Day 1 - The Watsons go to Birmingham - 1963 - Grade 7

7th Grade Novel Study: The Watsons Go to Birmingham
(Christopher Paul Curtis)
Celebrating Community: Learning About Ourselves and Others
Day 1 for all grades (6th, 7th, 8th, and 9th)

Introduction to Secondary Unit Theme and Daily Routines
1. Introduce the students to the unit theme, Celebrating Community: Learning about Ourselves and Others.
2. Copy the document below onto an overhead transparency or project on a SmartBoard.
3. Use this to explain the Daily Routines for this novel study.

| Overhead Transparency for Daily Routines Sample Day |
| TEXT: The Watsons go to Birmingham - 1963 Ch.2 |

### Opening Routine:
Poem “O Southland!” by James Weldon Johnson

### Vocabulary Enhancement:
Reflection Connection
1. Reflection Connection allows students to connect words that relate to one another and determine relationships among the words.

   miraculous, cockeyed, intimidate, nappy-headed, down-home, country corn flake, messed-up, freak egghead, hostile, squinched, emulate

### Teacher Directed Instruction
- **Before Reading:** Quick Write: What cliques or groups of students do you notice hanging together at your school? Which group do you belong to? Why do you feel comfortable with your group? How would you describe yourself and your group?
- **During Reading:** Jump-in Read (pp.20-31)
- **After Reading:** Opinion/Proof Chart. Give students a copy of the Opinion/Proof Chart. Students should use their Marginal Notes to complete the chart. Students should decide which group the characters belong to, then find proof from the chapter.

### Differentiated Instruction:
- **Center 1:** Data-driven instructional intervention. Follow lesson plan created by teacher.
- **Center 2:** Independent Reading
- **Center 3:** Technology/Independent/Group Activity

Instruct students on the daily routines that have been established for the novel study unit.
1. Opening Routines
2. Vocabulary Enrichment
3. Before, during, and after reading activities
4. Centers
Teacher Guided Instruction (data-driven intervention using supplemental informational text)  
Independent Reading (There will be a strict check-out policy enforced.)  
Technology/Independent/Group Activity (Time is provided for completing the My Village Journal project.)

My Village Journal

1. Speak to the students about the title of the novel they will read making specific references to the family(ies) that will become a part of their reading and classroom community.
2. Tell students that there is a final project for the course entitled, My Village Journal.
3. Show students what the My Village Journal looks like. As you hold it up for students to see, walk around the classroom and call attention to the symbolic images on the front cover and have them predict aloud which image represents the novel they will be reading.
4. Distribute to students a copy of the My Village Journal project description and timeline. Read the description aloud to the students as they follow along.
5. Allow students to ask questions, ensuring them that as the course progresses, all that is required from them to complete the project will become clearer.
6. Advise students that because summer school is only 4 weeks (20 days), they must begin thinking about their project right away.
7. NOTE: All IR-EN students in grades 6-9 will be participating in the My Village Journal project, regardless of the novel they are reading. The Celebrating Community theme is a universal theme for this model novel study unit.

Building Community within the Classroom

In order to build and establish the classroom community and rehearse the interviewing techniques needed for conducting the Oral History interviews in the My Village Journal project, the students will now engage in interviewing each other.

1. Distribute a sheet of plain paper to each student. Demonstrate for students as you give directions:
   - Fold the paper in half horizontally (top to bottom).
   - Then have students turn the paper on its side.
   - Take both ends of the paper and fold them in toward the center.
   - The finished product makes a triangular prism.
   - You have made a name tent!

2. On one side below the center crease have students write their name with a colored marker. They may decorate their name as they wish. The more creative the better. (10 minutes).
3. Assign students to work in pairs for the interview. If there are an odd number of students, a group could consist of three.
4. Distribute the Classroom Community Interview Instrument to each student. These are the list of questions to be asked.
5. Review the directions aloud as the students follow along.
6. Allow 10 -15 minutes for each interviewer to conduct his portion of the interview process.
7. After completing the interview each interviewer will select three things he found interesting about the person, think of a symbol or scenario that represents those facts, and write 2 or 3 sentences about the symbol on the back of the name tent of the person they interviewed. See sample below. (30 minutes) Students should use markers to make it colorful and attractive.

<table>
<thead>
<tr>
<th>NAME</th>
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<tr>
<th>Symbol</th>
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<tbody>
<tr>
<td>Sentences</td>
<td>Sentences</td>
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back

8. Have each pair of students introduce each other to the class and share the three things on the name tags. The tags and interviews can be used until the students become familiar with each other and then placed in their Village Journal.

**Classroom Community Interview Instrument**

**Directions to student:** Sit across from your partner and ask him/her the following questions. Carefully record his/her answer. Feel free to ask any additional questions which come up as a result of your question or his/her answer. This interview instrument should serve as a guideline for you to conduct your interview.

**SELF:**
1. What is your full name?
2. What grade are you in?
3. What is your favorite thing to do?
4. Do you have a favorite resting or hiding place that you like to go to? Where?
5. What is your favorite song?
6. My idea of a good time is ..............
7. I hope I will never ..................
8. I am at my best when .................
9. I am terrible at ....................
10. What do you hate to do?
11. I hope I will never............
12. I wish people wouldn't ..........
13. I'm afraid.....................
14. The future looks...............
15. I would like to be............... 
16. I often worry about................
17. I look forward to.................. 
18. What is your “Claim to Fame”?

HOME:
2. Who lives with you?
3. Do you have brothers/sisters/grandparents? Describe them.
4. I wish my parents knew................
5. I can’t understand why............... 

SCHOOL
1. What is your home school?
2. How do you feel about coming to school?
3. What is your favorite part of school?
4. What is your greatest fear about school?
5. What is your favorite book or author?
6. Why are you attending summer school?

Description of Centers and Grouping for Novel Unit

The use of centers as a routine for instruction and independent work is incorporated into the novel unit in order to provide both teachers and students with the scaffold for using centers in IR-EN classes. Effective implementation of classroom instructional centers involves organized classroom management for group movement among centers, provisions for relevant and engaging learning opportunities, thoughtful selection of group members, and the physical layout of centers.

These elements are vital to the success of centers.

• Physical Layout of the Centers
  1. There should be an area of the room set aside for the teacher station where the teacher and 5 to 10 students can sit in a circle or around a table for small group instruction. (preferably near a chart or board for writing)
  2. Classroom Library should house a collection of books. The books may be categorized into Fiction, Nonfiction, Poetry, etc. A group of chairs can be placed by the library or students can go back to their seat during that time.
  3. The Technology Center is the computer station in the classroom.
• **Plan for movement from center to center**
  1. The time allotment for each center is 20 minutes.
  2. Time limits should be adhered to for continuity purposes.
  3. The teacher should make a chart showing the movement order so students will need minimal direction.
  4. The least proficient group should always be seen first.

• **Group Selection**
  1. The results of the PMRN FAIR AP1 Reading Comprehension (RC) percentile ranking should be used to form three groups for Differentiated Small Group Instruction. The FAIR passages are leveled for text complexity: SI - simple, MD - moderate, and CS - complex).
  2. If all students are within the same text complexity range, group students using the PMRN AP1 Maze data.
  3. A final alternative is the use of the Text Reading Efficiency (TRE) procedure which may also be used to determine appropriate grouping in the IR-EN class.

Three different centers are used throughout the four weeks of the novel study. These centers are:
  1. **Teacher Directed**,
  2. **Independent Reading**, and
  3. **Technology/Independent/Group Activity**.

Following is an explanation of each and the kinds of activities planned in each center.

**Teacher Directed: Data-driven instructional intervention**
During the Teacher Directed time of the day, students will meet in small groups with the teacher and follow what has been set for the day. For most days and weeks, the routine for the teacher directed time is as follows:
- Monday, Wednesday, Friday – Supplemental informational readings.
- Tuesday, Thursday – Supplemental enrichment activities.

**Center 2: Independent Reading**
- During the Independent Reading time of the day, students will have the opportunity to browse through the classroom library books, magazines, newspapers and informational readings.
- These are 20 minutes in which students should be engaged in reading independent level text. In some instances, continuing to read the class novel is suggested.
- Please reference the Classroom Library Checkout Form and Independent Reading Log to monitor the students’ independent reading.
Center 3: Technology/Independent/Group Activity
During the Technology/Independent/Group Activity time students will engage in a variety of activities.

- Computer related activities that correlate to the day’s lesson
- Planning and preparing to complete the *My Village Journal* project
- Continuing to respond to literature in their Response Journal for Literature and Arts (RJLA).

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<thead>
<tr>
<th>Celebrating Community: Learning About Ourselves and Others</th>
<th>Passport Reading Journeys I Library</th>
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<tbody>
<tr>
<td><strong>7th Grade Classroom Library Titles</strong></td>
<td><strong>Level I: 500L – 800L</strong></td>
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<td></td>
<td><em>Bird</em></td>
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<td><em>The Boy Who Saved Baseball</em></td>
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<td><em>Faces: Emerging Asia</em></td>
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<td><em>Kids Discover: Explorers</em></td>
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<td><em>The Tiger Rising</em></td>
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<td><strong>Level II: 800L – 950L</strong></td>
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<td><em>Every Living Things</em></td>
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<td><em>Faces: Oil</em></td>
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<td><em>Faces: Rights of the Child</em></td>
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<td><em>Footsteps: Folk Art</em></td>
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<td><em>Kids Discover: Climate</em></td>
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<td><em>Kids Discover: Oceans</em></td>
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<td><em>Faces: The Bahamas</em></td>
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<td><em>Muse: April 2004 – Fairy Tales</em></td>
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<td><em>Odyssey: Emergency Room Science</em></td>
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