Unit 1.1

Stand Up for Yourself

SERP Institute, 2014-2020

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Who am I?

- in my family
- at school
- in my community
- in the world
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  p. 4
# 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>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Skin I’m In</em>, Sharon G. Flake</td>
<td>What do you think this book is about?</td>
</tr>
<tr>
<td></td>
<td>What is interesting about this book?</td>
</tr>
<tr>
<td><em>Local News</em>, Gary Soto</td>
<td>What do you think this book is about?</td>
</tr>
<tr>
<td></td>
<td>What is interesting about this book?</td>
</tr>
<tr>
<td><em>Middle School Confidential</em>, Annie Fox</td>
<td>What do you think this book is about?</td>
</tr>
<tr>
<td></td>
<td>What is interesting about this book?</td>
</tr>
</tbody>
</table>
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**?

Follow along as three readers read this text out loud:

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.

Now check whether each reader reads at a **good speed**.

<table>
<thead>
<tr>
<th></th>
<th>Reads at a good speed</th>
<th>Does not read at a good speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader 1:</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Reader 2:</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Reader 3:</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Who reads the words accurately?

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 victims try to avoid school. Some even blame themselves.

Now check whether each reader says the words accurately.

<table>
<thead>
<tr>
<th></th>
<th>Reads words accurately</th>
<th>Does not read words accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader 1:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reader 2:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reader 3:</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Who reads with **expression and meaning**?

Follow along as the readers read this text out loud:

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.

✔ Check whether each reader speaks with expression and meaning.

<table>
<thead>
<tr>
<th></th>
<th>Reads with expression and meaning</th>
<th>Does not read with expression and meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader 1:</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reader 2:</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reader 3:</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>
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 halls, the gym, and the cafeteria. This is where most bullying happens. Many schools make it clear that bullying is never okay.
Fluency and getting the meaning, continued

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?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Day One

Part 1: Silent read

Read your passage **silently**.

Part 2: First timed read

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set timer to one minute.</td>
<td>Start reading <strong>out loud</strong> at a good pace.</td>
</tr>
<tr>
<td>Say “ready, set, go” and start timer.</td>
<td>Mark the last word with //</td>
</tr>
<tr>
<td>Tell partner to stop when timer goes off.</td>
<td>Record words per minute (WPM) at top of page.</td>
</tr>
<tr>
<td>Help partner figure out words per minute (WPM).</td>
<td></td>
</tr>
<tr>
<td>Listen to partner read to end of passage.</td>
<td>Finish reading passage <strong>out loud</strong>.</td>
</tr>
</tbody>
</table>

Now 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

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to your partner.</td>
<td>Read passage <strong>out loud</strong> in phrases to your partner.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!
Working with the Fluency Workbook, continued

Day Two

Part 1: Tricky phrases and words

<table>
<thead>
<tr>
<th>✍️ Partner 1</th>
<th>✍️ Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to your partner.</td>
<td>✏️ Read tricky phrases and words <strong>out loud</strong> to your partner.</td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

Both partners complete decoding activity.

Part 2: Last read

<table>
<thead>
<tr>
<th>✍️ Partner 1</th>
<th>✍️ Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set timer to one minute.</td>
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<td>Record words per minute (WPM) at top of page.</td>
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<td>✏️ Finish reading passage <strong>out loud</strong>.</td>
</tr>
<tr>
<td>Listen to partner read to end of passage.</td>
<td></td>
</tr>
</tbody>
</table>

Now switch roles and repeat!

Part 3: Comprehension and discussion

?q️ Read fluency passage questions.

_write detailed answers._

_share and talk over answers with your partner._

_record WPM on your fluency chart._
What’s Your Birth Order?

Part 1: Silent read

Oldest child, middle, or youngest, does it matter? Read silently.

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 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

What’s Your Birth Order?

Part 2: First timed read

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 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.

Part 3: Comprehension and discussion

What is birth order?

What do Cameron Diaz and Whoopi Goldberg have in common?
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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 3**

SERP Institute, 2014-2020

**STARI** Unit 1.1 • Stand Up for Yourself
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 (check as many as you want):
   - □ reading faster
   - □ saying the words right when I read
   - □ making it sound like talking when I read
   - □ remembering more after I read

Signed: ________________________________________________
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.
Reading in phrases

When you read fluently, you read in phrases.

Phrases are groups 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 this sentence without good phrasing, 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.
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 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. //

☐ 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 . . .

Ex. listens attentively

A not good (bad) partner . . .

Ex. 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:

Ex. follow all directions

1. 

2. 

3. 

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

Ex. asking the teacher to remind me of the directions so I don't get off task

1. 

2. 

Lesson 4
Tricky words

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

For example, we say an \textbf{s} sound for the \textbf{ps} at the start of psychologists.

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

\begin{verbatim}
psychologists  \textbf{sye | KOL | uh | jists}
\end{verbatim}

\begin{itemize}
  \item The word is broken into chunks. You read one chunk at a time.
  \begin{verbatim}
sye | kol | uh | jists
\end{verbatim}
  \item Each chunk is spelled the way it sounds.
  \begin{verbatim}
psy = sye
like the word eye
\end{verbatim}
  \item Capital letters show the chunk you stress.
  \begin{verbatim}
sye | \textbf{KOL} | uh | jists
\end{verbatim}
\end{itemize}
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

psychologists
personality
confidence
comedians
definitely

Decoding practice:

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 oldest
personality harder
Day Two
What's Your Birth Order?

Part 2: Last read

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.

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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 Whoopie 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.

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Part 3: Comprehension and discussion

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.

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Lesson 5

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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…

<table>
<thead>
<tr>
<th>First-borns are:</th>
<th>Middle children are:</th>
<th>Youngest children are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>confident</td>
<td>easygoing</td>
<td>fun-loving</td>
</tr>
<tr>
<td>bossy</td>
<td>social</td>
<td>attention-getters</td>
</tr>
<tr>
<td>risk-avoiders</td>
<td>popular</td>
<td>rule-breakers</td>
</tr>
<tr>
<td>successful</td>
<td>loyal</td>
<td>rebels</td>
</tr>
</tbody>
</table>

Rajon Rondo—Basketball player Rajon Rondo is a skilled scorer. He loves to steal the ball and throw amazing “no look” passes. Respect is important to Rondo: giving respect, earning respect. But his quick temper can get Rondo into trouble. He has been benched for bumping and pushing refs. Off the court, Rondo is all business. He rarely hangs out with other NBA players. Rajon Rondo is a middle child.

Taylor Swift—Singer Taylor Swift has had some of the biggest hits in pop and country music. A star since the age of 16, Swift is always in the news. Happy to be noticed, Swift spends time with famous friends. Her songs tell the story of her life, like the hit “We Are Never Ever Getting Back Together.” Swift has made millions with her music and with product deals with Coca-Cola and Target. Taylor Swift is a first-born.

Marta Viera da Silva—Forward Marta is one of the top soccer players in the world. When Marta was growing up in Brazil, soccer was just a boys’ game. Marta was tiny but she played with boys and men. She learned to be tough when other kids made fun of her. By age 17, Marta was playing for Brazil in the Women’s World Cup. She won the Golden Shoe (best scorer in the world) four times. She isn’t afraid of anyone on the field. Marta is a youngest child.

My famous person, ___________________ ☐ fits ☐ doesn’t fit his or her birth order.

My reasons are

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This page intentionally left blank for printing purposes.
the 5 Ws

WHO?

WHERE?

WHEN?

WHY?

DID WHAT?
Summarizing with the 5 Ws

Read the passage silently.

Yadier Molina

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.

WHO is this about? _______________________________________________________

WHAT did he/she do? ______________________________________________________

WHEN did this happen? ____________________________________________________

WHERE did this happen? ___________________________________________________

WHY did this happen? _____________________________________________________
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.

The quiz on the next page is supposed to be funny, but it can make you think about you and your siblings.
**Quiz for fun about Sibling rivalry**

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 for your family, they sometimes have trouble telling you and your brother or sister apart. **What do you say?**
   
   a) I’m the cute one.
   
   b) It’s fun how much alike we look.
   
   c) He/she’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 swim lessons while you stayed home. **What did you do?**
   
   a) Played with all of his or her toys.
   
   b) Enjoyed the time to myself.
   
   c) Broke the head off his/her favorite toy.
   
   d) I always enjoyed time to myself because I’m an only child.

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

4. Your brother/sister isn’t that athletic. **What do you say when you’re playing on a team together?**
   
   a) Reject.
   
   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/sister skips doing chores. You end up doing both jobs. Your mom thanks you for helping out. **What do you say to your brother/sister?**
   
   a) You 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.

→ **Count up your a) and c) answers: __________**

- **☐ 0 or 1:** Venus and Serena! (or you’re an only child)
- **☐ 2 or 3:** It’s not a lovefest all the time.
- **☐ 4 or 5:** Eli and Peyton!
Quiz for fun aboutSibling rivalry, continued

What are some reasons why siblings undermine each other or fight?

Reason #1:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reason #2:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Homework

What would they say?

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.

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.

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

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

→ Write what they could say in the speech bubbles below.
**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.

<table>
<thead>
<tr>
<th>Base words:</th>
<th>act</th>
<th>respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word parts to add:</td>
<td>Words we built:</td>
<td></td>
</tr>
<tr>
<td>-ing</td>
<td>respectable</td>
<td></td>
</tr>
<tr>
<td>-or</td>
<td>acted</td>
<td></td>
</tr>
<tr>
<td>-s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-able</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-er</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character name</td>
<td>Details about the character</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Angel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Javier/Weasel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleitós</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papí</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Blackmail” by Gary Soto, continued

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*.

<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>Papi</td>
<td></td>
</tr>
</tbody>
</table>
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>I think it 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>
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 _____________________________________________
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

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**
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
- eyebrows
- broadcast
- toolkit
- schoolwork
- boyfriend
- weekend
- shortcut
- sunflower
- daydream
- skateboard
- teammate
- hotline
- whatever

Challenge yourself!

- trustworthy
- gemstone
- cliffhanger
- stomachache
- meanwhile
- afterthought
- masterpiece
- schoolwork
### 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).

<table>
<thead>
<tr>
<th>back</th>
<th>work</th>
<th>field</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>under</td>
<td>cross</td>
<td>room</td>
<td>crowd</td>
</tr>
<tr>
<td>show</td>
<td>run</td>
<td>snow</td>
<td>stop</td>
</tr>
<tr>
<td>in</td>
<td>hand</td>
<td>smart</td>
<td>fall</td>
</tr>
<tr>
<td>over</td>
<td>down</td>
<td>ball</td>
<td>out</td>
</tr>
<tr>
<td>off</td>
<td>side</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our list of compound words:

- ___________________________  ___________________________  ___________________________
- ___________________________  ___________________________  ___________________________
- ___________________________  ___________________________  ___________________________
- ___________________________  ___________________________  ___________________________
- ___________________________  ___________________________  ___________________________
- ___________________________  ___________________________  ___________________________
- ___________________________  ___________________________  ___________________________

How many compounds could you make? _________
Homework

Compound words

Circle the two base words in each compound word:

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

handlebars          raincheck          blackmail
playground          widespread         underdog
backpack            brainchild

Compound word: ________________________

Draw your picture for the word here:

Compound word: ________________________

Draw your picture for the word here:
What belongs in a summary?

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?

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 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.”


What do you think is the main point of this article?

_______________________________________________________________

_______________________________________________________________

Check off facts that support the main point.

☐ It doesn’t bother Serena now when people compare her to Venus.
☐ Venus is the older sister.
☐ Serena designs sneakers.
☐ Serena says, “Different is good.”
☐ Serena says she is okay with her looks.
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:

Draw here...

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 ___________________________________________________________
Homework
Angel and Weasel speak!

What were Angel and Weasel thinking at the end of “Blackmail”? What might they say?
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
- friends
- 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>

Lesson 12  p. 51
SERP Institute, 2014-2020
STARI Unit 1.1 • Stand Up for Yourself
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>20</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>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 12
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.

→ We found author and illustrator facts on page ______.

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*.

Write down the page numbers from the index that show where you can learn more about this topic.

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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle School Confidential
Chapter 2 “Sometimes I Worry What Other People Think”

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

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>I think it means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>respect</td>
<td></td>
</tr>
<tr>
<td>outcast</td>
<td></td>
</tr>
<tr>
<td>loner</td>
<td></td>
</tr>
<tr>
<td>“un-insultable”</td>
<td></td>
</tr>
</tbody>
</table>

Read pages 20–21 with a partner.

STOP and Jot

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

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
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.

What if you don’t see a base word you know?

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.

When the popular kids stopped sitting with Shawna, she was seen as an outcast or loser.

1. Read the sentences below.
2. Ask yourself, “Does the sentence give the meaning for the challenge word?”
3. Put a check ✓ in the 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.
Listen to other students read these ideas. Check off those ideas you agree with:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriella</td>
<td>13</td>
<td>✔️ I agree</td>
</tr>
<tr>
<td>Bryant</td>
<td>11</td>
<td>✔️ I agree</td>
</tr>
<tr>
<td>Eric</td>
<td>14</td>
<td>✔️ I agree</td>
</tr>
<tr>
<td>Stephen</td>
<td>13</td>
<td>✔️ I agree</td>
</tr>
<tr>
<td>Maria</td>
<td>13</td>
<td>✔️ I agree</td>
</tr>
<tr>
<td>Rose</td>
<td>12</td>
<td>✔️ I agree</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.

I  ✔️ really agreed with ___________________________________________  because ___________________________________________

__________________________________________________________________________________________________________________________________________________________
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        number of “T” answers ______
2. T or F        number of “F” answers ______
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

Read the answer key at the bottom of page 30 for a rating on your own tendency to worry about what others think about you.

STOP and Jot

Does your rating seem right? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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 ✓ in the box 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**.

**confidantes** means ____________________________________________________________

☐ I don’t **agonize** or worry about what to wear to school.

**agonize** means ____________________________________________________________

☐ Mia is a **staunch** friend.

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

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?

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

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________
7. ______________________________________________________________
8. ______________________________________________________________
Dealing with bullies

1. Use the index to find 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  p. 62

SERP Institute, 2014-2020  STARI Unit 1.1 • Stand Up for Yourself
Homework
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.

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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?

I feel bad for ________________________________ because ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

STOP and Jot

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

I feel bad for ________________________________ because ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Middle School Confidential

Chapter 3 “Sometimes I Just Lose It”

Vocabulary for Chapter 3

Do you see a base word? A compound word?

<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>

Vocabulary for Chapter 3

Do you see a base word? A compound word?

<table>
<thead>
<tr>
<th>Challenge word</th>
<th>I think it means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>backstabber</td>
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<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>

Vocabulary for Chapter 3

Do you see a base word? A compound word?

<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>
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.

Charlie, 14
☐ this sounds like me
☐ I would never do this

Adonis, 12
☐ this sounds like me
☐ I would never do this

Tori, 11
☐ this sounds like me
☐ I would never do this

Rafael, 13
☐ this sounds like me
☐ I would never do this

Cherise, 13
☐ this sounds like me
☐ I would never do this

Ivana, 13
☐ this sounds like me
☐ I would never do this

Check out the tips for staying cool on page 35 of *Middle School Confidential*.

Which tip could work for you if you were furious?

Which tip could work for you if you were furious?

Which tip could work for you if you were furious?

Page 39 shows Abby and Michelle working it out. Summarize what happened here:

WHO ..........................................................

DID WHAT ..........................................................

WHEN ..........................................................

WHERE ..........................................................

WHY ..........................................................

Lesson 16  p. 66

SERP Institute, 2014-2020

STARI Unit 1.1 • Stand Up for Yourself
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?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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.

I could try to


How could this activity help you deal with stress or anger? Write at least two sentences.


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>

Read the cartoons on pages 72, 76, 79, 80, 83, and 86 with your partner. Summarize what happened and why, using the 5Ws.

WHO _________________________________________________

DID WHAT _____________________________________________

WHEN ________________________________________________

WHERE _______________________________________________

WHY _________________________________________________
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.

I would tell Mateo that

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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?
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.
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.
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.”

<table>
<thead>
<tr>
<th>sp</th>
<th>sl</th>
<th>st</th>
</tr>
</thead>
<tbody>
<tr>
<td>sc</td>
<td>spr</td>
<td>sw</td>
</tr>
</tbody>
</table>

How can we read words with s-blends fast and accurately?

a) **Underline** and say out loud 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:

   \[
   \text{s t a i n}
   \]

   Say out loud the s-blend sounds, \text{s t}
b) Say out loud the blend sounds together, \text{st}
c) Say out loud the rest of the word, \text{ain}
d) Say and write the whole word: ____________________

Use the steps to read these words:

\(\rightarrow\) smack __________

\(\rightarrow\) scar ____________

\(\rightarrow\) strut _____________
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 _______
   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? ___________________________________________
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.

<table>
<thead>
<tr>
<th>slams</th>
<th>sleep</th>
<th>stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>sneer</td>
<td>stance</td>
<td>specific</td>
</tr>
</tbody>
</table>

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?

   It means __________________________________________

5. Maleeka tried to ignore mean kids’ ____________.

Now circle the s-blend words below that describe Maleeka.

smart     skinny     stylish
This page intentionally left blank for printing purposes.
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.
Rising Action

Introduction/Set-Up

Characters:

Situation:

Setting:

Resolution

High Point or Climax

Narrative arc

Lesson 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? Circle one.

- 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 □ disagree about the answer you thought was best?
Homework

Should Maleeka do Char’s homework?

When Maleka 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 Maleeka nice clothes. Everyone at school is scared of Char. Now they leave Maleeka alone.

Write your ideas. Should Maleeka keep doing Char’s homework? Is this a good idea or bad idea? Back up your opinion. Give reasons!

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
More about consonant blends

Blends are letter combos with two consonant sounds. Here are some more consonant blends:

```
<table>
<thead>
<tr>
<th>bl</th>
<th>br</th>
<th>cl</th>
<th>cr</th>
<th>dr</th>
<th>fl</th>
<th>fr</th>
<th>gl</th>
</tr>
</thead>
<tbody>
<tr>
<td>gr</td>
<td>pl</td>
<td>pr</td>
<td>shr</td>
<td>tr</td>
<td>tw</td>
<td>thr</td>
<td></td>
</tr>
</tbody>
</table>
```

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  
glue  mirror  gloss  subway  twirling  
plastic  braids  clip-on

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:

Today at school __________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

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______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________
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 ________________________________________
Homework | Consonant blends. continued

Word 2 _____________________
  Real meaning _______________________________________________
  Made-up meaning ____________________________________________

Word 3 _____________________
  Real meaning _______________________________________________
  Made-up meaning ____________________________________________

Word 4 _____________________
  Real meaning _______________________________________________
  Made-up meaning ____________________________________________
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?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
This page intentionally left blank for printing purposes.
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:

Just like Weasel, Char likes to

Both Weasel and Char

Compare Maleeka and Angel:

Just like Angel, Maleeka has a problem with

Both Angel and Maleeka
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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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: “dressed in a blue uniform”
______________________________________________________________
______________________________________________________________

page _______
quote: ______________________________________________________
______________________________________________________________

page _______
quote: ______________________________________________________
______________________________________________________________

page _______
quote: ______________________________________________________
______________________________________________________________

page _______
quote: ______________________________________________________
______________________________________________________________
Partner reading, continued

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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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
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
Partner reading, continued

What would happen to Maleeka without Char? What would happen if Maleeka stopped being Char’s friend?

I think without Char, Maleeka would

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
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,

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Your Friend,
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: “got on gold hoop earrings with dolphins”

- page _______
  quote: ________________________________

- page _______
  quote: ________________________________

- page _______
  quote: ________________________________
Partner reading, continued

page ______
quote: ___________________________________________________________
________________________________________________________________

page ______
quote: ___________________________________________________________
________________________________________________________________

page ______
quote: ___________________________________________________________
________________________________________________________________

Miss Saunders
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.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

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_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
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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?

____________________________________________________________________
____________________________________________________________________
This page intentionally left blank for printing purposes.
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
Partner reading
The Skin I’m In - Chapter 18 (pp. 91-98)

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? ____________________________________________
WHEN did this happen? __________________________________________
WHERE did this happen? _________________________________________
WHY did this happen? ___________________________________________
Partner reading, continued

What do you think the characters are thinking? Fill in the bubbles:

Miss Saunders

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.
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>“Nobody here does what they say they will, when they say they will.”</td>
<td>107</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>
<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

Maleeka fights Daphne and gets

grounded

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Rising Action
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

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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
mine

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:
Homework | Descriptive poem, continued

My poem

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
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?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
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 ←
Charlese wants

but Maleeka wants

I predict what will happen is

→ Maleeka versus Maleeka ←
Maleeka wants

but Maleeka also wants

I predict what will happen is
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 ______
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 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
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 know 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
This page intentionally left blank for printing purposes.
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?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
_______________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
This page intentionally left blank for printing purposes.
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>
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</table>
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?

_______________________________________________________________

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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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_______________________________________________________________
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:

Politician

Minister

Parent

Soldier

Athlete

Rock star

College student

Judge

Teacher
What does it mean to have power?, continued

Think of someone you know who is powerful (your grandmother, your minister, the president, etc). Who is it?

_______________________________________________________________

is powerful.

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.

<table>
<thead>
<tr>
<th>Team member</th>
<th>Role</th>
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</tbody>
</table>
Collect evidence

In Chapters 25–32, collect evidence that supports your team’s position:

____________ has the power.

<table>
<thead>
<tr>
<th>Page number</th>
<th>What happened?</th>
<th>What’s really going on? 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>
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<tr>
<td>Page number</td>
<td>What happened?</td>
<td>What’s really going on? Who has the power?</td>
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</tbody>
</table>
Be convincing!
Use persuasive phrases to make your arguments

Persuasive phrases

Some phrases show your opinion:

In my opinion,
I think 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,
Debate roles

You will work in teams. Each team will have the following roles:

The **facilitator** makes sure that everyone in the group helps prepare. The facilitator uses the facilitator checklist.

The **timekeeper** will keep time. The timekeeper has a stopwatch.

The **recorder** will keep notes using the recorder notes.

The **reporter** will present to the class. At least one other student should also plan to speak for your group.

Everyone in the group should help prepare the talking points. Remember that talking points support your position. You should state your evidence and why the evidence supports your position.
This page intentionally left blank for printing purposes.
The facilitator makes sure that each student on the team gives evidence for the team’s position.

<table>
<thead>
<tr>
<th>Write the names of the students on your team here</th>
<th>Did they give evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>circle one</td>
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<tr>
<td></td>
<td>Yes  No</td>
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<tr>
<td></td>
<td>Yes  No</td>
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<td></td>
<td>Yes  No</td>
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<td>Yes  No</td>
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<tr>
<td></td>
<td>Yes  No</td>
</tr>
</tbody>
</table>
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.
This page intentionally left blank for printing purposes.
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
dexample shows that ________________ is more
powerful because ____________________
____________________________________________
____________________________________________
____________________________________________.

In addition, ________________ is more powerful
because______________________________
____________________________________________
____________________________________________
____________________________________________.

This shows that ______________ is more powerful
because ____________________
____________________________________________
____________________________________________
____________________________________________.

Describe your character
briefly and in general.
Example: strong, truthful, knows
how to get what she wants.

Find evidence and quotes
from the text. Example:
Maleeka chose to defend John-
John when boys were beating
him up.

Explain WHY this evidence
shows your character is
powerful. Example: When
Maleeka defended John-John,
she was brave because she
could be hurt defending him.

Find evidence and quotes
from the text.

Describe WHY this evidence
shows your character is
powerful.
Conclusion

In conclusion, our team believes that __________________________ has more power because
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________.

→ Extra challenge:

Explain how your character is more powerful than the other.
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

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

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STARI Unit 1.1 • Stand Up for Yourself
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?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
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>Commitment 2:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td>Commitment 3:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
</tbody>
</table>

This is how my partner thinks 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>Commitment 2:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</td>
</tr>
<tr>
<td>Commitment 3:</td>
<td>Excellent</td>
<td>OK</td>
<td>I messed up on this one</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: ________________________________