



**3<sup>RD</sup>**  
**GRADE**  

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**VOLUME 3.4**

**Historical Fiction**  
*Glory Be*

**Sarah Collinge**  
with Bethany Robinson

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# Table of Contents

Welcome to the C. I. A. Unit of Study, <i>Glory Be</i> .....	5
Get to Know the C. I. A. Approach.....	6
Visualize the Year.....	8
Set Up for Success .....	10
Prepare a Teacher’s Guide .....	10
Designate a Daily Read-Aloud Block.....	11
Prepare a Meeting Area.....	12
Get Ready for Turn and Talk .....	13
Prepare Reader’s Notebooks.....	15
Get Ready for Vocabulary Instruction .....	16
Locate Multiple Copies of the Text.....	18
Input Daily Lessons Into Your Plan Book.....	18
Prepare for Assessment .....	19
Alignment to the Common Core State Standards.....	20
<i>Glory Be</i> Unit of Study—Distribution of Standards.....	21
<i>Glory Be</i> Text Complexity.....	26
<i>Glory Be</i> Scope and Sequence .....	27
<i>Glory Be</i> Stems List.....	32
Suggestions for Supporting Guided Practice.....	34
C. I. A. Lesson Plans: <i>Glory Be</i> .....	35
Collect Critical Information .....	37
Day 1 – Blurb .....	38
Day 1 – Mark Each Quadrant of the Text .....	43
Day 2 – Genre.....	45
Day 3 – Outside Text: Freedom Summer, by Deborah Wiles.....	49
Day 4 – Character List .....	52
Day 5 – Problems.....	56
Day 6 – Setting .....	61
Day 7 – Outside Text: “Mississippi Summer Project: Freedom Summer,” by Sarah Collinge .....	66
Day 8 – Problems.....	72
Day 9 – Important Events .....	77
Day 10 – Important Events .....	81
Day 11 – Retell Summary Writing .....	85

Interpret the Text (1) .....	89
Day 12 – Infer Character Traits .....	90
Day 13 – Infer Character Beliefs .....	94
Day 14 – Problem/Solution/Opinion Writing.....	98
Day 15 – Make Predictions .....	101
Day 16 – Infer Character Beliefs .....	103
Interpret the Text (2) .....	107
Day 17 – Infer Character Beliefs .....	108
Day 18 – Collect Evidence .....	115
Day 19 – Collect Evidence .....	119
Day 20 – Make Predictions .....	123
Day 21 – Collect Evidence .....	126
Day 22 – Turning Point Writing (Part 1).....	130
Apply to Your Life .....	133
Day 23 – Make Predictions and Turning Point Writing (Part 2) .....	134
Day 24 – Read-In.....	137
Day 25 – Synthesis Summary Writing.....	139
Day 26 – Generate Questions .....	142
Days 27–33 – Formal Writing: Letter to an Author.....	146
References .....	150
Vocabulary Handbook .....	151
<i>Glory Be</i> Labels and Highlighting Directions for the Instructor’s Book .....	169

## Welcome to the C. I. A. Unit of Study for the book *Glory Be* by Augusta Scattergood

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Glory Be* is a historical fiction text depicting what life was like in a small Mississippi town during Freedom Summer, 1964. This book connects well with C. I. A. Unit of Study, Biography—*Martin Luther King Jr.*, 3.3. Students will rely on background knowledge of Martin Luther King Jr. and the civil rights movement as they read *Glory Be*.

*Glory Be* is a challenging text for third-graders because it demands a great deal of background knowledge about this time in history. Throughout the unit of study, students will have an opportunity to extend their understanding through outside texts. The picture book *Freedom Summer* by Deborah Wiles will be used to activate students' background knowledge. Additional articles included in this unit of study will be used to extend students' understanding of this time period.

Finally, this unit of study is also designed to teach students the predictable elements of historical fiction. They will learn the importance of analyzing the main character and her interactions with the setting. In addition, students will consider how the message in *Glory Be* has significance for and influence on our lives today.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in this beautifully written book. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Glory Be*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

## Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (The vocabulary handbook is also available to download at [readsidebyside.com](http://readsidebyside.com)). Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i>            If applicable:  <i>What is the root? (underline the root)</i>  <i>What is the prefix? (circle the prefix)</i>  <i>What does the prefix mean?</i>  <i>What is the suffix? (box the suffix)</i>  <i>What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk: What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i>  <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>            *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i>            *add accurate examples to the chart</p>
<p>6. Turn and talk: What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i>            *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>

# Glory Be Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b>            There are multiple themes throughout the book, increasing the complexity of the text. Themes include human rights, freedom, peace, love vs. hate, and right vs. wrong. The central theme students will focus on throughout the book is that it is right to stand up against injustices.</p> <p><b>Structure</b>            This historical fiction story is told chronologically. What makes the novel’s structure complex is the genre itself, which requires a great deal of background knowledge, in this case about U.S. history and the civil rights movement. Readers will have to separate fact from fiction as they read.</p> <p><b>Language Conventionalilty and Clarity</b>            Much of the vocabulary in this text is inferred. This vocabulary is both high level and domain specific. Figurative as well as historical language and dialect adds depth to the text.</p> <p><b>Knowledge Demands</b>            Students will need to have a great deal of background knowledge about the time period.</p>	<p>The Lexile level for <i>Glory Be</i> is 680 based on word frequency and sentence length. This is in the middle range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>



## Glory Be Scope and Sequence

**NOTE:** The lessons for this unit give page references for the Scholastic hardbound edition of *Glory Be* published in 2012.

**Unit of Study:** *Glory Be*

**Genre:** Historical Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	<b>Vocabulary:</b> <i>debate</i>  Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"><li>• Complete story elements handout together</li><li>• Make a prediction</li></ul>
2	Genre Chart	Use the genre chart to help students understand what to expect from historical fiction and to make predictions.	
3	Outside Text <i>Freedom Summer</i> by Deborah Wiles	<b>Vocabulary:</b> <i>segregate vs. desegregate</i>	Identify details about the setting.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapters 1–2 pp. 1–7	<b>Vocabulary:</b> <i>rumor</i>	Focus on using comprehension strategies to determine important characters. <ul style="list-style-type: none"> <li>• Co-create a character list</li> </ul>
5	Chapters 1–2 pp. 1–10	<b>Vocabulary:</b> <i>agitator</i>	Identify the problems in the story. <ul style="list-style-type: none"> <li>• Co-create a problems list</li> <li>• Continue to co-create a character list</li> </ul>
6	Chapter 3 pp. 11–18	<b>Vocabulary:</b> <i>ignore</i>	Identify the setting of the story and infer characters' circumstances. <ul style="list-style-type: none"> <li>• Co-create a setting clues list</li> <li>• Continue to co-create a character list</li> </ul>
7	Outside Text: “Mississippi Summer Project: Freedom Summer” by Sarah Collinge	<b>Vocabulary:</b> <i>excluded</i>	Build understanding of the historical setting of <i>Glory Be</i> .

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
8	Chapters 4–6 pp. 19–32		Identify the problems in the story. <ul style="list-style-type: none"> <li>• Continue to co-create a problems list</li> <li>• Continue to co-create a character list</li> </ul>
9	Chapter 7 pp. 33–37	<b>Vocabulary:</b> <i>hateful</i>	Identify important events. <ul style="list-style-type: none"> <li>• Co-create an important events list</li> </ul>
10	Chapters 7–8 pp. 37–53		Identify important events. <ul style="list-style-type: none"> <li>• Continue to co-create an important events list</li> </ul>
11		Retell Summary Writing	
12	Chapters 9–10 pp. 54–66		Focus on the main character and infer character traits. <ul style="list-style-type: none"> <li>• Co-create a main character chart</li> </ul>
13	Chapters 11–12 pp. 67–79	<b>Vocabulary:</b> <i>displeasure</i>	Focus on the main character and infer character beliefs. <ul style="list-style-type: none"> <li>• Co-create a main character beliefs chart</li> </ul>
14		Problem/Solution/Opinion Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
15	Chapters 13–14 pp. 80–88	<b>Vocabulary:</b> <i>suspicious</i>	Make predictions.
16	Chapter 15 pp. 89–98	<b>Vocabulary:</b> <i>gossip</i>	Infer character beliefs. <ul style="list-style-type: none"> <li>Continue to co-create a main character beliefs chart</li> </ul> Infer the author’s message. <ul style="list-style-type: none"> <li>Co-create an author’s message list</li> </ul>
17	Chapters 16–17 pp. 99–110		Infer character beliefs. <ul style="list-style-type: none"> <li>Continue to co-create a main character beliefs chart</li> </ul> Infer the author’s message. <ul style="list-style-type: none"> <li>Continue to co-create an author’s message list</li> </ul> Select a line of thinking. <ul style="list-style-type: none"> <li>Co-create an evidence collection box</li> </ul>
18	Chapters 18–19 pp. 111–124	<b>Vocabulary:</b> <i>welcome</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> </ul>
19	Chapter 19 pp. 122–132	<b>Vocabulary:</b> <i>convictions</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
20	Chapters 20–21 pp. 133–140	<b>Vocabulary:</b> <i>accused</i>	Make predictions.
21	Chapter 22 pp. 141–148	<b>Vocabulary:</b> <i>influenced</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> </ul> Identify the turning point.
22		Turning Point Writing, Part 1	
23	Chapters 23–25 pp. 149–161		Make predictions. <ul style="list-style-type: none"> <li>Continue the turning point writing, with part 2</li> </ul>
24	Chapters 26–31 pp. 162–196		Read-in.
25		Synthesis Summary	
26	Author’s Note pp. 197–199		Generate questions while reading.
27- 33		Formal Writing Project: Expository Letter to the Author	

# ***Glory Be Stems List***

## **Day 1 – Blurb**

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 2 – Genre**

I predict \_\_\_\_\_ because \_\_\_\_\_.

## **Day 3 – Outside Text**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 4 – Character List**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

## **Day 5 – Problems**

When the book said \_\_\_\_\_, I thought the problem was \_\_\_\_\_.

## **Day 6 – Setting**

When the book said \_\_\_\_\_, I thought this was an important detail. This helps me understand \_\_\_\_\_.

## **Day 7 – Outside Text**

When the article said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 8 – Problems**

When the book said \_\_\_\_\_, I thought the problem was \_\_\_\_\_.

## **Day 9 – Important Events**

An important event from the story is \_\_\_\_\_. I think this is important because \_\_\_\_\_.

## **Day 10 – Important Events**

An important event from the story is \_\_\_\_\_. I think this is important because \_\_\_\_\_.

## **Day 12 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 13 – Infer Character Beliefs**

When the book said \_\_\_\_\_, I was thinking Glory believes \_\_\_\_\_.

## **Day 15 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## **Day 16 – Infer Character Beliefs**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ believes \_\_\_\_\_.

## **Day 17 – Infer Character Beliefs**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ believes \_\_\_\_\_.

**Day 18 – Collect Evidence**

When the book said \_\_\_\_\_, I was thinking this proves that it is right to speak out against unjust laws because \_\_\_\_\_.

**Day 19 – Collect Evidence**

When the book said \_\_\_\_\_, I was thinking this proves that it is right to speak out against unjust laws because \_\_\_\_\_.

**Day 20 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

**Day 21 – Collect Evidence**

When the book said \_\_\_\_\_, I was thinking this proves that it is right to speak out against unjust laws because \_\_\_\_\_.

**Day 23 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 24 – Read-In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

**Day 26 – Generate Questions**

When the book said \_\_\_\_\_, I wondered \_\_\_\_\_. This is important to me because \_\_\_\_\_.

# C. I. A. Lesson Plans

## *Glory Be*

**NOTE:** The lessons for this unit give page references for the Scholastic Press hardback edition of *Glory Be* published in 2012.



# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–11, Chapters 1–8

## DAY 1, BLURB

### Mini-Lesson

**Vocabulary Routine:** *debate* (L 4, 5)

The word ‘debate’ means *a discussion involving opposing viewpoints*.

### Instructional Read-Aloud

**In this lesson...** you will be modeling for students how you use clues in the blurb to help you get the main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of the blurb for each student to glue or tape into his or her reader’s notebook.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers preview a book before they read to help them form ideas about the text and to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Listen and follow along while I read the blurb.



**Read the entire blurb aloud.**

## Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to write their names and any important information I have learned about each of them on the handout.

**When the blurb said** Glory is eager to turn twelve, **I was thinking** Glory must be the main character of this story. **This helps me understand** that the story will be about the summer Glory turns twelve.

**When the blurb said** there is a new girl from the North, **I was thinking** maybe Glory will become friends with the new girl. **This helps me understand** that this story might be about friendship.

(Model adding these characters and information about them to the chart.)

## Guided Practice:

The setting of a story is where the story takes place. Based on clues in the blurb, where does this story take place?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

The setting of the story is also *when* the story takes place. This story takes place in the past, in the year 1964. This story takes place almost one year after Martin Luther King Jr.'s "I have a dream" speech.

(Model adding information about the setting of the story to the chart.)

In the blurb, I noticed another important detail about the setting of our story. The town, Hanging Moss, has a segregated pool. This means that in Hanging Moss, black people are not allowed to swim in the white people's pool. I think this is an important detail to add to our chart.

(Model adding additional information about the setting of the story to the chart.)

## Guided Practice:

This story also is going to have several problems. When the blurb said that there is a debate about whether the town should keep the segregated pool open, what were you thinking a problem in the story will be?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding information about this problem to the chart.)

## Stretch It:

Good readers not only gather key information about the characters, setting, and problems before starting a book, they also make predictions to help set a purpose for reading. Good readers use story elements to help them make predictions.

Discuss: What are you predicting will happen in this story?

(Allow time for students to add their predictions to the chart.)

## Link:

*Today and every day when you read...*

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

The following is a sample of what your blurb chart *might* look like:

### **Notebook Entry #1: Finding Story Elements in the Blurb**

**Blurb** (from the 2012 Scholastic hardbound publication):

For Gloriana June Hemphill, life in Hanging Moss, Mississippi, is filled with doodlebugs, iced tea, and fireworks on her birthday, the Fourth of July. But the summer of 1964 is different. Glory, as everyone knows her, is eager to turn twelve. There are times, though, when she wishes she could turn back the clock a year. Maybe it's the new girl from the North—with her black socks and clodhopper sandals—that's got everyone out of sorts. Or maybe it's the debate about whether or not the town should keep the segregated public pool open. It seems the answers to Glory's questions about the pool keep changing. Now she's got to summon the courage to find out what's really true and who's lying.

**Characters:** Glory - almost 12  
New girl - from the North

**Setting (place & time):** Hanging Moss, Mississippi 1964  
The town has a segregated pool.

**Problem:** There is a debate about whether the town should keep the segregated pool open.

**Prediction:**

I predict Glory will find out the truth about the swimming pool.

## **Notebook Entry #1: Finding Story Elements in the Blurb**

### **Blurb (from the 2012 Scholastic hardbound publication):**

For Gloriana June Hemphill, life in Hanging Moss, Mississippi, is filled with doodlebugs, iced tea, and fireworks on her birthday, the Fourth of July. But the summer of 1964 is different. Glory, as everyone knows her, is eager to turn twelve. There are times, though, when she wishes she could turn back the clock a year. Maybe it's the new girl from the North—with her black socks and clodhopper sandals—that's got everyone out of sorts. Or maybe it's the debate about whether or not the town should keep the segregated public pool open. It seems the answers to Glory's questions about the pool keep changing. Now she's got to summon the courage to find out what's really true and who's lying.

### **Characters:**

### **Setting (place & time):**

### **Problem:**

### **Prediction:**

## DAY 1, MARK EACH QUADRANT OF THE TEXT

### Mini-Lesson

**In this lesson...** you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read. Each student will need three small sticky notes, preferably in different colors.

#### **Learning Target:**

Analyze the structure of texts (RL 5)

- how larger portions of the text relate to each other and the whole

#### **Connect:**

*We have been learning...*

...that good readers get ready to read a book by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

#### **Teach:**

*Today I am also going to teach you...*

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You should each have three small sticky notes.

## **Model:**

First, open up your book to the last page. There are 196 pages in our book, *Glory Be*. If we take that number and divide it by 4, we get 49. We are going to divide our book into four quadrants that are each roughly 49 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 53, at the end of chapter 8. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 98 at the end of chapter 16. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 148, at the end of chapter 22. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

## **Link:**

*Today and every day when you read...*

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.



## Mini-Lesson

**In this lesson...** you will be activating students' background knowledge about the genre historical fiction. For this lesson, I suggest either transferring the sample genre chart for historical fiction onto chart paper or using the historical fiction poster found at [shop.readsidebyside.com](http://shop.readsidebyside.com). Post this chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

### Learning Targets:

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RL 5)

- Historical fiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers think about story elements before they start reading a book by looking carefully at the cover and reading the blurb.

### Teach:

*Today I am going to teach you...*

...that good readers also use what they know about the genre to think about character, setting, and plot. Knowledge of genre will be useful as you make predictions about the story. Today we are going to review the genre historical fiction, which is the genre of *Glory Be*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Glory Be*.

Today we will be using this stem for turn and talk:

I predict \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading historical fiction, you can expect the setting to be a real place that existed during a real time in history. Historical fiction takes place in the past, and is focused on a historical event.

When the chart said that the story takes place in a real time and place in history, I made a prediction. **I predict** this book will tell about what it was like to live in the South during the civil rights movement, **because** the setting is Hanging Moss, Mississippi, in June 1964.

## Guided Practice:

You already know a little bit about the civil rights movement. Based on what you know about the civil rights movement from reading *Martin Luther King Jr.*, what do you think the setting of our story might be like?

Turn and talk to your partners using this stem:  
I predict \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading historical fiction, you can expect the characters to be fictional characters based on people of the story's time period. Therefore, they are believable characters. You can also expect the main character to change over time.

When the chart said that the main character will change over time, I made a prediction. **I predict** the main character, Glory, will find out the secret about why the pool is closing **because** it says in the blurb she will have to have courage to find out what's really true. **I predict** knowing the secret will change the way she thinks or acts **because** I can expect Glory to change in this book.

## Guided Practice:

When reading historical fiction, you can expect the plot of the story to be centered on the events of the time period. Problems, which are part of the plot, will impact the main character.

A problem during the time of the civil rights movement was that black people weren't given the same rights as white people. If this is a problem of the time period, how does that help you predict what will happen in the book *Glory Be*?

Turn and talk to your partners using this stem:  
I predict \_\_\_\_\_ because \_\_\_\_\_.

## **Model:**

When reading historical fiction, the most important elements to focus on are the main character and the setting. You can expect to think about how the main character responded to the events that occurred during that particular time in history.

When the chart said that the main character will be changed by the events of the time period, I made a prediction. **I predict** Glory will feel angry about the way black people were treated and do something to stop this unfair treatment **because** putting an end to unfair treatment is the right thing to do.

## **Link:**

*Today and every day when you read...*

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

## Genre Chart: Historical Fiction

	<b>Historical Fiction</b>
<b>Setting</b>	A real place that exists or existed in the past. Typically takes place in the past.
<b>Characters</b>	Fictional characters are believable. Fictional characters represent groups of people from history. Includes key players who are significant to the plot. The main character changes over time.
<b>Plot</b>	The characters are impacted by the events of that time period. The main character changes over time.
<b>Most important story elements</b>	Character Setting
<b>Readers will think about</b>	How does the main character change over time? How does the main character overcome challenges? How does the circumstance of the main character impact his or her choices?

## DAY 3, OUTSIDE TEXT

### Mini-Lesson:

**Vocabulary Routine:** *segregate vs. desegregate* (L 4, 5)

The base word ‘segregate’ means *to separate from the group*. The prefix ‘de’ means *opposite of*.

### Instructional Read-Aloud

**Outside Text:** *Freedom Summer*, by Deborah Wiles

**In this picture book...** Joe and John Henry are excited to swim together in the community pool. A new law forbids the pool to be segregated, and now John Henry will be allowed to swim in the community pool with his white friend Joe. But when they arrive at the pool a cement truck is pouring cement into the pool. The town would rather see the pool close than see it desegregated. The boys learn that it “takes more than a new law to change people’s heart” (blurb).

**In this lesson...** you be modeling how readers build understanding of the time period before reading historical fiction. You will model gathering details about the setting from the text.

To prepare for this lesson you will need one copy of the book *Freedom Summer* by Deborah Wiles, to read out loud to students. It is not necessary for them to have their own copies to follow along with. Make the text and pictures visible to the students by holding the book up so that students can see the pages or placing the book under a document camera.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Setting

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers recall what they know about the genre prior to reading. The genre of the book *Glory Be* is historical fiction. Therefore, the story takes place during a real time in history.

## Teach:

*Today I am going to teach you...*

...that good readers build understanding of the time period before reading historical fiction.

Today we are going to be reading another historical fiction book, titled *Freedom Summer*. This story takes place during the same time period as *Glory Be*.

Watch me as I model how I pay attention to details about the time period as I read *Freedom Summer*.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.



**Begin reading *Freedom Summer*, starting with “A Note About the Text.”**

## Model:



**Stop after:** “Then the Civil Rights Act of 1964 became law and stated that ‘All persons shall be entitled to the full and equal enjoyment’ of any public place, regardless of ‘...race, color, religion, or national origin.’” (p. 1)

**When the book said** the Civil Rights Act became law, **I was thinking** that this law put an end to segregation. **This helps me understand** that the new law would allow whites and blacks to drink from the same water fountains, attend the same schools, and enjoy the same public areas.

Now it is your turn to look for details about the time period.

## Guided Practice:



**Stop after:** “So we dam the creek with rocks and sticks to make a swimming spot, then holler and jump in, wearing only our skin.” (p. 6)

When the book said that John Henry is not allowed to swim in the town pool with Joe, what were you thinking?

Turn and talk to your partners using this stem:

When the book said *that John Henry is not allowed to swim in the town pool with Joe*, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

As I read this next section of the text, continue to look for details about the time period.

## Guided Practice:



**Stop after:** “ ‘I got to be excused!’ I shout, and I run into the kitchen to tell John Henry.”  
(p. 12)

When the book said that the new law would allow blacks and whites to be together, what were you thinking?

Turn and talk to your partners using this stem:

When the book said *that the new law would allow blacks and whites to be together*, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

As I read this next section of the text, watch me as I model how I continue to think about the time period.

## Model:



**Stop after:** “ ‘Let’s go!’ the boss man shouts, and the trucks rumble-slam down the road.”  
(p. 20)

**When the book said** the workers who filled the town pool with cement were angry, **I was thinking** that during this time period, people disagreed with one another and were angry at one another. **This helps me understand** that some people wanted segregation to end, but others did not.

Now it is your turn to continue thinking about the time period.

## Guided Practice:



**Stop after:** “Then we walk through the front door together.” (p. 29)

When Joe and John Henry walked through the front door of Mr. Mason’s store together, what were you thinking?

Turn and talk to your partners using this stem:

When the book said *Joe and John Henry walked into Mr. Mason’s store together*, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Link:

*Today and every day when you read...*

...I want you to focus on details about the time period to help you understand the setting of historical fiction.

## Mini-Lesson

**Vocabulary Routine:** *rumor* (L 4, 5)

The word ‘rumor’ means *a statement that may not be true*.

## Instructional Read-Aloud

**In these chapters...** Glory and her best friend, Frankie, are going to the community pool to swim. Frankie mentions that he hopes the pool is still open, because he heard from his father that it might close for repairs. Frankie tells Glory it is a secret, but Glory doesn’t believe him. When Glory and Frankie get to the pool, the pool is still open.

**In this lesson...** you will be modeling how readers use details in the story to understand important characters. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. Because the list will be used in this way, it is very important that all students keep a copy of this list in their reader’s notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of story elements (RL 3)

- Character traits

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers think about what they know about the time period when reading historical fiction.



## Teach:

*Today I am going to teach you...*

...that good readers use details in the story to help them understand important characters.

Watch me as I model how I stop to identify the important characters in our story.

Also notice how I use clues in the story to help me think about each character.

You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



**Begin reading chapter 1 of *Glory Be*, starting on page 1.**

## Model:



**Stop after:** “Frankie was always saying stuff that sounded like it came straight from his World Book Encyclopedia.” (p. 2)

This first chapter introduces us to an important character in the book, Frankie. Frankie is Glory's best friend.

**When the book said** that Frankie had been Glory's best friend since they hunted doodlebugs together in the backyard, **I was thinking** that they have probably been best friends since they were real little—like in kindergarten.

(Model adding Frankie, and information about him, to the character list.)

Now it will be your turn to identify important characters. As I read, pay attention to details in the story and use those details to help you think about each character.

## Guided Practice:



**Stop after:** “And what was the big secret anyhow?” (p. 3)

In this first chapter we also learn a little bit about the main character of the book, Glory. What did you learn about Glory?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Glory and information about her to the character list.)

In this next section of the text, we are going to learn details about another character in our story, Glory’s dad.

## Guided Practice:



**Stop after:** “We sat down on the grass.” (p. 5)

We learned some information about Glory’s dad. What did you learn about Glory’s dad?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Glory’s dad and information about him to the character list.)

In this next section of the text, we are going to learn details about Glory’s sister, Jesslyn.

## Guided Practice:



**Stop after:** “We got us some spying to do.” (p. 7)

We learned some information about Glory’s sister, Jesslyn. What did you learn about Jesslyn?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Jesslyn and information about her to the character list.)

## Link:

*Today and every day when you read...*

...I want you to use details in the story to help you identify the important characters and their character traits.

The following list is a sample showing what your co-created list *might* look like:

## Character List

Frankie

- Glory's best friend
- wears glasses

Glory

- 12 years old (in 12 days)
- loves to swim

Glory's dad

- the preacher

Jesslyn

- Glory's older sister
- on the pep squad
- fed up with Glory