

Introducing a new book: Calico Bush by Rachel Field

Objectives:

- Students will learn what new book they will begin reading as a class.
- Students will learn background knowledge on the book.

Materials:

- Calico Bush
- Personal Word Dictionary Packets
- Journals

Introduction:

Introduce the new book to the class and that they will be reading this and studying through it as a class. As the class will be going through this book, each student will need to have their *Personal Word Dictionary* (a packet that students will record new words they learn or words they like that they want to use in their own writing) and their Calico Bush Journals (where they will have their worksheets for the different lessons and places to record thoughts about the book).

Provide Examples:

In this novel we will note references to the war with the Canadian French, protestant/Catholic tensions, and about conflicts with the Indians in the area.

Provide Information:

Calico Bush is the story of Marguerite, a 12-year-old French girl, who has found herself orphaned and "bound out" to an English family settling in what is now Maine in 1743. Marguerite is bound out to a family with several children younger than herself, and one son a year her senior. The family makes its way to Maine, and to the plot of land they acquired from a friend - only to find that the house has been burned down by Tarratine Indians. Despite neighbors' warnings that the site is somehow important to the Indians, and the resultant risk of raids, the family's patriarch decides to rebuild. We watch as Marguerite learns about roof-raising festivities, corn-shucking bees, and other daily trials and tribulations of settlers of the "New World".

Provide Practice:

Read aloud the first part of the book together to ensure student understanding of the content. Allow time to begin discussions by asking students questions and allowing students to ask questions.

Reflect on Learning:

In the student's journals begin worksheet one. Walk around classroom and help students and/or read their work.

Making Words Come Alive- Descriptive Writing

Objectives:

- Students will be able to use a Thesaurus to find more descriptive words.
- Students will practice writing descriptive sentences.

Materials:

- Thesaurus
- Writing Journals/Journal Paper
- Calico Bush

Introduce the Topic:

Begin by asking students to listen carefully as you read a passage from Calico Bush. Ask them to notice how certain words will allow them to picture the story in their head. Read page 37 starting with the second paragraph. Read as far as time allows. What words did you notice that you believe made the story come alive in your own mind? Today in your own writing, I want you to choose a previous writing in your journal or storybooks and choose some sentences you want to make more interesting and alive. You may use a thesaurus to find more descriptive words in your writing.

Share Examples:

Have the following sentences on the board and as a class come up with more descriptive sentences using adjectives.

I have a big dog.

You have pretty hair.

This is a delicious cake.

We live in the small house on the corner.

That's a weird color.

It's a hot day today.

Provide Information:

Students work independently, but with teacher walking around room to help them revise previous writing. They will add, replace or reorder words and sentences. After some time of writing, students will share with the class or their group their revised work.

Supervise Practice:

Students will be at their desks, which are in small groups. Each groups is given a paragraph to edit and make more descriptive.

Reflect on Learning:

Students will apply their knowledge of descriptive writing into interpreting descriptive writing as the reader. Complete worksheet two in the Calico Bush Journal. This worksheet is an opportunity for students to draw a picture of what they believe Marguerite Ledoux looks like based on the descriptions in the book.

Internal Speaking

Introduce the topic:

How many of you have thought something in your mind and maybe laughed out loud about it? It can be embarrassing when this happens. Just like we can think to ourselves without others hearing us, characters in books can too. Sometimes authors let us get inside the mind of the characters to let us know important information that they might be thinking.

Share Example:

Open books to page 13 in Calico Bush. Here Field allows us as readers to be able to hear and picture what is going on inside of Marguerite's head. Have students follow along as you being reading at the end of the 2nd paragraph "She smiled to herself, thinking of it so..."

Provide Information:

What words did the author use to indicate to us that Marguerite was thinking to herself?

What other words could she have used to portray to us that Marguerite was thinking to herself?

There are many different ways this can be done and it is very important for the author to do this so we know what is happening in the story. What characters think can be important to understanding parts of the story or how that person is feeling.

Supervise Practice:

Group students into 2 or 3. Tell students to find some books they have read before in your classroom that the author used internal speaking. After groups have found one or two books and examples, have them share with another group what they found.

Reflect on Learning:

Walk around room helping students to find a book if they are having difficulty. Be there to answer questions and assess student's who have an example to share.

Foreshadowing

Introduce the topic

Have you ever been watching a basketball game and you see the clock winding down to one second left? What do you think the person with the ball is going to do? You can predict that he or she will shoot the ball no matter where they are standing on the court. You can foresee that event. When reading literature sometimes the author gives us a clue as to what is going to happen later on in the story. Does anyone know what that is called? It is called foreshadowing. The author may give some information on a subject in such a way that will help the reader to predict the future events of the book.

Share Examples

We are going to look at two examples from the text, one on page 13 and the other on page 142. The main sentence that is foreshadowing in the passage on page 13 is in the second paragraph, "Those there clouds are lee-set," he muttered, "They'll mean no good to us." Of course we know that a huge storm came the next day and really did not do any good for them. The other passage is on page 142, paragraph 6 and says "Years afterward Marguerite could not recall Debby's little voice saying her name without wanting to cry, for that very night as they lay sleeping her cries and Pumpkin's barks were to rouse them." This passage tells us that something bad is about happen to Debby because she is going to cry and Marguerite is saddened by the thought of it to this day.

Provide Information

According to the text, what types of things can be foreshadowed?
What other situations could you use foreshadowing for?

Supervise Practice

I want every one think of an event in his/her life and think about what could have foreshadowed this event. It may be a surprise birthday party or getting hurt while playing. Describe the event and write out the foreshadowing part in your notebooks.

Assess Learning

Let's get into groups of three and share your experiences with each other. Do not tell them what will happen, only use your foreshadowing event and see if the other group members can predict what will happen at the end of the story.

Worksheet Three will be used as student's complete reading assignments.

Quotations

Introduce the topic

Write a pair of quotation marks on the board. Ask the students who can tell you what they are and what they mean. What makes the words inside of these marks special? They are called quotation marks and they go around the words that people are speaking. Why would you want to have these words different than the others?

Share Examples

We are going to read an example of this in our text. There are many places where quotations are used, but I just picked a section from page 96. Here we see a conversation between Marguerite, Susan and Becky. Have three different student read their parts.

Provide Information

Just as these three read just the speaking parts, so should when we read imagine the different characters speaking. What the people have to say is important and if the whole book just ran together without knowing who was talking and if someone was even talking, then everyone would be confused. Something we need to remember about writing quotes is that the beginning of the first word is capitalized just like the beginning of a sentence. This is so we know that the person is beginning to talk, just like a normal sentence. Also, the end mark goes inside the ending quotation mark.

Supervise Practice

Put students in groups of two and have them choose a book with characters speaking. One person read the speaking parts while the other just read the plain text. Don't forget to add expression in reading and really bring out the character in your reading.

Assess Learning

Quotations Worksheet four

Characterization

Introduce the topic

Think about your classmates. How would you describe one of them? Every person has certain characteristics that he or she is known for. When authors write about their characters, they let us know all about them and from there we can understand their character, which is called characterization.

Share Examples

Characters and their traits are spread throughout the entire book. We could take anyone of the characters, like Marguerite for example, and talk about their characteristics.

Provide Information

We are going to make a character web together on Marguerite. What physical characteristics do we know from the book? She has black pig tails, skinny, French, small eyes, etc. What other characteristics? She is smart, strong, and stubborn, likes dancing, good at stitching and sewing, misses her family, etc. This is how you make a character web using the characteristics that the author gives us. Where in the book would most of the characteristics be found?

Supervise Practice

Group students into groups of two and have them wait as you walk around the room with slips of paper. On the slips of paper is a name of a character from the book. Each group will make a character web for their character.

Assess Learning

Put the names of the different characters on the boards around the room. Each group will come up in the front and write down what they found out about their character. Once they are finished as a class see if we can catch something they didn't and then move on to the next character.

Prepositions

Introduce the topic

Have a box sitting on a table and a cup sitting on top of the box. Where is the cup in relation to the box? (Place cup on top of, behind, in front of, next to, inside, outside, goes through, etc.) The phrases that you just suggested to me are called something. They are called prepositions.

Share examples

On page 92 and the second paragraph are good examples of prepositions. Read this passage to the class and have them raise their hand as soon as they hear a preposition. Stop and write down the preposition on the board.

Provide Information

We have already talked about what prepositions are, but how do we find them? The key is to look for the key words. Once you find the key words such as over, around, about, etc, then it will be so much easier to find the preposition and even the prepositional phrase.

Supervise Practice

Have students to go desks. Give them worksheet five (prepositions worksheet) Do this as a class. Students should do one at a time independently then someone will answer.

Assess Learning

Walk around room and make notice if students are answering correctly on their own first before calling on someone to share the answer.

Interjections

Introduce the topic

We are going to be reviewing interjections today. Hooray!

Do you remember what interjections are? They are words that show emotion or express emotion. When I said “Hooray!” that was an example of an interjection.

Share examples

Have students turn to page 92 in text and read it silently to themselves. Ask them to write down interjections as they see them. Share answer

Provide Information

Not all interjections have to be showing the emotion of excitement or anger. Interjections can be showing any kind of emotion. The example that we found in the book was just “Oh,” and “well” This still shows us emotion, just not an emotion that pops out at you. Who can think of other interjections? Wow! Bam! What?! These all show emotion. Interjections not always have to be at the beginning of the sentence, but that is where it is normally found.

Supervise Practice

Pair students and get them ready to play a game. The game is “rock, paper, scissor.” But instead of just laying down a symbol at the end of the third count, each person has to say an interjection also. The catch is that you cannot repeat the same interjection twice and you have to say the with the expression. We are going to play the best out of three and then the winner moves on until no more interjections can be thought of.

Assess Learning

While the children are playing this game, I will walk around and listen to the different interjections being said. I will make sure that they are being used correctly and that everyone is saying some.

Homonyms

Introduce the topic

What do you think of when I say the word homonym? That is a funny sounding word and it has to do with different words that sound the same, but have different meanings. Can anyone think of an example of this? Sun and son, bear and bare, die and dye, etc are all good examples of homonyms.

Share examples

The book that we are reading through does not give an outright example of homonyms; however we can still get some practice using the book to find words that can be homonyms. Let's just pick out a sentence like this one on page 54 and the first paragraph in.

Provide Information

Which words are homonyms? Knew and sea are homonyms. How would you spell the other words that are connected to them? How are the words knew and new different in meaning? What is different about sea and see? What if the author wrote in the wrong homonym? The meaning of the entire sentence would be wrong and confusing. It is important for us as writers to know which homonym that we need to use.

Supervise Practice

Get into groups of three and assign students page numbers to the text. Have them identify homonyms and write them down. Once they have the word written down, write the other word that sounds the same and write the meaning to the words in a sentence. The sentence could just be an example on how to use the word properly. Each group should find at least five homonym pairs in their page numbers.

Assess Learning

Let's have one person from each group tell give the class the homonyms and I will write them on the board.

Tenses

Introduce the topic

I need everyone to listen closely to me as I say two different sentences. The first one is: "My mom likes to cook." The second one is "My mom liked to cook." What is the difference between these two sentences? Does anyone know what these words are referring to? They are referring to a word called tenses. What are the three different types of tenses? Past, present, and future.

Share examples

Look on page 84 and the third paragraph. This is an example of future tense. Now let's turn to page 86 and read the fifth paragraph. What is this an example of: Past tense. The last example is on page 87 and the fifth paragraph in. This is an example of present tense.

Provide Information

How can you tell what tense a sentence is in?

Past tense normally ends in ed. This signifies that something has already happened.

Present tense is just the word with maybe an s or ing on the end.

Future tense has a word that precedes the word such as going to go, going to eat, etc.

Supervise Practice

Have three students come to the front of the room. The middle person will face forward and the other two on either side will face the opposite directions. The one on the left represents past tense, the middle present tense, and the person on the right will be future tense. Say a sentence or a word and have someone stand next to the point to the person that is the correct tense. Each person will get an opportunity to participate. Partway through switch people out for the tenses.

Assess Learning

While this game is going on, I will watch each person and see if they understand tenses. I will throw in some tough words or sentences and see if the students can come up with it or get help from her classmates. This is a fun way to learn and practice tenses.