

Objectives for this text: Students will

- Be familiar with poetry elements such as simile, metaphor, rhyme, personification, and hyperbole.
- Be familiar with types of poetry such as free verse, rhyme and concrete poems.
- Write a character analysis.
- Write a comparison between this book and Seedfolks.
- Discuss the power of choice and how this book relates to their own life.

Stage of Reading

What I'll have students do to support their reading and learning at this stage (ie: strategies I'll use).

<p>INTO</p> <ul style="list-style-type: none"> • Get students into the text • Build/tap into prior knowledge • Predict/preread • Develop vocabulary • Look at text structure • Generate questions • Anticipate assumptions 	<ol style="list-style-type: none"> 1. Discuss Power of Choice page from the Nikki Grimes' website. Read excerpt on Diondra, a character from this book. One personal goal for reading this story is to find new insights into yourself and others. 2. What is a masquerade? Why do people wear masks? Do you put on a "mask"? 3. Where is Bronx, NY and what is the socio-economic status there?
<p>THROUGH</p> <ul style="list-style-type: none"> • Help students process their reading as they move through it. • Monitor understanding • Determine main and sub ideas • Make connections to prior learning and experience • Summarize/paraphrase 	<ol style="list-style-type: none"> 1. Throughout the reading, use the prediction guide from Tracie Vaughn Zimmer's website. 2. Assign students to be responsible for one or two characters as we read aloud. 3. Rotations: poetry elements. Main goal: identify as many of these elements in three of the poems from the book. 4. Rotation: types of poems. Options: write another poem for your character using a similar voice and format; evaluate which format used in the book was the most compelling; and analyze why the author used a variety of formats. 5. Rotation: Character analysis. Options: describe how one character changes over the course of the book, giving specific examples to show changes in attitude or actions; compare /contrast the problems of the teens in Mr. Ward's class to those you think are in our class; compare the problems in this book to those in <u>Seedfolks</u>. 6. Journal entries to include: How do you feel about Open Mike Fridays? Why do these students reveal more this way? Would this work here? Which character is most affected by Open Mike Fridays? Describe a time when someone or something was different than you expected. Why did the author just give Tyrone's reactions to each poem? If you could meet any writer or poet (dead or alive), who would it be? What does it take to know someone? Describe your future. What will be important to you?
<p>BEYOND</p> <ul style="list-style-type: none"> • Help students clarify, reinforce, and build on their understanding as they move beyond the text • Graphically organize the text's ideas • Evaluate a text's or author's argument • Compare/contrast ideas • Apply the information 	<ol style="list-style-type: none"> 1. Matching worksheet by Tracie Vaughn Zimmer (website) 2. Write a comparison between this book and <u>Seedfolks</u>. 3. Find three favorite lines of poetry from the book. Discuss. 4. Create and present a creative expression of oneself: poem, art, music, dance, costume, mask etc. All presentations will be video taped. Another option is to have a masquerade party wearing something that identifies how we see ourselves. 5. Discuss the title.

Standards this lesson addresses:

E3a; E3c; E5a.2; E5a.3; E5a.7 – 8; E5b

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)