



Set purpose for reading Direct students to “graph” Melba’s emotional state (make overhead of example above) while reading through the chapter. They will graph her movement back and forth between emotional highs and emotional lows with a line graph. They should note the likely emotion and the page number; after reading they will fill in a few details on the graph.

Read chapter aloud, pausing occasionally for questions and discussion

After the chapter, students compare graphs and fill in a few explanatory notes (Who/What/Why) and discuss targeted vocabulary words and any other words they have noted; define if needed.