

Summer 2003

Comprehension and Vocabulary Strategies Using Related Tradebooks with Social Studies for Bilingual and Bicultural Middle School Students

Jennifer Suzanne Tindall

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [Language and Literacy Education Commons](#)

ABSTRACT

COMPREHENSION AND VOCABULARY STRATEGIES USING RELATED TRADEBOOKS WITH SOCIAL STUDIES FOR BILINGUAL AND BICULTURAL MIDDLE SCHOOL STUDENTS

By Jennifer Suzanne Tindall

June 2003

In many schools, students from ethnic minority groups are immersed in second-language reading curricula with minimal attention to their native language literacy (Droop & Verhoeven, 2003). These children face the challenge of learning to read in languages that they have not mastered orally. As a result, these second-language students can then experience considerable gaps in their understanding of reading because reading instruction in any language strongly builds on oral language proficiency. For these reasons, second-language literacy learning is an enormous issue in our schools today (Goodman, Goodman, & Flores, 1984). This is why the author chose to research effective reading instruction for bilingual and bicultural students. After reviewing the research, the focus of this project was to explore comprehension and vocabulary strategies combined with content area themes and related trade books for bilingual and bicultural middle school students.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	
Overview	1
Purpose of the Project	2
Limitation of the Project	4
Definition of Terms	4
II. REVIEW OF LITERATURE	8
Introduction	8
Overview of Middle School Readers	8
The Language Acquisition Process	11
Bilingual and Bicultural Student Development	15
Strategies and Methods for Bilingual, Bicultural Students	16
Content Area Reading	17
Interdisciplinary and Thematic Curriculum	17
Comprehension and Vocabulary Strategies	20
Conclusion	24
III. PROCEDURES OF THE PROJECT	
Introduction	25
Development of the Project	25
Procedures	26
The Handbook	26

IV.	THE PROJECT	28
	Letter to teachers	2
	How to use the Handbook	3
	Section 1 Introduction	6
	Section 2 Comprehension and Vocabulary Strategies	10
	Section 3 Canada	26
	Section 4 Mexico	131
	Section 5 References	250
V.	SUMMARY, CONCLUSIONS, RECOMMENDATIONS	29
	Summary	29
	Conclusions	29
	Recommendations	30
	REFERENCES	31

CHAPTER ONE

Introduction

Overview

In many schools, students from ethnic minority groups are immersed in second-language reading curricula with minimal attention to their native language literacy (Droop & Verhoeven, 2003). These children face the challenge of learning to read in languages that they have not mastered orally. As a result, these second-language students can then experience considerable gaps in their understanding of reading because reading instruction in any language strongly builds on oral language proficiency. For these reasons, second-language literacy learning is an enormous issue in our schools today (Goodman, Goodman, & Flores, 1984).

Grant and Wong (2003) argue that literacy professionals can narrow these reading gaps for second-language learners. One way to do this is by educating teachers in best practices for second language learners. It is essential for teachers to be trained in bilingual and bicultural education because first-and second-generation immigrant children are the fastest growing segment of the United States population under the age of 15 (Fix & Passel, 1994).

Grant and Wong (2003) state that, "Literacy is an important precondition for organizing and understanding the past, the present, and the future to determine one's role in the world" (p. 2). However, many roadblocks have derailed these efforts for second-language learners in literacy. Because of these roadblocks, Thomas and Collier 1997 (as cited in Grant and Wong, 2003) estimate that 30-40% of school-age second-language learners fail to reach acceptable levels of English reading by the end of elementary

school. For older second-language students, failure to attain grade-level competence in reading persists well beyond high school.

For these reasons, the author chose to research effective reading instruction for bilingual and bicultural students. This project will provide strategies that will be effective with middle school students in reading. The purpose of this project is to create a handbook for middle school social studies and reading teachers. It includes literature guides for each trade book and is aligned with a social studies curriculum.

The review of the literature will focus on two questions. First, how can trade books be integrated into interdisciplinary curriculum and content-based reading to enhance the learning of bilingual and bicultural students? Second, which comprehension and vocabulary strategies can be used to help the language-acquisition process for bilingual and bicultural students?

Purpose of the Project

This project was developed out of the author's need for a comprehensive reading and social studies program at Toppenish Middle School. Toppenish Middle School is comprised of a majority of Hispanic migrant students and Native American students. With such a large population of ESL (English as a Second Language) and bicultural learners, Toppenish teachers must endeavor to teach all content areas. Toppenish teachers have to teach content, but also language literacy in all classes. In the author's search for bilingual and bicultural curriculum and strategies, research consistently pointed to the work of Freeman and Freeman.

Freeman & Freeman (1994) divide curricula into two types: part-to-whole and whole-to-part curriculum. Whole-to-part curriculum in reading, for example, is when a

teacher uses a trade book to teach literacy and literacy skills. When teaching part-to-whole curriculum, on the other hand, a teacher starts with small chunks or skills before moving to whole books. Freeman and Freeman advocate for the whole-to-part curriculum. Freeman and Freeman illustrate their discussion of whole-to-part curriculum with a second-language student. This student had not acquired very much English because of part-to-whole teaching, which inhibits invention because students do not receive the comprehensible input they need. Comprehensible input is meaningful information that provides context and background knowledge to a student. Fitzgerald (1993) also believes teachers should promote attention to the “big things” in the initial reading and writing acquisition.

Teachers need to help ESL learners get the big things first while reading and writing [which] will highlight getting and giving main ideas or gists; making important inferences; seeing and making structures for text; and developing metacognitive strategies such as rereading to search for needed information (Fitzgerald 1993, p. 645).

Freeman and Freeman (1993) also recommend organizing information around themes for bilingual learners. When teaching thematically, teachers use schema that is familiar to students. By focusing on themes that students know (the whole), the students come to recognize related vocabulary (the parts), and then they can predict content. Freeman and Freeman go on to describe that,

As second language learners study content, they make hypotheses about both content and their new language (personal inventions) that are refined

as they interact with their teacher and classmates who help them develop awareness of social conventions (Fitzgerald 1993, p. 127).

Based on this research, the focus of this project is to explore comprehension and vocabulary strategies for use with social studies themes and related trade books for bilingual and bicultural middle school students. The created handbook can be used as a teacher's guide to incorporate comprehension and vocabulary strategies within a teacher's social studies or reading curriculum in any district. The handbook promotes the use of trade books to teach social studies themes, while employing comprehension and vocabulary strategies that build the academic reading abilities and language acquisition skills of bilingual and bicultural students.

Limitations of the Study

1. The project is a handbook that is being created for the sixth-grade block at Toppenish Middle School.
2. The themes in this handbook are aligned with the themes of the adopted sixth grade textbook in Toppenish (*Latin America and Canada Social Studies for a Changing World*-MacMillan/McGraw Hill).
3. This project is being designed for bilingual or bicultural students.

Definition of Terms

Bicultural. A person who has the capacity to negotiate within two different cultures effectively (Ovando, C., Collier, V., & Combs, M. 2003).

Bilingual. A person who speaks two languages (Amato, 1996).

Block Classes. As termed by Toppenish School District, the same students are with a teacher consecutively for three subject areas, but they do not have a break.

Comprehension. Comprehension, is often taken to mean reading comprehension in the literacy literature unless restricted specifically or by inference from its context (Harris & Hodges, 1995, p. 38).

Comprehension Strategy. In reading, a systematic sequence of steps for understanding text, as in SQ3R study method (Robinson, 1946). Or any strategy that helps students become strategic readers (Harris & Hodges, 1995, p. 39).

Cooperative Learning. Any pattern of classroom organization that allows students to work together to achieve their individual goals (Harris & Hodges, 1995, p. 45).

Discussion Groups. A small group of students that get together to discuss essential information from the reading or assignment (Swafford & Bryan, 2000).

Double Entry Journals. A journal that allows students to record dual entries related to the concepts being studied (Vacca & Vacca, 2002).

English as a Second Language, (ESL). A program for teaching English language skills in an English-speaking community or country to students whose first language is not English (Harris & Hodges, 1995).

Graphic Organizers. A chart that uses content vocabulary to help students anticipate concepts in their relationships to one another in the reading material (Vacca & Vacca, 2002).

Guided Reading. "Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read." (Harris & Hodges, 1995, P. 105)

Interdisciplinary. Involving two or more fields of study (Vacca & Vacca, 2002).

Integrated method. “An instructional approach in which reading is viewed as a tool in furthering the interests and activities of the children, and both reading and in other subjects are drawn upon as they are needed and as they enter naturally into the children’s in-school and out-of school enterprises ” (Harris and Hodges, 1995, p. 118).

Literature-based curriculum. “A curriculum in which literary works, usually trade books, are the dominant materials for instruction, especially in the language arts.” (Harris & Hodges, 1995, p. 145)

Literature Circles. The part of a literature class’s reading program in which students meet to discuss books they are reading independently (Harris & Hodges, 1995).

Monolingual. A student who speaks only one language, which usually is English in the U.S. (Amato, 1996).

Reading Method. Any of several relatively specific procedures or steps for teaching one or more aspects of reading, each procedure embodying explicitly or implicitly some theory of how children learn and of the relationship between the written and spoken language (Harris & Hodges, 1995, p. 211).

Reciprocal teaching. A teaching strategy in which students are summarizing, question-generating, clarifying, and predicting as they read texts. Both the teacher and students share responsibility for the conduct of the discussion. (Harris & Hodges, 1995)

Semantic Mapping. “A graphic display of a cluster of words that are meaningfully related.” (Harris & Hodges, 1995, p. 230)

Shared Reading. An early childhood instructional strategy or a bilingual strategy in which the teacher involves a group of children in the reading of a particular book in order to help students learn aspects of beginning literacy (Harris & Hodges, 1995, p. 233).

Thematic Teaching. The organization of instruction around themes or topics, instead of around subject areas such as mathematics or history (Harris & Hodges, 1995, p. 256).

Trade Books. Commercial books, other than basal readers, that are used for reading instruction (Harris & Hodges, 1995, p. 258).

Vocabulary. A list of words as in a dictionary or glossary (Harris & Hodges, 1995).

Overview of the Remainder of the Project

Chapter two will focus on the research of the use of literature-based, interdisciplinary curriculum using trade books. Chapter two will also discuss effective comprehension and vocabulary strategies for bilingual and bicultural students. Chapter two will conclude with the rationale behind incorporating comprehension and vocabulary strategies taught through trade books with content area themes for bilingual and bicultural students. Chapter three will describe the procedures used by the author in developing this project. Chapter four will include the presentation of the handbook created by the author; a handbook for teachers who want to incorporate comprehension and vocabulary strategies with social studies using trade books for bilingual and bicultural middle school students. Chapter five will consist of the author's summary, conclusions, and recommendations.

CHAPTER TWO

Review of Literature

Introduction

Chapter two, the literature review, will explore ways to effectively work with middle school students in reading and social studies. The author will attempt to answer two questions. First, how can trade books be integrated with interdisciplinary social studies curriculum and content-based reading to enhance learning for bilingual and bicultural students? Second, which comprehension and vocabulary strategies can teachers use to help the language-acquisition process of bilingual and bicultural students?

The literature review will start with an overview of middle school readers. Then, the author will discuss the language acquisition process of bilingual students. Next, the author will discuss interdisciplinary curriculum and thematic teaching for middle school students. To conclude, the author will focus on comprehension and vocabulary strategies for middle school bilingual and bicultural students. The comprehension strategies being reviewed include: literature circles, double-entry journals, reciprocal teaching, discussion groups/webs, shared reading, and guided reading. The vocabulary strategies that are being reviewed are the following: graphic organizers and semantic maps.

Overview of Middle School Readers

Research data collected by Ivey (1999) suggests that the way teachers and professionals have traditionally viewed middle school students as readers is overly simplistic. For example, middle school students have been seen not as capable readers, but instead as students who do not like to read. Teachers now know that other factors are

influential in middle school students' lives, such as developmental changes and a growing sense of Independence (Ivey, 1999).

Swafford and Bryan (2000) traced the psychological, social, cognitive, and physical development of middle school students. One characteristic Swafford and Bryan found is that middle school students are striving to become autonomous and, as a result, their loyalties may shift from adults to peers. Middle school students are very social and rely on the social approval of peers. Students develop interpersonal skills through social experiences, such as developing friendships within differing social circles, which in turn develops their social skills to interact with other people. Adolescents also acquire these skills by examining and processing their own thoughts and feelings. As students develop a sense of self within this social construct, they can begin to understand how their behavior affects other people.

Ivey (1999) also states, that reading demands on middle school students do not take into consideration these developmental and personal differences among students' abilities. Ivey's case study (1999) of three sixth-grade students highlights the variation between each student and the complexities within each of the three students' learning. After collecting data on the interests, reading levels, and history of each student, Ivey strongly advocated the end of one-size-fits-all instruction for reading and writing.

Compounding these already huge challenges, Alvermann and Moore (1991) have said that the demands of literacy become more sophisticated and more developmentally challenging in middle school. Content area teaching and learning are much more prevalent and increasingly rely on textbooks Alvermann and Moore, 1991 (as cited in Swanson, P. N., & De La Paz, S., 1998). Studies have shown that 75% of classroom time

and 90% of student homework time is involved with textbook material Woodward & Elliot, 1990 (as cited in Swanson, P. N., & De La Paz, S., (1998). However, recommending a move away from textbooks, Atwell (1987) has suggested that middle school students need personal choice and a chance to respond in reading.

The following survey data in Ivey and Broaddus's study (2001) displays how students would rather spend their reading time. The percentage of students shows the preferred reading activities in school. The responses came from a survey of 1,765 students.

- 1,111 Students or 63% chose free reading time (such as DEAR or silent reading time).
- 1,089 Students or 62% chose the teacher reading aloud.
- 641 Students or 36% chose reading plays and poetry aloud.
- 550 students or 36.5% chose to read class novels.
- 451 students or 26% chose other students reading aloud.
- 407 students or 23% chose reading with the whole class.
- 403 students or 23% chose book discussion groups.
- 289 students or 16% chose reading stories from reading textbooks.
- 137 students or 8% chose other (activities written by students.)

Clearly, students preferred two of the activities the most: free reading time with trade books and the teacher reading aloud, for example, through guided and shared reading activities. Based on this information, teachers can include these activities in their instruction, knowing that they will engage students and help them learn. When teachers

incorporate activities the students enjoy, teachers will be able to engage students in their own learning process.

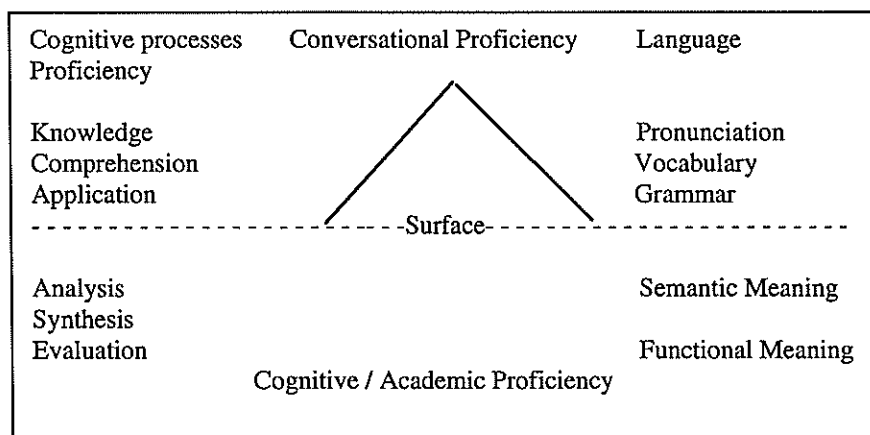
The Language Acquisition Process

Teachers need to have a deep understanding of how bilingual and bicultural students learn and process information if they are to be effective with this student population. Cummins (1979) explained that the bilingual student goes through a process called developmental interdependence. This hypothesis suggests that a student's success in learning a second language is partially dependent on the competence level of the child's first language. According to Cummins (1979), when a student's first language is not developed fully, bilingualism becomes more difficult to achieve. Along with the developmental interdependence hypothesis, Cummins identified a distinction between surface fluency and more evolved language skills. The presence of basic communication skills can hide the child's inadequacy in language needed to be successful in academic settings. Cummins termed simple communication skills as basic interpersonal communicative skills, or BICS, while the more evolved or textbook knowledge is termed cognitive/academic language proficiency, or CALP.

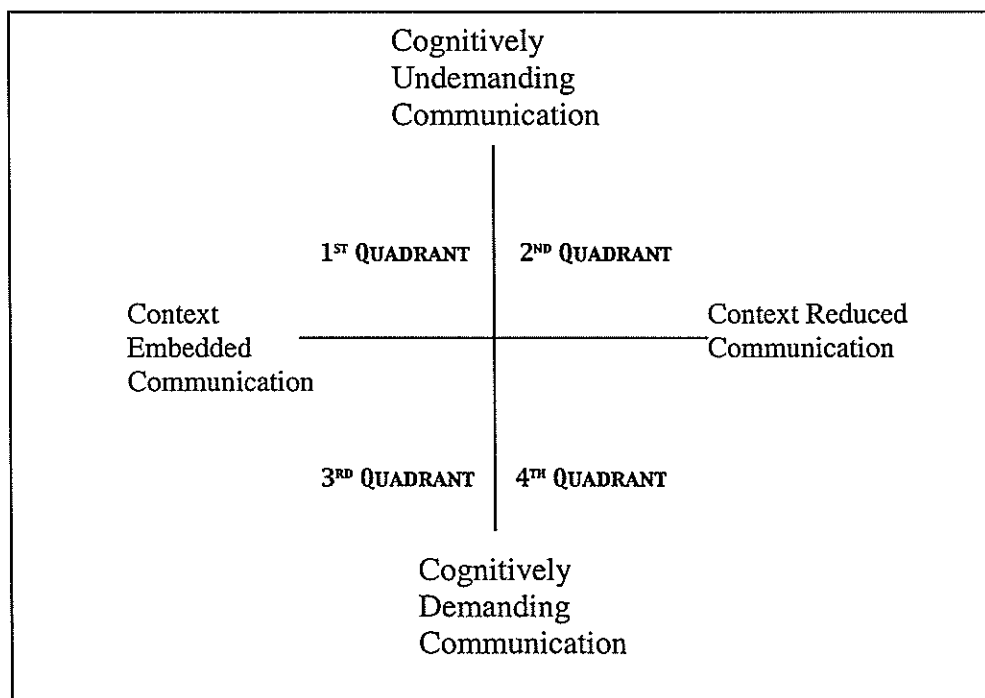
BICS, basic interpersonal communicative skills, develop when students are in context-rich environments in which context is embedded in situations that provide language development. For example, when students are in classrooms with contextual supports and props for language, a teacher conducting a lesson about the geography of Mexico could act out any new terms for the students. The teacher could also use pictures to help students to understand the new information.

CALP, cognitive/academic language proficiency occurs in context-reduced situations. CALP uses higher-order thinking skills: analysis, synthesis, and evaluation. When higher-order thinking skills are used, the language is disembedded from a meaningful and supportive context. An example of disembedded language is when a student is reading a textbook with unfamiliar language and without enough context clues to help the student understand. A situation where CALP occurs is when a student is studying the effects of the War of 1812. In this situation, the student has to fully rely on the text to find the answers using skills like analysis, synthesis, and evaluation. If the student does not have the language skills to read the textbook and the textbook does not have context clues, then the student will not be able to perform.

The following table is a visual representation of the distinction between BICS and CALP and is depicted as an iceberg. In the table, the surface line distinguishes the conversational proficiency—comprehension and speaking—from the cognitive/academic proficiency analytic and synthesis-driven. Language skills above the surface include pronunciation, vocabulary, and grammar, while the below-the-surface language skills are deeper and more subtle and include both semantic and functional meanings. The below-the-surface language skills require students to use meaning and creative composition.



Many students in the United States can use basic interpersonal communicative skills, BICS, and by achieving the usage of BICS, these students are then promoted into the regular classroom. However, some are not successful because they have not achieved the cognitive development of language skills. Teachers need to be certain that they are helping students scaffold from BICS to CALP. For students to develop cognitively in the second language and culture, their teacher has to use familiar content schemata to strengthen unfamiliar processes and knowledge. Cummins further explains his theory with this chart Cummings, 1978 (as cited in Baker, 1997).



Cummings, 1978 (as cited in Baker, 1997)

In Cummins' theory, there are four quadrants within two dimensions of communicative proficiency. In the first quadrant, students are working within their comfort zone. For example, a student working within quadrant one might be writing his/her autobiography and creating a book based on the student's own spoken or written

stories. In that situation, students are working with pre-existing knowledge and context clues from their own lives.

Students working in the second quadrant are using information that is cognitively more difficult than the information in quadrant one. In quadrant two, students are able to negotiate meanings through interactions with their teacher, peers, context clues, and pictures. An example of an activity from quadrant two would be to write a descriptive story using proper language about something the student has seen or heard on TV. To help students with the writing process and language skills, teachers would ask students to work in small writing groups for this activity.

In quadrant three, students are dealing with familiar content knowledge but at a more sophisticated language level. For students to negotiate through activities in this quadrant, a teacher needs to relate the information to students by taking steps to bring the students through quadrants one and two. By doing this, teachers relate content to previously learned schemata. For example, students might read a story that has familiar content but more sophisticated language with minimal context clues. The teacher would need to lead students through pre-reading activities, read the story aloud, and then role-play different parts of the story for full understanding of the story.

In quadrant four, students deal with unfamiliar content and more sophisticated language. The student working within quadrant four activities might have to read a text and use a discussion web to explain what was read. In this situation, the teacher must bring the students through quadrants one, two, and three, with related information before entering quadrant four. If the teacher does not take these steps, the student is at a high risk of not being able to understand the text. The teacher will need to design a lesson, for

example, that will create context clues and build a bridge to the students' prior knowledge. To build the schema needed in this example, the teacher could have the class brainstorm ideas that will be found in the text. The teacher could also post pictures or photographs to help students visualize the text.

In Krashen's (1982) theory of language acquisition, he asserts that students learn English best when they are immersed in reading and writing. In other words, students learn to read and write by reading and writing. Krashen went on to say that a second language could be effectively acquired under the same learning conditions as a first language. He explains that second language acquisition should focus on meaning and not form. In addition, the learning environment of a second-language learner should also be free of anxiety. Krashen suggests that there should be many opportunities for the second-language learner to be engaged in meaningful use of the second language with language input at or just above the proficiency level of the learner.

Bilingual and bicultural student development.

In the book *Hispanic Education in the United States*, Garcia (2001) discusses Achievement for Latinos through Academic Success, or ALAS, a project he developed in response to the increasing demand for effective language programs for second-language learners. *Alas* means "wings" in Spanish, and the project focused on Hispanic middle-school students who were identified as at-risk students. The project served about 2000 students, of which about 96% were Hispanic. Garcia targeted four areas: the student, (socially though council), the school and communication, family resources and training, and the community.

The project focused on cognitive and higher-order linguistic skills, or CALP, by implementing five strategies into the classrooms:

1. Thematic and integrated curricula;
2. Heterogeneous small group activities focused on higher order linguistic skills to move students from the concrete to the symbolic;
3. Literacy activities such as interactive journals, silent reading followed by small group discussion, interactive literature study, and individual and group-authored literature;
4. Cooperative learning strategies; and
5. Equal status interactions between genders, ethnic, and linguistic differences.

From the data collected, all students-both Hispanic and Anglo-improved academically in social identity, self-esteem, and planning future goals. Through this project, Garcia and others reached out to meet students on a personal level and implemented strategies to help language and academic development. Through the work of this project, Garcia demonstrated that nearly one hundred percent of the students were advancing to high school.

Clearly, almost all teachers will work with bilingual and bicultural students at some point in their careers, and it is essential that these teachers understand the language acquisition process. Designing lessons and units grounded in the theories of Cummins and Krashen will aid teachers in educating bilingual students.

Strategies and methods for bilingual, bicultural students

Researchers and teachers have developed many effective methods and strategies for teaching bilingual and bicultural students. In three different books about educating

middle-school bilingual and bicultural students, the following strategies were emphasized (Vacca & Vacca, 2002, Irvin, 1998, & Amato, 1996).

Some of these methods and strategies are the following:

- Interdisciplinary and thematic curricula incorporating content area reading
- Literature-based units using trade books
- Cooperative learning

Content Area Reading

Noden and Vacca (1994) use the term "content literacy" to explain how students are expected to "learn how to use what they know about a subject as a basis for constructing meaning through various modes of language." (p. 194) Content literacy is defined as "the ability to use reading and writing to learn subject matter in a given discipline." (p. 194) Noden and Vacca argue that, when students actively participate in their own learning, they become more sophisticated in their understanding of the content.

As mentioned earlier, Garcia (2001) recommends using thematic readings that are linked to content area studies with bilingual learners. Vacca and Vacca (2002) also advocate for thematic reading units connected to content area study to help students with vocabulary development and comprehension. Moreover, Irvin (1998) in the book *Reading and the Middle School Student*, discussed how thematic reading and teaching aid in the building of both student interest and schemata. By implementing thematic teaching, teachers can bridge the gaps between known and unknown.

Interdisciplinary and Thematic Curriculum

Research has shown that using integrated or interdisciplinary curricula can increase learning for middle school students. According to a study by Yorks and Follo

(1993), students learn more from thematic, interdisciplinary instruction than from a traditional, single-subject curriculum. Yorks and Follo's study took place in a third-and fourth-grade class of twenty-five students. The study tested student engagement rates such as participation and interest in social studies, reading, and math. Yorks and Follo used the data from engagement rates, the teachers' assessments, student observations to analyze the changes in students' responses after the completion of the study. Yorks and Follo found that students were more engaged after teachers started using thematic and interdisciplinary curriculum. In addition, student participation, student interest, and achievement all increased during thematic teaching units.

Schubert and Melnick's (1997) study paralleled the Yorks and Follo study. This qualitative multiple-sites study was conducted in eleven rural, suburban and urban schools. Schubert and Melnick's study integrated visual, performing, and musical art themes with civics, English and history classes. The results showed that students made more connections with the information when the teacher taught the subject matter thematically within each class. After the different disciplines were combined and taught in an interdisciplinary style, the students had higher achievement rates. The integration of the themes also increased the understanding and comprehension for the struggling students.

In addition, Hough and Donlan (1994) researched the achievement of students through integrated or interdisciplinary instruction. Teachers implemented integrated strategies such as discussion clusters, guides, and writing activities, literature circles, graphic organizers, and discussion webs. Through student observation, scores, and student interest in class, Hough and Donlan found that combining strategies had a

stronger effect on students than using single strategies alone. After the implementation, the interdisciplinary curriculum scores on students' assignments were higher, and the students participated in class more frequently.

Guzzetti, Kowalinski, and McGowan (1992) examined a literature-based approach to teaching social studies. In the study, one of the researchers and/or authors was a sixth grade teacher, and the classroom used in the study was that teacher's classroom. Guzzetti, et al (1992), implemented a curriculum in which the teacher taught the content of China using a textbook, and then taught the content of China using trade books. After reviewing a survey given to all students that asked questions about the unit and what they learned, the data showed increased interest in the literature method. Students also had increased comprehension when instructed with the trade books compared to the group being instructed with the textbook.

A parallel quantitative study conducted in an elementary school by Jones, Coombs, and McKinnley, (1994-95), held most of the same findings as Guzzetti, et al. Jones, Coombs, and McKinnley, compared the effects of using trade books during a thematic unit on life in Mexico to the effects of using the social studies textbook to teach the same content in an elementary class. Jones, et al, studied two sixth grade classrooms in which the teachers taught units on Mexico for two weeks. In one class, students received instruction from the school-adopted textbook based on directions in the teacher's manual. The other class used children's trade books in a thematic unit. Classes were randomly assigned to the two different treatments. The researchers used pre-tests and post-tests to measure achievement, and they included a brief attitudinal survey. The results showed positive effects for the students using the trade books: The students

showed more enthusiasm about Mexico and greater comprehension than the textbook group.

In conclusion, from the review of the above studies, using children's trade books in a thematic lesson is a more effective method for teaching content than the textbook and teacher's manual.

Comprehension and Vocabulary Strategies

When designing curriculum for middle school bilingual and bicultural students, teachers and researchers have adapted different curricula, methods, and strategies to create balanced reading programs. Two of these areas of research are comprehension and vocabulary strategies for the bilingual and bicultural middle school student. The focus of these strategies is to develop cognitive and higher-order linguistic skills in bilingual and bicultural students (Vacca & Vacca, 2002, Irvin, 1998, and Amato, 1996).

Comprehension Strategies. A comprehension strategy in reading is a systematic sequence of steps for understanding text or any strategy that helps students become strategic readers can be considered a comprehension strategy (Harris & Hodges, 1995).

Garcia (2001) ALAS study five strategies were implemented to help bilingual and bicultural students. Garcia's project focused on cognitive and higher-order linguistic skills, or CALP. The teachers in his study implemented thematic and integrated curricula, heterogeneous small group activities, literacy activities such as interactive journals, silent reading followed by small group discussion and individual or group-authored literature, and cooperative learning strategies.

By implementing these strategies, Garcia provided justification for using three reading strategies. Those strategies were literature circles, double-entry journals, and

reciprocal teaching. Double entry journals are defined as journals that allow students to record dual entries that are conceptually related (Vacca & Vacca, 2002). Reciprocal teaching is defined as a teaching strategy in which “students are involved in summarizing, question-generating, clarifying, and predicting as they read texts and observe phenomena . . . Both teacher and students share responsibility for the conduct of the discussion.” (Harris & Hodges, 1995)

Literature circles. Literature circles are part of a literature class's reading program in which students independently read books and meet in small groups to discuss them (Harris and Hodges, 1995). In Hough and Donlan's study (1994), the teachers implemented literature circles in their classrooms when teaching. After implementation of literature circles, students' interest in reading class was greater and their scores in reading were higher. In the survey from Ivey and Broaddus's study (2001), students enjoyed small group reading and discussions in literature circles.

Discussion groups. The use of discussion groups is another comprehension strategy used in a study by Swafford and Bryan (2000). Discussion groups are groups of students who have studied, or are about to study a certain topic. These students discuss what they have learned or are anticipating that they will learn; this is usually paired with a discussion guide or web, which is a graphic organizer. This strategy works well because of the social interaction that helps simulate informal thought processes. In Hough and Donlan's study (1994), the teachers implemented discussion webs or clusters in their classrooms when teaching. After the implementation of the strategies, students' interest in reading class was greater and their scores in reading were significantly higher in score.

Additionally in the survey from Ivey and Broaddus's study (2001), 403 of the 1,765 students surveyed enjoyed small group reading discussions.

Shared reading. In shared reading, teachers read books, charts, and other texts with students to help them learn aspects of beginning literacy (Harris & Hodges, 1995).

Shared reading was the one of the preferred choices of learning of the students in the study conducted by Ivey and Broaddus's study (2001). 1,089 of the 1,765 students surveyed enjoyed the teacher reading aloud which included both shared reading strategies and guided reading strategies. Ivey and Broaddus discussed how effective teachers use strategies that engage students and encompass student choice. By using these two strategies, shared and guided reading, teachers will be activating students chosen strategies and engaging children in the learning process.

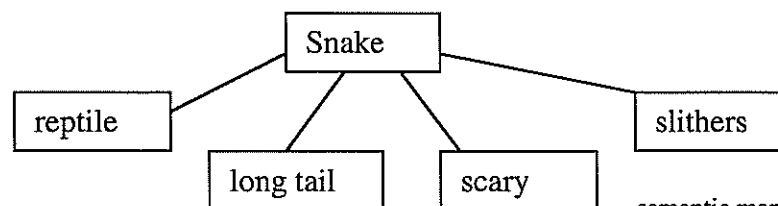
Shared reading is teacher-directed and used in a large-group setting. In shared reading, the teacher might read a big book, a picture book, or a novel as an instructional tool. Shared reading is a good forum for learning broad-based skills, which can range from very simple to very complex, thus reaching a variety of needs in a mixed-ability middle school students in a reading classroom. A teacher identifies the skills that his/her students need to develop, and then he/she emphasizes those skills in the shared reading (Stone, 1996).

Guided reading. In guided reading the teacher provides the structure and purpose both for reading and for responding to the material. Guided reading is a small-group reading strategy in which the teacher works with small groups of children, usually while the rest of the class moves through literacy centers. These small groups are usually arranged according to reading level for more targeted instruction (Stone, 1996).

Hadaway, Verdell, and Young (2002) discussed using shared and guided reading to help bilingual students build their vocabulary and comprehension skills. By combining these two strategies, teachers provide scaffolding as the students encounter difficult vocabulary words and abstract concepts.

Graphic organizers. Graphic organizers can be used in many ways. They were highly effective in a study by Hough and Donlan (1994). Teachers used graphic organizers to help bilingual students build vocabulary and comprehension (Hadaway, Verdell, & Young, 2002). Hough and Donlan (1994) studies graphic organizers for reading comprehension and to teach vocabulary. There are many forms of graphic organizers that teachers can use with students to help them learn vocabulary. Hough and Donlan used advanced organizers for example word maps, semantic maps, discussion clusters. Word maps and semantic maps are both types of graphic organizers that help teach essential vocabulary. On the other hand, other types of graphic organizers such as story maps and discussion webs help build comprehension as well (Herrell, 2000).

Semantic Mapping. Semantic mapping relies on diagrams or graphic depictions of concepts to help students see how words are related (Reutzel & Cooter, 1996). Semantic mapping can be used with a whole class or within small groups. Discussion of the word should always follow the creation of the map to check for understanding (Reutzel & Cooter, 1996).



semantic map (Reutzel & Cooter, 1996)

Schwartz and Raphael (1985) used semantic mapping with many different age groups, from fourth graders to college students. The researchers taught the students how to use the strategy within four lessons. The data suggested that after students were able to use semantic mapping independently they demonstrated increased understanding and usage of new vocabulary.

Conclusion

After reviewing the literature, it was evident that middle school students are growing and changing dramatically, and that they have strong needs for personal choice. Focusing even more particularly on the population of bilingual and bicultural middle-school students, one can see the need for curricula designed to correspond with the language-acquisition process. Using the work of Krashen and Cummins, a teacher can prepare lessons that will help bilingual students develop the skills they need for academic success. A literature-based program allows the learners to be surrounded by the target language and schema during the language acquisition process. The use of trade books builds schemata in vocabulary development, understanding, and cultural awareness of bilingual learners. By linking trade books, an interdisciplinary content-based program, with comprehension and vocabulary strategies, a teacher can build upon the learner's prior knowledge of the subject being taught through relevant reading experiences.

CHAPTER THREE

Procedures of the Project

Introduction

The purpose of this project is to create a handbook for middle school social studies and reading teachers for the instruction of bilingual and bicultural students. It includes literature guides for each trade book and is aligned with the social studies curriculum. This handbook is for the sixth-grade teachers at Toppenish Middle School who teach in the language arts, social studies, and reading block. Integrating social studies and reading will allow additional time for students to learn both the social studies themes more comprehensively and to build literacy skills. Using thematic teaching with trade books to supplement the social studies textbook, students will have greater opportunity to learn and retain the information.

Development of the Project

The author chose to create this handbook for many reasons. In the last two years of teaching in Toppenish, the author found that many students were struggling in both reading and social studies due to a variety of factors. First, despite the fact that, in Toppenish the student population is largely comprised of bilingual and ESL (English as a second language) students, many of the teachers do not have the necessary training to work with this population. Second, the current social studies textbook is not ESL friendly. It is an old book that is hard to read, with small print and too many words at a difficult and complex vocabulary level. However, the majority of the students read below the sixth-grade reading level at which the book was written. Third, teachers do not have

enough time to present all the information in social studies or in reading. By integrating these two subject areas, teachers will gain more time for both subjects. Integration of social studies and reading would give the teacher a chance to supplement the challenging social studies book with more interesting and appropriate trade books on the same topic.

In an effort to help students in Toppenish, the author began researching the development of middle school students and the best instructional strategies to use with them. Many strategies were found that will help middle school students learn more comprehensively. Interdisciplinary curriculum works well with middle school students along with thematic units and student choice. The author has attempted to create a handbook based on these best practices.

Procedures

Information for this project was gathered from educational texts, ERIC, existing curricula, the adopted social studies textbook in Toppenish, and articles from professional journals. Research from the author's literature review indicated strategies and methods to use with middle school students. From the literature review, the author created a handbook to be used with an existing social studies curriculum.

The Handbook

The outline of this handbook was created to assemble the plethora of ideas, strategies, and topics the author will use in chapter four.

Chapter 4 outline.

- Table of Contents
- Introduction
- How To Use This Handbook!

- Focus and Goals of the Supplementary Handbook
- Introduction to Canada
- Canada Web
- Literature Guides for Each Book
 - Each literature guide will contain a summary of the novel, focus for bilingual students, and reading strategies to be used before, during, and after reading, as well as suggested assessment tools.
- 10. Introduction to Mexico
- 11. Mexico Web
- 12. Literature Guides for Each Book
 - Each literature guide will contain a summary of the novel, focus for bilingual students, and reading strategies to be used before, during, and after reading, as well as suggested assessment tools.

Summary

This project is to create a handbook for middle school social studies and reading teachers for the instruction of bilingual and bicultural students. It includes literature guides for each trade book and is aligned with the social studies curriculum. This handbook is for the sixth-grade teachers at Toppenish Middle School who teach in the language arts, social studies, and reading block. The author chose the books and activities based on the research given in chapter two. Each children's book in the handbook can be taught individually or together for the ease and usage of individual teachers.

CHAPTER FOUR

The Project

The following pages contain a teacher handbook created to aid teachers in incorporating comprehension and vocabulary strategies using related trade books for bilingual and bicultural middle school students. Most of the research studies supported a program for bilingual students that uses interdisciplinary curriculum taught through themes using trade books. This handbook was designed to be used as a supplementary handbook for teachers to help focus their curriculum to the needs of bilingual and bicultural middle school students. The literature guides in the handbook are not in sequential order. Teachers may use the supplementary literature guides and independent book studies or relate them to a social studies curriculum.

The handbook includes an introduction for teachers. Then there is a how to section to the handbook explaining all of the comprehension and vocabulary strategies used. Lastly, there are two supplementary units with literature guides for the chosen trade books. The handbook is supplementary to the teacher-adopted curriculum and is general so that a teacher can modify the literature guides as needed. The goal of the teacher handbook is to provide teachers with an easy resource tool that will help them incorporate trade books into an interdisciplinary theme in their classrooms. Within each of the literature guides, the author has stated the timeline, purpose, objective, summary, and procedures for the selected strategies for that trade book. Within the twenty three trade books selected for the two units a teacher could change and modify as needed. The author also created graphic organizer worksheets located after each guide for easy access.

Comprehension and Vocabulary Strategies
Using Related Trade Books with Social Studies
For Bilingual & Bicultural Middle School Students

UNLOCK THE DOOR TO LITERACY FOR YOUR STUDENTS
By Jennifer Tindall

Table of Contents

Letter to Teachers.....	2
How to use the Handbook.....	3
Section 1 Introduction.....	6
• Bilingual and Bicultural Learners	
• Focus and Goals	
Section 2 Comprehension and Vocabulary Strategies.....	10
Section 3 Canada.....	26
Section 4 Mexico.....	131
Section 5 References.....	250

Dear Teacher,

This handbook was developed out of my need for a comprehensive reading and social studies program at the middle school I work at in the Lower Yakima Valley. The Middle School is comprised of a majority population that consists of Hispanic migrant students and Native American students. With such a large population of ESL (English as a second language) and bilingual learners, teachers struggled to find time to teach all content areas. In my search for bilingual and bicultural curriculum and strategies research pointed to the work of Freeman and Freeman.

Freeman & Freeman (1994) divide curricula into two types: part-to-whole and whole-to-part curriculum. Whole-to-part curriculum in reading, for example, is when a teacher uses a trade book to teach literacy and literacy skills. When teaching part-to-whole curriculum, on the other hand, a teacher starts with small chunks or skills before moving to whole books. Freeman and Freeman advocate for the whole-to-part curriculum. Freeman and Freeman illustrate their discussion of whole-to-part curriculum with a second-language student. This student had not acquired very much English because of part-to-whole teaching, which inhibits invention because students do not receive the comprehensible input they need. Comprehensible input is meaningful information that provides context and background knowledge to a student. Fitzgerald (1993) also believes teachers should promote attention to the "big things" in the initial reading and writing acquisition.

Teachers need to help ESL learners get the big things first while reading and writing will highlight getting and giving main ideas or gists; making important inferences; seeing and making structures for text; and developing metacognitive strategies such as rereading to search for needed information (Fitzgerald, 1993, p. 645).

Freeman & Freeman (1994) also recommend organizing information around themes for bilingual learners. When teaching thematically, teachers use schema that is familiar to students. By focusing on themes that students know (the whole), the students come to recognize related vocabulary (the parts), and then they can predict content. Freeman and Freeman go on to describe that,

As second language learners study content, they make hypotheses about both content and their new language (personal inventions) that are refined as they interact with their teacher and classmates who help them develop awareness of social conventions (Fitzgerald, 1993, p. 127).

Based on this research, the focus of this handbook is to explore comprehension and vocabulary strategies for use with social studies themes and related trade books for bilingual and bicultural middle school students. This handbook can be used as a teacher's guide to incorporate comprehension and vocabulary strategies within a teacher's social studies or reading curriculum.

**Sincerely,
Jennifer Tindall**

How To Use This Book

This handbook is divided into five sections to help you navigate through the rationale and strategies and the two broad social studies units that are comprised of literature books. The two broad based social studies themes are: the history of Canada and the history of Mexico. The literature guides will give a brief synopsis on the chosen books, the purpose it was chosen for the unit and the objectives and reading strategies to teach with the selected book. The guides also have suggested ways to assess the strategies, worksheets, activities, and projects. The literature guides are supplementary and are not in sequential order. Each literature guide can be taught individually or together in correlation to a social studies unit or social studies book. *Remember that each literature guide is only a guide and teachers can modify them as needed. The strategies for each book were based on length, time frame, and subject of the book. Strategies can also be modified.

Section 1

Introduction

This section includes an introduction to the handbook. The introduction explains the rational and relevant research the author found when starting this handbook. The introduction also includes the focus and goals for the handbook.

Section 2

Comprehension and Vocabulary Strategies

Section 2 gives an explanation of the comprehension and vocabulary strategies used in the literature guides. I have also placed an example layout of a literature guide in this section that will explain each section of the guide for easy use. In section two there is also the literature groups contract and reward certificate. The literature circles strategy is used with most of the books in both units. This section also contains the General Assessment and Generic Rubric.

Section 3

Canada

This section is comprised of the literature guides for Canada. I have included an annotated bibliography of the eleven books selected. I have also included a web of the books and all strategies being utilized in section 3.

Section three contains:

- Introduction
- Annotated bibliography
- Web of the books used
- Eleven literature guides
 - Each literature guide has the corresponding worksheets with it.
 - A sample calendar is provided with all of the chapter books. The picture books should on average take one to two days to teach.

Section 4

Mexico

This section is comprised of the literature guides for Mexico. I have included an annotated bibliography of the twelve books selected. I have also included a web of the books and all strategies being utilized in section 4.

Section four contains:

- Introduction
- Annotated bibliography
- Web of the books used
- Twelve literature guides
 - Each literature guide has the corresponding worksheets with it.
 - A sample calendar is provided with all of the chapter books. The picture books should on average take 1 to 2 days to teach.

Section 5

References

Includes all professional references used in this handbook.

Section 1

Introduction

In many schools, students from ethnic minority groups are immersed in second-language reading curricula with minimal attention to their native language literacy (Droop & Verhoeven, 2003). These children face the challenge of learning to read in languages that they have not mastered orally. As a result, second-language students can then experience considerable gaps in their understanding of reading because reading instruction in any language strongly builds on oral language proficiency. For these reasons, second-language literacy learning is an enormous issue in our schools today (Goodman, Goodman, & Flores, 1984).

Grant and Wong (2003) argue that literacy professionals can narrow the reading gaps for second-language learners. One way to narrow the gap is by educating teachers in best practices for second language learners. It is essential for teachers to be trained in bilingual and bicultural education because first and second generation immigrant children are the fastest growing segment of the United States population under the age of 15 (Fix & Passel, 1994).

Grant and Wong (2003) state that, "Literacy is an important precondition for organizing and understanding the past, the present, and the future to determine one's role in the world." (p. 2) However, many roadblocks have derailed these efforts for second language learners in literacy. Because of these roadblocks, Thomas and Collier 1997 (as cited in Grant and Wong, 2003) estimate that 30-40% of school-age second language learners fail to reach acceptable levels of English reading by the end of elementary school. For older second language students, failure to attain grade level competence in reading persists well beyond high school.

Bilingual and Bicultural Learners

Teachers need to have a deep understanding of how bilingual and bicultural students learn and process information if they are to be effective with this student population. Cummins (1979) explained that the bilingual student goes through a process called developmental interdependence. Developmental interdependence suggests that a student's success in learning a second language is partially dependent on the competence level of the child's first language. According to Cummins, when a student's first language is not developed fully, bilingualism becomes more difficult to achieve. Along with the developmental interdependence hypothesis, Cummins identified a distinction between surface fluency and more evolved language skills. The presence of basic communication skills can hide the child's inadequacy in language needed to be successful in academic settings. Cummins termed simple communication skills as basic interpersonal communicative skills, or BICS, while the more evolved or textbook knowledge is termed cognitive/academic language proficiency, or CALP.

BICS, basic interpersonal communicative skills, develop when students are in context-rich environments in which context is embedded in situations that provide language development. For example, when students are in classrooms with contextual supports and props for language, a teacher conducting a lesson about the geography of Mexico could act out any new terms for the students. The teacher could also use pictures to help students to understand the new information.

CALP, cognitive/academic language proficiency occurs in context-reduced situations. CALP uses higher-order thinking skills: analysis, synthesis, and evaluation. When higher-order thinking skills are used, the language is disembedded from a meaningful and supportive context. An example of disembedded language is when a student is reading a textbook with unfamiliar

language and without enough context clues to help the student understand. A situation where CALP occurs is when a student is studying the effects of the War of 1812. In this situation, the student has to fully rely on the text to find the answers using skills like analysis, synthesis, and evaluation. If the student does not have the language skills to read the textbook and the textbook does not have context clues, then the student will not be able to perform.

Many students in the United States can use basic interpersonal communicative skills, BICS, and by achieving the usage of BICS, these students are then promoted into the regular classroom. However, some are not successful because they have not achieved the cognitive development of language skills. Teachers need to be certain that they are helping students scaffold from BICS to CALP. For students to develop cognitively in the second language and culture, their teacher has to use familiar content schemata to strengthen unfamiliar processes and knowledge.

Researchers and teachers have developed many effective methods and strategies for teaching bilingual and bicultural students (Vacca & Vacca, 2002, Irvin, 1998, and Amato, 1996).

Some of these methods and strategies are the following:

- Interdisciplinary and thematic curricula incorporating content area reading
- Literature-based units using trade books
- Cooperative Learning

When designing curriculum for middle school bilingual and bicultural students, teachers and researchers have adapted different curriculums, methods, and strategies to create a balanced reading program.

Focus & Goals

The focus and goals for this handbook are to:

1. incorporate trade books and social studies with comprehension and vocabulary strategies.
2. create a curriculum that focuses on comprehension and vocabulary strategies for bilingual and bicultural students.
3. create supplementary curriculum that will work with an existing curriculum.
4. incorporate trade books into the classroom that will interest students.

Section 2

How To Use The Comprehension & Vocabulary Strategies

The Comprehension Strategies used in this handbook are:

- Literature Circles
- Double Entry Journals
- Reciprocal Teaching
- Discussion Groups/Webs
- Shared Reading
- Guided Reading

The Vocabulary Strategies used in this handbook are:

- Graphic Organizers:
 - visual vocabulary
 - vocabulary role play
 - word maps,
 - character maps
 - story maps
 - word study
 - semantic Maps

Literature Circles

Literature Circles are the part of a literature-based reading program in which students meet and discuss the book that they are reading (Harris & Hodges, 1995).

How to Teach:

When a teacher starts Literature Circles in his/her class, he/she will want to set up literature circle folders and centers where each group will meet. I teach a model literature circle with a small book as a demonstration lesson. After the demonstration lesson, students are able to see how the class will be conducted during literature circle time.

When using Literature Circles, set up group contracts explaining proper conduct during this activity (an example work sheet is provided on page twenty two along with an award for group work page 23). Have the class role play proper conduct before starting literature circles. Set up a calendar for the book the class is reading. This will help with organization of the students and for you and your lesson book. There are examples of calendars with each chapter book in the two units.

Literature Circles are very flexible with teacher styles and classroom times and schedules. Here is an example of Literature Circles.

Procedures:

1. As a whole class introduce the book if it is the first day of study. If it is not your first day of study, you might start with a question for the

students to write down and answer, this would be your anticipatory set or entry task.

2. Depending on the other strategies you are using for the day, have students get into their groups. Have the group leader get their folder to find the task that they will do for the day. I put the daily task on the calendar and any worksheets or extra supplied in the folder.
3. Students will work in groups to complete the task.
4. After the groups are finished with the task you can move on to a new task in groups or go back into a whole group.

If you have never used Literature Circles before, a good book to help you get started is *Literature Circles*, (2001) by Creative Teaching Press.

Huber, M. (2001). *Literature Circles: Using student interaction to improve reading comprehension*. Huntington Beach, CA: Creative Teaching Press.

Double Entry Journals

A Double Entry Journal is a journal that allows students to record dual entries that are conceptually related (Vacca & Vacca, 2002).

How to Teach:

Double Entry Journals (DEJ) can be written in a spiral notebook, loose-leaf paper in a three ring binder or on a template or worksheet (I have provided a worksheet in the units). Before using this strategy, model the strategy for students at the beginning of the lesson. Use a book, or a passage of text, or some topic covered in class that has already been discussed, and do a

sample journal entry for the students to show them what they will be doing. Double Entry Journals can be used with any subject and can be modified in many ways. I use DEJ for questions and quotes from the text that I want my students to respond to. I also use DEJ when doing word studies.

Procedures:

1. Give students the question you want answered.
 - At this step, you can assign the students a question, quote, scene, or vocabulary words. The important thing to remember is that the left-hand column is not the students' own thoughts, it is something that is derived from the text.
2. The student will then write the question in the left column and respond to the question in the right column.

For example: the following question and answer.

<p><i>My Journal</i> <i>By Joey Godina</i> <i>Question:</i> <i>Do you agree that Jamie and Leah should be able to remain friends during the war?</i></p>	<p>Joey's Response to the question on the board: <i>In class today we are discussing the book A River Apart.</i> <i>I do not agree with the fact that Jamie wants to be friends with Leah.</i></p>
---	--

Reciprocal Teaching

Reciprocal teaching is a teaching strategy in which, "students are involved in summarizing, question-generating, clarifying, and predicting as they read texts and observe phenomena . . . Both teacher and students share responsibility for the conduct of the discussion." (Harris & Hodges, 1995)

How to Teach:

With this strategy, as a teacher is teaching, he/she is asking questions and students are responding. The students will also be questioning and adding statements. Most teachers do this without knowing that it is a strategy. If a classroom is reading a book, for example, about Canada, a teacher might start a conversation by posing a question to the group after the class has finished reading the whole book or a chapter. Then students might answer and come back with another question. As the teacher, you will have the ability to steer the conversation to comments and topics you will want to be brought up. I plan the questions that I will ask and when I will ask them before class discussion time. Sometimes I even pick the students I will call on ahead of time.

Discussion Groups

Discussion groups are another comprehension strategy discussed in a study by Swafford and Bryan (2000). Discussion groups are groups of students who have studied, or are about to study a certain topic. These students discuss what they have learned or anticipate to learn; this is usually paired with a discussion guide or web, which is a graphic organizer.

How to Teach:

I usually use this strategy within my literature circle groups where students feel comfortable talking about the book and their ideas. I use discussion groups in all stages of studying a book.

Procedures:

1. Set up:

- I would use your cooperative study groups or groups that you have used in literature circles for consistency for the students.
- I would not have more than five members in a group. Three is optimal.

2. Getting Started:

- After you have started a literature study or have finished a section of your textbook, have students get into their groups.
- Give students a graphic organizer such as a group discussion web. This will help aid them in what you want them to discuss. Which is essentially what you want them to learn and achieve.
- I have given you two worksheets: discussion webs and discussion guides. I have created them and you can modify them as needed. The suggested worksheet will be given at the end of each section.

3. In the groups:

- Students will discuss what they have learned or what they will learn. I give my students the guide or web and

sometimes I will pose a question or comment to spur on the conversation.

After students have finished the assignment, you can go back to a whole group to close the assignment.

Shared Reading

Shared reading is a strategy teachers use to read books, charts, and other text with students. The teacher involves a group of students in the reading of a particular book in order to help them learn aspects of beginning literacy (Harris & Hodges, 1995).

Shared reading is teacher-directed and a large group reading strategy. In shared reading, the teacher uses a big book, picture book, or novel as an instructional tool for daily activity. Shared reading is a good forum for learning broad-based skills. Broad-based skills are skills that range from very simple to very complex, thus reaching a variety of needs in a mixed ability middle school students in a reading classroom. A teacher needs to know what skills his/her students need so that he/she discusses those skills in the shared reading (Stone, 1996).

How to Teach:

Shared reading is a modified read aloud. Use this strategy with your whole group. I would use this when teaching a short story that might have pictures. I have even used this with my textbook.

Procedures:

1. Start reading the book aloud; share parts of the text with the students.
2. Discuss pictures and vocabulary. I highlight concepts that will be hard for my students to understand. I also think aloud as I am reading to highlight main points, vocabulary terms, or writing styles the text of the book may contain.

Guided Reading

Guided reading is when the teacher provides the structure and purpose for reading and for responding to the material read. Guided reading is a small group reading strategy. The teacher works with small groups of children. This usually happens when the rest of the class is in literacy centers. These small groups are usually grouped by reading level for individualized instruction. (Stone, 1996).

How to Teach:

Guided reading is very similar to shared reading, but it is conducted or taught in small reading groups.

Procedures:

- Organize the class so that the large group has an assignment to work on or they have centers to go to.
- Gather the small group of students that you will work with.
- State why you are reading the material.
- Start reading the book aloud; share parts of the text with the students.
- Discuss pictures and vocabulary. I highlight concepts that will be hard for my students to understand. I also think aloud as I am reading,

highlighting main points, vocabulary terms, or writing styles the text of the book may contain.

Graphic Organizers

Graphic organizers can be used in many ways. Teachers use graphic organizers to help bilingual students build vocabulary and comprehension (Hadaway, Verdell, & Young, 2002). There are many forms of graphic organizers that teachers can use with students to help them learn vocabulary. Examples of advanced organizers are word maps, semantic maps, and discussion clusters. Word maps and semantic maps are both types of graphic organizers that help teach essential vocabulary.

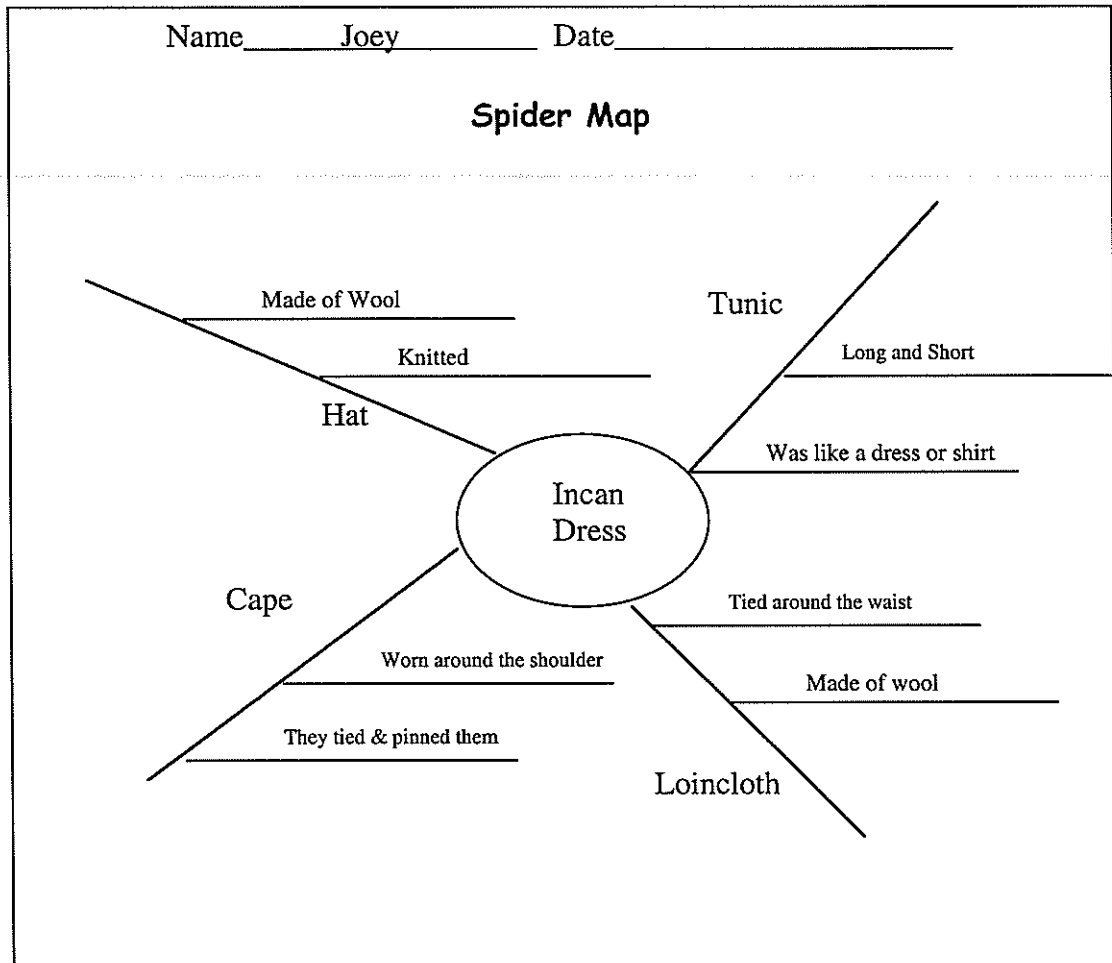
How to Teach:

Graphic organizers can be taught in conjunction with many different subjects. For the use here, I will use an example of a spider map in conjunction with a trade book.

1. You have just taught the book, *The Incas*, which is one trade book in the unit on Mexico/Latin America.
2. Assign students different concepts with correlating vocabulary, for example, Incan dress. The students would put Incan dress in the circle and the four vocabulary words on the lines. The vocabulary words are tunic, hat, cape, and loincloth.
3. On the line that is connected to the word the students put two fact or

descriptions of the word. Look at the example given on the next page.

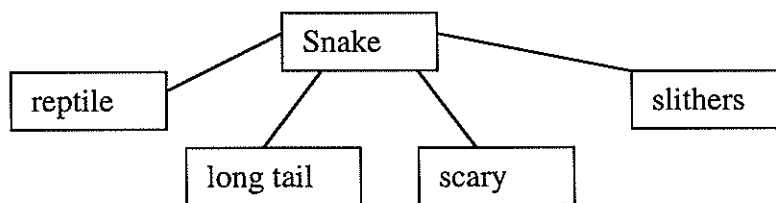
This is an example page of student work.



Discuss the spider maps when students are finished.

Semantic Mapping

Semantic mapping is a diagram or graphic depiction of concepts that help students see how words are related (Reutzel & Cooter, 1996). Semantic mapping can be used as a whole class or in groups. Discussion of the word should always follow the making of the map to check understanding (Reutzel & Cooter, 1996).



Semantic map (Reutzel & Cooter, 1996).

How to Teach:

When using semantic maps you will use it in much the same way as other graphic organizers.

Procedures:

1. When finished reading a book or before you read depending on your preference, have the student do a vocabulary hunt or assign them vocabulary.
 - **When I refer to a word hunt or vocabulary hunt I mean that you will give students time to look for words that they do not know instead of choosing for them.**
2. The students will put the words in a drawn map or prefabricated semantic map work sheet. Look at the above sample.
3. The students will put the main word in the center box. The other words are descriptors to help the students identify the meaning.

Sample Literature Guide

I created this sample guide to show the essential components of the literature guide. Chapter books also have a schedule following the guide.

EXAMPLE ↘

Title By Author
Estimated Timeline: Estimated time it should take to teach the book.
Purpose: Why the book was chosen for the unit.
Objective: What the students should learn.
Summary of the book: What the book is about.
Reading Strategies Used: List of strategies used.
Vocabulary: Vocabulary used in the lesson.
Strategies and activities to use during reading: In each of the following sections, you will find the strategies that should be implemented and when to implement them.
Strategies and activities to use after reading: In each of the following sections, you will find the strategies that should be implemented and when to implement them.

Made by Jennifer Tindall

Literature Circle Group Contract:

We the members of _____ group,
(group name)
agree to the following rules:

1. _____

_____.

2. _____

_____.

3. _____

_____.

Signatures of group members:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____



I can not believe you did
such a wonderful Job!

CONGRATULATIONS

Dear _____,

You did a great job in centers today!
You get to choose one activity from list below to
do instead of working on the assignment today!

- Go to the library.
- Work on the computer.
- Do your work, but have lunch and a
movie with a friend in the room.
- Play a game quietly with a person who is caught up
with their work in the hall.

Congratulations,
Miss Tindall

Assessment for Canada and Mexico

Assessment for the trade books in both units will use general assessment rules or the generic rubric for participation.

General Assessment Rules:

1. Assess students through Observation Logs or Daily Notes taken on the comprehension of individual students or groups.
2. Grade all worksheets.

Generic Rubric for Participation

5- Above Expectation:

- ⇒ Participated fully in both small group discussion and in large group discussion
- ⇒ Group has finished activities or worksheets with 90% to 100% accuracy
- ⇒ Turned in worksheets and finished group work on time

3- Meets Expectations:

- ⇒ Participated in either the small group time or the discussion time
- ⇒ Group has finished activities or worksheets with 80% to 89% accuracy
- ⇒ Turned in worksheets and finished group work on time

1- Below Expectations:

- ⇒ Participated in either the small group time or the discussion time
- ⇒ Group has finished activities or worksheets with 70% to 79% accuracy
- ⇒ Turned in worksheets and finished group work on time

0- No Participation Points:

- ⇒ No student participated in the small group time or the discussion time
- ⇒ 69% and below on accuracy
- ⇒ Has not completed all activities or worksheets

Section 3

Canada

Introduction to Canada

Canada is a relatively new country compared with the European countries. The North American continent where Canada is located has had inhabitants since 5000 B.C. When teaching about Canada a teacher can relate many concepts to the history of the United States. When teaching bilingual and bicultural students, teachers need to relate unknown subjects to the students' prior knowledge. Comparing events and geography in Canada to the United States may help. Another way to relate the information about the history of Canada is to teach the history through trade books. I have chosen historical fiction and non-fiction books that students will relate to and/or is at the students' reading level.

Annotated Bibliography:

Kalman, B. (2002). *Canada the land*. NY: Crabtree Publishing.

Canada the land is a non-fiction book that provides readers with information about Canada's land. The book is divided into ten sections where the author discusses the waterways, Canada's region, Provinces, and natural resources. This book gives a comprehensive look at the different elements of Canada's geography and provides wonderful photographs for the reader.
Ages: 9 to 12 by amazon.com

Levine, E. (1998). . . . *If you lived with the Iroquois*. NY: Scholastic, Inc.

. . . *If you lived with the Iroquois*, is a book that explains the life and times of the Iroquois Native Americans. In the book, the author takes the reader through a journey of where the Iroquois lived, worked, traveled, and so on. The authors discuss the language and customs of the people, too.
Reading level Grade 3-cover

Krensky, S. (1991). *Children of the earth and sky*. NY: Scholastic, Inc.

Children of the earth and sky, is a book that includes five stories about five different Native American tribes. Three of the tribes discussed are in the northern United States and Canada. The other two tribes that are discussed are located in Central America and will give us background when we study Mexico and that region.

Reading level Grade 3-cover

Mason, A. (1997). *If you were there Viking times*. London: Simon & Shuster Books For Young Readers.

If you were there, Viking times, is a book that explains the life and times of the Vikings. In the book, the author takes the reader through a journey of where the Vikings lived, worked, and traveled. The author discusses the language and customs of the people.

Ages: 8 to 12-cover

Tallant, R. (2000). *Evangeline and the Acadians*. Gretna, LA: Pelican Publishing Company.

Evangeline and the Acadians, is a historical fiction book that provides readers with information about Canada's people, the Acadians. The book has 20 chapters and minimal pictures. It is very informative and interesting for students.

Ages: 9 to 12-amazon.com

Gutsole, M., & Gutsole, R. (1998). *Discovering Canadian pioneers*. Don Mills, Ontario: Oxford University Press.

Discovering Canadian pioneers is a fiction/non-fiction book that gives a complete picture of the lives of the pioneers that lived in the part of Canada in the 19th century called Upper Canada. The book uses the Wilkins family to lead readers through the book. The story is combined with the non-fictional elements of diagrams, pictures, and vocabulary to give detailed descriptions of the life of the pioneers.

Ages: 4 to 8-amazon.com

Willson, J. (1997). *Across frozen seas*. Vancouver, B.C.: Beach Holme Publishing.

Across frozen seas, is about a boy named Dave Young. Dave listened to stories about an ancestor who had been an explorer on the search team for the Franklin Crew on the H.M.S. Eberus from London England to Canada's Arctic waters. Then Dave starts to have dreams about a boy his age, David on the Eberus. The line between the dream and Dave's real life becomes faint. The only person Dave can turn to is Jim.

Ages: 9 to 12-amazon.com

Crook, C. (2000). *Laura Secord's brave walk*. Toronto, Canada: Second Story Press.

Laura Secord lived with her husband and children in Canada. War was declared between the United States and the British forces in 1812. This story is about how Laura made a journey to warn Lieutenant FitzGibbon of a secret attack.

Ages: 4 to 8-amazon.com

Sutherland, R. (2000). *A river apart*. Ontario, Canada: Fitzhenry & Whiteside.

Jamie Shaw lives on the Canadian side of the St. Lawrence river. His best friends live on the U.S. side of the river. For years they travel the one mile

distance to visit and explore. Then in the year of 1812, Jamie and his friends are told they cannot visit anymore. They are now enemies. With their countries at war, Jamie and his friends Leah and Jared, explore boundaries of their lifelong friendship. Will the friends make it through the war? Will their families survive?
Ages: 9 to 12-amazon.com

Kalman, B. (2002). *Canada the people*. NY: Crabtree Publishing.

Canada the people is a non-fiction book that provides readers with information about Canada's people. The book is divided into twelve sections that discuss the heritage of Canada, to the people of modern day Canada. The book has wonderful pictures for students.

Ages: 9 to 12 by amazon.com

Silvey, D. (2000). *Raven's flight*. Vancouver, B.C.: Raincoast Books.

"Fifteen-year-old Raven walks the streets of Vancouver's downtown east side desperately searching for her missing sister, Marcie, amid alleyways teeming with drug addicts, runaways and the homeless. From clues in Marcie's recovered diary and with the help of a streetwise boy and an elderly woman, Raven pieces together the truth" (Silvey, 2000).

Ages: 9 to 12 by amazon.com

Canada The Land

Canada the land

Canada's Native People

*... If you lived with the Iroquois
Children of the earth and sky*

The First Explores

Viking times

Evangeline and the Acadians

CANADA

All activities and strategies used with this unit are designed for bilingual and bicultural students.

All of the strategies are explained in section two of the handbook. All worksheets for a given literature guide can be found at the end of each guide.

Pioneer Days

*Discovering Canadian pioneers
Across frozen seas*

War and Peace

*Laura Secord's brave walk
A river apart*

































Modern Day Canada

Canada the people

Raven's flight

Scope & Sequence:

Canada

	Section 1 Canada The Land (2 Days)	Section 2 Canada's Native People (7 Days)	Section 3 The First Explorers (17 Days)	Section 4 Pioneer Days (18 Days)	Section 5 War and Peace (17 Days)	Section 6 Modern Day Canada (13 Days)
Literature Circles						
Double Entry Journals						
Reciprocal Teaching						
Discussion Groups						
Shared Reading						
Guided Reading						
Graphic Organizes						
Semantic Maps						

Before Reading Strategies

General before reading strategies:

- Before reading the book, preview the cover, pictures and the back. Have students make predictions on what will be learned.
- Relate any new information to the unit of study or the text book.
- Do a brainstorm web on the white board of information might be learned from this book.

**Canada
The Land
Canada The Land
By
Bobbie Kalman**

Estimated Timeline:

This book should take about two days to teach.

Criteria:

This book was chosen because of the large pictures and graphics that aid in comprehension. This book provides wonderful pictures to help bring the activity of the land in Canada to life for students in the United States and for students who are bilingual and bicultural. This book will be harder for most middle school students to read because it is written like an encyclopedia. One advantage of this book is that it has small sections that can be broken up for groups or individuals to read.

Objective:

Through this book, students will have a well rounded knowledge base of Canada's landscape and geography.

Summary of the book:

Canada the land is a non-fiction book that provides readers with information about Canada's land. The book is divided into ten sections that discuss about the waterways, Canada's regions, Provinces, and natural resources. This book gives a comprehensive look at the different elements of Canada's geography and provides wonderful pictures for the reader.

Reading Strategies Used:

Literature Circles & Semantic Mapping

Vocabulary:

Agriculture	archipelago	asphalt
badlands	bilingual	cod
clearcut	ecosystem	endangered species
foothills	fossil fuel	glacier
Great Lakes	gully	habitat
hoodoo	hot spring	hydroelectricity
inlet	Inuit	Klondike Gold Rush
livestock	meltwater	multicultural
prairie	natural resources	prime minister
produce	rainforest	reservoir
sanctuary	steam heat	temperate
tide	tree line	tundra
turbine	urban center	

Add this to the Generic Strategies and activities to use before reading:

- **Brainstorm and discuss relevant vocabulary from the list given and remind students to look in their section of the book that they will be assigned for the vocabulary to discuss during the panel discussions.**

(Panel discussions is when each literature circle group will come up to desks you have set up in the front of the room to discuss their section of the book to the class.

Students as teachers of their section of the book.)

Strategies and activities to use during reading:

- For this book break students into ten groups for each section of the book. An example of a section would be Canada's regions.
- Have students form their discussion groups, an easy way to do this is to use your literature groups.
- Each group can choose to read the section aloud or to themselves.
- After students have read they will discuss the passage or section of the book.
- Next, each student in the group will fill in a facts and commentary sheet with group members on their section. The worksheet is in the back of this section.
- Have students prepare semantic maps for whole group discussion time. There should be about four words per group. I like the group to do a small

map to show me as a rough draft and then put their words on butcher paper to show the class during the panel discussion.

- Members of the group will then have to choose the comments and facts being shared with the group from their worksheets.

Strategies and activities to use after reading:

- After reading each section, students will get into their small literature circle groups to have a panel discussion with the class about their section.
- Students will share their semantic maps and fact and comment sheets.

Facts and Commentary About:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

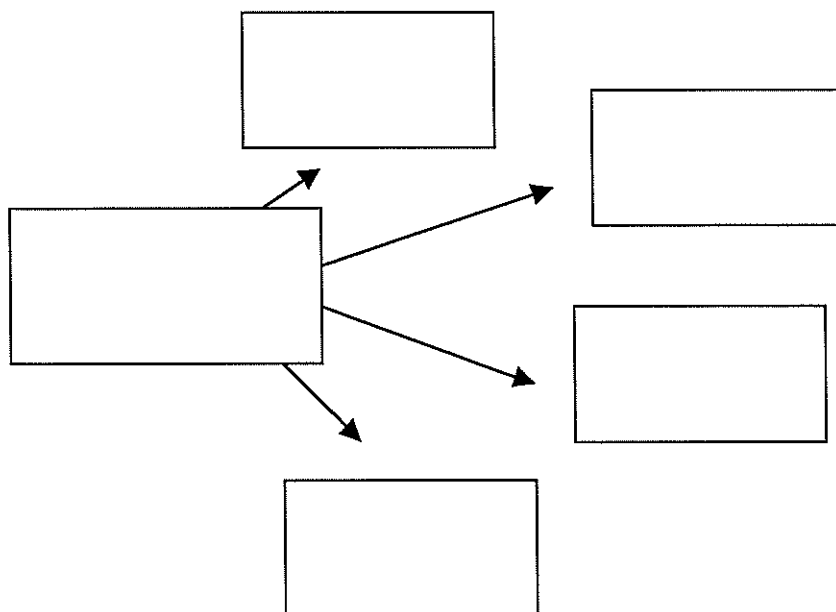
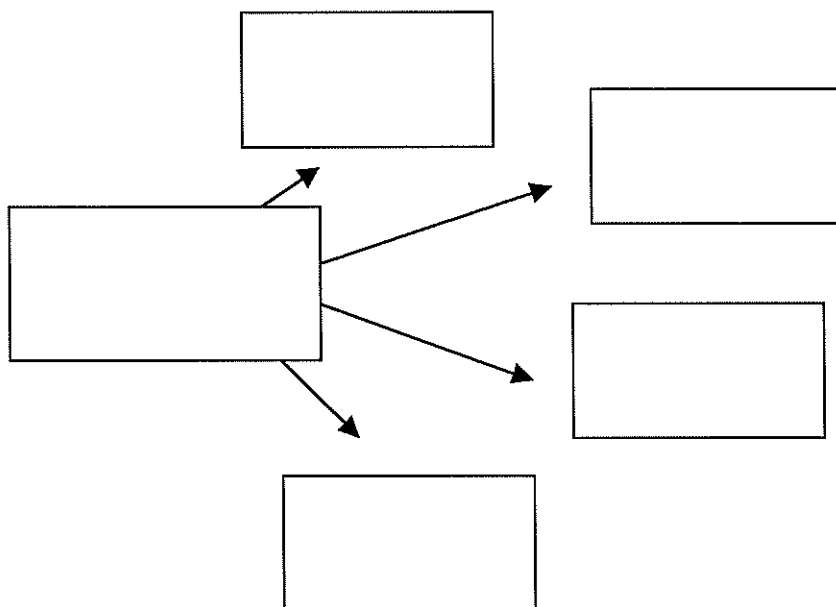
Fact:

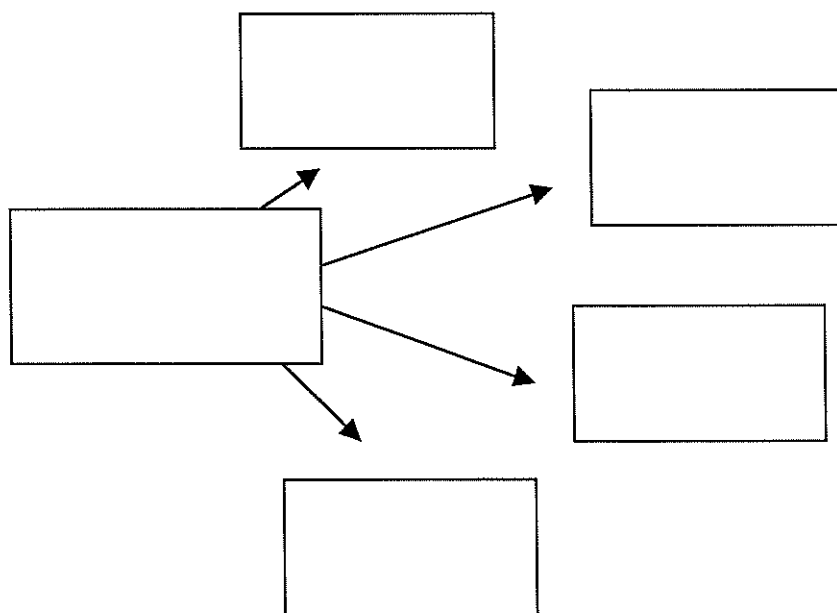
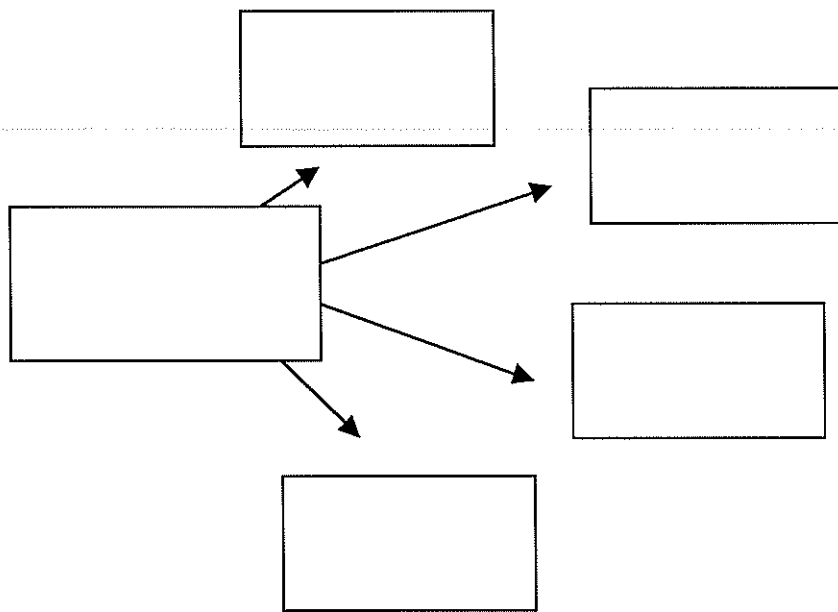
Comment:

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Canada
Native People
Children of the Earth and Sky
Stephen Krensky

Estimated Timeline:

This book should take about two class periods of 45 minutes to teach.

Criteria:

This book was chosen because the text is written at a third to fourth grade reading level and will be very readable for most bilingual students. This book provides wonderful pictures and drawings to help bring the activity and life of Native Americans to the students in the United States and for students who are bilingual and bicultural.

Objective:

This set of stories will give the students a well-rounded background of the people who lived on this continent before the Europeans came.

Summary of the book:

Children of the earth and sky, is a book that includes five stories about five different Native American tribes. Three are in the northern United States and Canada. The other two will give us background when we study Mexico and that region.

Reading Strategies Used:

Literature Circles, Semantic Maps, Reciprocal Teaching, and Discussion Groups.

Vocabulary:

Hopi Pueblo Comanche tipi

Mohican Wigwam Navajo Hogan
Mandan lodge

Strategies and activities to use during reading:

- Have students get into five groups and search for unknown vocabulary. Have students make poster size semantic maps of vocabulary for whole class discussion.
- Assign each of the five groups one short story in the book to read, discuss, and present.
- Transition students from semantic map making in their literature circle groups to reading the story to each other.
- Have students discuss the short story.
- Then student groups will make story illustrations.
- Students will use the story illustrations as a presentation tool to teach other students in class along with their semantic maps.
- Each student will plan a story illustration for a part of the story. After the rough draft is approved, the student will make an enlarged copy on butcher paper for his/her presentation.
- Story illustrations handout is in the end of this section.
- Students present to the class.

Strategies and activities to use after reading:

- As a group, conduct a conversation using the reciprocal teaching strategy after all five groups have presented their information.
- Ask questions of the students and answer questions. Share information about the book and different tribes mentioned.

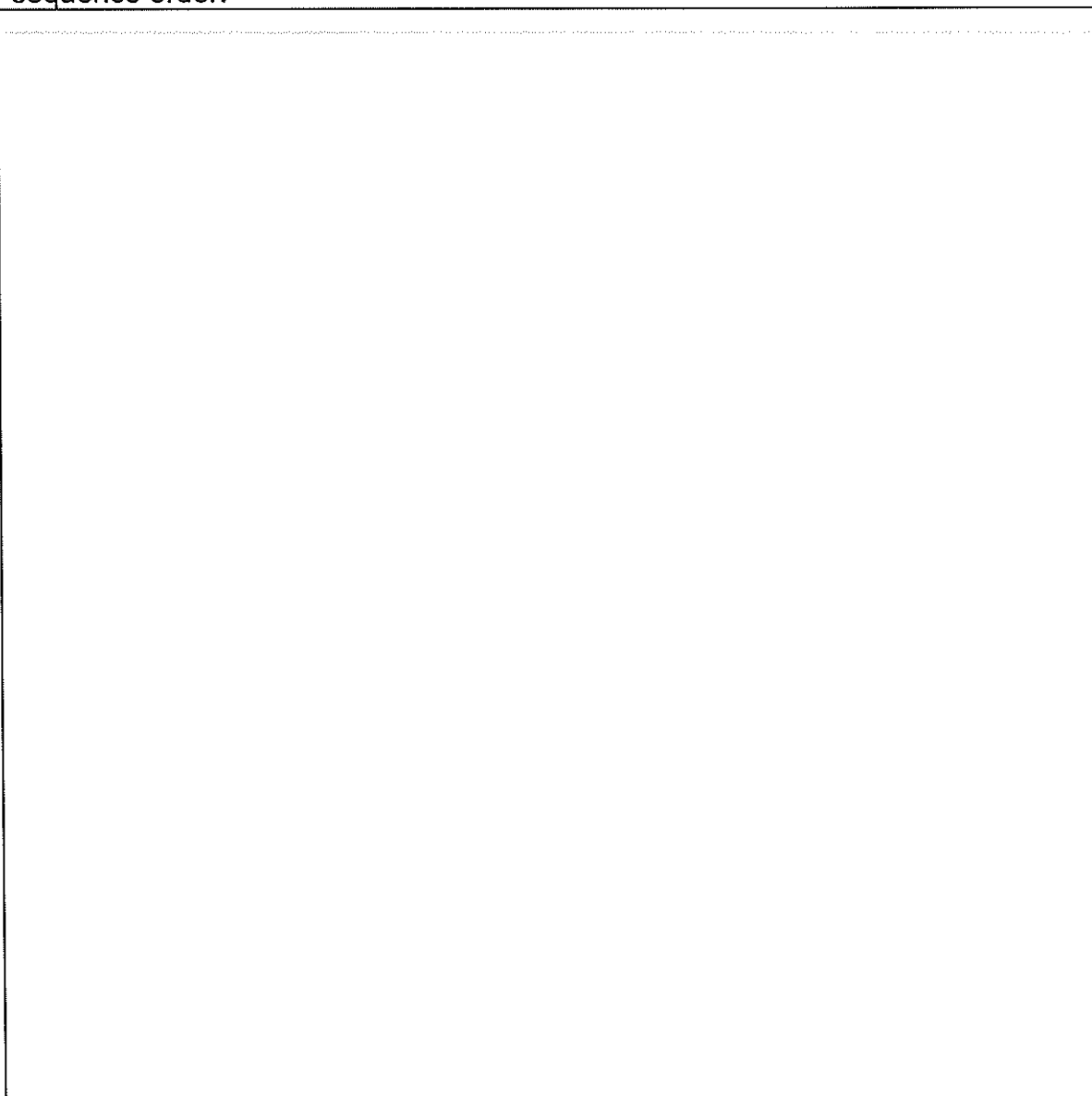
Story Illustration for: *Children of the Earth and Sky*

Name _____ Date _____

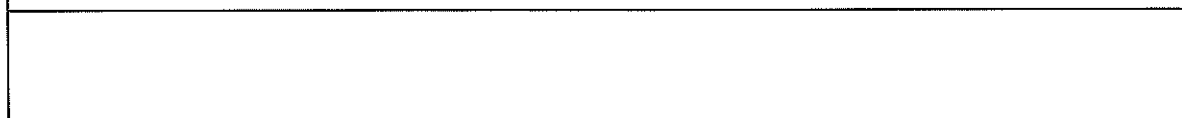
Title _____

Author _____

Choose one event from the story and illustrate for classmates. Each person in your group will have an illustration. You might want to make the illustration in sequence order.



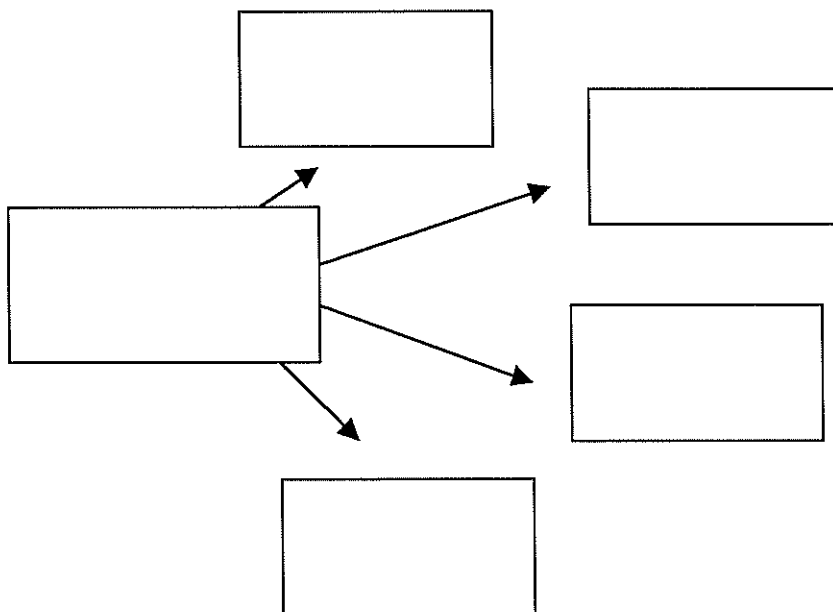
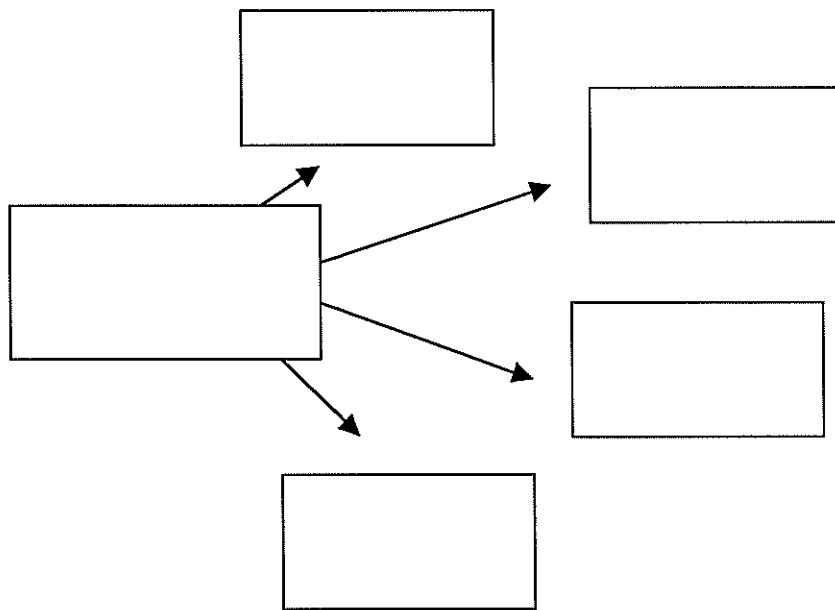
Brief description of the illustration:

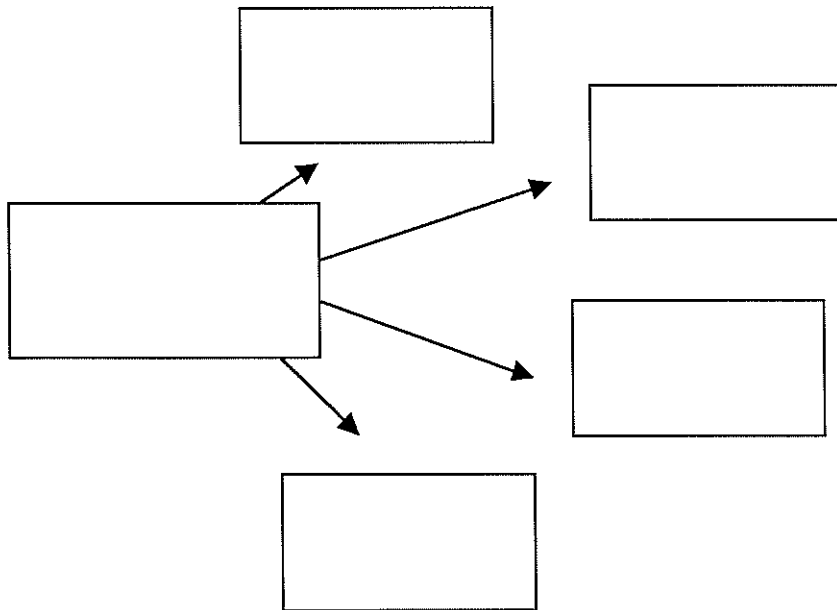
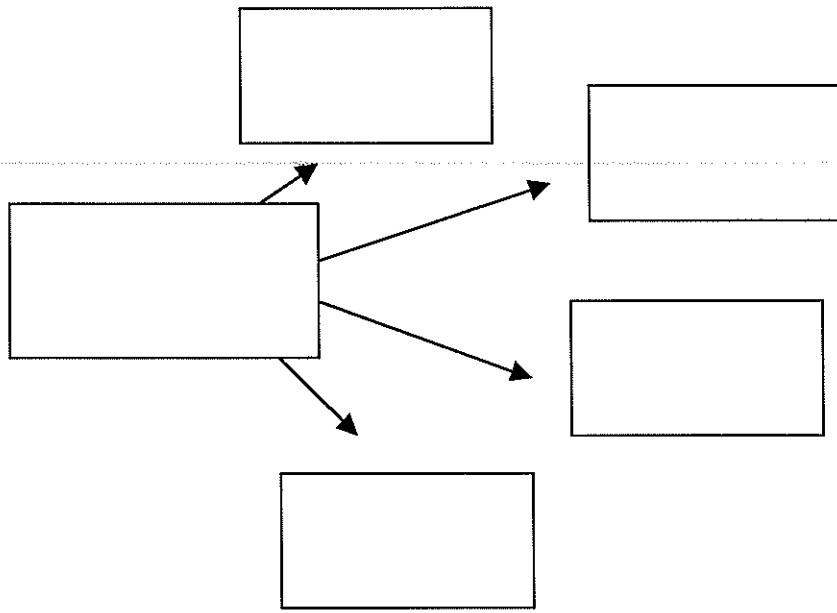


Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





**Canada
Native People
... *If you lived with the IROQUOIS*
By
Ellen Levine**

Estimated Timeline:

This book will take up to five days depending on the time length of your class and your classroom arrangement.

Criteria:

This book was chosen because the text is written at a third to fourth grade reading level and will be very readable for most bilingual middle school students. This book was also selected for the large pictures and graphics to aid in comprehension. This book provides wonderful pictures and drawings to help bring the activity and the historical life of Native Americans for the students from the United States and for students who are bilingual and bicultural.

Objective:

This book will help build the background knowledge of what Canada was like before Europeans came. It will also help build schema for this major group of Indians who fought during the French and Indian War.

Summary of the book:

... *If you lived with the Iroquois*, is a book that explains the life and times of the Iroquois Native Americans. In the book, the author takes the reader through a journey of where the Iroquois lived, worked, and traveled. The author discusses the language and customs of the people.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Guided Reading, and Reciprocal Reading.

Vocabulary:

Will be chosen from the vocabulary word hunt. Word Hunt = students doing the search for unknown vocabulary.

Strategies and activities to use during reading:

- Have students get into five groups. (Use literature circle groups)
- Take one group at a time while other students are working independently. Do a walk-through of the novel. Give the students time to do a vocabulary hunt with their Double Entry Journals.
- After students complete the vocabulary hunt, have students put the journal under their chairs and use guided reading and the reciprocal reading strategy with students.

Strategies and activities to use after reading:

- When finished reading in the small group, explain that the students are going to do a vocabulary role-play or a skit using the vocabulary from the story.
- Assign students vocabulary from their journals that they will need to act out for the class.
- When finished with all the groups and students have had time to practice their skits, have students present their skits.
- As a group, conduct a conversation using the reciprocal teaching strategy after all five groups have presented their skits. Have a question and answer session. Teacher and students are sharing information about the book.

Double Entry Journal

Name: _____ Date: _____

Book quotes, and questions.	My Thoughts:
-----------------------------	--------------

***If You Were There,
Viking Times***
**By
Antony Mason**

Estimated Timeline:

This book will take about five days to teach.

Criteria:

This book was chosen because it provides wonderful pictures and drawings to help bring the activity and life of the Vikings for students. This book provides students with a rich background of the Vikings.

Objective:

Through this book, students will be able to build background knowledge about the Vikings.

Summary of the book:

If you were there, Viking times, is a book that explains the life and times of the Vikings. In the book, the author takes the reader through a journey of where the Vikings lived, worked, and traveled. The author discusses the language and customs of the people.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Guided Reading, and Reciprocal Reading.

Vocabulary:

Will be chosen from the vocabulary word hunt. Word Hunt = students doing the search for unknown vocabulary for themselves.

Strategies and activities to use during reading:

- Have students get into five groups. (Use literature circle groups)
- Take one group at a time while other students are working independently. Do a walk-through of the novel. Give the students time to do a vocabulary hunt with their Double Entry Journals.
- This book has detailed pictures, so let the students look at it close up. It is like a visual dictionary.
- After students complete the vocabulary hunt, have students put the journal under their chairs and use the guided reading and the reciprocal reading strategy with students.
- Highlight all the vocabulary boxes in discussion and help the students see all the details.

Strategies and activities to use after reading:

- When finished reading in the small group, explain that the students are going to play a folder game in their discussion groups.
- The game is located in the back of the book so go through a discussion of the book then give a student a folder with a copied game to review information and check for understanding.

Double Entry Journal

51

Name: _____ Date: _____

Book quotes and questions.	My Thoughts:

Canada
The First Explorers
Evangeline and the Acadians
By
Robert Tallant

Estimated Timeline:

This book will take about twelve days. All worksheets start on page 56. A calendar is included as a suggested guide on page 53.

Criteria:

This book was chosen because it provides a complete view of the Acadians. This book will be harder for most middle school students to read because the historical and geographical vocabulary used. This book should be taught in mixed ability groups or as a teacher read aloud.

Objective:

Though this book students will learn about the Acadians. Through the questions and activities, students will be able to analyze the life of the Acadians and their own lives.

Summary of the book:

Evangeline and the Acadians, is a historical fiction book that provides readers with information about Canada's people, the Acadians. The book has twenty chapters and minimal pictures. It is very informative and interesting for students.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers (visual vocabulary, discussion guide, story maps, spiders maps, and questions and answers).

Vocabulary:

You may build vocabulary as the students read the novel. I like have students also do word hunts where students choose unknown words to them.

Here are some words I used in lessons on the sample calendar.

Day 3 chapters 3 and 4:

governor descendents Acadian Micmacs fort

Day 5 chapter 7 and 8:

sullen protest lashing English Channel

Strategies and activities to use during reading:

- ◆ Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- ◆ Look on the calendar. Page 52

Questions:

Day 2: What made the Acadians different from other Canadians?

Day 3: Do you like the book so far? Why? How is this book different from other stories you have read?

Day 4: What or who is Evangeline?

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class 	<ul style="list-style-type: none"> • Teacher reads Chapters 1 and 2 • Answer 1 question in the D.E. Journal • Discussion groups Use Discussion Web to discuss a quote on page 21 <p>“Like most people, they were fond of stories, and often an older man or woman would spend an evening telling long tales.”</p> <ul style="list-style-type: none"> • “Are these people different that people living today?” 	<ul style="list-style-type: none"> • Teacher reads chapters 3 and 4. • In the D.E. Journal respond to the book. • Vocabulary Word Study-semantic map

	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Teacher reads chapters 5 and 6 • Answer question on the board in the D.E. Journal • For chapters read so far do the discussion guide in Discussion groups 	<ul style="list-style-type: none"> • Teacher reads chapters 7 and 8 • In the D.E. Journal have students find their favorite part and summarize • Word Study-Visual Vocabulary-teacher assigned words 	<ul style="list-style-type: none"> • Teacher reads 9 and 10 • In the D.E. Journal Have students find 3 quotes and respond <p>*If you do not have enough books for all students copy these chapters and give one copy per group.</p> <ul style="list-style-type: none"> • Discussion groups Use Discussion Web on a topic of your choice
	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> • Teacher reads 11 and 12. • Word Hunt in the D.E. Journal list words and sentence it came from and the pg. # • Vocabulary Word Study-semantic Map 	<ul style="list-style-type: none"> • Teacher reads 13 and 14 • Discussion group Use Discussion Guide 	<ul style="list-style-type: none"> • Teachers read 15 and 16 • Story Map the story so far

	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> • Teacher reads 17 and 18 • In the D.E. Journal have students make up 12 questions for the questions and answer sheet for the last day • Discussion groups Use Discussion Web 	<ul style="list-style-type: none"> • Teacher reads 19 and 20 • Word Hunt in the D.E. Journal list words and sentence it came from and the pg. # • Put vocabulary on the spider map 	<p style="text-align: center;">WRAP UP</p> <ul style="list-style-type: none"> • Whole class discussion. • One page journal response • Do a question and answer sheet that another student has made

All activities can be modified for time and students.

Double Entry Journal

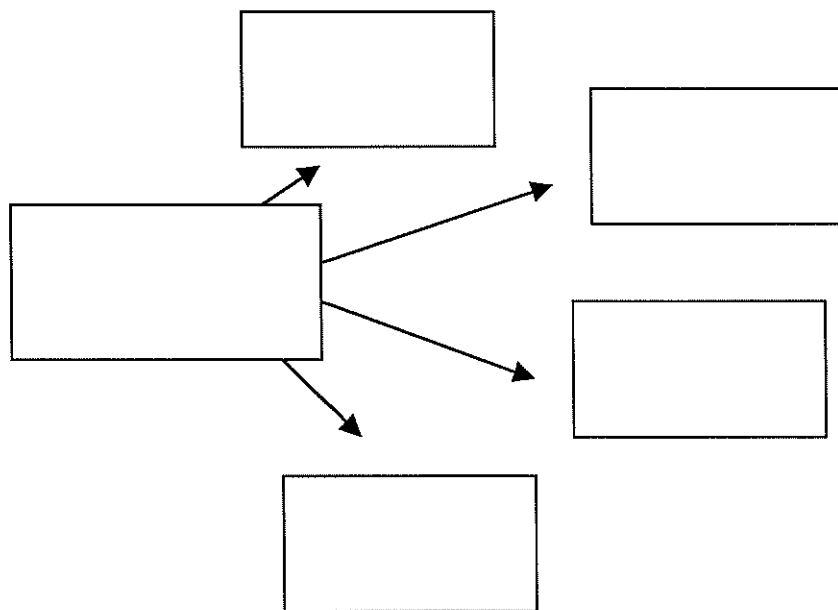
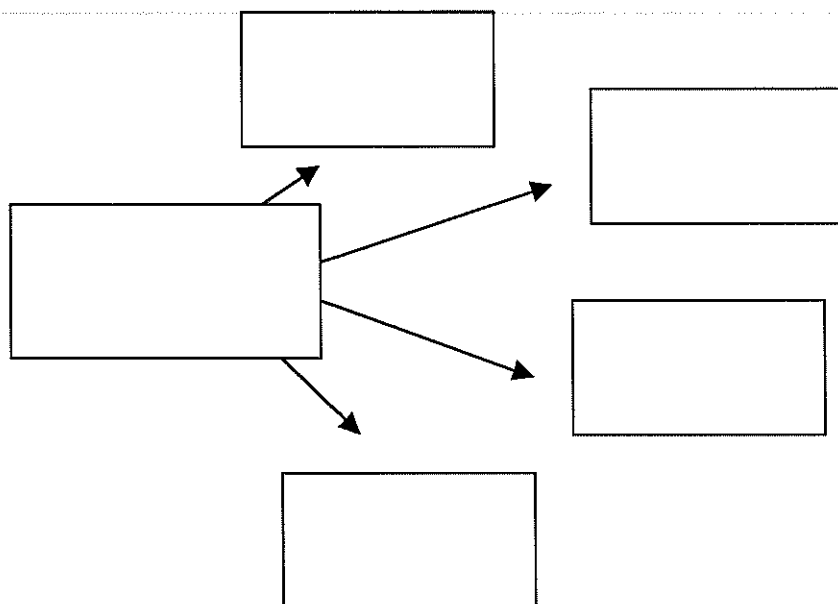
Name: _____ Date: _____

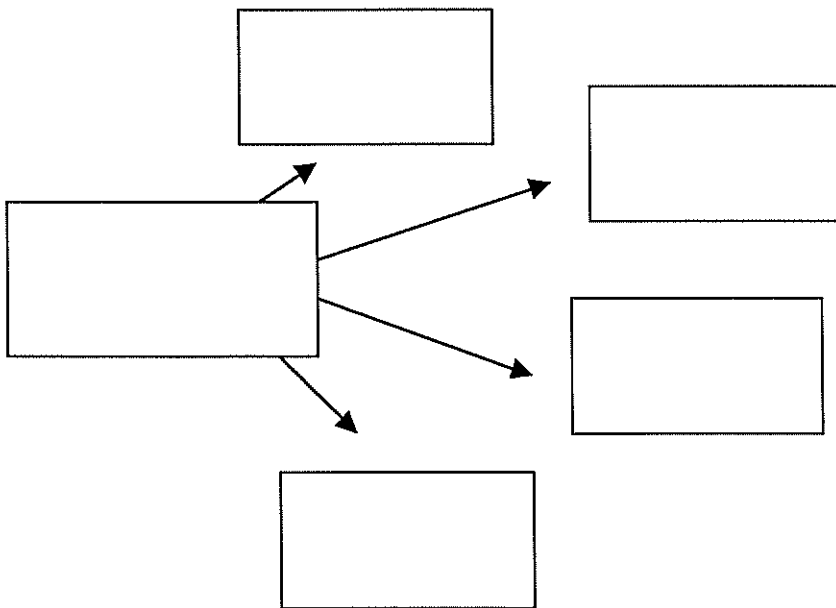
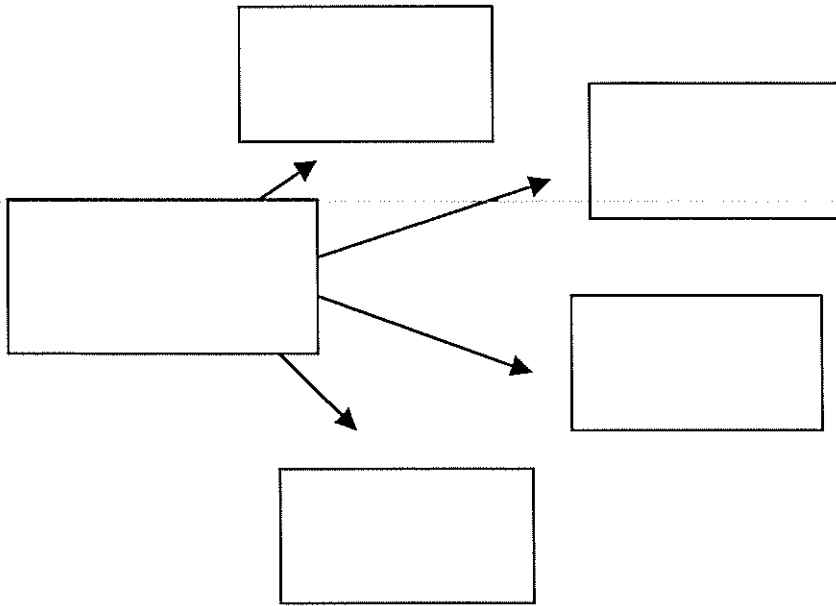
Book Quotes and Questions:	My Thoughts:

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Name _____ Date _____

DISCUSSION GUIDE

Comments:	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;">Plot:</div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;">Events in the story:</div>	Comments:
	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;">Conclusion:</div>	
Yes		No

Name _____ Date _____

Visual Vocabulary

Visual Vocabulary

1

Word

Meaning

2

Word

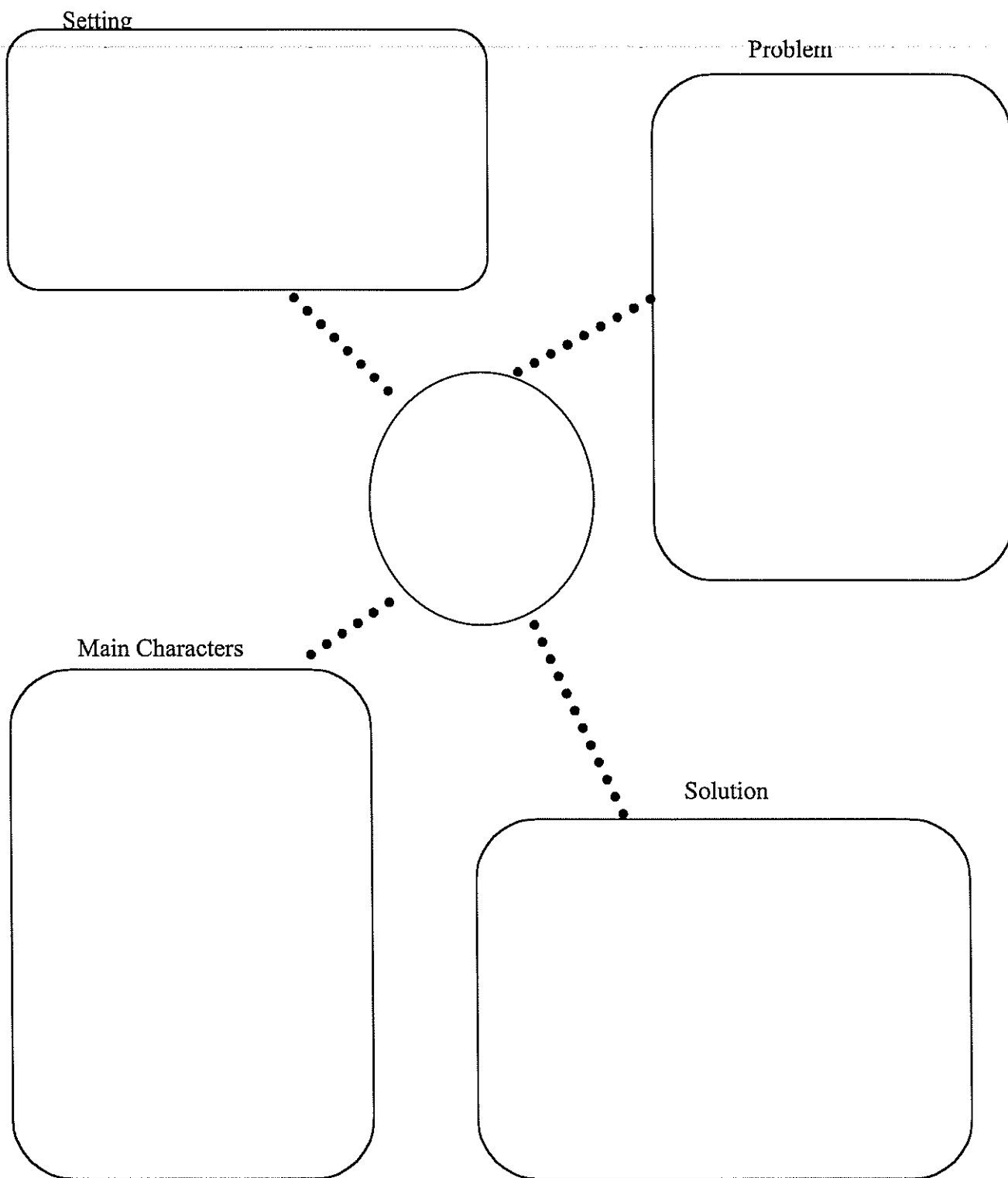
Meaning

Word
Meaning

Word
Meaning

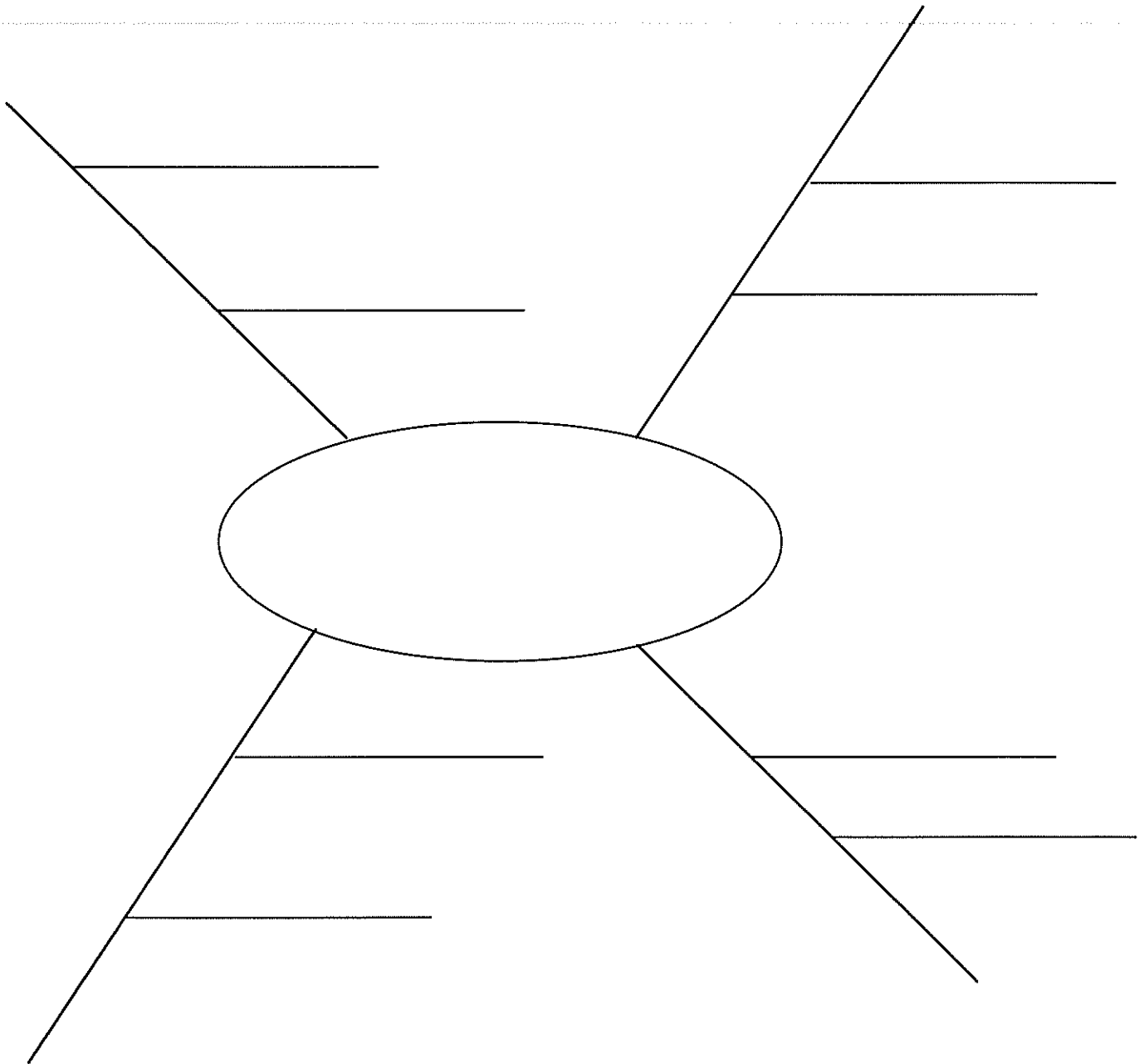
Name _____ Date _____

STORY MAP



Name _____ Date _____

Spider Map



Questions and Answers!

Name of the creator _____

Name of the student _____

Book Title _____

1.	True	False
2.	True	False
3.	True	False
4.	True	False
5.	True	False
6.	True	False
7.	True	False
8.	True	False
9.	True	False
10.	True	False
11.	True	False
12.	True	False

**Canada
Pioneer Days
Discovering Canadian Pioneers
By
Marlene Gutsole & Reginold Gustsole**

Estimated Timeline:

This book will take about three days to finish.

Criteria:

This book was chosen because the text is written as a story (historical fiction) with the element of a picture dictionary. It has large pictures and graphics to aid in comprehension. This will be a good book to show pioneer life.

Objective:

This book will help students visualize what life was like as a pioneer. It will build their background knowledge of the daily activities pioneers had to face.

Summary of the book:

Discovering Canadian pioneers is a fiction/non-fiction book that gives a complete picture of the lives of the pioneers that lived in the part of Canada in the 19th century called Upper Canada. The book uses the Wilkins family to lead readers through the book. The story is combined with the non-fictional elements of diagrams, pictures, and vocabulary to give detailed descriptions of the life of the pioneers.

Reading Strategies Used:

Shared Reading, Discussion Webs, and Semantic Mapping.

Vocabulary:

Acadian	amputate	ancestor
anesthetic	anvil	apothecary
apprentice	bateau	bedstone
blacksmith	Birch-Bark Canoe	bloodletting
brine	broadcast	card
cabinet Maker	cariole	century
choppers	circuit preacher	conifer
cooper	cord	corduroy road
forge	foundation	gangrene
hopper	hymn	jack-light
lancet	last	loft
mattock	menagerie	Metis
mill-race	millstone	parlour
peddler	mustard plaster	pew
plank road	plying	portage
preserve	quill Pen	rheumatism
rolag	root Cellar	schooner
shear	shod	sod
spear-fishing	stagecoach	stave
steamboat	stump fence	tongs
tuberculosis	underbrush	venison
wagon road	wainwright	waterwheel

Strategies and activities to use during reading:

- For this book, use Shared Reading with the whole group.
- Read each page with students, look at, and discuss each picture.

Strategies and activities to use after reading:

- After reading, students will get into groups of about three to four students.
- Have the students discuss the book and make a discussion web about topics in the book.
- Have students use semantic maps with the vocabulary words.

Other Activities:

Picture Dictionaries with Vocabulary

Diorama

Name _____ Date _____

Discussion Group Web

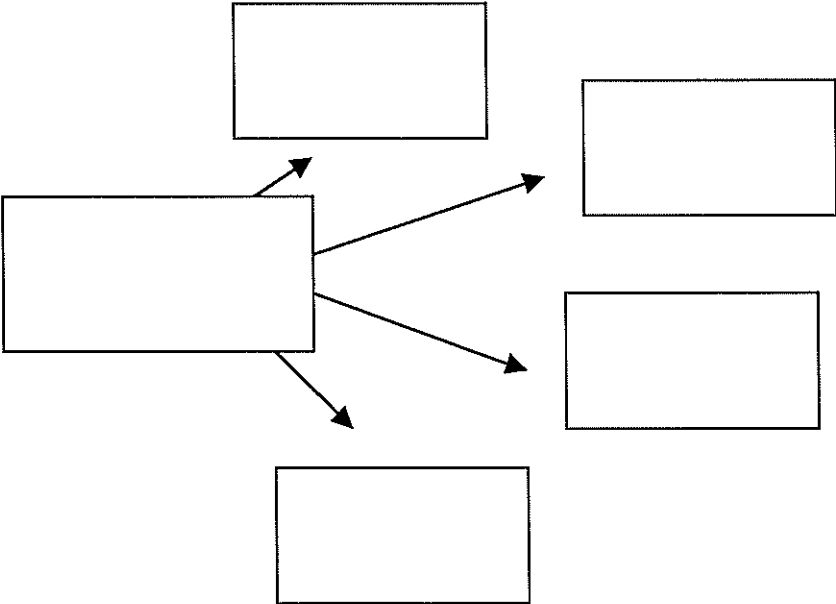
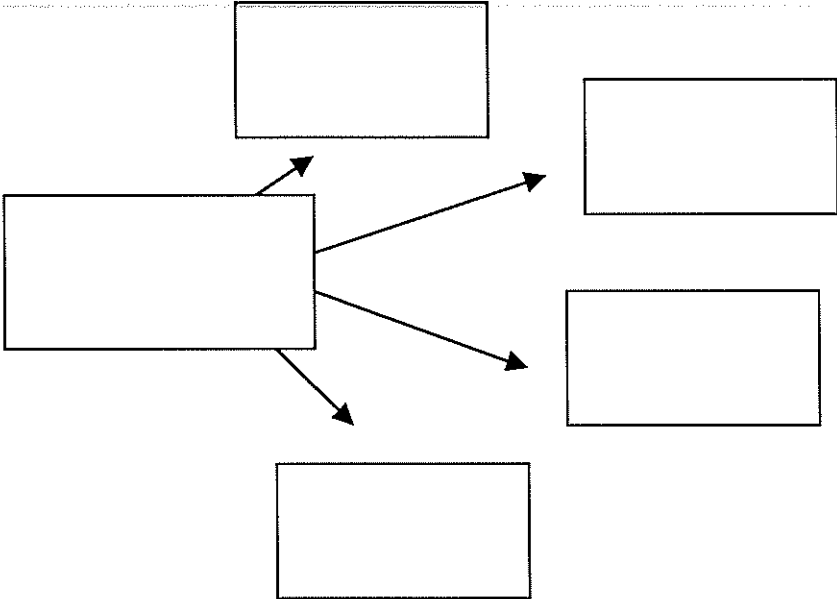
Fill in the thought clouds with you or your group's opinions about the book.

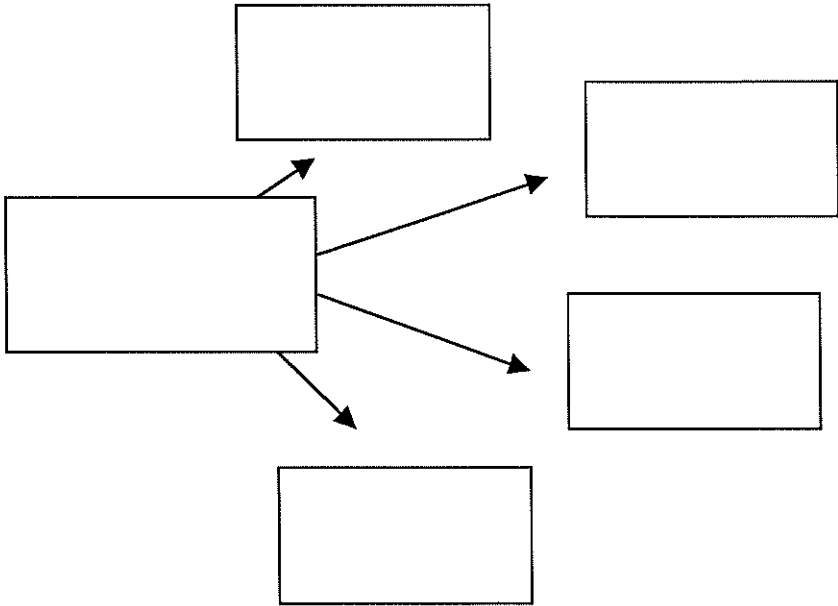
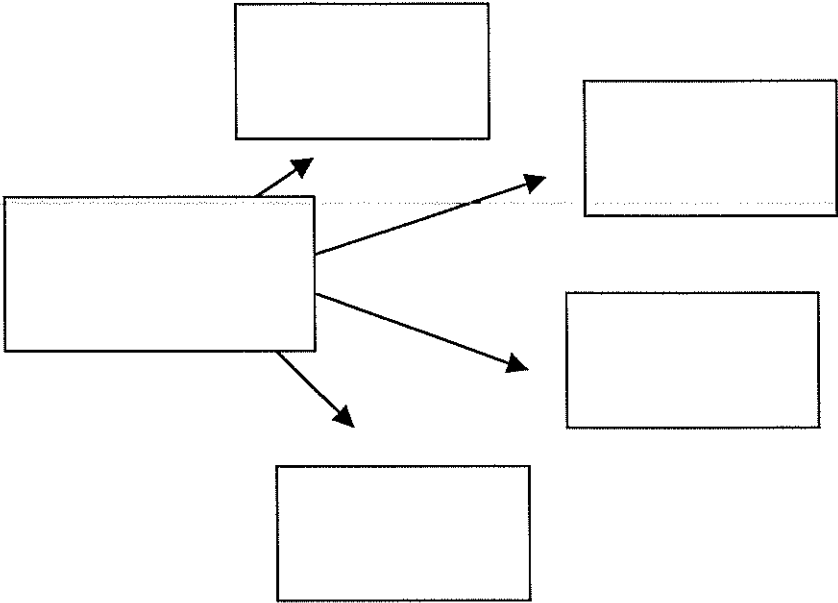


Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





**Canada
Pioneer Days
Across Frozen Seas
By
John Wilson**

Timeline:

This book will take about fifteen days. Also all worksheets start on page 75. A calendar is included as a suggested guide on page 72.

Criteria:

This book was chosen because it provides wonderful pictures through words of what it would be like to live as a cabin boy in 1845. This book will be harder for some students to understand because of the interaction between the historical David and the modern David in this fantasy twist. I would discuss genre and the layout of the story before reading this novel.

Objective:

This book will teach students so many things. It will show what life was like as a cabin boy. It will give them descriptions of the Arctic. Through teaching this story, students will also understand the genre of fantasy.

Summary of the book:

Across frozen seas, is about a boy named Dave Young. Dave listened to stories about an ancestor who had been an explorer on the search team for the Franklin Crew on the H.M.S. Eberus from London England to Canada's Arctic waters. After the stories Dave starts to have dreams about a boy his age also named, David on the Eberus.

The line between the dream and Dave's real life becomes faint. The only person Dave can turn to is his Grandpa Jim.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers (visual vocabulary, Discussion guide, story maps, spiders maps, main character and supporting characters, scene setting, and questions and answers).

Vocabulary: Build vocabulary list as you go and have students do word study hunts of words that they do not know.

Day 2: ancestor	arctic	South Pole	
Day 5: embankment	North West Passage		animatedly
admire	badgered		

Strategies and activities to use during reading:

- Literature groups will be used along with other strategies listed on the calendar at the end of the guide on page 72.

Strategies and activities to use after reading:

- Look on the calendar starting on page 72.

Questions:

Day 2: Prediction: What do you think will happen?

Day 3: What is happening? What is time travel?

Day 4: How does Jim react to David's retelling of his dream?

Day 10: Journal response to a quote on page 64: "Was this how madness began? Was my unconscious mind trying to tell me something by dredging up some long forgotten memory?"

Day 11: What would you do if you were David?

Day 12: Response to quote on page 94: ". . . the single shot seems to echo forever across the bleak landscape?

Day 13: Why did David and George fight and split up?

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> ❖ Preview cover picture ❖ Relate to the textbook ❖ Discuss what we know as a class ❖ Read the Prologue 	<ul style="list-style-type: none"> ❖ Teacher reads Chapters 1 and 2 ❖ Answer 1 question in the D.E. Journal ❖ In groups work on visual vocabulary 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 3 ❖ In the D.E. Journal answer question on the board discuss in small groups and then as a whole group
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> ❖ Teacher reads chapters 4 ❖ Answer question on the board in the D.E. Journal ❖ For chapters read so far fill in a discussion guide work sheet in Discussion groups 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 5 ❖ In the D.E. Journal have students find their favorite part and summarize ❖ Word Study-Visual Vocabulary ❖ Discussion in small groups 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 6 ❖ In the D.E. Journal have students find 3 quotes and respond ❖ Discussion groups ❖ Use Discussion Web on a topic of your choice

D.E. = Double Entry

	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> ❖ Teacher reads chapter 7 ❖ Word Hunt in the D.E. Journal ❖ List words and sentence it came from and the pg. # ❖ Put vocabulary words on a semantic map 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 8 ❖ Discussion group on the scenes of the book, What are scenes? ❖ Do a scene setting worksheet 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 9 ❖ Do a story map worksheet for the story so far ❖ Have discussion groups on the story maps page
	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> ❖ Teacher reads chapter 10 ❖ Journal response to quote page 64 ❖ Discussion groups on the quote ❖ Make questions and answers worksheet for each other go over in class the next day 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 11 ❖ Journal answers to the question on the board ❖ Discussion on response ❖ Discuss main and supporting characters ❖ Character web worksheet 	<ul style="list-style-type: none"> ❖ Teacher reads chapter 12 ❖ Journal response to quote page 94 ❖ Whole class discussion on what has happened thus far

	Day 13	Day 15	Day 15
Lesson Activities	<ul style="list-style-type: none"> ❖ Teachers read chapter 13 and 14 ❖ In the D.E. Journal answer question on the board ❖ Discussion groups use Discussion Web 	<ul style="list-style-type: none"> ❖ Teachers read chapter 15 ❖ Word Hunt in the D.E. Journal ❖ List words and sentence it came from and the pg. # ❖ Put Vocabulary on the spider map 	<p style="text-align: center;">WRAP UP</p> <ul style="list-style-type: none"> ❖ Whole class discussion ❖ Journal 1 page journal response to the epilogue on the board ❖ Use the student made book report form to have students write a final book report

Double Entry Journal

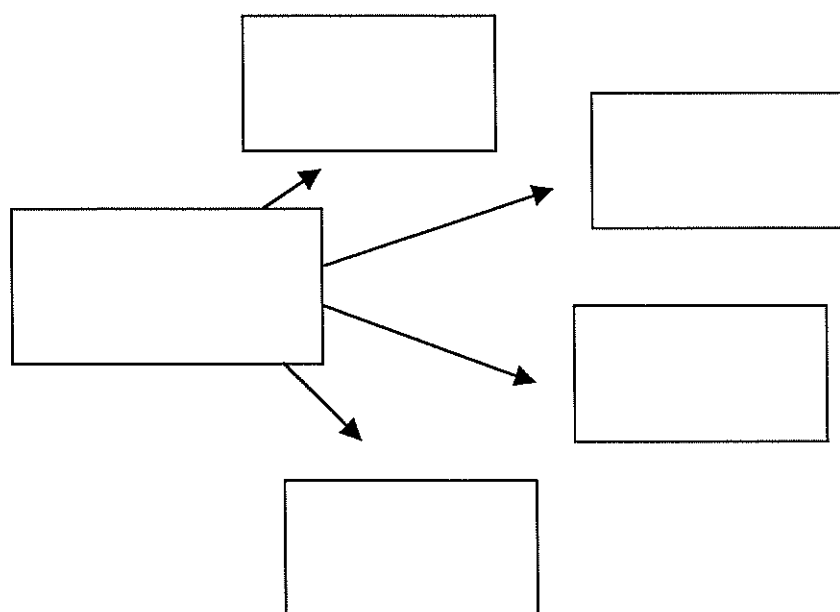
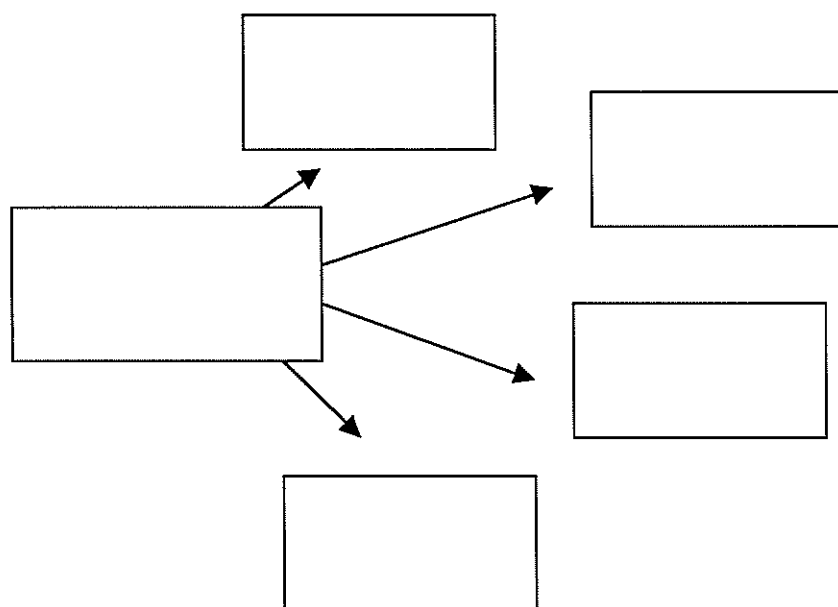
Name: _____ Date: _____

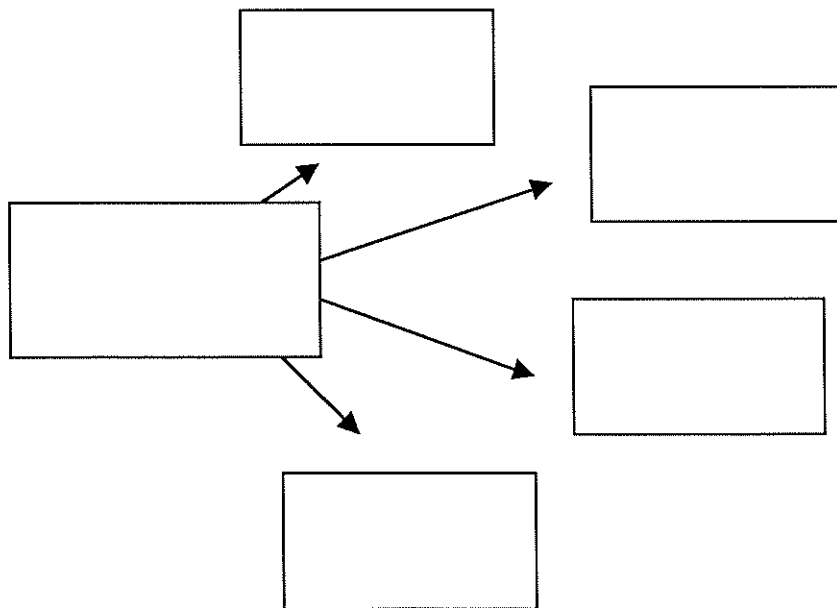
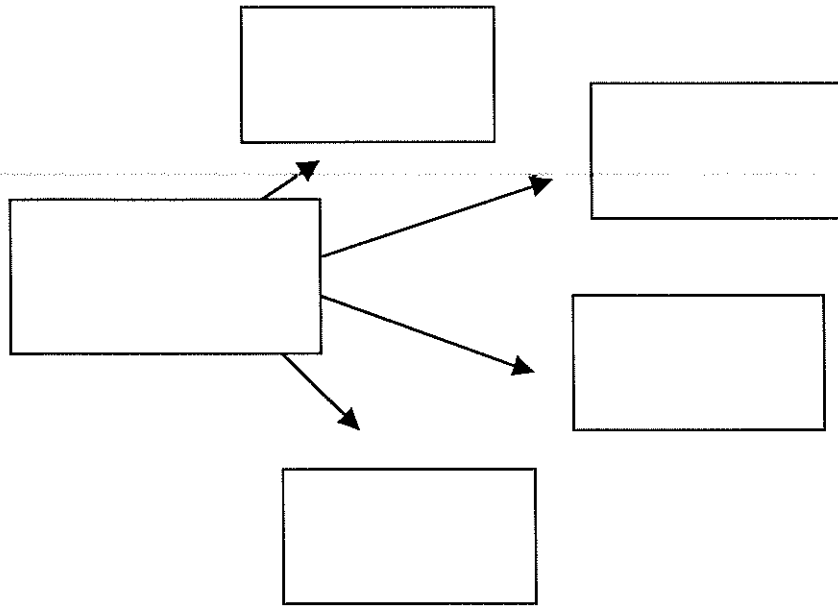
<p>Book Quotes and Questions:</p>	<p>My Thoughts:</p>
-----------------------------------	---------------------

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Name _____ Date _____

DISCUSSION GUIDE

Comments:	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px;">Plot:</div> <div style="border: 1px solid black; width: 80%; margin: 10px auto; padding: 5px;">Events in the story:</div>	Comments:
	<div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;">YesNo</div>	
	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px;">Conclusion:</div>	

Name _____ Date _____

Visual Vocabulary

Visual Vocabulary

1
Word
Meaning

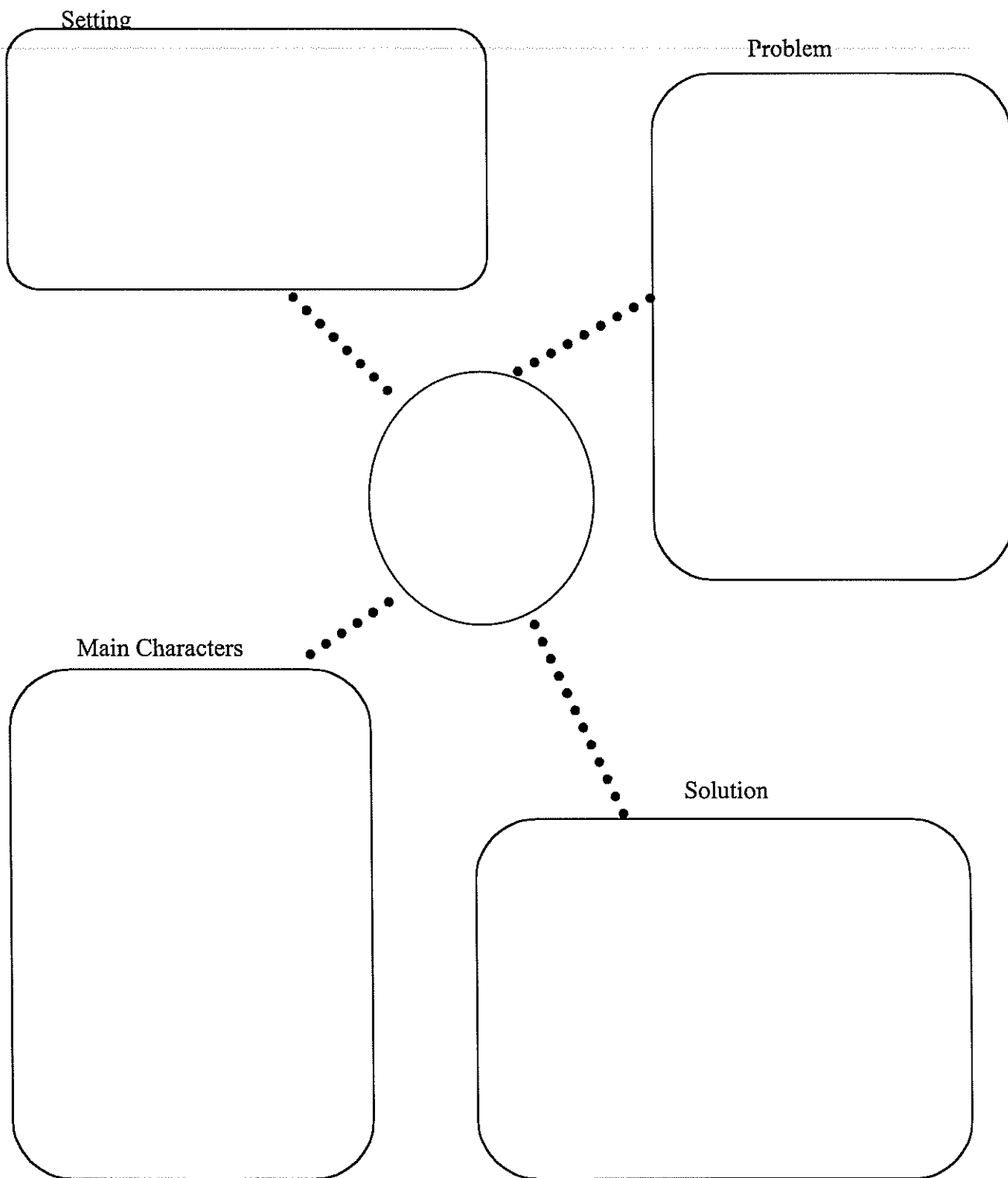
2
Word
Meaning

Word
Meaning

Word
Meaning

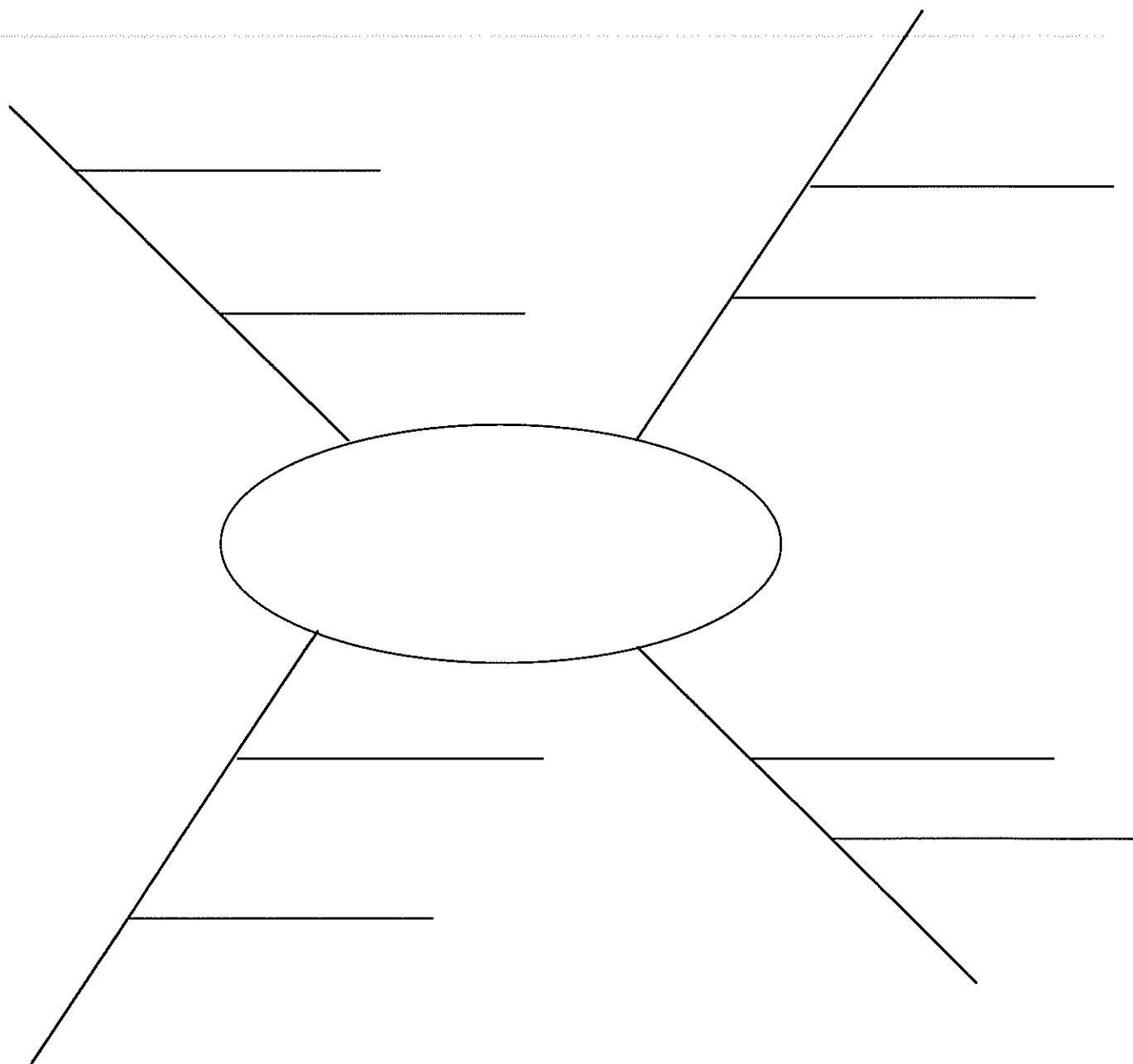
Name _____ Date _____

STORY MAP



Name _____ Date _____

Spider Map



Character Analysis

Main and Supporting Characters

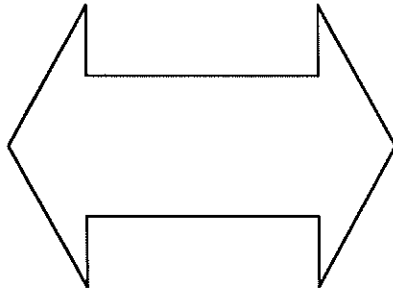
Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

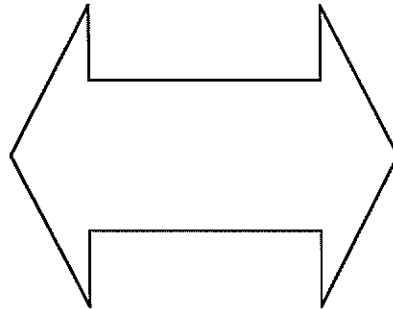
Describe the main character

Why is he/she important?



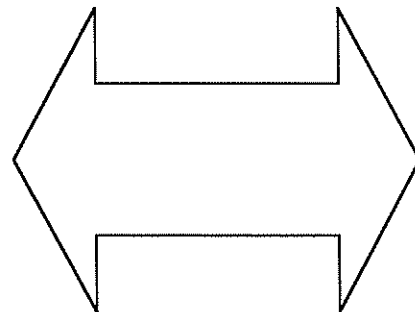
supporting character

Why is he/she important?



supporting character

Why is he/she important?



Scene Setting

In every story, there is a scene. A scene is where the story or event in the story is taking place. The author decides where a scene or sets of scenes will take place. As events in the story change, the scene can change.

Title of the book _____

Author _____ Chapter # if there is one? _____

In your groups list 1 to 4 scenes in your book, then describe how the scene changes from one to another.

*Remember if there is more than one scene in a book, you have to discuss it.

Scene	Scene Change

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer, check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Canada
War and Peace
Laura Secord's Brave Walk
 by
Connie Brummel Cook

Estimated Timeline:

This book should not take more than two days to teach.

Criteria:

This book was chosen because of its wonderfully explicit pictures and descriptive text. The book is a picture book, but is appropriate for middle age students. The topic or content is advanced, but the reading level is right around 3rd to 4th grade.

Objective:

Students will understand what it felt like to be living during the time of the War of 1812.

Summary of the book:

Laura Secord lived with her husband and children in Canada. War was declared between the United States and the British forces in 1812. This story is about how Laura made a journey to warn Lieutenant FitzGibbon of a secret attack.

Reading Strategies Used:

Shared Reading, Discussion Groups/Web, and Double Entry Journals

Vocabulary:

Niagara Peninsula	Queenston	cannons	muskets	anxiously
jeering	beaver dams	grasped	hesitated	plodded
wrench	emerged	gazed	steadfastly	

Strategies and activities to use during reading:

- For this book use Shared Reading with the whole group.
- Read each page with students, look at, and discuss each picture.

Strategies and activities to use after reading:

- After reading students will get into groups of about three to four.
- Have students discuss the book and fill in a discussion web about topics in the book.
- Have students start their Double Entry Journal for WAR and PEACE with this book.
- In Journals answer this question: If you were Laura in the midst of the war, would you have walked all the way to FitzGibbon? Why or why not?

Double Entry Journal

Name: _____ Date: _____

Book Quotes, Questions, ect.	My Thoughts:
------------------------------	--------------

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Canada
War and Peace
A River Apart
By
Robert Sutherland

Timeline:

This book will take about fifteen days. All worksheets start on page 96.
A calendar is also included as a suggested guide on page 93.

Criteria:

This book was chosen because the young protagonist and supporting characters will appeal to the middle school audience. The story is rich in history and gives a wonderful view of what life was like during that time period the story is written in.

Objective:

This book will teach students about life during the War of 1812. The book was chosen because as the students are reading they will be able to relate to the characters because the characters are close to the same age. The connection between the reader and the characters will help in understanding and analyzing what happened.

Summary of the book:

Jamie Shaw lives on the Canadian side of St. Lawrence River. His best friends live on the U.S. side of the river. For years, they travel the one-mile distance to visit and explore. Then in the year of 1812, Jamie and his friends are told they cannot visit anymore. They are now enemies. With their countries at war, Jamie and his friends Leah and Jared explore boundaries of their lifelong friendship. Will the friends make it through the war? Will their families survive?

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers (visual vocabulary, discussion guide, story maps, spider maps, and questions and answers).

Vocabulary:

Here are some words I used in lessons on the sample calendar.

Day 2: plume arrogant sympathizers legislator
 blockade garrison apprehensive furrow
 brutalized

Day 5: enthusiasm perception salute adequate militant
 tarnation anxious sentries

Strategies and activities to use during reading:

- ◆ Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- ◆ Look on the calendar. Page 95

Questions:

Day 2: What will the story be about?

Day 3: Do you agree that Jamie and Leah should be meeting secretly? Why or why not?

Day 4: What happened in chapter 6? Why was Jamie relieved in the end?

Day 10: Why does Mr. Jackson disagree with the truce between the two towns?

Day 11: If you were Leah would you have crossed the river? Why or why not?

Day 12: Journal response to quote page 163: " 'Mrs. Shaw', said Leah, 'If you are going I want to go too.' "

Day 13: Explain what happened in chapter 21 and 22 between Jamie and Jared. What do you think will happen to their friendship?

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover, pictures, summary on the back • Relate to the textbook • Discuss what we know as a class 	<ul style="list-style-type: none"> • Teacher reads Chapters 1 and 2 • Answer 1 question in the D.E. Journal • In groups work on spider maps. 	<ul style="list-style-type: none"> • Students will read chapters 3 and 4. • In the D.E. Journal answer question on the board • Discuss in small groups and then as a whole group. Use discussion webs to map ideas.
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Teacher reads chapters 5 and 6. • Answer question on the board in the D.E. Journal. • For chapters read so far fill out the discussion guide in Discussion groups. 	<ul style="list-style-type: none"> • Students read chapters 5 and 6 • Have students complete a character trait web on Jamie Shaw • Word Study-Visual Vocabulary • Discussion in small groups about Vocabulary 	<ul style="list-style-type: none"> • Teacher reads chapters 7 and 8 • In the D.E. Journal have students find 3 quotes and respond • Discussion groups • Use Discussion Web on one of the quotes that the group found

D.E. = Double Entry

	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> • Students will read chapters 9-10 • Word Hunt in the D.E. Journal list words and sentence it came from and the pg. # • Put vocabulary words on a semantic map 	<ul style="list-style-type: none"> • Teacher reads chapters 11-12 • Discussion group on the scenes of the book • main question "What are scenes?" • Do a scene setting worksheet. 	<ul style="list-style-type: none"> • Students read chapters 13-14 • Story Map the story so far • Have discussion groups on the story maps page
	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> • Teacher reads chapters 15-16 • Journal response to the on quote page 64 The quote is given in the literature guide • Discussion groups on the quote. • Do a searching through the text worksheet individually 	<ul style="list-style-type: none"> • Students read chapters 17-18 • Journal answer to the question on the board • Discussion on response • Discuss main and supporting characters • Character web worksheet 	<ul style="list-style-type: none"> • Teacher reads chapters 19-20 • Journal response to quote page 163 • Whole class discussion on what has happened thus far in the novel

	Day 13	Day 15	Day 15
Lesson Activities	<ul style="list-style-type: none"> • Students read chapters 21 and 22 • In the D.E. Journal answer question on the board • Discussion groups use Discussion Web 	<ul style="list-style-type: none"> • Teacher reads chapter 23 • Word Hunt in the D.E. Journal • List words and sentence it came from and the pg. # • Put vocabulary on the spider map 	<p style="text-align: center;">WRAP UP</p> <ul style="list-style-type: none"> • Whole class discussion. • Create a time line for the book in their journals. • Student made book report from the worksheet page 106

Double Entry Journal

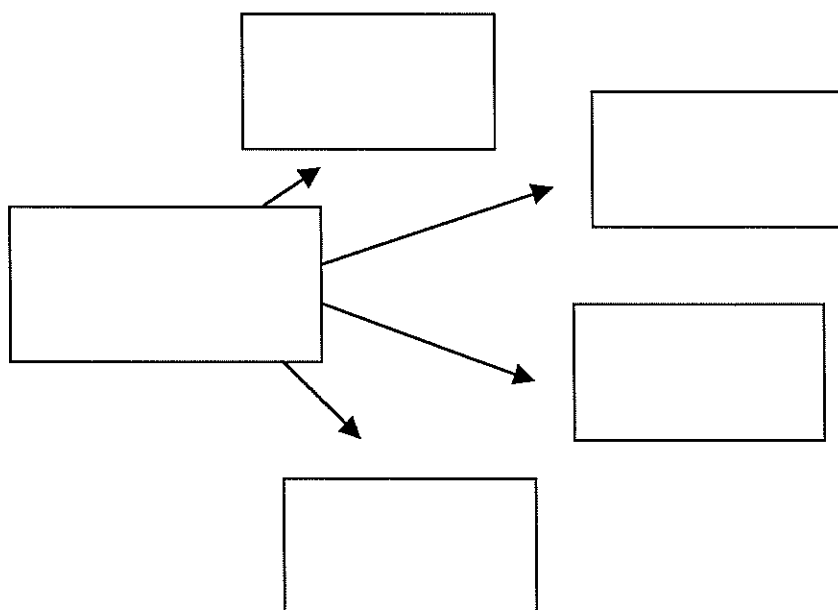
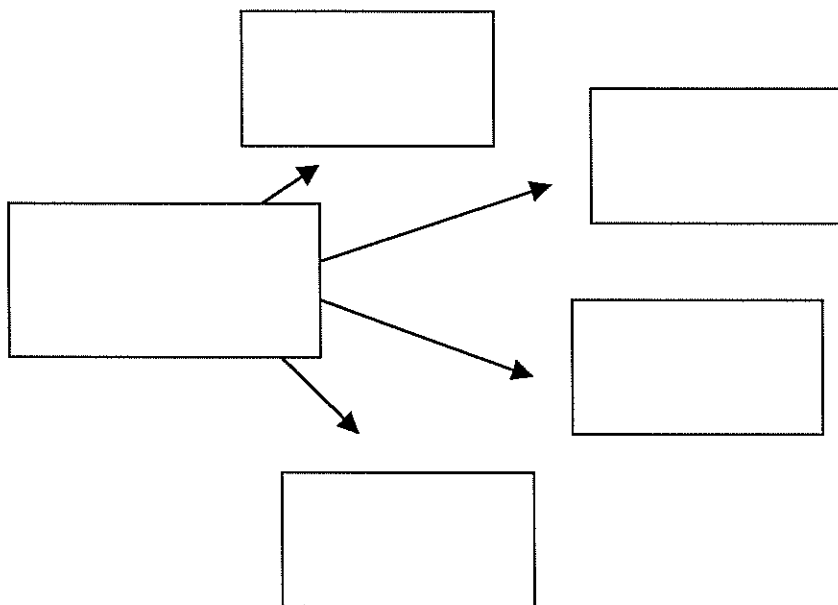
Name: _____ Date: _____

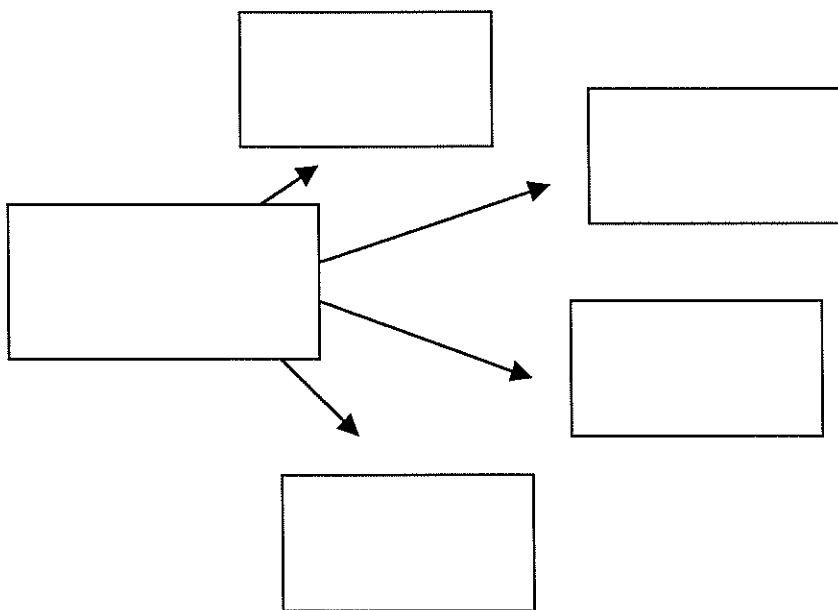
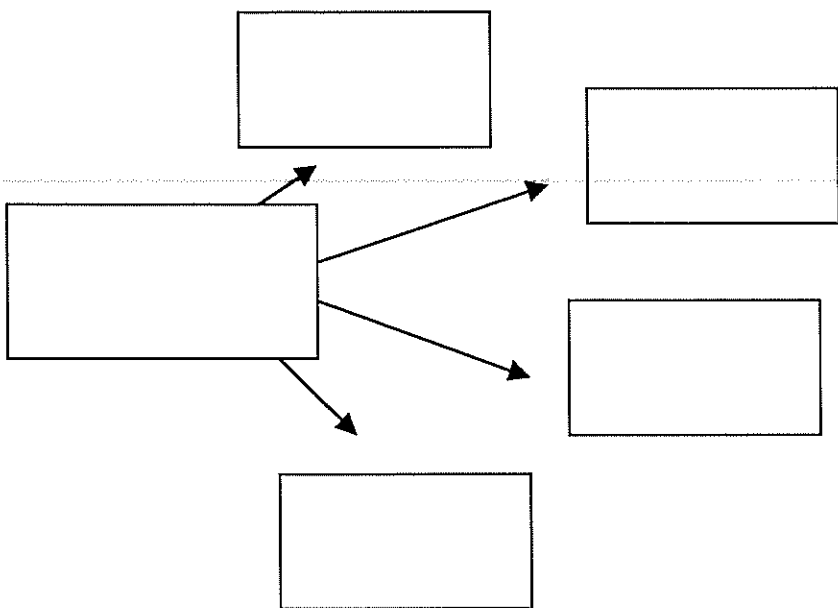
Book quotes and questions.	My Thoughts:
----------------------------	--------------

Name _____ Date _____

Semantic Maps

Fill in the Semantic maps with the vocabulary words.





Name _____ Date _____

DISCUSSION GUIDE

Comments:		Comments:
	<p>Plot:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
Yes	<p>Events in the story:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	No
	<p>Conclusion:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

Name _____ Date _____

Visual Vocabulary

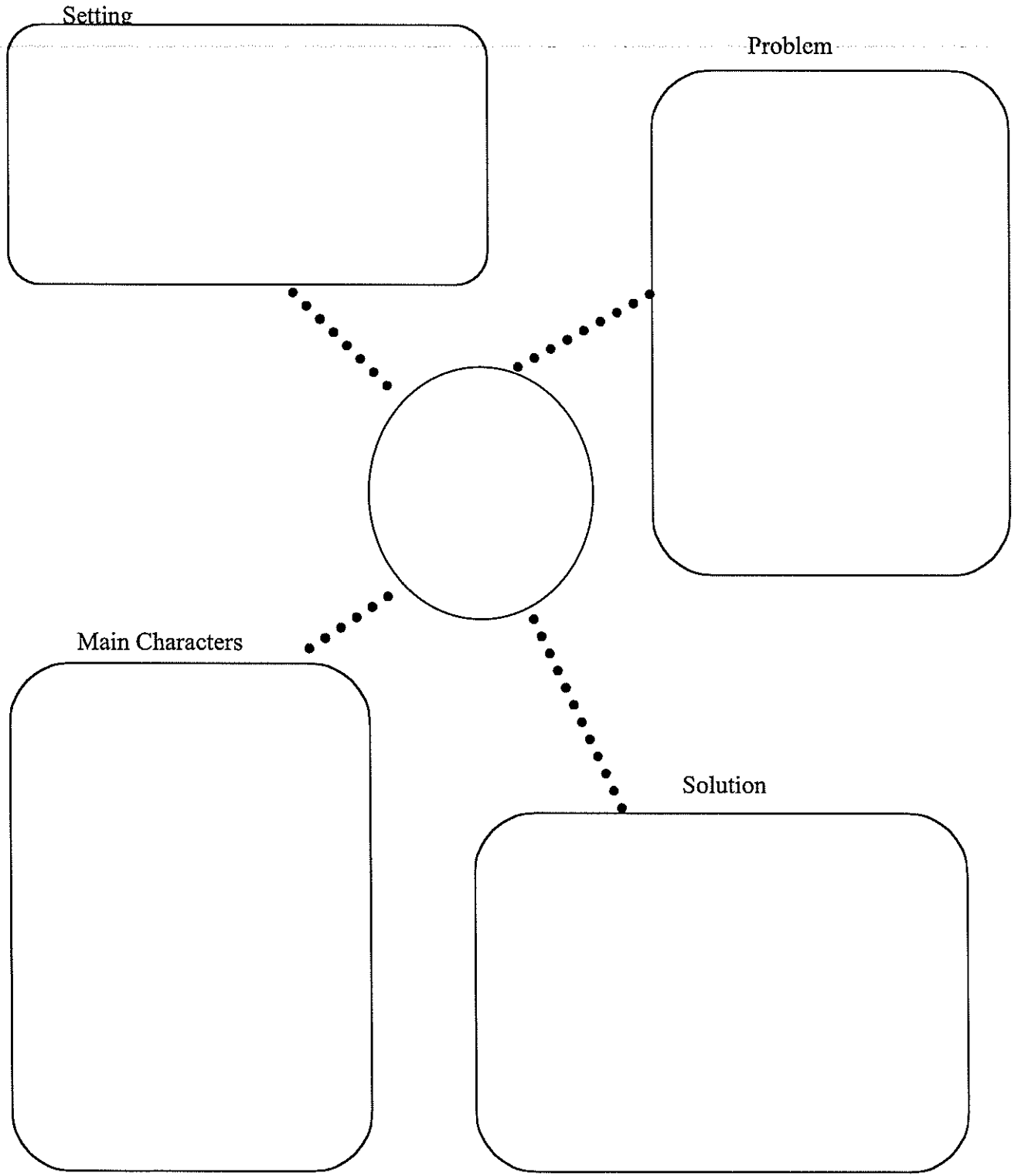
Visual Vocabulary

1
Word
Meaning

2
Word
Meaning

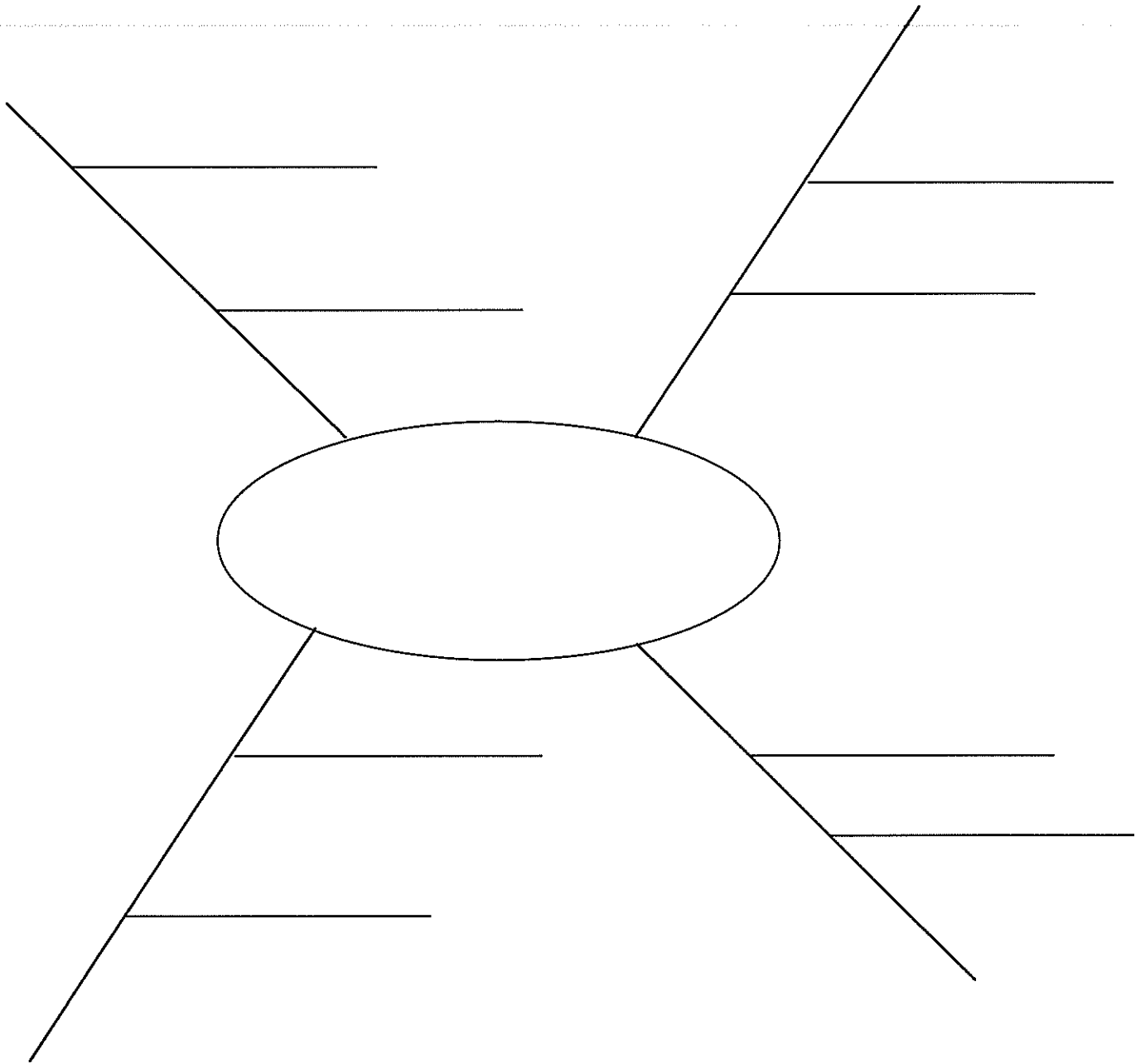
Name _____ Date _____

STORY MAP



Name _____ Date _____

Spider Map



Character Analysis

Main and Supporting Characters

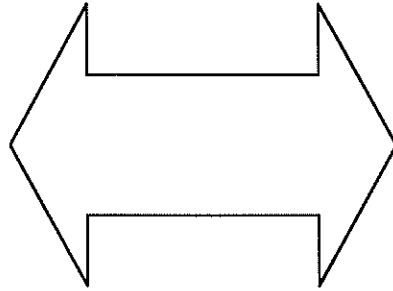
Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

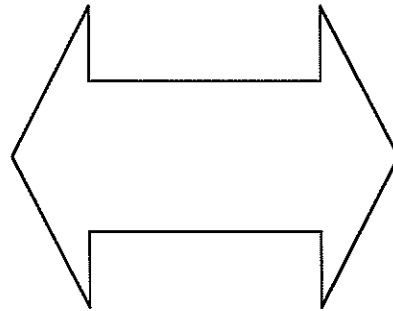
Describe the main character

Why is he/she important?



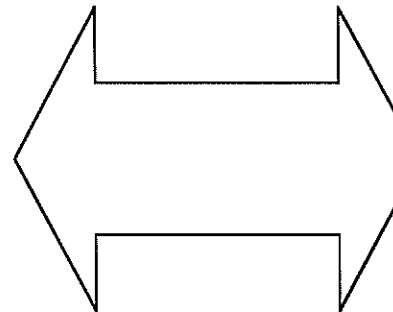
supporting character

Why is he/she important?



supporting character

Why is he/she important?



Scene Setting

In every story, there is a scene. A scene is where the story or event in the story is taking place. The author decides where a scene or sets of scenes will take place. As events in the story change, the scene can change.

Title of the book _____

Author _____ Chapter # if there is one? _____

In your groups list 1 to 4 scenes in your book, then describe how the scene changes from one to another.

*Remember if there is more than one scene in a book, you have to discuss it.

Scene	Scene Change

Cooperating Through the Text Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

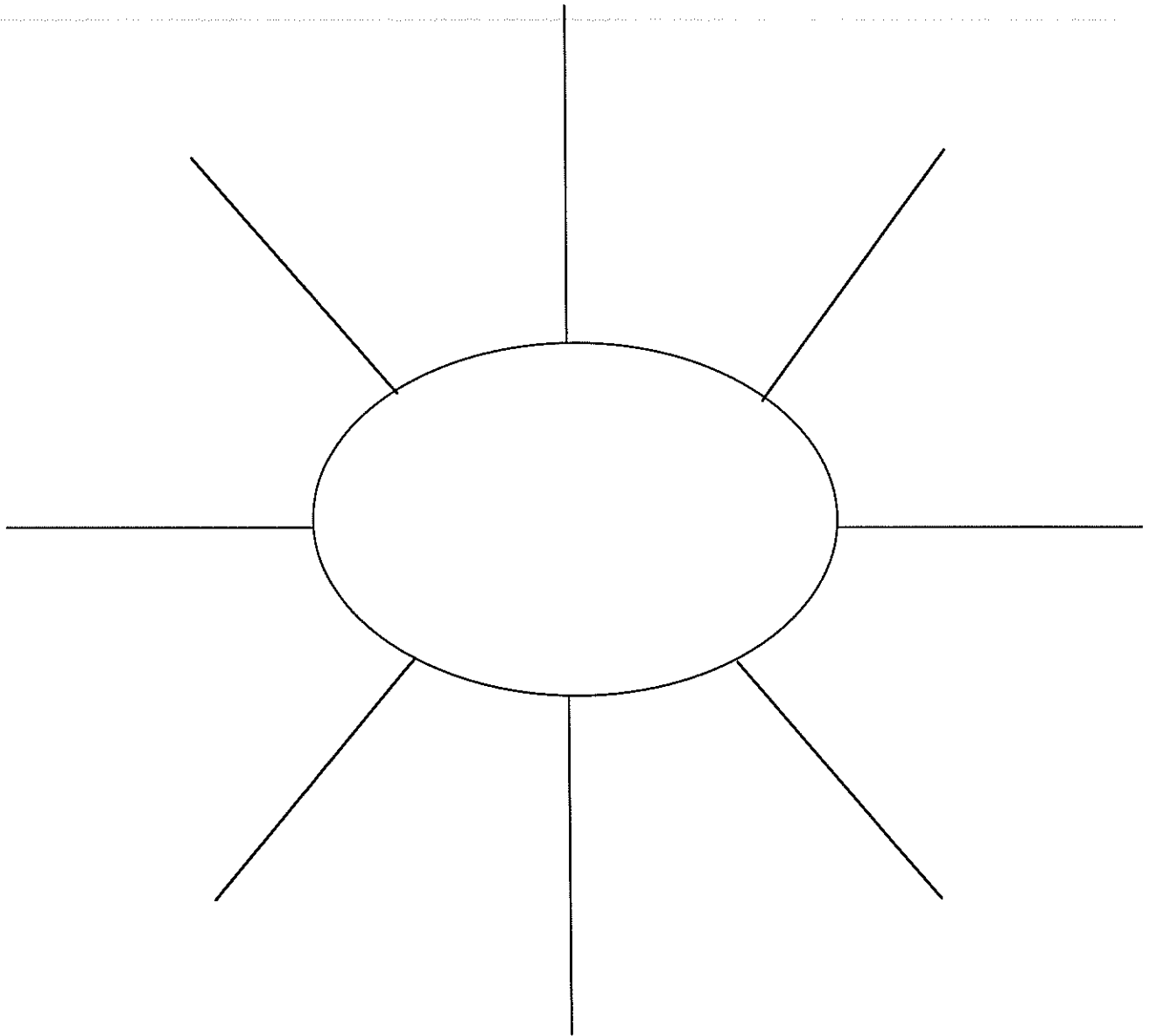
8. I do not agree with _____

9. After finishing the book, I feel _____

Character Trait Web

Group Name _____ Date _____

Directions: Put the name of the character in the bubble. Then add adjectives at each spoke to describe the character. Be able to justify the character traits if asked.



Book Name _____

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer. Check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Canada
Modern Canada
Canada The People
By
Bobbie Kalman

Estimated Timeline:

This book should take about two class periods of 45 minutes to teach.

Criteria:

This book was chosen because it provides wonderful pictures to help bring the activity of the people in Canada to life for students in the United States and for students who are bilingual and bicultural. This book will be harder for most middle school students to read because it is written like an encyclopedia. One advantage is that it has small sections that could be broken up for groups or individuals to read.

Objective:

After reading this book, students will have a well rounded knowledge base of Canada's people and customs.

Summary of the book:

Canada the People is a non-fiction book that provides readers with information about Canada's people. The book is in twelve sections that discuss the heritage of Canada's people to the modern elements of life for the people of Canada. The book has wonderful pictures for students to learn from.

Reading Strategies Used:

Literature Circles & Visual Vocabulary

Vocabulary:

Arctic	colony	conserve	culture
discrimination	divorce	elder	emissions
ethnic	extended family	fur trading	federal government
heritage	Hindu	Hudson's Bay Company	
internment camp	immigrant	Jewish	minority
nomadic	racism	rural	silage
tax	tradition		

Strategies and activities to use during reading:

- For this book break up students into ten groups for each section of the book. An example of a section would be Canada's regions.
- Have students form their discussion groups. An easy way to do this is to use your literature groups.
- Each group can choose to read the section aloud or to themselves.
- After students read they will discuss the passage.
- Have each student in the group fill out a questions and answers sheet on their section to check for understanding.
- Once groups have filled out the worksheet, they will give it to the teacher and you will distribute to the other members in the group to answer questions..
- Have students prepare visual vocabulary for whole group discussion time. There should be about three words per group. Visual vocabulary sheets are in the back of the guide.

Strategies and activities to use after reading:

- After reading each section, students will get into their small literature circle groups to have a panel discussion with the class about their section.
- This is when students will share their work with the rest of the class.
- After each group has shared, collect the visual vocabulary pages and make them into a visual dictionary for the class to use.

Questions and Answers!

Name of the creator _____

Name of the student _____

Book Title _____

1.	True	False
2.	True	False
3.	True	False
4.	True	False
5.	True	False
6.	True	False
7.	True	False
8.	True	False
9.	True	False
10.	True	False
11.	True	False
12.	True	False

Name _____ Date _____

Visual Vocabulary

Visual Vocabulary

1

Word

Meaning

2

Word

Meaning

Canada
Modern Canada
Raven's Flight
By Diane Silvey

Estimated Timeline:

This book will take about eleven days to teach. All worksheets start on page 119. A calendar is also included as a suggested guide on page 117.

Criteria:

This book was chosen because of the young protagonist. What she goes through will appeal and attract the middle level student. The story highlights parts of modern Canada for further study. This is a dramatic and suspenseful modern day fictional novel. The protagonist, Raven is a young Native American girl who uses all of her strength and knowledge to search for her missing sister.

Objective:

Students will be able to visualize modern Canada and some of the troubles kids on the streets face. Students will be able to compare this to Raven's life and their own.

Summary of novel:

Fifteen-year-old Raven walks the streets of Vancouver's downtown east side desperately searching for her missing sister, Marcie, amid alleyways teeming with drug addicts, runaways and the homeless. From clues in Marcie's recovered diary and with the help of a streetwise boy and an elderly woman, Raven pieces together the truth (Silvey, 2000).

Reading Strategies Used:

Literature circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers: (visual vocabulary, discussion guide, story maps, spiders map, and questions and answers).

Vocabulary:

Here are some words I used in lessons on the sample calendar.

Day 3:

cryptic foundation wardrobe salal
grotesque unscrupulous scampered viaduct

Day 6:

donation laboured knapsack severe accommodate
preparations chopsticks

Strategies and activities to use during reading:

- ◆ Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- ◆ Look on the calendar, Page 117.

Questions:

Day 2: Where is Marcie? What happened when Raven was in the woods? Explain.

Day 3: Do you like the book so far? Why? How is this book different from other stories you have read?

Day 11: Do you think the events in this story could really happen? Explain.

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class 	<ul style="list-style-type: none"> • Teacher read Chapters 1 and 2 • Answer 2 questions in the Double Entry Journal • Discussion groups use discussion web to discuss the questions 	<ul style="list-style-type: none"> • Students read chapter 3 • In the Double Entry Journal Respond a question prompt on the board • Vocabulary Word Study-semantic map
	Day 4 -5	Day 6	Day 7-8
Lesson activities	<ul style="list-style-type: none"> • Teacher reads chapters 4 and 5 • In journals have students write a response to the book. Then start a questions and answers sheet for another students in class. • Answer questions • Discuss the book as a class. 	<ul style="list-style-type: none"> • Students read chapter 6 • In the D.E. Journal have students find their favorite part and summarize. • Word Study-Visual Vocabulary-teacher assigned words 	<ul style="list-style-type: none"> • Teacher reads 7 and 8 • In journals write down the main and supporting characters. • Fill out the main and supporting characters worksheet. • Discuss the next day.

	Day 9	Day 10	Day 11
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 9 • Each student fills out a discussion guide • Use the guide for discussion In small groups 	<ul style="list-style-type: none"> • Teacher reads the Epilogue • Search through the test work sheet for each student • Whole class discussion 	<p style="text-align: center;">WRAP UP</p> <ul style="list-style-type: none"> • Students use student made book report work sheet to do a book report • Journal-1 page journal response question on the board

Double Entry Journal

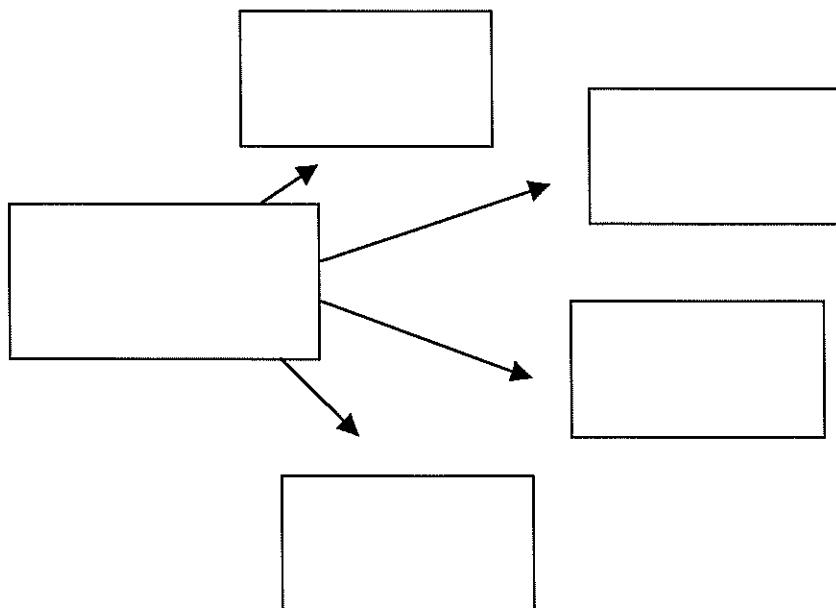
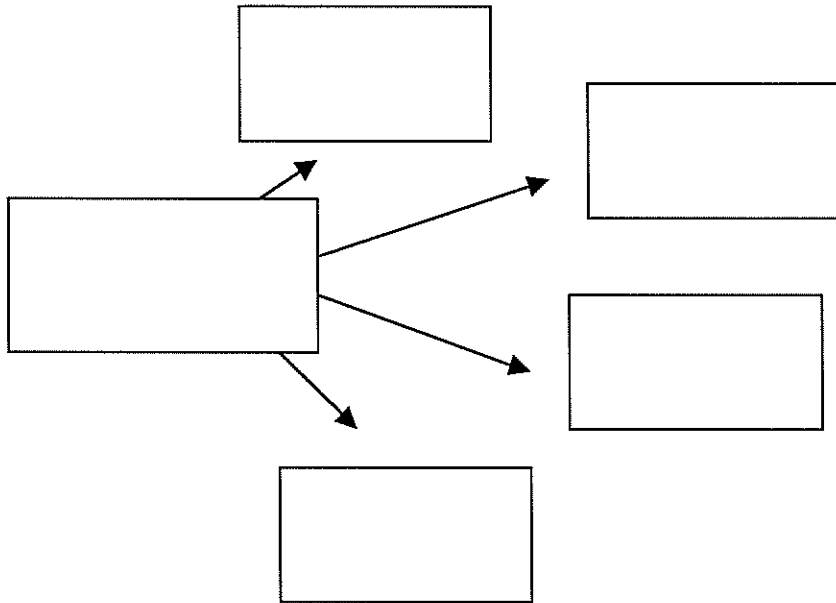
Name: _____ Date: _____

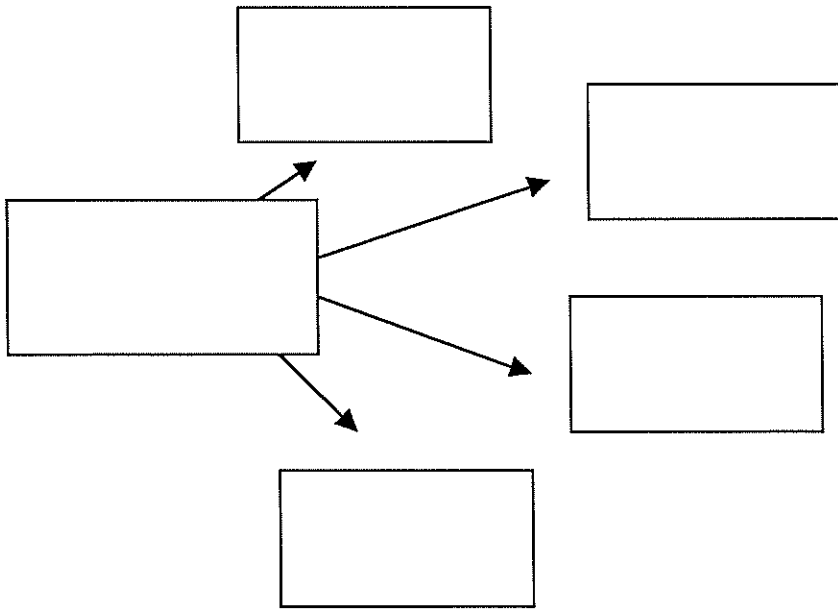
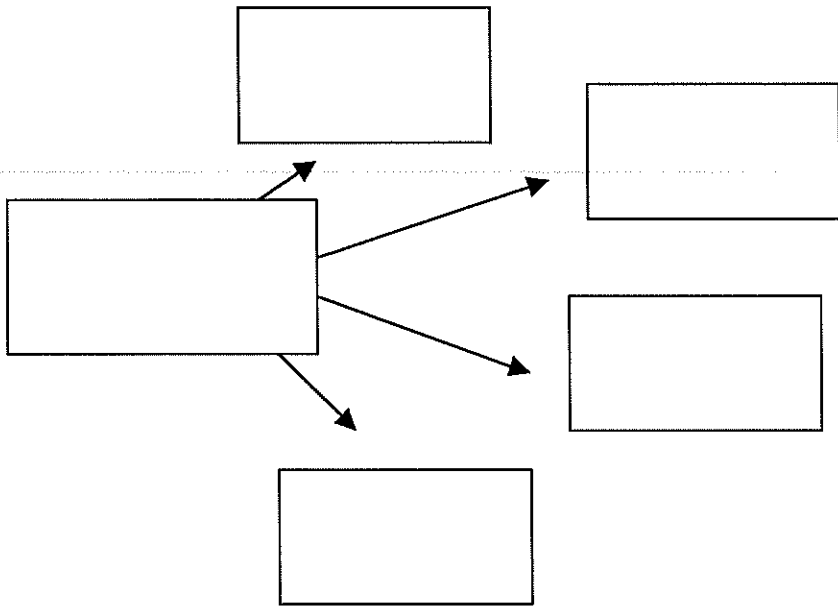
Book quotes and questions:	My Thoughts:
----------------------------	--------------

Name _____ Date _____

Semantic Maps

Fill in the Semantic maps with the vocabulary words.





Name _____ Date _____

DISCUSSION GUIDE

Comments:	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Plot:</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Events in the story:</div>	Comments:
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Conclusion:</div>	
Yes		No

Name _____ Date _____

Visual Vocabulary

Visual Vocabulary

1
Word
Meaning

2
Word
Meaning

Word
Meaning

Word
Meaning

Character Analysis

Main and Supporting Characters

Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

Describe the main character

Why is he/she important?

supporting character

Why is he/she important?

supporting character

Why is he/she important?

Cooperating Through the Text Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

8. I do not agree with _____

9. After finishing the book, I feel _____

Questions and Answers!

Name of the creator _____

Name of the student _____

Book Title _____

1.	True	False
2.	True	False
3.	True	False
4.	True	False
5.	True	False
6.	True	False
7.	True	False
8.	True	False
9.	True	False
10.	True	False
11.	True	False
12.	True	False

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer. Check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Section 4

Mexico

Introduction to Mexico

Mexico and Latin America have a very interesting history and very exotic landscape. Through this unit, students will learn about the three major Native American groups that lived in Latin America. Students will also learn about the first explorer to arrive in Latin America. The unit then moves into the history of Mexico as a country. Interesting topics and people were integrated to give students a better understanding of the history that is in their textbooks.

Annotated Bibliography:

Shuter, J. (2002). *The Incas*. Chicago, IL: Heinemann Library.

The Incas is a non-fiction book that gives a nice summary of the life and times of the Incas. This book presents an overview of the culture, government, religion, recreation, and the Incas' domesticated life. The author discusses the Incas' occupations, entertainment, food, shelter, and clothing.

Ages: 9 to 12 by amazon.com

Shuter, J. (2002). *The Maya*. Chicago, IL: Heinemann Library.

The Maya is a non-fiction book that gives a nice summary of the life and times of the Maya. This book presents an overview of the culture, government, religion, recreation, and the Mayan domesticated life. The author discusses the Mayan occupations, entertainment, food, shelter, and clothing.

Ages: 9 to 12 by amazon.com

Dawson, I. (1995). *Food and feasts with the Aztecs*. Winchester, England: Wayland.

Food and feasts with the Aztecs, is a non-fiction book that gives a nice summary of the life and times of the Aztec people. This book presents an

overview of the culture, religion, and recreation. The author discusses Aztec occupations, entertainment, food, shelter, and clothing.

Ages: 9 to 12 by amazon.com

Arnold, C. (1994). *City of the gods: Mexico's ancient city of Teotihuacan*. New York: Clarion Books.

The *City of gods*, is a non-fiction book that gives a summary of the life and times of the Aztec people. This book presents an overview of the culture, religion, and recreation. The author discusses Aztec occupations, entertainment, food, shelter, and clothing.

Ages: 9 to 12 by amazon.com

Lerangis, P. (2000). *The road to El Dorado*. New York: Puffin Books.

The road to El Dorado, is about Miguel and Tulio. The story starts in Spain where Miguel and Tulio win the map to El Dorado in a crooked craps game. They set sail to find El Dorado, the city of gold. After arriving at the city they are mistaken as Gods and are welcomed with open arms. As the two are scheming on how they can get the gold and get back to Spain, a few unknown events happen that spin and turn the story upside down.

Reading level Grade 4-cover

Brenner, B. (1998). *If you were there in 1492*. New York: Aladdin Books.

If you were there in 1492, is a non-fiction book that gives a nice summary of the life and times of the people who lived in Spain and Portugal when Columbus lived. This book presents an overview of the culture, religion, and recreation of the people. The author discusses the life occupations, entertainment, food, shelter and clothing, along with the royalty and monarchy that existed.

Ages:8 to12-cover

Roop, P., & Roop, C. (1990). *I, Columbus my journal*. New York: Avon Camelot Books.

I, Columbus my journal, is a non-fiction book. This is the journal of Christopher Columbus. This log was given to Queen Isabelle and King Ferdinand in April of 1493. This book is the representation of the original log from his first expedition. This is an interesting book that will intrigue . . .

Reading level Grade 4.9-cover

Conrad, P. (1992). *Pedro's journal*. New York: Scholastic Books.

Pedro's journal, is about Pedro and his journey to a new land with Columbus. Pedro de Sacedo was chosen to travel with Columbus as a ship's boy. The trip on the Santa Maria would bring excitement and danger. Pedro was chosen because of his ability to read and write so that he would capture the adventures of the trip within the pages of his journal.

Reading level Grade 4-cover

Lawlor, L. (2000). *American sisters down the Rio Grande 1829*. New York: A Minstrel Book.

American sisters down the Rio Grande 1829, is an historical fiction book. The story takes place in the remote town of Guerrero in Rio Bravo. In the aftermath of the Mexican war of independence from Spain, gripped by drought and depression, two step-sisters dream of a better life. In an attempt to flee an arranged marriage, the older sister Rosita who is just 16, runs away, but Maria is not long behind her. The two girls enter into a thrilling adventure and find out who they really are.

Reading level Grade 5-cover

Haberle, S. (2003). *The Mexican war, 1846-1848*. Mankato, MI: Brudgestone Books.

The Mexican war 1846-1848, will give readers a first hand look at the fierce battles, fascinating people, and places in the time of the war. This is a descriptive and detailed account of what happened in the Mexican war.

Ages: 9 to 12 by amazon.com

Ryan-Munoz, P. (2000). *Esperanza rising*. New York: Scholastic Books.

This book is a sad and happy adventure. The story is based on the life of the author's grandmother, or abuelita. This fictional, but very real to life account of Esperanza in the 1930's, will teach students about past struggles and lend an eye to further struggles.

Reading level Grade 4-cover

Williams, B. (1995). *Guide to Mexico*. Columbus, OH: Highlights for Children.

Guide to Mexico, welcomes students to Mexico. Students will journey through Mexico, the world's largest Spanish speaking country in the pages of this book. The author highlights the towns, cities, waterways, and people. Students get to see the ruins and history as well as the modern culture.

Ages: 9 to 12 by amazon.com

Buss-Leeper, F. (1991). *Journey of the sparrows*. New York: Puffin Books.

Journey of the sparrows, will bring readers on journey with Marie and her sister and brother. Nailed into a crate in the back of a truck they journey from El Salvador to Chicago. Readers get to know Maria and her friends and family as they struggle to survive in the U.S.

Ages: 9 to 12 by amazon.com

Mexico's Native People

*The Incas
The Maya
Food and feasts with the
Aztecs
City of the gods*

The First Explorers

*The road to El Dorado
If you were there in
1492
I, Columbus
Pedro's journal*

Mexico

All activities and strategies used with this unit are designed for bilingual and bicultural students.

All of the strategies are explained in section two of the handbook. All worksheets for a given literature guide can be found at the end of each guide.

Pioneer Days

Esperanza rising

War and Peace
























*The Mexican War
American sister down
the Rio Grande*

Modern Day Mexico

*Guide to Mexico
Journey of the
sparrows*

Scope & Sequence:

Mexico/Latin America

	Section 1 Native People	Section 2 The First Explorers	Section 3 War And Peace	Section 4 Modern Mexico
	(29 Days)	(30 Days)	(17 Days)	(33 Days)
Literature Circles				
Double Entry Journals				
Reciprocal Teaching				
Discussion Groups				
Shared Reading				
Guided Reading				
Graphic Organizes				
Semantic Maps				

Before Reading Strategies

General before reading strategies:

- Before reading the book, preview the cover, pictures and the back. Have students make predictions on what will be learned.
- Relate any new information to the unit of study or the text book.
- Do a brainstorm web on the white board of information might be learned from this book.

Mexico
Native People of Latin America
The Incas
By
Jane Shuter

Estimated Timeline:

This book should only take one to two days to teach.

Criteria:

This book was chosen because it will work well for bilingual students because of the large print, visual cues, and photographs used.

Objective:

This book will help to build background knowledge about the Inca and their customs.

Summary of the book:

The *Incas* is a non-fiction book that gives a summary of the life and times of the Incas. This book presents an overview of the culture, government, religion, recreation, and the Incas' domesticated life. The author discusses Inca occupations, entertainment, food, shelter, and clothing.

Reading Strategies Used:

Shared Reading, Literature Groups, and Spider Maps.

Vocabulary:

Ayllu	ceremony	duty work	empire	festival
irrigate	lioncloth	mortor	noble	penance
Quipu	rebellion	sacrifice	spirit	temple
terrace	tunic	weft		

Strategies and activities to use during reading:

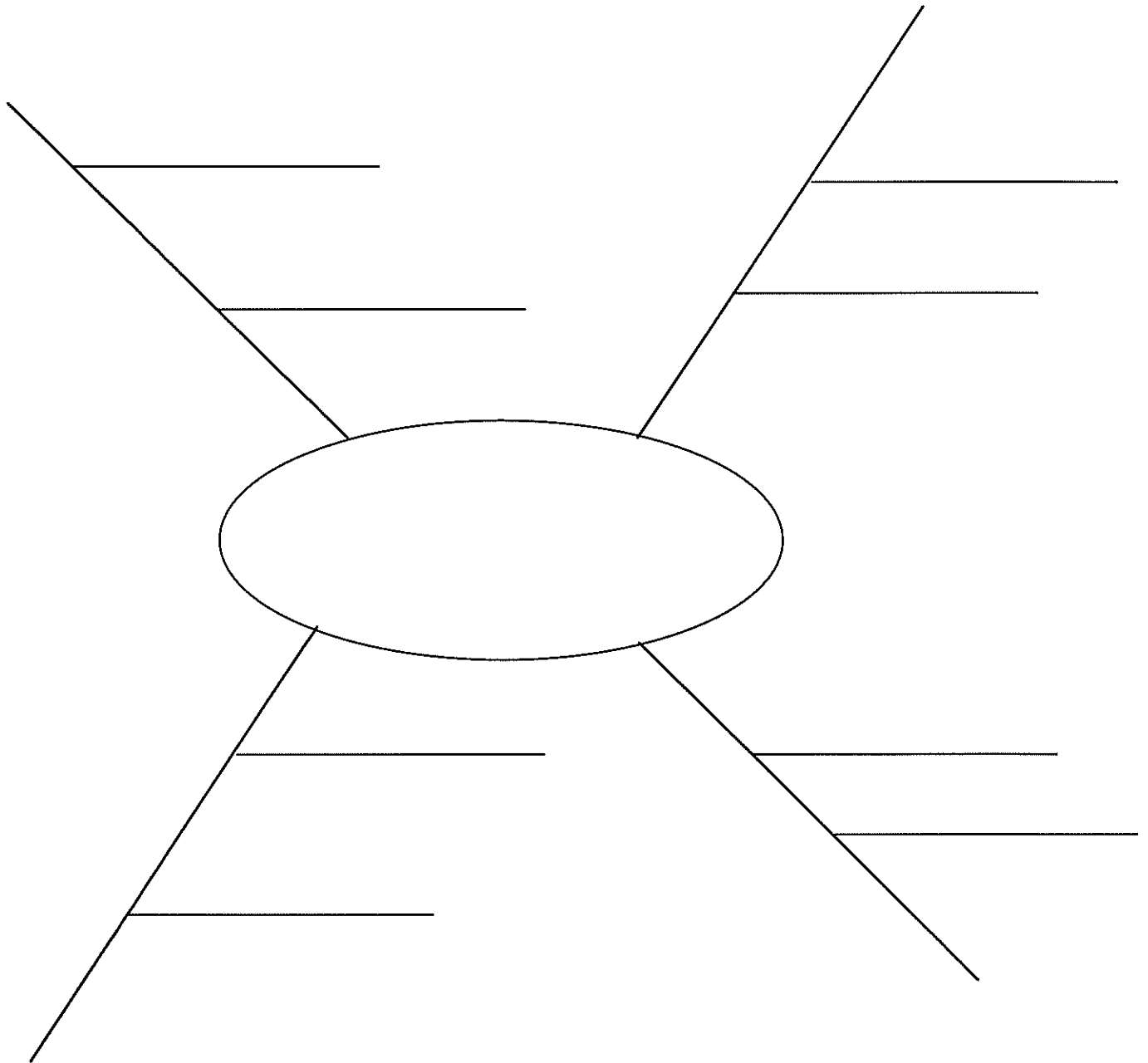
- ◆ Teacher reads aloud using the shared reading strategy.
- ◆ Teacher should highlight vocabulary and pictures as you read.

Strategies and activities to use after reading:

- ◆ Assign vocabulary to literature groups.
- ◆ Have them use spider maps to learn vocabulary, then share as a large group.

Name _____
Date _____

Spider Map



Mexico
Native People of Latin America
The Maya
By
Jane Shuter

Estimated Timeline:

This book should only take one to two days to teach.

Criteria:

This book was chosen because it will work well for bilingual students because of the large print, visual cues, and photographs used.

Objective:

This book will help to build background knowledge about the Maya and their customs for students.

Summary of the book:

The *Maya* is a non-fiction book that gives a summary of the life and times of the Maya. This book presents an overview of the culture, government, religion, recreation, and the Mayan domesticated life. The author discusses Maya occupations, entertainment, food, shelter, and clothing.

Reading Strategies Used:

Shared Reading, Literature Groups, and Semantic Maps.

Vocabulary:

Ajaw	city-sate	famine	hearth
plaza	quilted	scribe	shrine
thatched	volcanic		

Strategies and activities to use during reading:

- ◆ Teacher reads aloud using the shared reading strategy.
- ◆ Teacher should highlight vocabulary and pictures as you read.

Strategies and activities to use after reading:

- ◆ Assign vocabulary to literature groups.
- ◆ Have them use semantic maps to learn vocabulary, then share as a large group.
- ◆ Assign a fact comment sheet to each group and have them relate information from the two books read in this unit.

Facts and Commentary About:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

Fact:

Comment:

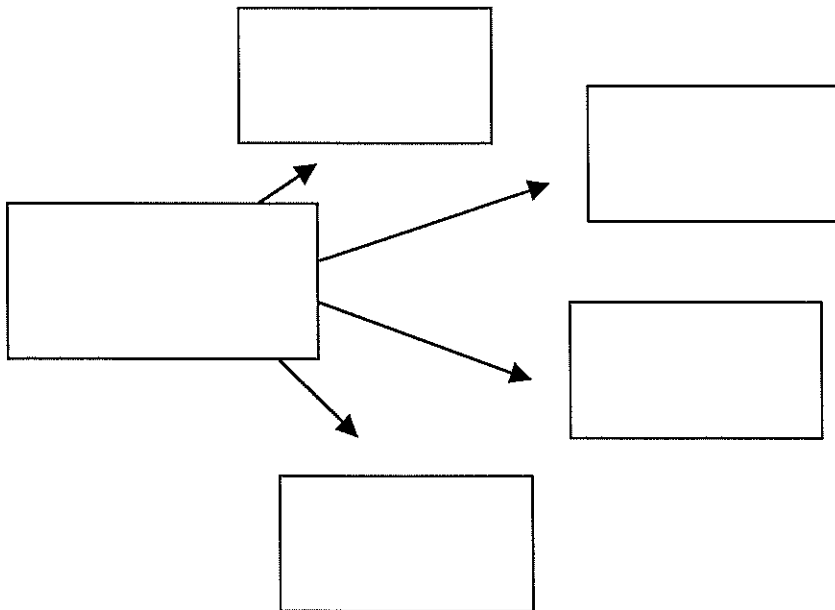
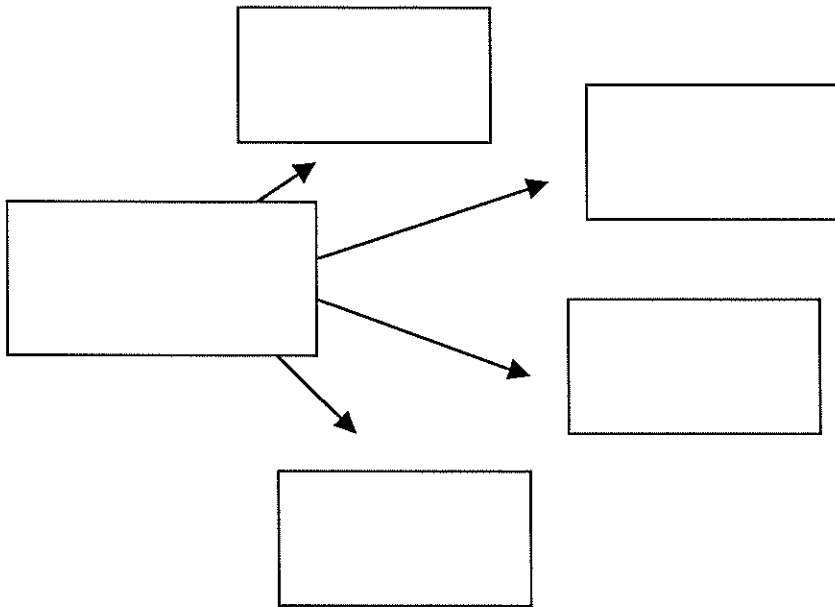
Fact:

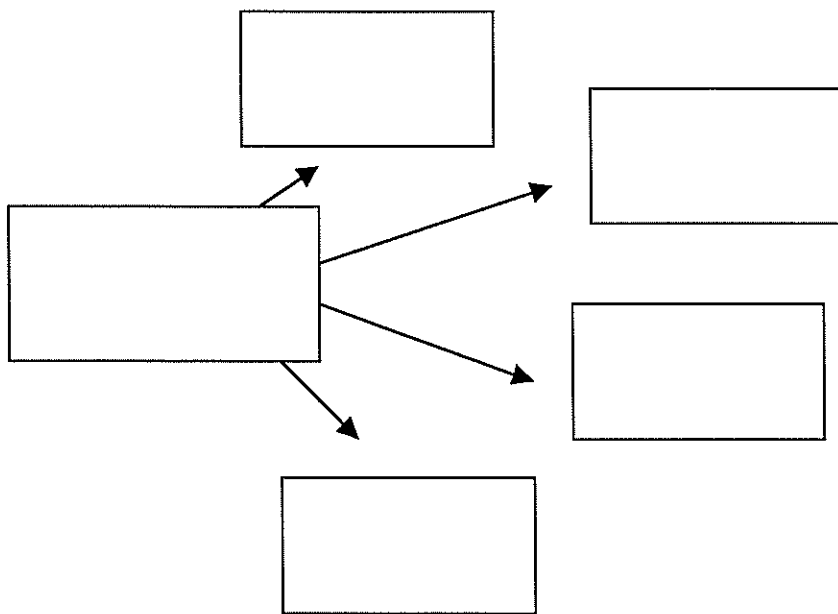
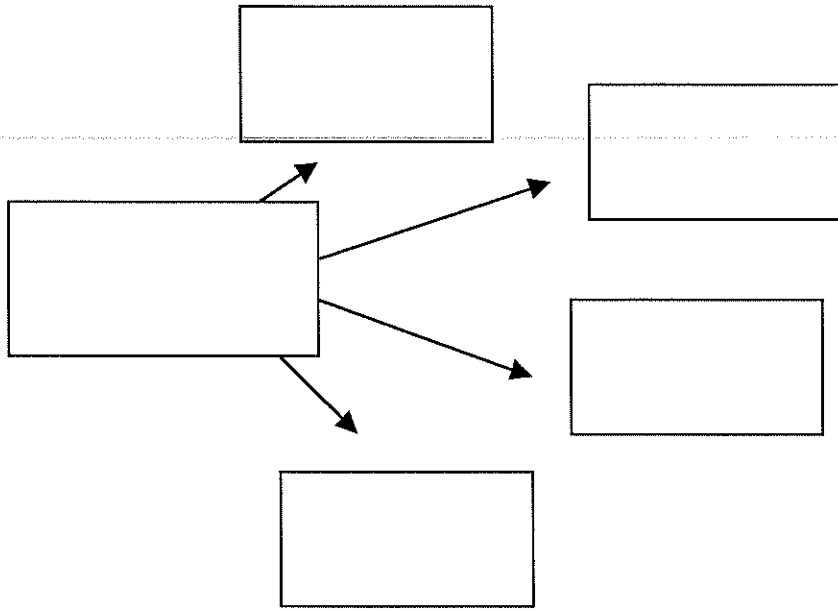
Comment:

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Mexico
Native People of Latin America
Food and Feasts with the Aztecs
By
Imogen Dawson

Estimated Timeline:

This book should will take ten to twelve days to teach.

Criteria:

This book was chosen because it will work with all students, especially bilingual students, because of the large explicit and detailed summaries of customs and culture and photographs used.

Objective:

This book will help to build background knowledge about the Aztecs and their customs.

Summary of the book:

Food and Feasts with the Aztecs, is a non-fiction book that gives a nice summary of the life and times of the Aztec people. This book presents an overview of the culture, religion, and recreation. The author discusses Aztec occupations, entertainment, food, shelter, and clothing.

Reading Strategies Used:

Guided Reading, Literature Groups, and Visual Vocabulary.

Vocabulary:

altitude	aqueduct	Astrologer	Astronomy
bartering	botanical	calabash	causeway
colony	conquest	convert	drought
elect	estate	fertile	herb
inherit	legend	merchants	ocelot
preserve	reservoir	staple	tribute
tropical	wicker		

Strategies and activities to use during reading:

- ◆ Teacher reads aloud using the guided reading strategy in the small literature groups.
- ◆ Teacher should highlight vocabulary and pictures.
- ◆ The guided reading strategies will take at minimum per group two days at a 30 minute sitting.

Strategies and activities to use after reading:

- ◆ Use the visual vocabulary worksheet for each group then make a class visual dictionary. After all students have used the visual vocabulary page to make rough drafts of the drawing for their words then give students larger paper to make the visual dictionary.
- ◆ Share the book and review vocabulary as a whole class.

Name _____ Date _____

Visual Vocabulary

Visual Vocabulary

1

Word

Meaning

2

Word

Meaning

Word
Meaning

Word
Meaning

Mexico
Native People of Latin America
City of the Gods
By
Caroline Arnold

Estimated Timeline:

This book should take ten to twelve days to finish.

Criteria:

This book was chosen because it will work well for bilingual students because of the large explicit and detailed summaries of customs and culture and photographs used.

Objective:

This book will help to build background knowledge about the Aztecs and their customs for students.

Summary of the book:

The *City of the Gods*, is a non-fiction book that gives a summary of the life and times of the Aztec people. This book presents an overview of the culture, religion, and recreation. The author discusses Aztec occupations, entertainment, food, shelter and clothing.

Reading Strategies Used:

Guided Reading, Literature Groups, and Semantic Maps.

Vocabulary:

adobe	anthropology	archeology	artifact
Atetelco	Avenue of the dead	Aztec	brazier
Chalchuiutlicue	Citadel	copal	cuicuilco

Fat God	Glyph	God of Spring	great compound
Great Goddess	Huehuetectl	huipil	maguey
mahuatl	obsidian	old god	Olmec
pulque	Pyramid of the Moon	Pyramid of the Sun	
Pyramid of the feathered serpent		Quetzal	Storm God
Tenochtitlan	Teotihuacan	Tepantitla	Tlotoc
Toltec			

Strategies and activities to use during reading:

- ◆ Teacher reads aloud using the guided reading strategy in the small literature groups.
- ◆ Teacher should highlight vocabulary and pictures as you read.
- ◆ This will take at minimum per group two days at a 30 minute sitting.

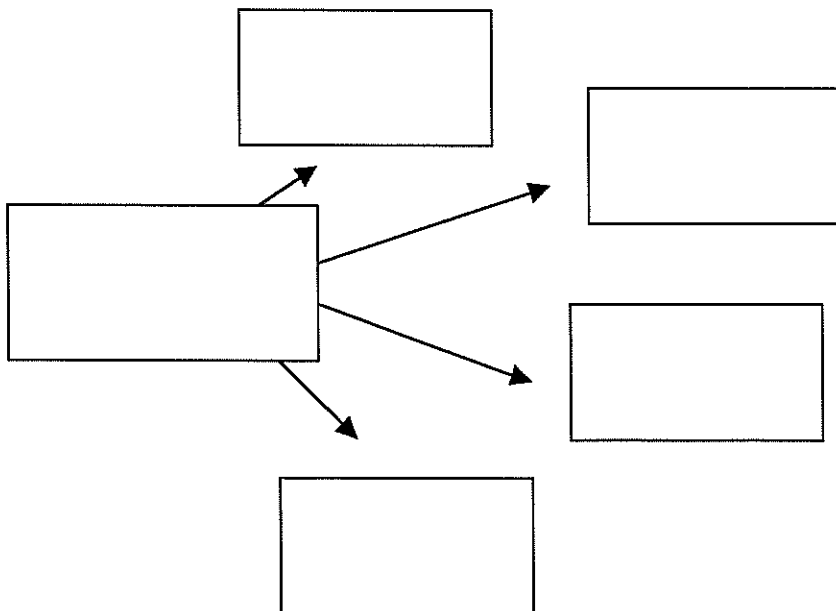
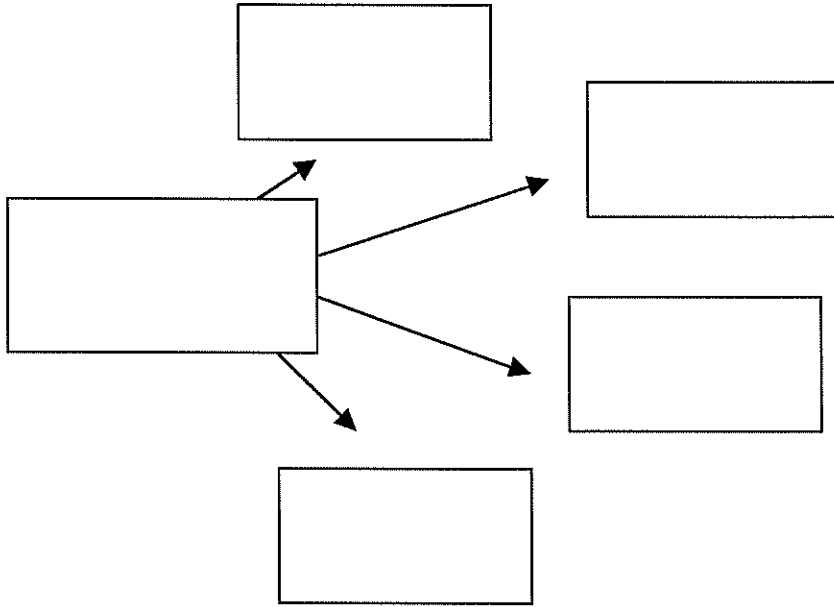
Strategies and activities to use after reading:

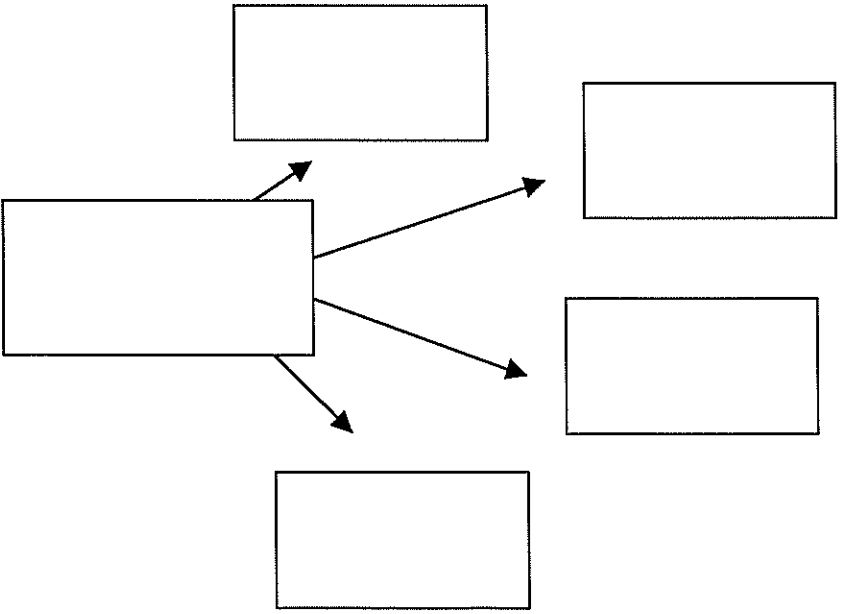
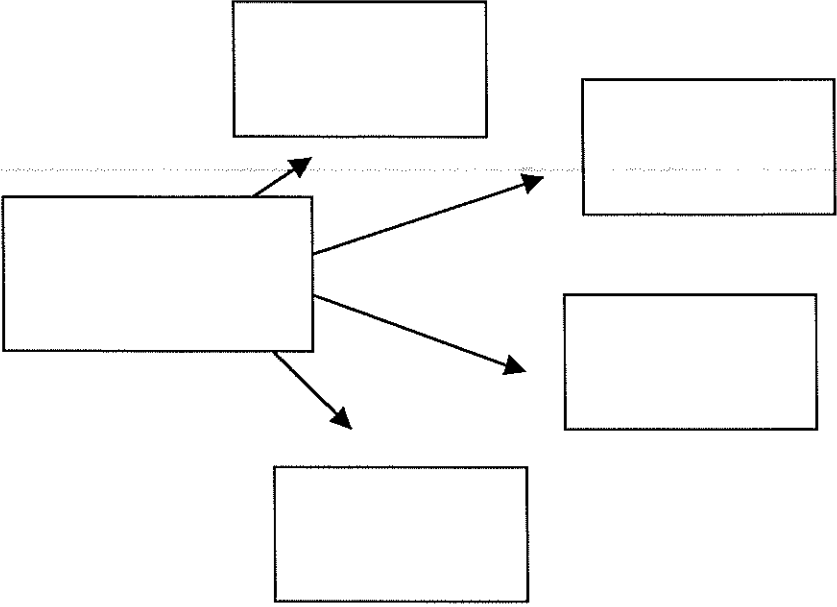
- ◆ Have each students do the worksheet-**Searching Through the Text**, In groups assign vocabulary to put on semantic maps to post in the room.

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Connecting Through the Text Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

8. I do not agree with _____

9. After finishing the book, I feel _____

Mexico
The First Explorer
The Road to El Dorado
By
Peter Larangis

Timeline:

This book will take about fifteen days. A calendar has been included as a suggested guide on page 158. All worksheets start on page 161.

Criteria:

This book was chosen because it relates to the topic covered in the textbook and will appeal and be familiar to most students because of the movie. This book is fun and easy to read it is written at a 5th to 6th grade reading level with some pictures.

Objective:

This novel will teach students about life of the early explorers. It was chosen because as the students are reading, the colorful writing of the text will help students to visualize the information. Thus, the students will be able to compare and contrast the facts of our social studies book with the novel.

Summary of the book:

The Road to El Dorado, is about Miguel and Tulio. The story starts in Spain where Miguel and Tulio win the map to El Dorado in a crooked craps game. They set sail to find El Dorado, the city of gold. After arriving to the city, they are mistaken as Gods and are welcomed with open arms. As the two are scheming on how they can get the gold and get back to Spain, a few unknown events happen that spin and turn the story upside down.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers: (visual vocabulary, Discussion guide, story maps, spiders maps, and questions and answers).

Vocabulary:

You may build vocabulary as the students read the novel. I like to use word studies where students choose unknown words. Here are some words I used in lessons on the sample calendar.

Day 2: El Dorado, conquer, destination, retorted, stooping.

Day 5: Altivo, monument, ancient, brilliance.

Strategies and activities to use during reading:

- ◆ Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- ◆ Look on the calendar.

Questions:

Day 2: What in chapters one and two relate to the textbook?

Day 3: Who is Hernan Cortes? Is he fictional?

Day 6: Where are Miguel and Tulio? Where is the village according to our textbook?

Day 10: Respond to this quote, page 80 "Miguel tumbled into Tulio, and both men fell to the field. They watched, holding their breaths. Around them all noise ceased." What game were they playing? What would you have done in their place?

Day 11: Do Tulio and Miguel agree on if they should be leaving to return to Spain?

Day 12: Respond to page 93 "Slowly the stone jaguar descended the stairs.
'Now,' Tzekal-Kan shouted, 'everyone will know the truth of your divinity!'"

Day 13: How do Miguel and Tulio escape? How is the story different than the legend. What historical figure shows up in the end?

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class Read the Prologue <ul style="list-style-type: none"> • With this novel go through textbook then the novel then watch the movie 	<ul style="list-style-type: none"> • Teacher reads Chapters 1 and 2 • Answer 1 question in the D.E. Journal • In groups work on visual vocabulary 	<ul style="list-style-type: none"> • Students read chapter 3 • In the D.E. Journal answer question on the board discuss in small groups and then as a whole group
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 4 • In the D.E. Journal have students find 3 quotes and respond • Discussion groups • Use Discussion Web on a topic of your choice 	<ul style="list-style-type: none"> • Teacher reads chapter 5 • In the D.E. Journal have students find their favorite part and summarize • Word Study-Visual Vocabulary • Discussion in small groups 	<ul style="list-style-type: none"> • Students read chapters 6. • Answer question on the board in the D.E. Journal • For chapters read so far do the discussion guide in Discussion groups

	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 7 • Word Hunt in the D.E. Journal list words and sentence it came from and the pg. # • Put vocabulary words on a semantic map 	<ul style="list-style-type: none"> • Students read chapter 8 • Discussion group on the scenes of the book, What are scenes? • Do a scene setting worksheet 	<ul style="list-style-type: none"> • Teacher reads chapter 9 • Story Map the story so far • Have discussion groups on the story maps page
	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> • Students read chapter 10 • Journal response to quote page 64 • Discussion groups on the quote • Make questions and answers worksheet for each other go over in class the next day 	<ul style="list-style-type: none"> • Teacher reads chapter 11 • Journal -answer to the question on the board • Discussion on response. • Discuss main and supporting characters. • Character web worksheet 	<ul style="list-style-type: none"> • Student's read chapter 12 • Journal response to quote page 94 • Whole class discussion on what has happened thus far

	Day 13	Day 15	Day 15
Lesson Activities	<ul style="list-style-type: none"> • Teachers read chapter 13 and 14 • In the D.E. Journal answer question on the board • Discussion groups use Discussion Web 	<ul style="list-style-type: none"> • Teachers read chapter 15. • Whole class discussion • Journal 1 page journal response to the epilogue on the board • Students made book report 	<p>WRAP UP</p> <ul style="list-style-type: none"> • In small Literature groups have students compare and contrast in a Venn diagram the textbook and the novel • Start Movie

Double Entry Journal

Name: _____ Date: _____

Book quotes and questions:

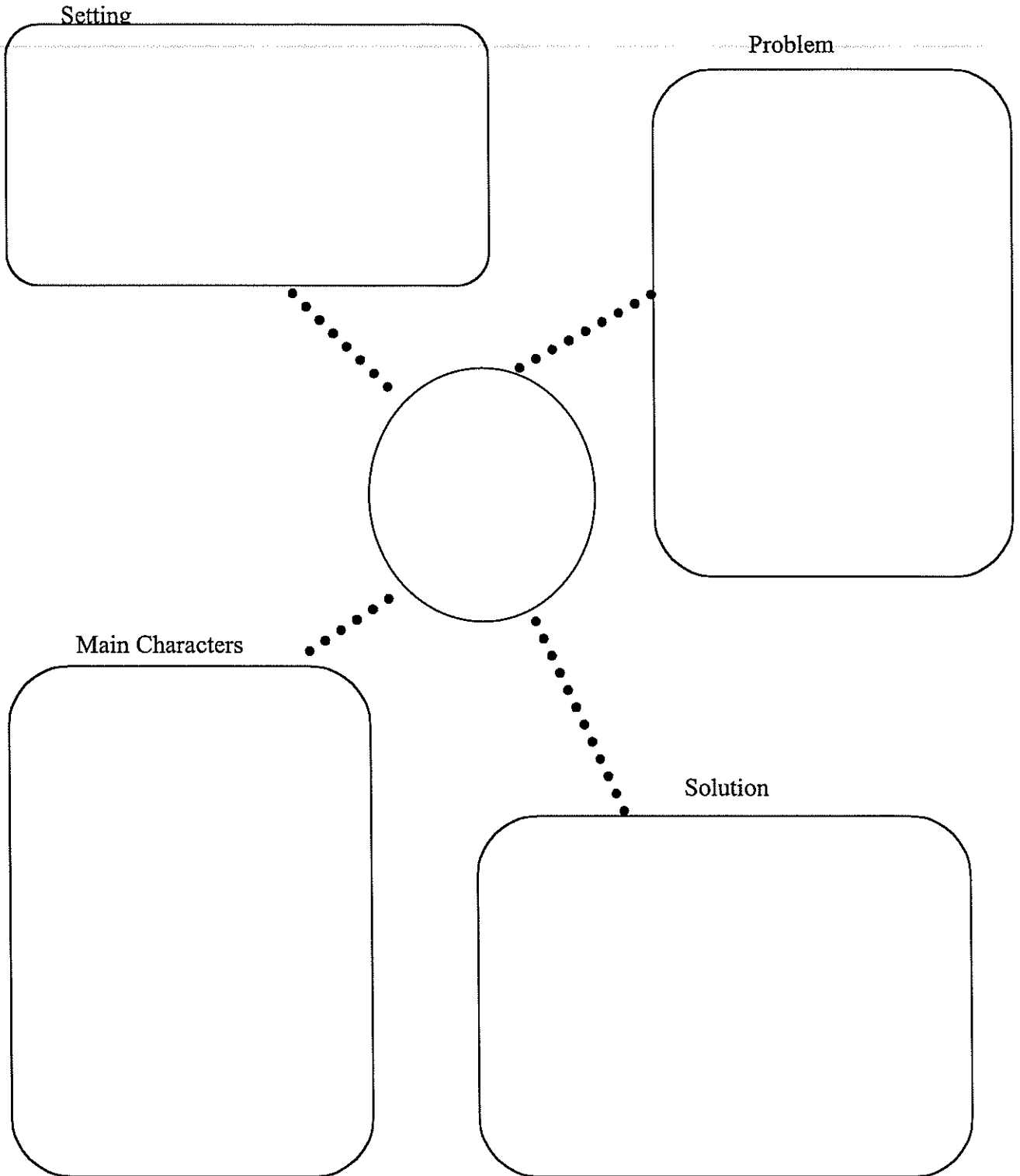
My Thoughts:

Word
Meaning

Word
Meaning

Name _____ Date _____

STORY MAP



Conquering Through the Text Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

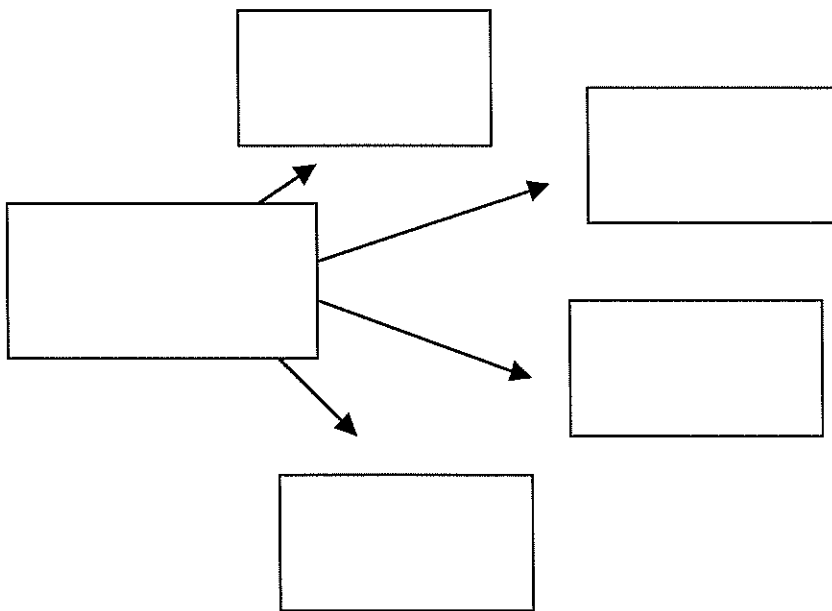
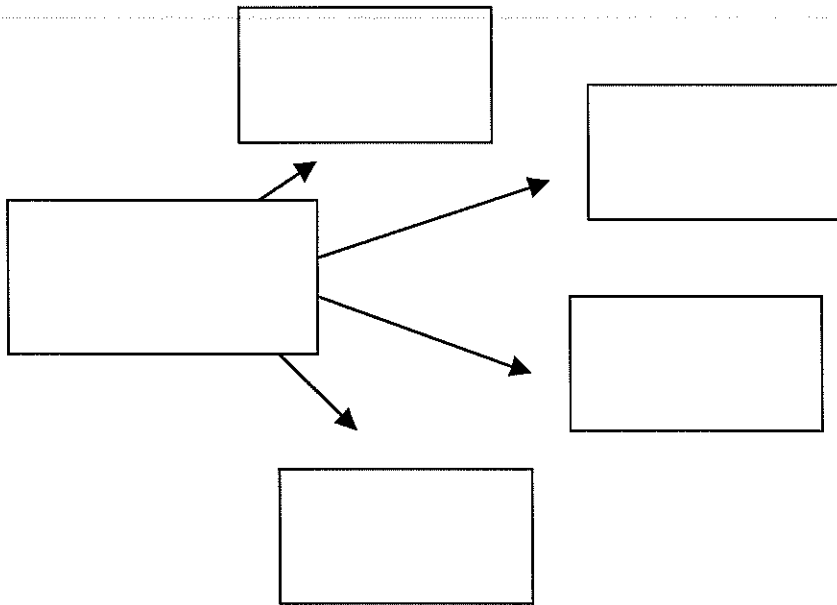
8. I do not agree with _____

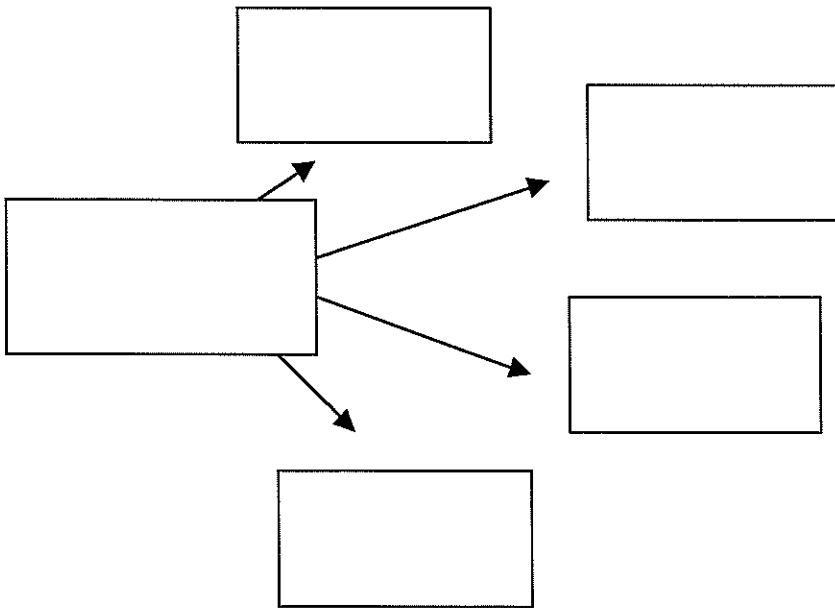
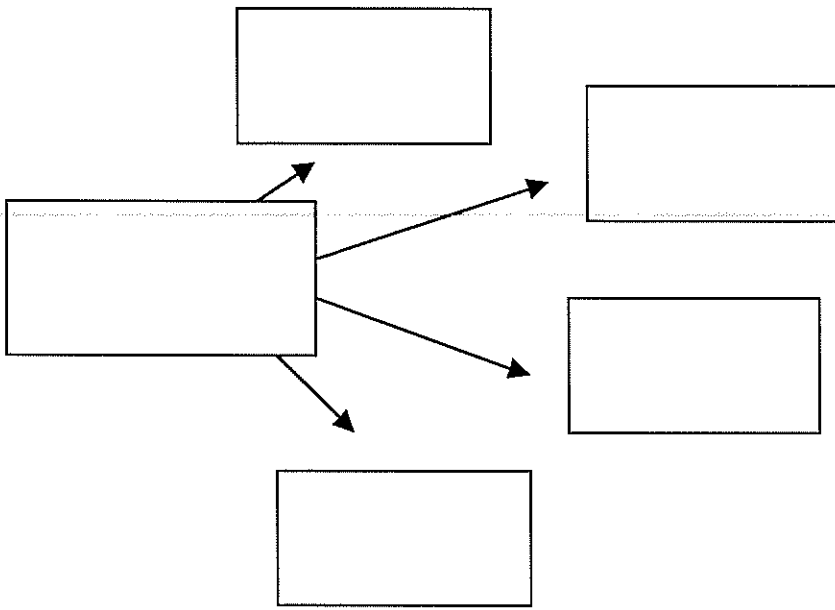
9. After finishing the book, I feel _____

Name _____ Date _____

Semantic Maps

Fill in the Semantic maps with the vocabulary words.





Name _____ Date _____

DISCUSSION GUIDE

Comments:		Comments:
	<p>Plot:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	
	<p>Events in the story:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	
Yes		No
	<p>Conclusion:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

Character Analysis

Main and Supporting Characters

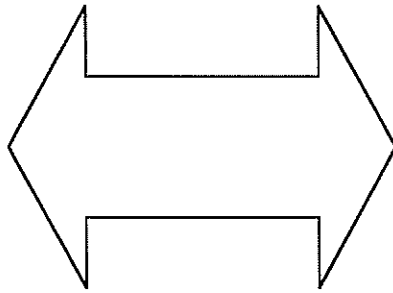
Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

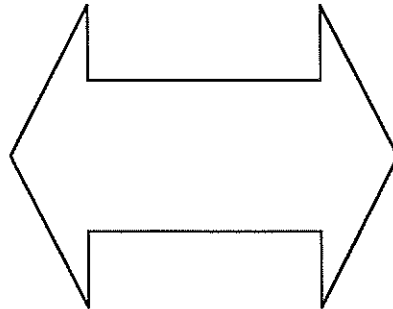
Describe the main character

Why is he/she important?



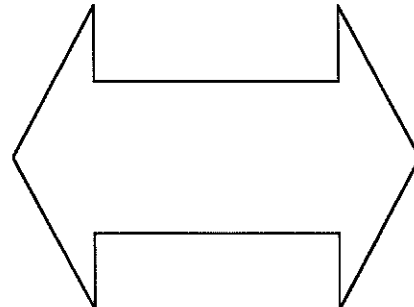
supporting character

Why is he/she important?



supporting character

Why is he/she important?



Scene Setting

In every story, there is a scene. A scene is where the story or event in the story is taking place. The author decides where a scene or sets of scenes will take place. As events in the story change, the scene can change.

Title of the book _____

Author _____ Chapter # or name _____

In your groups list 1 to 4 scenes in your book, then describe how the scene changes from one to another.

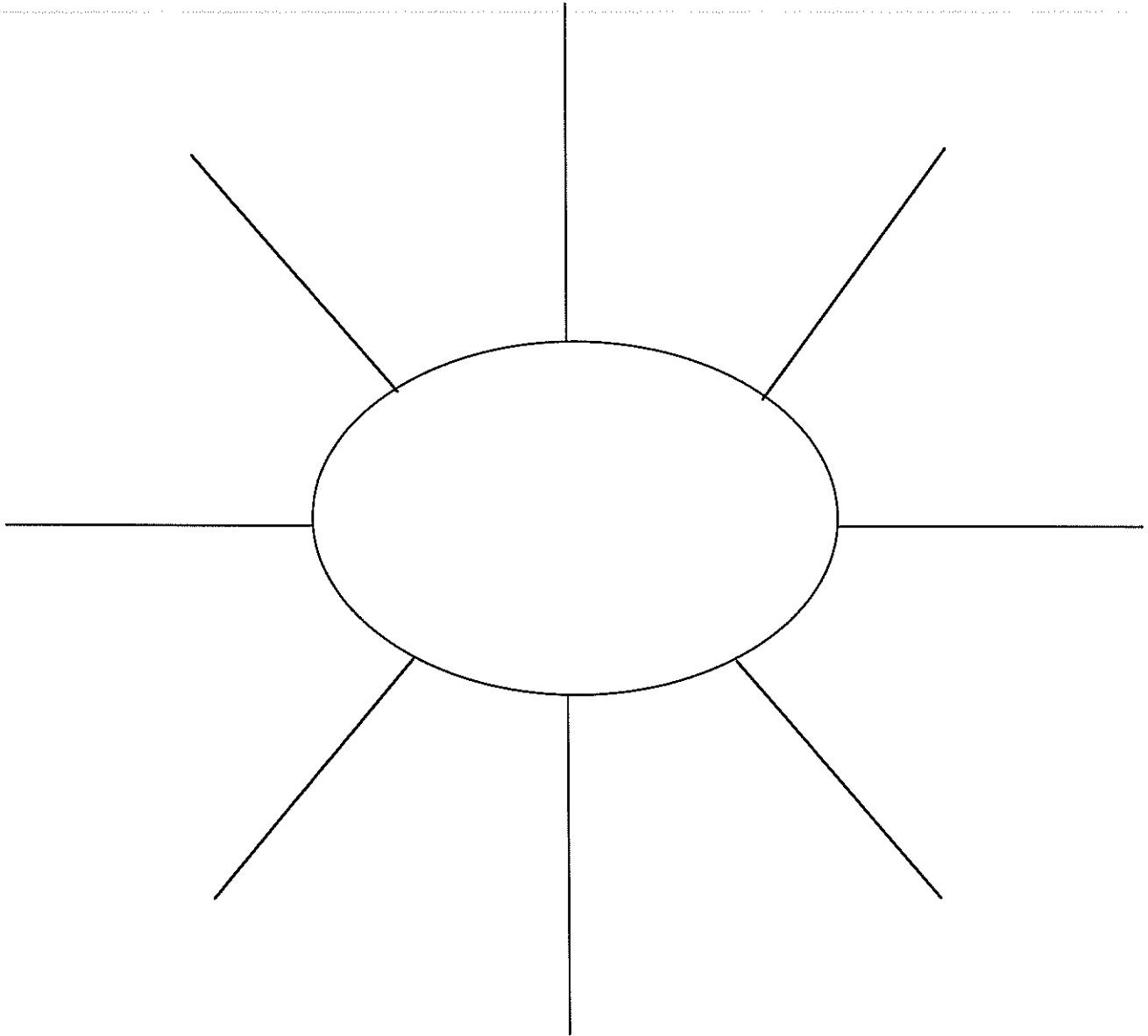
*Remember if there is more than one scene in a book, you have to discuss it.

Scene	Scene Change

Character Trait Web

Group Name _____ Date _____

Directions: Put the name of the character in the bubble. Then add adjectives at each spoke to describe the character. Be able to justify the character traits if asked.



Book Name _____

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer. Check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Mexico
The First Explorer
If you were there in 1492
By
Barbara Brenner

Estimated Timeline:

This book should take about five to six days to teach.

Criteria:

This book was chosen because it will work well for bilingual students. The large print, visual cues, and photographs used will aid in understanding and comprehension.

Objective:

This book will help to build background knowledge about the people and explores of Spain and their customs for students.

Summary of the book:

If you were there in 1492, is a non-fiction book that gives a nice summary of the life and times of the people who lived in Spain and Portugal when Columbus lived. This book presents an overview of the culture, religion, and recreation of the people. The author discusses the life occupations, entertainment, food, shelter and clothing, along with the royalty and monarchy that existed.

Reading Strategies Used:

Shared Reading, Literature Groups, Semantic Maps, and Journaling.

Vocabulary:

There are a variety of words that might be unknown. I would teach this book in small sections and choose vocabulary as you go or have students do a vocabulary hunt of words they do not know.

Strategies and activities to use during reading:

- ❖ This book will take about five days to read.
- ❖ Teacher reads aloud to the group.

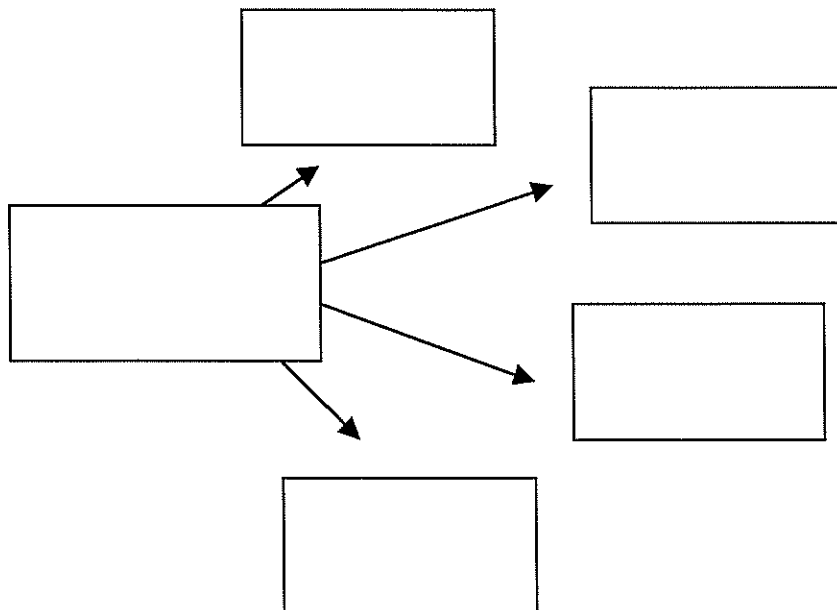
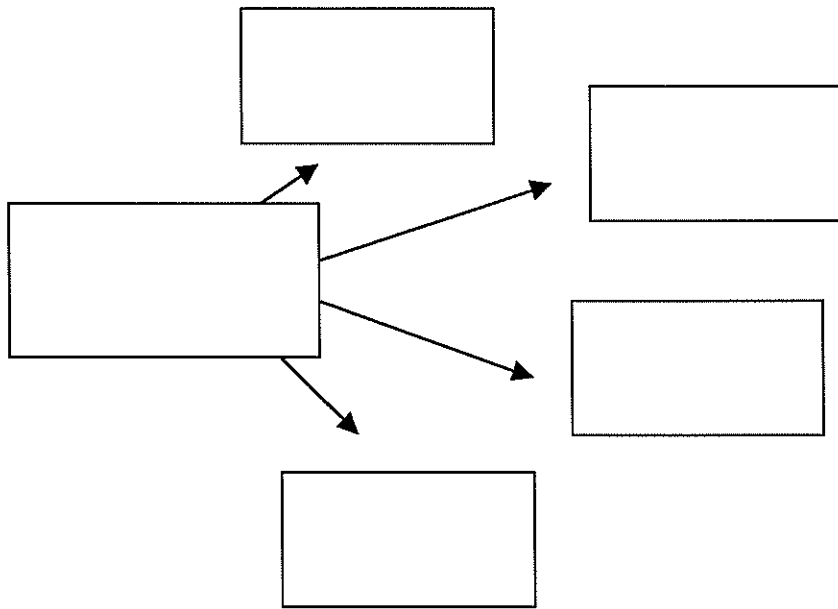
Strategies and activities to use after reading:

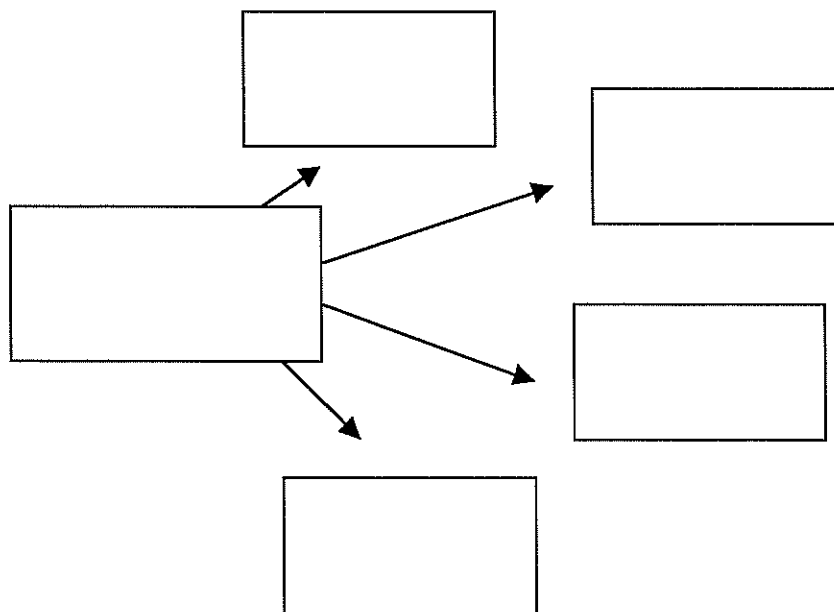
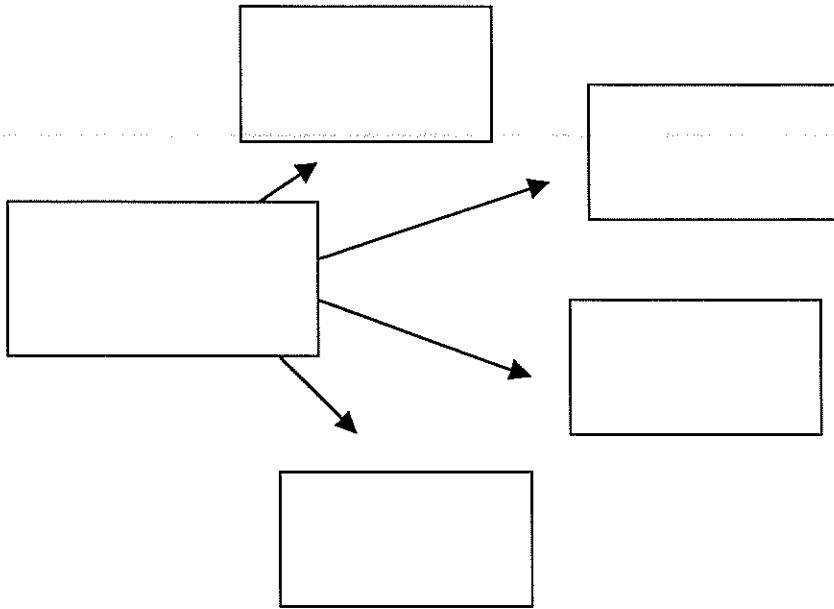
- ❖ Each day after the teacher reads, students will write in their journal in response to the information.
- ❖ Teachers should read journals each day and respond to the students.
- ❖ At the very end have students do vocabulary word hunts and put words on large semantic maps.

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Mexico
The First Explorer
I, Columbus My Journal
Edited By
Peter and Connie Roop

Estimated Timeline:

This book should only take one to two days to teach.

Criteria:

This book was chosen for its unusual format, picture cues and readability. This is an interesting true account of Columbus. The book gives insights of the travelers' feelings, first sighting, and fears. This book will add and enlighten the course study.

Objective:

This book will help to build background knowledge about Columbus and his first exploration.

Summary of the book:

I, Columbus my journal, is a non-fiction book. This is the journal of Christopher Columbus. This log was given to Queen Isabelle and King Ferdinand in April of 1493. This book is the representation of the original log from his first expedition. This is an interesting book that will intrigue . . .

Reading Strategies Used:

Shared Reading, Literature Groups, and Double Entry Journal.

Questions:

1. If you were Columbus, would you have wanted to make this trip?
2. After the first month was over would you have turned around?
3. What would you have done when you arrived on the island?
4. Would you have treated the native people the way Columbus did? Yes/No?
5. How would you have communicated with the people.

Strategies and activities to use during reading:

- ❖ This book will take about five days to read.
- ❖ Teacher reads aloud to the group.

Strategies and activities to use after reading:

- ❖ Each day after the teacher reads, students will write in their journal in response to the information.
- ❖ Teachers should read journals each day and respond to the students.
- ❖ Students will also have to answer one question along with their response.

Double Entry Journal

Name: _____ Date: _____

Book Quotes and Questions:

My Thoughts:

Mexico
The First Explorer
Pedro's Journal
By
Barbara Brenner

Timeline:

..... This book will take about six days. All worksheets start on page 184. A
calendar is included as a suggested guide on page 183.

Criteria:

This book was chosen because of the age of the protagonist. This book is fun and easy to read. It is written at a fourth grade reading level with some pictures. Middle school students will like it because of the closeness to the protagonist they have and the fun adventure.

Objective:

The students will be able to relate to the character and by doing so build background of the explorers and what it would be like to be on a ship.

Summary of the book:

Pedro's Journal, is about Pedro and his journey to a new land with Columbus. Pedro de Sacedo was chosen to travel with Columbus as a ship's boy. The trip on the Santa Maria would bring excitement and danger. Pedro was chosen because of his ability to read and write so that he would capture the adventures of the trip within the pages of with journal.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers.

Vocabulary:

Here are some words I used in lessons on the sample calendar.

sullenly howled amidst billowing fathoms
helmsmen

Strategies and activities to use during reading:

- ❖ Literature groups will be used along with other strategies listed on the calendar at the end of the guide.
- ❖ In this book, we will continue our journal writing.

Strategies and activities to use after reading:

- ❖ Look on the calendar page 183.

Questions:

Day 2: If you were Pedro would you have went on the Journey?

Day 3: How would you feel if you were Columbus and your crew wanted to give up and then one of you crews and ships abandoned the mission?

Day 5: When Pedro arrives home do you think he will ever go on an expedition again? Prediction?

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class • Students will read entries everyday. 	<ul style="list-style-type: none"> • Read August 3 through Sept. 30 • Answer 1 question in the D.E. Journal • In groups work on visual vocabulary 	<ul style="list-style-type: none"> • Students read October 5 through Nov. 25 • In the D.E. Journal answer question on the board discuss in small groups and then as a whole group
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Students read chapter . Dec. 3 through Jan. 8th • Journal entry response to the book • Story map in Literature circle groups. 	<ul style="list-style-type: none"> • Students read Jan. 9th to the end. • Journal question-Searching through the text. • Discussion in small groups 	<p style="text-align: center;">Wrap Up</p> <ul style="list-style-type: none"> • Class discussion on the Journal writing for the last three books. • Create their own book report

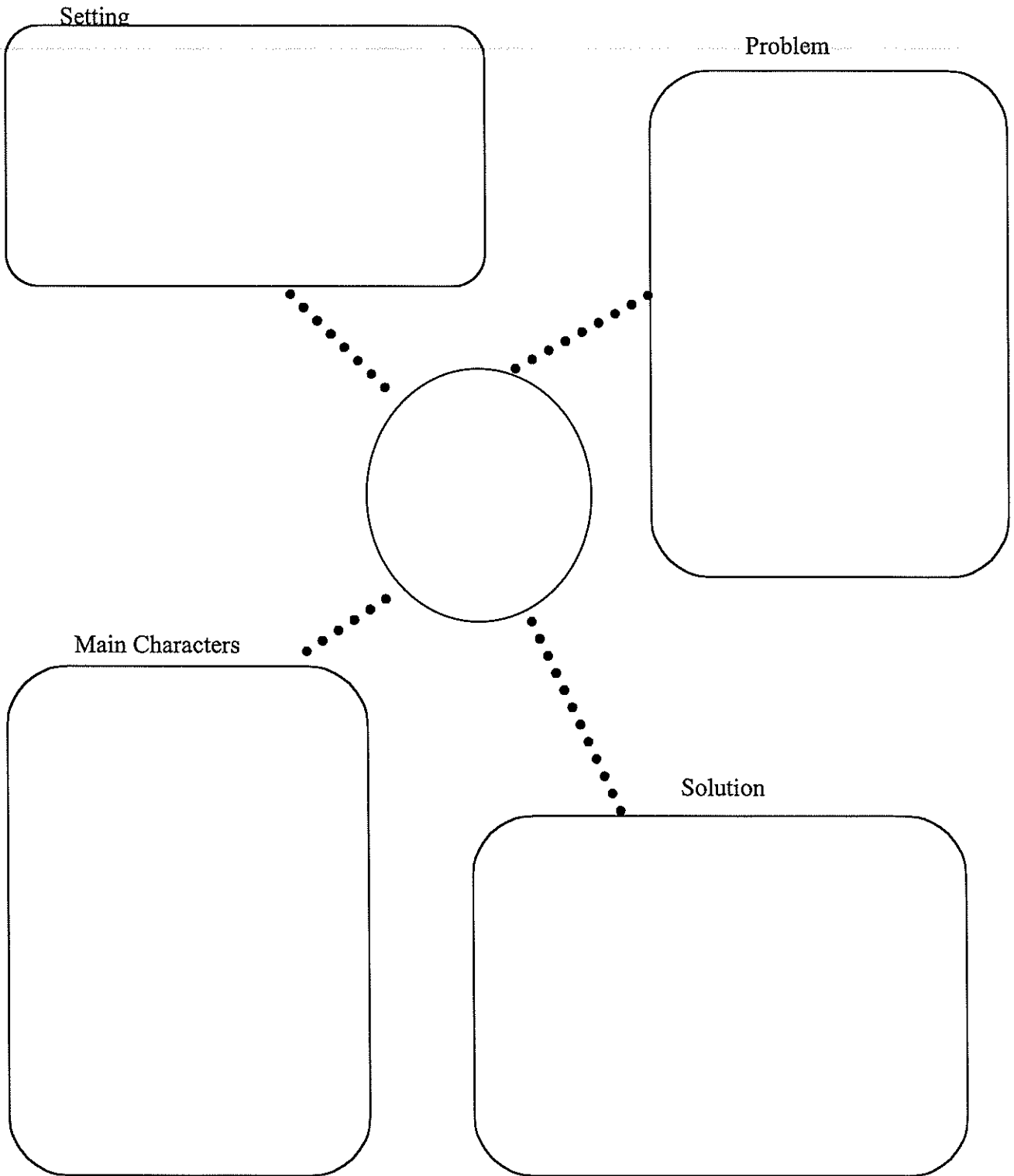
Double Entry Journal

Name: _____ Date: _____

Book quotes and questions:	My Thoughts:
----------------------------	--------------

Name _____ Date _____

STORY MAP



Connecting Through the Text Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

8. I do not agree with _____

9. After finishing the book, I feel _____

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer. Check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Mexico
War and Peace
American Sisters Down the Rio Grande 1829
By
Laurie Lawlor

Timeline:

This book will take about fifteen days. A calendar has been included as a suggested guide on page 192. All worksheets start on page 195.

Criteria:

This book was chosen because it is at a fifth grade reading level that is challenging but not totally unattainable. The characters are young and will appeal to the middle school audience. This book is also a compelling adventure. Through the story of these two young girls readers get the description and picture of what life was like in Rio Bravo in 1829.

Objective:

This novel will teach students about life of the early days of Mexico and the wars Mexico has endured.

Summary of the book:

American Sisters Down the Rio Grande 1829, is an historical fiction book. The story takes place in the remote town of Guerrero in Rio Bravo. In the aftermath of the Mexican war of independence from Spain, gripped by drought and depression two step sisters dream of a better life. In an attempt to flee an arranged marriage, the older sister Rosita who is just 16 runs away but Maria is not long behind her. The two girls enter into a thrilling adventure and find out who they really are.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers: (visual vocabulary, Discussion guide, story maps, spiders maps, and questions and answers).

Vocabulary:

You may build vocabulary as the students read the novel. I like to use word studies where students choose unknown words.

Day 2:

howled staggered embroidered boastful

Strategies and activities to use during reading:

- ❖ Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- ❖ Look on the calendar, page 200.

Questions:

Day 2: What is going to happen to Rosita? Would you have married the man?

Day 3: Who is Captain Austin? How do you think he will affect the story?

Day 6: Was the man convinced Marie was a boy? What happened to her?

Day 10: Journal Response to quote on page 115. "A shot rang out just as Apollo pulled himself exhausted and sweating on to the boat. Rosita and Maria dove for cover behind the barrel of molasses."

Day 11: Will the crew be able to get the fire out? What will happen next predict?

Day 12: Journal Response to quote page 149. "*Ill and dearly dying*. Rosita shuddered to think such terrible news might be true." What is Rosita thinking about explain?

Day 13: Will Rosita find Maria? Is it ending how you thought it would?

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class Read Introduction Today	<ul style="list-style-type: none"> • Teacher reads Chapters 1 and 2 • Answer 1 question in the Double Entry Journal • In groups work on visual vocabulary 	<ul style="list-style-type: none"> • Students read chapter 3 • In the Double Entry Journal answer question on the board discuss in small groups and then as a whole group
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 4 • In the Double Entry Journal have students find 3 quotes and respond • Discussion groups • Use Discussion Web on a topic of your choice 	<ul style="list-style-type: none"> • Teacher reads chapter 5 • In the Double Entry Journal have students find their favorite part and summarize • Word Study-Visual Vocabulary • Discussion in small groups 	<ul style="list-style-type: none"> • Students read chapters 6 • Answer question on the board in the Double Entry Journal • For chapters read so far do the discussion guide in Discussion groups

	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 7 • Word Hunt in the Double Entry Journal list words and sentence it came from and the pg. #. • Put vocabulary words on a semantic map. 	<ul style="list-style-type: none"> • Students read chapter 8 • Discussion group on the scenes of the book, What are scenes? • Do a scene setting worksheet. 	<ul style="list-style-type: none"> • Teacher reads chapter 9 • Story Map the story so far • Have discussion groups on the story maps page
	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> • Students read chapter 10 • Journal response to quote page 115. • Discussion groups on the quote. • Make questions and answers worksheet for each other go over in class the next day 	<ul style="list-style-type: none"> • Teacher reads chapter 11. • Journal -answer to the question on the board. • Discussion on response. • Discuss main and supporting characters. • Character web worksheet. 	<ul style="list-style-type: none"> • Student's read chapter 12 • Journal response to quote page 149. • Whole class discussion on what has happened thus far.

	Day 13	Day 14	Day 15
Lesson Activities	<ul style="list-style-type: none"> • Teacher reads chapter 13 and 14. • In the Double Entry Journal answer question on the board. • Discussion groups use Discussion Web 	<ul style="list-style-type: none"> • Teacher reads chapter 15. • Whole class discussion. • Journal 1 page journal response to the epilogue on the board. • Students made book report. 	<p style="text-align: center;">WRAP UP</p> <ul style="list-style-type: none"> • In small Literature groups discuss the story compared to the dates and facts in the book • Make a time line

Double Entry Journal

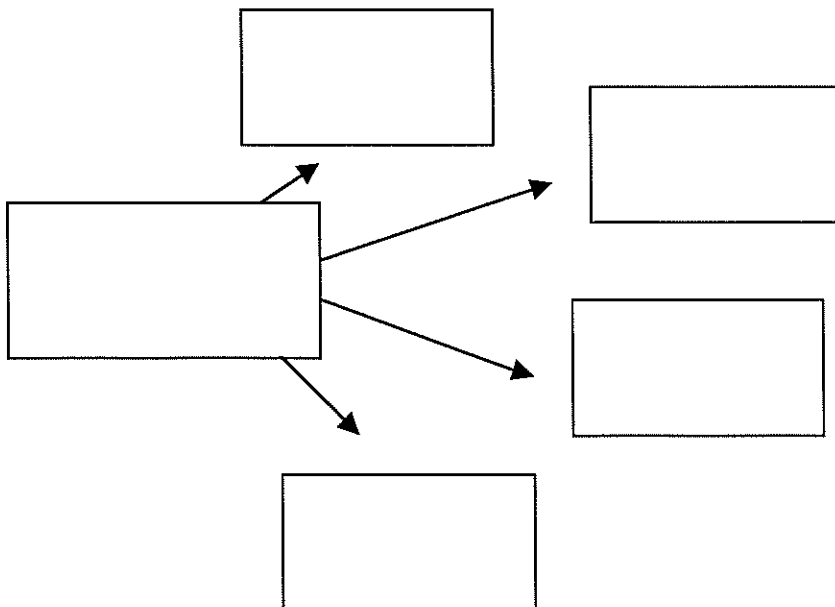
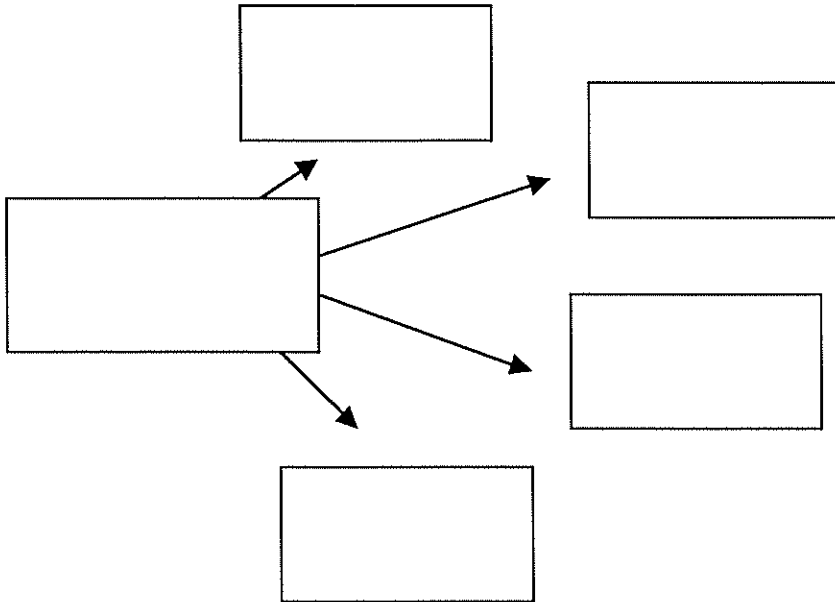
Name: _____ Date: _____

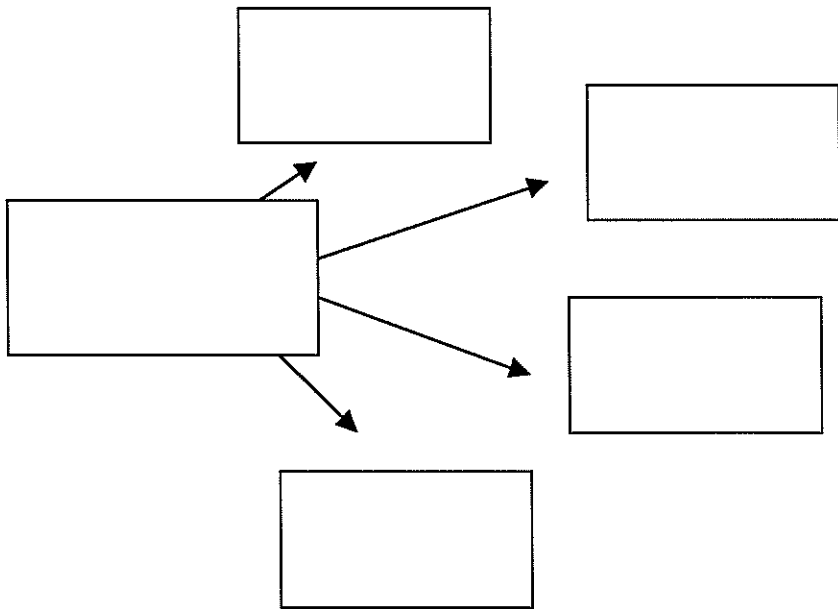
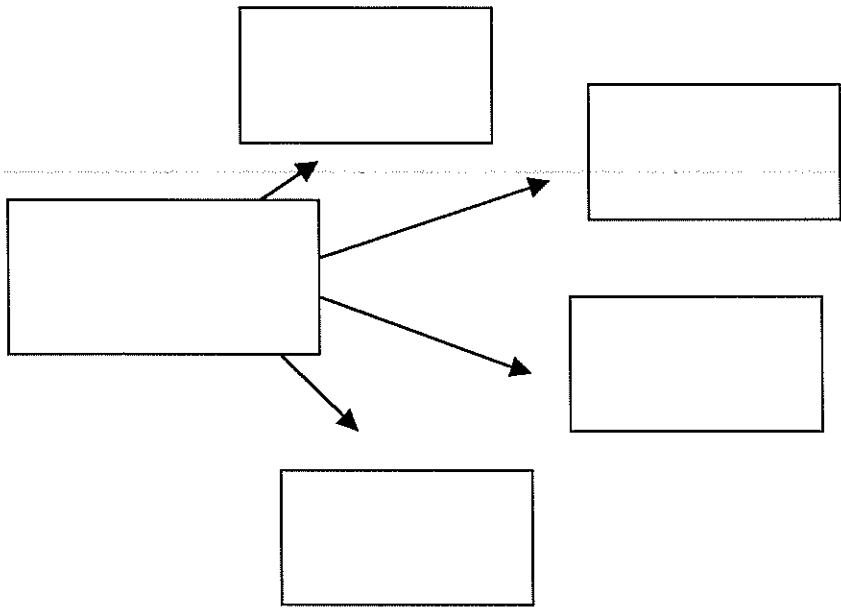
Book quotes and questions.	My Thoughts:
----------------------------	--------------

Name _____ Date _____

Semantic Maps

Fill in the Semantic maps with the vocabulary words.





Name _____ Date _____

DISCUSSION GUIDE

Comments:	Plot:	Comments:
	Events in the story:	
	Conclusion:	

Yes

No

Name _____ Date _____

Visual Vocabulary

Visual Vocabulary

1
Word
Meaning

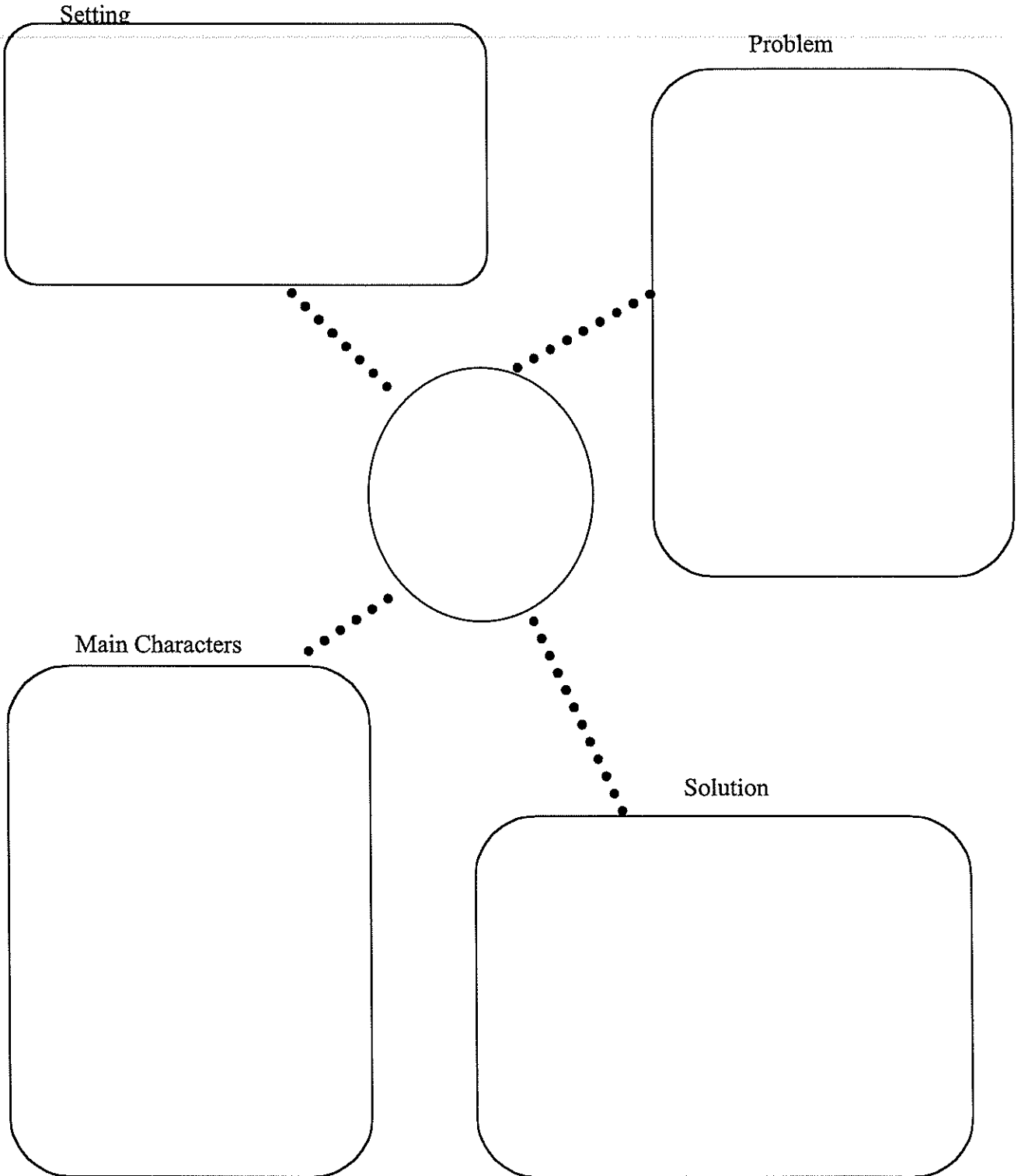
2
Word
Meaning

Word
Meaning

Word
Meaning

Name _____ Date _____

STORY MAP



Characters

Main and Supporting Characters

Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

Describe the main character

Why is he/she important?

supporting character

Why is he/she important?

supporting character

Why is he/she important?

Questions and Answers!

Name of the Creator _____

Name of the student _____

Book Title _____

1.	True	False
2.	True	False
3.	True	False
4.	True	False
5.	True	False
6.	True	False
7.	True	False
8.	True	False
9.	True	False
10.	True	False
11.	True	False
12.	True	False

Scene Setting

In every story, there is a scene. A scene is where the story or event in the story is taking place. The author decides where a scene or sets of scenes will take place. As events in the story change, the scene can change.

Title of the book _____
 Author _____ Chapter # or name _____

In your groups list 1 to 4 scenes in your book, then describe how the scene changes from one to another.

*Remember if there is more than one scene in a book, you have to discuss it.

Scene	Scene Change

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer. Check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



**Mexico
War and Peace
The Mexican War, 1846-1848
By
Susan E. Harberle**

Estimated Timeline:

..... This book should take about two to three days to teach.

Criteria:

I chose *The Mexican War 1846-1848*, to give students an insight into that time period and the ramification on all sides of the war was. This book has amazing photos and maps that students will enjoy.

Objective:

This book will help to build background knowledge about the Mexican War. The book gives faces and personalities to the people we only read facts about in the textbook.

Summary of the book:

The Mexican War 1846-1848, will give readers a first hand look at the fierce battles, fascinating people, and places in the time of the war. This is a descriptive and detailed account of what happen in the war.

Reading Strategies Used:

Shared Reading, Literature Groups, and Semantic Maps.

Vocabulary:

Have students choose one word in the glossary and put it into a semantic map and then share with the class.

Strategies and activities to use during reading:

- Literature groups will be used, have students read the book together looking at pictures and events.
 - Have students make a time line and post around the room.
-

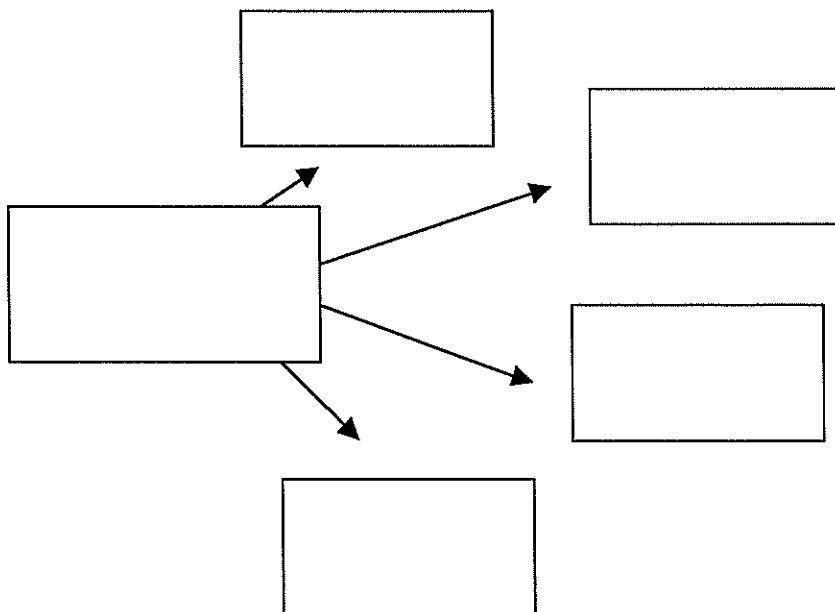
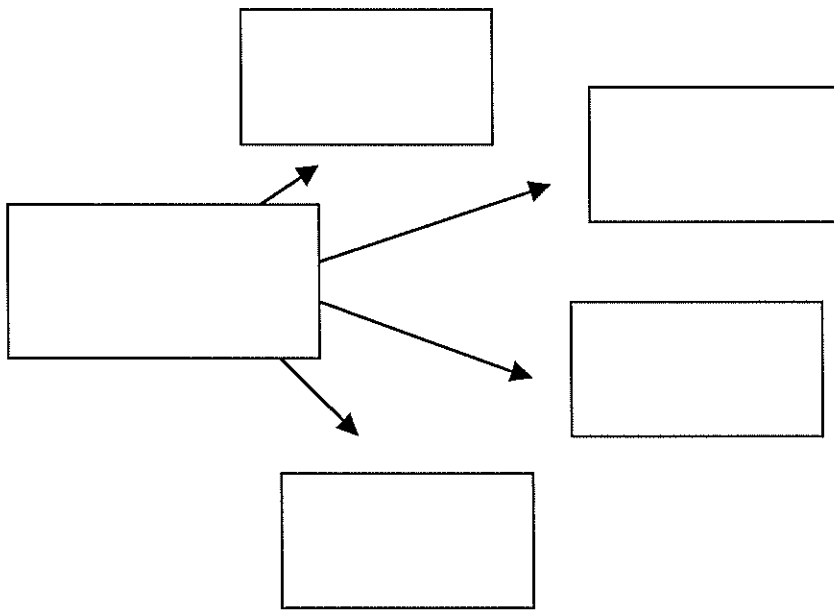
Strategies and activities to use after reading:

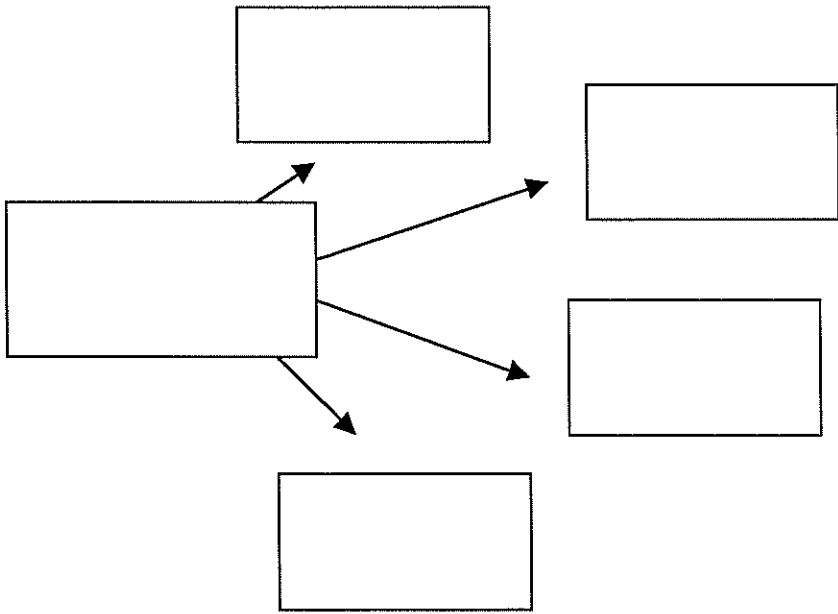
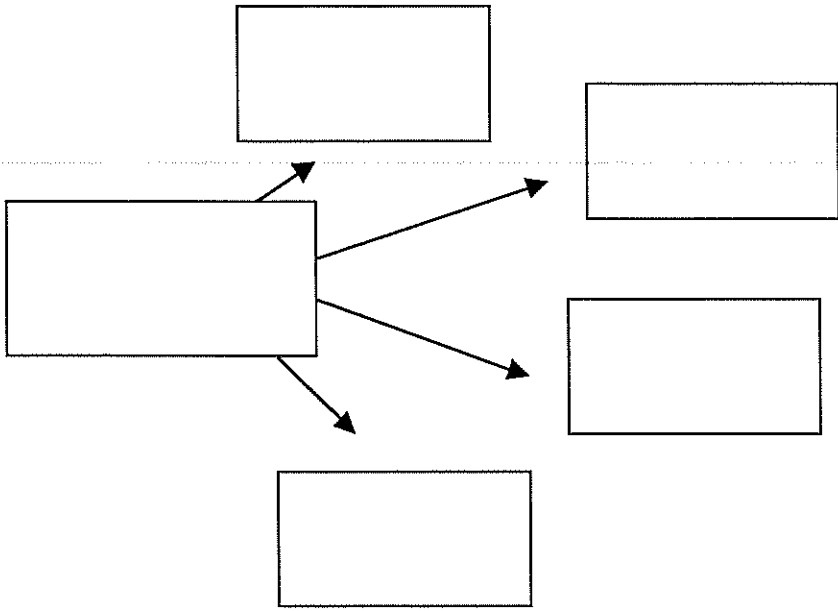
- Have students choose one word in the glossary and put it into a semantic map and then share with the class.
- Wrap up with a discussion and a Venn Diagram on the white board.
- Compare the book and your textbook.

Name _____ Date _____

Semantic Maps

Fill in the semantic maps with the vocabulary words.





Esperanza Rising
By
Pam Munoz Ryan

Timeline:

This book will take about 15 days. A suggested calendar has been included on page 215. All worksheets start on page 218.

Criteria:

This book was chosen because it is at a fourth grade reading level that is challenging but not totally unattainable. The characters are young and will appeal to the middle school audience. This book is a sad and happy adventure. The story is based on the life of the authors grandmother or abuelita. This fictional, but very real to life account of Esperanza in the 1930's will teach students about past struggles and lend an eye to future struggles.

Objective:

This will be a fun story for students to read. The students will be able to relate to the character and by doing so build background on the early immigration from Mexico to The United States and the hardships the people faced.

Summary of the book:

Esperanza Rising, is an historical fiction book. Starting in Mexico, Esperanza was living a peaceful life with her family. When tragedy strikes, Esperanza and her Mama have to flee to California. In California, they settle into a camp for Mexican farm workers in the midst of the depression. Esperanza who is not ready for any of this has to find a way to rise above her challenges.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers.

Vocabulary:

Will be found by students.

Strategies and activities to use during reading:

- Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- Look on the calendar on page 215.

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class <p>Read and discuss Mexican Proverb</p>	<ul style="list-style-type: none"> • Teacher reads pages 1-22 • Discuss our culture and discuss where each student comes from • Do family interviews 	<ul style="list-style-type: none"> • Teacher reads pages 23-38 • In the D.E. Journal write a story about one of your relatives
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Teacher reads pages 39-57 • In the D.E. Journal have students find 3 quotes and respond • Discussion groups • Use Discussion Web on a topic of your choice 	<ul style="list-style-type: none"> • Teacher reads pages 58-80. • In the D.E. Journal have students find their favorite part and summarize • Discussion in small groups 	<ul style="list-style-type: none"> • Teachers read pages 81-99 • Discuss scenes and do the scene setting worksheet

D.E.= Double Entry

	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> • Teachers read pages 100-120 • Word Hunt in the D.E. Journal list words and sentence it came from and the pg. # • Put vocabulary words on a semantic map 	<ul style="list-style-type: none"> • Teachers read pages 121-138 • Do your family tree • Discuss in groups the story • Teachers walk around and pose questions 	<ul style="list-style-type: none"> • Teachers read pages 139-157 • Story Map the story so far • Have discussion groups on the story maps page
	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> • Teachers read pages 158-178 • Do a character trait web on Esperanza • Discuss her significance in the story 	<ul style="list-style-type: none"> • Teachers read pages 179-198 • Discussion on these pages • Discuss main and supporting characters • Character web worksheet 	<ul style="list-style-type: none"> • Teachers read pages 199-214 • Do the worksheet searching through the text • Whole class discussion on what has happened thus far

	Day 13	Day 14	Day 15
Lesson Activities	<ul style="list-style-type: none"> Teachers read pages 214-233 Discuss in groups with the discussion guide worksheet 	<ul style="list-style-type: none"> Teachers read pages 235-260 Whole class discussion Journal 1 page journal response to the epilogue on the board Students made book report 	<p>WRAP UP</p> <p>Have students share the family trees and discuss and share family stories</p>

Double Entry Journal

Name: _____ Date: _____

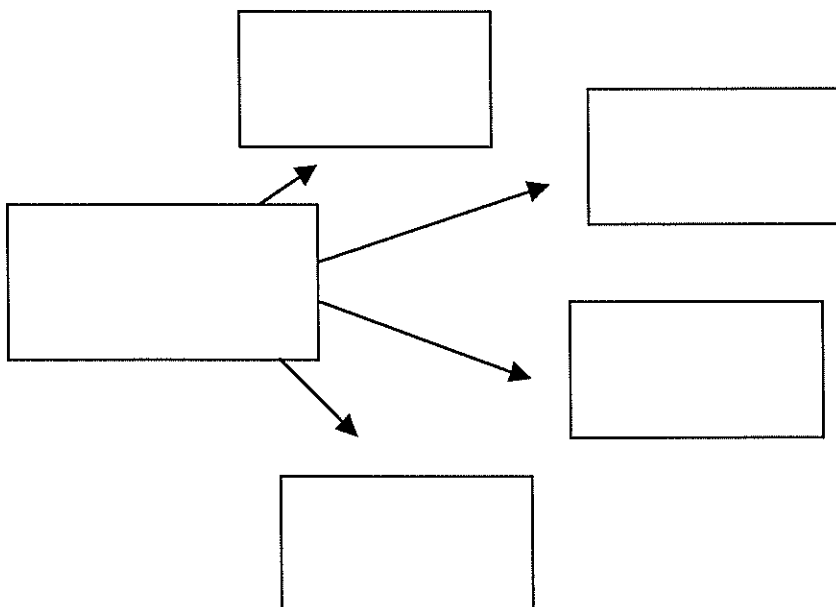
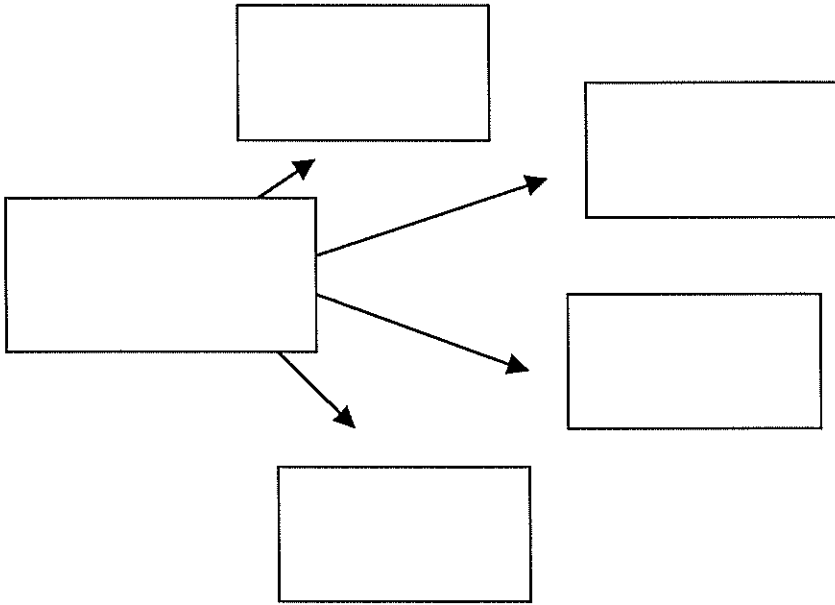
Book quotes and questions.

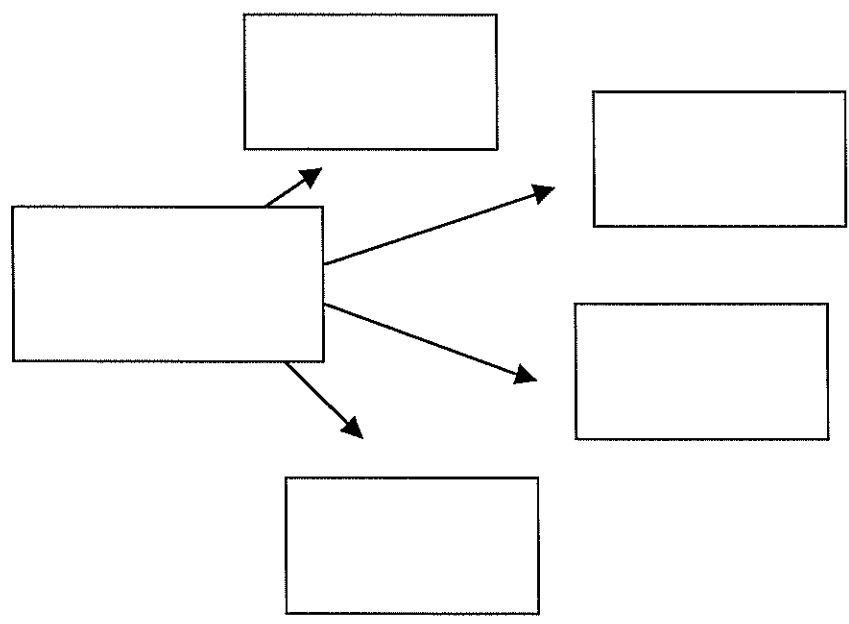
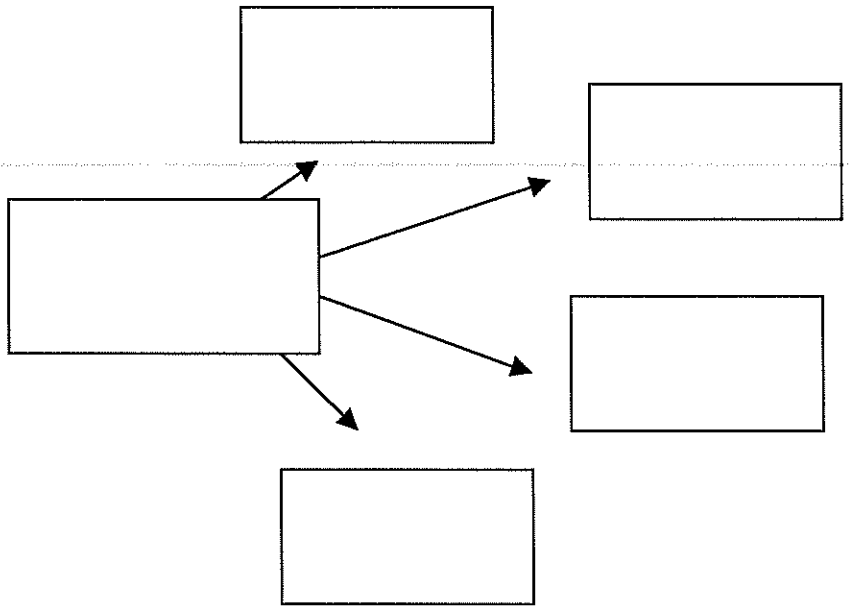
My Thoughts:

Name _____ Date _____

Semantic Maps

Fill in the Semantic maps with the vocabulary words.





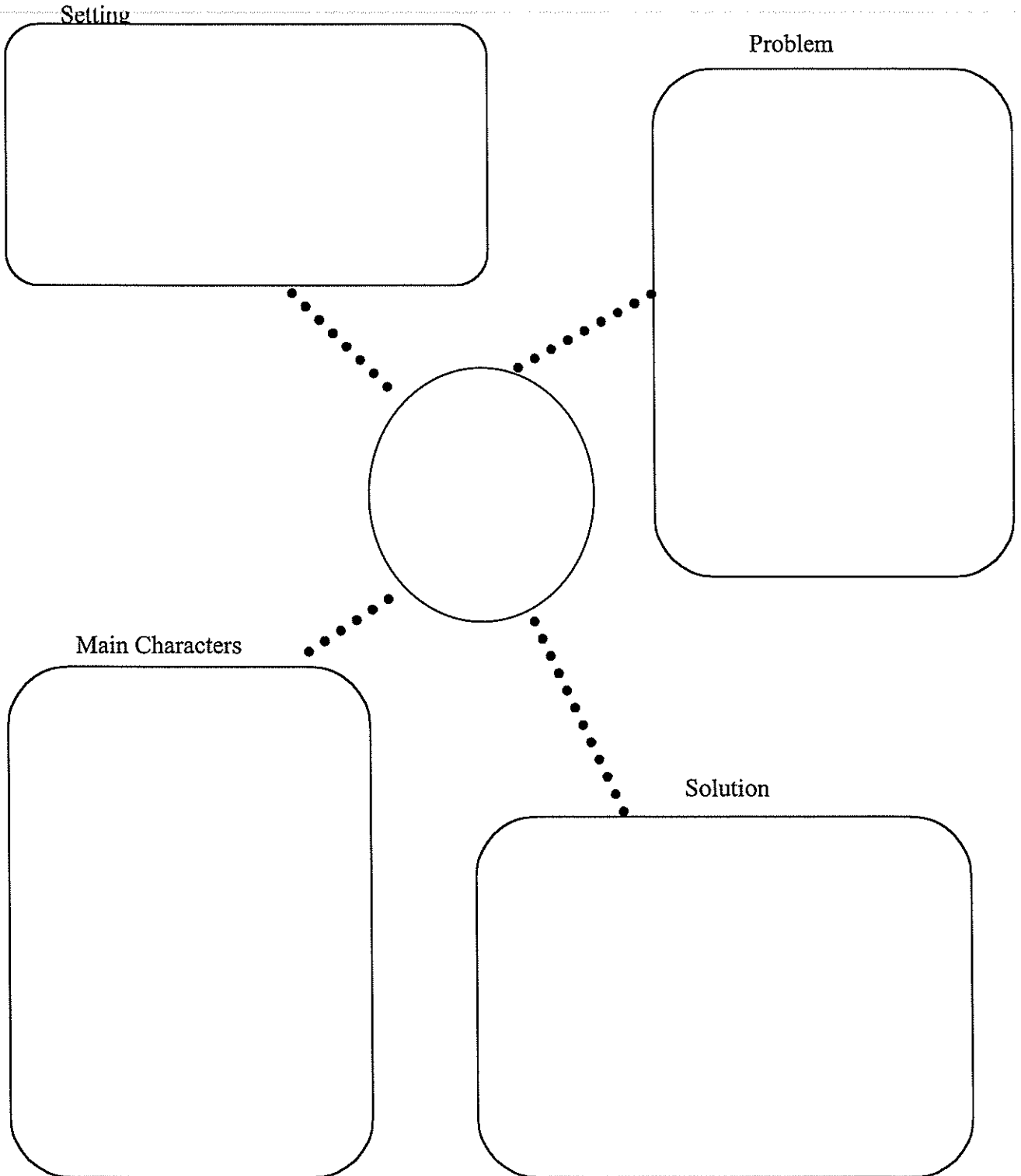
Name _____ Date _____

DISCUSSION GUIDE

Comments:	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px;">Plot:</div> <div style="border: 1px solid black; width: 80%; margin: 10px auto; padding: 5px;">Events in the story:</div>	Comments:
	<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px;">Conclusion:</div>	
Yes		No

Name _____ Date _____

STORY MAP



Character Analysis

Main and Supporting Characters

Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

Describe the main character

Why is he/she important?

supporting character

Why is he/she important?

supporting character

Why is he/she important?

Scene Setting

In every story, there is a scene. A scene is where the story or event in the story is happening. The author decides where a scene or sets of scenes will take place. As events in the story change, the scene can change.

Title of the book _____
 Author _____ Chapter if one? _____

In your groups list 1 to 4 scenes in your book, then describe how the scene changes from one to another.

*Remember if there is more than one scene in a book, you have to discuss it.

Scene	Scene Change

Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

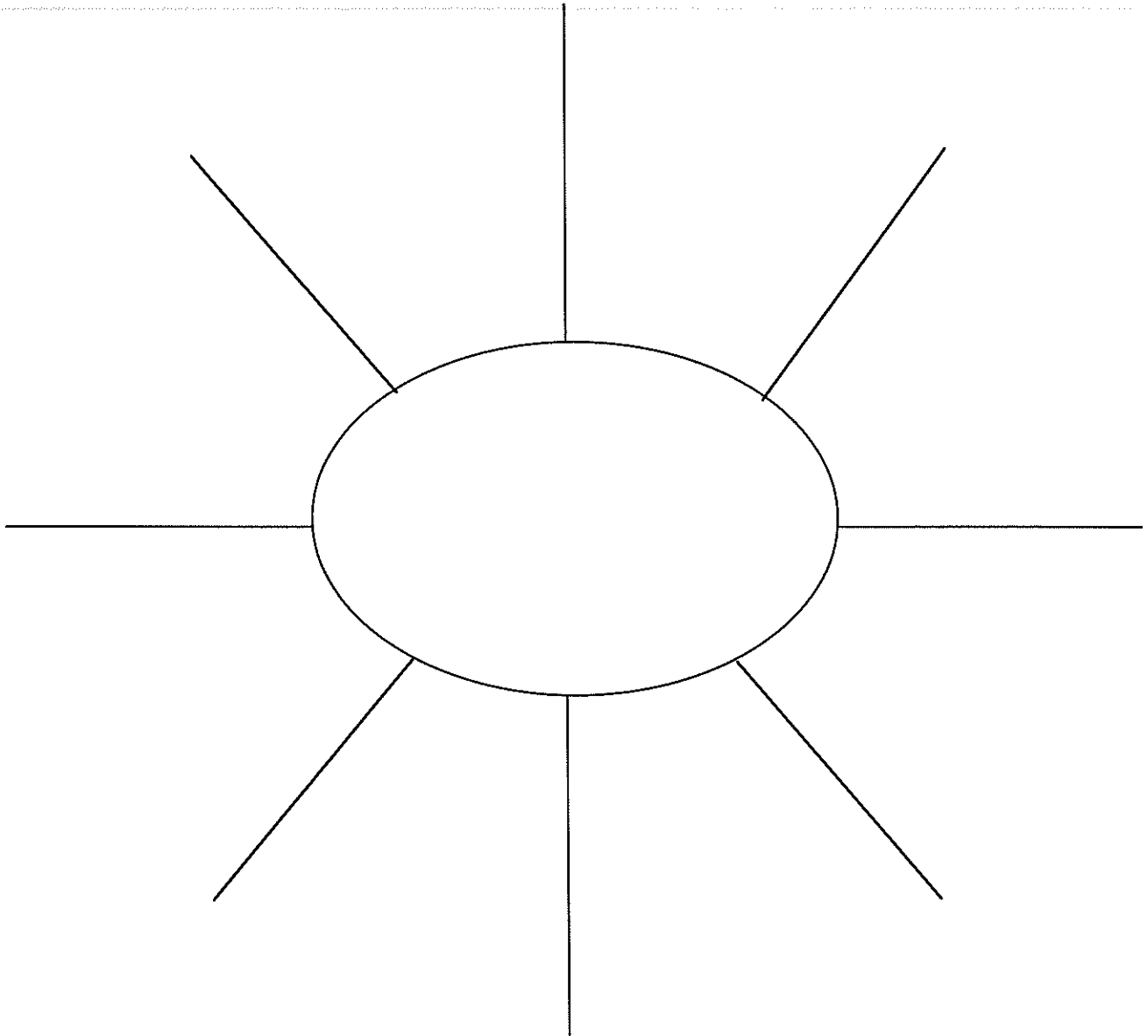
8. I do not agree with _____

9. After finishing the book, I feel _____

Character Trait Web

Group Name _____ Date _____

Directions: Put the name of the character in the bubble. Then add adjectives at each spoke to describe the character. Be able to justify the character traits if asked.



Book Name _____

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer, check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your group's opinions about the book.



Mexico
Modern Canada
Guide To Mexico
By
Brian Williams

Estimated Timeline:

This book should take about two to three days to teach.

Criteria:

Guide to Mexico was chosen because of the simple text and large photographs.

Objective:

This book will help to build background knowledge about modern Mexico.

Summary of the book:

Guide to Mexico, welcomes students to Mexico. They journey through Mexico, the world's largest Spanish speaking country. They look at the towns, cities, waterways, and people. Students get to see the ruins and history as well as the modern culture.

Reading Strategies Used:

Guided Reading, Literature Groups, Spider Maps, and Double Entry Journals.

Vocabulary:

Vocabulary will be chosen at small group time with the teacher.

Strategies and activities to use during reading:

- I would use guided reading in a small reading group.
- I would take each literature grouped individually.
- Guide students through text and use the reciprocal teaching method along with the guided reading method.

- Go through and have to students write down words that they do not understand as you read the text and they follow along.

Strategies and activities to use after reading:

- As you start with another reading group, have the student go through their Double Entry Journal find the unknown words and do a spider map with them.
- Let the students work on the map in-groups.

Double Entry Journal

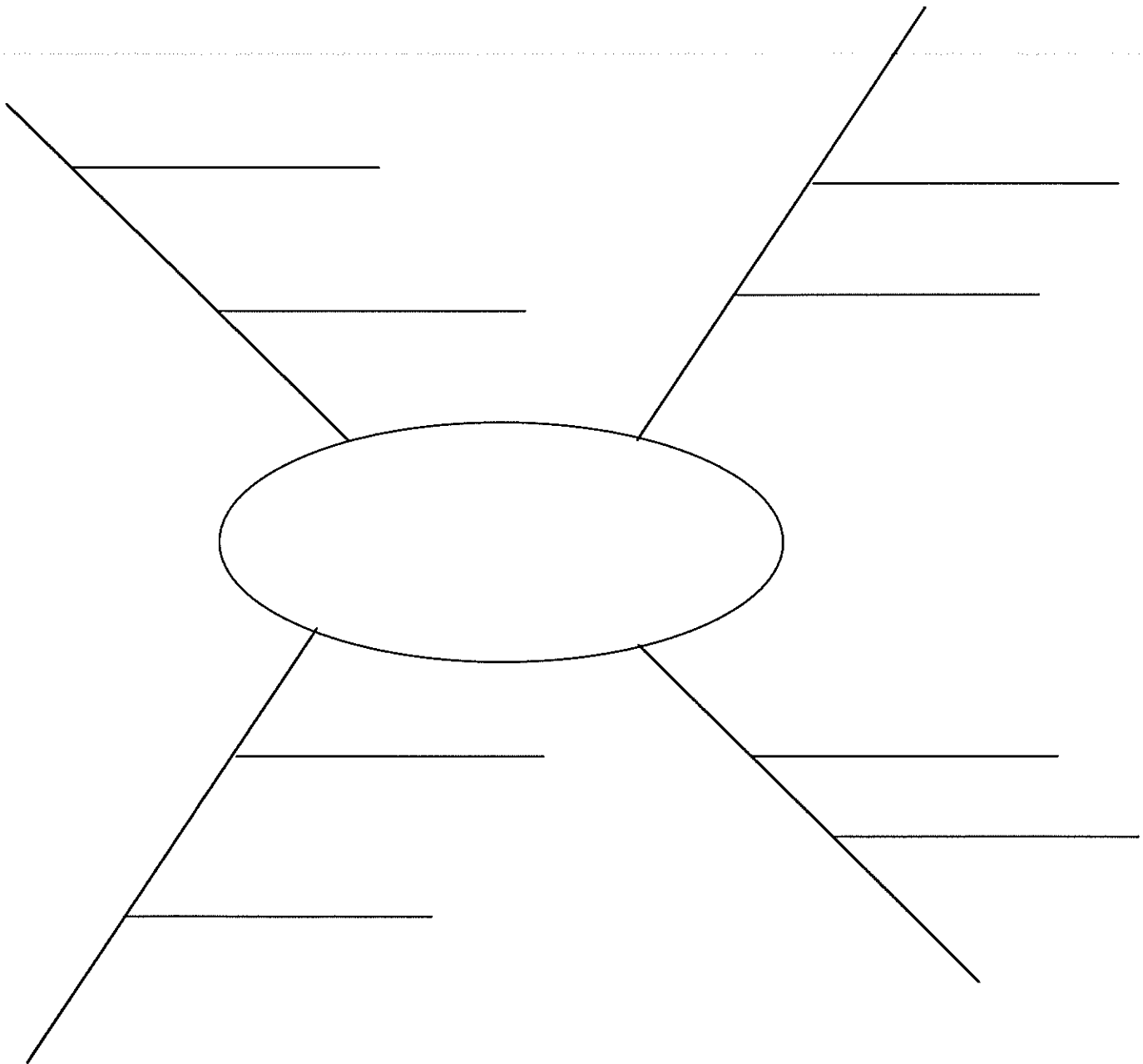
232

Name: _____ Date: _____

Book Quotes and Questions.	My Thoughts:

Name _____ Date _____

Spider Map



Mexico
Modern Mexico
Journey of the Sparrows
By
Fran Leeper Buss

Timeline:

This book will take about 15 days. A suggested calendar is provided on page 235. Also all worksheets start on page 238.

Criteria:

This book was chosen for the realistic people, story, and places. Many Hispanic bilingual students will be able to relate to this book and the characters.

Objective:

This will be a fun story for students to read. The students will be able to relate to the character and by doing so build background of the immigration to the United States today.

Summary of the book:

Journey of the Sparrows, will bring readers on journey with Marie and her sister and brother. Nailed into a crate in the back of a truck they journey from El Salvador to Chicago. Readers get to know Maria and her friends and family as they struggle to survive in the U.S. scared and alone go on their journey through life.

Reading Strategies Used:

Literature Circles, Double Entry Journals, Reciprocal Teaching, Discussion Groups/Webs, Shared Reading, Guided Reading, Semantic Maps, and Graphic Organizers.

Vocabulary:

Will be found by students.

Strategies and activities to use during reading:

- Literature groups will be used along with other strategies listed on the calendar at the end of the guide.

Strategies and activities to use after reading:

- Look on the calendar. Page 240.

	Day 1	Day 2	Day 3
Lesson activities	<ul style="list-style-type: none"> • Preview cover picture • Relate to the textbook • Discuss what we know as a class 	<ul style="list-style-type: none"> • Teachers read chapters 1 and 2 • Discuss immigration and what the process is like. Have students write a response in their journals 	<ul style="list-style-type: none"> • Students read chapter 3 • In the D.E. Journal write a story about one of your relatives or a story they have heard about immigration
	Day 4	Day 5	Day 6
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 4 • In the D.E. Journal have students find 3 quotes and respond • Discussion groups • Use Discussion Web on a topic of your choice 	<ul style="list-style-type: none"> • Students read chapter 5 • In the D.E. Journal have students find their favorite part and summarize • Discussion in small groups 	<ul style="list-style-type: none"> • Students read chapter 6 • Discuss scenes and do the scene setting worksheet

D.E. = Double Entry

	Day 7	Day 8	Day 9
Lesson activities	<ul style="list-style-type: none"> • Students read chapter 7 • Word Hunt in the D.E. Journal list words and sentence it came from and the pg. # • Put vocabulary words on a semantic map 	<ul style="list-style-type: none"> • Students read chapter 8 • Discuss the chapter use web to find eight points of concern in the chapter 	<ul style="list-style-type: none"> • Students read chapter 9 • Story Map the story so far • Have discussion groups on the story maps page
	Day 10	Day 11	Day 12
Lesson Activities	<ul style="list-style-type: none"> • Students read chapter 10 • Do a character trait web on Maria • Discuss her significance in the story 	<ul style="list-style-type: none"> • Students read chapter 11 • Discussion on this chapter • Discuss main and supporting characters • Character web worksheet 	<ul style="list-style-type: none"> • Students read chapter 12 • Do the worksheet searching through the text • Whole class discussion on what has happened thus far

	Day 13	Day 14	Day 15
Lesson Activities	<ul style="list-style-type: none"> • Teachers read chapters 13 and 14 • Discuss in groups with the discussion guide workshee. 	<ul style="list-style-type: none"> • Teachers read chapter 15 and 16 • Whole class discussion • Journal 1 page journal response to the epilogue on the board • Student made book report 	

Double Entry Journal

Name: _____ Date: _____

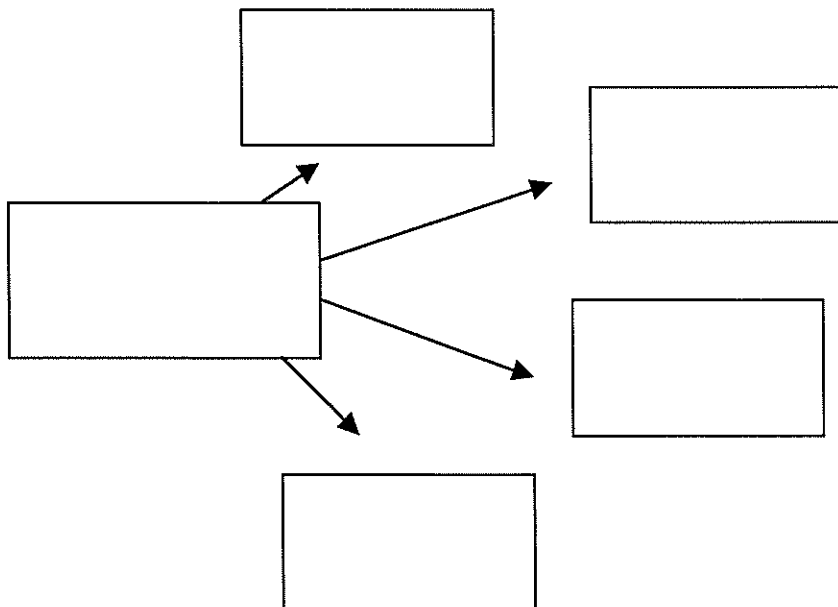
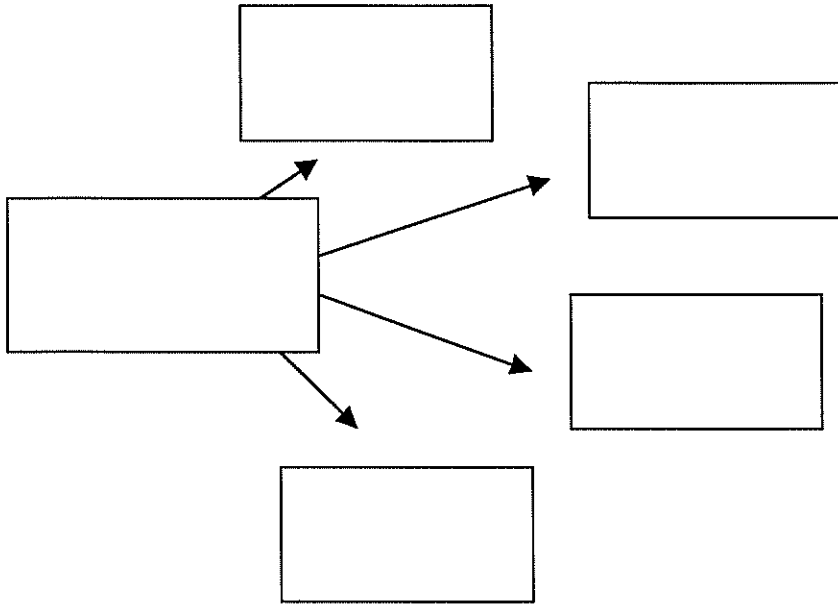
Book quotes and questions.

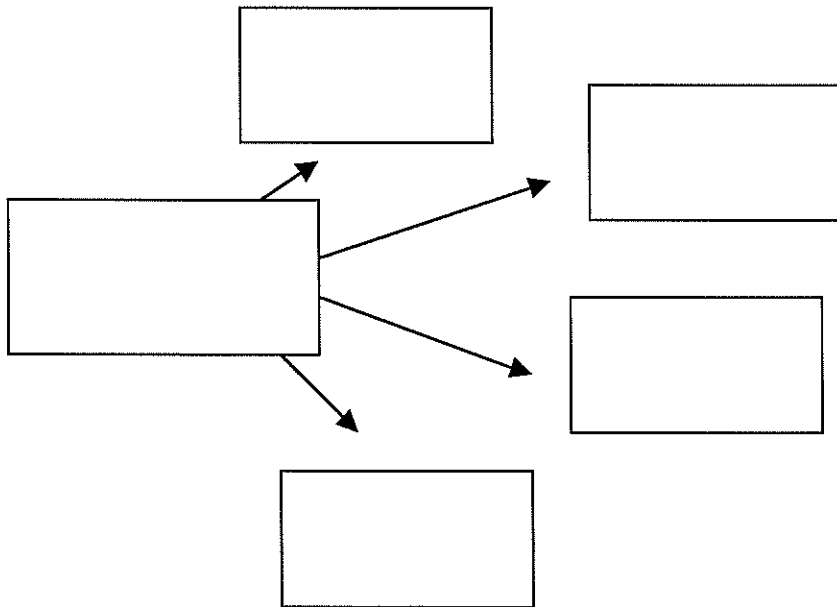
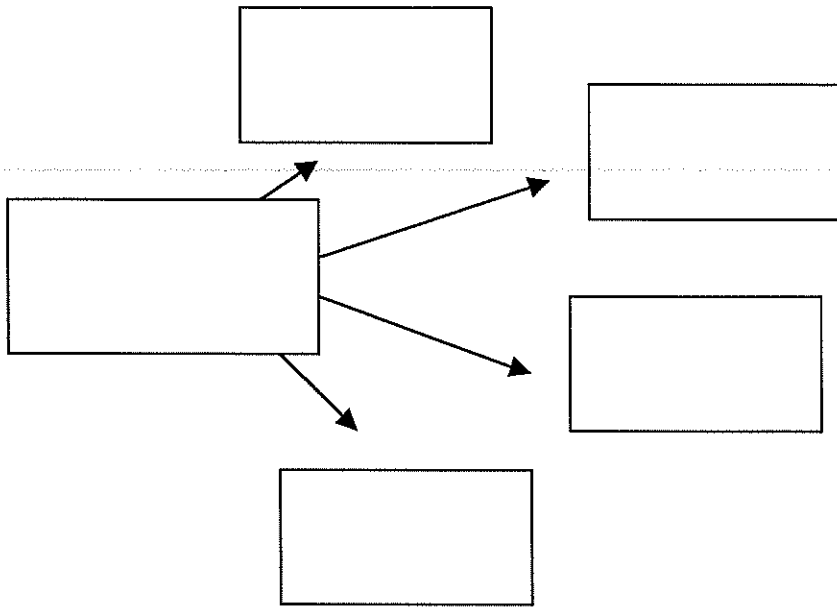
My Thoughts:

Name _____ Date _____

Semantic Maps

Fill in the Semantic maps with the vocabulary words.





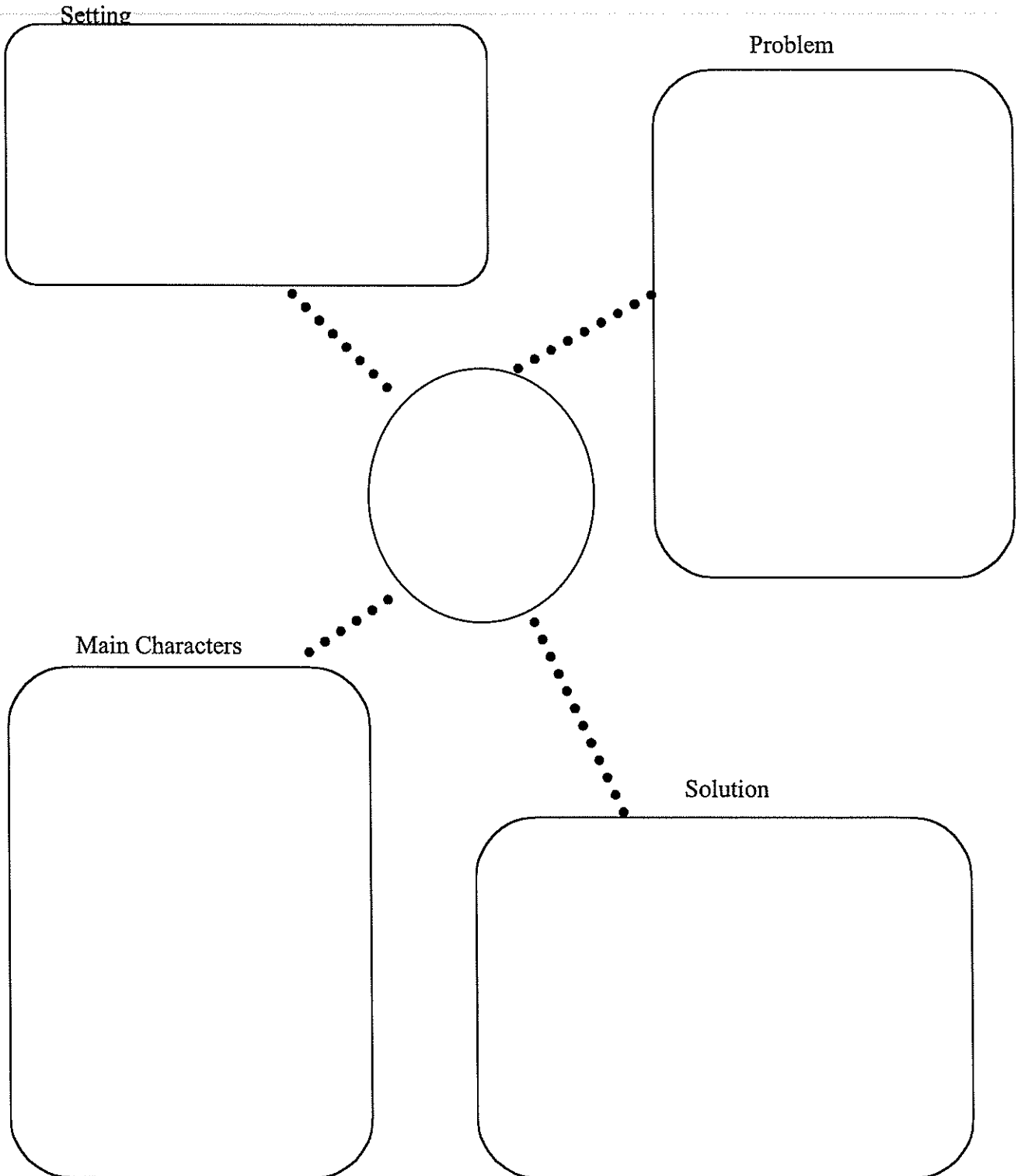
Name _____ Date _____

DISCUSSION GUIDE

Comments:	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Plot:</div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">Events in the story:</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Conclusion:</div>	Comments:
	<div style="display: flex; justify-content: space-between; width: 80%; margin: 0 auto;">YesNo</div>	

Name _____ Date _____

STORY MAP



Character Analysis

Main and Supporting Characters

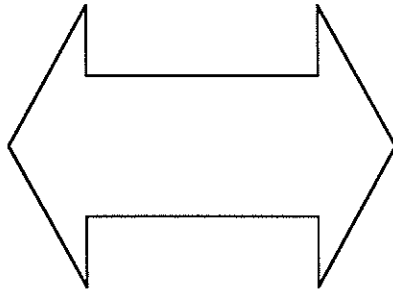
Main Character &

Name _____ Date _____

Fill in one double arrow with the main character and the other two arrows with the supporting characters. Put the character's name in the arrow.

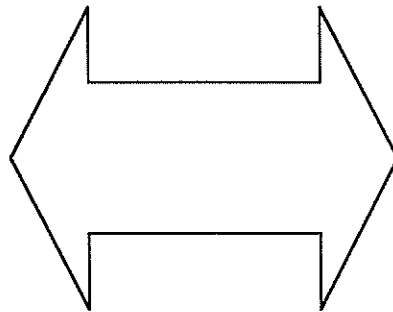
Describe the main character

Why is he/she important?



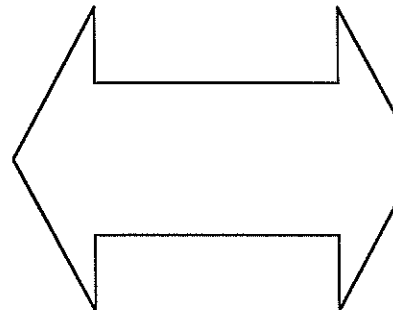
supporting character

Why is he/she important?



supporting character

Why is he/she important?



Scene Setting

In every story, there is a scene. A scene is where the story or event in the story is happening. The author decides where a scene or sets of scenes will take place. As events in the story change, the scene can change.

Title of the book _____
 Author _____ Chapter if one? _____

In your groups list 1 to 4 scenes in your book, then describe how the scene changes from one to another.

*Remember if there is more than one scene in a book, you have to discuss it.

Scene	Scene Change

Connecting Through the Text Searching Through the Text

Title of the Book: _____

Author: _____

As you read one of the books from the theme with your literature group finish these phrases.

1. I wonder why _____

2. I can't believe _____

3. Why did _____

4. I can not believe _____

5. I think _____

6. I don't really understand _____

7. I was surprised when _____

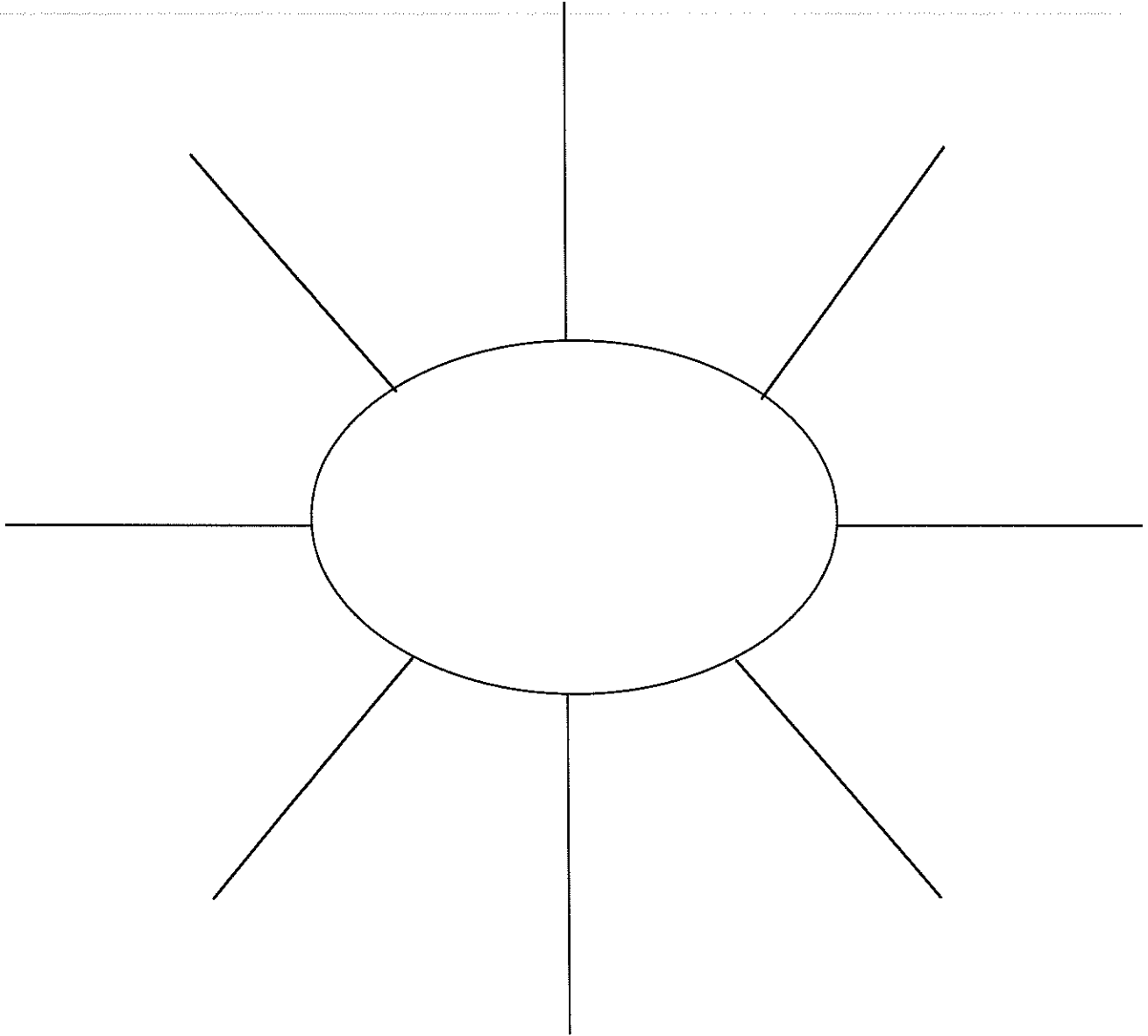
8. I do not agree with _____

9. After finishing the book, I feel _____

Character Trait Web

Group Name _____ Date _____

Directions: Put the name of the character in the bubble. Then add adjectives at each spoke to describe the character. Be able to justify the character traits if asked.



Book Name _____

MAKE YOUR OWN BOOK REPORT

Name _____ Date _____
Book _____ Author _____

Choose four questions you would like to answer, check them off. Attach this page to your answers as a cover sheet.

- Who was your favorite character? Why?
- Was there a scene in the book you really liked? Describe it, and Why?
- How did the story end?
- Was the book Fiction or non-fiction? How do you know?
- What questions would you like to ask the author?
- Did anything in the story surprise you?
- What clues can you see that told you how the story would end?
- Would you recommend this book to another student? Why or Why not?
- What was hard for you to believe.?
- Did any thing in the story make you angry? What?

Name _____ Date _____

Discussion Group Web

Fill in the thought clouds with you or your groups opinions about the book.



Section 5

References

- Amato, P. (1996). *Making it happen: Instruction in the second language classroom*. White Plains, NY: Longman.
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38, (1), 78-104.
- Cummings, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Education Research*, 49, 222-251.
- Farnan, N (1996) Connecting adolescents and reading: Goals at the middle level. *Journal of Adolescent and Adult Literacy*, 39, 436-445.
- Fitzgerald, J. (1993), Literacy and students who are learning English as a second language. *The Reading Teacher*. 46: 638-647.
- Fix, M., & Passel, J. (1994). Immigrants and social services. *Migration World Magazine*. 22:22-25.
- Freeman, D., & Freeman, Y. (1994). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.
- Garcia, E. (2001). *Hispanic education in the United States*. NY: Rowman and Littlefield Publishers, Inc.

Grant, R. & Wong, S. (2003). Barriers to literacy for language-minority learners: An argument for change in the literacy education profession. *Journal of Adolescent & Adult Literacy*, 46, (5), 386-394.

Harris, T., & Hodges, R. (1995). *The literacy dictionary: The voice of reading and writing*. Newark, DL: IRA.

Huber, M. (2001). *Literature circles: Using students interaction to improve reading comprehension*. Huntington Beach, CA: Creative Teaching Press.

Hough, D., & Donlan, D. (1994). Achieving independent student responses through integrated instruction. *Middle School Journal*, 25, (5), 35-42.

Reutzel, R.D., & Cooter, R.B. (1996). *Teaching children to read: From basals to books*. Englewood Cliffs, NJ : Merrill.

Stone, S. (1996). *Creating the multiage classroom*. Glenview, IL: Good Year Books.

Swafford, J., & Bryan, J. (2000). Instructional strategies for promoting conceptual change: Supporting middle school students. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 16, (2), 139-61.

Vacca, R., & Vacca, J. (2002). *Content area reading literacy and learning across the curriculum*. Boston, MA: Allyn and Bacon.

CHAPTER FIVE

Summary, Conclusions, Recommendations

Summary

The purpose of this project was to create a handbook for middle school social studies and reading teachers. The handbook includes literature guides for each trade book; it is also aligned with the social studies curriculum in Toppenish School District.

In this project, the author researched studies and information in five areas:

1. The ways middle school students were perceived;
2. The language acquisition process;
3. The language development of bilingual and bicultural students;
4. Thematic and interdisciplinary teaching methods;
5. Comprehension and vocabulary strategies that are effective for bilingual students.

Most of the research studies supported an environment for bilingual students that used interdisciplinary curriculum taught through themes using trade books.

The goal of the teacher handbook was to provide teachers with an easy resource tool that would help them incorporate trade books into an interdisciplinary theme in their classrooms. The handbook included an introduction that shared some of the research with teachers, a description of strategies used, and two supplementary units with literature guides for the trade books chosen. The handbook was supplementary to the teacher-adopted curriculum and was general so that a teacher could modify the literature guides as needed.

Conclusions

The following conclusions were reached as a result of completing this project:

1. Research from Freeman and Freeman (1994) suggest that using interdisciplinary curriculum with reading strategies designed for bilingual students will lower the affective filter or stress levels for these students.
2. Using trade books that are connected with a thematic study will help build schema for bilingual students.
3. The number of books published to help teach bilingual and bicultural middle school students reading is limited. More research and supplemental publications need to be created to teach and support teachers in this area.

Recommendations

The following recommendations should be considered after reviewing this project:

1. It is recommended that the literature guides in this handbook be used as supplementary material.
2. To help familiarize students with the process of using trade books with comprehension and vocabulary, teachers should start using trade books in smaller example lessons with different strategies, then transition to the larger unit using trade books plus the strategies.
3. Choose five to eight strategies and worksheets to teach students and use them all year, or until students have mastered the strategy. By focusing on a small number of strategies, it will help bilingual students master the skills to use in the future.
4. Incorporate students in the searching and building of the classroom library that will be used with the themes studied in class.
5. Modify literature guides as teachers and students find more books and more research on the topics being studied.

REFERENCES

- Amato, P. (1996). *Making it happen: Instruction in the second language classroom*. White Plains, NY: Longman.
- Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann.
- Baker, C. (1997) *Foundations of bilingual education*. Bristol PA: Longman.
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38, (1), 78-104
- Cummings, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Education Research*, 49, 222-251.
- Farnan, N. (1996) Connecting adolescents and reading: Goals at the middle level. *Journal of Adolescent and Adult Literacy*, 39, 436-445
- Fitzgerald, J. (1993), Literacy and students who are learning English as a second language. *The Reading Teacher*. 46: 638-647.
- Fix, M., & Passel, J. (1994). Immigrants and social services. *Migration World Magazine*. 22:22-25.
- Freeman, D., & Freeman, Y. (1994). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.
- Garcia, E. (2001). *Hispanic education in the United States*. NY: Rowman and Littlefield Publishers, Inc.
- Goodman, Y., Goodman, K., & Flores, B. (1984). Reading in the bilingual classroom: Literacy and biliteracy. *National Clearinghouse for Bilingual Education*.

- Grant, R. & Wong, S. (2003). Barriers to literacy for language-minority learners: An argument for change in the literacy education profession. *Journal of Adolescent & Adult Literacy*. 46, (5), 386-394.
- Guzzetti, B., & et al. (1992). Using a literature-based approach to teaching social studies. *Journal of Reading*. 36, (2), 114-22.
- Hadaway, N., Verdel, S., & Young, T. (2002). *Literature-based instruction with English language learners: K-12*. Boston, MA: Allyn and Bacon.
- Harris, T., & Hodges, R. (1995). *The literacy dictionary: The voice of reading and writing*. Newark, DL: IRA.
- Huber, M. (2001). *Literature circles: Using students interaction to improve reading comprehension*. Huntington Beach, CA: Creative Teaching Press.
- Hough, D., & Donlan, D. (1994). Achieving independent student responses through integrated instruction. *Middle School Journal*, 25, (5), 35-42.
- Irvin, J. (1998). *Reading and the middle school students: Strategies to enhance literacy*. Boston, MA: Allyn and Bacon.
- Ivey, G. (1999). A multicase study in the middle school: Complexities among young adolescent readers. *Reading Research Quarterly*, 34 (2), 172-92 (ERIC Document Reproduction Service No. EJ583522)
- Ivey, G. & Broaddus, K. (2001). Just plain reading: A survey of what makes students want to read in middle school. *Reading Research Quarterly*, 36, (4), 350-77 (ERIC Document Reproduction Service No. EJ634592)

- Jimenez, Robert, T., & Gamez, A. (1996). Literature-based cognitive strategy instruction for middle school latina/o students. *Journal of Adolescent and Adult Literacy*, 40 (2), 84-91. (ERIC Document Reproduction Service No. EJ538972)
- Jones, H., J., et al. (1994-95). A themed literature unit versus a textbook: A comparison of the effects on content acquisition and attitudes in elementary social studies. *Reading Research and Instruction*, 34, (2), 85-96.
- Krashen, S. (1982). Principles and practices and second language acquisition. Oxford: Pergman Press.
- Katims, D., & Harmon, J. (2001). Strategic instruction middle school social studies: Enhancing academic and literacy out comes for at-risk students. *Intervention in School and Clinic*, 35 (5), 280-89.
- Noden, H., & Vacca, R. (1994) Whole language in the middle and secondary classroom. New York: Harper Collins College Publishers.
- Ovando, C., Collier, V., & Combs, M.C. (2003) Bilingual and esl classrooms: Teaching in multicultural contexts. New York: McGraw Hill.
- Reutzel, R.D., & Cooter, R.B. (1996). *Teaching children to read: From basals to books*. Englewodd Cliffs, NJ :Marrill.
- Schubert, B., & Melnick, S. (1997). The arts curriculum integration. Hilton Head, SC. (ERIC Document Reproduction Service No. ED424151)
- Schwartz, R., & Raphael, T. (1985) Concept of definition: A key to improving students' vocabulary. *Reading Teacher*, 39,(2), p198-205 (ERIC Document Reproduction Service No. EJ325191)
- Stone, S. (1996). *Creating the multiage classroom*. Glenview, IL: Good Year Books.

- Swafford, J. & Bryan, J. (2000). Instructional strategies for promoting conceptual change: Supporting middle school students. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 16, (2), 139-61.
- Swanson, P. N., & De La Paz, S. (1998). Teaching effective Comprehension strategies to students with learning and reading disabilities. *Intervention in School and Clinic*, 33, 209-218.
- Tomlinson, C., Moon, T.R., & Callahan, C. (1989). How well are we addressing academic diversity in the middle school? *Middle School Journal*, 3, 3-11.
- Vacca, R., & Vacca, J. (2002). *Content area reading literacy and learning across the curriculum*. Boston, MA: Allyn and Bacon.
- Worthy, J., Morrman, M., & Turner, M. (1999). What Johnny likes to read is hard to find in school. *Reading Research Quarterly*, 34, 12-27.
- Yorks, P., & Follo, E. (1993). Engagement rates during thematic and traditional instruction. (ERIC Document Reproduction Service No. ED363412)