

Pre-reading for chapter 10—storyboard (students can begin as soon as they finish the test; this is a good unwinding, but productive, activity); I'll make one for my own ideal Saturday as an example, including details like a clock to show what time I'll get up, etc. I have prepared a form, but the prompt could just as easily be put on the overhead and the students given unlined paper for this entry. This is a good community-building activity for any time during the school year; allow time for students to share their ideal Saturdays. The journal entry leads into Melba's first Saturday after a week at Central High—she looked forward to the day because she would be “free” and even set her alarm for 4:00 AM so as not to lose any of the time she could have for herself!

Then **Read-aloud** Ch. 10, pp. 114-117; discuss students' (and their parents') expectations for dating; end with Melba's first diary entry; **independent reading** for the rest of this chapter; teacher-led discussion based on students' notes

Chapter 10 Pre-reading Storyboard

NAME:

Score: /20

Imagine the perfect Saturday. Think of what you would do if you had the entire day free—no limits, except you must be able to accomplish whatever you plan within one day, including time needed to travel to and from home. Make a few notes about what the day will include (on separate paper), then draw your day in the space provided (6-8 drawings).

Your work will be scored for IDEAS and ORGANIZATION, not for artistic ability:

Ideas—main idea of each drawing enriched with details	10	9	8	7	6
Organization—clear and logical sequence of events	10	9	8	7	6

