

**Materials Needed:**

- The novel Warriors Don't Cry
- Three different colors of sticky notes for student use
- Chart paper for Consensus Board (one sheet for each group)

**Lesson Objectives:**

*Students will:*

- Read and enjoy literature.
- Use their folders to write in response to their reading.
- Use sticky notes to identify questions, character analysis, and vocabulary for discussion.
- Share and discuss their observations with classmates in groups.
- Use language effectively to create knowledge, make meaning, challenge thinking, and expand their literary envisionments.
- Use language to develop as a classroom community of thinkers and learners, respectful of views other than their own.
- Develop increasing independence as envisionment-building readers of literature.
- Use various engagements to solidify and present their developing envisionments.
- Make personal connections to the literature and understand the experiences of the characters it portrays.

**Expected Products From Lesson:**

- Written responses about the book
- Bookmark notes
- Sticky notes marking text passages and recording questions
- Group Consensus Boards

**Procedure:**

1. Building Background- Explain that what you are reading is a true story, and ask if the students are familiar with the Civil Rights Act.
2. Explain that students who read a text and write comments while they're reading will understand the text better and remember it more clearly than students who only read and don't mark it.
3. Explain that one way to mark texts is with sticky/post-it notes, which are a great idea for books you cannot write in. Tell the students to follow the following guidelines:
  - orange post-its- to mark ideas or phrases the author emphasizes
  - pink post-its- for new/unfamiliar vocabulary
  - blue post-its- for character analysis and descriptions
4. Model the use of stickies over the first three pages you are reading with the students, stopping frequently to ask the students what you have read that matches the system.
5. Have the students begin a marking system, wherein they have a minimum of ten stickies per chapter, of any color. Have the students stop after the first chapter, and discuss what they thought was important in small groups. Have them write on a consensus board (small whiteboard) what everyone found important.
6. Have students use this system for the duration of their reading.