|  |  |  |
| --- | --- | --- |
| **Vocabulary Word** | **Meaning** | **Example** |
| Form(n.) | * The shape or structure of a story. * How knowledge or information is expressed or communicated. | A newspaper  A novel |
| Content(n.) | * The subject matter or substance of a story. * The knowledge or information is expressed or communicated. | The effects of an earthquake can be the content of both a newspaper and a novel. |
|  |  |  |

EQ: What is the power of storytelling?

FQ: What shapes Josh Bell’s sense of himself and his world?

**THINK ABOUT THIS (re: EQ)**

1. Based on your experiences reading, listening to, telling, and even writing stories, what do you think is the power of storytelling? Why do you think storytelling is powerful?
2. What can your choice of a favorite story, and your reasons for identifying it as a favorite story, tell you about why you think storytelling is powerful?
3. What puzzles you about the idea of storytelling as powerful?

**THINK ABOUT THE “FQ”**

Are there any words or phrases in the FQ that puzzle you?

What does “sense of himself” mean?

**(WRITE THIS IS YOUR RESPONSE JOURNAL)**

**GOAL 1**: Examine form and content to understand the power of storytelling

**GOAL 2**: Develop habits of how to read poetry.

**HW for today (9/3)**

**Complete first page of W&W workbook (“Handout 1A: Fluency homework)**

CLASWORK 9/4

**VOCABULARY**

**Top of the key:** a half circle that goes behind the free throw line on a basketball court.

**Dribble**: the up and down motion of a bouncing ball.

**Fast break**: in basketball, a quick movement of the ball by the offense in order to get ahead of the defense and score.

**Free throw**: an undefended shot from al line 15 feet away from the basket, usually in response to a foul on the defense.

**Lay up**: a basketball shot made when a play moves toward and is close to the basket.

**Dunk**: gaining a point by directly putting the ball in the basket from above, rather than shooting the ball.

**Backboard**: the rectangular surface behind the basket.

**Rim**: the metal circle that is part of a basket, the part of the basket attached to the net.

**Drive**: bouncing a ball up and down while moving toward the basket in basketball.

CLASSWORK 9/8/20

***The Crossover***

Who is the main character in the novel?

How old do you think he is?

Who is his family?

What do you know about his situation?

Where does most of the story take place?

What shapes Josh Bell’s sense of himself and his world?

Content Framing Question: What’s happening in *The Crossover*?

**Listening Goal:** Academic Conversation –

“Listen with the intent of writing.” **WHAT DOES THAT MEAN?**

* + **Take notes**
  + **Listen with a plan to write down what is said**

**“How do you listen when you are trying to capture oral speech in writing?”**

**Read silently: “Five Reasons I have Locks” (p. 14-15)**

**How does that passage apply to Josh’s “sense of self?”**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Meaning** | **Characteristics** | **Example** |
| **“sense of self”** | **How a person defines herself or himself** | **Birth order in family**  **hobbies** | **The middle child usually keeps the peace**  **Certain sport, or play an instrument** |
|  |  |  |  |

**What is YOUR “sense of self?”**

**How do you define yourself? What makes you, YOU?**

**Why is this concept studied so much?**

**What kind of things can shape someone’s “sense of self?”**

**GROUP WORK:**

Characters: “Team Bell” Family

1. Josh Bell
2. JB Bell
3. Christy Bell
4. Chuck Bell

**DO THIS WORK WITH YOUR PARTNERS:**

**Part I:**

Define the person’s identity in terms of how they view “sense of self”

Explain why the person feels the way they do

List some details and examples about the character’s sense of self.

List a quote used to define that character’s sense of self

**Part II:**

Create a “Basketball Card” chart with this info:

* A 3-5 line biography of the character
* One well-chosen quotation that shows an important aspect of the character
* A 3-5 sentence description of the character’s connection with other members of Team Bell Family, including effects on other family members, ways of interacting with other members, and attitude toward family.

**HOMEWORK: read pages 37-62 of *The Crossover.* Continue with fluency homework (read to another person and chart it on your fluency sheet)**

**CLASS NOTES 9/9/20**

**Verb moods:**

|  |  |  |
| --- | --- | --- |
| **Mood** | **Definition** | **Example** |
| Indicative Mood | Expresses, or indicates, a fact or opinion; adds detail or describes what happens. | “At the top of the key, I’m / moving and grooving / Popping and rocking” |
| Imperative Mood | Expresses, or states, a command; subject is implied “you.” | “Man, take this thumping” |
| Interrogative Mood | Expresses, or asks, a question; inverts the subject-verb order. | “Why you bumping?” |

Direct students to “Dribbling” (page 3). Pairs find one other example of each verb mood identified above.

* *“’cause now I’m CRUNKing/CrissCROSSING/FLOSSING/flipping/and my dipping will leave you/SLIPPING on the floor” is an example of indicative mood.*
* *“Be careful though” is written in imperative mood.*
* *“Why you locking?” is written in interrogative mood.*

**9:20am: Quick write to be done in class (submit by 9:40am)**

*Prompt: Review the “sense of self” Vocabulary Journal entry in relation to the basketball card quotation you selected. In three to four sentences, explain how the quotation conveys two things about what shapes the character’s sense of self.*

**CLASSWORK 9/11/20**

Use the words below to describe the song, *Filthy McNast*y .

Use the same words to describe *The Crossover*. Can the same words apply? Why? How?

* *mythical*
* *agitating*
* *the Rock (for basketball)*
* *blast*
* *uncooled*
* *hot*
* *slammerific*
* *dunkalicious*
* *classy*
* *supersonic*
* *sassy*
* *nasty*

**Discussion: “Which word best describes the poem, and which one best describes the song?”**

“ODE TO MY HAIR”

**Discussion: “How does this poem, which is also about hair, compare to and contrast with ‘Five Reasons I Have Locks’?”**

* *Josh is again speaking about the importance of his hair.*
* *explains why he has dreadlocks. It tells a lot about Josh’s sense of self.*
* *really focused on describing the hair, more than describing Josh.*
* *Josh describes how much he loves and admires his hair.*

**ADD TO THE VOCABULARY SECTION OF YOUR JOURNAL**

|  |  |  |
| --- | --- | --- |
| **Literary Term** | **Meaning** | **Example** |
| Ode (n.) | A poem in praise or celebration of something or someone, usually expressing deep love or admiration for the subject, and usually in a lofty and enthusiastic style.  An ode can celebrate an object, a person, an animal, something from nature, an event, an idea, a feeling, a relationship, something ordinary. | “Ode to My Hair”  “Ode to Beauty,” Ralph Waldo Emerson  “Ode to the West Wind,” Percy Bysshe Shelley  “Ode to a Nightingale,” John Keats  “Ode to Family Photographs,” Gary Soto |

**Discussion: What characteristics of an ode can be found in “Ode to My Hair”? What do you notice about the structure of “Ode to My Hair”?**

* *focused on one thing—Josh’s dreadlocks.*
* *expresses Josh’s deep love for and pride in his hair.*
* *treats Josh’s hair as more than a physical feature.*
* *It is a precious object to Josh. He says, “I’d kneel down beneath it” and “I’d treat it like gold”*
* *emotion and vivid descriptions show Josh’s enthusiasm.*
* *The poem is made up of two-line stanzas, and each stanza is a sentence.*
* *The second line of each stanza ends in the word* it, *referring to Josh’s hair.*

**CLASSWORK 9/14**

(Michael Jordan photo)

Question: What do you notice about this image? Who is depicted and why? What do you notice about this image?

Question: “How does the word WINGS function as a metaphor that contributes to the message of the image?”

We are going to focus on descriptive and sensory language (“vivid Language”) in *The Crossover* and how it acts as a metaphor for something else.

**Add this term to the VOCABUARY section of the journal**

|  |  |  |
| --- | --- | --- |
| **Literary Term** | **Meaning** | **Example** |
| metaphor (n.) | A phrase that compares two unlike things without using *like* or *as* to show similarities. |  |

Reread “JB and I” (23) and identify and underline the metaphor

Think about this as you work:

* What is being compared in the metaphor.
* What the metaphor means.
* Why this is an effective metaphor.

PARTNER WORK: select one of these segments to reread: “Basketball Rule #1” (20) or “Sundays After Church” (50).

Note: Each poem has an extended metaphor, which is a metaphor that is developed over several lines or stanzas.

***DO THIS W/PARTNERS****: Stop and Jot* in the **RESPONSE section** of your journal *to explain the following:*

* *What is being compared in the metaphor?*
* *What does the metaphor mean?*
* *Why is this an effective metaphor?*
* *What do you notice about an extended metaphor?*

**CLASSWORK NOTES 9/16/20 Lesson 4, 5)**

**Discussion:** “How would you compare and contrast the use of metaphors in “Slam, Dunk, & Hook” and in *The Crossover*? How do the texts make connections between basketball and the development of a sense of self?”

**Reveal:** *What does a deeper exploration of figurative language reveal in “Slam,*

*Dunk, & Hook”?*

Complete a response (in COMPREHENSION SECTION OF JOURNAL) to the following question: *“What learning best enabled you to answer the Framing Question?”*

Continue fluency reading work and read pages 63–98 of *The Crossover*, annotating for five examples of descriptive details or sensory language.

**Word Study:**

Discussion: **“How do you figure out the meanings of words you don’t know?”**

* *I use a search engine or an online dictionary.*
* *I use a physical dictionary.*
* *I look for clues in the text to see if I can make a guess.*
* *Sometimes the word looks similar to other words I know, so I make connections between the words.*
* *I don’t let it bother me; I just keep reading.*

All of the strategies are valid ways to solve for unknown words.

**Example:** Josh has friends on the basketball team and his coach is his mentor, but his *familial* ties to his father and brother make up the core of his identity.

Use of the Outside-In strategy with the word *familial*.

**[“Outside”]**

Step 1: Look at the sentence to see what clues can be found outside of the word. The conjunction *but* indicates that there are two different ideas in the sentence. “Friends” and “coach” contrast with “father” and “brother.” Also, familial describes ties to his father and brother, indicating a strong, or tight, relationship.

Step 2: The word “family” is a clue based on the family members listed.

**[“Inside”]**

Step 3: Look inside the word or at the parts of the word to see if you can recognize any of the word parts or morphemes. The suffix *–al* means “relating to” and turns nouns into adjectives. Identify the root word, *family*, and notice how it changed with the suffix *-al*.

Step 4: The suffix must have turned *family* into an adjective. The word *familial* must mean “relating to the family.”

Analysis of the meaning of the word *familial* illustrates use the suffix *-al*. The suffix transforms nouns into adjectives and means “relating to.”

**Classwork:**

1. Look up the words “*mythical*” in “Filthy McNasty” (10) and “*confrontational*” in “Mom Tells Dad” (16).
2. Use the Outside-Inside strategy to uncover the meanings of these words.

Add the new words VOCABULARY section of your Journal.

|  |  |  |
| --- | --- | --- |
| **Word** | **Meaning** | **Synonyms** |
| mythical (adj.) | 1. Something that is depicted, portrayed, close to being in a legend or epic tale. 2. Fictional or not existing in the real world, not factual. | Fabled, legendary, imaginary |
| confrontational (adj.) | Dealing with situations in an aggressive, hostile, or argumentative way. | Aggressive, feisty, combative |

**Lesson 5**

Definition poems explore events with definition and clarity for the reader to have a better understanding of a theme, character, etc. In *The Crossover*, we use this form to capture insights about characters and character relationships.

Poetic types

* *Poems have line breaks.*
* *Poems can be organized by stanzas.*
* *Poems have figurative language, like metaphors and similes.*
* *Poems have language that pays attention to sound, sometimes rhyme or alliteration.*
* *Poems can have a lot of description.*
* *Poems can be short. They are like mini-stories.*
* *Poems have titles.*
* *Poems have a speaker.*

*Poems sometimes don’t use full sentences.*

Complete “Handout 5A” in workbook in the following format:

Part A with a partner (one person)

Part B with your small work group (three people total)

**Note: with your group partners, write an “Ode” to one of the characters from Part A or Part B. Use the sentence frame below. Write it somewhere on the Handout 5A” page.**

**“Ode to                                   ”**

**By                                        [character’s name]**

**If                                        were a                                       ,**

**I’d                                        it.**

**I’d**

**and                                       .**

Part C independent work