



# Lesson Plan Sheaf

*Includes lesson plans for all twenty-four titles in  
Finding Your Place in the World: Lessons for Reading and Writing*

As educators, we know how important it is to give students access and opportunity to books that provide “windows, mirrors, and sliding glass doors” (Dr. Rudine Sims Bishop). It’s vital that we support every student and help them address issues they confront both in and out of the classroom. Finding those books and creating lessons to incorporate them into your classroom teaching can be hard and very time consuming. That is why we’ve created *Finding Your Place in the World: Lessons for Reading and Writing*, a collection of 24 award-winning and highly relevant books—with supporting resources—that will not only inspire but motivate students to read and learn.

We’ve enlisted veteran educator and librarian duo [Museable \(museable.org\)](https://museable.org) to create compelling and easy-to-implement lessons for each book. The plans help teach writing, critical reading, and literary analysis and can be used in K-8 classrooms immediately. The themes and topics of these curated titles will help your students learn more about themselves through the lived experiences of others and the corresponding lessons will help teach the critical skills needed to succeed.

Lesson plans are organized here alphabetically by author last name; listed in order of appearance. See next page for listing.

Interested in ordering books for your classroom? Visit [tinyurl.com/order-books](https://tinyurl.com/order-books) to find an educational wholesaler in your area.

Questions? Please contact us at [k12education@penguinrandomhouse.com](mailto:k12education@penguinrandomhouse.com).

**How Tia Lola Came To (Visit) Stay** *by Julia Alvarez*

**Thirst** *by Varsha Bajaj*

**Flight of the Puffin** *by Ann Braden*

**The Cot in the Living Room** *by Hilda Eunice Burgos, Illustrated by Gaby D'Alessandro*

**The Name Jar** *by Yangsook Choi*

**The Red Umbrella** *by Christina Diaz Gonzalez*

**Samira Surfs** *by Rukhsanna Guidroz, Illustrated by Fahmida Azim*

**The Outsiders** *by S.E. Hinton*

**Call Me American (Adapted for Young Adults)** *by Abdi Nor Iftin*

**This is My America** *by Kim Johnson*

**Shelter** *by Christie Matheson*

**Lubna and Pebble** *by Wendy Meddour, Illustrated by Daniel Egnéus*

**Areli is a Dreamer** *by Areli Morales, Illustrated by Luisa Uribe*

**Enrique's Journey (Adapted for Young Adults)** *by Sonia Nazario*

**No Fixed Address** *by Susin Nielsen*

**Sugar Town Queens** *by Malla Nunn*

**Planet Earth Is Blue** *by Nicole Panteleakos*

**The Boy at the Back of the Class** *by Onjali Q. Rauf*

**The Elephant in the Room** *by Holly Goldberg Sloan*

**Treasure of the World** *by Tara Sullivan*

**Parked** *by Danielle Svetcov*

**That's Not My Name** *by Anoosha Syed*

**All My Rage** *by Sabaa Tahir*

**Maizy Chen's Last Chance** *by Lisa Yee*

# How Tia Lola Came To (Visit) Stay

Written by Julia Alvarez

Yearling

978-0-440-41870-2 | Trade Paperback  
160 pages | \$7.99 | Lexile: 740L



## OVERVIEW & PURPOSE

Julia Alvarez reveals Miguel's character through his actions, reactions, and interactions with other characters in *How Tia Lola Came to (Visit) Stay*. These craft moves make it necessary for the reader to infer and synthesize events through the story. Students will identify what preceded an action or reaction Miguel has in chapter one and provide a single word describing that character trait. Character trait words cannot be repeated; this challenges students to increase their understanding of complex characters and develop vocabulary.

## LEARNING TARGETS

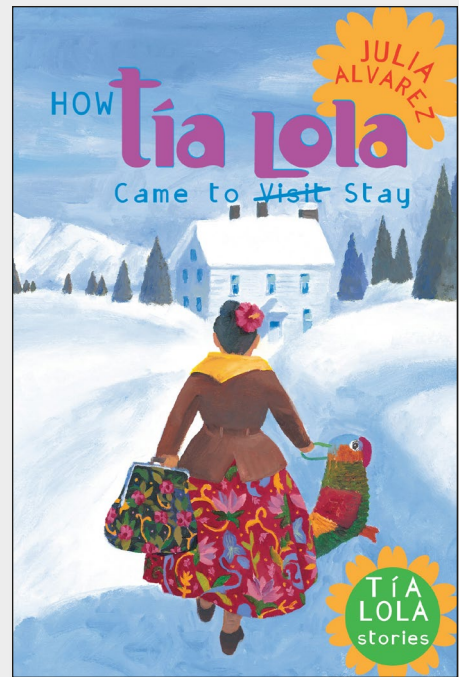
1. Students will be able to infer and identify what preceded an action or reaction taken by the main character, Miguel.
2. Students will use one word to describe what type of person Miguel is for each example.

## MATERIALS NEEDED

- *How Tia Lola Came to Visit Stay* by Julia Alvarez
- *Relationships Matter Analysis Chart*

## Finding Your Place in the World:

*Lessons for Reading and Writing*



## SUMMARY

Ten-year-old Miguel's Tia Lola travels to Vermont from the Dominican Republic to stay with him, his mom and his sister after his parents' divorce. Miguel is at first embarrassed by his colorful aunt, but he learns to love her.

## ACTIVITY DESCRIPTION

- Step 1:** Reread chapter one of *How Tia Lola Came to Visit Stay*
- Step 2:** Introduce students to the Relationships Matter Analysis Chart
- Step 3:** Model a think aloud using the first example
- Step 4:** Have students practice with a partner for the second example
- Step 5:** Discuss what students have written
- Step 6:** Continue with a partner or independently

## Relationships Matter

Julia Alvarez reveals Miguel's character through his actions, reactions, and interactions with other characters in *How Tia Lola Came to Visit Stay*. For each of the examples below, explain what preceded Miguel's actions and come up with one word that describes his character in that situation. Your character trait choice cannot be repeated.

Action   Reaction Interaction	Preceded by...	Character Trait Word
"Miguel kind of nods, kind of just jets his head to get his hair out of his eyes." p 2	His mom was upset about a memory connected to the blue bowl. Miguel does not want to make her upset about anything else.	Concerned
"So you don't have to worry about ghosts, Nita!" p 3		
"But even Miguel is getting tired of pizza and hotdogs with french fries on the side." p 4		
"He hasn't made one friend in three weeks." p 5		
"Miguel finds himself alone in a drafty kitchen with all the dirty bowls and plates to wash and the table to wipe." p 7		
"As nervous as Miguel is feeling about his aunt's visit and his new school and their move to Vermont, he thinks he wouldn't mind spending the next year all by himself in jail." p 8		
"With all the stuff popping out these days, he's going to have to get a brake for his mouth." p 11		

# Thirst

Written by Varsha Bajaj

Nancy Paulsen Books

978-0-593-35439-1 | Hardcover

192 pages | \$17.99



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Analyzing dialogue within a text deepens a reader's understanding of characters. Readers need to take what is explicitly stated and determine what can be inferred from their statements. Authors use dialogue to develop characters, show interactions and connections among characters, develop the plot, and create a relationship to the theme. For each of the following quotes, analyze the text to determine what is explicitly said, what can be inferred and its role in the chapter.

## LEARNING TARGETS

1. Students will be able to explain what the text says explicitly and what inferences can be made.
2. Students will be able to analyze dialogue to determine if its purpose is:
  - a. Advancement of the plot (key elements revealed to move the story along)
  - b. Character revelation(s) (something new learned about the character)
  - c. Reflecting the theme

## MATERIALS NEEDED

- *Thirst* by Varsha Baja, Chapter 5
- Why'd They Say That? Activity Sheet

## ACTIVITY DESCRIPTION

- Step 1:** Read chapter 5 aloud to students.
- Step 2:** Review the role dialogue has in the text and how authors use dialogue to advance the plot, for character revelations, and to reflect the theme.
- Step 3:** Review how readers have to take what is said explicitly and determine what can be inferred from statements.
- Step 4:** Reread each quote and complete the analysis.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Minni lives in the poorest part of Mumbai, where access to water is limited to a few hours a day and the communal taps have long lines. Lately, though, even that access is threatened by severe water shortages and thieves who are stealing this precious commodity—an act that Minni accidentally witnesses one night. Meanwhile, in the high-rise building where she just started to work, she discovers that water streams out of every faucet and there's even a rooftop swimming pool. Minni also discovers one of the water mafia bosses there. Now she must decide whether to expose him and risk her job and maybe her life. How did something as simple as access to water get so complicated?

## Why'd They Say That?

Analyzing dialogue within a text deepens a reader's understanding of characters and their interactions and connections. It also helps readers understand plot developments and helps make connections to a story's theme. For each of the following quotes, analyze the text to determine what is explicitly said, what can be inferred, and the quote's role in the chapter. Example:

<b>Quote</b>	"Why are they here?" he asks Amit. "I told you one friend. You think I can give rides to all the kids in the neighborhood?" p 21 (Ram Uncle)	
<b>Explicit</b>	Ram Uncle is confused. Amit brought more than one friend to get a ride in the new Mercedes which was not the agreement.	
<b>Inference</b>	Ram Uncle likes to treat his nephew but he is not interested in giving all Amit's friends rides in his new Mercedes.	
<b>Role In Chapter</b>	<input checked="" type="checkbox"/> Character development	<input checked="" type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme

<b>Quote</b>	"Wait!" I say. "Your Uncle said to stay in the car." p 23 (Minnie)	
<b>Explicit</b>		
<b>Inference</b>		
<b>Role In Chapter</b>	<input type="checkbox"/> Character development	<input type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme

<b>Quote</b>	"I'm just going as far as the fence—it's in the shadows, so no one can see us. It will be okay." p 23 (Sanjay)	
<b>Explicit</b>		
<b>Inference</b>		
<b>Role In Chapter</b>	<input type="checkbox"/> Character development	<input type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme

<b>Quote</b>	"Why did they cross the tracks?" (Bajaj 24) (Faiza)	
<b>Explicit</b>		
<b>Inference</b>		
<b>Role In Chapter</b>	<input type="checkbox"/> Character development	<input type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme

<b>Quote</b>	Faiza whispers, "Minnie, why are they taking the water?" (Bajaj 24) (Faiza)	
<b>Explicit</b>		
<b>Inference</b>		
<b>Role In Chapter</b>	<input type="checkbox"/> Character development	<input type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme

<b>Quote</b>	Then I hear Sanjay sneeze — and the man shouts, "Hey, who's out there? Who are you? You from one of those newspapers or the police? Or just little rats?" (Bajaj 24) (Minni)	
<b>Explicit</b>		
<b>Inference</b>		
<b>Role In Chapter</b>	<input type="checkbox"/> Character development	<input type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme

<b>Quote</b>	"Ravi," the man shouts to one of his workers, "catch the rascals" (Bajaj 24) (Angry Man)	
<b>Explicit</b>		
<b>Inference</b>		
<b>Role In Chapter</b>	<input type="checkbox"/> Character development	<input type="checkbox"/> Connection to other characters
	<input type="checkbox"/> Plot development	<input type="checkbox"/> Relationship to theme



# Flight of the Puffin

Written by Ann Braden

Nancy Paulsen Books

978-1-98481-608-5 | Trade Paperback

240 pages | \$8.99 | Lexile: 650L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Understanding an author's craft and style is an important component of any literary analysis. Ann Braden uses several anecdotes to set up characterization in the first few chapters of *Flight of the Puffin*. Students will be learning about anecdotes as a literary device and evaluating their impact on the reader's impression of a character.

## LEARNING TARGETS

1. Students will be able to identify the author's purpose in using an anecdote.
2. Students will be able to determine if the author's purpose has been achieved.

## MATERIALS NEEDED

- *Flight of the Puffin* by Ann Braden
- Anecdote Analysis Chart (Definitions from: [Literaryterms.net](https://www.literaryterms.net/))

## ACTIVITY DESCRIPTION

- Step 1:** Read chapter one of *Flight of the Puffin* by Ann Braden aloud with students.
- Step 2:** Introduce the Anecdote Analysis Chart.
- Step 3:** Reread the anecdote within the context of the text.
- Step 4:** Determine the author's intended purpose. What is the author showing us through this anecdote?
- Step 5:** Determine, as the reader, if the anecdote hit or missed its purpose.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Libby comes from a long line of bullies. She wants to be different, but sometimes that doesn't work out. To bolster herself, she makes a card with the message "You are amazing." That card sets off a chain reaction that ends up making a difference in the lives of some kids who could also use a boost—be it from dealing with bullies, unaccepting families, or the hole that grief leaves. Receiving an encouraging message helps each kid summon up the thing they need most (whether it's bravery, empathy, or understanding) because it helps them realize they matter—and that they're not flying solo anymore.

## Flight of the Puffin Anecdote Analysis

**Anecdote:** a short story or retelling of an event in a character's life showing a personal or significant relevance to the topic at hand

**Anecdote as a literary device:** provides the Personification reader with background, characterization and tone. Allows for connections, reflections, humor and inspiration.

Ann Braden uses anecdotes throughout Chapter 1 that reveal character traits for multiple characters. Using the examples below, determine what the author's purpose was in using the anecdote. What is it showing the reader? Next, determine if the anecdote's purpose has connected with you as the reader. Was it a hit (successful) or a miss (did not have the desired effect on you as the reader)?

Anecdote	Purpose	Hit or Miss
"That was a mistake. I shouldn't have let her get to me. I wasn't wearing that awesome rainbow outfit for other people. I was wearing it for myself. Who cares if she said I looked like a freaky clown." p 3		
"And I get that girls aren't supposed to give other people bloody noses. Instead, everyone should be like model student Danielle, who fights the 'right' way: by convincing the entire softball team to stop talking to me." p 3		
"I'm not spending another minute being talked down to by someone who didn't even know how to tie his shoes until fourth grade." p 9		
"Part of me wants to call her. But only a small part, because she hasn't forgiven me for quitting the softball team either. And my mom doesn't exactly let things go. You should see the way she stands at the checkout counter in the 7-Eleven and stares down the kids who try to shoplift. She doesn't let up until they've dropped whatever they were holding and run away. And she's been looking at me like that for the past twelve days." p 10		
"At least he doesn't sleep here. I remember Rex lying on his bed, zinging baseballs at the ceiling on the days he was suspended. The cracks in the paint are still up there." p 11		



# The Cot in the Living Room

Written by Hilda Eunice Burgos,  
Illustrated by Gaby D'Alessandro

Kokila

978-0-593-11047-8 | Hardcover  
40 pages | \$17.99 | Lexile: AD490L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

*The Cot in the Living Room* celebrates how a Dominican American community cares for one another. The main character learns empathy through her mother's refusal to let her sleep on the cot in the living room. The author uses repetition through the main character's response to explore the power of empathy. In this lesson, students will discuss the purpose of repetition in writing and interpret its meaning in the text.

## LEARNING TARGETS

1. Students will define the meaning of repetition.
2. Students will identify repetition in a piece of literature.
3. Students will evaluate the meaning of the repetition used in a piece of literature.

## MATERIALS NEEDED

- *The Cot in the Living Room* by Hilda Eunice Burgos and Gaby D'Alessandro
- Can You Repeat That? worksheet
- Repetition Website: [tinyurl.com/4ws8m5x9](https://tinyurl.com/4ws8m5x9)
- I Have a Dream Speech: [tinyurl.com/yjrs89pp](https://tinyurl.com/yjrs89pp)

## Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

A young Dominican American girl in New York City moves from jealousy to empathy as her parents babysit children whose families work the overnight shift in this honest and warm picture book debut. Night after night, a young girl watches her mami set up a cot in the living room for guests in their Washington Heights apartment, like Raquel (who's boring) and Edgardo (who gets crumbs everywhere). She resents that they get the entire living room with a view of the George Washington Bridge, while all she gets is a tiny bedroom with a view of her sister (who snores). Until one night, no one comes, and it's finally her chance! But as it turns out, sleeping in the cot in the living room isn't all she thought it would be.

## ACTIVITY DESCRIPTION

As a teacher, you will determine how deep you want to go in the world of repetition. It can be as simple as introducing the concept or as deep as using it for literary analysis in a high school classroom.

- Introduce *repetition* to students. This information can be found on the Can You Repeat That? worksheet or in the Masterclass link provided.
- Read *The Cot in the Living Room* by Hilda Eunice Burgos and Gaby D'Alessandro to students. Encourage students to note the repetition in the story. Note that the last example of repetition, "It's not fair," changes in meaning. The main character shifts the focus of herself and focuses on the needs of someone else.

Questions to ask:

- What is the purpose of the repeated phrase, "It's not fair"? Is it positive or negative?
- Why does the meaning change? Is it positive or negative?
- How does the main character's perspective change with the last use of repetition? Does the character become more empathetic?
- Students should complete the Can You Repeat That? worksheet
- Provide students with a copy of I Have a Dream speech by Martin Luther King. Students should read the copy independently.
- Have students highlight or underline the repeated words or phrases used in the speech. Answer the questions on the Can You Repeat That? worksheet.
- Students can share their findings as a class, in a group or with a partner.

## Can You Repeat That?

Repetition Definition:

The same word, sound, or phrase used several times in a poem, speech, or any piece of writing.

Directions: Listen to *The Cot in the Living Room* by Hilda Eunice Burgos and Gaby D'Alessandro and focus on the words or phrases that are repeated. Use the text leads below to find the repeated word or phrase on the page. Jot down the word or phrase that you hear in the 2nd column below. Determine if the word or phrase is being used the same way and jot down your answer in the 3rd column. Finally, answer the questions below.

Text	Repeated Word or Phrase	Is the repeated word or phrase used the same way?
"I wish my room had a big window to let in the lights from the George Washington Bridge."	Example: "It's not fair"	Example: Negative
"He gets a snack and my toy?!"		
"Mami turns off the TV and I go to my room, where there is nothing to watch."		
"It's Wednesday and Raquel's dad is working the night shift again, so she has to sleep on the cot in the living room. All by herself. She must really miss him."		
What is the purpose of the repetition? Why does the author make this decision?		
The meaning of the repeated words or phrases is NOT the same in ONE example. How does the meaning change? Why does it change?		

# The Name Jar

Written by Yangsook Choi

Dragonfly Books

978-0-440-41799-6 | Trade Paperback

40 pages | \$8.99



## OVERVIEW & PURPOSE

Writing and punctuating dialogue can be a difficult concept for students. *The Name Jar* by Yangsook Choi is rich with dialogue that discusses the struggles of coming to a new school, new town, new country and the possibility of a new name. In this lesson, students will focus on the skill of writing dialogue in a proper format and the use of quotation marks.

## LEARNING TARGETS

1. Students will identify dialogue tags in writing.
2. Students will compose multiple sentences that contain dialogue.
3. Students will compose multiple sentences that contain dialogue with proper punctuation and indentation.

## MATERIALS NEEDED

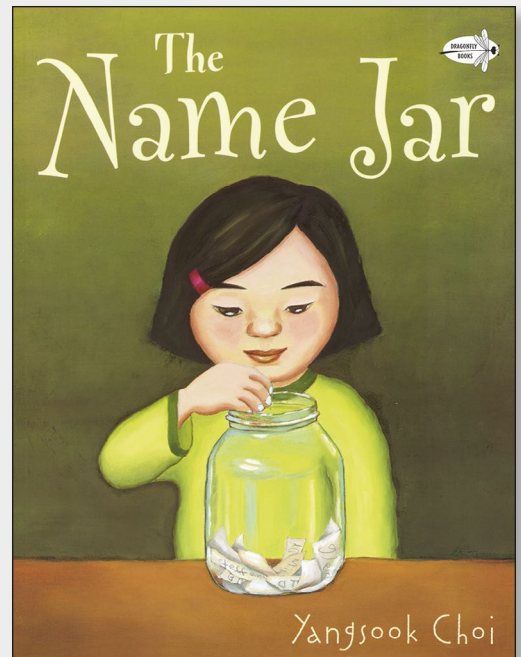
- *The Name Jar* by Yangsook Choi
- Piece of paper
- Two writing utensils
- Alternatives to Said Website: [tinyurl.com/s7mp322v](https://tinyurl.com/s7mp322v)
- Dialogue Tags: [tinyurl.com/ydwerujs](https://tinyurl.com/ydwerujs)
- Quotations in Dialogue: [tinyurl.com/bdfaj7cv](https://tinyurl.com/bdfaj7cv)
- Dialogue Worksheet

## ACTIVITY DESCRIPTION

Students are going to learn the art of writing and punctuating dialogue. They will start by having a silent conversation on paper. Students will then read *The Name Jar* by Yangsook Choi and focus on a single page as a mentor text and exemplar of writing.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that American kids won't like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. But while Unhei practices being a Suzy, Laura or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning. On the day of her name choosing, the name jar has mysteriously disappeared. Encouraged by her new friends, Unhei chooses her own Korean name and helps everyone pronounce it—Yoon-Heey.

**ACTIVITY DESCRIPTION** (*cont'd*)

- Step 1:** Pass out the Dialogue Worksheet. Students should complete Step 1 by having a silent conversation on a piece of paper with a partner. Students will need a minimum of TWO entries EACH.
- Step 2:** Read *The Name Jar* by Yangsook Choi with a focus on page 3 dialogue. This page can be photocopied and distributed to students.
- Step 3:** Introduce Dialogue Tags. Students will add dialogue tags to their silent paper conversation either to the beginning or the end of their sentence. Upgrade the Dialogue Tags by adding a replacement for “said.”
- Step 4:** Show the Quotations in Dialogue Video and have students add quotation marks to their dialogue.
- Step 5:** Have students rewrite their dialogue with proper formatting and indentation on the Dialogue Worksheet.
- Step 6:** Students may share their new examples in a group, or they can share with the class.

## Dialogue Worksheet

Step 1	Step 2	Step 3
<p>You will have a silent conversation with a partner. On a separate piece of paper, take turns writing. Please skip a line between the lines of dialogue. You can discuss anything you want. EACH of you should have TWO pieces of dialogue.</p>	<p>Add dialogue tags to your conversation. These tags can be added at the beginning or the end of the dialogue.</p> <p>Dialogue tag: a phrase that comes at the beginning, in the middle, or at the end of dialogue that indicates who is speaking.</p> <p>Example: “How are you today?” asked Mary. (asked Mary is the dialogue tag)</p>	<p>Add quotation marks to words you said in your silent conversation.</p> <p>Example: “How are you today?” asked Mary. (notice the quotes are only before and after what Mary asked.)</p>
<p><b>Step 4</b></p> <p>Using proper dialogue format, write your silent dialogue in the box below. Use page 3 from <i>The Name Jar</i> by Yangsook Choi for your sample. Notice that every time someone speaks, the new line of dialogue must be indented.</p> <div style="border: 1px solid #ccc; height: 200px; margin-top: 10px;"></div>		

# The Red Umbrella

Written by Christina Diaz Gonzalez

Yearling

978-0-375-85489-7 | Trade Paperback

304 pages | \$7.99 | Lexile: 590L



## OVERVIEW & PURPOSE

Understanding how the tone of a story will affect the reader's mood throughout the text is an important connection. Christina Diaz Gonzalez chose to use actual news headlines from the 1960s as the chapter titles in *The Red Umbrella*, which establishes her attitude toward Castro's intention to take over Cuba. In this lesson, students will have the opportunity to determine the connection between news headlines and setting the tone and mood of Fidel Castro's takeover of Cuba.

## LEARNING TARGETS

1. Students will be able to determine how the use of actual newspaper headlines from the historical time period help to shape the mood and tone of the book.
2. Students will be able to determine connotative meaning from headlines used as chapter titles.
3. Students will be able to connect use of headline news titles to the author's point of view.

## MATERIALS NEEDED

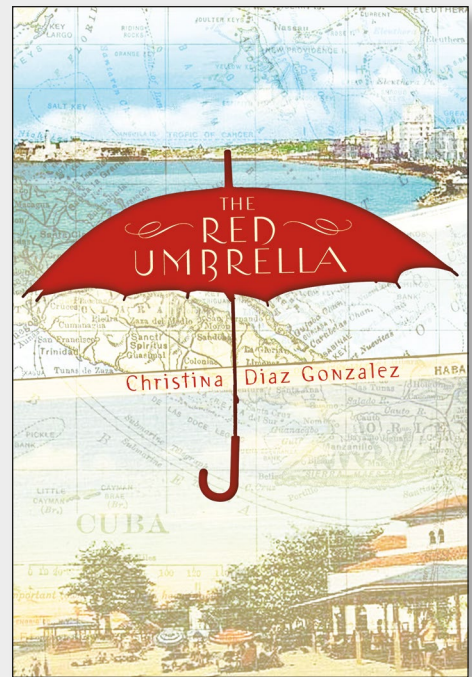
- Copy of *The Red Umbrella*, by Christina Diaz Gonzalez
- The Extra! Extra! Read all about it... worksheet

## ACTIVITY DESCRIPTION

As a pre-reading activity, students will analyze the first eight chapter titles in, *The Red Umbrella*. Students will determine which words from the headlines create positive and negative connotations and contribute to the mood of the book. Finally, students will determine the author's feeling on the topic of Fidel Castro's actions to take over Cuba (tone).

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

In 1961 after Castro came to power in Cuba, fourteen-year-old Lucia and her seven-year-old brother were sent to the United States when her parents, who are not in favor of the new regime, fear that the children will be taken away from them as others have been.

## Extra! Extra! Read all about it....

Christina Diaz Gonzalez decided to use real newspaper headlines from 1961 to begin each chapter of, *The Red Umbrella*. You will analyze each news headline to determine how the headline shapes the mood and tone of the text. For each headline determine which word(s) have a positive or negative connotation (feeling). Determine the overall mood by deciding what feeling the words create and determine Gonzalez's tone and feeling about the topic.

### CHAPTER 1: "Castro Rules Out Elections In Cuba" *New York Times*, May 2, 1961

Positive	Negative	Overall Mood
<i>Elections</i>	<i>Rules Out</i>	<i>Negative: Castro is no longer allowing elections in Cuba. People will no longer have the ability to vote.</i>

### CHAPTER 2: "U.S Brands Cuba Communist State, Says Castro Outdoes Soviet in Barring Vote, Likens His Rallies to Hitler's" *New York Times*, May 3, 1961

Positive	Negative	Overall Mood

### CHAPTER 3: "Non-Cuban Priests to be Expelled, Says Castro" *The Miami Herald*, May 3, 1961

Positive	Negative	Overall Mood

### CHAPTER 4: "Crime to Have Foreign Money in Cuba Now" *The Valley Independent*, May 6, 1961

Positive	Negative	Overall Mood

### CHAPTER 5: "New Cuban Policy Planned by U.S." *The Daily Inter Lake*, May 7, 1961

Positive	Negative	Overall Mood

### CHAPTER 6: "Castro Holds Life Cheap" *The Charleston Gazette*, May 25, 1961

Positive	Negative	Overall Mood

### CHAPTER 7: "Three Invaders Face Castro's Firing Squad" *The Salina Journal*, May 25, 1961

Positive	Negative	Overall Mood

### CHAPTER 8: "Polls Indicate Castro Will Soon Go Too Far" *The Progress*, May 26, 1961

Positive	Negative	Overall Mood

How do you believe the author, Christina Diaz Gonzalez, feels about Fidel Castro's takeover of Cuba?



# Samira Surfs

Written by Rukhsanna Guidroz,  
Illustrated by Fahmida Azim

Kokila

978-1-984816-21-4 | Trade Paperback  
416 pages | \$9.99 | Lexile: 680L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

*Samira Surfs* by Rukhsanna Guidroz and Fahmida Azim is a novel in verse. In order to be considered a novel in verse text it must have the elements of both poetry and novel: the beauty of imagery and symbolism as well as plot development and characterization. Students will examine elements of both in their analysis.

## LEARNING TARGETS

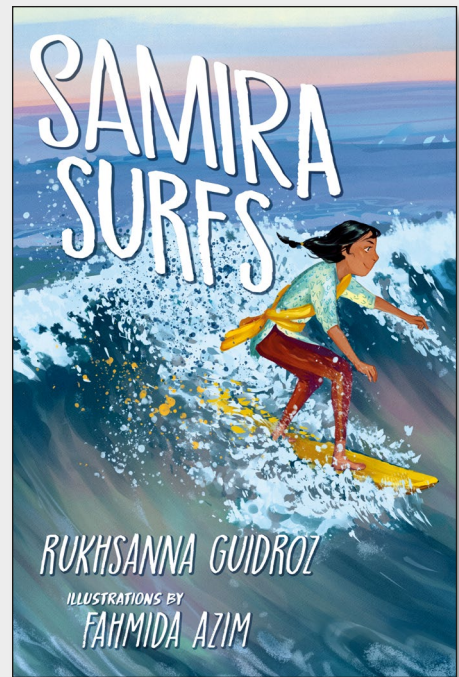
1. Students will be able to identify the components of a novel in verse.
2. Students will be able to analyze excerpts for elements of poetry.
3. Students will be able to analyze excerpts for elements of characterization and plot development.

## MATERIALS NEEDED

- *Samira Surfs* by Rukhsanna Guidroz and Fahmida Azim
- It's a poem. It's a Novel. It's a Novel in Verse Analysis Chart

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

After months of rebuilding a new life in Bangladesh with her family, Samira decides to become a surfer in Cox's Bazar, Bangladesh, in this novel in verse about a young Rohingya girl's journey from isolation and persecution to sisterhood, and from fear to power.

## ACTIVITY DESCRIPTION

- Step 1:** Review the It's a Novel in Verse Analysis Chart with students.
- Step 2:** Review the elements of poetry listed in the "It's a Poem" thought bubble.
- Step 3:** Review the elements of characterization and plot development in the "It's a Novel" thought bubble.
- Step 4:** Read the Broken Rules excerpt (pages 140–141) aloud.
- Step 5:** Review the analysis sections of poetry and novels on the chart.
- Step 6:** Have students work with a partner to complete the section for the Passed Down excerpt.
- Step 7:** Review student responses comparing thoughts. Allow students to continue with a partner or independently.

**It's a poem**

Written in stanza with Specific word selection establishing imagery and emotion: metaphors, similes, personification, alliteration, and tone

**It's a novel**

Has characters and characterization  
Has a plot

*It's a NOVEL in VERSE!*

Using *Samira Surfs* excerpts, identify the components of poetry and the characteristics of novels which establish it as a novel in verse.

Excerpt	It's a poem	It's a novel
Broken Rules p140–141	<b>Personification:</b> stepped on rules <b>Simile:</b> like tiptoeing around puddles <b>Personification:</b> a path built from dreams <b>Imagery:</b> path is windy strewn with hurdles	<b>Characterization:</b> Samira is struggling with wanting to learn how to read and go to school and with her parents' wishes for her to be a traditional Rohingya woman.  <b>Plot:</b> Samira wants to learn to surf and win the competition to get the money.
Passed Down p154		
Blessed p155		
Choose your own		

# The Outsiders

Written by S.E. Hinton

Speak

978-0-14-038572-4 | Trade Paperback  
224 pages | \$10.99 | Lexile: 750L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Tracking characters' actions and motives throughout a novel allows students to gain a deeper understanding of the connection between characterization and theme. Students will use chapter one of *The Outsiders* to establish their initial thoughts on the characters and determine which archetype S.E. Hinton is portraying through their characteristics.

## LEARNING TARGETS

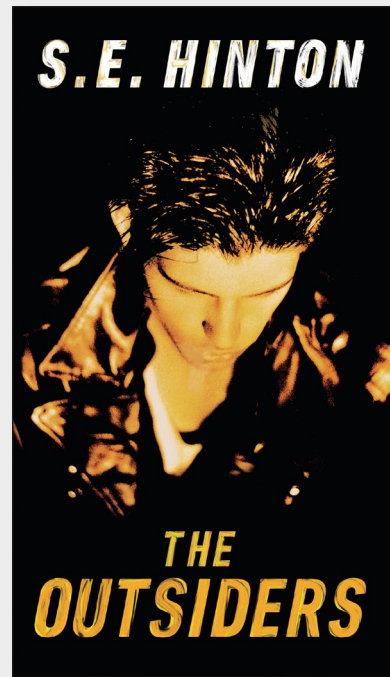
1. Students will be able to identify character traits revealed in chapter one of *The Outsiders*.
2. Based on the character evidence, students will be able to categorize each character as one of the traditional archetypes.

## MATERIALS NEEDED

- *The Outsiders* by S.E. Hinton
- Character Analysis Chart (Based on "12 Character Archetypes Every Writer Should Already Know")
- "12 Character Archetypes Every Writer Should Already Know": [tinyurl.com/2ds73yd3](http://tinyurl.com/2ds73yd3)

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Ponyboy can count on his brothers and on his friends, but not on much else—besides trouble with the Socs, a vicious gang of rich kids whose idea of a good time is beating up “greasers” like Ponyboy. At least he knows what to expect—until the night someone takes things too far.

## ACTIVITY DESCRIPTION

- Step 1:** Read chapter one of *The Outsiders* aloud.
- Step 2:** Introduce students to “12 Character Archetypes Every Writer Should Already Know.”
- Step 3:** Review each of the archetypes described.
- Step 4:** Review the Character Theme Connection chart.
- Step 5:** Review the Ponyboy example.
- Step 6:** Have students work with a partner to collect evidence for Darry and determine an archetype.
- Step 7:** Discuss student evidence and archetype.
- Step 8:** Continue with the next examples.

## Character Analysis Chart

An archetype is a character who is revealed as having universally recognizable traits. The most common character archetypes are warrior, child, orphan, creator, caregiver, mentor, joker/trickster, magician, rebel, lover, and seductress. Using the characters identified in chapter one of *The Outsiders*, identify the traits revealed and determine which archetype you believe is being represented.

Character	Evidence of Traits Revealed	Archetype
Ponyboy	<p>“They had me down in a second. They had my arms and legs pinned down and one of them was sitting on my chest with his knees on my elbows, and if you don’t think that hurts, you’re crazy.” p 5</p> <p>“I looked away hurriedly, because, if you want to know the truth, I was starting to bawl.” P 8</p> <p>“I was coming home from the movies. I didn’t think...” p 13</p> <p>“One time in biology I had to dissect a worm, and the razor wouldn’t cut, so I used my switchblade. The minute I flicked it out — I forgot what I was doing or I would never have done it...” p 15</p>	Ponyboy represents the child archetype. He is portrayed as being naive by not thinking to get a ride to the movies and physically powerless against the attack from the Socs.
Darry		
Sodapop		
Steve Randle		
Two-Bit Mathews		
Dallas Winston - Dally		

# Call Me American

(Adapted for Young Adults)

Written by Abdi Nor Iftin

Ember

978-1-984897-13-8 | Trade Paperback

272 pages | \$9.99 | Lexile: 900L



## OVERVIEW & PURPOSE

This is the true story of a young Somali immigrant. In this lesson, students will have the opportunity to learn about birthdays in Somalia, write an objective summary and compare and contrast the main character's birthday to that of his sister's birthday.

## LEARNING TARGETS

1. Students will be able to determine the central idea of the included nonfiction article.
2. Students will construct an objective summary of a nonfiction article.
3. Students will identify the similarities and differences of two characters' birthdays.

## MATERIALS NEEDED

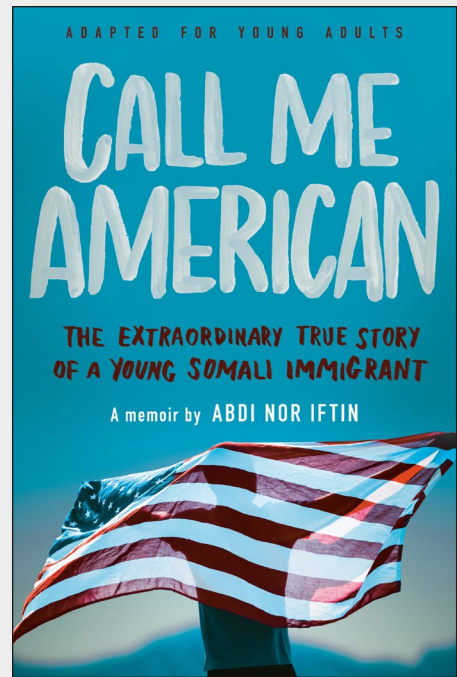
- *Call Me American (Adapted for Young Adults)* by Abdi Nor Iftin pages 5-8 and pages 53-54
- Article: Why so many Somali-Americans celebrate their birthday on Jan. 1: [tinyurl.com/3bwmhzhw](https://www.tinyurl.com/3bwmhzhw)
- Readers Response Worksheet
- Compare and Contrast Worksheet

## ACTIVITY DESCRIPTION

Determine the Objective Summary of the news article and prepare students to understand birthdays in Somalia.

# Finding Your Place in the World:

*Lessons for Reading and Writing*



## SUMMARY

In Somalia, Abdi Nor Iftin grew up amidst a blend of cultures. His mother entertained him with vivid folktales and bold stories about her rural, nomadic upbringing. As he grew older, he spent his days following his father, a basketball player, through the capital city of Mogadishu. But when the threat of civil war reached Abdi's doorstep, his family was forced to flee to safety. Nicknamed Abdi the American, he developed a proficiency for English that connected him.

**ACTIVITY DESCRIPTION** (cont'd)

The guided worksheet will provide support for students as they read the article. Review the explanation of birthdays provided by Abdi Nor Iftin on pages 5 and 6. Consider reading the pages to the students or providing students with a copy to read independently:

- Students should read pages 5 and 6 from *Call Me American* by Abdi Nor Iftin
- Students should read Why so many Somali-Americans celebrate their birthday on Jan. 1
- Students should complete a notes sheet: Readers Response Worksheet
- Students can team up with their classmates to compare their Objective Summaries and discuss their findings.

Introduce *Call Me American* by Abdi Nor Iftin

Have students read pages 6-8 and pages 53-54 or read aloud to students. Abdi identifies how his birthday differs from that of his sister because of the war-torn environment. Complete the Compare and Contrast Chart citing first each character's birthday experiences. Using specific details, write a response to the statement: War changes every aspect of life.

Discuss the student discoveries as a class or have students discuss in groups. How are they the same? How are they different? What can the students infer caused the differences?

Key ideas for Abdi Nor Iftin's Birthday:

- "The moment I appeared, Maryan ran down the street to break the good news to my dad that a boy was born"
- "My dad took a day off from work and partied with his friends, buying them qat leaves"
- "He visited us, as a guest in his own house"
- "Forty days, the amount of time a woman is supposed to remain chaste after labor"
- "Mom was still sleeping under the neem tree, near clay bowls and glass jars full of porridge and orange juice"
- "The women perfumed the rooms of the house and swept the yard bent over, using a short broom"
- Sheikhs "circled the jiimbaara in the yard where I was lying next to mom"
- "Camel meat and sweet milk together are called duco, a blessing for the newborn"

Key Ideas for Abdis Nor Iftin's Sister's Birthday:

- "Khadija called us orphans because we had no dad"
- "My new baby sister was born during the Four-Month War"
- Khadija helped Mom deliver in the middle of the night using a flashlight"
- "Mom did not have people visit, or bring herbs, food and clothes"
- "There was no rest for forty days"
- "Mom was forced to go out and find food for us"

### Reader Response Questions for Informational Text

Article: **Why so many Somali-Americans celebrate their birthday on Jan. 1**

- Who is the author?
- What is the topic or subject of this informational text?
- What do we know about the author through their writing?
- Are they reliable or trustworthy?
- What qualifies the author to write this information?
- What is the author's purpose for writing this piece?
- Did you learn any NEW vocabulary words? Write an objective summary of the assigned reading section: \_\_\_\_\_

- Something I wondered about while I read:
  - How does the author feel about the topic?
  - What is your opinion about this article? Do you agree or disagree with it? Why?
- Three things I learned by reading this passage:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Compare and Contrast: Abdi's Birth and Abdi's Sister's Birth

Directions: Abdi identifies how his birthday differs from that of his sister because of the war-torn environment. Complete the Chart citing first each character's birthday experiences. Using specific details, write a response to the statement *War changes every aspect of life*.

Abdi's Birthday Details

Abdi's Sister's Birthday Details

War changes every aspect of life:

Penguin  
Random  
House

Education

Penguin Random House Education  
1745 Broadway, New York, NY 10019  
[penguinrandomhouseeducation.com](http://penguinrandomhouseeducation.com)

Queries: [K12education@penguinrandomhouse.com](mailto:K12education@penguinrandomhouse.com)





# This is My America

Written by Kim Johnson

Ember

978-0-593-11879-5 | Trade Paperback  
416 pages | \$10.99 | Lexile: HL640L



## OVERVIEW & PURPOSE

Juxtaposition is a literary device which puts two different elements side by side for the purpose of comparing their differences. Kim Johnson has crafted several juxtaposition samples in her novel, *This is My America*. Understanding this literary device will allow students to provide a complex literary analysis of text, as well as gain a deeper understanding of characterization connections.

## LEARNING TARGETS

1. Students will be able to define *juxtaposition*.
2. Students will be able to provide evidence of two elements being juxtaposed.
3. Students will be able to connect the juxtaposition to the larger plot or theme of the novel.

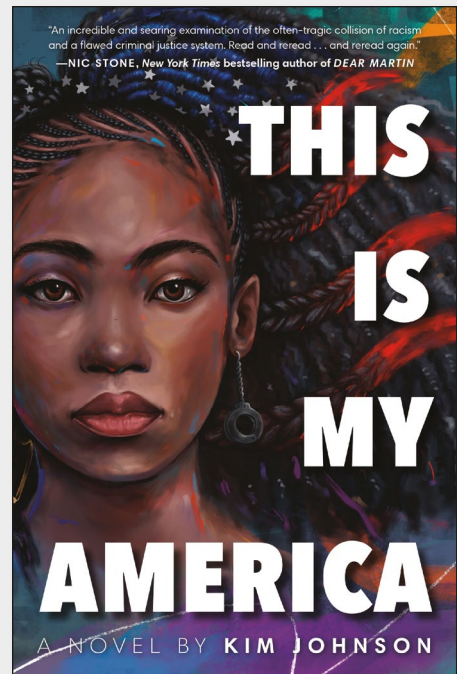
## MATERIALS NEEDED

- *This Is My America* by Kim Johnson
- *We Have A Situation* Analysis Chart

## ACTIVITY DESCRIPTION

- Step 1:** Introduce the *We Have A Situation* analysis chart to students.
- Step 2:** Review the literary device juxtaposition.  
(Defined by [Literaryterms.net](http://Literaryterms.net))
- Step 3:** Discuss the example provided: *Reaction to photo at the Pike*.
- Step 4:** Have students select two of the provided examples to work on with a partner or independently.

**Finding  
Your Place  
in the World:**  
*Lessons for Reading  
and Writing*



## SUMMARY

While teenaged Tracy writes letters asking a justice-seeking project to help her father—an innocent black man on death row—she takes on another case when her brother is accused of killing his white girlfriend.

## We Have A Situation

*This Is My America* author Kim Johnson has juxtaposed several situations for the reader to think through. Understanding the issues being juxtaposed will allow for a complex literary analysis as well as a deeper understanding of characterization and interaction. Using the, “We Have A Situation” chapter (pages 241-250), identify the evidence of juxtaposition, describe its impact on characterization and determine its connection to the theme of the story.

**Juxtaposition:** placement of two or more things side by side in order to compare their differences

EXAMPLE	CHARACTERIZATION	CONNECTION TO THEME
Photo from the party at the Pike.	<p>Dean doesn't seem to think anything is off. He does think it is strange that the boys in the photo are all from different cliques that don't usually hang out together.</p> <p>Tracy sees a photo of all white boys. After the party was segregated the night before and being asked to leave, she is suspicious. Why would all these white boys be hanging out together?</p>	<p><i>This Is My America</i> is highlighting issues between the blacks and whites in Tracy's town. The more information being gathered, the more convinced Tracy is becoming that her father and brother's circumstances are most certainly connected.</p> <p>This example shows the juxtaposition of Tracy struggling with her personal connection to Dean, and her understanding of him never being able to see through the lens of a black person.</p>

**Choose two other examples:**

- Class debate in history centered on 'Black Lives Matter.'
- Dean's response/reaction to someone potentially breaking in.
- Interaction with police officers searching the upstairs office.
- Tracy, Steve and Dean's reaction to the potential police search.

# Shelter

Written by Christie Matheson

Random House Books for Young Readers

978-0-593-37638-6 | Hardcover

192 pages | \$16.99 | Lexile: 750L



## OVERVIEW & PURPOSE

Learning and understanding an author's craft and style is important for students to have a deeper understanding of the texts. Christie Matheson uses *epigraphs* at the beginning of each of the chapters in *Shelter*. Students will learn about epigraphs and connect them to the theme of the chapter.

## LEARNING TARGETS

1. Students will be able to identify an epigraph.
2. Students will be able to provide evidence to establish a connection to the theme of the chapter and an epigraph used.
3. Students will be able to identify the individual who is being quoted.
4. Students will be able to provide their synthesis of quote, individual, chapter and theme.

## MATERIALS NEEDED

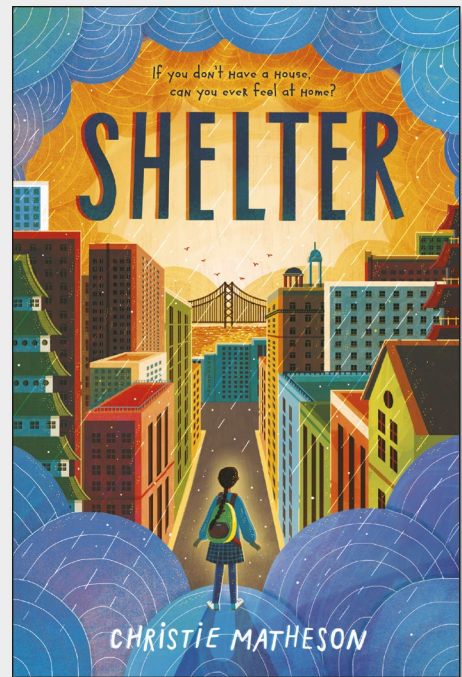
- *Shelter* by Christie Matheson
- Epigraph Analysis Chart: And I Quote

## ACTIVITY DESCRIPTION

- Step 1:** Provide students with a copy of the Epigraph Analysis Chart: And I Quote.
- Step 2:** Discuss the definition of an epigraph and how authors use them to connect to readers and to themes within texts.
- Step 3:** Students will identify the quote at the beginning of Chapter 3: School Time.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

While ten-year-old Maya attends an elite private school on scholarship, her classmates are unaware that she and her family are living in a homeless shelter. On one poignant day, Maya discovers having a house is not the only way to have a home.

### ACTIVITY DESCRIPTION *(cont'd)*

- Step 4:** Begin thinking aloud with students and determine what elements from chapter 3 connect to Eleanor Roosevelt and her quote. Record ideas in the chart.
- Step 5:** Allow students to work with a partner to determine additional connections.
- Step 6:** After all ideas are shared, allow students to synthesize their thoughts on the connections between the quote, historical figure, and theme into one or two sentences.
- 

## “And I Quote...”

**Epigraph:** A famous quote at the beginning of text.

**Purpose:** Authors use quotes from other famous individuals to connect to an overarching theme of the text.

### Chapter 3: School Time

“You must do the thing you think you cannot do.” —Eleanor Roosevelt

My notes about who Eleanor Roosevelt was:

#### Evidence from Chapter 3 Supporting the Quote:

Maya knows she should tell Abby that they lost their home and her family is living in a shelter. *p 33*

Taking care of Abby’s younger sister who was born with cerebral palsy. *p 33*

#### Connections to the Quote and Eleanor Roosevelt:

Eleanor Roosevelt and Maya are both shy. *p 31*

#### Quote and Theme Connections:

# Lubna and Pebble

Written by Wendy Meddour,  
Illustrated by Daniel Egnéus

Dial

978-0-525-55416-5 | Hardcover  
32 pages | \$17.99 | Lexile: 460L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Students need opportunities to practice literary devices in isolation. Children's books are perfect to teach isolated concepts because they have beautiful writing, but they can typically be read very quickly in one sitting. The author, Wendy Meddour, uses the literary device apostrophe in her debut book *Lubna and Pebble*. In this lesson students will focus on the skill of identifying apostrophe and personification in both a children's book.

## LEARNING TARGETS

1. Students will determine the meaning of a literary device.
2. Students will identify apostrophe and personification in a children's book
3. Students will compose examples of apostrophe and personification.

## MATERIALS NEEDED

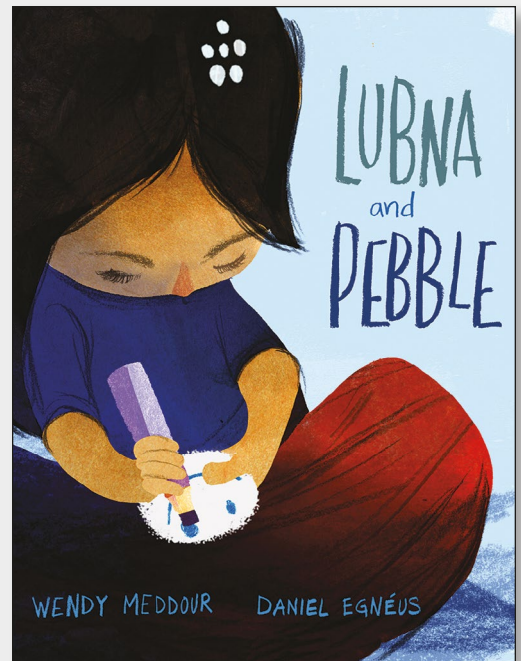
- Lubna and Pebble by Wendy Meddour and Daniel Egnéus
- Lit Charts Apostrophe Website: [tinyurl.com/2p9byxaz](http://tinyurl.com/2p9byxaz)
- Lit Charts Personification Website: [tinyurl.com/yn6tyck5](http://tinyurl.com/yn6tyck5)
- Apostrophe and Personification Worksheet

## ACTIVITY DESCRIPTION

Students will begin by distinguishing the difference between **Apostrophe and Personification**. A definition and examples are provided on the Apostrophe and Personification Worksheet

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

In an unforgettable story that subtly addresses the refugee crisis, a young girl must decide if friendship means giving up the one item that gives her comfort during a time of utter uncertainty.

Lubna's best friend is a pebble. Pebble always listens to her stories. Pebble always smiles when she feels scared. But when a lost little boy arrives in the World of Tents, Lubna realizes that he needs Pebble even more than she does.

**ACTIVITY DESCRIPTION** (*cont'd*)

**Step 1:** Teacher should read *Lubna and Pebble* by Wendy Meddour and Daniel Egnéus

**Key Ideas for Apostrophe:**

1. "Hello, Pebble," whispered Lubna.
2. "Lubna told Pebble everything. About her brothers. About home. About the War."
3. "I love you, Pebble."
4. "This is my best friend, Pebble."
5. "Hello, Pebble. My name's Amir."
6. "You are still my best friend."
7. "She asked Pebble what to do. Pebble didn't answer."
8. "Good-by, Pebble."
9. "Hello, Pebble," Amir said."

**Key Ideas for Personification:**

1. "Pebble smiled back"
2. "Pebble always listened to her stories."
3. "Pebble always smiled when she felt scared."

**Step 2:** Students should complete the Apostrophe and Personification Worksheet and identify sentences or phrases that are either examples of Apostrophe or Personification.

**Step 3:** Students should write three brand new examples of each Apostrophe and Personification. These can be written with a partner or independently.

**Step 4:** Students may share in a group their new examples, or they can share with the class.

## Apostrophe and Personification Worksheet

Apostrophe	Personification
"Apostrophe is a figure of speech in which a speaker directly addresses someone (or something) that is not present or cannot respond in reality. The entity being addressed can be an absent, dead, or imaginary person, but it can also be an inanimate object (like stars or the ocean), an abstract idea (like love or fate), or a being (such as a Muse or god)" (Tsykynovska 1).	"Personification is a type of figurative language in which non-human things are described as having human attributes" (Scopa 1).

**Directions:** After reading *Lubna and Pebble* by Wendy Meddour and Daniel Egnéus, identify the use of Apostrophe vs. Personification in the story. Write your examples in the blanks below.

Apostrophe	Personification

**Your Turn:** Directions: Write your own examples of Apostrophe and Personification in the boxes below.

Apostrophe	Personification

Scopa, Sally. "Personification." LitCharts. LitCharts LLC, 5 May 2017. Web. 6 Jun 2022. Tsykynovska, Lena. "Apostrophe." LitCharts. LitCharts LLC, 5 May 2017. Web. 6 Jun 2022.



# Areli is a Dreamer

Written by Areli Morales, Illustrated by Luisa Uribe

Random House Studio  
978-1-984893-99-4 | Hardcover  
40 pages | \$17.99 | Lexile: AD550L



## OVERVIEW & PURPOSE

*Areli is a Dreamer* by Areli Morales and Luisa Uribe is a true story about a young girl who comes to the United States to live with her parents and can help children understand the challenges and rewards of being an immigrant. In this lesson, students will focus on the skill of interpreting illustrations in a piece of literature.

## LEARNING TARGETS

1. Students will define illustrations in a text.
2. Students will demonstrate their understanding of an illustration by interpreting it.

## MATERIALS NEEDED

- *Areli is a Dreamer* by Areli Morales and Luisa Uribe pages 15 and 16
- I Spy With My Little Eye Worksheet

## ACTIVITY DESCRIPTION

This book focuses on helping children understand what it's like to be an immigrant through the story of a young girl. There are two pages that are exclusively told through illustrations. Reading illustrations creates a new demand on student cognitive thinking. In this lesson, students will view a full page of illustrations focusing on Areli's trip from Mexico to the United States and interpret the meaning of these illustrations.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

When Areli was just a baby, her mama and papa moved from Mexico to New York with her brother, Alex, to make a better life for the family—and when she was in kindergarten, they sent for her, too.

Everything in New York was different. Gone were the Saturdays at Abuela's house, filled with cousins and sunshine. Instead, things were busy and fast and noisy. Areli's limited English came out wrong, and schoolmates accused her of being illegal. But with time, America became her home. And she saw it as a land of opportunity, where millions of immigrants who came before her paved their own paths. She knew she would, too.

**ACTIVITY DESCRIPTION** (cont'd)

- The teacher will read *Areli is a Dreamer* by Areli Morales. The focus pages will be pages 15 and 16.
- Questions to consider before focusing on the illustrations to help students connect:
  1. Have any of you experienced moving from one country to another? From one state to another? Did you have trouble adjusting to the new place?
  2. Have you ever experienced being the new kid at school? In your neighborhood?
- Refer to the I Spy with My Little Eye Worksheet
- Project the illustrations from *Areli is a Dreamer* on pages 15-16 or divide students into groups and provide one copy of the book to each group.
- Students will study the illustrations on pages 15 and 16 and complete the I Spy with My Little Eye Worksheet.

## Key Ideas:

- Illustration 1- Areli must ride in a truck with the man to the bus terminal. She is leaving her home in Mexico. Areli is alone with the stranger. She has left her family.
  - Illustration 2- Areli waits with the man at the bus terminal. She looks scared because she is holding his hand.
  - Illustration 3- Areli is traveling on the bus to see her parents. She is looking out the window and knows
  - Illustration 4- Areli has arrived in a bustling city that is crowded with people and has big buildings. This is the complete opposite of her experience in Mexico.
- The teacher will read *Areli is a Dreamer* by Areli Morales. The focus pages will be pages 15 and 16.

**I Spy with My Little Eye**

Directions: *Areli is a Dreamer* is a true story about a young girl who comes to the United States to live with her parents. Areli Morales's children's book also includes beautiful illustrations by Luisa Uribe. In one part of the story, the author chooses to tell her story ONLY with illustrations. Study the illustrations on pages 15 and 16 and interpret the meaning in the boxes below.

Illustration	What does the reader learn?
Illustration 1	
Illustration 2	
Illustration 3	
Illustration 4	
Why do you think the author chose not to put any words with the illustrations?	

# Enrique's Journey

(Adapted for Young Adults)

Written by Sonia Nazario

Ember

978-0-385-74328-0 | Trade Paperback

288 pages | \$10.99 | Lexile: 770L



## OVERVIEW & PURPOSE

This is the true story of a boy determined to reunite with his mother. In part two, Enrique begins his intense journey, and it is here that the reader experiences his true perseverance. In this lesson, students will identify the multiple attempts that Enrique embarks on to reach his mother. Students will locate key words that indicate each attempt, summarize the event, and compose a definition for perseverance.

## LEARNING TARGETS

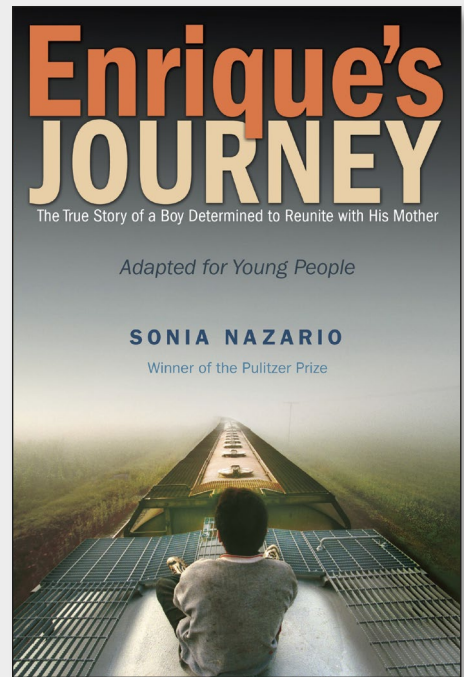
1. Students will identify "flashing red light" words that indicate a transition.
2. Students will illustrate their understanding of individual events.
3. Students will compose a definition of a new vocabulary word.

## MATERIALS NEEDED

- *Enrique's Journey* by Sonia Nazario
- Perseverance Worksheet

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Addresses the issues of family and illegal immigration through the story of a young boy's dangerous journey from Honduras to the U.S. in search of his mother, who left him and his sibling behind to make a better life for her family.

**ACTIVITY DESCRIPTION**

Students will read about Enrique's multiple attempts to reach his mother. Through these extraordinary circumstances, the students will also embark on a journey of their own through a close read.

- Introduce “flashing red light” words or phrases to students. This information can be found on the Perseverance Worksheet.
- Students should read pages 56-61 entitled “Perseverance.” As students read, have them highlight or circle the “flashing red light” words or phrases that introduce EACH of the seven attempts Enrique makes to reach his mother.
- Students should complete the Perseverance Worksheet
- Students can share their findings as a class, in a group or with a partner.

## Perseverance

**“Flashing red light” words:** These are words or phrases indicating that a transition or change is coming in a piece of writing. Highlight, underline, or circle them when you see them.

**Directions:** Read “Perseverance” on pages 56-61 and look for Enrique's seven attempts to reach his mother. In the first column, indicate the “flashing red light” word or phrase that indicates one of the attempts. In the second column, summarize the result of his attempt. Finally, write a definition of *perseverance*.

Attempts	“Flashing Red Light” Word or Phrase	Summary of Attempt
Attempt 1		
Attempt 2		
Attempt 3		
Attempt 4		
Attempt 5		
Attempt 6		
Attempt 7		
After reading about Enrique's experience, what is your definition of perseverance?		

# No Fixed Address

Written by Susin Nielsen

Yearling

978-1-5247-6837-9 | Trade Paperback  
288 pages | \$7.99 | Lexile: 620L



## OVERVIEW & PURPOSE

Susin Nielsen's *No Fixed Address* features a character, Felix, who is homeless. Felix's mother sometimes lies to him, and Felix describes her types of lies. In context, this forces readers to consider why a character might lie, and what motivates them. Using close-reading strategies, students will analyze lies to characterize Felix's mother, citing text evidence to support their claims.

## LEARNING TARGETS

1. Students will be able to identify a unique structure in storytelling
2. Students will be able to summarize important ideas in a text
3. Students will be able to infer character motive
4. Students will be able to make and support a claim about characterization with textual evidence

## MATERIALS NEEDED

- *No Fixed Address* by Susin Nielsen
- You Are Lying Worksheet

## ACTIVITY DESCRIPTION

Students will be using a close read to examine a character's motivation and provide textual evidence to support their conclusions. They will begin by identifying the types of lies described by Susin Nielsen and complete the worksheet provided.

- Step 1:** Students should read pages 31-34 of *No Fixed Address* by Susin Nielsen
- Step 2:** Students should complete the You Are Lying! Worksheet

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Twelve-and-three-quarter-year-old Felix Knutsson has a knack for trivia. His favorite game show is Who What Where When; he even named his gerbil after the host. Felix's mom, Astrid, is loving but can't seem to hold on to a job. So when they get evicted from their latest shabby apartment, they have to move into a van. Astrid swears him to secrecy; he can't tell anyone about their living arrangement, not even Dylan and Winnie, his best friends at his new school. If he does, she warns him, he'll be taken away from her and put in foster care. As their circumstances go from bad to worse, Felix gets a chance to audition for a junior edition of Who What Where When, and he's determined to earn a spot on the show. Winning the cash prize could make everything okay again. But things don't turn out the way he expects.

**ACTIVITY DESCRIPTION** (*cont'd*)**Key Ideas:**

- The Invisible Lie
- The “Give Peace a Chance” Lie
- The “Embellishment” Lie
- The “No One Gets Hurt” Lie
- The “Someone Might lose an Eye” Lie

**Step 3:** Take the opportunity to discuss the different types of lies. Consider the following questions:

- Is it true that no one really gets hurt?
- Can embellishing be a problem?
- Why do people tell lies?
- What really motivates Felix’s mother to lie?
- How does Felix feel about the lies?

**Step 4:** Students will read pages 67-70, 151 and 251, identify the type of lie in the passage and justify it. They can complete this assignment individually, with a partner, or as a group.

**Step 5:** Once students have completed the assignment, they can share with the class or with a partner.

### You are Lying! (A Character’s Motivation)

The main character, Felix, in *No Fixed Address* by Susin Nielsen takes a “pause” in the story to explain his mother’s lying, which typically protects their homeless status. He calls it, “Astrid’s Guidebook to Lies.” This is what he says:

“I suppose I need to pause here to explain that yes, on occasion, my mother lies. But it’s important to note that she has levels of lies, and rules surrounding each. Sort of like the Church of Scientology and their levels of Operating Thetans, her rationales don’t always make a lot of sense. But this is how I break them down in my head” (31).

**Directions:** Read pages 31-34 in *No Fixed Address*, summarize the five types of lies Astrid tells, and provide examples.

Type	Summary	Example

**Your Turn: Directions:** Read the assigned pages and decide the type of lie used. Consider why Felix’s mother might use this type of lie. What is her motivation?

Assigned pages	Type pf Lie	Why? Evidence/Motivation
pp. 67-70		
p. 151		
p. 251		



# Sugar Town Queens

Written by Malla Nunn

G.P. Putnam's Sons Books for Young Readers  
978-0-525-51562-3 | Trade Paperback  
336 pages | \$11.99 | Lexile: HL680L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Fifteen year old Amandla lives with her mother in Sugar Town, South Africa. She is a strong character that seeks the truth about her family. In this lesson, students will focus on the skill of identifying and interpreting metaphors in a piece of literature.

## LEARNING TARGETS

1. Students will identify metaphors and their comparisons in a piece of writing.
2. Students will demonstrate their understanding of a piece of literature by interpreting multiple metaphors.

## MATERIALS NEEDED

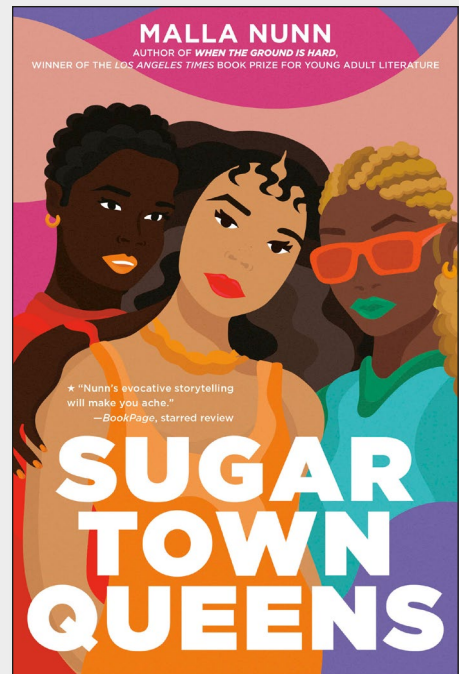
- *Sugar Town Queens* by Malla Nunn, pages 40-49
- Metaphorically Speaking Worksheet
- Metaphor Website: [tinyurl.com/36h37nca](https://tinyurl.com/36h37nca)

## ACTIVITY DESCRIPTION

Similes tend to be easy for students. Metaphors, on the other hand, can be more difficult. Practice using literary devices in isolation can provide the support they need. Students will begin studying metaphors through the use of I Do, We Do, You Do. The metaphors will start out in isolation and end with an application activity in a piece of literature. Similes tend to be easy for students. Metaphors, on the other hand, can be more difficult. Practice using literary devices in isolation can provide the support they need. Students will begin studying metaphors through the use of I Do, We Do, You Do. The metaphors will start out in isolation and end with an application activity in a piece of literature.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

A biracial girl living in post-apartheid South Africa is determined to unveil the mystery of her white mother's hidden past.

- Refer to the Metaphorically Speaking worksheet Worksheet and pp. 40-49 of *Sugar Town Queens* by Malla Nunn.
- Teacher will review the definition of a metaphor and show the I Do sample on the Metaphorically Speaking Worksheet.
- Students will complete the You Do sample on the Metaphorically Speaking Worksheet. Once students complete, students may share their findings in a group and then with the class.
- Finally, the students will read pp. 40-49 of *Sugar Town Queens* by Malla Nunn independently. On the Metaphorically Speaking Worksheet, the students have been provided with the words that are being used as metaphors: house sparrow and white seagulls.

Students will need to read the chapter to discover the meaning of these two metaphors. Not all authors blatantly explain their metaphors used, but Malla Nunn does in this chapter. Students should record their answers on the Metaphorically Speaking Worksheet.

#### Key Ideas:

- "Boom. The small guard's strange bird comment suddenly makes sense. I am the sparrow, and the Bollards are the white seagulls. And, judging from his surprised expression, I'm the only brown bird in the flock" (Nunn 49).
- Amandla is the house sparrow because her skin color is dark.
- The Bollards (Amandla's grandparents) are the White Seagulls because their skin color is white.
- Once completed, the students may share in a group, or they can share with the class.

## Metaphorically Speaking

What is a metaphor? It is a literary device that compares one thing to another to help the reader create a picture in their mind. There is NO like or as.

I Do		
Example: He was a building.		
What TWO things are being compared?	HE	BUILDING
Image Created: He is a BIG guy or a TALL guy.		

We Do		
Example: "But soft, what light through yonder window breaks? It is the east, and Juliet is the sun!"(Shakespeare)		
What TWO things are being compared?		
Image Created:		

You Do		
Example: Read pp. 40-49 from <i>Sugar Town Queens</i> by Malla Nunn		
"Eish!" The small guard makes a surprised sound and says in Zulu, "You are right, my friend. Imagine that. A house sparrow among the white seagulls"(Nunn 40).		
What TWO things are being compared? (You will need to read the rest of the chapter to discover the comparisons)		
Image Created:		
Why do you think the author chose these images?		

# Planet Earth Is Blue

Written by Nicole Panteleakos

Yearling

978-0-525-64660-0 | Trade Paperback  
240 pages | \$7.99 | Lexile: 740L



## OVERVIEW & PURPOSE

*Planet Earth Is Blue* by Nicole Panteleakos follows Nova, a student with autism, as she settles into her new foster home. She has been separated from her older sister Bridget, who the reader learns about through letters that she writes to her. In this lesson, students will be working on their writing skills to improve imagery and creativity.

## LEARNING TARGETS

1. Students will identify imagery found in a piece of literature.
2. Students will compose a single sentence using color imagery.
3. Students will compose a paragraph using color imagery.

## MATERIALS NEEDED

- *Planet Earth Is Blue* by Nicole Panteleakos pages 90-94
- Eye See You! Worksheet
- Highlighters
- Five boxes of 64 crayons

## ACTIVITY DESCRIPTION

Students can improve their creative writing techniques by practicing isolated skills. In this lesson, they will use pages 90-94 of *Planet Earth Is Blue* as a mentor text. They will focus on how author Nicole Panteleakos describes a character's eyes. Students will mimic this style using their box of crayons and peers assigned to their group.

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Autistic and nearly nonverbal, twelve-year-old Nova is happy in her new foster home and school, but eagerly anticipates the 1986 Challenger launch, for which her sister, Bridget, promised to return.

**ACTIVITY DESCRIPTION** (*cont'd*)

- Step 1:** Students should read pages 90-94 of *Planet Earth Is Blue* by Nicole Panteleakos.
- Step 2:** Students should highlight any descriptions that Nicole Panteleakos uses to describe eye color. Two examples can be found on the Eye See You Worksheet. The first example is short and should provide a quick sense of accomplishment that can be implemented in their writing immediately. This is an easy example to show students how to make their writing longer by adding details.
- Step 3:** Divide students into groups of four and provide one box of crayons. Students will provide descriptions of the eyes of other students in their group. They will choose one or two crayon colors to describe each student's eyes.
- Step 4:** Students will complete the Eye See You Worksheet.
- Step 5:** Students should share their work with their group and with the class.

**Eye See You!**

	Examples
Example 1	"Alex's eyes are Crayola Cornflower Blue, a baby blanket blue"(Panteleakos 93).
Example 2	"Francine's are Crayola Midnight Blue like the deepest part of the ocean when the sun's going down, way out where you could swim and not see your feet beneath you but you would know they are there, helping you tread water above the coral and rocks and sand and sharks and fishes and whales, not murky like pond water or clear like bath water. Dark true, Midnight Blue" (Panteleakos 92).
Try Example 1 This one includes a crayon color + one object	
Try Example 2 This one includes a crayon color + one comparison with description	

# The Boy at the Back of the Class

Written by Onjali Q. Rauf

Yearling

978-1-98485-081-2 | Trade Paperback  
304 pages | \$8.99 | Lexile: 940L



## OVERVIEW & PURPOSE

Students need practice understanding characterization, character development and how an author reveals characters to readers. Onjali Rauf opens his novel with specific characterization craft moves that will allow students to deepen their understanding of the characters. Students will identify which type of characterization, *direct/explicit* or *indirect/implicit*, is being used by the author and infer the importance of the characteristics to the plot of the story.

## LEARNING TARGETS

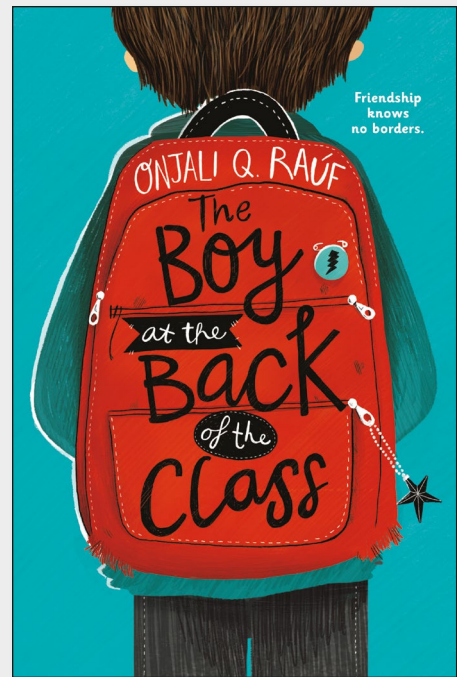
1. Students will be able to identify which example of characterization (physical appearance, specific trait, thoughts, action, interactions with other characters or a description) the author has used.
2. Students will be able to decide which type of characterization, *direct/explicit* or *indirect/implicit*, is revealed through the author's craft.

## MATERIALS NEEDED

- *The Boy at the Back of the Class* by Onjali Q. Rauf
- Characterization Analysis Chart  
(Definitions from: [literaryterms.net](http://literaryterms.net))

## Finding Your Place in the World:

*Lessons for Reading and Writing*



## SUMMARY

When quiet, nine-year-old Ahmet arrives in their classroom, a boy and his friends fail to draw him out but try a new plan after learning he is a Syrian refugee.

## ACTIVITY DESCRIPTION

- Step 1:** Read chapter one aloud with students.
- Step 2:** Explain the Characterization Analysis Chart.
- Step 3:** Review the “Narrator” and “Tom” samples together. Model going back to the text and rereading the quotes provided.
- Step 4:** If this is the first time students are doing work like this, practice using a think-aloud.
- Step 5:** Determine if students are able to work independently or with a partner when moving to the “Josie” sample.
- Step 6:** Students should go back to the text and reread the quote in context.
- Step 7:** Students should then underline the words from the quote, which either gives the direct characterization or provides clues for the reader to infer.
- Step 8:** Students should then provide their thoughts about the character based on the words underlined. What conclusions have they drawn based on the information provided?
- Step 9:** Review the “Josie” sample as a class before moving on to the other examples.
- Step 10:** Students should use the last space in the chart to provide their own example from chapter one.

## Characterization Analysis

<b>Characterization:</b> physical appearance, personality traits, thoughts, actions, interactions with other characters.		<b>Direct/Explicit Characterization:</b> author makes characteristic clear. Reader is directly told what the characteristic is.	<b>Indirect/Implicit:</b> author provides clues to the reader about a character; it is up to the reader to determine the meaning.
Character	Characteristic Revealed	Type	My Thoughts
Narrator	“Usually, the <u>best thing</u> about starting a brand-new semester is that you get extra allowance to buy <u>new school supplies</u> with.” p 1	<input type="checkbox"/> Direct/Explicit <input checked="" type="checkbox"/> Indirect/Implicit	The author is showing that the narrator doesn’t like all the learning at school but they like to get new school supplies.
Tom	“Tom’s got <u>short spiky hair</u> and a <u>side-smile</u> and a <u>big Adam’s apple</u> that looks like a Ping-Pong ball got stuck in his throat.” p 4	<input checked="" type="checkbox"/> Direct/Explicit <input type="checkbox"/> Indirect/Implicit	The author is giving a straight physical description of Tom, to get a picture in my head.
Josie	“Josie has large, brown eyes and at least a million freckles across her face.” p 4	<input type="checkbox"/> Direct/Explicit <input type="checkbox"/> Indirect/Implicit	
Josie	“She’s the fastest girl in our year and can kick a soccer ball past any goalie from the other side of the field.” p 4	<input type="checkbox"/> Direct/Explicit <input type="checkbox"/> Indirect/Implicit	
Michael	“Michael has the neatest, puffiest Afro out of all the boys in our year.” p 5	<input type="checkbox"/> Direct/Explicit <input type="checkbox"/> Indirect/Implicit	
		<input type="checkbox"/> Direct/Explicit <input type="checkbox"/> Indirect/Implicit	



# The Elephant in the Room

Written by Holly Goldberg Sloan

Rocky Pond Books

978-0-7352-2995-2 | Trade Paperback

272 pages | \$7.99 | Lexile: 790L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Authors use many different craft moves to establish characterization and move the plot along. Holly Goldberg Sloan is excellent at using indirect/implicit character development by “showing” the reader rather than “telling” the reader directly. It is up to the reader to use the clues and actions to understand and develop the whole character.

## LEARNING TARGETS

1. Students will be able to identify indirect/implicit characterization within the text.
2. Students will be able to infer what the author is showing through indirect/implicit characterization.

## MATERIALS NEEDED

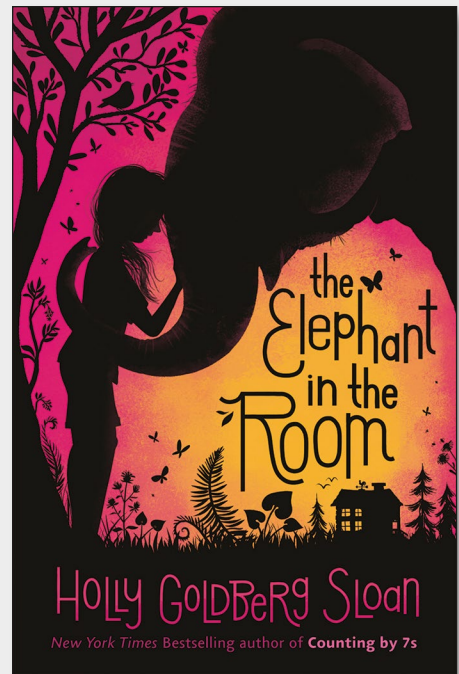
- *The Elephant in the Room* by Holly Goldberg Sloan (Chapter 27 pages 157-164)
- Show and Tell Analysis Chart

## ACTIVITY DESCRIPTION

- Step 1:** Reread chapter 27 aloud together.
- Step 2:** Introduce the Show and Tell Analysis Chart. Be sure students understand that the evidence they will be providing is inferred, or evidence the author is showing the reader without explicitly stating characteristics.

## Finding Your Place in the World:

*Lessons for Reading and Writing*



## SUMMARY

Missing her mother who has returned to Turkey to resolve an immigration problem, sixth-grader Sila welcomes a very large distraction in her life when she helps a surprising new friend rescue a circus elephant.

**ACTIVITY DESCRIPTION** (*cont'd*)

- Step 3:** Use the statement, *Mateo is very smart*, as an example. Talk through how the evidence connects directly to the character trait the author is showing.
- Step 4:** Have students work with a partner to complete *Sila is upset about her mother's absence*. Once students have completed that character trait, have them share their evidence with the group and compare thoughts.
- Step 5:** Have students complete the *Mrs. Lopez cares about Sila and her situation* character trait independently.

## Show and Tell Analysis

Part of an author's craft is to use indirect or implicit characterization. This allows the reader to take the clues from a character's behavior, appearance, dialogue or interaction with other characters to determine what the author is showing. Using evidence from chapter 27 of *The Elephant in the Room*, determine how the author is showing the reader different characteristics of characters.

Character Trait	Showing the reader: Indirect or implicit characterization evidence
Mateo is very smart.	<ul style="list-style-type: none"> <li>• "People think elephants drink that way, but they don't. Her trunk is really a nose and an upper lip. They can suck stuff into the trunk, but then they shoot it back out into their mouths. It's not a drinking straw." p 158</li> <li>• "Cultural heritage is the selected legacy of both physical and intangible attributes of a group passed from one generation to another." p 163</li> <li>• "Gio nodded. 'Mateo, you have an impressive mind.'" p 164</li> <li>• "Sila added, 'I don't even totally understand what you just said, but Mateo. I agree.'" p 164</li> </ul>
Sila is upset about her mother's absence.	
Mrs. Lopez cares about Sila and her situation.	

# Treasure of the World

Written by Tara Sullivan

G.P. Putnam's Sons Books for Young Readers  
978-0-525-51698-9 | Trade Paperback  
416 pages | \$8.99 | Lexile: 820L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

*Treasure of the World* by Tara Sullivan follows a 12 year old girl named Ana who lives in a mining community who faces great difficulty navigating child labor, gender roles, and death. In this lesson, students will focus on their skills using the literary device personification to enhance their reading and writing skills.

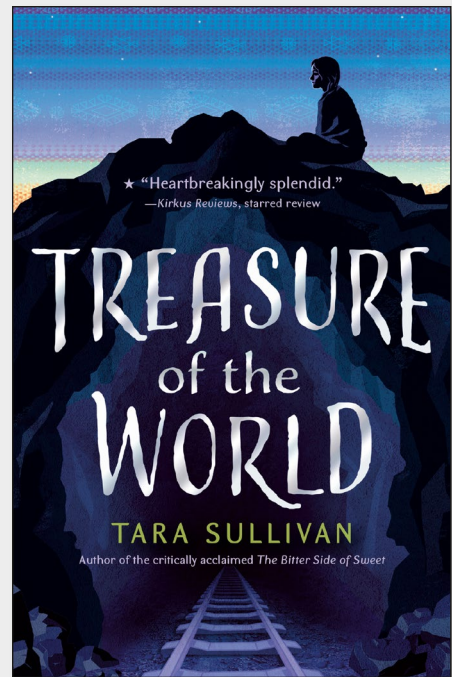
## LEARNING TARGETS

1. Students will define the meaning of personification.
2. Students will identify personification in a piece of text .
3. Students will analyze a piece of poetry and collect examples of personification

## MATERIALS NEEDED

- *Treasure of the World* by Tara Sullivan
- Personification Worksheet
- Personification Website: [tinyurl.com/2p84sddk](http://tinyurl.com/2p84sddk)
- Chicago Poem: [tinyurl.com/m6k4tuuh](http://tinyurl.com/m6k4tuuh)

**Finding  
Your Place  
in the World:**  
*Lessons for Reading  
and Writing*



## SUMMARY

A young girl must find a way to help her family survive in a desolate and impoverished Bolivian silver mining community in this eye-opening tale of resilience. Twelve-year-old Ana wants nothing more than to escape the future set for her and her classmates in her small mining village. Boys her age are beginning to leave school to become silver miners and girls her age are destined to one day be the wives of miners. But when her often ill eleven-year-old brother is forced by their demanding father to start work in the mines, Ana gives up her dreams of school to volunteer in his place. The world of silver mining though is dark and dangerous and the men who work there don't want a girl in their way. Ana must find the courage to not only survive but save her family after the worst happens and a mining accident kills her father and leaves her brother missing.

## ACTIVITY DESCRIPTION

Students will have two opportunities to identify personification in a piece of writing.

In Part 1, students can work together as a class or in a group to locate the personification.

In Part 2, students can use the poem as a cold read and work independently or with a partner to identify the personification.

- Introduce *Personification* to students. This information can be found on the Personification Worksheet or in the link provided.
- Students should read the excerpt of Ana's dream on page 52 from *Treasure of the World* by Tara Sullivan. Students should identify what is being personified and highlight the examples of personification within the text.
- Students should complete the Personification Worksheet
- After Part 1, students can share as a class or in a group or with a partner their findings.
- Once students have completed Part 1, have them apply their newly acquired skills to Part 2, *Chicago* by Carl Sandburg. This can be done independently or with a partner. Remind the students to identify what is being personified and highlight the examples of personification within the text.
- Students can share as a class.

### Key Ideas:

- The cold from the mountain stabs up through my heels.
- The wind whips over the ridge and raises goose bumps on my arms and calves.
- Cold seeping up through me
- Wind whistling over me
- I feel the Mountain that Eats Men inhaling and exhaling
- When it sighs, the smell of dust and death washes over me
- The wind pulls around me and whistles in the black cavern
- The mountain is breathing me in
- The mountain heaves beneath me, learning my smell

## Personification

**What is Personification?** It is a literary device that provides human characteristics to inanimate objects, animals, or forces of nature.

### Part 1

Directions: Read the excerpt from *Treasure of the World* by Tara Sullivan on page 52. Identify as many examples of Personification as you can from the main character's dream.

What is being personified?

### Part 2

Directions: Read the Poem *Chicago* by Carl Sandburg. Identify as many examples of Personification as you can within the poem.

What is being personified?

# Parked

Written by Danielle Svetcov

Puffin Books

978-0-399-53902-2 | Trade Paperback  
400 pages | \$8.99



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

Understanding point of view is an important component for any reader. Point of view reveals the characters feelings and perspective. Danielle Svetcov uses two different narrators, Cal and Jeanne Ann, to reveal the points of view of multiple characters and their feelings regarding the line of 'parked' vehicles on the street. Students will analyze different excerpts to determine the character's point of view.

## LEARNING TARGETS

1. Students will be able to determine a character's point of view.
2. Students will be able to provide evidence to support their claim of a character's point of view.
3. Students will determine which evidence provided is the strongest evidence to support the claim.

## MATERIALS NEEDED

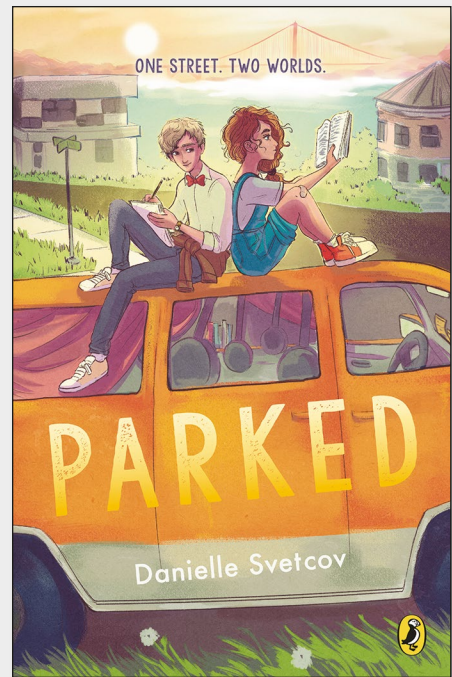
- *Flight of the Parked* by Danielle Svetcov
- What's the Point of View Analysis Chart

## ACTIVITY DESCRIPTION

- Step 1:** Review *Point of View Analysis Chart*.
- Step 2:** Reread, *June 11, Jeanne Ann* p22-23, aloud with students.
- Step 3:** Read the Claim: Mom believes it is not a big deal to be parked on the street. Ask students if they agree with the claim?

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Newly homeless Jeanne Ann and wealthy Cal form a vital friendship as they both search for stability and community, finding it through love of books, art, and food.

**ACTIVITY DESCRIPTION** (*cont'd*)

- Step 4:** Read the evidence given to support the claim for Mom.  
Model a think aloud with students to determine if the evidence given supports the claim.
- Step 5:** Reread, *June 13, Cal* p 39-40, aloud with students.
- Step 6:** Have students work with a partner to determine a claim that can be made about Cal's point of view.
- Step 7:** Have students share their claims.
- Step 8:** Have students work with a partner to determine which evidence.
- Step 9:** Have students share their evidence.
- Step 10:** After discussion, have students highlight the evidence they believe is the strongest in supporting their claim.

## What's the Point of View

Authors reveal a character's point of view through their actions, inner thoughts, dialog, interactions with other characters. Using the excerpts from *Parked* by Danielle Svetcov, establish a claim for the character's point of view on the vehicles parked on the street, provide evidence to support your claim, and then highlight the strongest evidence.

Excerpt	Character	Claim	Evidence
June 11 p 22-23	Mom	Mom believes it is not a big deal to be parked on the street.	"Mom shrugs, smiling." p23 "She's not minding this at all." p23 "...let's be low-budget tourists a little longer..." p23 "We won't be here long, kid. There won't be triathlons everyday. We've got a view of the Golden Gate Bridge, like we always talked about." p23
June 13 p 39-40	Cal		
June 13 p 41-46	Jeanne Ann		
June 13 p 45-46	Mrs. Paglio		
June 18 p 69-71	Sandy		



# That's Not My Name

Written by Anoosha Syed

Viking Books for Young Readers  
978-0-593-40517-8 | Hardcover  
40 pages | \$17.99 | Lexile: AD530L



Penguin  
Random House  
PENGUIN YOUNG READERS

## OVERVIEW & PURPOSE

*That's Not My Name* by Anoosha Syed is about a young girl named Mirha who learns to be proud of her name. On the first day of school, Mirha introduces herself to the class, and the students struggle to say her name correctly. By the end of the story, Mirha learns to find her voice, speak up for herself, and celebrate her name. In this lesson, students will examine the author's writing style and use "show don't tell" in their writing by exploring Mirha's story and becoming empowered by her mama's advice.

## LEARNING TARGETS

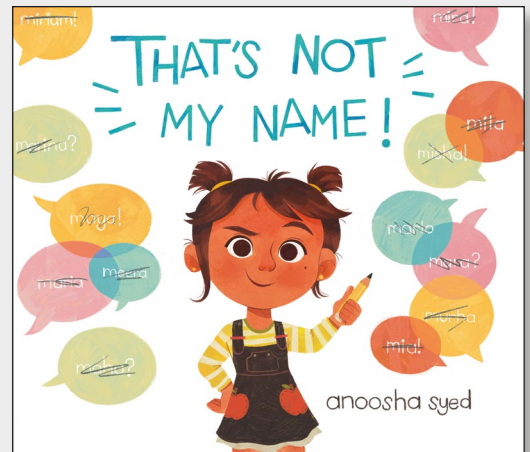
1. Students will be able to determine the difference between showing vs. telling.
2. Students will identify the telling in a short story.
3. Students will compose an example of showing in their writing.
4. Students will revise a sentence in their own writing.

## MATERIALS NEEDED

- *That's Not My Name* by Anoosha Syed
- Show NOT Tell worksheet

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*



## SUMMARY

Mirha is so excited for her first day of school. She can't wait to learn, play, and make new friends. But when her classmates mispronounce her name, she goes home wondering if she should find a new one. Maybe then she'd be able to find a monogrammed keychain at the gas station or order a hot chocolate at the cafe more easily.

Mama helps Mirha to see how special her name is, and she returns to school the next day determined to help her classmates say it correctly—even if it takes a hundred tries.

## ACTIVITY DESCRIPTION

Students will begin by distinguishing the difference between showing and telling. A definition and examples are provided on the Show NOT Tell worksheet

- Step 1:** Read *That's Not My Name* by Anoosha Syed to the class.
- Step 2:** Have students complete the Show NOT Tell worksheet.
- Step 3:** Students can share as a class or in a group their new examples of showing vs. telling from the worksheet. If students have written a narrative in class, let them apply this activity to a telling sentence in their narrative.
- Step 4:** The students should rewrite it and add the new showing sentence(s) to their story.

## Show NOT Tell

Showing is when a writing uses description and action so the reader can visually experience the story. It helps the reader form a picture in their head. Telling is when the writer merely informs the reader.

Telling	Showing
She was angry.	When she arrived at the bus stop, she hurled her backpack on to the ground and snapped at her friend. The bus arrived and she shoved everyone who was in the way aside.

Directions: Using the quotes from *That's Not My Name* by Anoosha Syed, explain what the author is telling.

Quote	What is this quote telling?
"In the morning, Baba made her favorite breakfast, Mama kissed Mirha's forehead, and Nani waved them goodbye."	
"They stretched out the 'i' until it sounded like an 'e,' and their 'r' sounded wrong. Some people even forgot the 'h.'	
"If people can remember names like Beethoven and Tchaikovsky and Michaelangelo, they can remember Mirha!"	
"Mirha kept Mama's words close to her when she went back to school the next day."	

It's your turn. Can you turn these into showing examples?

They were scared.	
The house was haunted.	
She is smart.	

# Finding Your Place in the World:

*Lessons for Reading  
and Writing*

## All My Rage

Written by Sabaa Tahir

Razorbill

978-0-593-20234-0 | Hardcover  
384 pages | \$19.99



Penguin  
Random House  
PENGUIN YOUNG READERS

### OVERVIEW & PURPOSE

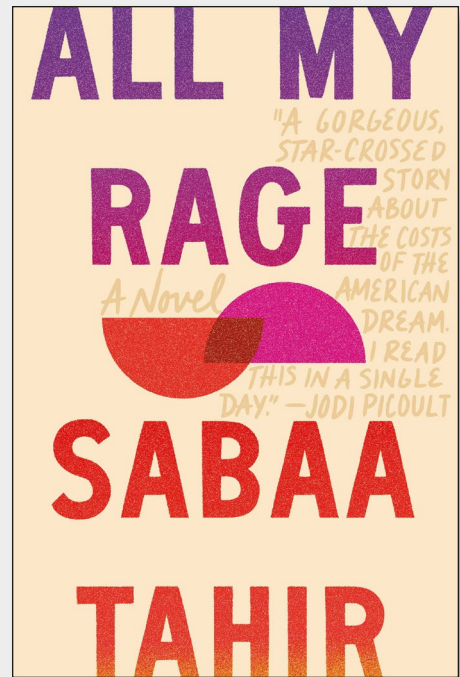
Sabaa Tahir's award winning novel, *All My Rage*, is beautifully written and provides exemplary examples of author craft. One of the demands of a literary analysis is the understanding of an author's use of literary devices. In this lesson students will be analyzing Tahir's use of allusion, its purpose, and how it impacts the overall tone, plot and character development of the text throughout the novel.

### LEARNING TARGETS

1. Students will be able to analyze allusions.
2. Students will be able to describe the purpose and impact of the allusion.
3. Students will be able to connect allusions to character development.

### MATERIALS NEEDED

- *All My Rage* by Sabba Tahir
- It's All An Allusion Analysis Chart



### SUMMARY

A family extending from Pakistan to California, deals with generations of young love, old regrets, and forgiveness.

## ACTIVITY DESCRIPTION

- Step 1:** Introduce students to the It's All An Allusion analysis chart. Review terms and explain directions.
- Step 2:** Example 1: Reread the excerpt from page 8.
- Step 3:** Discuss the connection readers have with the Star Wars reference.
- Step 4:** Discuss the impact the allusion has in terms of tone, plot or character development.
- Step 5:** Allow students to work with a partner to complete the next example.
- Step 6:** Review student thoughts as a group.
- Step 7:** Continue through examples with partners or independently.
- Step 8:** Students will be expected to come up with two additional examples of allusion.

## It's All An Allusion

Allusion is when an author references another work within a story. It often evokes an emotion and connection to the reader's understanding. Analyze Sabaa Tahir's novel, *All My Rage*, focusing on her use of allusions. Be sure to identify the allusion, its purpose, and how it impacts the overall tone, plot and character development of the text.

Allusion	Purpose	Impact
"Behind Ernst is Security Officer Derek Higgins, aka Darth Derek, so-called because he's an oppressive mouth-breather who sweeps around Juniper High like it's his personal Star Destroyer." p 8	This <i>Star Wars</i> reference immediately connects the security officer to Darth Vader.	Security officers within a school building are not always respected or considered law enforcement. This reference sets the tone that Derek Higgins takes his job seriously and lets everyone know he's important.
"The Wanderer.' Johnny Cash and U2." p 11		
"The Police's creepastic 'Every Breath You Take' plays in my head." p 19		
"She wanted us to talk about the themes of a Dylan Thomas poem called 'Light Breaks Where No Sun Shines.'" p 19		
"Well, I have another Johnny Cash collaboration. It's called 'Bridge over Troubled Water.'" p 31		
Student Choice		
Student Choice		

# Maizy Chen's Last Chance

Written by Lisa Yee

Random House Books for Young Readers  
978-1-98483-025-8 | Hardcover  
288 pages | \$16.99 | Lexile: 670L



## OVERVIEW & PURPOSE

The main character in *Maizy Chen's Last Chance* by Lisa Yee visits her grandparents on summer break. While she is there, she helps out in the family restaurant and meets many colorful characters. In this lesson, students will evaluate a character and collect evidence to support their character analysis.

## LEARNING TARGETS

1. Students will be able to analyze character actions.
2. Students will be able to make a claim about characterization and support with textual evidence.

## MATERIALS NEEDED

- *Maizy Chen's Last Chance* by Lisa Yee
- Who is Lady Macbeth? Worksheet

## ACTIVITY DESCRIPTION

- Step 1:** Students should read Chapter 61 of *Maizy Chen's Last Chance* by Lisa Yee. In this chapter, Maizy Chen is confident in her character assessment of Lady Macbeth, but what she believes to be true is not the case.
- Step 2:** Students should complete the Who is Lady Macbeth? Worksheet by collecting evidence to support their claim about a character's actions. The actions, words, thoughts, and behaviors reveal the true character. They can do this independently, with a partner, or with a group.

## Finding Your Place in the World: *Lessons for Reading and Writing*



## SUMMARY

Maizy has never been to Last Chance, Minnesota... until now. Her mom's plan is just to stay for a couple weeks, until her grandfather gets better. But plans change, and as Maizy spends more time in Last Chance (where she and her family are the only Asian Americans) and at the Golden Palace—the restaurant that's been in her family for generations—she makes some discoveries. For instance:

- You can tell a LOT about someone by the way they order food.
- And people can surprise you. Sometimes in good ways, sometimes in disappointing ways.
- And the Golden Palace has secrets.

But the more Maizy discovers, the more questions she has. Like, why are her mom and her grandmother always fighting? Who are the people in the photographs on the office wall? And when she discovers that a beloved family treasure has gone missing—and someone has left a racist note—Maizy decides it's time to find the answers.

**ACTIVITY DESCRIPTION** (*cont'd*)**Key Ideas:**

- “Lady Macbeth is holding up her cane, ready to strike.”
- “That doesn’t give you license to come in!”
- “Speak, Mazy. You seem like a girl who has a lot to say.”
- “Lady Macbeth’s face contorts.”
- “Anyone with half a brain knows that the restaurant doesn’t need another person on payroll.”

**Step 3:** Once students have completed compiling their evidence, they should draw a conclusion. Is this character likable? Is she trustworthy? What can they determine from the evidence collected so far?

**Step 4:** Once students have completed the assignment, they can share with the class or with a partner.

### Who Is Lady Macbeth?

Read chapter 61 from *Maizy Chen's Last Chance* by Lisa Yee. Illustrate your understanding of the character Lady Macbeth by finding evidence to fill in the boxes below.

What the character says	What the character thinks	What the character does	How the character behaves	What the character looks like

**Draw a conclusion:** What do these actions, words, thoughts, and behaviors reveal about Lady Macbeth? Is she likable? Is she trustworthy? Is Maizy Chen correct in her character assessment of Lady Macbeth?