7th Grade Novel Study: *The Watsons Go to Birmingham*  
(Christopher Paul Curtis)  
*Celebrating Community: Learning About Ourselves and Others*  
*Day 15, Chapter 11*

Chapter 11 “Bobo Brazil Meets the Sheik” (pp. 149-161)

Opening Routine (O.R.) Informative Text (Bobo Brazil obituary)
1. Teacher will give each student a copy of the Bobo article.  
2. Students should be given no more than ten minutes to read silently.  
3. Teacher will lead students in discussing some of Bobo’s accomplishments.  
4. Teacher will encourage students to discuss athletes they know about and the accomplishments of those athletes.

Vocabulary Enrichment

Interview a Word - This strategy allows students to “become” a word and answer questions asked by an interviewer. It builds semantic and pragmatic knowledge of words.
1. Teacher will display a transparency of Interview a Word, or make copies to give each student.  
2. Teacher will model the strategy by “becoming” the word *battle*.  
3. **TEACHER NOTE** - The interviewers (students) will not know the vocabulary word, only the interviewee (teacher).  
4. Students will choral read the questions from the transparency.  
5. Teacher will respond to these questions.  
6. If students are not working from their own worksheets, then Teacher will choose a recorder to write his/her responses to the questions. Responses should be written on the board or transparency.  
7. Students must examine the responses and try to guess what the vocabulary word is.  
8. Refer to Teacher Guide.

Before Reading: Getting Students Ready to Read

Benchmark Focus: LA.7.1.6.3 Use context clues to determine meaning of unfamiliar words.  
LA.7.2.1.2 Character and plot development, tone and point of view.  
LA.7.1.7.3 Determine essential message through inferring, paraphrasing, summarizing and identifying relevant details.

Building Prior Knowledge: Comprehension Constructor: This activity requires students to use multiple strategies. This worksheet is designed to guide students through difficulties they may encounter when using background knowledge to question text and to draw inferences.
1. Teacher will give each student a copy of the Comprehension Constructor worksheet.
2. Ask students to think about what they have read in the novel, chapters 1-10.
3. Teacher should have students use this information to respond to the questions on the Comprehension Constructor Sheet.
4. Allow students approximately 5-10 minutes to complete the worksheet.
   Teacher will ask for a few volunteers to share responses with the class and discuss ideas.
5. Teacher will have students put Comprehension Constructors aside to revisit after reading chapter 11.

**During Reading: Experiencing the Text**
Benchmark Focus: LA.7.1.6.3 Use context clues to determine meaning of unfamiliar words.
LA.7.2.1.2 Character and plot development, tone and point of view.
LA.7.1.7.7 Compare and contrast elements in multiple texts.
LA.7.1.7.3 Determine essential message through inferring, paraphrasing, summarizing and identifying relevant details.

**Jump-In Read pp. 149-155 through “...Momma was calling home and couldn’t believe it.”**
**Teacher Read Aloud** the remainder of the chapter.
1. Students will jump-in read pp. 149-155, making notes in the margins of Kenny’s description of Grandma Sands.
2. Teacher will discuss with students the picture of Grandma Sands that Byron and Kenny imagined, and what Grandma Sands actually looked like.
3. Teacher will read aloud the remainder of the chapter, as students read along silently.
4. Students should still note any descriptions of Grandma Sands.

**After Reading: Understanding the Text**
Benchmark Focus: LA.7.1.6.3 Use context clues to determine meaning of unfamiliar words.
LA.7.2.1.2 Character and plot development, tone and point of view.
LA.7.1.7.7 Compare and contrast elements in multiple texts.
LA.7.1.7.3 Determine essential message through inferring, paraphrasing, summarizing and identifying relevant details.

**Descriptive Pictures (worksheet)** Descriptive Pictures will aid students with comprehension through visualizing. This activity calls for students to focus on descriptive words and phrases from the text that bring to life a picture or visualization. Students are then required to use these words and phrases to draw a picture.
1. Teacher will give each student a worksheet and art supplies.
2. Students will use their Selective Underlining to complete the worksheet.
3. Teacher Note: Each box will contain a different set of descriptive words and phrases and a student illustration for that specific description. (Most of the descriptions of Grandma Sands can be found on pp. 156-161.

**Differentiated Small Group Instruction**

*Center 1 - Teacher Center - Data-driven instructional intervention*
*Center 2 - Independent Reading Center*
*Center 3 - Technology Center*
Bobo Brazil dies at age 74

ST. JOSEPH, Mich. (AP) -- Bobo Brazil, the pro wrestler famous for giving his opponents the "coco butt" by smashing his head into theirs, has died. He was 74.

Brazil, whose real name was Houston Harris, was a star in the 1960s and '70s. He was named professional wrestler of the year from 1967-72. He lived in Benton Harbor.

Brazil died Tuesday at Lakeland Medical Center in St. Joseph. He had been in the hospital since Jan. 14 after suffering a series of strokes, companion Doris Rainey said.

Brazil wrestled in many of the largest venues: New York's Madison Square Garden, the Boston Garden and Detroit's Cobo Arena.

Wrestling fans watched him on television as he battled stars such as Dick The Bruiser, The Sheik, Killer Kowalski, Haystacks Calhoun and Johnny Valentine.

Brazil was inducted into the World Wrestling Federation Hall of Fame in 1994.

"He was sort of an idol because there were no black wrestlers around back then," the Rev. Donald Adkins told The Herald-Palladium this week. "Everybody loved him, especially the kids."

Brazil was born in Little Rock, Ark., but grew up in East St. Louis, Ill., and Benton Harbor. He owned Bobo's Grill in Benton Harbor for more than 20 years and had six children.
Interview A Word

1. Who are your relatives?__________________________________________

2. Would you ever hurt anyone?_________Who?_____________________
   Why?________________________________________________________
   ____________________________________________________________

3. Are you useful?_______What is your purpose?__________
   ____________________________
   ____________________________________________________________
   ____________________________________________________________

4. What don’t you like?_______________________Why?__________
   ____________________________________________________________
   ____________________________________________________________

5. What do you love?___________________________________________
   Why?_______________________________________________________

6. What are your dreams?________________________________________
## Comprehension Constructors

**What’s Your Thinking**

What are you wondering?

What do you think might be a possible answer to your question?

What connections can you make?
### Descriptive Pictures

#### Visualization

<table>
<thead>
<tr>
<th>Description (words, phrases, etc.) from novel Picture</th>
<th>Description (words, phrases, etc.) from novel Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Description (words, phrases, etc.) from novel Picture</td>
<td>Description (words, phrases, etc.) from novel Picture</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>