**Cassius Clay Clouds & The Golden Gate Bridge:**

Teaching Signposts, Vocabulary, and Reading Comprehension with

*One Crazy Summer* by Rita Williams-Garcia

6th Grade Lesson Plan

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| **Standards and Preparation for *One Crazy Summer*** | |
| Standards | 6.4.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  6.4.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  6.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  6.4.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  6.5.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  6.5.3.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| Rationale and Teacher Preparation: | *One Crazy Summer* is a beautiful book with important content and believable, nuanced characters. Through independent reading, classroom guided readings, and discussions students will discover the novel and the time period it references. The book gives a unique opportunity for extending into social studies and poetry movements. Students will focus on their close reading skills and how to pull evidence from the text. |
| Materials Needed | * PowerPoint picture walk * Copy of *One Crazy Summer* by Rita Williams-Garcia * Entrance and exit slips * Section #1 reading comprehension packet. Includes:   + Discussion question worksheet (Students provide short written answer to discussion question that promote close reading and reading comprehension)   + Signpost Stop & Ask log (Students record what signposts they notices and where. Students answer and record Stop & Ask questions for each signpost)   + Vocabulary self-collection pages (students record self-collected vocabulary words on a dictionary worksheet that includes the word and its location in the text, part of speech, definition, self-created sentence.)   + Illustrate it page (student draw a picture inspired by the reading and their reading buddy must guess what scene they illustrated) * Dice * Signpost bookmarks * Blank sticky-notes |
| **Introducing *One Crazy Summer*** | |
| **Activity** | **Procedure and Comment** |
| *Day 1*  Activate Prior Knowledge | * Entrance Slip: Name and describe one of the 7 Signposts for reading. |
| *Day 1*  Present the Book | * Distribute the book. * Read the cover. * Introduce the author. * Ask student to predict what they think the book will be about. What might make the summer "crazy"? Ask each student to write one prediction about Delphine, Vonetta, and Fern's crazy summer on their entrance slip. Collect entrance slips. |
| *Day 1*  Activate Prior Knowledge | * Picture walk, preview of section 1. Will create a picture walk to accompanying each chapter to aid with the historical and cultural references made about the 60's. Will include photos, art, video, and music in a PowerPoint presentation divided by chapter. This will be done at the beginning of each week, identifying main themes in the upcoming chapter, and giving students a visual/audio reference guide to the text. Some such subjects:   + Meet the author audio clip, 2:46min   + Rita Williams-Garcia interview with children's questions.   + "Dry Your Eyes"   + Poetry Reading Videos: "About Me", "We Real Cool", "Super Hero", "Somewhere There is a Poem"   + Photos of Black Panther Party Center in Oakland   + Cassius Clay   + Huey Newton   + etc. |
| *Day 1*  Vocabulary Strategy: Preview in Context | Write the vocabulary words on the board: "warbled" and "unfurled". Say each word and ask the students to do the same. Giving page numbers as a guide, ask students to find the words in the text and try to come up with a definition based on context. Write the definitions that the students supply on the board. |
| *Day 1*  Mini-Lesson | * Students will use dice to land on a number 1-6 representing the choices: act it, draw it, rhyme, synonym, antonym, and define it. Students will work with a partner using the selected vocabulary and the dice-rolled guidelines. |
| **Reading and Responding to *One Crazy Summer*** | |
| **Activity** | **Procedure and Comment** |
| *Day 1/ 2*  Independent Reading and Vocabulary Self-Collection | * Students will read the text at home. They should read for 20 minutes with their signpost bookmarks. Students should bring home their reading comprehension packets to keep notes as they read. * Self-Collection, students will write down unfamiliar words on sticky notes as they read. They will then create a personal dictionary with the word's definition and a self-created sentence using the word. |
| *Day 2*  Reread | * Reread key passages in class * Introduce learning target:   + I can answer Stop & Ask questions and I can support my answers with examples from the text.   + I can identify unfamiliar vocabulary in *One Crazy Summer*.   + I can collaborate effectively with my peers. |
| *Day 2*  Discussion and Signposts | * Discuss the sign posts they noticed, specifically focusing on the memory moments and what they can tell us about Delphine's memories of and relationship with her mother. * Discuss questions and vocabulary from student sticky-notes |
| *Day 2*  Revisit the Text | * Students can then work on their discussion questions in their packets with a reading buddy. They will have to closely read the two chapters to give answers using examples from the text. |
| *Day 2*  Extensions | * Students should work on their exit slips and student's that have extra time may answer the bonus question on the back of the slip. The bonus question answers may be read aloud to the class for sharing before the end of the reading hour. \*Students understand that answers to bonus questions are shared with the class, while exit question answers remain private. * Exit Slip: Write one question you have about last night's reading or today's lesson. Did you enjoy working in groups today? * Bonus question: If you could go anywhere to spend a crazy summer, where would you go? * Students will continue independent reading of *One Crazy Summer* at home. |