

Conceptual Unit

Be the one Change You Wish to See

“If you don't like something change it; if you can't change it, change the way you think about it.” ~Mary Engelbreit

**English Language Arts
9th Grade**

**Alison Pfeifer
LAE-4360
April 22nd, 2010**

Table of Contents

Rationale.....	2
Goals and Objectives.....	5
Standards Addressed.....	5
Materials.....	5
Points for Unit.....	6
Daily Calendar.....	7
Appendices-Attachments	
Appendix A.....	15
Appendix B.....	17
Appendix C.....	19
Appendix D.....	24
Appendix E.....	25
Appendix F.....	26
Appendix G.....	27
Appendix H.....	28
Bibliography.....	29

Rationale

In *Adolescent Literacy: Turning Promise into Practice*, Ruth Shagoury states “My students taught me that even when I can’t understand the horrors of war that too many children of the world now experience, I can strengthen my resolve to build relationships with all my students- even the prickliest ones- and teach with my heart as well as my mind.” This statement stood out to me and why I wanted to do this lesson. With all that is going on in the world, from rising crime rates to pregnancies and drugs, most of this affects teenagers. Earlier this semester, I was watching Freedom Writers, and I realized that I wanted to be just like her. She motivated those students to want to make something great of themselves and to make a difference. Right away the idea popped in my head about making a difference with these students.

My unit has been constructed for a ninth grade, language arts course. These students seem to be having difficulties with peer relationships, which causes these students to treat one another poorly. They are also having difficulties with the writing process and the steps of this, as well as evaluating their mistakes. This unit has been designed to help these students to become better writers, as well as editors. Also, it is important to teach these students the importance of human life and how one small deed can go a long way. As Linda Rief once stated, “ If we want children to become adults who are articulate, literate, and thoughtful citizens of the world, they must learn to think deeply and widely.”

One of my main texts and ideas for this unit came from the movie, Pay It Forward. In this movie, they spoke about “The Power of Three.” Although my hypothetical class did not attempt to do so, it was a good base for this unit. The Power of Three has to do with one person doing a good deed for three people. Those three people would then “pay it

forward” to three other people each, and eventually the idea and practices of helping people would spread like wildfire.

Dr. Witte told me about a great website that Pepsi created called, The Pepsi Challenge. The main project of my unit would have to do with this project. Pepsi gave grants of over \$135,000 and split them up between categories. My hypothetical students would be asked to find something that they did not like in their community and find a way that they could change this. The students were then asked to write an essay based off of this, as well as a visual aid, to give the students more of a perspective of each students ideas. These would be presented at the end of the semester, and the students would be able to vote on the the one they felt would be the most influential, and submit it to the contest. I feel that this is something the students can take pride in. This project was a way to get the community involved as well.

Overall, I chose this project, because it was something that was important to me as an educator. I wanted to be able to make a difference, while I watched my students make a difference. Over these past two years, I have learned so much about myself as an educator. I have learned to be more confident and willing to take criticism. I know that I will continue to learn, and this unit taught me a lot about the things I would like to bring to the classroom. I once read, “ The teachers who influenced me the most were the one’s who gave me something besides homework to take home.” I want to be that educator. I want my students to look back and say, “ Remember when we did that project in Ms. Pfeifer’s class?” This project was special to me, because it presented a project that was different than your typical classroom assignments. This is something that I will continue

to work on and try to find the most creative ways to instruct my classroom. “In the future, how we educate our children may prove to be more important than how much we educate them (Beers, 1).

Goals and Objectives

Goals:

- To think more critically about the world around them.
- To become more compassionate for the human race.
- To excel in the writing process as a whole.

Objectives:

Students will be Able to...

- Understand the importance of humanity.
- Excel in the writing process.
- Compare and contrast two works of literature.
- Excel in presentation skills.
- Make predictions about the text.
- Analyze the meaning of the novel and motion picture.
- Analyze quotes and situations.
- Think more critically about the world and others actions.
- Write a descriptive essay.
- Participate in a Socratic Circle
- Brainstorm ideas and use a web chart.

Standards:

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.

LA.910.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LALA.910.1.7.2 - analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.

LA.910.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.910.1.7.4 - identify cause-and-effect relationships in text.

LA.910.1.7.5 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main

headings with subheadings) and explain their impact on meaning in text.

LA.910.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LA.910.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections.

LA.910.1.7.7 - compare and contrast elements in multiple texts.

LA.910.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict).

LA.910.2.1.4 - identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.

LA.910.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback.

LA.910.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and

literary allusions, and explain how they impact meaning in a variety of texts.

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details.

LA.910.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.910.3.1.3 - using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.910.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience.

LA.910.3.2.3 - analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.

LA.910.3.3.3 - creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g.,

dictionary, thesaurus) to select more effective and precise language.

LA.910.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft

(e.g., peer review, checklists, rubrics).

LA.910.3.5.3 - sharing with others, or submitting for publication.

Materials:

Pay It Forward- Motion Picture
Journals
Paper
Pen/ pencil
YouTube
Posters
Markers
The Community
The Pepsi Challenge (website)
“No Small Act of Kindness.”-
The Five People You Meet in Heaven-
Literature Circles
Literature Circle Worksheets
Brainstorming Ideas/ Web
Reading Quizzes
Blackboard
Quotations
Computers

Unit Points Possible:

Journal Entries: _____/50 points
Participation: _____/100 points
Literature Circles: _____/ 50 Points
Final Project: _____/ 200 points
Total Points: _____/400 points

Unit Outline

(50-Minute Class Periods)

Week One

Monday (Day One)

2 Minutes:

-Attendance and Housekeeping

10 Minutes:

Introduction

-To introduce the unit, the students will be asked to collaborate with their classmates about *one rule they would like to change in the classroom for the day*. The rules must be within reason and safety of the classroom. For example, say the students would like to change a hypothetical rule about eating in the classroom. The students will be given time to discuss with their peers.

8 Minutes:

-The students will be asked to redirect their attention to the instructor. The students will give the instructor all of the ideas they came up with, and the instructor will write the choices on the board. The students will then vote on the one rule in the class that they would like changed. The instructor will then allow the students the act on the one rule they changed.

10 Minutes:

- As the students are acting on their one rule change, the instructor will begin with explaining the purpose of this introductory lesson. The instructor will then open up a classroom discussion, with questions, such as

“ Did this one rule change make you feel empowered?”

“Why did this rule make you feel empowered?”

“ What else would make you feel empowered?”

5 Minutes:

- The instructor will then show a clip to the students from the motion picture, “Pay it Forward.” Although this clip is a trailer for the movie, it focuses on the “power of three.” The power of three is explained in the clip (One person helps three people, those three people help three people, and so on.)

<http://www.youtube.com/watch?v=JvbgetKzrmA&NR=1>

10 Minutes

- The instructor will then continue with the discussion and explain to the students the “power of three.” The instructor will let the students know that even little things can make a big difference in the world. With this being said, the instructor will introduce to the students the unit, “Be the Change you Wish to See.” The instructor will ask the students to think about one thing they would want to change for the better in their community. It could even be as simple as cleaning up a neighborhood park.

5 Minutes (Homework/ Follow-Up Assignment)

- The instructor will close by asking the students to think about one thing they would like to change in their community, and write it down for the following class period.

Tuesday (Day Two)

Bellwork: When the bell rings, the students will be asked to get with a partner, and discuss one problem they found in their neighborhood, and what they would do to change this problem (5 Minutes.)

Classwork: The students will be asked to regroup and focus their attention back to the front of the class. The instructor will ask for some volunteers to share their written responses (5 Minutes). The instructor will then explain the students’ project (The Pepsi Challenge) that they will be asked to complete during the course of the four-week unit. The due date of this project will be the last Wednesday of the unit, and they will present their projects the last Thursday and Friday. The project deals with the previous night’s homework assignment. The instructor will discuss how the students will be writing an essay on their written responses (15 minutes). *Appendix A*. The instructor will then pass out a short story entitled, “No Small Act of Kindness.” *Appendix B*. The students will read this as a class (7 Minutes).

Homework: The instructor will then tell the students they will be completing journals every day on one act of kindness they completed the day before. One of their main assignments will be to conscientiously complete one act of kindness in their community daily, whether its picking up a piece of trash or helping an old person with their groceries. The instructor will remind them that there is not one act of kindness too small. (5 Minutes).

Wednesday (Day Three)

BW: When the bell rings, the instructor will already have written on the board for the students to complete their journal entry. It will ask the students the one act of kindness they completed the day before and how they felt it helped their community. (5 Minutes)

CW: After the instructor collects the journals, he/ she will introduce the main text they will be reading for this unit, *The Five People You Meet in Heaven*, by showing a Youtube video introducing the book (7 Minutes). After this, the class will read the first chapter aloud together. Each Friday, the class will be given reading quizzes on the book. (20 Minutes). The instructor will then open up for discussion what the students predict will

happen in Chapter two (10 Minutes). The students will be asked to begin read chapter two silently (5 Minutes).

<http://www.youtube.com/watch?v=X2MiOya9gaw>

HW: The students will be asked to finish reading chapter two for homework (3 Minutes).

Thursday (Day Four)

BW: Once again, the students will come in and write their daily journal on an act of kindness they completed the day before and discuss how they felt it helped the community (5 Minutes).

CW: Today, the students will be assigned their literature circle groups. This class will split up into groups of six, and the instructor will explain what a literature circle entails (5 Minutes). *Appendix C*. The instructor will explain that since there are fourteen chapters in the book, the students will complete a worksheet on their job in the literacy circle, every two to three chapters they read. *Appendix C*. The students will be handed a list for five dates, in which the instructor has previously listed the names in the group, so that each student is doing something different each week. (5 Minutes). The students will complete their role for the day using a worksheet that was handed out in a packet to each group (15 Minutes). The groups will then share a little from each group to review for the following day's quiz (10 Minutes). The students will be given free time to read chapter three in their novels (5 Minutes).

HW: The instructor will conclude by telling the students to finish reading chapters 3 and 4 for the following days quiz.

Friday (Day Five)

BW: The students will have some time to review before the reading quiz (5 Minutes).

CW: The students will be handed their reading quizzes and will begin *Appendix D* (10 Minutes). After the teacher collects the reading quizzes, the instructor will then ask the students to focus back on their unit projects to brainstorm on a web concerning their final projects *Appendix E* (15 Minutes). The instructor will then ask the students to get with a partner and discuss what they have come up with, and give each other suggestions (10 Minutes).

HW: The instructor will ask the students to begin writing the first draft of their final essays. This draft will be due the following Tuesday. The students will have free time amongst themselves until the bell rings (10 Minutes).

Week Two

Monday (Day Six)

BW: The students will be asked to write a journal on a quotation written in the novel they are reading. The quote is, "All the people you meet here have one thing to teach you." Eddie was skeptical. His fists stayed clenched. "What?" he said. "That there are no random acts. That we are all connected. That you can no more separate one life from another than you can separate a breeze from the wind." The instructor will ask the students after they respond, what they believe this quote means, and how it relates to this unit. (10 Minutes).

CW: The students will then be handed experts from Tupac's song, "Changes." *Appendix F*. The students will be asked to get into groups of three or four to read the expert and make comments on what stands out the most to them. (5 Minutes). The students will all be asked to share what they have come up with. The instructor will start a discussion and ask, "What do you think Tupac was trying to talk about in this song from the expert you read?" "What quote stood out the most to you?" "Does this relate to your project you are completing?" (15 Minutes).

BW: The instructor will close by reminding the students that their first draft is due the following class period. The instructor will answer any questions or concerns (10 Minutes).

Tuesday (Day Seven)

BW: The students will have a few minutes to get their drafts out and settle into their seats (5 Minutes).

CW: The students will have a workshop day. They will change partners every 10 minutes. They will visit four classmates and get feedback on their drafts (40 Minutes).

HW: The instructor will collect the drafts from the students to make further comments. The instructor will then ask the students to read chapters three and four in their novels (5 Minutes).

Wednesday (Day Eight)

BW: Since the students have been reading their novel, they will be asked as a journal prompt, "If you were to die right now, who would the five people allocated to you be?" (5 Minutes). The students will then be asked to share (5 Minutes).

CW: The students will be handed back their drafts, and will have a "free writing" period (40 Minutes).

HW: The students will be asked to continually work on their second drafts, due the following Monday, and to read chapters four and five in their novels (5 Minutes).

Thursday (Day Nine)

BW: Students will come in and get into their literature circles. They will know what to complete (5 Minutes).

CW: The students will be given time to complete their literature circles (10 Minutes). The class will refocus and discuss the chapters they have read (10 Minutes). To help the students with their unit projects, the teacher will show the movie, Pay it Forward. (20 Minutes).

HW: The students will be reminded about the quiz the following class period. It is a Socratic Circle, which they have done before. Rules will be passed out again (5 Minutes). *Appendix G*.

Friday (Day Ten)

BW: The students will begin by reviewing with each other and setting up for the Socratic Circle (5 Minutes).

CW: The students will complete the Socratic Circle (30 Minutes). The students will then have time on their own to continue working on their essays for the final project (10 Minutes).

HW: The students will be asked to keep working on their essays (5 Minutes).

Week Three

Monday (Day Eleven)

BW: The students will turn in their essays and get ready to watch the video (5 Minutes).

CW: The students will continue watching Pay It Forward (40 Minutes).

HW: Read chapters 6 through 10 in their novels [Due Thursday] (5 Minutes).

Tuesday (Day Twelve)

BW: The students will be asked to write a journal entry on a quote from the movie they have been watching. *I guess it's hard for people who are so used to things the way they are - even if they're bad - to change. 'Cause they kind of give up. And when they do, everybody kind of loses.*" (5 Minutes). The students will then be asked to discuss this and possibly relate it to the Tupac song quotes they learned about the prior week (5 Minutes).

CW: The students will finish watching Pay It Forward (35 Minutes).

HW: To read chapters 6 through 10 in their novels for Thursday (5 Minutes).

Wednesday (Day Thirteen)

BW: None

CW: Today, the students will be asked to create their own skit in groups of four, acting out a portion of the movie they just watched. They will be asked to create a moral relating to the unit (30 Minutes). The students will then perform their skits (10 Minutes).

HW: The instructor will then pass back the students second drafts. They will be told that they will have class period the following week to complete their final drafts and to type them up in the computer labs. They will also need to finish reading chapters 6 through 10. (10 Minutes).

Thursday (Day Fourteen)

BW: The students will come into the classroom and get into their literature circle groups (5 Minutes).

CW: The students will perform in their literature circles (20 Minutes). The remainder of the period will be a catch-up on the readings of their novels. Chapters 11-14 are due by Monday (20 Minutes).

HW: The students will be asked to continue reading the remainder of the novel. Some of the novels purpose must tie into their final discoveries of the presentation portion of their projects. The students will be aloud to bring posters and pictures and crafts to work on their presentations the following class period (5 Minutes).

Friday (Day Fifteen)

BW: None

CW: The students will be able to have a “catch-up” period to work on their presentations, or finish reading their novels. (45 Minutes).

HW: Finish reading the novel and work on presentations. The students have their final literature circle to complete at home. They can either work on it this class period or take it home for homework. (5 Minutes).

Week Four

Monday (Day Sixteen)

BW: The students will meet in the classroom and will all walk down to the Media Center together (10 Minutes).

CW: The students will each get a computer and will work on their final essays (35 Minutes).

HW: The students will continue to work on their presentations and essays (5 Minutes).

Tuesday (Day Seventeen)

BW: The students will meet in the classroom and will all walk down to the Media Center together (10 Minutes).

CW: The students will each get a computer and will work on their final essays (35 Minutes).

HW: The students will continue to work on their presentations and essays which are due the following class period! (5 Minutes).

Wednesday (Day Eighteen)

BW: The students will all get settled, turn in their essays and prepare to present their final projects (5 Minutes).

CW: Final Presentations (40 Minutes).

HW: None

Thursday (Day Nineteen)

BW: The students will all get settled and prepare to present their final projects (5 Minutes).

CW: Final Presentations (40 Minutes).

HW: None

Friday (Day Twenty)

BW: The students will all come in and write a final journal/ reflection on what they have learned about themselves through this process. *“Did they make a change?”* (10 Minutes).

CW: The students will then be asked to vote on their favorite project. The one who wins will be turned into the Pepsi Challenge by the entire class (10 Minutes). The students will then be asked to form into groups and will all be handed a poster board and markers. They will be asked to compare and contrast the movie, Pay it Forward and the novel, *The Five People You Meet In Heaven*.

HW: None. Have a great weekend! The unit is complete ☺

Appendix A

Name: _____ Date: _____

The Pepsi Challenge
Rubric for Final Project
Ms. Pfeifer's 9th Grade English

Directions: Pepsi will be funding a grant provided to the most popular essays submitted to their webpage, www.refresheverything.com. The grant our class will be competing for is worth \$5,000. For this final project, based off of our monthly unit, "Be the Change You Wish To See," each of you will complete an essay, as well as a creative project, showing us why your idea is the best. The grant will fund the most popular essay on a change they would like to make in their community. After the presentations, our class will vote on the essay we would like to send in to the challenge. You must find an issue in your community that is important to you. **You must attach this sheet to the front of your essays before turning in.** You will be graded on the following:

Essay

Rubric Attached: 50 Points

Visual Aid

Your essay must have a visual aid for the presentation portion of this project. This can be anything from a powerpoint, to a poster board. Be creative! Your visual aid will be graded on the following criteria:

- Creativity: _____/10 points
- Relation to the novel, *The Five People You Meet in Heaven*: _____/10
- Pictures of thing or place to be fixed: _____/ 10
- Presentation must be 3-5 Minutes- _____/10
- Neat and organized presentation: _____/ 5
- Information regarding project: _____/5
(This will need to include history and why this needs to be changed.)

Total: _____/50 points

Overall Total: _____/100 points

Rubric for Final Project					
Category	10	8	4	2	0
First and Second	Detailed draft is neatly presented and includes all	Draft includes all required	Draft includes most	Draft is missing required	Does not complete

Drafts	required information	information and is legible.	required information and is legible.	information and is difficult to read.	
Sources	All sources(information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Does not complete
Organization	Information is very organized with well- constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.	Does not complete
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the Paragraphs.	Does not complete
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.	Does Not complete

Appendix B

No Small Act of Kindness Expert from Chicken Soup for the Soul

The day was Thankful Thursday, our "designated day" of service. It's a weekly tradition that my two little girls and I began years ago. Thursday has become our day to go out in the world and make a positive contribution.

On this particular Thursday, we had no idea exactly what we were going to do, but we knew that something would present itself. Driving along a busy Houston road, praying for guidance in our quest to fulfill our weekly Act of Kindness, the noon hour appropriately triggered hunger pangs in my two little ones. They wasted no time in letting me know, chanting, "McDonald's, McDonald's, McDonald's" as we drove along. I relented and began searching earnestly for the nearest McDonald's.

Suddenly I realized that almost every intersection I passed through was occupied by a panhandler. And then it hit me! If my two little ones were hungry, then all these panhandlers must be hungry, too. Perfect! Our Act of Kindness had presented itself. We were going to buy lunch for the panhandlers.

After finding a McDonald's and ordering two Happy Meals for my girls, I ordered an additional 15 lunches and we set out to deliver them. It was exhilarating. We would pull alongside a panhandler, make a contribution, and tell him or her that we hoped things got better. Then we'd say, "Oh, by the way...here's lunch." And then we would varoom off to the next intersection. It was the best way to give.

There wasn't enough time for us to introduce ourselves or explain what we were going to do, nor was there time for them to say anything back to us. The Act of Kindness was anonymous and empowering for each of us, and we loved what we saw in the rear view mirror: a surprised and delighted person holding up his lunch bag and just looking at us as we drove off. It was wonderful!

We had come to the end of our "route" and there was a small woman standing there, asking for change. We handed her our final contribution and lunch bag, and then immediately made a U-turn to head back in the opposite direction for home.

Unfortunately, the light caught us again and we were stopped at the same intersection where this little woman stood. I was embarrassed and didn't know quite how to behave. I didn't want her to feel obligated to say or do anything.

She made her way to our car, so I put the window down just as she started to speak. "No one has ever done anything like this for me before," she said with amazement. I replied, "Well, I'm glad that we were the first."

Feeling uneasy, and wanting to move the conversation along, I asked, "So, when do you think you'll eat your lunch?" She just looked at me with her huge, tired brown eyes and said, "Oh honey, I'm not going to eat this lunch."

I was confused, but before I could say anything, she continued. "You see, I have a little girl of my own at home and she just loves McDonald's, but I can never buy it for her because I just don't have the money. But you know what...tonight she is going to have McDonald's!"

I don't know if the kids noticed the tears in my eyes. So many times I had questioned whether our Acts of Kindness were too small or insignificant to really effect change. Yet in that moment, I recognized the truth of Mother Teresa's words: "We cannot do great things - only small things with great love."

Appendix C

Literature Circle Group Names: _____

Directions: Each week your group will be handed the same six worksheets; Discussion Director, Selector Director, Art Director; Word Finder, Connector Director, and Summary Director. These will be handed out every two to three chapters you read in the book, *The Five People You Meet In Heaven*. This means, you each will complete each of the jobs once.

Chapters 1-2:

Discussion Director: _____ Word Finder: _____

Selector/ Illuminator: _____ Connector: _____

Art Director: _____ Summary Director: _____

Chapter 3-5:

Discussion Director: _____ Word Finder: _____

Selector/ Illuminator: _____ Connector: _____

Art Director: _____ Summary Director: _____

Chapter 6-10:

Discussion Director: _____ Word Finder: _____

Selector/ Illuminator: _____ Connector: _____

Art Director: _____ Summary Director: _____

Chapter 11-14:

Discussion Director: _____ Word Finder: _____

Selector/ Illuminator: _____ Connector: _____

Art Director: _____ Summary Director: _____

Worksheet #1:

Discussion Director: _____

Name of the book is: _____

Your job is to develop a list of questions that the group might want to discuss about this part of the book.

Usually the best discussion questions come from your own thoughts, feelings and concerns as you read. What was going through your mind while you read...What questions did you have when you finished this section? Did anything in this section of the book surprise you?

Think about the question helpers.

Who? What? Where? When? Why? How?

Details? What if? Opinion?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Worksheet #2

Selection Director _____

Pick the most interesting part to read to your group during our next guided reading meeting.

Book Title: _____

Pages to read: _____

Today's Date: _____

Why I chose this part:

Worksheet #3:

Art Director _____

Use the back of this paper to draw a picture of what happened in today's reading for the group. Be sure to include details from the story in your picture.

Title _____

What I included in my drawing and why I included it:

Worksheet #4:

Wild and Crazy Word Finder _____

Name of the book is: _____

Find four to six interesting, powerful or tricky words from today's reading. Write them below along with the page number. Use flags to mark those words. You will be asked to

share those words during our next guided reading meeting.

1. _____ Page _____

2. _____ Page _____

3. _____ Page _____

4. _____ Page _____

5. _____ Page _____

6. _____ Page _____

Worksheet #5:

Connector Director _____

Name of the book is: _____

How is this book like real life? Find a way to connect what you read today, to something that might happen, or has happened in real life.

Worksheet #6:

Summary Director _____

Today's Date _____

Name of book _____

Write two to three paragraphs summarizing the chapter or today's reading. Use the chart that guides you through summarizing.

Appendix D

Name: _____ Date: _____

Reading Quiz on Chapters 1 and 2
The Five People You Meet In Heaven by Mitch Alborn

1. Who is the protagonist in the novel?

2. How does the protagonist die in Chapter one?

3. What is the name of the Amusement Park that the protagonist works at?

4. What is the name of the man who used to perform in the Freak Shows at the pier that the protagonist meets when he first enters Heaven?

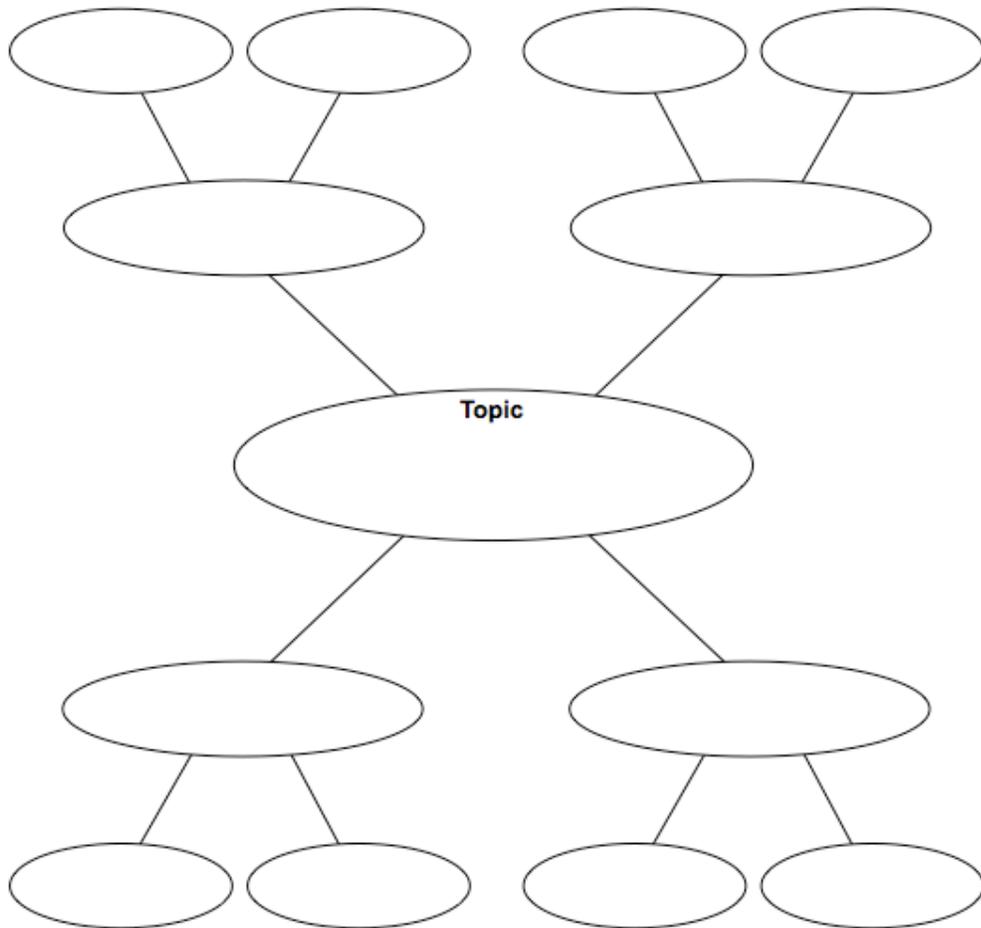
5. How many people are “appointed” to the main character in the story?

Appendix E

Name _____ Date _____

Cluster/Word Web 1

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



Appendix F

Experts from “Changes,” Tupac

I see no changes all I see is racist faces
misplaced hate makes disgrace to races
We under I wonder what it takes to make this
one better place, let's erase the wasted
Take the evil out the people they'll be acting right.

I got love for my brother but we can never go nowhere
unless we share with each other
We gotta start makin' changes
learn to see me as a brother instead of 2 distant strangers
and that's how it's supposed to be

We gotta change the way we eat,
we gotta change the way we sleep, and we
gotta change the way we treat each other.

Appendix G

Socratic Circle Rubric

Socratic Circle Rubric	Read the text	Engaged in discussion	Supports ideas with references from text	Uses sound reasoning in questioning	Accepts more than one point of view	Listens and respects others
Above Target	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect of others.
Target	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move group forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
Below Target	Remarks suggest text was not read.	Some participation, but off-task a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

Adapted from Copeland, M. (2005). "Socratic Circle Rubric".

Appendix H

Socratic Circle Questions on Chapters 3 through 5

- 1.) What have you gotten out of this book thus far?**
- 2.) What do you think the “blue man” represents?**
- 3.) What are some ongoing themes you have recognized?**
- 4.) How does this book fit in with the project you are completing?**

Bibliography

Beers, K. (2003). *When Kids can't read what teachers can do*. Portsmouth, NH.: Heinemann.

Beers, K., Probst, R., & Rief, L. (2007). *Adolescent literacy*. Portsmouth, NH.: Heinemann.

Create a new rubric . (n.d.).RubiStar home . Retrieved April 26, 2010, from <http://rubistar.4teachers.org/index.php?screen=NewRubric&module=Rubist>

Houghton Mifflin Harcourt. Education pace worksheets: clusters. Retrieved from <http://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>

Pepsi refresh project. Retrieved from http://www.refresheverything.com/?utm_source=google&utm_medium=ppc&utm_term=pepsi&utm_campaign=branded_brandrefresheverything

Teaching America. *Socratic Circle Rubric*. Retrieved from http://teachingamericanhistory.org/lessonplans/pdf/christy3_rubric.pdf

Tooter4Kids. *Literature circle worksheets*. Retrieved from http://www.tooter4kids.com/Literature_Circles/jobs_worksheets.htm

Wick, Donna. (2004). No small act of Kindness. Retrieved from <http://www.beliefnet.com/Inspiration/Chicken-Soup-For-The-Soul/2006/04/No-Small-Act-Of-Kindness.aspx>

YouTube. *The five people you meet in heaven trailer*. Retrieved from <http://www.youtube.com/watch?v=X2MiOya9gaw>

YouTube. *The power of three*. Retrieved from <http://www.youtube.com/watch?v=JvbgetKzrmA&NR=1>

Conceptual understanding, where children can grasp ideas in a transferrable way, can help students take what they learn in class and apply it across domains. It's a hot topic in the classroom today, as rote memorization and traditional methods of teaching math are becoming considered insufficient for real-world learning and application.