” workbook

Page 39 shows Abby and Michelle working it out. Summarize what happened here:

WHO __________________________________________________________

DID WHAT ______________________________________________________

WHEN __________________________________________________________

WHERE _________________________________________________________

WHY ___________________________________________________________

Middleware Confidential | Chapter 3 “Sometimes I Just Lose It” workbook p. 65

Middleware Confidential | Chapter 3 “Sometimes I Just Lose It” workbook p. 66
Lesson 16 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Preview workbook page(s)</th>
<th>Preview questions on workbook p. 65 Partners will read a cartoon sequence where Michelle blows up at Abby and work together to summarize and tell which character they sympathize with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Partners read Middle School Confidential pp. 32-33 and complete workbook p. 65. Circulate to offer help while students work.</td>
</tr>
</tbody>
</table>

5. MSC Chapter 3: Staying Cool (10-15 minutes)

1. Share out summaries and stop and jots from workbook p. 65.

2. Student volunteers read out the short quotes on p. 35, while students respond in the table on workbook p. 66, indicating either “This sounds like me” or “I would never do this.”

3. Share out.
   
   *Are some of these responses totally out of line? Which ones? Why?*

4. Student volunteers read out the tips for staying cool on p. 35 of Middle School Confidential.

5. Partners discuss the tips and write about a tip that might work for them on workbook p. 66.

6. Partners read the resolution of Abby and Michelle’s story on p. 39 of Middle School Confidential.

7. Partners summarize the story at the bottom of workbook p. 66.

6. Daily wrap-up (5 minutes)

Debrief the summaries using slide 39. How did the girls work out their problem? What else might have helped?
Homework | More Middle School Confidential talkback

Complete the quiz, Middle School Confidential, pages 40–41. Write your a, b, c, or d answers next to each situation.

1. food counter _____
2. spilled juice _____
3. lost combination _____
4. phone call _____
5. loud TV _____

Which situation bothered you the most?

_______________________________________________________________

What really bothered you about this? Why would this situation make you mad?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Total your numbers of a, b, c, or d answers:

a's _____ b's _____ c's _____ d's _____

Read “If you got” on the top of page 41. Does the feedback sound real to you?

Why or why not?  _______________________________________________________

Homework | More Middle School Confidential talkback, continue

Look for two base words here:

overreact

Look at the list of ideas on page 42. These ideas help you stay cool and not overreact in anger. Choose one idea that might work for you.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

How could this activity help you deal with stress or anger? Write at least two sentences.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Homework

Look for two base words here:

overreact

Look at the list of ideas on page 42. These ideas help you stay cool and not overreact in anger. Choose one idea that might work for you.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

How could this activity help you deal with stress or anger? Write at least two sentences.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
Lesson 16 Activities, continued

7. **Assign homework** (5 minutes)

The homework assignment on workbook pp. 67-68, *More Middle School Confidential talkback*, asks students to take the quiz on pp. 40-41 of *Middle School Confidential* and record their answers on *workbook p. 67*. Use slide 40 to preview the follow-up activities on *workbook p. 68*.

Exit ticket #16
Chapter 8 “I Like Who I Am”

Read the cartoons on pages 72, 76, 79, 80, 83, and 86 with your partner.

Summarize what happened and why, using the 5 Ws.

WHO _________________________________________________
DID WHAT _____________________________________________
WHEN ________________________________________________
WHERE _______________________________________________
WHY _________________________________________________

Vocabulary for Chapter 8

Challenge word

I think it means . . .

social status

Turn and talk to your partner.

If you could say something to Mateo about what happened, what would you say?

STOP and Jot _________________________________________

Write down some of your ideas. It may help to look back at pages 83, 86, or 89.

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Read the top of page 84 with your partner.

Talk about how this connects with Mateo’s story.

STOP and Jot _________________________________________

Write some of your ideas about the connections.

We see a connection here with Mateo. He

I would tell Mateo that

workbook p. 69

workbook p. 70
Lesson 17

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Provide a summary of a text by using the 5 Ws

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials

■ Fluency workbooks
■ Timers
■ Middle School Confidential
■ Workbook p. 69-70
■ Slide 41
■ Do now #17 (optional)
■ Exit Ticket #17 (optional)

Planning Note

Today’s lesson has partners working independently with Middle School Confidential and the workbook. Before you start work with the novel, The Skin I’m In, in Lesson 17, please review the “STARI Reading Guide.”
Chapter 8 “I Like Who I Am”

Read the cartoons on pages 72, 76, 79, 80, 83, and 86 with your partner. Summarize what happened and why, using the 5 Ws.

**WHO _________________________________________________**

**DID WHAT _____________________________________________**

**WHEN ________________________________________________**

**WHERE _______________________________________________**

**WHY _________________________________________________**

**Vocabulary for Chapter 8**

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>I think it means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>social status</td>
<td></td>
</tr>
</tbody>
</table>

Turn and talk to your partner.

If you could say something to Mateo about what happened, what would you say?

STOP and Jot

Write down some of your ideas. It may help to look back at pages 83, 86, or 89.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Talk about how this connects with Mateo’s story.

STOP and Jot

Write some of your ideas about the connections.

We see a connection here with Mateo. He

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
Lesson 17 Activities

Do now #17

1. **Review homework** (5 minutes)

Debrief the homework assignment, *More Middle School Confidential* talkback, on workbook pp. 67-68. Make time to discuss the cool down strategies on p. 42 of *Middle School Confidential*. Which ones seemed the most helpful?

2. **Partner fluency work** (10-15 minutes)

Day One activities with the fourth set of fluency passages.

3. **Fluency debrief** (5 minutes)

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>4A</th>
<th>4B</th>
<th>4C</th>
<th>4D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just Joking… Not!</td>
<td>A Victim’s Story</td>
<td>Losing it!</td>
<td>It Gets Better</td>
</tr>
</tbody>
</table>

4. **Partner reading** (15-20 minutes)

**Partner reading: Middle School Confidential, pp. 72-89 (comic sequence only), p. 84**

**Workbook pp. 69-70**

- **Interactive vocabulary preview**
  Use Slide 41

  **social status** (p. 84): a person’s importance in relation to other people. Who is a person in our school with high social status?

- **Set purpose for reading**
  You’ll read about Mateo’s performance at school and how he overcomes a mean trick.

- **Preview workbook page(s)**
  Preview questions on *workbook pp. 69-70*.
  Partners will summarize, Stop and Jot, and respond. The last prompt asks partners to read a short text at the top of MSC p. 84, and respond.
**Read the cartoons on pages 72, 76, 79, 80, 83, and 86 with your partner.**

Summarize what happened and why, using the 5 Ws.

**WHO ____________________________________________________________________________

**DID WHAT ________________________________________________________________________

**WHEN ____________________________________________________________________________

**WHERE __________________________________________________________________________

**WHY ______________________________________________________________________________

**Vocabulary for Chapter 8**

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>I think it means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>social status</td>
<td></td>
</tr>
</tbody>
</table>

**Turn and talk to your partner.**

If you could say something to Mateo about what happened, what would you say?

**STOP and Jot**

Write down some of your ideas. It may help to look back at pages 83, 86, or 89.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

**Talk about how this connects with Mateo’s story.**

**STOP and Jot**

Write some of your ideas about the connections.

We see a connection here with Mateo. He _____________________________________________________________________________

I would tell Mateo that ________________________________________________________________
Lesson 17 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: Middle School Confidential, pp. 72-89 (comic sequence only), p. 84 Workbook pp. 69-70, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read silently and complete workbook page(s)</td>
</tr>
</tbody>
</table>

5. Daily wrap-up (5 minutes)

Ask students to share out answers and responses to the comic. What would they say to Mateo about what happened?

Exit ticket #17
STARI Reading Guide

STARI’s reading format provides scaffolds to expand students’ reading confidence.

▶ Lesson pacing allows students to build their stamina for reading on their own.

▶ The routine provides a structure for accessing the texts in manageable chunks.

▶ Students get support in applying Reciprocal Teaching and other comprehension strategies as they read.

▶ Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.

▶ During partner reading, which alternates with guided reading, students have the opportunity to practice reading strategies more autonomously.
## Guided Reading Guide

### Components of guided reading

<table>
<thead>
<tr>
<th>Description</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap</strong></td>
<td>• Briefly summarize what students read the day before.</td>
</tr>
<tr>
<td></td>
<td>• Ensure everyone is clear about characters, plot.</td>
</tr>
<tr>
<td></td>
<td>• Can serve as a check-in that students did and understood the partner reading.</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
<td>• Write the words on the board.</td>
</tr>
<tr>
<td></td>
<td>- This helps students see word parts and spelling patterns.</td>
</tr>
<tr>
<td></td>
<td>- Say the words aloud, and ask students to repeat them.</td>
</tr>
<tr>
<td></td>
<td>- This gives students a chance to practice pronouncing a new word and helps them retain its meaning.</td>
</tr>
<tr>
<td></td>
<td>• Use interactive techniques to explore meaning.</td>
</tr>
<tr>
<td></td>
<td>- e.g., “give an example of...,” “who can show us...”</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
<td>Setting a purpose for reading helps students focus on main themes when they read.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
<td>• Short chunks of text help students access the text and build reading stamina.</td>
</tr>
<tr>
<td></td>
<td>• Focus is on comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Students get support in applying Reciprocal Teaching and other comprehension strategies.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
<td>• Discussion helps students move beyond surface understandings of the text.</td>
</tr>
<tr>
<td></td>
<td>• Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.</td>
</tr>
<tr>
<td></td>
<td>• All students should have a chance to talk.</td>
</tr>
<tr>
<td></td>
<td>• Students should look at, listen to, and respond to each other.</td>
</tr>
<tr>
<td></td>
<td>• Students can re-read the text when answering questions or making a point of their own.</td>
</tr>
<tr>
<td><strong>Sum up</strong></td>
<td>Summing up allows students to see how the story develops, to make connections between readings, and to anticipate and to predict what might happen next. Try to elicit the summary from students, and scaffold as needed.</td>
</tr>
</tbody>
</table>
Guided Reading Tips

▶ Always preteach challenging words and set a purpose for reading. These are important scaffolds for comprehension.

▶ The “purpose for reading” question helps to focus students on what is important and is often motivating, too.

▶ Select from the questions provided—don’t try to ask them all. Feel free to ask your own questions, too.

▶ Hold your guided reading group in a circle, so students can see each other. This sends the message that students should build on each other’s talk. If this isn’t possible, group students at tables or desks to encourage discussion.

▶ Consider posting sentence stems (“I agree…,” “I disagree…,” “In my opinion…,” etc.).

▶ Redirect students to the text if they have trouble responding.

▶ Encourage students to quote from the text in support of their interpretations.

▶ If students speak softly, repeat their words.

▶ If no one responds, or if the same students always respond, ask students to talk in partners or small groups, and then call on each group to share their discussion.
Partner Reading Guide

Partner reading components

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>Write the words and phrases on the board. Say the words, and have students repeat them. Quickly define the words to prepare students to read and comprehend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set purpose for reading</td>
<td>Setting a purpose for reading helps students focus on main ideas.</td>
</tr>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview today’s assignment in the student workbook.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Partners read silently and work together to complete comprehension activities in the workbook. Working in partners lets students practice reading strategies more autonomously.</td>
</tr>
</tbody>
</table>

Partner Reading tips

▶ Plan to post the partner reading assignment prominently—the pages to be read from the book and the workbook pages to be completed.

▶ Have a plan for who each student will partner with and where they will work.

▶ Make sure norms for partner work are clear and that you hold students to them.

▶ Circulate during partner work, encouraging students to discuss the workbook prompt together and talk over meaning, not just write responses.

▶ Commend students when they work productively as partners.
Should I run two groups?

▷ Aim to have guided reading groups that are no larger than about 10 students. If you have more than 10 students, try to run two separate groups. While you run guided reading with Group 1, Group 2 works on partner reading. While you run guided reading with Group 2, Group 1 works on partner reading.

If you run two groups:

▷ Try to assign some of your more independent students to each group, and try to make sure that students who work well together are in the same group.

▷ You may want to work with all students in one group for a few weeks, so that they learn how to work in partners and can complete the partner work activities somewhat independently.

▷ Make sure that the partner work group is settled and productive before you start work with the guided reading group.

▷ On the very first day with two groups, you’ll need to occupy Group 2 while Group 1 does guided reading. For example, you could have them work on that evening’s homework. After that, while Group 1 does guided reading Group 2 will do partner reading, and vice versa.

Sample two-group schedule:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided reading, chapter 3</td>
<td></td>
</tr>
<tr>
<td>Partner reading, chapter 4</td>
<td>Guided reading, chapter 3</td>
</tr>
<tr>
<td>Guided reading, chapter 5</td>
<td>Partner reading, chapter 4</td>
</tr>
<tr>
<td>Partner reading, chapter 6</td>
<td>Guided reading, chapter 5</td>
</tr>
<tr>
<td>Guided reading, chapter 7</td>
<td>Partner reading, chapter 6</td>
</tr>
<tr>
<td>etc.</td>
<td>Guided reading, chapter 7</td>
</tr>
</tbody>
</table>
The Skin I’m In: Themes

Bullying: Maleeka says Charlese “slaps me with them mean words of hers” (p. 15). The novel presents openings for discussing verbal bullying, including instances that are discussed in the unit fluency passages.

Shame: Maleeka comments that her mother’s sewing is a “shame” (p. 9), and she grapples with the issue of feeling ashamed throughout the novel.

Self-Esteem: Maleeka notes that she has many skills but the kids at school “only see what they see” (p. 4)—specifically, her dark skin and homemade clothes. Later, she remembers her father telling her to “see yourself with your own eyes” (p. 47-48). Students can explore differences between how others see them and how they see themselves. Building on the activities with Middle School Confidential, the class can discuss taking charge of how they think of themselves instead of believing the negative words of others.

Racism: After the first chapter there are opportunities for discussions of skin color and our society’s tendency to associate beauty with light skin.

Spoken language patterns: There are many openings to explore differences between vernacular and standard English. Maleeka routinely uses phrases like “I seen” or “would of,” and Desda asks her why she doesn’t “talk proper” like her character, Akeelma, does. Maleeka tells her, “Don’t nobody talk like that for real, only people in old movies and books” (p. 27).
What makes a good partner?

With your partner, let two more things a good partner does and two more things a not good (bad) partner does.

A good partner . . .
- Listens attentively
- Asks the teacher to remind me

A not good (bad) partner . . .
- Gets off task
- I messed up on this one

Listen to other people’s ideas.

What is one more thing a good partner does?
What is one more thing a not good (bad) partner does?

Partner commitments

This year, I will be a good partner by trying hard to:

1. ____________________________
2. ____________________________
3. ____________________________

If I am not a good partner, I will try to fix this by:

1. ____________________________
2. ____________________________

Make predictions

The Skin I’m In

Here are three things that Maleeka says in the first chapter of The Skin I’m In:

“Seems like people been teasing me all my life.” (page 4)
“Charlese is the baddest thing in this school.” (page 7)
“I got this feeling Miss Saunders is gonna mess things up for me real bad.” (page 5)

What can we guess about the main character, Maleeka?
What can we predict about the plot of the story? What might happen?
Lesson 18

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine
▶ Determine central ideas of texts by completing a book preview
▶ Engage in discussion with peers by reviewing partner commitments

Common Core Literacy Standards

▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials

■ The Skin I’m In
■ Workbook pp. 20, 71, 157
■ Post-its
■ Chart paper and markers
■ Do now #18 (optional)
■ Exit Ticket #18 (optional)
Make some predictions
The Skin I'm In

Here are three things that Maleeka says in the first chapter of The Skin I'm In:

- "Seems like people been teasing me all my life." (page 4)
- "Charlese is the baddest thing in this school." (page 7)
- "I got this feeling Miss Saunders is gonna mess things up for me real bad." (page 5)

What can we guess about the main character, Maleeka?

What can we predict about the plot of the story? What might happen?
Lesson 18 Activities

Do now #18

1. Partner fluency work (10-15 minutes)

Day Two activities with the fourth set of fluency passages.

2. Fluency debrief (5 minutes)

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

3. Introduce the novel, The Skin I’m In – Partner reading (10 minutes)

The teacher will introduce the novel, which contains some important themes that also arose in Middle School Confidential. Partners make predictions about the novel, using three quotes from the first chapter.

1. Have students sit with their partners for this class.
2. Let students know that they are now done with Middle School Confidential. They have read and discussed middle school issues such as self-esteem, bullying, and friendships. Now, they will read a novel that explores some of those same ideas: The Skin I’m In.
3. Hand out copies of the book and ask students to look at the cover and the blurb at the back. What do they see? What do they predict the book might be about?
4. Partner pairs discuss and complete workbook p. 71.
5. Ask volunteers to share some of their predictions.

4. Introduce students to STARI guided reading and partner reading (10 minutes)

Students will learn about the procedure for reading the novel.

1. Explain the STARI guided reading procedure.
   a. Guided reading: Students will read and discuss the text in a teacher-led guided reading group.
What makes a good partner?

With your partner, list two more things a good partner does and two more things a not good (bad) partner does.

**A good partner does**
- Listens attentively
- Follows all directions

**A not good (bad) partner does**
- Gets off task

Listen to other people's ideas.

What is one more thing a good partner does?
- _____________________

What is one more thing a not good (bad) partner does?
- _____________________

**Partner commitment**

This year, I will be a good partner by trying hard to:

1. _____________________
2. _____________________
3. _____________________

If I am not a good partner, I will try to fix this by:

1. _____________________
2. _____________________

workbook p. 20

Partner commitments

Unit 1.1: Stand Up for Yourself!

At the beginning of the year, I made partner commitments.

This is how I think I’ve done:

<table>
<thead>
<tr>
<th>Commitment 1:</th>
<th>Excellent</th>
<th>OK</th>
<th>I messed up on this one</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment 2:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment 3:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is how my partner thinks I’ve done:

<table>
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<th>Excellent</th>
<th>OK</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment 2:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment 3:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My partner and I think I need to:

- [ ] Continue with the same commitments
- [ ] Add this commitment: _____________________
- [ ] Fix the “mess ups” by: _____________________
- [ ] Other: _____________________

workbook p. 157
Lesson 18 Activities, continued

4. Introduce students to STARI guided reading and partner reading, continued

b. **Partner reading:** Students read a few pages or a chapter silently, next to a partner. Each partner pair works together on workbook pages about the reading; they follow prompts to discuss the reading and share ideas.

c. Students alternate guided reading and partner reading throughout the book. For example: guided reading with pp. 1-5, partner reading with pp. 6–10, guided reading with pp. 11–15...

2. Explain that for this procedure to work, and for students to understand and enjoy the book, they must do two things well:
   - Be good partners.
   - Have good discussions.

5. Review partner commitments: How well have we done so far? (10 minutes)

_Students will review their partner commitments. Then, partners evaluate themselves and each other._

1. Break into partner pairs. Students turn to their partner commitment page, **workbook p. 20**.

2. Students read their original commitments, **workbook p. 20**, and then complete their evaluation, **workbook p. 157** silently.

3. Partners trade workbooks and evaluate each other using the middle section of **workbook p. 157**.

4. Partners **Turn and talk** about their evaluations. Together, they should decide if either partner should add, delete, or edit their commitments in any way.

---

**TIP**

In both guided reading and partner reading, discussion is key. Let students know that discussing books helps make reading more fruitful, more interesting, and more fun.

---

**TIP**

Consider collecting the evaluations and discussing trends at the beginning of tomorrow’s class. What’s going well for lots of people? What are people struggling with?
Lesson 18 Activities, continued

6. **Daily wrap-up** (5 minutes)

Debrief partner commitments. Ask for volunteers to share some aspect of their evaluation.

*What went well, what didn’t go so well and why? Were there places where people were stuck? Can we find solutions?*

Exit ticket #18
What happens in guided reading?

In guided reading, students read and discuss different texts.

Books are open.
Books are open for reading and for checking what you read.

Everyone reads.
Students read silently. The teacher will say where to stop.

Everyone says something.
The teacher asks discussion questions and students discuss the book.

Everyone looks and listens.
Students listen to each other and respond to what other people say.

workbook p. 73

Observing guided reading

Is guided reading happening the right way?

Books are open.
Tally the number of books you see open.

Everyone reads.
Tally the number of people you see reading.

Everyone says something.
Tally the number of students that contribute to the discussion.

Everyone looks and listens.
Tally the number of students that look right at the student who is speaking.

workbook p. 74
Lesson 19

Objectives
▶ Provide a summary of a text by using the 5 Ws
▶ Explain how an author develops a character’s point of view by discussing Maleeka’s perspective on Miss Saunders
▶ Engage in discussion with peers by completing a guided reading lesson

Common Core Literacy Standards
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text

Materials
■ Workbook pp. 73-74
■ The Skin I’m In
■ Post-its
■ Slides 42-45
■ Do now #19 (optional)
■ Exit Ticket #19 (optional)

Planning Note
For today’s class, you’ll need to divide the class into Group 1 and Group 2. Make time to preview Lesson 18 and the STARI Reading Guide.
What happens in guided reading?
In guided reading, students read and discuss different texts.

Books are open.
Books are open for reading and for checking what you read.

Everyone reads.
Students read silently. The teacher will say where to stop.

Everyone says something.
The teacher asks discussion questions and students discuss the book.

Everyone looks and listens.
Students listen to each other and respond to what other people say.

workbook p. 73

Observing guided reading
Is guided reading happening the right way?

Books are open.
Tally the number of books you see open.

Everyone reads.
Tally the number of people you see reading.

Everyone says something.
Tally the number of students that contribute to the discussion.

Everyone looks and listens.
Tally the number of students that look right at the student who is speaking.

workbook p. 74
Lesson 19 Activities

Do now #19

1. **What does guided reading look like?** (5 minutes)

   Students will learn about four main components of guided reading.

   1. Explain that in guided reading, students read silently and then talk together. When we're doing it right, it looks a certain way.

   2. Use **slides 42-45** to review **workbook p. 73**, which lists four indicators that guided reading is happening correctly:
      a. Books are open.
      b. Everyone reads.
      c. Everyone says something.
      d. Everyone looks and listens.

   3. Introduce the fishbowl. One group will do guided reading while the other group watches and keeps track of (1) open books, (2) silent reading, (3) talking, and (4) listening. Afterward, we’ll debrief.

   4. Review **workbook p. 74** with the four indicators and space to tally. Model noticing and recording the four behaviors. Note that in many cases, multiple things will be happening at once (Students 1 – 10 have books open, Student 3 is talking, Students 5, 6, and 8 are looking right at the speaker).

   **TIP**

   Many teachers post sentence stems to aid discussion, for example:
   - I agree because...
   - I disagree because...
   - In my opinion...
   - I would like to add...

   **TIP**

   Students shouldn’t get hung up on tallying every instance of silent reading, talking, listening, etc. The idea is to use workbook p. 74 to show what’s happening in general during this session of guided reading.

2. **Fishbowl guided reading** (20 minutes)

   *Group 1 (half the class) does guided reading with pages 1-5. Group 2 has two jobs: they’ll observe and evaluate Group 1, and also read along.*

   1. Explain the fishbowl: Group 1 will read and discuss the text with the teacher. Group 2 will observe and evaluate Group 1, and also read along.
Observing guided reading

Is guided reading happening the right way?

- **Books are open.**
  Tally the number of books you see open:

- **Everyone reads.**
  Tally the number of people you see reading:

- **Everyone says something.**
  Tally the number of students that contribute to the discussion:

- **Everyone looks and listens.**
  Tally the number of students that look right at the student who is speaking:

workbook p. 74
Lesson 19 Activities, continued

2. Fishbowl guided reading, continued

2. Divide the class in half.

3. Group 1 sits in the inner circle with The Skin I’m In.

4. Group 2 sits in the outer circle with The Skin I’m In and workbooks open to workbook p. 74.

5. Remind both groups about the four behaviors (open books, everyone reads, everyone says something, everyone looks and listens).

6. Conduct guided reading with Group 1 using the table below.

<table>
<thead>
<tr>
<th>Group 1 Guided reading: The Skin I’m In, Chapter 1, pp. 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
<tr>
<td><strong>amazon</strong> (p. 1) – a tall, athletic-looking woman. Who can think of a celebrity that might be described as an <em>Amazon</em>?</td>
</tr>
<tr>
<td><strong>ricochet</strong> (p. 2) – bounce around. What is something that could <em>ricochet</em> around the classroom? [A ping-pong ball? Figuratively, a joke?]</td>
</tr>
<tr>
<td><strong>strutting my stuff</strong> (p. 4): walking in a way that shows people how great you look. How does it look when someone struts their stuff? Who can demonstrate?</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>You’re going to meet the main character, Maleeka—think about why school is hard for her.</td>
</tr>
<tr>
<td>You’re also going to meet her new English teacher, Miss Saunders. Maleeka thinks Miss Saunders is going to “mess things up” for her. As you read, try to decide whether you think she’s right.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read silently until Miss Saunders walks away on page 3.</td>
</tr>
<tr>
<td><strong>Group 2 should tally the open books that they see, and then also read silently during this time.</strong></td>
</tr>
<tr>
<td><em>When you get to the words, “… like nothing much happened,” look up.</em></td>
</tr>
</tbody>
</table>
Lesson 19 Activities, continued

2. Fishbowl guided reading, continued

<table>
<thead>
<tr>
<th>Group 1 Guided reading: The Skin I’m In, Chapter 1, pp. 1-5, continued</th>
</tr>
</thead>
</table>
| Questions for discussion | • Let’s use the 5 Ws to summarize what just happened, focusing on Miss Saunders.  
  **Who:** Miss Saunders  
  **Did What:** asks Maleeka for directions to the office and compliments her skin  
  **When:** during the school day  
  **Where:** in a hall at McClenton Middle School  
  **Why:** she’s new and doesn’t know her way around  
  • Maleeka says, “*To tell the truth, [Miss Saunders] was a freak like me. The kind of person folks can’t help but tease. That’s bad if you’re a kid like me.*” (p. 1) What does it mean to be a freak? Why do people call others this name? Why do they use it to describe themselves?  
  • Look back at page 1: Why does Maleeka say that she and Miss Saunders are both freaks? |
| Students read silently | Direct students to read silently until the bottom of page 5.  
  **Group 2 should also read along silently during this time.** |
| Questions for discussion, continued | • Ask a student volunteer to read a section from Chapter 1 out loud (middle of p. 4). Have them read from “*Seems like people been teasing me all my life*” (top of p. 4), to “*they don’t seem to like what they see much*” (end of p. 4).  
  • Why do people often focus on weaknesses and negative qualities instead of the positive attributes that we all possess? What do people think? |

TIP
Pause to check in with Group 2. Are they noticing people talking, people listening, books open?
Lesson 19 Activities, continued

2. Fishbowl guided reading, continued

<table>
<thead>
<tr>
<th>Questions for discussion, continued</th>
<th>Why does Maleeka think Miss Saunders will “mess things up” for her? Do you think she’s right? What predictions can we make?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum up</td>
<td>Our main character, Maleeka, is bullied at school because of the way she looks. Maleeka wants to change the way the kids treat her but doesn't know how to make it happen. Miss Saunders is the new English teacher. Maleeka thinks Miss Saunders will “mess things up” for her.</td>
</tr>
</tbody>
</table>

3. Debrief the fishbowl (5-10 minutes)

1. Have Group 2 students share out their observations.
2. Give Group 1 students the opportunity to reflect and respond.
3. Identify great work:
   
   *I saw Tasha look at Ethan and listen carefully to his comments, and then respond to what he said; that’s great work.*
4. Help students think about how they could continue to improve on these discussion habits throughout the unit.

4. Daily wrap-up (5 minutes)

As a Stop and Jot or out loud, ask students to finish these sentences:

- In guided reading I liked how…
- In guided reading I wonder about…

Discuss the responses.

Exit ticket #19

END OF LESSON PLAN 19
Consonant blends that begin with "s"

Blends are consonant combos like bl, sl, cr, and str that make two or three sounds. Some blends start with "s:

s p                   s l                  s t
s c                    s p r                  s w

How can we read words with s-blends fast and accurately?

a) Underline and say out loud the single sounds in the blend.
   - s
   - t
b) Say out loud the sounds as a blend.
   - st

c) What sounds are in the rest of the word?

Let's try this with the word "stain.

a) Underline the two consonants of the s-blend in "stain," where you can see "s" next to another consonant: s t a i n
   - Say out loud the s-blend sounds, s t
b) Say out loud the blend sounds together, st

c) Say out loud the rest of the word, a i n

d) Say and write the whole word: ____________________

Use the steps to read these words:

- smack
- scar
- star

**Homework**

Consonant blends that slide

Each of these words starts with a consonant combo with "s." Try saying each word, blending the sounds at the beginning. Then fill in the blanks to write each of these s-blend words into a sentence.

1. _______ means to say something hurtful or give a mean look.
2. Listening to music, getting enough _______ will all help you de________.
3. Every day, think of _______ things you are grateful for, like your family, pets, or friends.
4. One meaning of the word _______ is a mental point of view. What does ill mean? "ill" means _______ in baseball or other sports.
5. Maleeka tried to ignore mean kids' _______.

Now circle the s-blend words below that describe Maleeka.

smart    daisy    stylish

**Partner reading**

Pick two words or phrases to clarify together:

Words or phrases to clarify:

1. word or phrase ____________________________
   page number _______
   1. Maleekas means ___________.

2. word or phrase ____________________________
   page number _______
   2. Did this happen? __________________

Summarize pages 6–10. What happened?

WHO is this about? ______________________________________________

WHAT did he/she do? ___________________________________________

WHEN did this happen? _________________________________________

WHERE did this happen? _______________________________________

WHY did this happen? __________________________________________

______________________________________________________________

What are the characters thinking?

Workbook p. 75

consonant blends: sounds that slide

Each of these words starts with a consonant combo with "s." Try saying each word, blending the sounds at the beginning. Then fill in the blanks to write each of these s-blend words into a sentence.

- slams
- sleep
- stress
- sneer
- stance
- specific

1. __________ means to say something hurtful or give a mean look.
2. Listening to music, getting enough __________ will all help you de-________.
3. Every day, think of __________ things you are grateful for, like your family, pets, or friends.
4. One meaning of the word, __________, is a mental point of view. What does __________ mean in baseball or other sports?
   ___________________________________________________________
5. Maleeka tried to ignore mean kids' __________.

Now circle the s-blend words below that describe Maleeka.

smart    daisy    stylish

**Homework**

Consonant blends: Sounds that slide

Each of these words starts with a consonant combo with "s." Try saying each word, blending the sounds at the beginning. Then fill in the blanks to write each of these s-blend words into a sentence.

1. _______ means to say something hurtful or give a mean look.
2. Listening to music, getting enough _______ and laughter will all help you de-________.
3. Every day, think of _______ things you are grateful for, like your family, pets, or friends.
4. One meaning of the word _______ is a mental point of view. What does ill mean? "ill" means _______ in baseball or other sports.
5. Maleeka tried to ignore mean kids' _______.

Now circle the s-blend words below that describe Maleeka.

- smart
- daisy
- stylish

**Homework**

Consonant blends: Sounds that slide

Each of these words starts with a consonant combo with "s." Try saying each word, blending the sounds at the beginning. Then fill in the blanks to write each of these s-blend words into a sentence.

1. _______ means to say something hurtful or give a mean look.
2. Listening to music, getting enough _______ and laughter will all help you de-________.
3. Every day, think of _______ things you are grateful for, like your family, pets, or friends.
4. One meaning of the word _______ is a mental point of view. What does ill mean? "ill" means _______ in baseball or other sports.
5. Maleeka tried to ignore mean kids' _______.

Now circle the s-blend words below that describe Maleeka.

- smart
- daisy
- stylish

**Homework**

Consonant blends: Sounds that slide

Each of these words starts with a consonant combo with "s." Try saying each word, blending the sounds at the beginning. Then fill in the blanks to write each of these s-blend words into a sentence.

1. _______ means to say something hurtful or give a mean look.
2. Listening to music, getting enough _______ and laughter will all help you de-________.
3. Every day, think of _______ things you are grateful for, like your family, pets, or friends.
4. One meaning of the word _______ is a mental point of view. What does ill mean? "ill" means _______ in baseball or other sports.
5. Maleeka tried to ignore mean kids' _______.

Now circle the s-blend words below that describe Maleeka.

- smart
- daisy
- stylish

**Partner reading**

Pick two words or phrases to clarify together:

Words or phrases to clarify:

1. word or phrase ____________________________
   page number _______
   1. Maleekas means ___________.

2. word or phrase ____________________________
   page number _______
   2. Did this happen? __________________

Summarize pages 6–10. What happened?

WHO is this about? ______________________________________________

WHAT did he/she do? ___________________________________________

WHEN did this happen? _________________________________________

WHERE did this happen? _______________________________________

WHY did this happen? __________________________________________

______________________________________________________________

What are the characters thinking?

Workbook p. 77
Lesson 20

Objectives
▶ Apply phonics and word analysis skills by identifying and reading consonant blends
▶ Provide a summary of a text by using the 5Ws
▶ Clarify the meaning of unknown words by using context clues

Common Core Literacy Standards
▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level meaning and content, choosing flexibly from a range of strategies

Materials
- Workbook pp. 75-77
- The Skin I’m In
- Slides 46-47
- Post-its
- Do now #20 (optional)
- Exit Ticket #20 (optional)
Consonant blends

that begin with "s"

Blends are consonant combos like bl, sl, cr, and str that make two or three sounds.

Some blends start with "s."

- s p
- s l
- s t
- s c
- s p r
- s w

How can we read words with s-blends fast and accurately?

a) Underline and say the single sounds in the blend.
   b) Say out loud the sounds as a blend.
   c) What sounds are in the rest of the word?
   d)Say and write the whole word.

Let’s try this with the word “stain.”

a) Underline the two consonants of the s-blend in “stain,” where you can see "s" next to another consonant
   b) Say out loud the blend sounds together, st
   c) Say out loud the rest of the word, ain
   d) Say and write the whole word: ____________________

Use the steps to read these words:

- smack
- scar
- strut

workbook p. 75
Lesson 20 Activities

Do now #20

1. Mini-lesson: Consonant blends that begin with “s” (10-15 minutes)

This is the first mini-lesson on word analysis focusing on consonant blends. Students will identify and work to pronounce consonant blends starting with “s.”

1. Display slide 46.

2. Explain that we often see a pattern of two or three consonants together: sl-, sp-, sm-, st-, str-

   *We call these letter combos consonant blends when we hear all the sounds in the combo. But ‘sh’ (like in shop) is not a combo because we don’t hear the ‘s’ and the ‘h’ sounds.*

3. Say “sleep,” “sport,” and “smart,” stretching out the beginning sounds so that students can hear all the beginning sounds.

4. Ask students to count the sounds they hear when you say sl-, sp-, sm-, st-, and str-.

5. Break into partners.

6. Review instructions on workbook p. 75.
   a. Partners practice saying the s-blend sounds separately. (“s” “t”)
   b. Partners slide the sounds together. (“st-“)
   c. Partners say the rest of the word. (“-ain”)
   d. Partner pairs say and write the whole word. (“stain”)

7. Partner pairs complete workbook p. 75.

8. Share out answers.

TIP

Encourage students to tap the sounds in a blend by touching their thumb to their fingers.

“st”
- “s” (index finger)
- “t” (middle finger)

“str”
- “s” (index finger)
- “t” (middle finger)
- “r” (ring finger)
Partner reading

The Skin I'm In - Chapter 2 (pp. 6-10)

Pick two words or phrase to clarify together:

1. word or phrase _________________________________
   page number _______
   I think it means _________________________________

2. word or phrase _________________________________
   page number _______
   I think it means _________________________________

Summarize pages 6-10. What happens?

WHO is this about? ____________________________________________
WHAT did he/she do? ________________________________________
WHERE did this happen? ______________________________________
WHY did this happen? ________________________________________

What are the characters thinking?

Mia Saunders

Cheerleader

workbook p. 76
Lesson 20 Activities, continued

2. **Partner reading** (15-20 minutes)

| Interactive vocabulary preview | cutting her eyes (p. 7) – giving someone a dirty look. | TIP
| Write the words on the board, say them, and ask students to say them. | yoga (p. 9) – a kind of exercise that involves stretching. | Devote some time to modeling how partners would mark words to clarify while reading silently, and then clarify together. See sample script below for the word “designer.” |

| Set purpose for reading | In Chapter 2, you and your partner will read about a conflict between Miss Saunders and Charlese, the “friend” who lets Maleeka wear her clothes. |

| Preview workbook page(s) | Preview questions on workbook p. 76. Students will read pp. 6-10 silently marking words to clarify. Model what this will look like: *I marked the word “designer” on p. 8. I’ll look for a base word. Here’s one: design. I know what “design” means, but I’m still not sure about “designer.” Let me read the sentence: “You can start by giving me them designer shoes and that three-hundred-dollar watch you got on.” Hmmm, maybe designer means designed by some famous brand, like something expensive. Does that fit?* Students will summarize pp. 6-10, first aloud to their partner, and then on workbook p. 76. Students will talk about Miss Saunders’ and Charlese’s thoughts. Then they will write about the two characters’ thoughts on workbook p. 76. |

- cutting her eyes (p. 7) – giving someone a dirty look.
- yoga (p. 9) – a kind of exercise that involves stretching.
Partner reading
The Skin I’m In – Chapter 2 (pp. 6–10)
Pick two words or phrases to clarify together:
Words or phrases to clarify:
1. word or phrase
   page number
2. word or phrase
   page number
Summarize pages 6–10. What happens?
WHO is this about? ______________________________________________
WHAT did he/she do? ___________________________________________
WHEN did this happen? __________________________________________
WHERE did this happen? _________________________________________
WHY did this happen? ___________________________________________
______________________________________________________________
What are the characters thinking?
Miss Saunders
Charlese

Homework
Consonant blends: Sounds that slide
Each of these words starts with a consonant combo with “s.” Try saying each word, blending the sounds at the beginning. Then fit each of these s-blend words into a sentence below.

1. __________ means to say something hurtful or give a mean look.
2. Listening to music, getting enough __________, and laughter will all help you de-
   ____________.
3. Every day, think of ____________ things you are grateful for, like your family,
   pets, or friends.
4. One meaning of the word ____________ is a mental point of view. What does
   ____________ mean in baseball or other sports?
5. Maleeka tried to ignore mean kids’ ____________.

Now circle the s-blend words below that describe Maleeka.
smart skinny stylish

workbook p. 76

workbook p. 77
Lesson 20 Activities, continued

2. Partner reading, continued

<table>
<thead>
<tr>
<th>Students read silently and complete workbook page(s)</th>
<th>Students read chapter 2 silently and work together to complete workbook p. 76</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

3. Daily wrap-up (5-10 minutes)

Debrief partner reading:

1. Ask partner pairs to share out responses from workbook p. 76.
2. Ask partner pairs to reflect on partner reading, either independently or as a Turn and talk.
   
   What should we work on for next time so that we’re really understanding this book?

4. Assign homework (5 minutes)

Use slide 47 to review the directions for the homework assignment, workbook p. 77, Consonant blends: Sounds that slide.

Exit ticket #20

END OF LESSON PLAN 20
The narrative arc helps us track the plot, or what happens in the story. The narrative arc includes:

- **Introduction/Set-Up**: The beginning of the story. We usually find out about the following.
  - **Characters**: The main people in the story.
  - **Setting**: The place and time the story happened.
  - **Situation**: What’s going on at the beginning of the story.

- **Rising Action**: Characters face problems or conflict. These build up to the high point or climax.

- **High Point or Climax**: The most exciting part of the story. Things change for the main characters at the high point.

- **Resolution**: The ending of the story. Changes are worked through.
Lesson 21

Objectives
▶ Describe how a story’s plot unfolds by using a narrative arc

Common Core Literacy Standards
▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials
■ Workbook pp. 79-80
■ *The Skin I’m In*
■ Slide 48
■ Do now #21 (optional)
■ Exit Ticket #21 (optional)

---

Do now #21 (optional)

1. Review homework 5 min
2. Mini-lesson: The narrative arc 10-15 min
3. Guided reading: *The Skin I’m In*, Ch. 3, pp. 11-15 15-20 min
4. Daily wrap-up 5 min

Exit ticket #21 (optional)
The narrative arc helps us track the plot, or what happens in the story.

The narrative arc includes:

- **Introduction/Set-Up**: The beginning of the story. We usually find out about the following:
  - **Characters**: The main people in the story.
  - **Setting**: The place and time the story happened.
  - **Situation**: What's going on at the beginning of the story.

- **Rising Action**: Characters face problems or conflict. These build up to the high point or climax.

- **High Point/Climax**: The most exciting part of the story. Things change for the main characters at this point.

- **Resolution**: The ending of the story. Changes are worked through.
Lesson 21 Activities

Do now #21

1. **Review homework** (5 minutes)

Briefly review the homework assignment, *workbook* p. 77, **Consonant blends**: Sounds that slide.

2. **Mini-lesson: The narrative arc** (10-15 minutes)

*Students will learn about narrative arc, a framework for thinking about stories that helps us track what’s happening and understand how parts of a story fit together. They make notes about the introduction to The Skin I’m In.*

1. Introduce narrative arc using the plot diagram *workbook* p. 79 and *slide 48.*

   *Stories are usually told in a predictable way. The big picture is that there’s a beginning, middle, and end.*

2. Explain the introduction. Get students thinking about stories they already know, and then pull in *The Skin I’m In.*

   *What do we learn at the beginning of Cinderella/Harry Potter/Dork Diaries? What have we learned so far in reading The Skin I’m In about characters, setting, and situation?*

3. Explain the climax, usually the most exciting part of the story. Ask students for examples of high points from movies.

4. Explain the rising action.

   *This is the series of events that builds up to the climax.*

5. Explain the resolution.

   *This is the part of the story where all the loose ends get tied together. We learn about how characters’ lives changed after the high point. Sometimes we learn a secret or surprise at the very end of a story.*

6. Students flip to *workbook* p. 80 and make some notes under “Introduction/ Set-up” *The Skin I’m In.* Guide this using *slide 48.* Invite students to share some initial insights.
Lesson 21 Activities, continued

3. **Guided reading** (15-20 minutes)

*Related assessment opportunity:* This is a good lesson to conduct a pre-assessment of discussion during guided reading. Take live notes or consider recording today’s guided reading discussion. **See Assessment Guide: Discussion, Lesson 21.**

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 3, pp. 11-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Who remembers the big thing that happened?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td><strong>Write the words on the board, say them, and ask students to say them.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>homemade</strong> (p. 12) – What are the two base words in this compound? Who knows what this means? What kinds of things can be homemade?</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Give students Post-its and direct them to tag parts they think are important with a Post-it marked with a plus sign.</strong></td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| | Look back at the bottom of page 13: What are some mean things that people did to Maleeka and Caleb? Why do you think kids did these things?
Lesson 21 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 3, pp. 11-15, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions for discussion, continued</strong></td>
</tr>
<tr>
<td>• Can someone read some lines from page 13-14 that explain what happened with Maleeka and Caleb on the class bus trip to Washington, D.C.?</td>
</tr>
<tr>
<td>• Can someone read some lines from the bottom of page 14 that explain how Maleeka started to be friends with Charlese?</td>
</tr>
<tr>
<td>• What do you think about Maleeka and Charlese’s friendship?</td>
</tr>
<tr>
<td>• What sections did people tag with Post-its and a plus sign? What seemed important that you read?</td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>We’ve learned a little bit more about Maleeka and how the kids in school treat her. We’ve also learned more about her new friends at school. Why would Maleeka choose to be friends with them?</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

Model finding a short quote in the novel that backs up a particular characterization of Miss Saunders or Charlese. For example, use Char’s comment about Miss Saunders on p. 12: “I ain’t for looking at that woman’s mug today…It’s enough to make you throw up.”

Ask students: What do we know about Char from this quote?

Exit ticket #21

END OF LESSON PLAN 21
Partner reading:
The Skin I'm In - Chapter 4 (pp. 16-21)

In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

<table>
<thead>
<tr>
<th>Character</th>
<th>What she says</th>
<th>How she looks or what she does</th>
<th>What others say to or about her</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Saunders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On page 16 Miss Saunders asks the class, “What does your face say to the world?”
Whose answer do you like the best?
What did that person say their face says to the world?

Write your ideas. Should Maleeka keep doing Charlese homework? Is this a good idea or bad idea? Back up your opinion. Give reasons!

Homework

Should Maleeka do Charlese's homework?

When Maleeka was teased by everyone, she came up with a plan. She would do Charlese's homework. In return, Charlese would protect her. Charlese even brought Maleeka nice clothes. Everyone at school is scared of Charlese. Now they leave Maleeka alone.

Write your ideas. Should Maleeka keep doing Charlese's homework? Is this a good idea or stupid idea? Back up your opinion. Give reasons!

---

workbook p. 81

workbook p. 83
Lesson 22

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Materials
- Fluency workbooks
- Timers
- Workbook pp. 81-83
- Slide 49
- *The Skin I’m In*
- Do now #22 (optional)
- Exit Ticket #22 (optional)
### Partner reading

**The Skin I'm In - Chapter 4 (pp. 16-21)**

In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

<table>
<thead>
<tr>
<th></th>
<th>What she says</th>
<th>How she looks or what she does</th>
<th>What others say to or about her</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Saunders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On page 16 Miss Saunders asks the class, “What does your face say to the world?” Whose answer do you like the best?

- Malcolm, page 17
- John-John, page 18
- Miss Saunders, pages 19-20

What did that person say their face says to the world?

_______________________________________________________________

_______________________________________________________________

Check with your partner. Did you agree or disagree about the answer you thought was best?
Lesson 22 Activities

Do now #22

1. Partner fluency work (10-15 minutes)

Day One activities with the fifth set of fluency passages.

Related assessment opportunity: After Lesson 23, students will be halfway through the 10 fluency passages they will read in this unit. Therefore, now might be a good time for a fluency progress monitoring check in. See Assessment Guide: Fluency, Lesson 23.

2. Fluency debrief (5 minutes)

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>5A</th>
<th>5B</th>
<th>5C</th>
<th>5D</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’ve Got the Power</td>
<td>Girl-on-Girl Violence</td>
<td>When Mean is Queen</td>
<td>Fighting Girls</td>
</tr>
</tbody>
</table>

3. Partner reading (15-20 minutes)

Partner reading: The Skin I’m In, Chapter 4, pp. 16-21
Workbook p. 81

Interactive vocabulary preview
Write the words on the board, say them, and ask students to say them.

“that’s cold” (p. 18) – an expression meaning “that’s mean.”
concoction (p. 19) – something people mix together, like a special drink or a special cream for skin.
blotch (p. 19) – a spot, usually a large or obvious one.

Set purpose for reading
You’ve learned that Miss Saunders has a large white stain across her face. In Chapter 4, you and your partner will find out more about how she deals with this.
Partner reading: The Skin I’m In - Chapter 4 (pp. 16-21)

In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

<table>
<thead>
<tr>
<th>Character</th>
<th>What she says</th>
<th>What she looks like or what she does</th>
<th>What others say to or about her</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Saunders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On page 16 Miss Saunders asks the class, “What does your face say to the world?” Whose answer do you like the best?


What did that person say their face says to the world?

Check with your partner. Did you agree or disagree about the answer you thought was best?

Homework

Should Maléeka do Char’s homework?

When Maléeka was teased by everyone, she came up with a plan. She would do Char’s homework. In return, Char would protect her. Char even brought Maléeka nice clothes. Everyone at school is scared of Char. Now they leave Maléeka alone.

Write your ideas. Should Maléeka keep doing Char’s homework? Is this a good idea or bad idea? Back up your opinion. Give reasons!

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Workbook p. 81

Workbook p. 83

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Lesson 22 Activities, continued

3. Partner reading, continued

<table>
<thead>
<tr>
<th>Preview workbook page(s)</th>
<th>Preview questions on workbook p. 81. Partners write notes about Maleeka, Charlese, and Miss Saunders – what they say, how they look and what others say to or about them. They evaluate how different students answer Miss Saunders’ question from page 16: “What does your face say to the world?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 4 silently and work together to complete workbook p. 81. Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

Debrief partner reading:
1. Ask partner pairs to share out responses from workbook p. 81.
2. Ask partner pairs to reflect on partner reading, either independently or as a Turn and talk.
   What went better this time around?

5. Assign homework (5 minutes)

Use slide 49 and workbook p. 83 to review the directions for the homework assignment, Should Maleeka do Char’s homework?

Exit ticket #22

END OF LESSON PLAN 22
In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

<table>
<thead>
<tr>
<th>What she says</th>
<th>How she looks</th>
<th>What others say to or about her</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Saunders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On page 16 Miss Saunders asks the class, “What does your face say to the world?” Whose answer do you like the best?


What did that person say their face says to the world?

Check with your partner. Did you agree disagree about the answer you thought was best?
Lesson 23

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine
▶ Explain how an author develops a character’s point of view by discussing Maleeka’s writing

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text

Materials

■ Fluency workbooks
■ Timers
■ Workbook pp. 80-81
■ The Skin I’m In
■ Dictionaries
■ Do now #23 (optional)
■ Exit Ticket #23 (optional)
Partner reading

The Skin I’m In - Chapter 4 (pp. 16-21)

In these first chapters, you learn about three main characters: Maleeka, Charlese, and Miss Saunders.

Put short notes in the table about what you know about each character so far:

<table>
<thead>
<tr>
<th>Character</th>
<th>What she says</th>
<th>How she looks or what she does</th>
<th>What others say to or about her</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Charlese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miss Saunders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On page 16 Miss Saunders asks the class, “What does your face say to the world?”
Whose answer do you like the best? Circle one.


What did that person say their face says to the world?

_______________________________________________________________
_______________________________________________________________

Check with your partner. Did you agree disagree about the answer you thought was best?

workbook p. 81
Lesson 23 Activities

Do now #23

1. Review homework (5 minutes)

Briefly review the homework assignment, Should Maleeka do Char’s homework? on workbook p. 83. Ask volunteers to share their responses to this question.

2. Partner fluency work (10-15 minutes)

Day Two activities with fifth set of fluency passages.

3. Fluency debrief (5 minutes)

Ask a few students to share their passage title and a quick summary of the passage content.

4. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 5, pp. 22-28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
</tbody>
</table>
| **Interactive vocabulary preview** | **double-take** (p. 22) – looking at someone twice because you are surprised by their appearance. *Who can show us what it looks like to do a double-take? What is an example of something you might see that might cause you to do a double-take?*  
**chronicling** (p. 23) – recording events in writing. A letter is one kind of writing where you might chronicle happenings in your life. *What’s another kind of writing where you could chronicle?* |
| **Set purpose for reading** | We’ll read about one of Maleeka’s special talents. As you read, think about whether or not this talent will help her at school. |
Narrative arc

workbook p. 80
Lesson 23 Activities, continued

4. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 5, pp. 22-28, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Chapter 5, pages 22-28</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• Look back at the bottom of p. 23 to the top of p. 24. Who</td>
</tr>
<tr>
<td>can explain the writing assignment that Miss Saunders</td>
</tr>
<tr>
<td>gives to the class?</td>
</tr>
<tr>
<td>• Why do you think Miss Saunders wants her students to</td>
</tr>
<tr>
<td>“know what it feels like to live in somebody else’s skin” (p.</td>
</tr>
<tr>
<td>24)?</td>
</tr>
<tr>
<td>• Who does Maleeka decide to write about? Who can read</td>
</tr>
<tr>
<td>a quote from what she writes that sounds interesting?</td>
</tr>
<tr>
<td>• Maleeka chose the name “Akeelma” because it is almost</td>
</tr>
<tr>
<td>the same as her own name spelled backwards. Besides the</td>
</tr>
<tr>
<td>names, did you notice other similarities between Maleeka and</td>
</tr>
<tr>
<td>Akeelma?</td>
</tr>
<tr>
<td>• Do you think Maleeka is a talented writer? Why or why not?</td>
</tr>
<tr>
<td>Can her writing help her at school? In what ways?</td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>We’ve learned that Maleeka is a talented writer. She feels</td>
</tr>
<tr>
<td>good at the end of class but doesn’t want to tell Miss</td>
</tr>
<tr>
<td>Saunders. Why doesn’t Maleeka want to tell Miss Saunders that</td>
</tr>
<tr>
<td>she feels good?</td>
</tr>
</tbody>
</table>

5. Daily wrap-up (5 minutes)

1. Turn to the narrative arc on **workbook p. 80.**
   *Where are we in the story?* (rising action, near the bottom) *What notes should we make?*

2. Preview tomorrow’s class. Tomorrow, we pick up the pace; students do partner reading with Chapter 6, and guided reading with Chapter 7.
   *What are some things we’ll need to keep in mind for this to go smoothly, for us to have an interesting class and get a lot out of the reading?*

Exit ticket #23

END OF LESSON PLAN 23
More about consonant blends

Blends are letter combos with two consonant sounds. Here are some more consonant blends:

- bl, br, cr, gl
- gr, pl, pr, sh, tr, tw, th

Remember how we can get fast and accurate with reading blend words? Let’s practice with the blend word “blotch”.

a) Write down the single sounds in the blend.
blotch
b) Say out loud the sounds as a blend.
bl

c) What sounds are in the rest of the word?
-otch

d) Say and write the whole word.
blotch

Below are words from The Skin I’m in: 

- threaten, shoulder, closet, drooping, Vaseline
- greasy, groceries, neither, Mr. Klein, cracks
- glue, mirror, gloss, subway, restaurant
- plastic, braids, clip-on

Now choose four of the challenging consonant blend words.

- Word 1 _______________________
- Word 2 _______________________
- Word 3 _______________________
- Word 4 _______________________

Real meaning ___________________________________________
Made-up meaning ___________________________________________

Below are words from The Skin I’m in: 

- frizzles, tiresque, placate, cleaner
- translat, brusque, doll, prudent
- flail, gratis, blather, cross, plucky

If you are not sure how to say the word, ask someone to help, or use an online pronunciation guide.

Now choose four of the challenging consonant blend words.

- Word 1 _______________________
  Real meaning _______________________
  Make-up meaning _______________________
- Word 2 _______________________
  Real meaning _______________________
  Make-up meaning _______________________
- Word 3 _______________________
  Real meaning _______________________
  Make-up meaning _______________________
- Word 4 _______________________
  Real meaning _______________________
  Make-up meaning _______________________


- WHO is this about? _______________________
- Why did this happen? _______________________
- WHERE did this happen? _______________________
- WHEN did this happen? _______________________
- WHY did this happen? _______________________

Miss Saunders might go home and write in her diary about the fight. Remember, she has not been a teacher before. What might she be thinking about what happened between Maleeka and Daphne?

Today at school, _______________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________


- WHO is this about? _______________________
- Why did this happen? _______________________
- WHERE did this happen? _______________________
- WHEN did this happen? _______________________
- WHY did this happen? _______________________

The Skin I’m in – Chapter 6 (pp. 29–32)

Partner reading

- Made-up meaning ___________________________________________
  Real meaning _______________________________________________

- Made-up meaning ___________________________________________
  Real meaning _______________________________________________

- Made-up meaning ___________________________________________
  Real meaning _______________________________________________

- Made-up meaning ___________________________________________
  Real meaning _______________________________________________
Lesson 24

Objectives
▶ Apply phonics and word analysis skills by identifying and reading consonant blends
▶ Provide a summary of a text by using the 5 Ws
▶ Explain how an author develops a character’s point of view by writing a diary entry from Miss Saunders’ point of view

Common Core Literacy Standards
▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text

Materials
■ Workbook pp. 85-88
■ The Skin I’m In
■ Dictionaries
■ Slides 50-52
■ Do now #24 (optional)
■ Exit Ticket #24 (optional)

Do now #24 (optional)

1. Mini-lesson: Consonant blends 10-15 min
2. Partner reading: The Skin I’m In, Ch. 6, pp. 29-32 15-20 min
3. Guided reading: The Skin I’m In, Ch. 7, pp. 33-37 15-20 min
4. Daily wrap-up 5 min
5. Assign homework 5 min

Exit ticket #24 (optional)
More about consonant blends

Blends are letter combos with two consonant sounds. Here are some more consonant blends:

Remember how we can get fast and accurate with reading blend words? Let's practice with the blend word "blotch."

a) Underline and say the single sounds in the blend.
   blotch b  l
b) Say out loud the sounds as a blend.
   bl

c) What sounds are in the rest of the word?
   -otch

d) Say and write the whole word.
   blotch

Below are words from The Skin I'm In.

Circle the words you see that start with blends. If you don't know the blend words already, practice reading them with the steps above.

threaten  shoulder  closet  drooping  Vaseline

greasy  groceries  neither  Mr. Klein  cracks

gloss  mirror  gloss  subway  twirling

plastic  brads  clip-on
Lesson 24 Activities

Do now #24

1. Mini-lesson: Consonant blends (10-15 minutes)

Students will see more blends, practice reading hard words with blends, and apply the reading skill to words from The Skin I’m In.

1. Write these words on the board and ask a volunteer to read them aloud:
   plot  freak  blotch  drag  class
2. Underline the beginning blends.
   plot  freak  blotch  drag  class
3. Open to workbook p. 85, and focus on the blends in the box.
   We call these letter combos consonant blends when we hear all the sounds in the combo. Blends can come at the beginning, in the middle, or at the ends of words.
4. Say “plot,” “freak,” and “blotch” again, stretching out the beginning sounds. Ask students to count the sounds in pl-, fr-, and bl-.
5. Use slide 50 and workbook p. 85 to model the steps for reading a hard word with a blend: “blotch.”
   a. Underline and say the single sounds in the blend. (“b” “l”)
   b. Say the sounds as a blend. (“bl”)
   c. What sounds are in the rest of the word? (“-otch”)
   d. Say and write the whole word. (“blotch”)
   Who has a blotch in The Skin I’m In?
6. Students complete the bottom of workbook p. 85, circling words that start with blends and using the reading steps for hard words. Use slide 51 to guide the activity.

TIP
For a challenge, add “glaze,” “bleak,” “flinch,” and/or “clench.”

TIP
Encourage students to tap the sounds in a blend by touching their thumb to their fingers.
“pl”
“p” (index finger)
“l” (middle finger)
Partner reading

The Skin I’m In – Chapter 6 (pp. 29–32)


WHO is this about? _______________________________________________

WHAT did he/she do? ____________________________________________

WHEN did this happen? __________________________________________

WHERE did this happen? _________________________________________

WHY did this happen? __________________________________________

Miss Saunders might go home and write in her diary about the fight. Remember; she has not been a teacher before. What might she be thinking about what happened between Maleeka and Daphne?

Dear Diary:

___________________

___________________

___________________

___________________

___________________

___________________

workbook p. 86
Lesson 24 Activities, continued

2. Partner reading (15-20 minutes)

Related assessment opportunity: Today's partner reading assignment may be used as a progress monitoring assessment of students' mastery of summarizing. See Assessment Guide: Comprehension Strategies, Lesson 24.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 6, pp. 29-32</th>
<th>Workbook p. 86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive vocabulary preview</td>
<td>itching for a fight (p. 29) – so ready to fight that you will do it for any reason.</td>
</tr>
<tr>
<td></td>
<td>summoning (p. 31) – making something come to you.</td>
</tr>
<tr>
<td>Set purpose for reading</td>
<td>In Chapter 6, you and your partner will read about Maleeka getting into her first fight. See what you think about how she handles herself.</td>
</tr>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview questions on workbook p. 86. Partners summarize an exciting incident in the school hallway and write a diary entry for Miss Saunders.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 6 silently and work together to complete workbook p. 86 Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

3. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 7, pp. 33-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
</tbody>
</table>
Lesson 24 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>fall through the cracks (pp. 34) – to miss out on needed help and attention. What does it mean if a student “falls through the cracks”? What might be happening with the student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
<td>bull in a China shop (p. 36) – someone who upsets people or things without seeming to care at all. What would a real bull in a China shop do?</td>
</tr>
<tr>
<td></td>
<td>gig (p. 37) – a slang word for a job that comes from the world of music. A musician might have a gig at the House of Blues.</td>
</tr>
<tr>
<td>Set purpose for reading</td>
<td>In this chapter, Maleeka gets a job working in the office. Would you want to work in the school office? Why or why not? As you read, think about whether or not this job is a good thing for her.</td>
</tr>
<tr>
<td>Students read silently</td>
<td>Pages 33-35, to the end of the first full paragraph on page 35. When you get to the words, “Payback, you know,” look up.</td>
</tr>
<tr>
<td>Questions for discussion</td>
<td>• Whose idea is it for Maleeka to work in the office? Do you think Maleeka will like it?</td>
</tr>
<tr>
<td>Select from these.</td>
<td>• Why is Miss Saunders afraid that Maleeka will “fall through the cracks”?</td>
</tr>
<tr>
<td></td>
<td>• (Write ‘payback” on the board.) Who can break this compound word into two base words? What does Maleeka decide to do that will be “payback” for Miss Saunders?</td>
</tr>
<tr>
<td>Students read silently</td>
<td>Pages 35-37, tagging important parts with Post-its marked with plus signs.</td>
</tr>
</tbody>
</table>
Homework

Consonant blends

Underline the consonant blends in each of these words. Then say the word out loud.

- fractious
- traipse
- placate
- clamor
- truculent
- brusque
- droll
- prudent
- flail
- gratis
- blather
- crass
- plucky

If you are not sure how to say the word, ask someone to help, or use an online pronunciation guide.

Now choose four of the challenging consonant blend words.

Write each word you choose.

Write down the real meaning. Use a dictionary.

Make up a meaning that sounds real.

In class, you’ll get points for fooling people with your made-up word meanings.

Word 1 _____________________
Real meaning _______________________________________
Made-up meaning __________________________________

Word 2 _____________________
Real meaning _______________________________________
Made-up meaning __________________________________

Word 3 _____________________
Real meaning _______________________________________
Made-up meaning __________________________________

Word 4 _____________________
Real meaning _______________________________________
Made-up meaning __________________________________
Lesson 24 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Questions for discussion</th>
<th>Related assessment opportunity: Today’s homework may be used as a progress monitoring assessment of students’ mastery of consonant blends. See Assessment Guide: Decoding, Lesson 24.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided reading:</strong> The Skin I’m In, Chapter 7, pp. 33-37, continued</td>
<td>Maleeka has to work for no pay in the office because she got into a fight. She listens to what teachers say about Miss Saunders in the office. She thinks she’ll learn more about Miss Saunders and that she can then plan to get back at her.</td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
<td><strong>1. Use slide 52 to preview the homework on workbook p. 87-88.</strong> <strong>2. Explain the homework procedure.</strong></td>
</tr>
<tr>
<td>Who does Maleeka listen in on while she is working in the office? Why is she so interested in what teachers are saying?</td>
<td>Who can read something out loud that another teacher says about Miss Saunders?</td>
</tr>
<tr>
<td>Who can read something out loud that another teacher says about Miss Saunders?</td>
<td>Do you agree with Miss Benson that Miss Saunders is like a bull in a china shop?</td>
</tr>
<tr>
<td>Do you agree with Miss Benson that Miss Saunders is like a bull in a china shop?</td>
<td>Do you get the feeling that the principal, Mr. Pajolli, cares about the students?</td>
</tr>
<tr>
<td>Do you get the feeling that the principal, Mr. Pajolli, cares about the students?</td>
<td>Who can read a line from p. 37 that backs this up?</td>
</tr>
<tr>
<td>Who can read a line from p. 37 that backs this up?</td>
<td>What lines did you mark with Post-its as important? What did you notice?</td>
</tr>
<tr>
<td>What lines did you mark with Post-its as important? What did you notice?</td>
<td>Maleeka has to work in the office as a consequence of her fight with Daphne. Do you think this is a fair punishment? Why or why not?</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

Maleeka has to work in the office as a consequence of her fight with Daphne. Do you think this is a fair punishment? Why or why not?

5. Assign homework (5 minutes)
Lesson 24 Activities, continued

5. Assign homework, continued

3. Model the procedure. For example, with the word glade,
   
a. Model underlining the “gl” at the beginning of the word and reading the word aloud.
   
b. Model finding the definition, for example, an open space in a forest, using a print or online dictionary.
   
c. Model making up a definition, for example, to glide on roller blades.

4. Explain the Lesson 25 component of the homework. At the beginning of tomorrow’s class, students will try to trick each other with their fake definitions.

TIP

If you use an online dictionary, show students how to click the speaker icon to hear the word pronounced.

Exit ticket #24

END OF LESSON PLAN 24
**Partner Reading**

*The Skin I'm In - Chapter 8 (pp. 38-45)*

Words or phrases to clarify:

1. Word or phrase: ____________________________
   Page number: ________

2. Word or phrase: ____________________________
   Page number: ________

- Chapter 8 has five places where people’s skin color is compared to a food. See if you and your partner can find them all:

<table>
<thead>
<tr>
<th>Page</th>
<th>Skin color is compared to</th>
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</table>

- Draw what Maleeka’s new hair style looks like.

- What do you predict other students at school will say about Maleeka’s new style?

---

**Homework**

*Char and Maleeka / Angel and Weasel*

- Can you compare Char and Maleeka to Weasel and Angel in the Gary Soto story, “Blackmail”? What’s the same or similar about these characters?

- Compare Char with Weasel:

<table>
<thead>
<tr>
<th>Char</th>
<th>Weasel</th>
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<td></td>
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</tbody>
</table>

- Both Angel and Maleeka

<table>
<thead>
<tr>
<th>Angel</th>
<th>Maleeka</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

- What do you think will happen with Maleeka and Char? What’s your prediction?

- 2-grade level:

<table>
<thead>
<tr>
<th>Grade level</th>
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</tbody>
</table>

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**Workbook p. 91**

- Homework | Char and Maleeka / Angel and Weasel, continue!

Make a prediction. Angel just does what Weasel wants him to do. Through the whole story, Angel does Weasel’s chores for him.

What do you think will happen with Maleeka and Char? What’s your prediction?

<table>
<thead>
<tr>
<th>2-grade level</th>
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<tbody>
<tr>
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</table>

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**Workbook p. 92**

- Homework | Char and Maleeka / Angel and Weasel, continue!

Make a prediction. Angel just does what Weasel wants him to do. Through the whole story, Angel does Weasel’s chores for him.

What do you think will happen with Maleeka and Char? What’s your prediction?

<table>
<thead>
<tr>
<th>2-grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Lesson 25

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Clarify the meaning of unknown words by using context clues

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

Materials
■ Fluency workbooks
■ Timers
■ Workbook pp. 89-92
■ Slides 53-54
■ The Skin I’m In
■ Post-its
■ Do now #25 (optional)
■ Exit Ticket #25 (optional)

Do now #25 (optional)
1. Review homework 5 min
2. Partner fluency work 10-15 min
3. Fluency debrief 5 min
4. Partner reading: The Skin I’m In, Ch. 8, pp. 38-45 15-20 min
5. Daily wrap-up 5 min
6. Assign homework 5 min

Exit ticket #25 (optional)
Partner reading

The Skin I'm In - Chapter 8 (pp. 38-45)

Words or phrases to clarify:
1. word or phrase ______________________________________________
   page number _______
   I think it means
   ____________________________________________________________
   ____________________________________________________________

2. word or phrase ______________________________________________
   page number _______
   I think it means
   ____________________________________________________________
   ____________________________________________________________

Chapter 8 has five places where people’s skin color is compared to a food. See if you and your partner can find them all.

   page _____    Skin color is compared to ______________________________
   page _____    Skin color is compared to ______________________________
   page _____    Skin color is compared to ______________________________
   page _____    Skin color is compared to ______________________________
   page _____    Skin color is compared to ______________________________

Draw what Maleeka’s new hair style looks like.

What do you predict other students at school will say about Maleeka’s new style?

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
Lesson 25 Activities

1. Review homework (5 minutes)
   1. Use slide 52 (workbook p. 87-88) to review the directions. Each student works with a partner
   2. The student who goes first reads two definitions for each of the four challenging words: a real dictionary definition and a made-up one.
   3. The partner guesses which definition is real. The partner gets a point for picking the dictionary definition. The student who made up the definition gets a point if the partner picks that definition instead.
   4. Partners should skip words where both students looked up the dictionary definition. Make some time to share scores and strategies

2. Partner fluency work (10-15 minutes)
   Day One activities with the sixth set of fluency passages.

3. Fluency debrief (5 minutes)
   Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>6A</th>
<th>6B</th>
<th>6C</th>
<th>6D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Girls</td>
<td>Relational</td>
<td>Together for</td>
<td>Mean Girls</td>
</tr>
<tr>
<td></td>
<td>Aggression</td>
<td>Latinas</td>
<td></td>
</tr>
</tbody>
</table>

4. Partner reading (15-20 minutes)
   Partner reading: The Skin I’m In, Chapter 8, pp. 38-45
   Workbook p. 89

Interactive vocabulary preview
Write the words on the board, say them, and ask students to say them.

Restriction (p. 38) – in this chapter, restriction means punishment. Maleeka got into a serious fight with Daphne at school so Maleeka’s mother restricted her from doing things she enjoys like watching TV or talking on the phone.
Partner reading: The Skin I'm In - Chapter 8 (pp. 38-45)

Words or phrases to clarify:
1. word or phrase ____________________________________________________________________________
   page number ________________________________________________________________________________
   1. He's brave.

2. word or phrase ____________________________________________________________________________
   page number ________________________________________________________________________________
   1. I'm sure.

Chapter 8 has five places where people's skin color is compared to a food. See if you and your partner can find them all:
   page __________ Skin color is compared to ____________________________
   page __________ Skin color is compared to ____________________________
   page __________ Skin color is compared to ____________________________
   page __________ Skin color is compared to ____________________________
   page __________ Skin color is compared to ____________________________

Draw what Maleeka's new hair style looks like.

What do you predict other students at school will say about Maleeka's new style?

I predict that _________________________________________________________________
   page number _______

Homework: Char and Maleeka / Angel and Weasel

Can you compare Char and Maleeka to Weasel and Angel in the Gary Soto story, "Blackmail"? What's the same or similar about these characters?

Compare Char with Weasel:
   1. Tell how Char behaves like a problem child. ____________________________________________
   2. Tell how Char behaves. ________________________________________________________________
   3. Both Weasel and Char ________________________________________________________________
   4. Maleeka and Angel ________________________________________________________________
   5. Both Angel and Maleeka ________________________________________________________________

Compare Maleeka and Angel:
   1. Tell Usman Weasel, Char does the chores for him. ____________________________
   2. Maleeka does the chores for __________. ____________________________________________
   3. Both Usman and Char ________________________________________________________________
   4. Maleeka has a problem with __________________________.
   5. Compare Usman and Maleeka ___________________________________________________________

What do you think will happen with Maleeka and Char? What's your prediction?

I predict that _____________________________________________________________________________
   page number _______

I predict that _____________________________________________________________________________
   page number _______

Compare Maleeka and Angel:
   1. Tell Usman Weasel, Char does the chores for him. ____________________________
   2. Maleeka does the chores for __________. ____________________________________________
   3. Both Usman and Char ________________________________________________________________
   4. Maleeka has a problem with __________________________.
   5. Compare Usman and Maleeka ___________________________________________________________

What do you think will happen with Maleeka and Char? What's your prediction?

I predict that _____________________________________________________________________________
   page number _______

I predict that _____________________________________________________________________________
   page number _______

Homework: Char and Maleeka / Angel and Weasel, continued!

Make a prediction: Angel just does what Weasel wants him to do. Through the whole story, Angel does Weasel's chores for him.

What do you think will happen with Maleeka and Char? What's your prediction?

I predict that _____________________________________________________________________________
   page number _______

I predict that _____________________________________________________________________________
   page number _______
Lesson 25 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>Maleeka makes a big change in this chapter. See if you can predict how other people will react to this change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview questions on workbook p. 89. Partners will clarify two challenging words or phrases together, record places where the author compares skin colors to foods, and sketch Maleeka’s new hairstyle.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 8 silently and work together to complete workbook p. 89. Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Daily wrap-up (5 minutes)

We know how “Blackmail” ended. Angel just kept on doing what Weasel wanted. How do you think things will turn out in The Skin I’m In? Will Char keep on controlling Maleeka?

6. Assign homework (5 minutes)

Use slides 53-54 (workbook pp. 91-92) to introduce the homework assignment, Char and Maleeka/Angel and Weasel. For homework, students will be comparing Char from The Skin I’m In and the character, Weasel, from “Blackmail.”

Exit ticket #25

END OF LESSON PLAN 25
Partner reading

The Skin I'm In - Chapter 8 (pp. 38-45)

Words or phrases to clarify:
1. word or phrase ________________________________
   page number _____
   I think it means ________________________________
   ________________________________

2. word or phrase ________________________________
   page number _____
   I think it means ________________________________
   ________________________________

Chapter 8 has five places where people’s skin color is compared to a food. See if you and your partner can find them all.

page _____ Skin color is compared to ________________________________
page _____ Skin color is compared to ________________________________
page _____ Skin color is compared to ________________________________
page _____ Skin color is compared to ________________________________
page _____ Skin color is compared to ________________________________

Draw what Maleeka’s new hair style looks like.

What do you predict other students at school will say about Maleeka’s new style?

____________________________
____________________________
____________________________
____________________________
Lesson 26

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine
▶ Describe how characters change by discussing Maleeka’s haircut

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials

- Fluency workbooks
- Timers
- Workbook p. 89
- *The Skin I’m In*
- Post-its
- Do now #26 (optional)
- Exit Ticket #26 (optional)

Do now #26 (optional)

1. Review homework 5 min
2. Partner fluency work 10-15 min
3. Fluency debrief 5 min
4. Guided reading: *The Skin I’m In*, Ch. 9, pp. 46-48 15-20 min
5. Daily wrap-up 5 min

Exit ticket #26 (optional)
Partner reading

The Skin I'm In - Chapter 8 (pp. 38-45)

Words or phrases to clarify:
1. word or phrase ___________________________ page number _______
   I think it means ___________________________
   __________________________________________
   __________________________________________

2. word or phrase ___________________________ page number _______
   I think it means ___________________________
   __________________________________________
   __________________________________________

Chapter 8 has five places where people’s skin color is compared to a food. See if you and your partner can find them all.

page _____ Skin color is compared to ___________________________
page _____ Skin color is compared to ___________________________
page _____ Skin color is compared to ___________________________
page _____ Skin color is compared to ___________________________
page _____ Skin color is compared to ___________________________

Draw what Maleeka’s new hair style looks like.

What do you predict other students at school will say about Maleeka’s new style?

__________________________

__________________________

__________________________

__________________________
Lesson 26 Activities

Do now #26

1. **Review homework** (5 minutes)

Use slides 53-54 (workbook pp. 91-92) to review the homework assignment, Char and Maleeka/Angel and Weasel. Ask for a few volunteers to share their predictions about Char and Maleeka.

2. **Partner fluency work** (10-15 minutes)

Day Two activities with the sixth set of fluency passages.

3. **Fluency debrief** (5 minutes)

Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*

4. **Guided reading** (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 9, pp. 46-48</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Ask students to turn to workbook p. 89.</td>
</tr>
<tr>
<td>• Who can share a word or phrase they found to clarify? Who can share a different word or phrase?</td>
</tr>
<tr>
<td>• We don’t exactly know what Maleeka’s new hairstyle looks like but who can share their drawing?</td>
</tr>
<tr>
<td>Ask for a quick summary of Chapter 8. What’s important, what should we remember? <em>(Maleeka gets a new, fierce haircut from Sweets’s cousin, Ronnie.)</em></td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td><strong>double-take</strong> (p. 46) – looking at someone twice because you are surprised by their appearance. We’ve seen this word before in another chapter. Who can show us what it looks like to do a double-take?</td>
</tr>
</tbody>
</table>

*Write the words on the board, say them, and ask students to say them.*
Lesson 26 Activities, continued

4. Guided reading, continued

Guided reading: The Skin I’m In, Chapter 9, pp. 46-48, continued

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>Let’s look back at the middle of page 43 where Maleeka is describing her haircut. What prediction do we want to make about how she looks with the new style? Let’s read and find out what other kids at school think.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read silently</td>
<td>Direct students to read to the end of the chapter, through page 48.</td>
</tr>
</tbody>
</table>
| Questions for discussion| • Why does Maleeka go into the bathroom to cry? What advice would you give her if you saw her there crying?  
• Can someone read out loud the advice that Maleeka’s father gave her one time? It’s on pages 47-48. (“Maleeka . . . you got to see yourself with your own eyes. That’s the only way you gonna know who you really are”).  
• What do you think Maleeka’s father meant when he said this?  
• How does Maleeka feel about herself when she leaves the bathroom? How do you know? |
| Sum-up                  | After she gets her haircut, the kids bully and tease Maleeka even more. Maleeka goes to the bathroom to cry. Then, she remembers what her father said about “seeing yourself with your own eyes.” She takes off the cap and walks back into the hallway. |

5. Daily wrap-up (5 minutes)

How is Maleeka feeling when she leaves the bathroom? Make a prediction about what will happen next - do you think she is going to change her behavior?

Exit ticket #26

END OF LESSON PLAN 26
Partner reading
The Skin I’m In - Chapter 10 (pp. 49-52)
Words or phrases to clarify:
1. word or phrase ______________________________________________ page number _______
   “dressed in a blue uniform”
   1. locate & mean:
   _____________________________________________________________
   _____________________________________________________________
2. word or phrase ______________________________________________ page number _______
   _____________________________________________________________
   _____________________________________________________________
   “Filter in the shower”
   1. locate & mean:
   _____________________________________________________________
   _____________________________________________________________
On the next page, you’ll be drawing a portrait of Maleeka’s mother. You will also
write a paragraph describing her. To help with this, find quotes in Chapter 10 that
describe Momma:
page _______
quote: ___________________________________________________________
   __________________________________________________________________
page _______
quote: ___________________________________________________________
   __________________________________________________________________
page _______
quote: ___________________________________________________________
   __________________________________________________________________
page _______
quote: ___________________________________________________________
   __________________________________________________________________
   "dressed in a blue uniform"
   50
   I think it means
   I think it means

Maleeka’s mother

Sharon Flake doesn’t give Maleeka a typical mother. Maleeka’s mother is an
unusual character.

Write 4 or 5 sentences that describe Maleeka’s mother. Try to bring in the
character traits that you find interesting.

Maleeka’s mother is different

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

workbook p. 93

workbook p. 94

workbook p. 95
Lesson 27

Objectives
▶ Clarify the meaning of unknown words by using context clues
▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character
▶ Describe how characters change by discussing a conflict between Char and Maleeka

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Materials
- Workbook pp. 93-95
- Slide 55
- The Skin I’m In
- Post-its
- Do now #27 (optional)
- Exit Ticket #27 (optional)

Do now #27 (optional)
1. Partner reading: The Skin I’m In, Ch. 10, pp. 49-52 15-20 min
2. Guided reading: The Skin I’m In, Ch. 11, pp. 53-58 15-20 min
3. Daily wrap-up 5 min
4. Assign homework 5 min

Exit ticket #27 (optional)
Partner reading

The Skin I’m In - Chapter 10 (pp. 49-52)

Words or phrases to clarify:

1. word or phrase ________________________________________________
   page number _______
   I think it means _______________________________________________

2. word or phrase ________________________________________________
   page number _______
   I think it means _______________________________________________

On the next page, you’ll be drawing a portrait of Maleeka’s mother. You will also
write a paragraph describing her. To help with this, find quotes in Chapter 10 that
describe Momma:

page _______
quote: ___________________________________________________________
________________________________________________________________

page _______
quote: ___________________________________________________________
________________________________________________________________

page _______
quote: ___________________________________________________________
________________________________________________________________

page _______
quote: ___________________________________________________________
________________________________________________________________

"dressed in a blue uniform"

I think it means ________________________________________________

I think it means ________________________________________________

workbook p. 93

workbook p. 94
Lesson 27 Activities

Do now #27

1. Partner reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>Partner reading: The Skin I’m In, Chapter 10, pp. 49-52 Workbook pp. 93-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
<td>stock market (p. 51) – a place where people can buy and sell little pieces of companies in order to make money. Some people get rich on the stock market. Others lose all of their money.</td>
</tr>
<tr>
<td></td>
<td>“don’t have all her marbles” (p. 51) – an expression meaning “a little bit crazy.”</td>
</tr>
<tr>
<td>Set purpose for reading</td>
<td>In Chapter 10, we’ll learn more about Maleeka’s relationship with her mother.</td>
</tr>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview activities on workbook p. 93-94. Partners will clarify two challenging words or phrases together, record details about Maleeka’s mother, and draw a sketch of Maleeka’s mother.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 10 silently and work together to complete workbook p. 93-94. Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

2. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 11, pp. 53-58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
</tbody>
</table>
Lesson 27 Activities, continued

2. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 11, pp. 53-58, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading, continued</strong></td>
</tr>
<tr>
<td>People used to look at Maleeka’s mother with a smirk.</td>
</tr>
<tr>
<td>What does that mean?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
<tr>
<td><strong>indescribable</strong> (p. 53) – so extreme or special or weird that you can’t even describe it. <em>Does someone spot the base word? Can you underline it for us? A terrible smell might be indescribable. What else could be indescribable?</em></td>
</tr>
<tr>
<td><strong>cellophane</strong> (p. 56) – a clear plastic covering that’s used to wrap food and sometimes new clothes.</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>As you’re reading Chapter 11, think about why Charlese has so much power over Maleeka.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the middle of page 56, where Charlese tells Maleeka to “get lost,” and Maleeka walks away smiling.</td>
</tr>
<tr>
<td>When you get to the words, “. . . with this big grin on my face,” look up.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><em>Select from these.</em></td>
</tr>
<tr>
<td>• What happens to Charlese’s food in the cafeteria line? Why does this happen?</td>
</tr>
<tr>
<td>• Can someone read what Charlese says about her food, in the kind of voice she would have used (first paragraph of page 54)?</td>
</tr>
<tr>
<td>• Why do you think Charlese won’t take her own food back?</td>
</tr>
<tr>
<td>• What trick does Maleeka play on Charlese? Why do you think she does this?</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to continue reading to the end of the chapter.</td>
</tr>
</tbody>
</table>
**Partner reading**

The Skin I'm In - Chapter 10 (pp. 49-52)

Words or phrases to clarify:

1. word or phrase ______________________________________________
   page number _______
   explanation__________________________________________________________

2. word or phrase ______________________________________________
   page number _______
   explanation__________________________________________________________

On the next page, you'll be drawing a portrait of Maleeka's mother. You will also write a paragraph describing her. To help with this, find quotes in Chapter 10 that describe Momma:

page _______
quote: ___________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Maleeka’s mother

Sharon Flake doesn’t give Maleeka a typical mother. Maleeka’s mother is an unusual character.

Write 4 or 5 sentences that describe Maleeka’s mother. Try to bring in the character traits that you found interesting.

Maleeka’s Mother is Different

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Workbook p. 93

Workbook p. 95
Lesson 27 Activities, continued

2. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 11, pp. 53-58, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
</tbody>
</table>
| Select from these. | • Why do you think everyone does what Charlese tells them to?  
• What do you think would happen if Maleeka told Charlese she wouldn’t do her homework for her anymore? What advice would you give Maleeka about how to handle this? |
| **Sum-up** | We’ve learned more about Char’s character and how people respond to her. Char bullies Maleeka who gets back at her in a sneaky way a couple of times. Do you think anything will change between Char and Maleeka? |

3. Daily wrap-up (5 minutes)

Look back at the quotes you found about Maleeka’s mother during partner reading. What’s different about Momma? Why do some people smirk at her?

4. Assign homework (5 minutes)

Use slide 55 (workbook p. 95) to introduce the homework assignment, Maleeka’s mother. Students draw on the quotes they compiled during partner reading on workbook p. 93.

Exit ticket #27

END OF LESSON PLAN 27
Partner reading
The Skin I’m In • Chapter 12 (pp. 59-63)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number ______
   I think it means ____________________________________________________________

2. word or phrase ____________________________
   page number ______
   I think it means ____________________________________________________________

Read the first page of Chapter 12 with your partner.

Turn and talk to your partner.
Is Char really Maleeka’s friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka’s friend because __________________________________________
________________________________________
________________________________________
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________________________________________

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char’s friend?

I think without Char, Maleeka would __________________________________________
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workbook p. 97

Partner reading, continued

workbook p. 98
Lesson 28

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Clarify the meaning of unknown words by using context clues

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials

■ Fluency workbooks
■ Timers
■ Workbook pp. 97-98
■ *The Skin I’m In*
■ Post-its
■ Do now #28 (optional)
■ Exit Ticket #28 (optional)
Partner reading

The Skin I'm In - Chapter 12 (pp. 59-63)

Words or phrases to clarify:
1. word or phrase __________________________
   page number _______
   I think it means ____________________________________________________________________

2. word or phrase __________________________
   page number _______
   I think it means ____________________________________________________________________

Read the first page of Chapter 12 with your partner.

Turn and talk to your partner.

Is Char really Maleeka's friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka's friend because
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char's friend?

I think without Char, Maleeka would
__________________________________________________________________________________
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workbook p. 97

workbook p. 98
Lesson 28 Activities

Do now #28

1. Review homework (5 minutes)

Use slide 55 (workbook p. 95) to review the homework assignment, Maleeka’s mother. Ask for a few volunteers to share their descriptions.

2. Partner fluency work (10-15 minutes)

Day One activities with the seventh set of fluency passages.

3. Fluency debrief (5 minutes)

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>7A</th>
<th>7B</th>
<th>7C</th>
<th>7D</th>
</tr>
</thead>
</table>

4. Partner reading (15-20 minutes)

Partner reading: The Skin I’m In, Chapter 12, pp. 59-63
Workbook pp. 97-98

Interactive vocabulary preview
Write the words on the board, say them, and ask students to say them.

maggot (p. 60) – a wriggly small worm (really a fly larva) that grows in spoiled food.

Set purpose for reading
Maleeka confronts John-John about the way he treats her. See if you can understand why he treats her so badly. You’ll also think some more about whether Char is really Maleeka’s friend.
Partner reading

The Skin I'm In - Chapter 12 (pp. 59-63)

Words or phrases to clarify:
1. word or phrase _____________________________________________
   page number _______
   1. What it means _____________________________________________

2. word or phrase _____________________________________________
   page number _______
   1. What it means _____________________________________________

Read the first page of Chapter 12 with your partner.

Turn and talk to your partner.

Is Char really Maleeka's friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka's friend because

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char's friend?

I think without Char, Maleeka would

workbook p. 97

workbook p. 98
Lesson 28 Activities, continued

4. Partner reading, continued

| Partner reading: The Skin I'm In, Chapter 12, pp. 59-63  
Workbook pp. 97-98, continued |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview workbook page(s)</td>
</tr>
<tr>
<td>Preview questions on workbook pp. 97-98.</td>
</tr>
<tr>
<td>Partners will clarify two challenging words or phrase together, reread the first page of the chapter together (aloud or silently) and then turn, talk, and respond to two prompts about Maleeka and Char's relationship.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
</tr>
<tr>
<td>Students read chapter 12 silently and work together to complete workbook p. 97-98.</td>
</tr>
<tr>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Daily wrap-up (5 minutes)

Debrief partner reading. Ask partners to share out:

*Is Char really Maleeka's friend? Why or why not?*  
*What would happen to the two girls if they stopped being friends?*  

Exit ticket #28
Partner reading
The Skin I'm In - Chapter 12 (pp. 59-63)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number ______
   1. Mean: ____________________________

2. word or phrase ____________________________
   page number ______
   1. Mean: ____________________________

Read the first page of Chapter 12 with your partner.

Turn and talk to your partner.

Is Char really Maleeka's friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka's friend because

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char's friend?

I think without Char, Maleeka would

Homework
Advice for Maleeka
If you were Maleeka's friend, what advice would you give her? What can she do about Char?

Write a letter to Maleeka. Give her ideas about how to deal with Char.

Dear Maleeka,

________________________________________________________________
________________________________________________________________
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Your friend,
Lesson 29

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine

▶ Describe how characters change by discussing a story Maleeka shares with her class

▶ Analyze impact of word choice by sketching and reflecting on a simile (optional exit ticket)

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

▶ ELA Standard RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Materials

■ Fluency workbooks

■ Timers

■ Workbook pp. 97-99

■ The Skin I’m In

■ Post-its

■ Slide 56

■ Do now #29 (optional)

■ Exit Ticket #29 (optional)
Partner reading
The Skin I'm in - Chapter 12 (pp. 59-63)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number _______
   It means ____________________________

2. word or phrase ____________________________
   page number _______
   It means ____________________________

Read the first page of Chapter 12 with your partner.

Turn and talk to your partner.

Is Char really Maleeka’s friend? Do you agree or disagree with your partner about this?

I think Char is really / is really not Maleeka’s friend because ____________________________

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char’s friend?

I think without Char, Maleeka would ____________________________

workbook p. 97

workbook p. 98
Lesson 29 Activities

Do now #29

1. Partner fluency work (10-15 minutes)

Day Two activities with the seventh set of fluency passages.

2. Fluency debrief (5 minutes)

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

3. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 13 pp. 64-70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
</tbody>
</table>
Lesson 29 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’M In, Chapter 13 pp. 64-70, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>In this chapter, Maleeka and her classmates are reading the</td>
</tr>
<tr>
<td>famous Shakespeare play, <em>Romeo and Juliet</em>. In the play,</td>
</tr>
<tr>
<td>two teenagers are hopelessly in love but their families want</td>
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<tr>
<td>to keep them apart.</td>
</tr>
<tr>
<td>Miss Saunders asks the question, “Would you give up your</td>
</tr>
<tr>
<td>life because you loved someone so much?” As you read the</td>
</tr>
<tr>
<td>chapter, think about the different answers Maleeka and her</td>
</tr>
<tr>
<td>classmates give to this question.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter, finishing</td>
</tr>
<tr>
<td>on page 70.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• What does Jerimey mean when he says, “You gotta love your</td>
</tr>
<tr>
<td>self, baby. If you don’t, who will?” (p. 68)? Why does</td>
</tr>
<tr>
<td>Jerimey think it’s important to love yourself more than</td>
</tr>
<tr>
<td>you love other people? Do you agree or disagree?</td>
</tr>
<tr>
<td>• What about Desda’s opinion? Can someone read what she</td>
</tr>
<tr>
<td>thinks, on the top of page 69?</td>
</tr>
<tr>
<td>• What story does Maleeka tell about her mother? Why do you</td>
</tr>
<tr>
<td>think she tells the class this story?</td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>Maleeka tells the class how her mother fell apart when her</td>
</tr>
<tr>
<td>father died. We learn how Maleeka had to take care of her</td>
</tr>
<tr>
<td>mother and how her mother copes now.</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

Why did Maleeka tell the class about her parents? Do you think the kids will behave differently towards her now?
If you were Maleeka’s friend, what advice would you give her? What can she do about Char?

Write a letter to Maleeka. Give her ideas about how to deal with Char.

Dear Maleeka,

________________________________________________________________
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Your Friend,
Lesson 29 Activities, continued

5. **Assign homework** *(5 minutes)*

Use slide 56 to introduce the homework assignment on *workbook p. 99, Advice for Maleeka*. Students write a letter to Maleeka with advice about Char.

Exit ticket #29

END OF LESSON PLAN 29
Partner reading

The Skin I'm In - Chapter 14 (pp. 71-75)

Words or phrases to clarify:

1. word or phrase _____________________________
   page number _______
   ____________________________________________
   ____________________________________________

2. word or phrase _____________________________
   page number _______
   ____________________________________________
   ____________________________________________

In this chapter, you will learn more about Miss Saunders. On the next page, you'll be drawing a portrait of Miss Saunders. You will also write about her. To help with this, find quotes in Chapter 14 that describe Miss Saunders:

page _______
quote: _______________________________________
_____________________________________________

page _______
quote: _______________________________________
_____________________________________________

page _______
quote: _______________________________________
_____________________________________________

“got on gold hoop earrings with dolphins” 72

I think it means...

I think it means...

Homework

Not your typical teacher

Miss Saunders is different from other teachers at Maleeka’s school.

Write 4 or 5 sentences that describe Miss Saunders.

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

workbook p. 101

workbook p. 102

workbook p. 103
Lesson 30

Objectives

▶ Clarify the meaning of unknown words by using context clues
▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character

Common Core Literacy Standards

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Materials

- Workbook p. 101-103
- Slide 57
- The Skin I’m In
- Post-its
- Do now #30 (optional)
- Exit Ticket #30 (optional)

Do now #30 (optional)

1. Review homework 5 min
2. Partner reading: The Skin I’m In, Ch 14, pp. 71-75 15-20 min
3. Guided reading, The Skin I’m In, Ch 15, pp. 76-80 15-20 min
4. Daily wrap-up 5 min
5. Assign homework 5 min

Exit ticket #30 (optional)
In this chapter, you will learn more about Miss Saunders.

On the next page, you will be drawing a portrait of Miss Saunders. You will also write about her. To help with this, find quotes in Chapter 14 that describe Miss Saunders:

Page _______
Quote: ___________________________________________________________
________________________________________________________________

Page _______
Quote: ___________________________________________________________
________________________________________________________________

Page _______
Quote: ___________________________________________________________
________________________________________________________________

“got on gold hoop earrings with dolphins” 72

I think it means

I think it means

Miss Saunders
Lesson 30 Activities

Do now #30

1. Review homework (5 minutes)

Use slide 56 (workbook p. 99) to review the homework assignment, Advice for Maleeka. Ask for a few volunteers to share their letter or parts of their letter.

2. Partner reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>“dressed to the nines” (p. 72) – all dressed up. executives (p. 74) – people who have powerful jobs in business, jobs at the top of their companies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
<td>In Chapter 14, Maleeka learns more about Miss Saunders. And this time, they don’t get into a conflict.</td>
</tr>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview questions on workbook pp. 101-102. Partners will clarify two challenging words or phrases together, record facts about Miss Saunders, and sketch Miss Saunders.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 14 silently and work together to complete workbook pp. 101-102. Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>
Partner reading

The Skin I'm In - Chapter 14 (pp. 71-75)

Words or phrases to clarify:

1. word or phrase _____________________________________________
   page number _______
   I think it means ___________________________________________

2. word or phrase _____________________________________________
   page number _______
   I think it means ___________________________________________

In this chapter, you will learn more about Miss Saunders.

On the next page, you'll be drawing a portrait of Miss Saunders. You will also
write about her. To help with this, find quotes in Chapter 14 that describe Miss
Saunders:

page _______
quote: _________________________________________________________
________________________________________________________________

page _______
quote: _________________________________________________________
________________________________________________________________

page _______
quote: _________________________________________________________
________________________________________________________________

workbook p. 101  
workbook p. 102
Lesson 30 Activities, continued

3. **Guided reading** (15-20 minutes)

<table>
<thead>
<tr>
<th>Recap partner reading</th>
<th>Debrief partner work with Chapter 14. Ask students to turn to <em>workbook pp. 101-102</em>. Who can share a word or phrase you chose to clarify? Who can share a different one? Who can share a quote they found that gives information about Miss Saunders? Does someone want to share their drawing of Miss Saunders?</th>
</tr>
</thead>
</table>
| **Interactive vocabulary preview** | **meditate** (p. 79) – sit quietly, clear all thoughts from your mind, and relax. *How might a person look when they are meditating? Who can demonstrate?*  
**fess up** (p. 80) – confess to something you did wrong. *Fess is short for “confess.” What is something a kid might fess up to?*  
**cause you grief** (p. 80) – make things hard for you. *What kinds of things can cause you grief?* |
| **Set purpose for reading** | With her job in the office, Maleeka gets to learn more about how other teachers feel about Miss Saunders. |
| **Students read silently** | Direct students to read to the last full paragraph of page 77. |
| **Questions for discussion** | Select from these.  
- Why do some teachers and parents complain about Miss Saunders?  
- Can someone find and read out loud something that someone says about Miss Saunders?  
- How do you think Maleeka feels about Miss Saunders right now? |
| **Students read silently** | Direct students to read to the end of the chapter, finishing on page 80. |
Partner reading
The Skin I'm In - Chapter 14 (pp. 71-75)
Words or phrases to clarify:
1. word or phrase __________________________ page number _______
   __________________________
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   __________________________
   __...
Lesson 30 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 15, pp. 76-80, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Sum up</strong></td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

*What do we know that’s new about Maleeka’s teacher, Miss Saunders? Can people look back on workbook p. 101-102 and find quotes about her?*

*Look back at page 1 of The Skin I’m In. What are some other facts about Miss Saunders we can include in this piece of writing?*

5. Assign homework (5 minutes)

*Use slide 57 to introduce the homework assignment on workbook p. 103, Not Your Typical Teacher.*

Exit ticket #30

END OF LESSON PLAN 30
Partner reading

The Skin I'm In - Chapter 16 (pp. 81-85)

Words or phrases to clarify:

1. word or phrase ___________________________  
   page number _______  
   I think it means ________________________________________________________________________

2. word or phrase ___________________________  
   page number _______  
   I think it means ________________________________________________________________________

Talk it over with your partner.

After reading this chapter, do you feel sorry for Char?

☐ Yes  ☐ No

What does your partner think?

_______________________________________________________________________________________

_______________________________________________________________________________________

Homework

Maleeka’s Diary

Maleeka writes an imaginary diary for Akeelma. What could Maleeka write in her own diary about visiting Char’s house?

Find this in The Skin I’m In, pages 83-85.

Dear Diary:

Today I
Lesson 31

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine

▶ Clarify the meaning of unknown words by using context clues

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

Materials

■ Fluency workbooks
■ Timers
■ Workbook pp. 105-107
■ Slide 58
■ *The Skin I’m In*
■ Post-its
■ Do now #31 (optional)
■ Exit Ticket #31 (optional)
Partner reading

The Skin I'm In - Chapter 16 (pp. 81-85)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number ______
   I think it means ____________________________

2. word or phrase ____________________________
   page number ______
   I think it means ____________________________

Talk it over with your partner.

After reading this chapter, do you feel sorry for Char?

☐ Yes  ☐ No

Why?

________________________________________________________________________

What does your partner think?

________________________________________________________________________

workbook p. 105
Lesson 31 Activities

Do now #31

1. **Review homework** (5 minutes)

Use slide 57 (workbook p. 103) to review the homework assignment, *Not Your Typical Teacher*. Ask for a few volunteers to share their descriptions.

2. **Partner fluency work** (10-15 minutes)

Day One activities with the eighth set of fluency passages.

3. **Fluency debrief** (5 minutes)

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>8A</th>
<th>8B</th>
<th>8C</th>
<th>8D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorism</td>
<td>Peer Pressure</td>
<td>The War on Poverty</td>
<td>Graffiti: Vandalism or Art?</td>
</tr>
</tbody>
</table>

4. **Partner reading** (15-20 minutes)

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 16, pp. 81-85</th>
<th>Workbook p. 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive vocabulary preview</td>
<td></td>
</tr>
<tr>
<td><em>Write the words on the board, say them, and ask students to say them.</em></td>
<td></td>
</tr>
<tr>
<td><strong>maracas</strong> (p. 83) – a percussion instrument that you shake like a baby rattle, often used in pairs.</td>
<td></td>
</tr>
<tr>
<td><strong>dreadlocks</strong> (p. 83) – a hairstyle where your hair is twisted or braided into lots of strands.</td>
<td></td>
</tr>
<tr>
<td>Set purpose for reading</td>
<td>In Chapter 16, we get our first look at Charlese’s home life.</td>
</tr>
</tbody>
</table>
Partner reading

The Skin I’m In - Chapter 16 (pp. 81-85)

Words or phrases to clarify:

1. word or phrase ____________________________
   page number _______
   I think it means ____________________________

2. word or phrase ____________________________
   page number _______
   I think it means ____________________________

Talk it over with your partner.

After reading this chapter, do you feel sorry for Char?

☐ Yes  ☐ No

How?

________________________________________

What does your partner think?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Homework

Maleeka’s diary

Maleeka writes an imaginary diary for Akeelma. What could Maleeka write in her own diary about visiting Char’s house?

Find this in The Skin I’m In, pages 83-85.

Dear Diary

Today I
Lesson 31 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Preview workbook page(s)</th>
<th>Partner reading: The Skin I’m In, Chapter 16, pp. 81-85 Workbook p. 105, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preview questions on workbook p. 105. Partners will clarify two challenging words or phrases together, and think, talk, and write about some new information they learn about Char. Do they feel sorry for her now?</td>
</tr>
</tbody>
</table>
| Students read silently and complete workbook page(s) | Students read chapter 16 silently and work together to complete workbook p. 105  
Circulate to offer help while partners read and work. |

5. Daily wrap-up (5 minutes)

What did we learn about Char in this chapter? How does this affect the way you see Char’s character?

6. Assign homework (5 minutes)

Use slide 58 (workbook p. 107) to introduce the homework assignment, Maleeka’s Diary.

What do you think Maleeka thought about her visit to Charlese’s house? Look back at pages 83-84 of The Skin I’m In. What are some details you could include in a diary entry about this visit? What did Maleeka see? What did she think? How did she feel?

Exit ticket #31

END OF LESSON PLAN 31
Partner reading

The Skin I'm In - Chapter 16 (pp. 81-85)

Words or phrases to clarify:

1. word or phrase ________________________________
   page number ______
   I think it means ________________________________

2. word or phrase ________________________________
   page number ______
   I think it means ________________________________

Talk it over with your partner.

After reading this chapter, do you feel sorry for Char?

☐ Yes ☐ No

Why?

____________________________________________________

What does your partner think?

____________________________________________________

____________________________________________________

workbook p. 105
Lesson 32

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine
▶ Provide a summary of a text by using the 5 Ws

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Materials

■ Fluency workbooks
■ Timers
■ Workbook p. 105
■ *The Skin I’m In*
■ Post-its
■ Do now #32 (optional)
■ Exit Ticket #32 (optional)
Partner reading
The Skin I'm In - Chapter 16 (pp. 81-85)

Words or phrases to clarify:
1. word or phrase ________________________________
   page number ______
   I think it means ________________________________

2. word or phrase ________________________________
   page number ______
   I think it means ________________________________

Talk it over with your partner.
After reading this chapter, do you feel sorry for Char?
☐ Yes  ☐ No

Why?
________________________________________________________________________________________

What does your partner think?
________________________________________________________________________________________
Lesson 32 Activities

Do now #32

1. **Review homework** (5 minutes)

Use slide 58 (workbook p. 107) to review the homework assignment, *Maleeka’s Diary*. Ask for a few volunteers to share their diary entries.

2. **Partner fluency work** (10-15 minutes)

Day Two activities with the eighth set of fluency passages.

3. **Fluency debrief** (5 minutes)

Ask students to share a bit about their fluency partner discussion. *What was the question? What’s one interesting thing someone said?*

4. **Guided reading** (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 17, pp. 86-90</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Ask students to turn to workbook p. 105. Who can share a word or phrase you chose to clarify? Who can share a different one?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
</tbody>
</table>
Lesson 32 Activities, continued

4. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 17, pp. 86-90, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>Maleeka gets into serious trouble walking home from Charlese’s house. As you read, think about what you would do in her situation.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter on page 90.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• What happened to Maleeka on her way home from Charlese’s house? Let’s summarize. What is important? What is new? What should we remember? Write 5 W’s on the board.</td>
</tr>
<tr>
<td>Who: Maleeka</td>
</tr>
<tr>
<td>Did What: was assaulted by two thugs</td>
</tr>
<tr>
<td>Where: on a deserted street</td>
</tr>
<tr>
<td>When: walking home after visiting Charlese</td>
</tr>
<tr>
<td>Why: encourage multiple opinions with supporting details</td>
</tr>
<tr>
<td>• Can someone find and read out loud a line that shows how Maleeka was feeling during the attack? After the attack?</td>
</tr>
<tr>
<td>• How did Maleeka get away?</td>
</tr>
<tr>
<td>• What would you have done if you were in Maleeka’s shoes?</td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>Maleeka leaves Char’s home and is attacked by two boys on a lonely street. She runs away and gets home safely but doesn’t tell her mother what happened. She’s scared and cries herself to sleep.</td>
</tr>
</tbody>
</table>

5. Daily wrap-up (5 minutes)

How do you predict this incident will affect Maleeka?

Exit ticket #32

END OF LESSON PLAN 32
**Partner reading**
The Skin I'm In - Chapter 18 (pp. 91-98)

Words or phrases to clarify:
1. word or phrase ______________________________________________
   page number _______
   _____________________________________________________________
   _____________________________________________________________

2. word or phrase ______________________________________________
   page number _______
   _____________________________________________________________
   _____________________________________________________________

Summary pages 96-98. What happens?
WHO is this about? __________________________________________
WHAT did he/she do? _______________________________________
WHEN did this happen? ______________________________________
WHERE did this happen? ______________________________________
WHY did this happen? _______________________________________
__________________________________________________________
__________________________________________________________

**Homework**

Violence and Maleeka

In Chapter 17, Maleeka got jumped. Now she can't stop thinking about it.

Why can't she forget being attacked? What are her memories? Why does she want to be alone in her room?

Write for 15 minutes about what Maleeka is thinking and feeling right now. Write as though you were Maleeka. Use "I" statements. Try to include descriptive adjectives and emotion words.

I feel so scared.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Lesson 33

Objectives
▶ Clarify the meaning of unknown words by using context clues
▶ Provide a summary of a text by using the 5 Ws
▶ Explain how an author develops a character’s point of view by inferring what Maleeka and Miss Saunders are thinking

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text

Materials
■ Workbook pp. 109-111
■ Slide 59
■ The Skin I’m In
■ Post-its
■ Do now #33 (optional)
■ Exit Ticket #33 (optional)

Do now #33 (optional)
1. Partner reading: The Skin I’m In, Ch 18, pp. 91-98 15-20 min
2. Guided reading: The Skin I’m In, Ch 19, pp. 99-105 15-20 min
3. Daily wrap-up 5 min
4. Assign homework 5 min

Exit ticket #33 (optional)
Partner reading
The Skin I'm In - Chapter 18 (pp. 97-98)

Words or phrases to clarify:
1. word or phrase __________________________
   page number _______ 
   I think it means __________________________

2. word or phrase __________________________
   page number _______ 
   I think it means __________________________

Summarize pages 96-98. What happens?

WHO is this about? _____________________________________
WHAT did he/she do? ___________________________________ 
WHERE did this happen? _________________________________
WHEN did this happen? _________________________________
WHY did this happen? __________________________________

I think it means

I think it means

Partner reading, continued

What do you think the characters are thinking? Fill in the bubbles:

Maleeka

Miss Saunders

workbook p. 109

workbook p. 110
Lesson 33 Activities

Do now #33

1. Partner reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>smallpox (p. 91) – a dangerous disease that used to be more common—in Akeelma’s imaginary diary, people on the slave ship are coming down with smallpox.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set purpose for reading</td>
<td>In Chapter 18, we learn about Maleeka and Charlese getting into some trouble. Are they friends still? Do they trust each other? See what you think.</td>
</tr>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview questions on workbook pp. 109-110. Partners will clarify two challenging words or phrases, summarize an incident where Miss Saunders catches Maleeka and Char smoking in the bathroom, and write Maleeka's and Miss Saunders’ thoughts.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 18 silently and work together to complete workbook pp. 109-110. Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

2. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Recap partner reading</th>
<th>Debrief partner work with Chapter 18. Have students turn to workbook p. 109. What’s the who and the did what in your summary of what happened in chapter 18? How about the when and the where? What did people write for why?</th>
</tr>
</thead>
</table>
Partner reading; continue.

What do you think the characters are thinking? Fill in the bubbles:

Maleeka

Miss Saunders

(workbook p. 110)
Lesson 33 Activities, continued

2. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 19, pp. 99-105, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading, continued</td>
</tr>
</tbody>
</table>
| Interactive vocabulary preview | **take a stand** (p. 102) – take action in support of something you think is right and important or against something you think is very wrong. *When have you seen someone take a stand? What did they do? What was the issue or concern?*
| Write the words on the board, say them, and ask students to say them. | **persistent** (p. 103) – to keep on doing something is to persist (underline): that’s the base word. When we say a person is persistent, it means he or she doesn’t give up. *Is someone who won’t take no for an answer persistent? How about someone who quits after a while?* |
| Set purpose for reading | In this chapter, Caleb and Maleeka are in detention together. Caleb says he’s sorry for abandoning Maleeka on the bus to Washington, DC, when everyone was teasing her. Do you think she should forgive Caleb? |
| Students read silently | Direct students to read to the middle of page 103. |
| Questions for discussion | Select from these.
  - Caleb tells Maleeka, “**You have to take a stand when things aren’t right**” (p. 102). What did he do to take a stand in his school? Do you think he did the right thing, or do you agree with Maleeka that he shouldn’t have bothered?
  - Why can’t Maleeka forget what Caleb did to her? |
| Students read silently | Direct students to read to the end of the chapter on page 105. |
| Questions for discussion | Select from these.
  - According to Caleb, why did he leave Maleeka alone on the bus that day?
  - Do you think she should forgive him? Why or why not? |
In Chapter 17, Maleeka got jumped. Now she can’t stop thinking about it. Why can’t she forget being attacked? What are her memories? Why does she want to be alone in her room?

Write for 15 minutes about what Maleeka is thinking and feeling right now. Write as though you were Maleeka. Use “I” statements. Try to include descriptive adjectives and emotion words.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

I feel so scared.
Lesson 33 Activities, continued

2. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 19, pp. 99-105, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for discussion, continued</td>
</tr>
<tr>
<td>• Maleeka uses a simile, one of those comparisons that</td>
</tr>
<tr>
<td>use the words <em>like</em> or <em>as</em>. “Maleeka, forgive and forget.</td>
</tr>
<tr>
<td>*That’s easier than dragging around anger like sacks of</td>
</tr>
<tr>
<td><em>stone</em>” (p. 104). Invite a student to draw this simile. How</td>
</tr>
<tr>
<td>is staying angry like dragging around sacks of stone?</td>
</tr>
<tr>
<td>Sum-up</td>
</tr>
<tr>
<td>Caleb and Maleeka are in detention together. Caleb</td>
</tr>
<tr>
<td>apologizes to Maleeka for leaving her on the bus to</td>
</tr>
<tr>
<td>Washington, D.C. He tells Maleeka he still likes her. Maleeka</td>
</tr>
<tr>
<td>‘s not sure if she should forgive Caleb, even though</td>
</tr>
<tr>
<td>she still likes him. Do you think she’ll forgive him and that</td>
</tr>
<tr>
<td>they will be friends again?</td>
</tr>
</tbody>
</table>

3. Daily wrap-up (5 minutes)

*In chapters 18 and 19, we get to see the influence that both Char and Caleb have over Maleeka.*

*How does Char influence Maleeka?*

*How does Caleb influence Maleeka?*

*Which direction do you think Maleeka is going to go? Which direction do you think she SHOULD go?*

4. Assign homework (5 minutes)

Use slide 59 (*workbook p. 111*), to introduce the homework assignment, *Violence and Maleeka*. You may want to brainstorm some emotion words that students can include in their writing.

Exit ticket #33

END OF LESSON PLAN 33
Partner reading
The Skin I’m In • Chapter 20 (pp. 106-110)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number _______
   ____________________________________________
   ____________________________________________
   1. Miss di Meezo

2. word or phrase ____________________________
   page number _______
   ____________________________________________
   ____________________________________________
   1. Miss di Meezo

Miss Saunders and Tai are old friends. They talk about several important topics in
this chapter.

With your partner:
差异化 Find a quote that goes with each of the topics listed in the chart below.
差异化 Discuss with your partner what you think the quote tells you about Miss Saunders.
差异化 Write your explanation.

<table>
<thead>
<tr>
<th>Topic Miss Saunders talks about</th>
<th>Quote</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Ms. Saunders thinks about</td>
<td>“Nobody here does what they say they will; when they say they will.”</td>
<td>107</td>
</tr>
<tr>
<td>the teachers at McClenton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What the students say</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What she thinks about grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why she wants to be perfect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I think it means ____________________________
I think it means ____________________________
Lesson 34

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Clarify the meaning of unknown words by using context clues
▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Materials
■ Fluency workbooks
■ Timers
■ Workbook p. 113
■ The Skin I’m In
■ Post-its
■ Do now #34 (optional)
■ Exit Ticket #34 (optional)
### Partner reading

The Skin I'm In - Chapter 20 (pp. 106-110)

Words or phrases to clarify:

1. word or phrase ______________________________________________
   page number _______

2. word or phrase ______________________________________________
   page number _______

Miss Saunders and Tai are old friends. They talk about several important topics in this chapter.

**With your partner**:

- Find a quote that goes with each of the topics listed in the chart below.
- Discuss with your partner what you think the quote tells you about Miss Saunders.
- Write your explanation.

<table>
<thead>
<tr>
<th>Topic Miss Saunders talks about</th>
<th>Quote</th>
<th>What I learned about Miss Saunders</th>
</tr>
</thead>
<tbody>
<tr>
<td>What she thinks about the teachers at McClenton</td>
<td>“Nobody here does what they say they will.”</td>
<td>Ms. Saunders thinks the other teachers may not work hard enough</td>
</tr>
<tr>
<td>What the students say about her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What she thinks about grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why she wants to be perfect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**workbook p. 113**
Lesson 34 Activities

1. **Review homework** (5 minutes)

Use slide 59 (workbook p. 111) to review the homework assignment, *Violence and Maleeka*. Ask for a few volunteers to share their free writes.

2. **Partner fluency work** (10-15 minutes)

Day One activities with the ninth set of fluency passages.

3. **Fluency debrief** (5 minutes)

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>9A</th>
<th>9B</th>
<th>9C</th>
<th>9D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl Wars</td>
<td>Tattling or Reporting?</td>
<td>Peer Pressure: Pushing Back</td>
<td>Snitching for Money</td>
</tr>
</tbody>
</table>

4. **Partner reading** (15-20 minutes)

**Partner reading: The Skin I’m In, Chapter 20, pp. 106-110**

**Workbook p. 113**

**Interactive vocabulary preview**

*Write the words on the board, say them, and ask students to say them.*

**insights** (p. 108) – understandings or ideas about something. Miss Saunders says her students have great insights into the books they read for English.

**Set purpose for reading**

What makes some people try to be perfect? In Chapter 20, the teacher called Tai gives Miss Saunders some advice. As you read, think about her advice and whether Miss Saunders needs to hear this.
Partner reading
The Skin I'm In  Chapter 20 (pp. 106-110)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number ___________
   I misread it as ____________________

2. word or phrase ____________________________
   page number ___________
   I misread it as ____________________

Miss Saunders and Tai are old friends. They talk about several important topics in this chapter.

With your partner:
> Find a quote that goes with each of the topics listed in the chart below.
> Discuss with your partner what you think the quote tells you about Miss Saunders.
> Write your explanation.

<table>
<thead>
<tr>
<th>Topic Miss Saunders talks about</th>
<th>Quote</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What she thinks about the teachers at McClenton</td>
<td>&quot;Nobody here does what they say they will. Nobody. Nobody.&quot;</td>
<td>107</td>
</tr>
<tr>
<td>What the students say about her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What she thinks about grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why she wants to be perfect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I think it means __________________________
I think it means __________________________

workbook p. 113
Lesson 34 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 20, pp. 106-110</th>
<th>Workbook pp. 113, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview workbook page(s)</td>
<td>Preview questions on workbook p. 113. Partners will clarify two challenging words or phrases. They will also write some quotes from a conversation between Miss Saunders and Tai telling what Miss Saunders’ students say about her, what she thinks about grades, and why she wants to be perfect.</td>
</tr>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 20 silently and work together to complete workbook p. 113. Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Daily wrap-up (5 minutes)

*What did we learn about Miss Saunders in this chapter?*

Prompt students to cite evidence from the text to support their new learning about this character.

Exit ticket #34
**Partner reading**

The Skin I’m In - Chapter 20 (pp. 106-110)

Words or phrases to clarify:
1. word or phrase ________________________________________
   page number ________
   ________________________________________________________
2. word or phrase ________________________________________
   page number ________
   ________________________________________________________

Miss Saunders and Tai are old friends. They talk about several important topics in this chapter.

With your partner:

- Find a quote that goes with each of the topics listed in the chart below.
- Discuss with your partner what you think the quote tells you about Miss Saunders.
- Write your explanation.

<table>
<thead>
<tr>
<th>Topic Miss Saunders talks about</th>
<th>Quote</th>
<th>Page</th>
<th>What I learned about Miss Saunders</th>
</tr>
</thead>
<tbody>
<tr>
<td>What she thinks about the teachers at McClenton</td>
<td>&quot;nobody here does what they say they will, when they say they will.&quot;</td>
<td>107</td>
<td>She thinks the other teachers may not work hard enough.</td>
</tr>
<tr>
<td>What the students say about her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What she thinks about grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why she wants to be perfect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

Following the narrative arc

How is the story building up? Where is the plot headed? Make at least one new note below. Explain what’s been happening that could lead to an exciting high point.

**Narrative arc**

- ________________________________________________________________________________
- ________________________________________________________________________________
- ________________________________________________________________________________
- ________________________________________________________________________________
- ________________________________________________________________________________
Lesson 35

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine

▶ Describe how a story’s plot unfolds by using a narrative arc

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials

■ Fluency workbooks
■ Timers
■ Workbook pp. 80, 113-115
■ Slide 60
■ *The Skin I’m In*
■ Post-its
■ Do now #35 (optional)
■ Exit Ticket #35 (optional)
With your partner:

Find a quote that goes with each of the topics listed in the chart below.

Discuss with your partner what you think the quote tells you about Miss Saunders.

Write your explanation.

<table>
<thead>
<tr>
<th>Topic Miss Saunders talks about</th>
<th>Quote</th>
<th>Page</th>
<th>What I learned about Miss Saunders</th>
</tr>
</thead>
<tbody>
<tr>
<td>What she thinks about the teachers at McClenton</td>
<td>Nobody here does what they say they will do.</td>
<td>106</td>
<td>Miss Saunders thinks the other teachers may not work hard enough.</td>
</tr>
<tr>
<td>What the students say about her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What she thinks about grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why she wants to be perfect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

workbook p. 113
Lesson 35 Activities

Do now #35

1. Partner fluency work (10-15 minutes)

Day Two activities with the ninth set of fluency passages.

Related assessment opportunity: This is a good lesson to conduct an end of unit assessment of partner discussion. Listen in or record as many partnerships as you can (finish in Lesson 39 if necessary). See Assessment Guide: Discussion, Lesson 35.

2. Fluency debrief (5 minutes)

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

3. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 21, pp. 111-114</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
</tbody>
</table>
### Guided reading: The Skin I’m In, Chapter 21, pp. 111-114, continued

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>In Chapter 21, Maleeka talks to Miss Saunders about the writing that she’s been doing about Akeelma, the slave girl. Maleeka also takes a big risk and tells Miss Saunders something important.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read silently</td>
<td>Direct students to read to the middle of page 112, where Miss Saunders tells Maleeka to sit down. When you get to the words, “I sit down and hope she’s gonna make it quick,” look up.</td>
</tr>
</tbody>
</table>
| Questions for discussion| - In Chapter 20 that you read with your partner, Maleeka heard the teacher Tai tell Miss Saunders some hard truths. Tai basically said that Miss Saunders would not make it as a teacher if she kept on trying to be perfect.  
- Find something that Maleeka says to Tai and Miss Saunders on page 111. Can someone read what Maleeka says to the teachers? (“I tell her I won’t repeat nothing I heard.”)  
- Do you believe Maleeka? What do you think she will do? Char is failing English and keeps being caught in the bathroom by Miss Saunders. Will Maleeka tell Char what she heard? |
| Students read silently  | Direct students to read to the end of the chapter on page 114. |
| Questions for discussion| - At the bottom of page 113, Maleeka notices something about Miss Saunders’ desk. Can someone read those sentences for us? (The section starts, “Some teachers got . . .”)  
- What could Maleeka be thinking about Miss Saunders right now?  
- Ask a student volunteer to read Maleeka’s comment on page 114: “Some of us is the wrong color. Some is the wrong size or got the wrong face. But that don’t make us wrong people, now does it?” |
Homework

Following the narrative arc

How is the story building up? Where is the plot headed? Make at least one new note below. Explain what’s been happening that could lead to an exciting high point.

Narrative arc

Maleeka fights Daphne and gets grounded.
Lesson 35 Activities, continued

3. Guided reading, continued

**Guided reading: The Skin I’m In, Chapter 21, pp. 111-114, continued**

<table>
<thead>
<tr>
<th>Questions for discussion, continued</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from these.</td>
<td></td>
</tr>
<tr>
<td>• Look back at page 8 where Maleeka and Charlese first meet Miss Saunders. Have someone read from the sentence that starts, “Miss Saunders puts down her briefcase . . .” through “. . . I want to give something back . . .”</td>
<td></td>
</tr>
<tr>
<td>• Have someone read the last sentence on page 114 for us (“I’m glad you’ve got . . .”)</td>
<td></td>
</tr>
<tr>
<td>• How did Maleeka feel when she first met Miss Saunders? What is Maleeka feeling now? How have Maleeka’s feelings about Miss Saunders changed?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sum-up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka and Miss Saunders have a talk after school. Miss Saunders is worried that Maleeka will tell someone about her conversation with Tai. Maleeka promises not to tell anyone. She also gives Miss Saunders some advice: She tells Miss Saunders that you may not look “right” but that doesn’t mean you’re a bad person. Do you think Miss Saunders’ and Maleeka’s relationship is changing? Is Maleeka changing?</td>
<td></td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

1. Explain the relationship between conflict and a story’s climax.

   *Often, the buildup to a story’s exciting high point or climax is driven by conflict between important characters. We call the buildup the rising action, and we call the high point the climax.*

2. Direct students to look back at *The Skin I’m In*, page 95, and read from “Char says the only reason…” until “After that, you’re history, girl.”

3. Ask for suggestions about notes to make on **workbook p. 115**. Use slide 60 to model.

   *How should we describe this scene, this part of our story’s rising action?*
**Rising Action**

**Introduction/Set-Up**

**Characters:**

- Maleeka
- Daphne

**Situation:**

Maleeka fights Daphne and gets grounded.

**Setting:**

- School
- Home

---

**Homework**

Following the narrative arc:

How is the story building up? Where is the plot headed? Make at least one new note below. Explain what’s been happening that could lead to an exciting high point.

**Narrative arc**

- Introduction
- Rising Action
  - Maleeka fights Daphne and gets grounded.
  - (additional notes)
  - (additional notes)
  - (additional notes)
- Climax
- Falling Action
- Resolution
Lesson 35 Activities, continued

4. **Daily wrap-up, continued**

4. Ask students to brainstorm about other story happenings that relate to conflict between the main characters. (For example, Miss Saunders catches the girls smoking, Charlese makes fun of Maleeka, and Maleeka talks with Miss Saunders.)

5. Explain that rising action events are happenings or developments that move the story along to an exciting high point. Brainstorm possibilities briefly, using the example: *Maleeka fights Daphne and gets grounded. Where might that take the story next?*

5. **Assign homework (5 minutes)**

For homework, ask students to make at least one additional note about rising action on *workbook p. 115*.

When you debrief the homework, have students copy their notes to the narrative arc chart on *workbook p. 80*.

Exit ticket #35

---

END OF LESSON PLAN 35
Homework
Descriptive poem
Maleeka’s father wrote a poem about her (it’s on p. 118).
Notice the format:
- adjective
- adjective
- adjective
- my [my person’s name] is
- adjective
- adjective
- adjective
- notice
Notice how the adjectives all start with the B sound.
Use the model to write your own poem. It could be about a person close to you, a pet, or a favorite place.
If you can, try to include adjectives that repeat a beginning sound (this is not so important). Maleeka’s father includes the color adjective “brown” and you may want to use a color, too.
Planning space
Who or what to write about:
Adjectives:

My poem:

Homework | Descriptive poem, continue!

Partner reading
The Skin I’m In - Chapters 22 and 23 (pp. 119-123)
Words or phrases to clarify:
1. word or phrase
   page number
   1. Notice it means
   __________________________________________

2. word or phrase
   page number
   2. Notice it means
   __________________________________________

Think about the ways that Charlese is just like her sister JuJu.
Charlese and JuJu both:
1. What’s your opinion? How does living with JuJu instead of her parents make Charlese the kind of person she is?
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

2. Words or phrases to clarify:
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

Charlese and JuJu both:
1. word or phrase
   __________________________________________

2. word or phrase
   __________________________________________

Words or phrases to clarify:
. 115-123)
Lesson 36

Objectives
▶ Describe how a story’s plot unfolds by using a narrative arc
▶ Clarify the meaning of unknown words by using context clues
▶ Describe how characters respond to events by analyzing Juju’s influence on Char

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials
■ Workbook pp. 80, 117-120
■ Slides 61-63
■ The Skin I’m In
■ Post-its
■ Do now #36 (optional)
■ Exit Ticket #36 (optional)

Planning Note
Take a few moments to plan an original descriptive poem to model for today’s homework.
Partner reading

The Skin I'm In - Chapters 22 and 23 (pp. 115-123)

Words or phrases to clarify:

1. word or phrase ________________________________
   page number ______
   I think it means ________________________________

2. word or phrase ________________________________
   page number ______
   I think it means ________________________________

Think about the ways that Charlese is just like her sister JuJu.

Charlese and JuJu both:
1. ________________________________
2. ________________________________
3. ________________________________

What's your opinion? How does living with JuJu instead of her parents make Charlese the kind of person she is?

living with JuJu, Charlese

workbook p. 117
Lesson 36 Activities

Do now #36

1. Review homework (5 minutes)

Use slide 60 to review the homework assignment (workbook p. 115, Following the narrative arc). Ask for a few volunteers to share their notes on happenings involving the main story characters in *The Skin I'm In*. *Where do we think all this conflict is heading? What might happen next?*

Use slide 48 to model copying one of the happenings from the homework to the narrative arc under rising action. Students record a happening from their homework under rising action on *workbook p. 80, Narrative arc*.

2. Partner reading (25-30 minutes)

| Partner reading: The Skin I’m In, Chapters 22-23, pp. 115-123 Workbook p. 117 |
|---------------------------------|---------------------------------|
| **Interactive vocabulary preview** | **fragile** (p. 117) – delicate, breakable. You say *fragile* with a soft “g” which sounds like “j.” |
|                                 | **gavel** (p. 121) – a wooden hammer for calling people to attention. Judges use gavels, for example. |
| **Set purpose for reading**     | This time, you will read *two chapters* with your partner in partner reading. |
|                                 | In Chapter 22, Maleeka's mother helps her feel more connected to the memory of her father. As you read, think about what’s new that Maleeka learns about her father. |
|                                 | In Chapter 23, Char’s sister JuJu comes up to the school office. Think about ways that JuJu and Charlese are alike as you read. |
| **Preview workbook page(s)**    | Preview questions on *workbook p. 117*. Partners will clarify two challenging words or phrases, write some ways that Charlese is like her sister Juju, and describe how living with Juju makes Charlese the kind of person she is. |
Partner reading

The Skin I'm In - Chapters 22 and 23 (pp. 115-123)

Words or phrases to clarify:

1. word or phrase ____________________________
   page number _______

   ____________________________
   ____________________________

2. word or phrase ____________________________
   page number _______

   ____________________________
   ____________________________

Think about the ways that Charlese is just like her sister JuJu.

Charlese and JuJu both:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

What's your opinion? How does living with JuJu instead of her parents make Charlese the kind of person she is?

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Homework

Descriptive poem

Maleeka's father wrote a poem about her (it's on p. 118).

Notice the format:

adjective
adjective
adjective

my my [person’s name] is

adjective
adjective
adjective

Notice how the adjectives all start with the B sound.

Use this model to write your own poem. It could be about a person close to you, a pet, or a favorite place.

If you can, try to include adjectives that repeat a beginning sound (this is not so important). Maleeka's father includes the color adjective "brown" and you may want to use a color, too.

Planning space

Who or what to write about:

Adjectives:

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

workbook p. 117

workbook p. 119

workbook p. 120
Lesson 36 Activities, continued

2. Partner reading, continued

| Partner reading: The Skin I’m In, Chapters 22-23, pp. 115-123 |
| Workbook p. 117, continued |
| Students read silently and complete workbook page(s) | Students read chapters 22-23 silently and work together to complete workbook p. 117. Circulate to offer help while partners read and work. |

3. Daily wrap-up (5 minutes)

What did Maleeka learn about her father in Chapter 22? What might be important about what she learned?

4. Assign homework (5 minutes)

Use slides 61-63 to introduce the homework assignment, workbook pp. 119-120, Descriptive poem. Students take a close look at the poem Maleeka’s father wrote for her, and then plan and write their own descriptive poem. Take a moment to model writing a poem of your own.

Exit ticket #36

END OF LESSON PLAN 36
We are seeing many conflicts in this book. Figure out what each conflict is about.

**Conflict in The Skin I’m In**

- **Charlese wants**
  - Maleeka versus Maleeka

- **Maleeka wants**
  - Maleeka versus Charlese

**Homework**

- Conflict in The Skin I’m In
  - We are seeing many conflicts in this book. Figure out what each conflict is about. Then predict what will happen.

  - Maleeka versus Maleeka
    - Maleeka wants
      - Me male versus me female
    - Me male versus me female
    - I predict what will happen is

  - Maleeka versus Charlese
    - Maleeka wants
      - Maleeka versus Charlese
    - Maleeka versus Charlese
    - I predict what will happen is

**Partner reading**

- The Skin I’m In - Chapter 24 (pp. 124-156)
  - Read the first two pages of Chapter 24 with your partner. What do you predict will happen next?
    - I predict that...
    - Why? Why is this going to happen?

- Finish reading Chapter 24 silently.
  - Maleeka is afraid of Charlese and what she plans to do, but on page 130 she thinks, “I got to go along with it.”
  - Why? Why is this going to happen?

  - What advice would you give Maleeka? Why or why not?

**Workbook p. 123**

- **High Point**
  - Workbook p. 80

- **High Point**
  - Workbook p. 121
Lesson 37

Objectives
▶ Describe how a story’s plot unfolds by making predictions about the climax
▶ Describe how characters respond to events by analyzing conflicts among characters

Common Core Literacy Standards
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials
■ Workbook pp. 80, 121-123
■ The Skin I’m In
■ Post-its
■ Slides 48, 64-66
■ Do now #37 (optional)
■ Exit Ticket #37 (optional)
Partner reading

The Skin I’m In - Chapter 24 (pp. 124-130)

Read the first two pages of Chapter 24 with your partner. What do you predict will happen next?

We predict that...

Why? Why is this going to happen?

Finish reading Chapter 24 silently.

Maleeka is afraid of Charlese and what she plans to do, but on page 130 she says, “I got to go along, anyhow.”

Do you think Maleeka is right that she has no choice?

Give Maleeka some advice. Try to convince her.

Do you think Maleeka will follow your advice? Why or why not?
Lesson 37 Activities

Do now #37

1. **Review homework** *(5 minutes)*

Use slides 61-63 *(workbook pp. 119-120)* to review the homework assignment, *Descriptive poem*. Ask for a few volunteers to share their poems or their planning page.

2. **Partner reading** *(15-20 minutes)*

*Related assessment opportunity:* This is a good lesson to conduct an end of unit assessment of *partner discussion*. Listen in or record as many partnerships as you can (finish in Lesson 38 if necessary). See *Assessment Guide: Discussion, Lesson 37*. 

**Partner reading: The Skin I’m In, Chapter 24, pp. 124-130**

*Workbook p. 121*

| Interactive vocabulary preview | majesty *(p. 127)* – dignity and pride—Maleeka remembers a poem that talks about the majesty of darkness at midnight.  
whacked *(p. 129)* – crazy—Caleb tells Maleeka that Charlese is whacked. |
| Set purpose for reading | The conflict between Charlese and Miss Saunders has been getting more intense. Charlese is in seventh grade for the third time. Miss Saunders isn’t passing her along like some other teachers.  
In *Chapter 24*, Charlese cooks up a plan. As you read silently, think about Maleeka’s choices and what she will do. Does Charlese control Maleeka? |
| Preview workbook page(s) | Preview questions on *workbook p. 121*.  
Partners read about Char’s plan to vandalize Miss Saunders’ classroom. They will *stop after the first two pages* to write a prediction. You may want to distribute Post-its for students to place at the bottom of p. 125 to help them remember to stop. Then, they finish the chapter and respond to three prompts about Maleeka’s predicament. |
Partner reading

The Skin I'm In - Chapter 24 (pp. 124-130)

Read the first two pages of Chapter 24 with your partner. What do you predict will happen next?

We predict that:

Why? Why is this going to happen?

Finish reading Chapter 24 silently.

Maleeka is afraid of Charlese and what she plans to do, but on page 130 she says, "I got to go along, anyhow."

Do you think Maleeka is right that she has no choice?

Give Maleeka some advice. Try to convince her.

Do you think Maleeka will follow your advice? Why or why not?

workbook p. 121
Lesson 37 Activities, continued

2. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 24, pp. 124-130</th>
<th>Workbook p. 121, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read silently and complete workbook page(s)</td>
<td>Students read chapter 24 silently and work together to complete <strong>workbook p. 121</strong></td>
</tr>
<tr>
<td></td>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

3. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 25, pp. 131-136</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Set purpose for reading</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Lesson 37 Activities, continued

#### 3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 25, pp. 131-136, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the middle of page 133. Look up when you get to the line, “She’s gonna kill us for messing it up.”</td>
</tr>
<tr>
<td>- How do we know that Maleeka doesn’t feel good about going along with Charlese’s plan?</td>
</tr>
<tr>
<td>- Who can read a line or two that shows how Maleeka is feeling?</td>
</tr>
<tr>
<td><strong>- Maleeka doesn’t want to set the money on fire.</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td>Direct students to read to the middle of p. 135, stopping when they reach the words, “like flat black skipping rocks you find at the bottom of the creek.”</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td>- Do you think Maleeka is responsible for the fire in the classroom? Why or why not?</td>
</tr>
<tr>
<td><strong>Sum up</strong></td>
</tr>
</tbody>
</table>
STARI Unit 1.1 • Stand Up for Yourself

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Homework: Conflict in The Skin I'm In

We are seeing many conflicts in this book. Figure out what each conflict is about. Then predict what will happen.

→ Charlese versus Miss Saunders
   Charlese wants ____________________________ but Miss Saunders wants ____________________________
   I predict what will happen is ____________________________

→ Maleeka versus Charlese
   Maleeka wants ____________________________ Charlese wants ____________________________
   I predict what will happen is ____________________________
   but Maleeka also wants ____________________________
   I predict what will happen is ____________________________
   but Miss Saunders wants ____________________________
   I predict what will happen is ____________________________
   Then predict what will happen.

Charlese versus Maleeka
   Maleeka wants ____________________________
   but Maleeka also wants ____________________________
   I predict what will happen is ____________________________

Maleeka versus Maleeka
   Maleeka wants ____________________________
   but Maleeka also wants ____________________________
   I predict what will happen is ____________________________
Lesson 37 Activities, continued

4. Daily wrap-up (5 minutes)

Let’s look again at our Narrative Arc chart.

*Stories like The Skin I’m In build up to an exciting high point, or climax.*

Are we at the high point? Project slide 48 and ask students to make a few notes about the climax on our narrative arc on *workbook p. 80.*

5. Assign homework (5 minutes)

Use slides 64-66 to introduce the homework assignment, *Conflict in The Skin I’m In,* on *workbook p. 123.* Students consider three conflicts (Charlese versus Miss Saunders, Maleeka versus Charlese, and Maleeka versus herself) that have built to the novel’s high point. They write what each character in the conflict wants, and make a prediction.

— Exit ticket #37

---

**TIP**

Some STARI teachers ask students to focus on one of the three conflicts.
Partner reading
The Skin I'm In • Chapter 26 (pp. 137-139)

Words or phrases to clarify:

1. word or phrase ____________________________________________
   page number ______
   I think it means ____________________________________________

2. word or phrase ____________________________________________
   page number ______
   I think it means ____________________________________________

Guilty!
Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling.

page ______ "My hands are shaking"
page ______ "My hands are shaking"
page ______ "My hands are shaking"
page ______ "My hands are shaking"
page ______ "My hands are shaking"
page ______ "My hands are shaking"
page ______ "My hands are shaking"
page ______ "My hands are shaking"

workbook p. 125
Lesson 38

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine
▶ Clarify the meaning of unknown words by using context clues
▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Materials
- Fluency workbooks
- Timers
- Workbook p. 125
- *The Skin I’m In*
- Post-its
- Do now #38 (optional)
- Exit Ticket #38 (optional)

Do now #38 (optional)
1. Review homework 5 min
2. Partner fluency work 10-15 min
3. Fluency debrief 5 min
4. Partner reading: The Skin I’m In, Ch. 26, pp. 137-139 15-20 min
5. Daily wrap-up 5 min

Exit ticket #38 (optional)
Partner reading

The Skin I'm In • Chapter 26 (pp 137-139)

Words or phrases to clarify:

1. word or phrase _______________________________  
   page number ______
   I think it means _______________________________

2. word or phrase _______________________________  
   page number ______
   I think it means _______________________________

Guilty!
Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling:

page ______
"My hands are shaking"

page ______

page ______

page ______

page ______

page ______

"My hands are shaking"

workbook p. 125
Lesson 38 Activities

1. **Review homework** (5 minutes)
   
   Use slides 64-66 (workbook p. 123) to review the homework assignment, *Conflict in The Skin I’m In*. Ask for a few volunteers to share their responses.

2. **Partner fluency work** (10-15 minutes)
   
   Day One activities with the tenth set of fluency passages.

3. **Fluency debrief** (5 minutes)
   
   Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>10A</th>
<th>10B</th>
<th>10C</th>
<th>10D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the Vandals?</td>
<td>Teasing: Friendly or Mean?</td>
<td>No Snitchin!</td>
<td>Snitching and Reporting</td>
</tr>
</tbody>
</table>

4. **Partner reading** (15-20 minutes)

   **Partner reading: The Skin I’m In, Chapter 26, pp. 137-139**
   **Workbook p. 125**

   **Interactive vocabulary preview**
   
   Write the words on the board, say them, and ask students to say them.

   **racket** (p. 139) – loud noise that won’t stop.

   **Set purpose for reading**
   
   You’ll learn more about how Maleeka is feeling once she gets home.

   **Preview workbook page(s)**
   
   Preview questions on workbook p. 125. Partners will clarify two challenging words or phrases together and select quotes that show Maleeka’s guilty feelings.
Partner reading
The Skin I'm in • Chapter 26 (pp. 137-139)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number _____
   I think it means ____________________________

2. word or phrase ____________________________
   page number _____
   I think it means ____________________________

Guilty!
Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling.

page 137 "My hands are shaking"
page ________
page ________
page ________
page ________
page ________
page ________
page ________

workbook p. 125
Lesson 38 Activities, continued

4. Partner reading, continued

| Students read silently and complete workbook page(s) | Students read chapter 26 silently and work together to complete workbook p. 125  
Circulate to offer help while partners read and work. |

| Partner reading: The Skin I’m In, Chapter 26, pp. 137-139  
Workbook p. 125, continued |

5. Daily wrap-up (5 minutes)

*How is Maleeka feeling about what happened in Miss Saunders’ classroom? How do we know?*

Exit ticket #38

END OF LESSON PLAN 38
Homework: Letter from Maleeka to her mother
Write a letter from Maleeka to her mother. What do you think she wants to say to her mother?

Dear Momma,

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________


Your daughter,

Maleeka

Partner reading: The Skin I'm In - Chapter 26 (pp. 137-139)

Words or phrases to clarify:

1. word or phrase ______________________________________________
   page number _______
   1. think 1-2 means

2. word or phrase ______________________________________________
   page number _______
   2. think 1-2 means

Guilty!
Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling.

page ______
page ______
page ______
page ______
page ______
page ______
page ______

“My hands are shaking” 137

workbook p. 125
Lesson 39

Objectives

▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day Two fluency routine

▶ Cite textual evidence to support analysis by finding evidence in a text to support a judgment about a character

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Materials

- Fluency workbooks
- Timers
- Workbook pp. 125-127
- *The Skin I'm In*
- Post-its
- Slides 67
- Do now #39 (optional)
- Exit Ticket #39 (optional)
Partner reading
The Skin I'm In • Chapter 26 (pp. 137-139)

Words or phrases to clarify:

1. word or phrase ________________________________
   page number ______
   I think it means ________________________________

2. word or phrase ________________________________
   page number ______
   I think it means ________________________________

Guilty!
Sharon Flake gives lots of details in this chapter that show how guilty Maleeka is feeling.

With your partner, try to find as many details as you can. Write down quotes and page numbers from the chapter that show how Maleeka is feeling.

page 137  "My hands are shaking"
page ______
page ______
page ______
page ______
page ______
page ______
page ______
page ______

workbook p. 125
Lesson 39 Activities

Do now #39

1. Partner fluency work (10-15 minutes)

Day Two activities with the tenth set of fluency passages.

2. Fluency debrief (5 minutes)

Ask students to share a bit about their fluency partner discussion. *What was the question? What's one interesting thing someone said?*

3. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 27, pp. 140-144</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
<tr>
<td>Set purpose for reading</td>
</tr>
</tbody>
</table>
Lesson 39 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 27, pp. 140-144, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td><strong>Sum up</strong></td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

What do you think Maleeka wants to say to her mother? What feelings would she want to express?
Homework

Write a letter from Maleeka to her mother. What do you think she wants to say to her mother?

Your daughter,

Maleeka
Lesson 39 Activities, continued

5. Assign homework (5 minutes)

Use slide 67 (workbook p. 127) to introduce the homework assignment, Letter from Maleeka to her mother.

Exit ticket #39
Partner reading
The Skin I'm In - Chapter 28 (pp. 145-150)

Words or phrases to clarify:
1. word or phrase __________________________
   page number _______
   
   I think it means

2. word or phrase __________________________
   page number _______
   
   I think it means

Complete the following activity with your partner:
One of you should pretend to be John-John, the other should pretend to be Maleeka.

→ What do you think John-John would text to Maleeka?

→ What do you think Maleeka would text him back?

→ Then what could John-John text back?

→ Would Maleeka text anything else?

Homework
From Miss Saunders' perspective...

Write an entry in Miss Saunders' diary describing what happened when she went to Maleeka's house. What is she thinking? How is she feeling?

Dear Diary,
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Yours,
Miss Saunders

Homework
From Miss Saunders' perspective...

Write an entry in Miss Saunders' diary describing what happened when she went to Maleeka's house. What is she thinking? How is she feeling?

Dear Diary,
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Yours,
Miss Saunders

Workbook p. 129

Workbook p. 131
Lesson 40

Objectives

▶ Clarify the meaning of unknown words by using context clues
▶ Explain how an author develops a character’s point of view by inferring what Maleeka, John-John, and Miss Saunders are thinking

Common Core Literacy Standards

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 6: Explain how an author develops the point of view of the narrator or speaker in a text

Materials

■ Workbook pp. 129-131
■ Slide 68
■ The Skin I’m In
■ Post-its
■ Do now #40 (optional)
■ Exit Ticket #40 (optional)
Partner reading

The Skin I'm In - Chapter 28 (pp. 145-150)

Words or phrases to clarify:

1. word or phrase ____________________________________________
   page number _______
   I think it means ____________________________________________

2. word or phrase ____________________________________________
   page number _______
   I think it means ____________________________________________

Complete the following activity with your partner.
One of you should pretend to be John-John, the other should pretend to be Maleeka.

→ What do you think John-John would text to Maleeka?

→ What do you think Maleeka would text him back?

→ Then what could John-John text back?

→ Would Maleeka text anything else?

workbook p. 129
Lesson 40 Activities

Do now #40

1. Review homework (5 minutes)

Use slide 67 (workbook p. 127) to review the homework assignment, *Letter from Maleeka to her mother*. Ask for a few volunteers to share their letters.

2. Partner reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>strutting (p. 146) – walking like you are very important.</th>
<th>squealing (p. 146) – telling that someone did something wrong.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partner reading: The Skin I’m In, Chapter 28, pp. 145-150</strong></td>
<td><strong>Workbook p. 129</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
<td>In Chapter 28, we’ll find out how other kids react to the news about what Maleeka and Charlese did.</td>
<td></td>
</tr>
<tr>
<td><strong>Preview workbook page(s)</strong></td>
<td>Preview questions on <em>workbook p. 129</em>. Partners will clarify two challenging words or phrases, and then write some texts. Students write texts for Maleeka OR John-John and leave blanks for the other character.</td>
<td></td>
</tr>
<tr>
<td><strong>Students read silently and complete workbook page(s)</strong></td>
<td>Students read chapter 28 silently and work together to complete <em>workbook p. 129</em>. Circulate to offer help while partners read and work.</td>
<td></td>
</tr>
</tbody>
</table>
Partner reading

The Skin I’m In - Chapter 28 (pp. 145-150)

Words or phrases to clarify:
1. word or phrase ____________________________
   page number _______
   I think it means ____________________________

2. word or phrase ____________________________
   page number _______
   I think it means ____________________________

Complete the following activity with your partner.
One of you should pretend to be John-John, the other should pretend to be Maleeka.

⇒ What do you think John-John would text to Maleeka?
   ____________________________

⇒ What do you think Maleeka would text him back?
   ____________________________

⇒ Then what would John-John text back?
   ____________________________

⇒ Should Maleeka text anything else?
   ____________________________

workbook p. 129
Lesson 40 Activities, continued

3. Guided reading (15-20 minutes)

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 29, pp. 151-153</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Recap partner reading, continued</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
<tr>
<td>Set purpose for reading</td>
</tr>
<tr>
<td>Students read silently</td>
</tr>
<tr>
<td>Questions for discussion</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Homework
From Miss Saunders' perspective . . .

Write an entry in Miss Saunders' diary describing what happened when she went to Maleeka's house. What is she thinking? How is she feeling?

Dear Diary,

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Yours,

Miss Saunders

workbook p. 131
Lesson 40 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 29, pp. 151-153, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum-up</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

How do you think Miss Saunders reacted when she saw what happened to her room? Remember all the special decorations she had made? What feelings would she want to express?

Think about the stolen watch we learned about at the end of Chapter 29. What might Miss Saunders be thinking?

5. Assign homework (5 minutes)

Use slide 68 (workbook p. 131) to introduce the homework assignment, From Miss Saunders’ perspective. Students write a diary entry sharing Miss Saunders’ feelings when she saw the room.

Exit ticket #40

END OF LESSON PLAN 40
What do you think? Was Maleeka right to tell?

And some people decide how they feel on a case-by-case basis.

Other people believe that telling is not “snitching.” It’s taking a stand for yourself, your friends, or your community.

Some people believe it is always wrong to snitch, no matter what the circumstances.

These are John-John’s words to Maleeka. Maleeka doesn’t want to tell.

Is there a “right thing” to do in this situation?

Homework

Did Maleeka do the right thing?

“Squealing on your friends ain’t even cool.” (p. 146)

These are John’s words to Maleeka. Maleeka doesn’t want to tell.

Some people believe it is always wrong to snitch, no matter what the circumstances.

Other people believe that telling is not “snitching.” It’s taking a stand for yourself, your friends, or your community.

And some people decide how they feel on a case-by-case basis.

What do you think? Was Maleeka right to tell?

words or phrases to clarify:

<table>
<thead>
<tr>
<th>word or phrase</th>
<th>page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

On pages 155-156, Miss Saunders says, “Maleeka, once you told me you could be trusted to keep a secret. My secret. And you did. I knew you did. Now I’m asking you to trust me.”

Why don’t you think Maleeka shouldn’t tell Miss Saunders the truth? Do you think she doesn’t trust Miss Saunders? Could there be another reason?

Turn and talk to your partner:

What does your partner think?

Do you agree or disagree? Check one:

- Yes, agree
- No, disagree

---

Narrative arc

Introduction/Setup

The narrative arc helps us track the plot, or what happens in the story.

The narrative arc includes:

- **Introduction/Setup:** The beginning of the story. We usually find out about the following:
  - **Characters:** The main people in the story.
  - **Setting:** The place and time the story happened.
  - **Situation:** What’s going on at the beginning of the story.

- **Rising Action:** Characters face problems or conflict. These build up to the high point or climax.

- **High Point/Climax:** The most exciting part of the story. Things change for the main characters at the high point.

- **Resolution:** The ending of the story. Changes are worked through.

---

workbook p. 79

workbook p. 80

workbook p. 133

workbook p. 135
Lesson 41

Objectives

▶ Clarify the meaning of unknown words by using context clues
▶ Describe how a story’s plot unfolds by adding the resolution to the narrative arc

Common Core Literacy Standards

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Materials

■ Workbook pp. 79-80, 133-135
■ *The Skin I'm In*
■ Post-its
■ Slide 69
■ Do now #41 (optional)
■ Exit Ticket #41 (optional)

Planning Note

The whole class will finish the novel together by reading Chapters 31 and 32 in a guided reading lesson. If you have been running two groups, you will need to create a filler activity for Group 1 to work on while Group 2 partner reads Chapter 30. This will allow Group 2 to catch up so the groups can finish the novel together.
Partner reading

The Skin I'm In • Chapter 30 (pp. 154-156)

Words or phrases to clarify:

1. word or phrase ____________________________
   page number ______
   I think it means ____________________________
   ____________________________

2. word or phrase ____________________________
   page number ______
   I think it means ____________________________
   ____________________________

On pages 155-156, Miss Saunders says, “Maleeka, once you told me you could be trusted to keep a secret. My secret. And you did. I knew you did. Now I’m asking you to trust me.”

Why do you think Maleeka doesn’t tell Miss Saunders the truth? Do you think she doesn’t trust Miss Saunders? Could there be another reason?

____________________________________________________________
____________________________________________________________

Turn and talk to your partner.

What does your partner think?

____________________________________________________________
____________________________________________________________

Do you agree or disagree? Check one:

☐ We agree
☐ We disagree
Lesson 41 Activities

Do now #41

1. **Review homework** (5 minutes)

Use slide 68 to review the homework assignment, *From Miss Saunders’ perspective*, on *workbook p. 131*. Ask for a few volunteers to share their diary entries.

2. **Partner reading** (15-20 minutes)

| Interactive vocabulary preview | firsthand (p. 155) – when someone hears information directly from the person who knows about it. Secondhand information is the “he says she says” situation. |
| Set purpose for reading | In Chapter 30, Miss Saunders comes to Maleeka’s house. “I’m here to get the truth from you . . .” Miss Saunders says. (p. 155) What’s your prediction? Will Maleeka tell that other girls helped trash Miss Saunders’ room? Will she tell that Charlese stole the watch? Or will Maleeka keep taking the blame herself? |
| Preview workbook page(s) | Preview questions on *workbook p. 133*. Partners will clarify two challenging words or phrases, and then respond to Maleeka’s refusal to tell Miss Saunders the truth. |
| Students read silently and complete workbook page(s) | Students read chapter 30 silently and work together to complete *workbook p. 133*. Circulate to offer help while partners read and work. |
The narrative arc helps us track the plot, or what happens in the story. The narrative arc includes:

- **Introduction/Set-Up**: The beginning of the story. We usually find out about the following:
  - **Characters**: The main people in the story.
  - **Setting**: The place and time the story happened.
  - **Situation**: What's going on at the beginning of the story.

- **Rising Action**: Characters face problems or conflict. These build up to the high point or climax.

- **High Point/Climax**: The most exciting part of the story. Things change for the main characters at the high point.

- **Resolution**: The ending of the story. Changes are worked through.
Lesson 41 Activities, continued

3. Guided reading (15-20 minutes)

Related assessment opportunity: This is a good lesson to conduct an end-of-unit assessment of discussion during guided reading. Take live notes or consider recording today’s guided reading discussion. See Assessment Guide: Discussion, Lesson 41.

<table>
<thead>
<tr>
<th>Recap partner reading</th>
<th>Debrief partner work with Chapter 30.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which words did students choose to clarify? What did they think the word(s) meant?</td>
</tr>
<tr>
<td></td>
<td>Ask volunteers to share reasons why Maleeka doesn’t tell Miss Saunders who started the fire.</td>
</tr>
</tbody>
</table>

| Interactive vocabulary preview | If there are words that you would like to clarify with the class before reading, please identify them and do an interactive vocabulary preview. |

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>Introducing the final two chapters:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the biggest, most important conflict in the book?</td>
</tr>
<tr>
<td></td>
<td>(not a “right answer” question—there are legitimate reasons to support any of these)</td>
</tr>
<tr>
<td></td>
<td>Write these on a board:</td>
</tr>
<tr>
<td></td>
<td>- Charlese vs. Miss Saunders</td>
</tr>
<tr>
<td></td>
<td>- Maleeka vs. Charlese</td>
</tr>
<tr>
<td></td>
<td>- Maleeka vs. herself</td>
</tr>
</tbody>
</table>

Use workbook p. 79 to reintroduce the concept of a narrative arc. Explain—we’re past the high point for The Skin I’m In, and reading about the story’s resolution.

Check in with students about the possible ways the story might be resolved—possible happy endings, mixed endings, unhappy endings.

Which of the conflicts MOST needs to get resolved for the book to have a happy ending?

In this next to the last chapter, Maleeka gets a chance to talk to both Miss Saunders and Char, together!
**Homework**

Did Maleeka do the right thing?

*Squealing on your friends ain’t even cool.* (p. 146)

These are John-John’s words to Maleeka. Maleeka doesn’t want to tell.

- Some people believe it is always wrong to snitch, no matter what the circumstances.
- Other people believe that telling is not “snitching.” It’s taking a stand for yourself, your friends, or your community.
- And some people decide how they feel on a case-by-case basis.

What do you think? Was Maleeka right to tell?
Lesson 41 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapters 31 &amp; 32, pp. 157-163, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read silently until partway down page 158. When you get to the words, “I start thinking about Akeelma too,” look up.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• What do you think Maleeka will do now?</td>
</tr>
<tr>
<td>• What are some good reasons to tell?</td>
</tr>
<tr>
<td>• What are some good reasons to keep quiet?</td>
</tr>
<tr>
<td>• Does anyone want to make a prediction now?</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Let’s read and find out which predictions are confirmed. Direct students to read silently to the end of the Chapter 32, page 163.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• What do you think finally makes Maleeka stand up to Charlese?</td>
</tr>
<tr>
<td>• Why does Maleeka tell Charlese, “black is the skin I’m in”? (p. 159)</td>
</tr>
<tr>
<td>• Does Miss Saunders help Maleeka stand up to Charlese? Or does Maleeka do that by herself?</td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>You have just finished the whole book!</td>
</tr>
<tr>
<td>Have students jot notes about the resolution on the narrative arc on <strong>workbook p. 80</strong>.</td>
</tr>
<tr>
<td>Who can sum up the whole book?</td>
</tr>
</tbody>
</table>

4. Daily wrap-up (5 minutes)

*What did we learn from reading this book? What do you think Sharon Flake would want us to remember?*

5. Assign homework (5 minutes)

Use slide 69 (**workbook p. 135**) to introduce the homework assignment, **Did Maleeka do the right thing?**

Exit ticket #41

END OF LESSON PLAN 41
STARI Debate Guide

Why do we hold a debate?
Debates help students think deeply about texts. They increase students’ awareness of multiple perspectives within texts and the different views that different readers might have about texts. Debates help students become critical readers.

On debate setup and structure
In a STARI debate, students:
▶ work collaboratively
▶ construct an argument that uses good reasoning and draws on the text
▶ cite evidence
▶ engage in a debate where teams face each other and present and respond to arguments
▶ reflect on the process afterwards

STARI teachers have had success structuring their debates in different ways. Some teachers assign students to teams and also assign the position each team will argue. Others have students choose a position and assign teams accordingly. Still others break their classes into teams and have teams pool evidence and come to a consensus about a position. Each STARI unit suggests a structure for each debate, but in every case a different format could work equally well. In 1.1, STARI recommends assigning teams, positions, and roles within teams. Teachers should feel free to deviate from the plans to tailor the debate for their students.
DEBATE QUESTION

In *The Skin I’m In*, who has the power, Maleeka or Charlese?

DEBATE SCHEDULE

*Prepare for Lesson 42: Review debate plans*

**Lesson 42: Introduce debate question and scaffold evidence collection**

1. Mini-lesson: What is debate?
2. Introduce debate question
3. Collect evidence from the hamburger scene: Whole class work
4. Collect evidence from the scene at Char’s house: Partner work

*Prepare for Lesson 43: Plan team assignments*

**Lesson 43: Collect evidence**

1. Mini-lesson: What does it mean to have power?
2. Assign teams
3. Collect evidence from Chapters 25-32: Partner work within teams

*Prepare for Lesson 44: Plan role assignments, print role badges (available via the STARI Download Center)*

**Lesson 44: Build arguments**

1. Mini-lesson: Persuasive phrases
2. Assign roles
3. Explain roles
4. Teams build arguments

**Lesson 45: Debate**

1. Teams rehearse
2. Debate preview
3. Debate
4. Debrief
About debate
List below three things you know or learned about debate from today’s discussion:

Debate is . . .
Debate is not . . .

1. ______________________
   ______________________
   ______________________

2. ______________________
   ______________________
   ______________________

3. ______________________
   ______________________
   ______________________

Who has the power?
Maleeka or Charlese?

Maleeka and Charlese say they are friends, but they have many conflicts in their relationship.

Read the following passages in The Skin I’m In and decide who has more power — is it Maleeka or Charlese? Why do you think so?

Read from the last sentence on page 55, Chapter 11, “Char’s yelling, ‘Hurry up, Maleeka,’” to page 56 where it says, “I pick up my lunch bag and head for another table with this big grin on my face.”

Who has more power in this episode? Maleeka or Charlese? Why do you think so?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Read from the middle of page 84, Chapter 16, to the end of page 85.

Who has more power in this episode? Maleeka or Charlese? Why do you think so?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

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workbook p. 137

workbook p. 138
Lesson 42

Objectives

- Cite textual evidence to support analysis of a text by gathering evidence about who has the power in Chapters 11 and 16
- Come to discussions prepared by gathering evidence to use in the debate

Common Core Literacy Standards

- ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed

Materials

- Workbook pp. 137-138
- *The Skin I’m In*
- Post-its
- Slides 70
- Do now #42 (optional)
- Exit Ticket #42 (optional)

Planning Note

Tonight you’ll assign your students to teams, and to partners within teams. Consider polling them to find out their personal position during today’s class and (if numbers are even) assigning teams accordingly. If students must argue against their personal feelings, point out that skilled debaters can argue both sides of a question. It’s not about being right; it’s about skillfully marshaling evidence and building a convincing argument.
## About debate

List below three things you know or learned about debate from today's discussion:

<table>
<thead>
<tr>
<th>Debate is . . .</th>
<th>Debate is not . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

*workbook p. 137*
Lesson 42 Activities

Do now #42

1. **Review homework** (5 minutes)

   Use slide 69 to review the homework assignment, *Did Maleeka do the right thing?* on workbook p. 135. Ask for a few volunteers to share their writing.

2. **Mini-lesson: What is debate?** (10-15 minutes)

   *Students will generate ideas about what debate is and is not while the teacher transcribes. Students will take notes on important ideas about debate.*

   1. Explain that really good readers can discuss and debate the ideas they find in a book. We’ll talk about what it means to have a debate.
   2. Write on the board: **Debate**
   3. Ask students about prior experiences with debate.
      
      *What was it like? Were there teams? Who spoke? What kinds of things did people say?*
   4. Put a T chart on the board: Remind students to pay close attention to this conversation—they’ll take notes afterward about the most important ideas.
   5. Have students brainstorm ideas about what debate is and is not. See the chart on the next page for some possible answers.

   | What is debate? | What is it not? |

   **TIP**
   
   If students are silent, generate the ideas yourself and ask for help choosing the proper column.

   6. Have students write the ideas they judge to be most important for a good debate on workbook p. 137.
Lesson 42 Activities, continued

2. Mini-lesson: What is debate?, continued

<table>
<thead>
<tr>
<th>What is debate?</th>
<th>What is it not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A structured conversation</td>
<td>- Not the kind of argument that's like a fight!</td>
</tr>
<tr>
<td>- Evidence based</td>
<td>- Loud</td>
</tr>
<tr>
<td>- Well prepared</td>
<td>- Lots of people talking at once</td>
</tr>
<tr>
<td>- Teams sit together</td>
<td>- People don’t know what to say</td>
</tr>
<tr>
<td>- There is an audience or judge panel</td>
<td>- Has a clear &quot;right&quot; side to be on or argument to make</td>
</tr>
<tr>
<td>- There is a question we debate different answers for</td>
<td></td>
</tr>
<tr>
<td>- People look at the speaker</td>
<td></td>
</tr>
<tr>
<td>- Everyone listens</td>
<td></td>
</tr>
</tbody>
</table>

3. Introduce debate question and format (5 minutes)

Students will learn the debate question and the debate format: Each team will try to convincingly argue that Char or Maleeka really has the power.

1. Introduce the debate question and write it on the board:
   **In The Skin I'm In, who has the power? Maleeka or Charlese?**

2. Introduce the debate format. We’ll have two teams.
   - Team 1 will argue that Maleeka has the power.
   - Team 2 will argue that Charlese has the power.

3. Each team will look back in the novel and find evidence that their side is right.
   
   *Team 1 will say, look at this scene where Maleeka stands up to Char. Maleeka really has the power!*
   
   *Team 2 will say, look at this scene where Char bosses Maleeka around. Char really has the power!*
   
   *The audience (the teams that aren’t presenting) will evaluate the arguments.*
Who has the power?
Maleeka or Charlese?

Maleeka and Charlese say they are friends, but they have many conflicts in their relationship.

Read the following passages in *The Skin I'm In* and decide who has more power—is it Maleeka or Charlese? Why do you think so?

Read from the last sentence on page 55, Chapter 11, “Char’s yelling, ‘Hurry up, Maleeka,’” to page 56 where it says, “I pick up my lunch bag and head for another table with this big grin on my face.” Who has more power in this episode? Maleeka or Charlese? Why do you think so?

______________________________
______________________________
______________________________
______________________________
______________________________

Read from the middle of page 84, Chapter 16, to the end of page 85. Who has more power in this episode? Maleeka or Charlese? Why do you think so?

______________________________
______________________________
______________________________
______________________________
______________________________

has more power because

workbook p. 138
Lesson 42 Activities, continued

4. Who has the power in the hamburger scene? Whole class work

(10-15 minutes)

Students will collect evidence by analyzing a scene in a scaffolded, whole-class activity.

1. Explain the evidence-gathering process. Students will revisit and analyze scenes from The Skin I'm In. They’ll think deeply about what’s really going on, and who has more power.

2. Have students mark the beginning and end of the hamburger scene with Post-its: the bottom of p. 55 (“Char’s yelling, ‘Hurry up, Maleeka.’”) and the middle of p. 56 (“…with this big grin on my face”).

3. Frame the episode.

   Charlese finds something disgusting on her hamburger and orders Maleeka to go back through the lunch line to trade it for a new hamburger. The lunch worker, Miss Brown, is about to exchange the hamburger bun, but Maleeka quietly says, “Leave it.”

4. Ask for volunteers to read the scene aloud.

5. Use slide 70 to discuss the question at the top of workbook p. 138 as a class. Who has the power here?

6. Ask for verbal responses. If students are off track, help them out (see Tip).

7. Students write responses.

8. Debrief.

TIP

Reasons for thinking Charlese has more power:
- orders Maleeka to get a new burger
- sends Maleeka away

Reasons for thinking Maleeka has more power:
- brings back the yucky bun
- grins as she leaves

5. Who has the power in the scene at Char’s house? Partner work

(10-15 minutes)

Partners will analyze the scene at Char’s house. They will think and talk about what’s really going on, decide who has more power, and write a response.

1. Break into partners.
Who has the power?
Maleeka or Charlese?

Maleeka and Charlese say they are friends, but they have many conflicts in their relationship.

Read the following passages in The Skin I'm in and decide who has more power—Maleeka or Charlese? Why do you think so?

Read from the last sentence on page 55, Chapter 11, "Char’s yelling, 'Hurry up, Maleeka,' to page 56 where it says, "I pick up my lunch bag and head for another table with this big grin on my face."

Who has more power in this episode? Maleeka or Charlese? Why do you think so?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Read from the middle of page 84, Chapter 16, to the end of page 85.

Who has more power in this episode? Maleeka or Charlese? Why do you think so?

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

_______________________________________________________________

workbook p. 138
Lesson 42 Activities, continued

5. Who has the power in the scene at Char’s house? Partner work, continued

2. Have students mark the beginning and end of the scene at Char’s house with Post-its: the middle of p. 84 (“I shake my head…”) and the end of the chapter on p. 85.

3. Frame the episode.
   
   Maleeka goes over to Char’s house and her big sister, Juju, is having a party that started the night before. Things are messy and chaotic. Char is being paid by JuJu to clean up.

4. Ask for volunteers to read the scene aloud.

5. Partners talk about who has more power and write responses on workbook p. 138.

6. Circulate to offer help.

7. Debrief. Aim to bring out good reasons for thinking that Charlese has more power, and good reasons for thinking that Maleeka has more power (see Tip).

   **TIP**
   
   Reasons for thinking Charlese has more power:
   
   Earns money from her sister’s parties, bosses Maleeka around.

   Reasons for thinking Maleeka has more power:
   
   Char doesn’t have anyone but Juju, Juju bosses Char around and embarrasses her, Maleeka can leave Char’s crazy house but Char has to stay.

6. Daily wrap-up (5 minutes)

   Tomorrow, we’ll assign teams. One team (or two teams) will argue that, overall, Maleeka has more power. The other team(s) will argue that, overall, Charlese has more power. With your team you’ll collect evidence that supports your position.

   **TIP**
   
   Consider taking a poll on students’ opinions and using this info to help you plan teams.

Exit ticket #42

END OF LESSON PLAN 42
What does it mean to have power?

With your partner, complete the activities below. What other words are like powerful or power?

_________________
_________________
_________________
_________________
_________________
_________________

For each type of person below, describe the power they have:

Think of someone you know who is powerful (your grandmother, your minister, the president, etc). Who is it?

_______________________________________________________________

How are they powerful?

_______________________________________________________________

_______________________________________________________________

Share your responses with your partner.

What was one thing you learned about power today?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Debate team

My team’s position:

____________________

has the power.

Team member

Role

Colect evidence

In Chapters 25–32, collect evidence that supports your team’s position:

What happened?

What’s really going on?

Who has the power?

131

Maleeka can’t think of an excuse so she joins Char at the school.

Maleeka can’t stand up to Char. Char has the power.

Colect evidence, continued

In Chapters 25–32, collect evidence that supports your team’s position:

What happened?

What’s really going on?

Who has the power?

141

Maleeka and three of her friends go to the Jones’ house after school.

Maleeka and three of her friends go to the Jones’ house after school.

Colect evidence, continued

In Chapters 25–32, collect evidence that supports your team’s position:

What happened?

What’s really going on?

Who has the power?

141

Maleeka and three of her friends go to the Jones’ house after school.

Maleeka and three of her friends go to the Jones’ house after school.

141
Lesson 43

Objectives

▶ Cite textual evidence to support analysis of a text by gathering evidence about who has the power in Chapters 25-32

▶ Come to discussions prepared by gathering evidence to use in the debate

Common Core Literacy Standards

▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Materials

■ Workbook pp. 139-143

■ The Skin I'm In

■ Post-its

■ Slide 71

■ Do now #43 (optional)

■ Exit Ticket #43 (optional)

Planning Note

Today you'll assign your students to teams, and to partners within teams. Having two or four teams works well. Tomorrow, you'll assign students roles that will help them work together to build an argument.
What does it mean to have power?

With your partner, complete the sentences below:

What other words are like powerful or power?

_______________________________
_______________________________
_______________________________
_______________________________
_______________________________

For each type of person below, describe the power they have:

- Politician
- Minister
- Parent
- Soldier
- Athlete
- Rock star
- College student
- Judge
- Teacher

_______________________________
What was one thing you learned about power today?

_______________________________
_______________________________
_______________________________
_______________________________

Stop and Jot

My team’s position:

_______________________________
_______________________________
_______________________________

Collect evidence

In Chapters 25–32, collect evidence that supports your team’s position:

What happened?
_______________________________
_______________________________
_______________________________

What's really going on?
_______________________________
_______________________________
_______________________________

Who has the power?
_______________________________
_______________________________
_______________________________

Collect evidence, continued

What happened?
_______________________________
_______________________________
_______________________________

What's really going on?
_______________________________
_______________________________
_______________________________

Who has the power?
_______________________________
_______________________________
_______________________________

Collect evidence, continued

Who has the power?

_______________________________
_______________________________
_______________________________

Collect evidence, continued

Who has the power?

_______________________________
_______________________________
_______________________________

Collect evidence, continued

Who has the power?

_______________________________
_______________________________
_______________________________

Lesson 43 Activities

Do now #43

1. Mini-lesson: What does it mean to have power? *(10-15 minutes)*

*Students will deepen their understanding of power. Partners will discuss synonyms for power and the kind of power held by different people (politicians, ministers, parents, etc.).*

1. Briefly discuss power. What do students think of when they think about power? Who has it? How can you tell?

2. Review *workbook pp. 139-140.*

3. Partners complete *workbook pp. 139-140.*

4. Share out answers and debrief. *What did we learn about power? How will this help us think about the power that Charlese and Maleeka have?*

2. Assign teams **(5 minutes)**

*The teacher will assign teams. Team 1 will argue that Maleeka has the power. Team 2 will argue that Charlese has the power. Teams will move to sit together.*

1. Assign teams.

2. Have students move to sit with their teams, and with partners within teams.

3. Students fill out *workbook p. 141* with their team’s position and the names of their fellow team members.

3. Collect evidence: Partner work within teams **(15-20 minutes)**

*Partners will look for evidence of Maleeka (Team 1) or Charlese (Team 2) showing power in chapters 25-32 and record the incident (“What happened?"), the page numbers, and an analysis (“What’s really going on? Who has the power?”).*

1. Students write “Maleeka” (Team 1) or “Charlese” (Team 2) at the top of *workbook p. 142* to show their team’s position.

2. Explain the activity. Team 1 will look for places where Maleeka looks powerful. Team 2 will look for places where Charlese looks powerful. They’ll write, cite, and explain what happened using the table on *workbook pp. 142-143.*

*What will you do when you read a scene that shows your character NOT having power?*
### Collect evidence

In Chapters 25–32, collect evidence that supports your team’s position:

<table>
<thead>
<tr>
<th>Page</th>
<th>What happened?</th>
<th>What’s really going on?</th>
<th>Who has the power?</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>Maleeka can’t think of an excuse so she joins Char at the school.</td>
<td>Maleeka can’t stand up to Char. Char has the power.</td>
<td>Char has the power.</td>
</tr>
</tbody>
</table>

---

**workbook p. 142**
Lesson 43 Activities, continued

3. Collect evidence: Partner work within teams, continued

3. Model the process. Use slide 71 and workbook p. 142 to talk through the sample piece of evidence (of Charlese having power) and locate and record one more (of Maleeka having power) for Team 1 to record.

4. Partners work together to locate and record evidence that supports their team’s position in Chapters 25-32.

5. Circulate to offer help, particularly with the third column: "What’s really going on? Who has the power?"

4. Daily wrap-up (5 minutes)

Tomorrow, teams will come together, pool evidence, and build an argument.

Exit ticket #43

TIP
Students on Team 1 should cross out the sample piece of evidence (it shows Charlese having power).

TIP
Each partner pair only needs two or three pieces of evidence. If this activity starts to drag, consider wrapping it up and moving on—the persuasive phrases mini-lesson can be taught today.

END OF LESSON PLAN 43
Persuasive phrases
- My position is that
- I think that

Be convincing!
- Think of words to make your argument.
- Practice your argument.
- Use persuasive phrases.
- Be clear and concise.

Collect evidence
- Use facts to support your argument.
- Be prepared to counter other's arguments.

Debate team
- My team's position:

Debate speech
- My team's talking points:

Facilitator checklist
- What was the main goal?
- What were the key points?
- Did everyone participate?

Recaller notes
- Write down any questions.
- Record any feedback.

Write the names of the students on your team here.
Lesson 44

Objectives

▶ Present claims and findings by building arguments about who has the power, using persuasive phrases and textual evidence

Common Core Literacy Standards

▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed
▶ ELA Standard SL 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

Materials

■ Workbook pp. 141-152
■ The Skin I'm In
■ Post-its
■ Slides 72-77
■ Debate role badges (available via the STARI Download Center)
■ Chart paper and markers (optional, see Tip)
■ Do now #44 (optional)
■ Exit Ticket #44 (optional)

Planning Note
Today, you'll assign roles. Every student needs at least one role. Each team should have:
• at least one facilitator
• at least one recorder
• at least two reporters
• a timekeeper
Be convincing!
Use persuasive phrases to make your argument.

**Persuasive phrases**

Some phrases show your opinion:

- In my opinion,
- I believe that
- My position is that

Other phrases show that you are backing up your opinion with a fact:

- My reason is that
- One fact is that
- In addition,

And other phrases show that you are winding down your argument:

- Finally,
- In conclusion,
- To conclude,

*workbook p. 144*
Lesson 44 Activities

Do now #44

1. **Mini-lesson: Persuasive phrases** (10-15 minutes)

   Students will learn how persuasive phrases can be used to turn pieces of evidence into a persuasive argument.

   1. Introduce persuasive phrases.

      *In debates, persuasive phrases help us make clear, forceful arguments.*

   2. Introduce phrases that show your opinion with **slide 72** and **workbook p. 144**.

      a. In my opinion,
      b. I think that…
      c. My position is that…

      *These help us state our position or opinion. Who can use one of these phrases to state their team’s position in the debate?*

   3. Introduce phrases that show you are backing up your opinion with a fact (phrases that introduce evidence) with **slide 73** and **workbook p. 144**.

      a. My reason is that…
      b. One fact is that…
      c. In addition,

      *These help us introduce evidence. Who can use one of these with a piece of evidence they found yesterday? For example you might say, “One fact is that Charlese gets Maleeka to do her homework.”*

   4. Introduce phrases that show you are winding down (concluding) your argument with **slide 74** and **workbook p. 144**.

      a. Finally,
      b. In conclusion,
      c. To conclude,

      *For example, you can say, “To conclude, we have shown that Charlese controls Maleeka by giving her clothes and friendship, but only when Maleeka does what Charlese wants.”*
**Debate team**

- Write the names of the students on your team here.

**Collect evidence**

- Who has the power?
- Write down your talking points:

  ______________________________
  ______________________________
  ______________________________
  ______________________________

- Extra challenge: Describe your character and why the evidence supports your position.

**Debate roles**

- Recorder notes: Write down your team's position.
- Facilitator checklist: While the names of the students on your team here:

  - Yes
  - No

**Debate speech**

- Who has more power?
- Extra challenge: Describe your character and why the evidence supports your position.

---

*SERP Institute, 2014-2020*
Lesson 44 Activities, continued

2. **Assign roles** (5 minutes)

The teacher will assign roles and distribute role badges. Students will fill in the “role” column for all team members.

1. Assign roles and distribute badges. Within each team should be:
   - at least one facilitator
   - at least one recorder
   - at least two reporters
   - a timekeeper

2. Students write their role and other team members’ roles on **workbook p. 141**.

3. **Explain roles** (15-20 minutes)

Students will learn about the facilitator, recorder, timekeeper, and reporter roles.

1. Introduce the four roles using **slide 75** and **workbook p. 145**.

2. Explain roles. Have students read silently about each role on **workbook p. 145**, one by one. Discuss each role using **slide 75**.
   a. Facilitators make sure everyone contributes using the Facilitator checklist on **workbook p. 147, slide 76**.
   b. Recorders write the group’s talking points (their best evidence), on **workbook p. 149, Recorder notes, slide 77**.
   c. Timekeepers use a fluency timer to keep the activity moving.
   d. Reporters will present the team’s argument in the debate, speaking loudly and clearly so that the team’s good ideas come through. Today, they’ll write up the argument they will present on the Debate speech template on **workbook pp. 151-152**.

3. Explain the jobs that EVERYONE will do.
   a. All team members contribute evidence (from **workbook pp. 142-143** or new ideas).
   b. All team members discuss the evidence and help select the strongest pieces as talking points.

---

**TIP**

Write teams on the board before class. As you explain roles, label each team member with their role.
Who are our facilitators?
Who are our recorders?
Facilitator checklist

The facilitator makes sure that each student on the team gives evidence for the team’s position.

Did they give evidence?

<p>| | |</p>
<table>
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<td>Yes</td>
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<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Write the names of the students on your team here:

Recorder notes

Write down your team’s position:

Write down your team’s talking points:

‣ __________________________________________________
  __________________________________________________
  __________________________________________________
  __________________________________________________
  __________________________________________________
  __________________________________________________
  __________________________________________________

Remember that talking points support your position. You should state your position and why the evidence supports your position.

Debate speech

Who is more powerful?

Introduction

Our team believes that ______________________ is more powerful. She is ________________________________

Evidence

The first reason we believe that __________________ is more powerful is because ____________________________

This example shows that __________________ is more powerful because ________________________________

In addition, __________________ is more powerful because ________________________________

This shows that __________________ is more powerful because ________________________________

Extra challenge:

Explain why this evidence shows your character is powerful. Example: If there was an example of when you did something brave, you would be less successful.

---

Debate speech | Who is more powerful?, continued

Conclusion

In conclusion, our team believes that ______________________ has more power because ______________________

Extra challenge: Explain how your character is more powerful than the other.

---
Lesson 44 Activities, continued

4. Teams build arguments (15-20 minutes)

Teams will work together to pool and evaluate evidence and build their argument.

1. Outline steps.
   a. Team pools evidence.
      i. Facilitator confirms that each member contributes evidence on the Facilitator checklist (workbook p. 147).
      ii. Timekeeper sets timer.
   b. Team selects talking points (best evidence).
      i. Recorder writes best evidence (talking points) on Recorder notes page (workbook p. 149).
      ii. Timekeeper sets timer.
   c. Team plans argument using persuasive phrases.
      i. Reporter(s) shape talking points into an argument using the Debate speech template on workbook pp. 151-152.
      ii. Timekeeper sets timer.

2. Teams work.

3. Circulate to offer help and redirect as needed.

5. Daily wrap-up (5 minutes)

Come together as a class to evaluate progress. Tomorrow, teams rehearse arguments (reporters will practice, other team members will listen and offer advice). Then, we’ll hold our debate.

Exit ticket #44

END OF LESSON PLAN 44
Debate reaction sheet

Fill out one of these pages for each team in the debate!

What was their position in the debate?

Maleeka has the power
Charlese has the power

Was their position clear to you?

Yes
No

Did two or more people present?

Yes
No

Did the team present evidence to back up their position?

Yes
No

Was their evidence convincing to you?

Yes
No
Partly

Circle your rating for this team’s presentation:

One star  2 stars  3 stars

Add your comments:

I liked how this team.

Final Homework

Debate reaction: Did you change your mind about who has the power?

As you think about the choice Maleeka made and the debate in class, have you changed your mind?

Yes, I have changed my mind. Now I think that

No, I have not changed my mind. I still think that

Debate reflection: Were you prepared?

Did your team feel prepared?

Yes
No

Did you have all the facts you needed?

Yes
No

What was fun about the debate?

What was hard?

workbook p. 153

workbook p. 155
Lesson 45

Objectives
▶ Present claims supported by textual evidence by participating in a debate

Common Core Literacy Standards
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed
▶ ELA Standard SL 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials
■ Workbook pp. 153-155
■ The Skin I’m In
■ Chart paper
■ Post-its
■ Slides 78-80
■ Do now #45 (optional)
■ Exit Ticket #45 (optional)

Planning Note
If you have more than two teams, you’ll need extra copies of the debate reaction sheet on workbook p. 153.
Debate reaction sheet

Fill out one of these pages for each team in the debate!

What was their position in the debate?
- Maleeka has the power
- Charlese has the power

Was their position clear to you?
- Yes
- No

Did two or more people present?
- Yes
- No

Did the team present evidence to back up their position?
- Yes
- No

Was their evidence convincing to you?
- Yes
- No
- Partly

Circle your rating for this team's presentation:
- One star
- Two stars
- Three stars

Add your comments:
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

I like[d] how this team handled this issue.
Lesson 45 Activities

Do now #45

1. Teams rehearse (10-15 minutes)

Teams will practice presenting their arguments.

1. Remind students about debate procedure and time limits.
2. Remind students about discussion norms.
3. Review the debate reaction sheet on workbook p. 153 using slides 78-79. Teams can keep this evaluation tool in mind as they make their final preparations.
4. Teams work together to plan and practice their presentations.
   a. Team decides which reporter gives which part of the argument.
   b. Reporters practice presenting using the Debate speech template or chart paper.
   c. Timekeepers keep the team on task.
   d. All team members listen and offer advice.

TIP
Debate procedure could look like this:
- Team 1 reporters present
- Team 1 takes questions
- Team 2 fills out debate reaction sheet (2 min)
- Team 2 reporters present
- Team 2 takes questions
- Team 1 fills out debate reaction sheet (2 min)

2. Debate (15-20 minutes)

Teams will present and fill out debate reaction sheets for the other team(s).

1. Give final reminders about procedure, time limits, and discussion norms.
2. Teams present! Non-presenting teams fill out Debate reaction sheets.
3. Collect debate reaction sheets.

Related assessment opportunity: Today’s activity may be used to assess students’ mastery of debate. See Assessment Guide: Discussion, Lesson 45.
Final Homework

Debate reaction: Did you change your mind about who has the power?

As you think about the choice Maleeka made and the debate in class, have you changed your mind?

☐ Yes, I have changed my mind. How I think now: ____________________________

☐ No, I have not changed my mind. I still think that: __________________________

Debate reflection: Were you prepared?

Did your team feel prepared?

☐ Yes

☐ No

Did you have all the facts you needed?

☐ Yes

☐ No

What was fun about the debate?

__________________________________________________________________________

What was hard?

__________________________________________________________________________
Lesson 45 Activities, continued

3. Daily wrap-up (5 minutes)

Debrief: What went well? What should we work on for the next debate?
Quickly look for insightful comments on the debate reaction sheets to share with the class.

4. Assign homework (5 minutes)

Use slide 80 to introduce the final homework for the unit on workbook p. 155. Students state a personal opinion about who had the power in The Skin I'm In and reflect on the debate.

Exit ticket #45

Planning Note
For tomorrow's class, you may want to prepare some reflection sheets - see Lesson 46.
What makes a good partner?

A good partner . . .
A not good (bad) partner . . .
1. Listens attentively 2. Gets off task
3. Follow all directions 4. Asks the teacher to remind me of the directions so I don't get off task

Partner commitment
This year, I will be a good partner by trying hard to:
1. __________________________
2. __________________________
3. __________________________

If I am not a good partner, I will try to fix this by:
1. __________________________
2. __________________________

Partner commitments
Unit 1: Stand Up for Yourself
At the beginning of the year, I made partner commitments.

This is how I think I've done:

<table>
<thead>
<tr>
<th>Commitment 1</th>
<th>Commitment 2</th>
<th>Commitment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td>I messed up</td>
<td></td>
<td></td>
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My partner and I think I need to:

- Continue with the same commitments
- Add this commitment
- Fix the "mess ups" by
- Other: __________________________

What is fluent reading?

Reading fluently includes reading out loud:
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

What is one more thing a good partner does?

____________________________

What is one more thing a not good (bad) partner does?

____________________________
Lesson 46

Objectives
▶ Demonstrate sufficient reading fluency to support comprehension by reflecting on progress in fluency in Unit 1
▶ Engage effectively in collaborative discussions by reflecting on partner commitments

Common Core Literacy Standards
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension

Materials
■ Fluency workbooks
■ Timers
■ Workbook pp. 20, 157
■ Student copies of the Fluency Check in, TLP p. 186 (optional)
■ Slide 2
■ Do now #46 (optional)
■ Exit Ticket #46 (optional)

Related assessment opportunity: Consider how you will assess your students’ mastery of the decoding, comprehension, and fluency skills taught in this unit. See Assessment Guide: Decoding, Lesson 46; Comprehension, Lesson 46; Fluency, Lesson 46.

Planning Note
You may want to take some time before the final class to think about how best to wrap up and debrief the unit. If you decide to do a fluency check-in, you will need to photocopy the Fluency Check-in sheet on TLP p. 362 and decide whether to use passages from this unit or from another STARI unit.
Lesson 46 Activities

Do now #46

1. **Review homework** (5 minutes)

Review the final homework on workbook p. 155. Focus on students whose opinions changed. Why? What facts or arguments did people find compelling? Also focus on students’ reflections about preparation, and the debate experience. *What will we do differently next time?*

2. **Fluency check-in: Partner work (optional)** (10-15 minutes)

_This optional activity will help to ensure that students are placed in the appropriate fluency level for Unit 1.2. (This partner check-in can serve as a substitute for the more formal fluency assessment found in the Assessment Guide: Fluency, Lesson 46.)_ Most students will have progressed throughout the unit and can be placed in a higher level next time (A students will use B, B will use C, and so on). For this activity, each student can use a passage from one level above their current level (D students can use another D passage, from this unit or another STARI unit).

1. Have students move to sit with their fluency partners.
2. Distribute and review the STARI Fluency Check-in sheets (copied from TLP p. 171) and the passage that you want students to use.
3. Allow time for each partner to read, and for the other partner to evaluate. If you are uncertain whether individual students are reading the new, higher level passage accurately, you may want to sit in as partners read and take your own hash mark notes on word reading mistakes/miscues. More than 7-8 words read incorrectly in a 140-200 word passage means that the higher level passage is too challenging.
4. Collect the sheets immediately to encourage students to give honest assessments. Students who read the new passage at less than 140 WPM or with partner ratings of "not there yet" or "just a bit," on the rating scales should start the new unit at the same fluency level they worked in before.

3. **Debrief the unit: Whole class work** (10-15 minutes)

_Students will reflect on the material they have covered and the things they have learned. The teacher will steer the discussion and record students’ comments._
**What makes a good partner?**

- A good partner . . .
- A not-good (bad) partner . . .
  - Listens attentively
  - Gets off task
  - Follows all directions
  - Asks the teacher to remind me of the directions so I don't get off task.

**Partner commitments**

At the beginning of the year, I made partner commitments.

This is how I think I've done:

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My partner and I think I need to:

- Continue with the same commitments
- Add this commitment
- Fix the "mess ups" by
- Other

**What is fluent reading?**

Fluent reading includes:
- Reading out loud
- At a good speed
- Getting all the words right
- With phrasing that shows the meaning
- With expression and emphasis

**Partner commitments**

Unit 1.1: Stand Up for Yourself

At the beginning of the year, I made partner commitments.

This is how I think I've done:

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</tr>
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</table>

My partner and I think I need to:

- Continue with the same commitments
- Add this commitment
- Fix the "mess ups" by
- Other

---

**workbook p. 20**

**workbook p. 157**
Lesson 46 Activities, continued

3. Debrief the unit: Whole class work, continued

1. Reflect on materials. Ask students to recall texts they’ve read (*Middle School Confidential*, “Blackmail,” *The Skin I’m In*, passages from the workbook, and fluency passages).

2. Reflect on decoding and comprehension. Ask students to recall lessons and strategies. Invite them to flip through the workbook.

3. Reflect on fluency. Have students look at their fluency cover sheet. Project slide 2, *What is fluent reading?* Ask them to think about which elements of fluency they’ve improved at most.

4. Reflect on partner work. Have students turn to their partner commitments on *workbook p. 20*. Use this to do the self-evaluation on *workbook p. 157*. Partners switch and evaluate each other. Did they live up to their commitments? If not, how will they improve in the next STARI unit?

5. Reflect on the STARI reading process. What was it like to do guided and partner reading? Which did students prefer? What was fun about each one? What was challenging?

4. Celebrate (5 minutes)

Congratulate your students and yourself on the completion of a challenging unit!

Exit ticket #46

END OF LESSON PLAN 46
STARI Fluency Check-in
Partner Evaluation

Fill out this evaluation for your partner. Please be as honest as possible.

1. Fill out this information:

   **Your partner’s name:**
   
   **Fluency passage:**

2. Have your partner read the fluency passage for one minute. Record WPM.

   **Your partner’s WPM:**

3. Have your partner finish reading the passage out loud and answer the comprehension questions.

4. Please rate your partner on our “Good Reader” attributes.

<table>
<thead>
<tr>
<th>Good Reader Attributes</th>
<th>Not there yet</th>
<th>Just a bit</th>
<th>Getting there</th>
<th>On target!</th>
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</thead>
<tbody>
<tr>
<td>Reads at a good speed (not too slow or fast)</td>
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<tr>
<td>Reads with expression and emphasis</td>
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<tr>
<td>Reads with phrasing that shows understanding (pauses at commas, periods, paragraph changes, etc.)</td>
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<td>Understands what they read (answers comprehension questions in depth and with detail)</td>
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Comments:
## Scope and Sequence

### STARI Series 1

<table>
<thead>
<tr>
<th>UNIT 1.1</th>
<th>UNIT 1.2</th>
<th>UNIT 1.3</th>
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</thead>
<tbody>
<tr>
<td><strong>Stand Up For Yourself</strong></td>
<td><strong>What Makes A Family?</strong></td>
<td><strong>Disaster Strikes!</strong></td>
</tr>
</tbody>
</table>

### Decoding

- Identifying base words and chunking compound words
- Pronouncing consonant blends
- Identifying spelling patterns for long and short vowel sounds
- Pronouncing vowel teams
- VC|CV syllable division rule
- Using syllable division patterns such as V|CV and VC|V to chunk and decode multi-syllable words
- Time and negation prefixes
- Adjective suffixes

### Reading Comprehension

- Summarizing and clarifying as components of Reciprocal Teaching
- Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing
- Previewing nonfiction using table of contents, index, and illustrations
- Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching
- Previewing nonfiction using the table of contents and illustrations
- Skimming and scanning as nonfiction reading strategies
- Questioning as a component of Reciprocal Teaching
- Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “on my own,” and “author and me” questions
- Note-taking from informational texts

### Literary Analysis

- Narrative arc in fiction
- Characterization
- Using and citing evidence from a text
- Genres of poetry, e.g., sonnet and haiku, rhyme scheme, line breaks
- Characterization
- Interrelation of character, plot, setting
- Narrative arc in fiction
- Symbolism

### Debate

- In *The Skin I'm In*, who has the power—Maleeka or Charlese?
- Teens working: A good idea or bad idea?
- In *Locomotion*, how are the different characters “family” to Lonnie?
- Who was responsible for the Katrina disaster: the mayor, the federal government, or the citizens of New Orleans?
- Choose a debate on the novel *Ninth Ward*: Which symbol best represents Lanesha? OR What gives Lanesha strength?