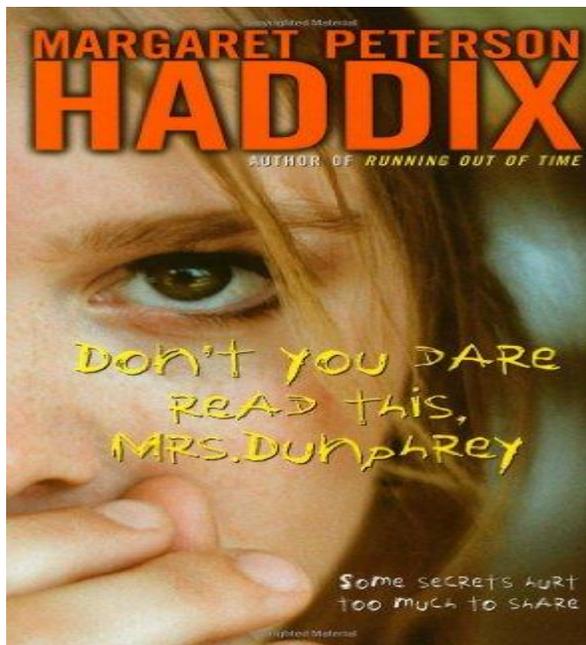


"Don't You Dare Read This, Mrs. Dunphrey" by Margaret Peterson Haddix

Instructional Unit Resource Guide

Based on Principles of Universal Design and Differentiated Instruction



Project Title: "Don't You Dare Read This, Mrs. Dunphrey"

Grade Level/Subject: 7th Grade Language Arts

Focus: Identifying elements of fiction and theme

Author Names: Sue Diefenbach, Donna Hosier, Kim Huffman, Hayley Etzler and Shelley Crozier

School: Prince Chapman Academy/East Allen County Schools

Message to the Reader / Teacher

The teachers involved in this project teach at Prince Chapman Academy which is a part of East Allen County Schools. This project was implemented during the third trimester to teach students how to identify elements of fiction and to recognize universal themes. Students will keep a journal for short answer responses to the literature as well as their literature circle activities. I have taught language arts for five years at Prince Chapman Academy and I am always eager to try a new approach to teaching. As a PATINS team we are looking for ways to best utilize the new technology. I have had limited experience with the clickers and am relying on Shelley and Donna to help me try these out for the first time.

Our school has a diverse population which includes a large number of ESL students. We were looking for a project that would increase reading comprehension for our students as well as get them engaged in the learning process. This unit was designed for seventh grade language arts classes. The unit lasted approximately four weeks. The students will be able to identify events that advance plot. They will also analyze possible themes by drawing conclusions based on evidence from the text. The students will demonstrate their understanding of the main ideas by writing summaries reflecting the big ideas as well as underlying meanings.

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Standards and Benchmarks

What standards will be met by teaching this unit?

Reading: Comprehension

7.2.7 Draw conclusions and make reasonable statements about text, supporting the conclusions and statements with evidence from the text.

Reading: Literary Response and Analysis

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.

7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

7.3.4 Identify and analyze themes - such as bravery, loyalty, friendship, and loneliness; - which appear in many different works.

7.3.8 Analyze the influence of the setting on the problem and its resolution.

7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

Writing: English Language Conventions

7.5.2 Write responses to literature that: develop interpretations that show careful reading, understanding, and insight, organize interpretations around several clear ideas, premises, or images from the literary work, support statements with evidence from the text.

7.5.5 Write summaries of reading materials that: include the main ideas and most significant details, use the student's own words, except for quotations, reflect underlying meaning, not just the superficial details.

7.6.5 Demonstrate appropriate English usage.

7.6.8 Use correct capitalization.

Speaking: Listening and Speaking: Skills, Strategies, and Applications

7.7.5 Use speaking techniques - including adjustments of tone, volume, and timing of speech; enunciation; eye contact - for effective presentations.

Resource Help

Include resources for locating state standards.

For example:

Developing Educational Standards: <http://www.edStandards.org/Standards.html>

MCREL: <http://www.mcrel.org/standards-benchmarks/>

Indiana Learning Standards: <http://www.doe.state.in.us/standards/>

ISTE – National Educational Technology Standards: <http://www.cnets.iste.org>

Planning Pyramid

What should students know?

Some students will know -

After this unit, some students will know how to analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Most students will know -

After this unit, most students will know how to identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.

All students will know -

After this unit, all students will know how to write summaries of reading materials that: include the main ideas and most significant details, use the student's own words, except for quotations, reflect underlying meaning, not just the superficial details.

Teacher Library

What materials and resources will be useful for teachers?



Elements of Fiction

Plot

Character

Setting

Point of View

Style, Tone, and Language

Theme

Symbolism, Allegory, and Image

DEFINITION OF THEME

Theme is the meaning or concept we are left with after reading a piece of fiction. Theme is an answer to the question, "What did you learn from this?" In some cases a story's theme is a prominent element and somewhat unmistakable. It would be difficult to read Kate Chopin's "The Story of an Hour" without understanding that the institution of nineteenth-century marriage robbed Mrs. Mallard of her freedom and identity. In some pieces of fiction, however, the theme is more elusive. What thought do we come away with after reading Jamaica Kincaid's "Girl"? That mothers can try too hard? That oppression leads to oppression? That a parent's repeated dire predictions have a way of becoming truth?

Too much focus on pinning down a story's theme can obscure the accompanying emotional context or the story's intentional ambiguity (especially for contemporary fiction). In fact, the function of some contemporary short stories, such as Donald Barthelme's "In the Tolstoy Museum," is in part to make us confront the limitations of traditional processes of establishing meaning and coherence. In most cases, though, theme is still an important element of story construction (even in its absence), providing the basis for many valuable discussions.

bcs.bedfordstmartins.com/virtualit/fiction/elements.asp

Possible resources for locating instructional materials:

4 Teachers: <http://4teachers.org/>

42Explore: Tematic Pathfinders: <http://42explore.com/>

Blue Web 'n: <http://www.kn.pacbell.com/wired/bluwebn/>

Google: <http://www.google.com>

Kathy Schrock's Guide for Educators: <http://school.discovery.com/schrockguide/>

TrackStar: <http://trackstar.4teachers.org/trackstar/>

Thinkfinity: <http://www.thinkfinity.org>

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Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

Introduction

Students will learn about the author and discuss realistic fiction.

Concept Development

Students will answer an anticipation guide and discuss what if situations.

Vocabulary Development

Students will review the elements of fiction by completing a matching assignment.

Skill Development

Students will complete journal questions daily.

(Technology: LCD, Mimio board)

Introduce the Text

Students will read the novel and complete short answer responses in their journals.

Mediate for Mastery

Students will complete literature circle activities on a daily basis and discuss the novel as a group and with the entire class. They also took a quiz after reading the first 50 pages to check for understanding of the main ideas.

Teacher Reflection

What was right? Students enjoyed reading the novel and the journal questions aided in comprehension.

What can be improved? I wish I had used the clickers earlier in the novel to get them more engaged.

Release the Lesson

Students will complete self-selected independent work from the tic-tac-toe board.

Review

Students will continue to discuss the theme and elements of fiction. They will also use the classroom response system to check for retention of the material.

Student Reflection

3-2-1

Students will respond to the following items:

3 things I liked about the story.

2 things I learned about the elements of fiction.

1 thing I'm going to do to present my project well.

Concept Confirmation

Students will present one final project of their choice to the class. The class will share and provide affirmations to their peers.

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Some possible resources for locating instructional materials are:

Cool Spots 4 Kids: <http://www.4kids.org/coolspots>

Eduscapes: <http://eduscapes.com>

Yahooligans: <http://yahooligans.yahoo.com/>

KidsClick: <http://sunsite.berkeley.edu/KidsClick!>

Assessment

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Directions: Answer all of the questions in complete sentences restating the question in your answer (Q.I.A.). You must write your answers on a separate sheet of paper.

1. What do we learn about Mrs. Dunphrey from the narrator?
2. What do we know about Tish Bonner? Provide five details from the text.
3. Why is crocheting symbolic to Tish?
4. What is revealed about her mother and father's relationship?
5. How does Tish feel about her father? Provide examples from the text.
6. Who is Bud Turner? What does Tish think of him?
7. What does Tish do for her brother's birthday? What do her parents do for him?
8. What was Tish's real Thanksgiving experience?
9. Why would Grandma be ashamed of Tish's mother?
10. Write a summary about what has happened so far in the story.

Literature Response Tic-Tac-Toe Activities

Read the book and complete three tic-tac-toe board activities. You need to complete three activities in a row: horizontally, vertically, or diagonally. Your responses must be in complete sentences with appropriate punctuation, spelling, and grammar. You must present one of your selected choices to the class. *All students will answer journal questions (LCD projector and mimio pad), and use the clickers to review, and lastly take an accelerated reader test.

<p>1. Choose 2 characters from the book. With another person, <u>role play</u> a scene from the book featuring these 2 characters. Your presentation will be recorded (flip video).</p> <p style="text-align: center;">(Bodily/Kinesthetic)</p>	<p>2. Write a <u>different ending to the story</u>. Your new ending must change what happened in the last chapter of the book.</p> <p style="text-align: center;">(Verbal/Linguistic)</p>	<p>3. Draw at least 3 <u>comic strips</u> that highlight 3 important events in the book. Make sure the dialogue is realistic for the characters.</p> <p style="text-align: center;">(Visual/Spatial)</p>
<p>4. Design a <u>poster</u> advertising the book. Include a summary of the story and provide (15) interesting details about the book that would make others want to read it. It must be illustrated and colored neatly. Make sure the title and author are visible.</p> <p style="text-align: center;">(Visual/Spatial)</p>	<p>5. Create <u>song lyrics and music</u> to tell about your book. Use the book title as the song title. Perform for your class or record your song for the class to hear (flip video).</p> <p style="text-align: center;">(Musical/Rhythmic)</p>	<p>6. Create a <u>t-shirt or draw a picture</u> describing the theme and how the author expresses this message. Include an illustration of the setting and/or settings and how they affect the theme.</p> <p style="text-align: center;">(Naturalist)</p>
<p>7. Write a <u>letter</u> to the author telling why you did or did not like the book. Give valid reasons to support your opinion.</p> <p style="text-align: center;">(Intrapersonal)</p>	<p>8. Make an <u>information cube</u> about the book with the following on the 6 different sides of the cube: title, characters, setting, plot, favorite part, and an illustration of a scene colored neatly.</p> <p style="text-align: center;">(Verbal/Linguistic, Bodily/Kinesthetic)</p>	<p>9. Make a <u>time line</u> sequencing 10 important events that happened in the book.</p> <p style="text-align: center;">(Logical/Mathematical)</p>

Tic-Tac-Toe Grading Rubric

- _____ (1 point) 3 boxes in a row
- _____ (2 points) Complete sentences
- _____ (2 points) Punctuation/Grammar
- _____ (2 points) Spelling
- _____ (3 points) Neatness
- _____ (5 points) Colored Completely
- _____ (20 points) 1st square activity
- _____ (20 points) 2nd square activity
- _____ (20 points) 3rd square activity

- _____ /75 points total

A = 72 - 75

B = 68 - 71

C = 60 - 67

D = 48 - 59

F = 47 or less

Discussion Director-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.

Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book.

Illustrator-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Illustrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

Presentation Plan: When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

Literary Luminary-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

Paragraph and reason for choosing:

1. _____

2. _____

3. _____

4. _____

5. _____

Possible resources for locating assessment materials:

Scoring Guide for Student Projects: <http://www.ncrtec.org/tl/sgsp/index.html>

Rubrics, Rubric Maker: http://teachers.teach-nology.com/web_tools/rubrics

RubiStar: <http://rubistar.4teachers.org>

Electronic Quizzes: <http://www.funbrain.com>
<http://quiz.4teachers.org/>
<http://school.discovery.com/quizcenter/quizcenter.html>

Authoring Software: <http://www.inspiration.com> (Kidspiration/Inspiration)
http://www.edhelper.com/teachers/graphic_organizer.htm

Test Taking Software: <http://www.quia.co>

Modifications Planning for Academic Diversity

For **students that cannot read at grade level...**

<http://www.readplease.com>

Read and Write Gold

If a student has **difficulty comprehending the material...**

<http://www.sparknotes.com>

Read and Write Gold

If students have **difficulty mastering the vocabulary** of the unit, some suggestions include...

<http://www.enchantedlearning.com/Dictionary.html>

<http://www.webster.com/>

<http://www.visualthesaurus.com>

Read and Write Gold

<http://www.alphadictionary.com/index.shtml>

If you have students who **need the instructional materials in a language other than English...**

<http://babelfish.altavista.com>

Interpreter

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If you have students who have **difficulty with handwriting**, (either speed or accuracy), then...

<http://www.idictate.com>

Read and Write Gold

<http://www.inspiration.com>

If you have **students who need additional challenge**, then...

Search Google or TrackStar for enrichment activities

If your unit **requires students to conduct research**, you might want to...

Use the NewsTracker <http://my.yahoo.com>

Use the Google Toolbar <http://toolbar.google.com/>

Use a simplified search engine <http://yahooligans.yahoo.com/>

Modifications: Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB RESOURCES
Student cannot read at grade level.	Summarize information Record important information Read and Write Gold	http://www.readplease.com
Student has difficulty comprehending the material.	Have students complete a simplified example of unit. Read and Write Gold	http://www.sparknotes.com
Student has difficulty mastering the vocabulary of the unit.	Merriam-Webster dictionary on-line	www.dictionary.com/ http://www.alphadictionary.com/index.shtml http://www.enchantedlearning.com/Dictionary.html http://www.webster.com/ http://www.visualthesaurus.com
Student has difficulty with handwriting (speed or accuracy).	Read and Write Gold Record their responses using the flip video.	http://www.idictate.com http://www.inspiration.com
Student needs the instructional material in a language other than English.	Read and Write Gold Interpreter on staff and ESL teachers are available.	http://go.hrw.com/gopages/ma/msm1_07.html
Student needs help with conducting research.	Read and Write Gold The use of a local research format.	http://my.yahoo.com http://toolbar.google.com/ http://yahooligans.yahoo.com/