

Text name: Warriors Don't Cry

Objectives for this text: Students will

- Infer meaning from photography and articles related to *Brown v. Board of Education*
- Use the Say Something! Read aloud technique to actively engage in reading.
- Connect the inequality displayed in Warriors Don't Cry to the glass ceilings still seen in today's world.
- Increase their SRI scores

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">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 	<ul style="list-style-type: none"> • I will introduce the story with a transparency of a mob scene during the time of <i>Brown vs. the Board of Education</i>. I will let the students infer what is happening in the picture. Then I will have passages I have given different students to read, which are firsthand accounts of this scene. • I will then give each of the students a copy of the book and ask what value education has, and how they would feel if they could never return to Kadena because their eyes were the wrong color. • I will then read aloud the first two chapters.
<p style="text-align: center;">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 	<p>Chapters three and four will be read aloud using the Say Something! Partner method of reading*. They will then use the bookmarks to read silently, yet actively.</p> <p>The teacher will then explain the value of marking the text, and how to mark texts with sticky notes*. Students will apply sticky note marking in the following ways:</p> <ul style="list-style-type: none"> • <u>orange post-its-</u> to mark ideas or phrases the author emphasizes • <u>pink post-its-</u> for new/unfamiliar vocabulary • <u>blue post-its-</u> for character analysis and descriptions <ul style="list-style-type: none"> • students illustrate various scenes and choose a different character to illustrate.
<p style="text-align: center;">BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move 	<p>During the reading we continue to predict what will happen next. The students also add to their timeline of main events as they progress in their reading. When they come to the end of the story:</p> <ul style="list-style-type: none"> • a "quick write" of thoughts and feelings after last page .

<p>"beyond" the text</p> <ul style="list-style-type: none"> graphically organize the text's ideas evaluate a text's or author's argument compare/contrast ideas connect to other texts apply the information 	<ul style="list-style-type: none"> discussion on theme and the idea of tolerance. Create a vocabulary list and choose to act them out or draw them in a "coloring book". prepare a book invitation for students that will be posted on the school intranet to promote this book. create class bulletin board in class of illustrations and theme.
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Standards this lesson addresses:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. "Comprehension" means getting the gist of the text.

E1a: The student reads at least 25 diverse books/equivalents per year (9th Grade 1000-1200L, 10th Grade 1025-1250L, 11th Grade 1050-1300L, 12th Grade 110-1349L).

E1b: The student reads and comprehends at least 4 books/equivalents about one issue or subject, by a single writer, or of one genre and produces evidence of reading by marking a text for understanding with stickies.

E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions include gathering and sharing information, persuading others, expressing and understanding ideas, coordinating activities with others, and selecting and critically analyzing messages.

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional expository or journalistic writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student uses a system of post-its to mark the text.

E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

E7a: The student identifies strategies common to effective functional documents, including persuasive techniques seen in advertisements.

E7b: The student creates functional documents appropriate to audience and purpose, in which the student makes an advertisement for Warriors Don't Cry.