6th Grade Novel Study: *Flipped* (Wendelin Van Draanen)

Celebrating Community: Learning About Ourselves and Others

Day 8 (Chapter 7)

Opening Routine: Nonfiction article “Grandparenting”.

Teacher will

1. Read aloud article to the students.
2. Generate discussion using the following questions:
   - What is the genre of the Read Aloud piece?
   - What is the author’s purpose in writing this article?
   - Have you heard any vocabulary you want to talk about?

Granparenting

What’s so grand about grandparenting?

In no particular order – grandparenting is an opportunity to play, to ‘fall in love’ again, and to appreciate the magic of a developing mind. Grandparents can share the things they’re passionate about with a new audience; see the world in a new way through younger eyes; experience music, nature, reading, gardening, theater and other interests in conjunction with a curious young mind.

Grandparents can provide expanded support and encouragement to their grandchildren and use their breadth of experience as parents to do things differently (or the same) as they did when they were parents the first time around. Grandparenting is an opportunity to watch children develop through all stages of growth; it is an invitation to learn about ‘their’ music and ‘their’ passions and to provide input that parents cannot. Usually, grandparents have the benefit of interacting on a level that is once removed from the day-to-day responsibilities of parents. This can make it easier to develop a close bond with grandchildren. From near or far, grandparenting can provide continuity in a child’s life. Grandparents are often the family historians, and can add a rich sense of family tradition to a child’s life.

Additionally, contact with grandparents can teach children positive attitudes towards aging and help them develop skills to enhance their own lifelong learning.

What is the role of a grandparent in a child’s life?

There are as many answers to this question as there are family configurations and needs. Some grandparenting requires a full-time commitment. For others, grandparenting is a weekend together, an afternoon play date, a summer vacation, a chat on the phone or an email exchange.

Establishing some ground rules with your son or daughter is a good first step to a long and successful relationship with your grandchild. The AARP has some tips to get you started on the right foot. Among their hints: be clear about what role you want to have in your grandchild’s life, be kind to yourself and to your children, and check with the child’s parents before you buy gifts. They also discuss pitfalls to avoid – like trying to be the parent, or buying affection – and positive actions to take – like respecting the parenting decisions of your adult children, and showering your grandchildren with love.

No matter the specific circumstances, when you are expressing love, showing concern for the child’s safety
and well-being, being consistent in your behavior and paying attention to their needs and words, you are doing the best grandparenting possible.

**Grandparenting activities: what should I do with my grandchildren?**

The best grandparenting activities flow naturally from the interests of both the grandparents and the grandchildren. You can create a deep, loving relationship with your grandchildren by sharing the things you love with them, and by being available to hear about the ideas and activities that excite them. Some ideas for thinking about activities and ways to spend time with your grandchildren include:

**Take it easy together** – Make an effort to enjoy leisure time with your grandchildren. As a grandparent, you get to interact with your grandchildren without the same daily pressures of a parent – you don’t have to worry about driving carpool or juggle making dinner for the family with soccer practice and grocery shopping. Allow yourself slow down and to become really absorbed in an activity. Remove the normal boundaries of the day and spend time with your grandchildren without thinking about a schedule or what’s next on the list to be done. Moving at a slower pace than usual can give children a sense that time can be ‘stretched’ – that you don’t need to hurry through activities. And, as with adults, it gives them the psychic space to feel, reflect and express without feeling rushed.

**One at a time** – On occasion, spend time with individual grandchildren. It will give you an opportunity to bond, without competition, with that day’s companion grandchild.

**Go outside** – Children love the outdoors, and trips to the park or the beach can be a great jumping off point for some wonderful adventures and happy memories. Nature walks and day hikes can provide lots of interesting things to talk about, and water activities can be especially fun. Throwing stones into the water or watching the tide or the current play with the sticks are simple activities that can be fascinating to children. You can start these activities when kids are toddlers, and expand the games as they get older. Spending time in nature and near water also provides an opportunity to experience stillness.

**See the sights** – Concerts and plays, movies, science centers and museums, parks or walks in the neighborhood provide opportunities to be together and to exchange ideas and opinions.

**Play games** – Board and card games are a unique opportunity to watch kids in action and to see how they operate in the world. Games also allow you to help your grandchild learn to be a good sport and play fairly.

**Take a trip** – Sharing your love of a favorite place will help you create special memories with your grandchildren. Special trips, whether it be a day trip to a national park, a weekend in a nearby city, or a week long trip to another favorite destination will always be remembered by the child as a special journey with grandma or grandpa. After you have traveled, an album of that experience can be an ongoing delight for everyone in the family. See below for tips on traveling with grandchildren.

**Share your interests** – Engaging in hobbies and activities that you love or your grandchild loves can be a great way to spend time together and learn about each other. Sometimes, activities that you might not expect your grandchildren to be interested in, like knitting or gardening, might turn out to provide an important point of connection for you. Similarly, if you take an interest in something they are passionate about, like trading cards or the Harry Potter book series, they may open up in a new way because they get to share their special area of knowledge.

**Talk about work** – If you are still working, a visit to your place of work can add a dimension to your
grandchild’s perception of you. If you are retired, pictures and stories about what your working days were like can do the same.

**Communicate family history** – Tell stories about games or trips you shared when the grandchild’s parents were young. This is a great way to weave a ‘tapestry’ of shared experiences for the whole family.

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**Vocabulary Enrichment: Concept of Definition Map**

**Benchmark Focus - Critical Concept Vocabulary**

1. Concept of Definition Map for the word *absolved*
2. The teacher will display Transparency of concept of Definition map

**Concept of Definition Map**

- **What is it?**
  - Category
  - Comparison

- **What is it like?**
  - Properties

**Examples**

3. Absolved: Synonyms- to pardon, to free of blame or guilt, to relief of an obligation
   Antonyms- to blame, to withhold pardon, to pronounce guilty, to obligate
4. Teacher will complete graphic organizer orally with students.

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**Teacher Directed Instruction Whole Group Instruction**

**Benchmark Focus: Character Development**

**Before Reading Activities: Getting Students Ready to Read**

**QuickWrite** - The teacher will:

1. Display transparency of the quote from page 79.
2. Tell students to free write a prediction. Based on the quote from page 79, predict what will happen between Julianna and Bryce in their RJLAs.
3. Ask students to pair-share and sweep.
**During Reading: Experiencing the Text**

Teacher will

1. Read aloud pages 81-89 stopping after the words “I was absolved. Relieved. Happy.”
2. Direct students to place check marks next to details which support or refute their predictions.
3. Tell students to continue reading silently pages 89-middle of page 92 and continue checking details which support or refute their predictions.

**After Reading: Understanding the Text Benchmark Focus:**

**Character Development**

The teacher will

1. Direct students to revisit their Quick Write written before reading.
2. Students will respond to their prediction by writing in their RJLAs using the following prompts:
   - I was on target because....
   - I was off target because...
   - I was partially on target because...
   - What actually happened...
3. Tell students to add any support or evidence from the text. They may even cite page numbers.
4. Ask students to go back to page 87 and read Bryce's comment about his anger; “I swear I walked ten miles that day. And I don't know who I was madder at - my grandfather, Juli, or me.”
5. Have students complete the Three Column Note worksheet with details from the text.
6. Ask students to share their Three Column Note worksheet and discuss.

**Differentiated Small Group Instruction**

Review Directions for each center before starting the rotation schedule*

Refer to rotation Schedule and Center Chart when conducting small group instruction.

- **Center 1** - Teacher Center - Data-driven instructional intervention
- **Center 2** - Independent Reading
- **Center 3** - Technology
Bryce says to Julianna, “I mean, look at your place, Juli! Just look at it. It’s a complete dive!”
Three Column Note Worksheet
Bryce's Anger

Quote: “I swear I walked ten miles that day. And I don’t know who I was madder at --- my grandfather, Juli, or me.”

Directions: Go back to the Chapter titled "Get a Grip, Man" in order to find lines that show Bryce’s anger at his grandfather or at Juli or at himself. Write the lines from text and the page numbers in the columns below.

<table>
<thead>
<tr>
<th>Angry at Grandfather</th>
<th>Angry at Juli</th>
<th>Angry at himself</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Division of Language Arts/Reading   IR-EN Novel Unit – Flipped – Day 8   Revised June 2011
Transparency

Concept of Definition Map

What is it?
Category

Comparison

Concept:

What is it like?
Properties

Examples