Living and Writing Deliberately: Introducing Thoreau's Concepts to Low Incidence Special Education Students Through a Read Aloud of the Book Wonder

Cynthia Geesey

Fitchburg State University

in partial fulfillment for course 51469 Living & Writing: Legacy of H Thoreau
The following units are designed to introduce the concepts by which Thoreau lived to low incidence special education students in the upper elementary to middle school grades. The novel *Wonder* by R. J. Palacio will be used as a read aloud. These students are unable to read the novel independently. However, young adult texts that deal with issues of growing independence and living in society resonate deeply. Close reading of this type of text provides a level of introspection and self awareness that can be applied to issues in students' daily lives.
UNIT ONE

Hearing that Different Drummer

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

Essential Questions

How are people alike?

What kinds of challenges are often faced by individuals?

Wonder Part 1 August: Ordinary

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text

Standard - CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Standard - CC.1.2.6.H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.

Vocabulary: fate-the power behind what is going to happen in the future (not in our own hands), destiny-what happens in the future (influence by our actions), ordinary, extraordinary

Anticipatory Set: (show cover of the book or project the cover onto the smart board)
- What do you notice about this face?
- How is it the same or different from most faces you have seen?
- Would you want this face, why/why not?
- The title of this book is Wonder. Based on the picture and the title, what do you think this book will be about?

SWBAT define "ordinary" in order to analyze whether August is an ordinary boy.

Why does August say he's an ordinary ten-year-old kid? ¶1

How is August different from other "ordinary" ten-year-old kids? ¶1

after ¶2 think aloud: The way that other people see August bothers him so much that he wishes he "had a normal face."
Who else is in August's family? ¶3

Based on what August just said, do mom, dad and Via treat him like he is ordinary? ¶3

after ¶4 Think aloud: Compare and contrast student ideas about how his family treats August with his comments from this paragraph.

after ¶5: What challenge or difficulty does August have around other people? Is the way that August and his family are handling his challenge helping him or making things more difficult for him? Give evidence/examples from the text.

Standard - CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

SWBAT cite evidence from the text in order to analyze whether August is or is not ordinary.

Accommodations: students who may have difficulty writing words may draw pictures or cut pictures from magazines in order to convey the concept of "ordinary" and "not ordinary".

Begin by brainstorming with students words that describe August. Add each word to a literature word wall for the book *Wonder*. If students need additional assistance to complete their ordinary/not ordinary concept sheet, select the first word from the word wall. Is this character trait a trait of an ordinary or not ordinary 10 year old boy? Continue with examples from the word wall until students understand the expectations of the worksheet.

Writing response:
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Name: _____________________________________________   Date: ____________________________

Wonder: August

ordinary ___________________________ not ordinary

Circle the word that best describes August and complete the sentence:

August is mostly ____________________ because _________________________
(ordinary, not ordinary)

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

**Wonder Part 1 August: Why I Didn't Go to School**

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Standard - CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Standard - CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**Vocabulary:** petrified—to make something very afraid (literal meaning: turn to stone)
surgery
illustrator

Anticipatory Set: The word petrified means to be very afraid. In this section, August is petrified of something that is about to happen to him. Knowing what you do about August, what do you predict might make him feel petrified?

**SWBAT analyze the text in order to evaluate their predictions about why August was petrified.**

In yesterday's selection, August said he's 10 years old and he feels ordinary. Do most ordinary 10 year olds have 27 surgeries? ¶1

What's one reason August's parents kept him out of school? ¶1

Why would August’s parents send him to school now? ¶1

Think aloud: August's mom was an artist but August was NOT impressed with his mom's drawing of Darth Vader. Question: Would you like the drawings that August's mom makes? Why/Why not? ¶2

August thinks that going to school would be cool to "have lots of friends and hang out after school." What are some of the reasons that you like coming to school?

August's friends have changed from when he was little. Have your friends changed since you were little? What changed in your life for you to get different friends?

Think aloud: Birthday parties are one way that August knows whether someone is a good friend or not. ¶5 Question: How do you decide if someone is a good friend to you?

Standard - CC.1.4.6.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**SWBAT evaluate friendships in their own life in order to analyze 1) where they get together with their friends or 2) what activities they do with their friends.**
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

August is judging his friends by whether he is invited to their birthday parties.

Accommodations: After students' written response to the ordinary/not ordinary worksheet, determine which students will be able to complete a sentence starter in their own words, which students may need word selections to finish a sentence completion exercise and which students may need to draw their response. Adapt the quick write accordingly.

**Quick write:** Choose one of the two following sentence starters. Finish the sentence in words or by drawing a picture.

Where my friends and I get together is at ________________________________________________________
__________________________________________________________________________________.

OR

When my friends and I get together, we ________________________________________________________
__________________________________________________________________________________.
UNIT TWO

**Being Awake, Aware, and Alive**

*To be awake is to be alive. I have never yet met a man who was quite awake.* pp. 87-88 Walden, Where I Lived, and What I Lived For

**Essential Questions**

How can past events shape present and future events?

Can fiction reveal truth?

What kinds of challenges are often faced by individuals?

Is a challenge ever too hard to overcome?

**Wonder** Part 1 August: How I Came to Life

Standard - CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Standard - CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**Vocabulary:** "walk in the park" - something that is easy to do
cleft palate - rare birth defect of the lip and mouth (about 1 in 700 births)
anomalies - something that is not normal
hysterical - uncontrolled emotion

**Anticipatory Set:** Has anyone ever shared with you the story of your birth? What do I mean by "the story of your birth"? For example, *Special Delivery: Doctor Steps In to Deliver Baby Before ...* hcatodayblog.com/2017/08/01/special-delivery...

Jul 31, 2017 · Amanda Hess, D.O., an expectant mother and OB-GYN at Frankfort Regional Medical Center, delivered another woman’s baby hours before giving birth to her own.

August is going to share the story of his birth. Make a prediction: will August's story be sad, scary, serious, happy, funny? Who is the best person to tell about August's birth? (If the students answer "August", ask whether they are able to remember back to their own birth. Usually, it's the mom who remembers about a birth. In this selection, pay special attention to mom and what she remembers about when August was born.)

SWBAT cite evidence from the text in order to analyze how mom felt about August's birth.
How do August and Via react when mom tells the story of August's birth? ¶1 Compare student reaction to this question to their predictions about the tone of August's birth story from the earlier anticipatory set.

Think aloud: When I think of "walk in the park", I'm thinking that the park is a nice place and I'm not running or skipping; a walk is a relaxed way to move. Now, when mom used the expression that Via's birth was a "walk in the park" what does she mean? ¶2

How were the two nurses different? ¶3

What evidence tells you how mom felt during August's birth? ¶3

Name one funny thing that happened during August's birth. ¶4 ...name something else that was funny ¶4

Which nurse did mom really like? ¶5 Why?

What exactly did people tell mom when August said "they had told her all about me"? ¶6

How does mom feel about August?

Standard - CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Standard - CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Standard - CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SWBAT cite evidence from the text IOT construct the story of August's birth.

Brainstorm the story of August's birth. Add words or phrases that describe the experience to the Wonder word wall.

Writing response: The story of August's birth is special because __________ (give at least 2 details from the text).
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Accommodations: Provide additional sentence starters for students who need them:
One funny thing about August's birth was ________
Dad carefully videotaped August's birth then ____________
One of the nurses at August's birth _______________
The doctor at August's birth ________________

For students who are unable to write, have them draw or dictate the completion for the sentences. For non verbal students, select 2 sentence starters and two sentence endings (you may want to add visuals to the sentence starters. For example, there may be a picture of a man videotaping for the sentence starter and a shattered video camera on the floor for the sentence completer. Read one sentence starter and provide word strips with two endings. Have the student select the correct ending and paste it on the page.

**Wonder Part 1 August: Christopher's House**

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Standard - CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Vocabulary:** quotation marks
dialogue - conversation

**Anticipatory Set:** In the section Why I Didn't Go To School, August introduced us to some of his friends. One friend was Christopher. What do you remember about Christopher? (If students don't remember Christopher, Think aloud: Good readers go back to the text and reread sections that may help them understand what is happening. Go back to the section Why I Didn't Go To School and reread ¶4.) Today's selection is called Christopher's House. We know that Christopher moved an hour away. Time with Christopher must be very special. Prediction: What are some things that August and Christopher might do together?

**SWBAT** cite evidence in order to assess how August feels about going to school for the first time.

After ¶2: If you were 10 years old and had never been to school before, how do you think you'd feel about going to school for the very first time? What are some of the things that you might want to know about a new school?

In today's selection, there is a conversation going on. (Show students page in the book or project it onto the smart board.) When you read a book, how do you know when someone is speaking?

After selection has been read: What is one good argument that mom gives for August going to school?
Prediction: Will August continue home schooling or will he go to school?

Standard - CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SWBAT cite evidence from the text IOT analyze why the narrator uses dialogue/conversation (quotations) instead of narrative (story that is told by one person, called the narrator).

Project a page of dialogue onto the smart board. Review the text, paying attention to the quotations and the different speakers. Make note of the different speakers (Auggie, dad, mom, Christopher’s mom Lisa).

Writing response: Students will create a 2-3 character comic (mom, Auggie, dad) with speech balloons. Accommodations: Have a worksheet with an already drawn comic that includes 2-3 characters and blank speech balloons. Have sentence strips available to paste in the speech balloon for the appropriate character. Students will select the sentence strip that corresponds to a character and paste the strip in the character’s speech balloon.

**Wonder Part 1 August: Driving**

Standard - CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Standard - CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard - CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

**Vocabulary:**  "lamb to the slaughter" - going somewhere or doing something without knowing that something bad is going to happen  
admissions process - steps a student has to take to get into a school  
hindsight - looking at a situation that has already happened  
white lie - a lie that isn't supposed to hurt anyone's feelings

**Anticipatory Set:** August falls asleep on the drive home from visiting his best friend Christopher. He wakes up and he hears his parents talking about him. Prediction: How do you think that August felt when he realized the adults were talking about him?

SWBAT cite evidence from the conversation in order to analyze how dad, mom and August feel about August going to school.
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

How can you tell in a text that a conversation is going on? Let's look at this text and figure out if it's a narrative (telling a story - no quotations) or dialogue (people talking - quotations).

Why would mom say "We can't keep protecting him...we can't just pretend that he's going to wake up tomorrow and this isn't going to be his reality, because it is...and we have to help him learn to deal with it." ¶3 What are mom and dad protecting August from?

Dad compared August going to middle school "like a lamb to the slaughter." What does this expression tell you about what dad thinks August's experience will be like in school for the first time? ¶4

In the dialogue, after August says "Last year?" Evaluate how he's feeling about this conversation; give evidence from the text.

What's mom's reason for not telling August about going to school? If you were in August's position, would you like to know about the whole school admission process or would you rather that the adults keep it a secret? Why? Remember: this is your opinion. That means all answers are correct.

Mom and dad told August about a lot of choices they made for his future. What are some of the good choices that mom and dad made for August? What are some of the choices that seem unfair to August?

August's mom is calling him by a different name. What is the nickname she's using?

Give one reason mom likes this school.

Why does Auggie smile when he hears the principal's name?

Prediction: Will Auggie go to school or be home schooled next school year? Cite evidence from the text to support your answer.

Standard - CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SWBAT cite evidence from the text IOT analyze why the narrator uses dialogue/conversation (quotations) instead of narrative (story that is told by one person, called the narrator).

Project a page of dialogue onto the smart board. Review the text, paying attention to the quotations and the different speakers. Make note of the different speakers (Auggie, dad, mom).

Writing response: Students will create a 2-3 character comic (mom, Auggie, dad) with speech balloons. Accommodations: Have a worksheet with an already drawn comic that includes 2-3 characters and blank speech balloons. Have sentence strips available to paste in the speech balloon for the appropriate character. Students will select the sentence strip that corresponds to a character and paste the strip in the character's speech balloon.
Wonder Part 1 August: Paging Mr. Tushman

Standard - CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

Vocabulary: elective - choice of classes

Anticipatory Set: When you're an 8th grader, you will go through a process of high school selection. What are some of the questions you might have about a school that's totally new to you? What questions might Auggie have about Beecher Prep?

SWBAT cite evidence from the text in order to analyze what Auggie thinks about Mr. Tushman and Beecher Prep.

Why do you think Auggie giggled when he saw Mr. Tushman?

Based on the dialogue, what does Mr. Tushman already know about Auggie?

What's one thing Mr. Tushman knows about Auggie that we haven't learned yet? if needed, give the hint: this is something Auggie's good at)

Think aloud: Auggie’s mumbling when he meets Mr. Tushman. Also, he's not talking very much. He's saying "Uh-huh" instead of answering in full sentences. I think Auggie may feel awkward going into this school for the first time.

Cite evidence to describe how Beecher Prep is different from Via's school.

Standard - CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Standard - CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SWBAT cite evidence from the text IOT analyze what August observes about Mr. Tushman and Beecher Prep.

Writing prompt:
**321 Exit Ticket: Paging Mr. Tushman**

<table>
<thead>
<tr>
<th></th>
<th>Things I Learned Today about Mr. Tushman and Beecher Prep…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Question I Still Have …</td>
</tr>
<tr>
<td>2</td>
<td>Things I Found Interesting …</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

**Wonder Part 1 August: Nice Mrs. Garcia**

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Standard - CC.1.2.6.C Analyze in detail how a key individual, event, or idea is, illustrated, and elaborated in a text.

Standard - CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text

**Anticipatory Set:** We're being introduced to new characters. Last time we met Mr. Tushman, the principal of Beecher Prep. Today's selection is called *Nice Mrs. Garcia*. If you're meeting someone from a school who is considered "nice", how do you expect that person to act?

**SWBAT cite evidence in order to evaluate the character of nice Mrs. Garcia.**

After ¶1, Think aloud: *Auggie said Beecher Prep wasn't a big school compared to Via's school but he was hiding behind mom when they walked down the halls. That seems like a sign that school seems scary for Auggie.*

¶5: Auggie describes Mrs. Garcia's smile as "a really shiny smile." Show what a "really shiny smile" looks like.

What happened to Mrs. Garcia's face when she met Auggie? ¶5

Have you ever seen someone with a "really shiny smile"? How do you feel when someone is smiling like that?

How was Mrs. Garcia's "big smile" when she was talking about her grandson different from her "really shiny smile? How would you like someone to smile at you?

The title of this section is *Nice Mrs. Garcia*. Now that we've met Mrs. Garcia, how does the text compare to what you imagined nice Mrs. Garcia would be like?

Standard - CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**SWBAT cite evidence from the text IOT compare and contrast the character traits of Mr. Tushman and Mrs. Garcia.**

Accommodations: students who may have difficulty writing words may select words from the word wall, draw pictures or cut pictures from magazines.

Begin by brainstorming with students words that describe Mr. Tushman or Mrs. Garcia. Add each word to the *Wonder* word wall. If students need additional assistance to complete their comparison/contrast
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

worksheet, select the first word from the word wall. Who has this character trait? Continue with brainstormed words from the word wall until students understand the expectations of the worksheet.

Writing response:

Name: _____________________________________________ Date: ____________________

Wonder: August

Mr. Tushman ____________________________ Mrs. Garcia ____________________________

Choose the word that best describes each character and complete the sentence:

Mr. Tushman is ________________________. I know this because ________________________

__________________________________________________________________
UNIT THREE

Living in Society

Essential Questions

How important is it to belong to a community?

What obstacles within a person can get in the way of meeting a challenge?

Wonder Part 1 August: Jack Will, Julian, and Charlotte

Standard - CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Standard - CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

Anticipatory Set: Auggie is visiting a new school with his mother. Who are some of the people he has met at the school so far? This section is called Jack Will, Julian, and Charlotte. What kind of characters would you expect to have names like these?

SWBAT cite evidence in order to describe Auggie's first time meeting new students in the school.

¶1 What does Auggie like about Mr. Tushman's office?

¶ If Auggie liked the office so much, why did he stand beside mom instead of sitting in the chair next to hers?

Think aloud in the middle of Auggie's dialogue with Mr. Tushman: Can you believe that Auggie is talking to his principal about the principal's name, Tushman? It seems like Auggie is getting more comfortable around him.

Think aloud: Auggie likes the art in the principal's office. How do you feel when you see your artwork outside the art room? How do you feel when you see your work on the bulletin board?

How does Auggie change when he hears kids voices? What does this tell you about how Auggie feels about kids he doesn’t know?
**Living and Writing Deliberately:** introducing Thoreau's concepts to low incidence Special Education students

Why would Auggie grow his hair long so he would "block out things he didn't want to see?"

How did the kids react to meeting Auggie?

Think aloud: *The kids reaction to Auggie is very different from Mrs. G's "really shiny smile."*

Auggie said mom's face looked "more scared than I was" when he was about to leave with the kids. What do you think mom was expecting to happen during their visit to the school?

**Standard - CC.1.4.6.C** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

**SWBAT cite evidence from the text IOT assess Auggie's reaction to touring the school with new kids.**

Review with students the events in Mr. Tushman's office. Add relevant words to the *Wonder* word wall.

Accommodations: students who may have difficulty writing words may select words from the word wall, draw an emoji for the yes/no responses, draw pictures or cut pictures from magazines.

**Writing response:**
From Auggie's point of view, it was a ____________ idea for Mr. Tushman (good, bad) to have students come to give Auggie a tour of Beecher Prep.

How do you know?
I know this because ________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  
Do you agree or disagree with Auggie? Why?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Wonder Part 1 August: The Grand Tour

Standard - CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

Standard - CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Vocabulary: incubator - a machine used to hatch eggs  
Bunsen burner - a gas burner used in science laboratories  
character traits - parts of a person's behavior and attitudes that make up their personality

Anticipatory Set: If you were showing a new student around the school, what are some rooms or areas that would be important to show to the new student? What are some things you would like to know if you're a new student who has NEVER been to school before?

SWBAT analyze the behavior of the Beecher Prep students in order to evaluate their individual characters.

Before reading the selection: As we read this section, pay special attention to the Beecher prep students. Notice how each person is different from the others.

We learned about three students in this section, Jack Will, Julian and Charlotte. Which student do you like the most? Why? Which student do you like the least? Why? Who would you want as your friend? Why?

When we read stories, the people are called characters. The words that describe their behavior and attitudes are called character traits. Let's look at the Beecher Prep students and make a list of character traits that apply to each student.

Standard - CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SWBAT cite evidence from the text IOT develop a character trait list for each of the 3 Beecher Prep students.

Review the 3 Beecher prep students, list character traits for each student. Add the traits to the Wonder word wall. Could more than one student have the same character trait? Demonstrate the Venn diagram, select one character trait from the word wall and brainstorm with students whether the trait belongs to Jack Will, Julian, Charlotte, or whether the trait is shared by two or all of them.

Writing response:

Jack Will, Julian and Charlotte
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Wonder Part 1 August: The Performance Space

Standard - CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Standard - CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Vocabulary: sarcastically - humor that mocks or ridicules someone else

Anticipatory Set: What's your favorite place in the school? How would you tell a new student how special this area of school is?

SWBAT cite evidence the dialogue in order to further analyze character traits for the Beecher prep students.

After ¶4, Think aloud: Charlotte's favorite place in school seems to be the Performance Space. Why does Charlotte like this space so much?

If you had to give a performance and get on stage, what would your talent be?

Why was Julian sarcastic when he said "I don't think he's going to want to be in the school play"?

Charlotte gives a number of ways to participate in the school play. From what you know about Auggie, would he be interested in working on the school play? Why/why not?

The choices for elective classes at Beecher Prep include theater arts, dance, chorus, band, leadership and science. Prediction: what elective will Auggie select?

What are some of the things that Julian says and does that make you think he doesn't think Auggie is capable of handling the classes at Beecher Prep?

What's the difference between how Julian looked at Auggie earlier and how Jack Will is looking at him now?

Standard - CC.1.4.6.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

SWBAT cite evidence from the text IOT develop a character trait list for Charlotte

Review the word wall for character traits that were added yesterday. Add additional character traits that you learned about the characters from today's selection. The title of this reading is called The Performance Space. We'll pay special attention to new character traits for Charlotte that we learned about in this selection.
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Writing response:

Name: ______________________________________  Date: __________________________________

Charlotte's character traits
UNIT FOUR

Choosing Life with Principle

Essential Questions:

What does it take to overcome challenges?

What are the advantages of facing challenges that involve others?

Wonder Part 1 August: The Deal

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Standard - CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Vocabulary: point of view - the narrator's (Auggie's) position
schlep - a long journey or to carry something heavy

Anticipatory Set: When we left Auggie and the Beecher Prep kids, Julian just made Auggie stumble. This section is called The Deal. Prediction: what kind of deal does the title of this section refer to? Cite evidence for your reason.

SWBAT cite evidence from the text in order to assess Auggie's point of view about going to Beecher Prep.

Think aloud before starting: Auggie's met a lot of new people and toured Beecher Prep. He has a big decision to make.

How do you know that mom saw different things on her tour than Auggie saw on his?

How does Auggie signal to mom that he is ready to leave Beecher Prep? Why would Auggie and mom create a signal like that?

Why did Auggie want to leave Beecher Prep?

Standard - CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SWBAT cite evidence from the text IOT analyze the ways that Auggie stands up for himself.

Think aloud: We learned from the very first selection that Auggie thinks of himself as "ordinary" but others don't look at him that way. What are some examples of ways that other people saw Auggie at
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Beecher Prep? If students need a prompt, How did Mr. Tushman/Mrs. Garcia/Jack Will/Julian/Charlotte behave around Auggie?

Accommodations: students may draw a picture with speech balloons instead of writing sentences.

Writing response: Describe one situation at Beecher Prep and analyze how Auggie stood up for himself.

Wonder Part 1 August: Home

Standard - CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

Standard - CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Vocabulary: point of view (continued)

Anticipatory Set: Auggie and mom seem to have a good relationship. Prediction: Will he tell her how the other kids treated him during the tour?

SWBAT cite the text in order to analyze Auggie's point of view.

After reading ¶2, think aloud: Auggie described his feelings as "very sad and a tiny bit happy at the exact same time, kind of like that laughing-crying feeling all over again." What words could be used to describe Auggie’s point of view right now? (add any new words to the Wonder word wall).

Prediction: Based on what you know about how Auggie and mom, will he tell mom about how the kids treated him during the tour?

Think aloud: When Auggie told mom about the tour, he gave specific examples about what Julian said to him. This gives evidence about why Auggie does not like the way Julian acted and helps mom to understand.

Does Auggie have one opinion or a variety of opinions about Beecher Prep? What is Auggie’s over all opinion or point of view about the students at Beecher Prep? Cite evidence to support your conclusion.

Standard - CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

SWBAT cite evidence from the text IOT evaluate reasons for going to Beecher Prep or continuing with home schooling.

Writing response: Use a Frayer model template to evaluate reasons for going to Beecher Prep or continuing with home school. On the left two boxes, label strong reasons and weak reasons for going to
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Beecher Prep. On the right two boxes, label strong reasons and weak reasons for continuing with home schooling. Label the middle box "conclusion". After all the reasons are listed, evaluate the reasons and select either Beecher Prep or Home school for the "conclusion" section.

Name: ____________________________ Date: ______________________________

Finally, complete the statement:

Next year Auggie's school should be ___________________________ because ____________________

_______________________________________________________________________

_____________________________________________________________________________________

26
Living and Writing Deliberately: introducing Thoreau's concepts to low incidence Special Education students

Reference List


3-2-1 template:
https://images.search.yahoo.com/yhs/search;_ylt=AwrB8piT6olZhV2AAA5742nIIQ;_ylu=X3oDMTBSZ29xY3ZzBHNlYwNzZWFWyY2gEc2xrA2J1dHRvbg--;
_ylc=X1MDMm2MT1MTE5NTcwMgRfcmgMyBFjdG4Y2xrBGjjawM3YWWhnZmU5YjQ2bDIiJT12YiUzRDQlMjZkJTNEaW5KbUtvmXBZRUpeTVBe1Fyc1pzT1QweWhjSHRlbHhuUVpJRctLSUy9NnSIM0RvaiUyNmklMOrYUEZhYk9OlmhvOUhxWDNMmbAz2dwrRjc3JjcHfpZANUVnRwU1RZNUxqRjFSZl5VmtOVkt3b2dNa13TVFBQ UFBQ3ZuUkJoBGZyA3loCy1pYmEtMQRmcjIc2eTz3AEZ3BaWQDMGNhcTFxNV9UZ1d5OThrHRpXSHBYQQRtdGVzdGlkA251bGwEhl9zDwnAzAEB3JpZ2luA2ltYWdlcy5zZWFWyY2gueWFob28nY29tBHBevcwMwBH Bxc3RyArwRwcXN0cmwDBHFzdHJsaA1zBH1ZXJSA2V4aXQgdGlja2V0IGlzdWFzI2tjMi0xBRHfC3RtcAMxN TAYlMeUOWDcwBH0ZXN0aWQDbnVsbA--

Venn diagram template: https://www.template.net/design-templates/print/venn-diagram-worksheet/

ticket stub template:

Frayer model: http://www.printablee.com/post_printable-frayer-model-graphic-organizers_370638/