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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## Summer School 8th Grade Reading Curriculum

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
5 Weeks	What Does it Mean to be a Reader?	Topic 1: Reading for Life - Inventing Change Topic 2: Reading for Life - Overcoming Obstacles Topic 3: Reading for Life - Pursuing Happiness Topic 4: Reading for Life - Accepting Others Topic 5: Reading for Life - Being the Best Me

## Summer School Unit: What Does it Mean to be a Reader?

**Subject:** Reading

**Grade:** 8th

**Name of Unit:** What Does it Mean to be a Reader?

**Length of Unit:** 25 Days

**Overview of Unit:** In this unit, students will read a variety of fiction and nonfiction texts with similar themes and central ideas. They will understand how these themes are created by the use of literary elements and literary techniques. Ultimately, students will learn how to apply lessons learned from texts to their own lives.

This unit is divided into 5 topics, which all relate to the overarching question, “How can we make the world a better place?” While each day ties to the next and each topic ties to the next, it is not necessary for students to complete every day of all 5 sections to complete the final Engaging Scenario. Furthermore, if a field trip is planned, resulting in the loss of a day of instruction, an Engaging Experience can be easily removed without impacting the overall unit.

The bell ringers for each day are designed to work on strengthening on-going skills and could easily be rearranged to best fit the individual teacher’s classroom needs/organization.

### **Standards Addressed:**

#### *Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

#### *Supporting:*

- RL. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 8.3.D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- RL 8.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RI 8.1.A - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- RI 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI. 8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
textual evidence	Cite	Evaluate	3
theme of a text	Determine	Understand	2
central idea of a text	Determine	Understand	2
how theme is developed	Analyze	Analyze	3
how central idea is developed	Analyze	Analyze	3
objective summary	Provide	Analyze	3
dialogue propels the action	Analyze	Analyze	3
story incidents propel the action	Analyze	Analyze	3
dialogue reveals aspects of a character	Analyze	Analyze	3
story incidents reveal aspects of a character	Analyze	Analyze	3
dialogue provokes a decision	Analyze	Analyze	3
story incidents provoke a decision	Analyze	Analyze	3
differences in the points of view of the characters and the audience create such effects as suspense or humor	Analyze	Analyze	3
differences in the points of view of the characters and the reader create such effects as suspense or humor	Analyze	Analyze	3

**Essential Questions:**

1. How does an author develop a theme or central idea?
2. How can fiction and nonfiction stories help to improve a person’s life or even the world?

**Enduring Understanding/Big Ideas:**

1. Authors use a variety of literary elements to create a theme or central idea. These elements include point of view, characterization, plot (setting, conflict, resolution).
2. People can learn from the successes and failures of others, including characters and situations presented in fictional stories because of universal themes.

Academic Cross-Curricular Words	Content/Domain Specific
Analyze Central Idea Cite Compare/Contrast Develop Distinguish Inference Organize Structure Summarize Support Textual Evidence	Author’s Purpose Perspective Point of View Theme Literary Elements: <ul style="list-style-type: none"><li>● Characterization</li><li>● Conflict</li><li>● Plot</li><li>● Setting</li><li>● Resolution</li></ul> Literary Techniques: <ul style="list-style-type: none"><li>● Dialogue</li><li>● Mood</li><li>● Symbolism</li><li>● Tone</li></ul>

**Unit Vocabulary:**

**Resources needed for Unit:**

- Stories/Articles (attached to lesson plans)
- Assignments/Activities (attached to lesson plans)
- Pencils
- Pens
- Markers (various colors)
- Highlighters
- Notebook paper
- Index cards (approximately 1 package of 100 per class)
- Post-It notes (3x3 - approximately 3 packages per class)
- Personal computer
- Headphones (1 pair for each student)
- 1-2 large bags of candy (jolly ranchers) for incentives and prizes

## On-Going Skills

### **Ongoing Skill #1**

**Title:** Unit Vocabulary

**Suggested Length of Time:** 10 minutes, once a week (suggested Day 1 of each topic)

**Standards Addressed:**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Detailed Description/Instructions:**

- Use the provided template to define and understand each word using linguistic and nonlinguistic skills.

### **Ongoing Skill #2**

**Title:** Reading for Pleasure

**Suggested Length of Time:** 10 minutes, twice a week (suggested Day 2 and 4 of each topic)

**Standards Addressed:**

*Priority:*

- RL 8.3.D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:**

- Provide students with the first 10 minutes to silently read a book of their choosing.

### **Ongoing Skill #3**

**Title:** A Google a Day

**Suggested Length of Time:** 10 minutes, twice a week (suggested Day 3 and 5 of each topic)

**Standards Addressed:**

*Priority:*

- RI 8.1.A - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Detailed Description/Instructions:**

- Have students go to <http://www.agoogleaday.com/> and complete the provided activity.

## Topic #1: Reading for Life - Inventing Change

### **Engaging Experience 1**

**Title:** Top 10 Inventions that Changed the World

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

#### **Detailed Description/Instructions:**

- Using the “Pick A Side” strategy, have students discuss if inventions make the world a better place.
- As a whole class, watch the video “How inventions change history (for better or worse). Discuss if this video impacts their response to the earlier discussion.
- Individually have students read “Top 10 Inventions That Changed the World” and complete the summarizing assignment.
- Have a final discussion about which of the top 10 inventions they feel are most important. Students should cite evidence provided in the article during this discussion.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** Kid Innovators

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*

- RL. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Detailed Description/Instructions:**

- Introduce the idea of “normal” people being inventors by watching “How to be an Inventor.”
- As a whole class, brainstorm traits that inventors have. Post this brainstorming list somewhere within the classroom.
- Assign half the class to read “Dream Jobs: App developer” and the other half to read “Dream Jobs: Inventor.” Students should silently read the article and complete Part A of the assignment: Kid Innovators.
- Facilitate a discussion about each person featured in the Dream Job article. Have students compare and contrast the two individuals, citing evidence from the articles. Also discuss if these individuals had some of the traits earlier brainstormed.
- Allow students to choose two of the following articles to read: “California boy makes a business of turning old skateboards into new ones;” “Muslim teen showed brilliance, rebellion before he built a clock;” “New Mexico teen, once homeless, helps others through his growing business;” “Students design tool to help their peer write more comfortably;” “Young inventors get to try out their new ideas at innovative summer camp.” (If time is short, students can choose to read one article.) Students should silently read the article(s) and complete Part B of the assignment: Kid Innovators.
- Facilitate a discussion so students can compare and contrast the individuals they read about. Also discuss if these individuals had some of the traits earlier brainstormed.
- If time allows, watch videos about kid inventors. After each, discuss if these kids have some of the traits earlier brainstormed.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Fiction Inspired Reality

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

*Supporting:*

- RL 8.3.D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Detailed Description/Instructions:**

- Introduce the idea that some real inventions were first introduced in a fiction story/novel by watching “4 Real Inventions Inspired by Science Fiction.”
- Using a new list of 4 inventions, have students complete an activity to determine the order in which they were first invented. Next, have students determine the order they were first mentioned in fictional stories. Discuss why they think these four inventions became reality and others, like time travel and robot servants, have not become reality.
- Read the story “Why I Live in a Fantasy World” and complete the assignment “Character Traits of Cassandra Thadel.”
- Discuss the assignment and the types of inventions this person might create, using evidence from the text to support reasoning.
- Have students share inventions they wish they had to make their life easier. Make note of these because this list will be referenced again on Day 5.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 4**

**Title:** A Sound of Thunder

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

*Supporting:*

- RL 8.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Detailed Description/Instructions:**

- Introduce author, Ray Bradbury, with a brief biography focusing on his science fiction stories.
- Read “The Sound of Thunder” as a class, using the audio version of the story provided.
- Have students work in small groups to complete assignment “Analyzing the Sound of Thunder,” in which they will focus on plot and characterization.
- Have students discuss that if the invention of time travel is something that would ultimately hurt or help the world.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 5**

**Title:** My Brilliant Invention

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Detailed Description/Instructions:**

- Read the story, “My Brilliant Invention” and discuss what motivated the character to create his invention.
- Have students complete the mini-project “My Brilliant Invention.” For this project they have two choices: Choice A: Create an advertisement for their own unique invention; Choice B: Create an advertisement for a current invention they think is the most important in the world. At the end of class, they will have a gallery walk to share their advertisements.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

## Topic #2: Reading for Life - Overcoming Obstacles

### **Engaging Experience 1**

**Title:** Athletes and Physical Obstacles

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

#### **Detailed Description/Instructions:**

- Give students one index card and have them label it “school.” Provide them with 30 seconds to write about a problem they have had to face at school. After the 30 seconds, allow them to share what they have written. Give students another index card and have them label it “home.” Provide them with 30 seconds to write about a problem they have had to face at home. After the 30 seconds, allow them to share what they have written. Collect both index cards and save them for the assignment on Day 5.
- Watch the video “Overcoming Obstacles” and discuss the questions provided.
- Have students choose to watch one TEDed video from “12 powerful talks from Olympians and Paralympians” and complete the assignment.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** The Gift of the Magi

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*Supporting:*

- RL. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- RL 8.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Detailed Description/Instructions:**

- Discuss how money can be an obstacle in life.
- Complete the pre-reading activity on vocabulary for “The Gift of the Magi.”
- Read and annotate “The Gift of the Magi.”
- Complete the post reading activities on theme and irony.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Famous Failures

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

**Detailed Description/Instructions:**

- Watch the video “Famous People that Failed at First” and discuss how these individuals overcame obstacles and are now known all over the world.
- Students will be divided into three groups. Each group will read about three of the “9 Inspiring Stories of Overcoming Obstacles.” They will complete the summary assignment for each article.
- Students will then participate in a Socratic Seminar discussion about the nine inspiring stories.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

#### **Engaging Experience 4**

**Title:** People Helping People

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

#### **Detailed Description/Instructions:**

- Read excerpt from *Freak the Mighty*. Complete the reading questions and activities provided.
- Watch “How a High School Coach Changed Dwayne Johnson’s Life” and then discuss the impact others have on helping an individual overcome obstacles.
- Each student will self-select a different “Heroes Among Us” article to read. Each student should read their article and complete the Heroes Among Us assignment.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

#### **Engaging Experience 5**

**Title:** Words of Advice

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Detailed Description/Instructions:**

- Read “5 Way Successful People Overcome Obstacles” and have students complete their summary chart.
- Have students complete the mini-project “Words of Advice.” For this project students can choose to work individually or with a partner. They are to create an advice column providing feedback to 4 individuals looking to overcome an obstacle. These individuals will be randomly selected from the index cards students created on Day 1. At the end of class, they will have a gallery walk to share their advice columns.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

## Topic #3: Reading for Life - Pursuing Happiness

### **Engaging Experience 1**

**Title:** What Makes You Happy?

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

*Supporting:*

- RI 8.1.A - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **Detailed Description/Instructions:**

- Watch the video “What makes you happy?”
- After viewing, have students complete “My Happy List.”
- Have students complete the mini-project “What makes me Happy!” For this assignment, students may choose to research the one thing that makes them the happiest from their previously created list. They will create a brief slideshow about this topic to share with the others in class.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** Gratitude

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Detailed Description/Instructions:**

- Read and annotate “Thank You Ma’am.” Next lead a class discussion of the story with the guided questions provided.
- Watch the video “An Experiment in Gratitude” and discuss the impact being thankful has on one’s happiness.
- Have students write a thank you letter to the individual they value the most. Further challenge students to deliver that letter to the person they wrote to.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Family Dynamics

**Suggested Length of Time:** 1 Day

**Standards Addressed***Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*Supporting:*

- RL. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 8.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Detailed Description/Instructions:**

- Discuss with students what role family (parents and siblings) play in the role of happiness.
- Read “Angel and Ally” aloud with students. Use the provided reading guide and questions to discuss the story along the way.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

## **Engaging Experience 4**

**Title:** Love and Friendship

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

#### *Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### *Supporting:*

- RL. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 8.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### **Detailed Description/Instructions:**

Day 4: Love and Friendship

- Discuss how important friends and significant others are to happiness.
- Read, annotate and complete the activity for “First Love.”

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

## **Engaging Experience 5**

**Title:** Songs of Happiness

**Suggested Length of Time:** 1 Day

### **Standards Addressed**

#### *Priority:*

- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

#### *Supporting:*

- RI 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of

specific word choices on meaning and tone, including analogies or allusions to other texts.

- RI. 8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**Detailed Description/Instructions:**

- Have students share songs that can help put them in a happy mood. Discuss how and why a song is able to do that to a person's mood.
- Have students complete the "Song of Happiness Showdown" activity. Students will be given a pair of song lyrics to compare. They will need to determine which set of lyrics expresses the most happiness and debate this using the Pick-A-Side strategy. This will continue for 4 sets of songs; 8 songs total. If time allows, students can ultimately determine the winner of all 8 songs.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic #4: Reading for Life - Accepting Others

### **Engaging Experience 1**

**Title:** How to Get to Sesame Street

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

#### **Detailed Description/Instructions:**

- Read and listen to the lyrics of theme song for Sesame Street. Discuss how Sesame Street is a welcoming place for children of all ages and backgrounds. Further discuss if such a place exists in reality.
- Read and discuss the article “Here’s why happy show ‘Sesame Street’ wanted Oscar the Grouch” using the reading questions provided.
- Read and discuss the article “Boy with autism makes a friend, thanks to ‘Sesame Street’ muppet Julia” using the reading questions provided.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### **Engaging Experience 2**

**Title:** One Nation, Many Religions

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

*Supporting:*

- RI 8.1.A - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;

and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Detailed Description/Instructions:**

- Watch introduction video “The First Amendment: Freedom of Religion” and discuss what this means in the US.
- Have students brainstorm what they know about various religions present in the United States: Christianity, Judaism, Islam, Buddhism, Hinduism
- Using the texts provided and internet research, have student groups learn more about one religious belief within our country. Student groups will share their findings with the class by completing the mini-project, “One Nation, Many Religions.”

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Money Problems

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Detailed Description/Instructions:**

- Introduce the lesson by discussing if rich people and poor people can be friends with one another.
- Read, annotate and discuss “The Stolen Party” using the provided assignments.
- Discuss with students the definition of poverty and what they think creates poverty.
- Divide students into groups and have them complete the activity, “Meeting Our Basic Needs.”

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

#### **Engaging Experience 4**

**Title:** Riots and Rainbows

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI. 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

#### **Detailed Description/Instructions:**

- Begin with asking students what they think of when you mentions riots in the 60s.
- Read, annotate and discuss “The Stonewall Riots: Catalyst for Gay Rights Movement” and then watch “How the Stonewall Riots Sparked a Movement.”
- Discuss symbolism and symbols students associate with the LGBTQ community.
- Read, annotate and discuss “How Did the Rainbow Flag Become an LGBT Symbol?”

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

#### **Engaging Experience 5**

**Title:** Songs of Acceptance

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*Supporting:*

- RL 8.3.D - Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

#### **Detailed Description/Instructions:**

- Watch and discuss “Kid President’s Guide to Making a New Friend.”
- Complete the “Songs of Acceptance” activity where students will read and analyze different songs lyrics, identifying different themes of acceptance.

**Bloom’s Levels:** Analyze; **Webb’s DOK:** 3

## Topic #5: Reading for Life - Being the Best Me

### **Engaging Experience 1**

**Title:** Self-Reliance

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RI. 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 8.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

#### **Detailed Description/Instructions:**

- Begin the lesson with a discussion on what it means to be self-reliant.
- Watch a video on Ralph Waldo Emerson and discuss the ideas that guided Emerson's work.
- Read and discuss "Primary Resources: Ralph Waldo Emerson's 'Self-Reliance'" and complete the assignment provided.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Integrity and Hard Work

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL. 8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### **Detailed Description/Instructions:**

- Discuss the terms integrity and hard work. Have students think about when they and/or others have demonstrated these qualities.
- Read, annotate and discuss "Born Worker" using the provided assignments.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

### **Engaging Experience 3**

**Title:** Poetry and Me

**Suggested Length of Time:** 1 Day

#### **Standards Addressed**

*Priority:*

- RL. 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

*Supporting:*

- RL 8.4 -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### **Detailed Description/Instructions:**

- Discuss the idea that each individual has conflicting sides: love/hate, anger/joy, etc.
- Read, annotate and discuss “A Poison Tree” using the provided assignments.
- Read, annotate and discuss “This is Me” using the provided assignments.
- Have students create a bio poem about themselves using the provided template.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

# Engaging Scenario



**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

## **Being the Best Me!**

- Students will create a visual presentation consisting of three parts that demonstrates how they will be their best selves by citing fiction and/or nonfiction texts read throughout the unit, thus showing a full understanding of theme/central idea.
- Part 1 - Students will identify 5 traits they feel represent their best self. They will explain how they currently demonstrate these traits and how they will continue to demonstrate them in the future. They will also tie this back to lessons they learned from various texts read throughout the unit, specifically Topic 5.
- Parts 2 & 3 - Students will choose to focus on two additional topics: creating inventions, overcoming obstacles, pursuing happiness or accepting others. They will explain how they currently approach these topics and how they will approach them in the future. Each part will contain reference to the lessons learned from various texts read within the corresponding Topic.

**Rubric for Engaging Scenario:** Final Reading Project Rubric

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Reading for Life - Inventing Change	Top 10 Inventions that Changed the World	<ul style="list-style-type: none"> <li>● Using the “Pick A Side” strategy, have students discuss if inventions make the world a better place.</li> <li>● As a whole class, watch the video “How inventions change history (for better or worse). Discuss if this video impacts their response to the earlier discussion.</li> <li>● Individually have students read “Top 10 Inventions That Changed the World” and complete the summarizing assignment.</li> <li>● Have a final discussion about which of the top 10 inventions they feel are most important. Students should cite evidence provided in the article during this discussion.</li> </ul>	1 day
Reading for Life - Inventing Change	Kid Innovators	<ul style="list-style-type: none"> <li>● Introduce the idea of “normal” people being inventors by watching “How to be an Inventor.”</li> <li>● As a whole class, brainstorm traits that inventors have. Post this brainstorming list somewhere within the classroom.</li> <li>● Assign half the class to read “Dream Jobs: App developer” and the other half to read “Dream Jobs: Inventor.” Students should silently read the article and complete Part A of the assignment: Kid Innovators.</li> <li>● Facilitate a discussion about each person featured in the Dream Job article. Have students compare and contrast the two individuals, citing evidence from the articles. Also discuss if these individuals had some of the traits earlier brainstormed.</li> </ul>	1 day

		<ul style="list-style-type: none"> <li>● Allow students to choose two of the following articles to read: “California boy makes a business of turning old skateboards into new ones;” “Muslim teen showed brilliance, rebellion before he built a clock;” “New Mexico teen, once homeless, helps others through his growing business;” “Students design tool to help their peer write more comfortably;” “Young inventors get to try out their new ideas at innovative summer camp.” (If time is short, students can choose to read one article.) Students should silently read the article(s) and complete Part B of the assignment: Kid Innovators.</li> <li>● Facilitate a discussion so students can compare and contrast the individuals they read about. Also discuss if these individuals had some of the traits earlier brainstormed.</li> <li>● If time allows, watch videos about kid inventors. After each, discuss if these kids have some of the traits earlier brainstormed.</li> </ul>	
<p>Reading for Life - Inventing Change</p>	<p>Fiction Inspired Reality</p>	<ul style="list-style-type: none"> <li>● Introduce the idea that some real inventions were first introduced in a fiction story/novel by watching “4 Real Inventions Inspired by Science Fiction.”</li> <li>● Using a new list of 4 inventions, have students complete an activity to determine the order in which they were first invented. Next, have students determine the order they were first mentioned in fictional stories. Discuss why they think these four inventions became reality and others, like time travel and robot servants, have not become reality.</li> <li>● Read the story “Why I Live in a Fantasy World” and complete the assignment “Character Traits of Cassandra Thadel.”</li> <li>● Discuss the assignment and the types of inventions this person might create, using evidence from the text to support reasoning.</li> </ul>	<p>1 day</p>

		<ul style="list-style-type: none"> <li>● Have students share inventions they wish they had to make their life easier. Make note of these because this list will be referenced again on Day 5.</li> </ul>	
Reading for Life - Inventing Change	A Sound of Thunder	<ul style="list-style-type: none"> <li>● Introduce author, Ray Bradbury, with a brief biography focusing on his science fiction stories.</li> <li>● Read “The Sound of Thunder” as a class, using the audio version of the story provided.</li> <li>● Have students work in small groups to complete assignment “Analyzing the Sound of Thunder,” in which they will focus on plot and characterization.</li> <li>● Have students discuss that if the invention of time travel is something that would ultimately hurt or help the world.</li> </ul>	1 day
Reading for Life - Inventing Change	My Brilliant Invention	<ul style="list-style-type: none"> <li>● Read the story, “My Brilliant Invention” and discuss what motivated the character to create his invention.</li> <li>● Have students complete the mini-project “My Brilliant Invention.” For this project they have two choices: Choice A: Create an advertisement for their own unique invention; Choice B: Create an advertisement for a current invention they think is the most important in the world. At the end of class, they will have a gallery walk to share their advertisements.</li> </ul>	1 day
Reading for Life - Overcoming Obstacles	Athletes and Physical Obstacles	<ul style="list-style-type: none"> <li>● Give students one index card and have them label it “school.” Provide them with 30 seconds to write about a problem they have had to face at school. After the 30 seconds, allow them to share what they have written. Give students another index card and have them label it “home.” Provide them with 30 seconds to write about a problem they have had to face at home. After the 30 seconds,</li> </ul>	1 day

		<p>allow them to share what they have written. Collet both index cards and save them for the assignment on Day 5.</p> <ul style="list-style-type: none"> <li>● Watch the video “Overcoming Obstacles” and discuss the questions provided.</li> <li>● Have students choose to watch one TEDed video from “12 powerful talks from Olympians and Paralympians” and complete the assignment.</li> </ul>	
Reading for Life - Overcoming Obstacles	The Gift of the Magi	<ul style="list-style-type: none"> <li>● Discuss how money can be an obstacle in life.</li> <li>● Complete the pre-reading activity on vocabulary for “The Gift of the Magi.”</li> <li>● Read and annotate “The Gift of the Magi.”</li> <li>● Complete the post reading activities on theme and irony.</li> </ul>	1 day
Reading for Life - Overcoming Obstacles	Famous Failures	<ul style="list-style-type: none"> <li>● Watch the video “Famous People that Failed at First” and discuss how these individuals overcame obstacles and are now known all over the world.</li> <li>● Students will be divided into three groups. Each group will read about three of the “9 Inspiring Stories of Overcoming Obstacles.” They will complete the summary assignment for each article.</li> <li>● Students will then participate in a Socratic Seminar discussion about the nine inspiring stories.</li> </ul>	1 day
Reading for Life - Overcoming Obstacles	People Helping People	<ul style="list-style-type: none"> <li>● Read excerpt from <i>Freak the Mighty</i>. Complete the reading questions and activities provided.</li> <li>● Watch “How a High School Coach Changed Dwayne Johnson’s Life” and then discuss the impact others have on helping an individual overcome obstacles.</li> <li>● Each student will self-select a different “Heroes Among Us” article to read. Each</li> </ul>	1 day

		student should read their article and complete the Heroes Among Us assignment.	
Reading for Life - Overcoming Obstacles	Words of Advice	<ul style="list-style-type: none"> <li>● Read “5 Way Successful People Overcome Obstacles” and have students complete their summary chart.</li> <li>● Have students complete the mini-project “Words of Advice.” For this project students can choose to work individually or with a partner. They are to create an advice column providing feedback to 4 individuals looking to overcome an obstacle. These individuals will be randomly selected from the index cards students created on Day 1. At the end of class, they will have a gallery walk to share their advice columns.</li> </ul>	1 day
Reading for Life - Pursuing Happiness	What Makes You Happy?	<ul style="list-style-type: none"> <li>● Watch the video “What makes you happy?”</li> <li>● After viewing, have students complete “My Happy List.”</li> <li>● Have students complete the mini-project “What makes me Happy!” For this assignment, students may choose to research the one thing that makes them the happiest from their previously created list. They will create a brief slideshow about this topic to share with the others in class.</li> </ul>	1 day
Reading for Life - Pursuing Happiness	Gratitude	<ul style="list-style-type: none"> <li>● Read and annotate “Thank You Ma’am.” Next lead a class discussion of the story with the guided questions provided.</li> <li>● Watch the video “An Experiment in Gratitude” and discuss the impact being thankful has on one’s happiness.</li> <li>● Have students write a thank you letter to the individual they value the most. Further challenge students to deliver that letter to the person they wrote to.</li> </ul>	1 day

Reading for Life - Pursuing Happiness	Family Dynamics	<ul style="list-style-type: none"> <li>● Discuss with students what role family (parents and siblings) play in the role of happiness.</li> <li>● Read “Angel and Ally” aloud with students. Use the provided reading guide and questions to discuss the story along the way.</li> </ul>	1 day
Reading for Life - Pursuing Happiness	Love and Friendship	<ul style="list-style-type: none"> <li>● Discuss how important friends and significant others are to happiness.</li> <li>● Read, annotate and complete the activity for “First Love.”</li> </ul>	1 day
Reading for Life - Pursuing Happiness	Songs of Happiness	<ul style="list-style-type: none"> <li>● Have students share songs that can help put them in a happy mood. Discuss how and why a song is able to do that to a person’s mood.</li> <li>● Have students complete the “Song of Happiness Showdown” activity. Students will be given a pair of song lyrics to compare. They will need to determine which set of lyrics expresses the most happiness and debate this using the Pick-A-Side strategy. This will continue for 4 sets of songs; 8 songs total. If time allows, students can ultimately determine the winner of all 8 songs.</li> </ul>	1 day
Reading for Life - Accepting Others	How to Get to Sesame Street	<ul style="list-style-type: none"> <li>● Read and listen to the lyrics of theme song for Sesame Street. Discuss how Sesame Street is a welcoming place for children of all ages and backgrounds. Further discuss if such a place exists in reality.</li> <li>● Read and discuss the article “Here’s why happy show ‘Sesame Street’ wanted Oscar the Grouch” using the reading questions provided.</li> <li>● Read and discuss the article “Boy with autism makes a friend, thanks to ‘Sesame Street’ muppet Julia” using the reading questions provided.</li> </ul>	1 day

Reading for Life - Accepting Others	On Nation, Many Religions	<ul style="list-style-type: none"> <li>● Watch introduction video “The First Amendment: Freedom of Religion” and discuss what this means in the US.</li> <li>● Have students brainstorm what they know about various religions present in the United States: Christianity, Judaism, Islam, Buddhism, Hinduism</li> <li>● Using the texts provided and internet research, have student groups learn more about one religious belief within our country. Student groups will share their findings with the class by completing the mini-project, “One Nation, Many Religions.”</li> </ul>	1 day
Reading for Life - Accepting Others	Money Problems	<ul style="list-style-type: none"> <li>● Introduce the lesson by discussing if rich people and poor people can be friends with one another.</li> <li>● Read, annotate and discuss “The Stolen Party” using the provided assignments.</li> <li>● Discuss with students the definition of poverty and what they think creates poverty.</li> <li>● Divide students into groups and have them complete the activity, “Meeting Our Basic Needs.”</li> </ul>	1 day
Reading for Life - Accepting Others	Riots and Rainbows	<ul style="list-style-type: none"> <li>● Begin with asking students what they think of when you mentions riots in the 60s.</li> <li>● Read, annotate and discuss “The Stonewall Riots: Catalyst for Gay Rights Movement” and then watch “How the Stonewall Riots Sparked a Movement.”</li> <li>● Discuss symbolism and symbols students associate with the LGBTQ community.</li> <li>● Read, annotate and discuss “How Did the Rainbow Flag Become an LGBT Symbol?”</li> </ul>	1 day
Reading for Life - Accepting Others	Songs of Acceptance	<ul style="list-style-type: none"> <li>● Watch and discuss “Kid President’s Guide to Making a New Friend.”</li> <li>● Complete the “Songs of Acceptance” activity where students will read and analyze different</li> </ul>	1 day

		songs lyrics, identifying different themes of acceptance.	
Reading for Life - Being the Best Me	Self-Reliance	<ul style="list-style-type: none"> <li>● Begin the lesson with a discussion on what it means to be self-reliant.</li> <li>● Watch a video on Ralph Waldo Emerson and discuss the ideas that guided Emerson’s work.</li> <li>● Read and discuss “Primary Resources: Ralph Waldo Emerson’s ‘Self-Reliance’” and complete the assignment provided.</li> </ul>	1 day
Reading for Life - Being the Best Me	Integrity and Hard Work	<ul style="list-style-type: none"> <li>● Discuss the terms integrity and hard work. Have students think about when they and/or others have demonstrated these qualities.</li> <li>● Read, annotate and discuss “Born Worker” using the provided assignments.</li> </ul>	1 day
Reading for Life - Being the Best Me	Poetry and Me	<ul style="list-style-type: none"> <li>● Discuss the idea that each individual has conflicting sides: love/hate, anger/joy, etc.</li> <li>● Read, annotate and discuss “A Poison Tree” using the provided assignments.</li> <li>● Read, annotate and discuss “This is Me” using the provided assignments.</li> <li>● Have students create a bio poem about themselves using the provided template.</li> </ul>	1 day

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

## **Symbols:**



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.