



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Around Town

Theme(s): City Living

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
suburbs hydrants Busker	Identify two cultures that are different from yours in the book. Research one of those cultures. What are the differences in the types of communities within the city? How is each separate community governed? Why is there so much street activity? What does the apple and puppet symbolize throughout the book? What are railroads under the street called?	Use a Venn diagram to compare a city you've visited, the city in the book and the city you live in.	<i>Central Park Serenade</i> by Laura Goodwin <i>The Kid's Guide To New York City</i> by Eileen Oqintz
Writing	Integrated Lesson		Technology

<p>Write about an event that takes place on the street in your city.</p> <p>Write about your favorite street activity from the story.</p>	<p>Art</p> <ul style="list-style-type: none"> • Design a clown puppet. Draw a portrait of yourself or someone you admire. • Research careers of illustrators and develop a PowerPoint presentation summarizing your findings. • Compare the implication of the illustrator's work as an artist with other illustrators/artists. • Use technology that uses vibrant colors and realistic images. • Choose an illustration from the book and discuss the following: symbolism, genre, mood, emotion, principles of design, and color theory. • Choose an event from the story and create a comic strip with dialog. <p>Social Studies</p> <ul style="list-style-type: none"> • Trace the route from your house to New York City. <p>Math</p> <ul style="list-style-type: none"> • Record the number of miles from your house to New York. • Take a carriage ride around your city to discover a new and different place you did not know existed. 	<p>Design a brochure of a large city you would like to visit.</p> <p>Research cities with horse drawn carriages.</p> <p>Research cities with subways. Why do they have subways?</p> <p>Research street musicians and find out what the requirements are for them to perform in the street.</p> <p>Visit New York online</p>
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Resources

Graphic organizer websites: www.graphic.org/goindex.html www.sdcoe.k12.ca.us/score/actbank/torganizer.htm
Puppet Website: www.cln.org/themes/puppetry.htm
Bureau of Tourism www.iloveny.com
Pen Pal website: www.ks-connection.org
Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

ELA

6-R1.3 Demonstrate the ability to make connections between a test read	7-R1.3 Demonstrate the ability to make connections between a test read	8-R1.3 Demonstrate the ability to make connections between a test read
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<p>independently and his or her prior knowledge, other texts, and the world.</p> <p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.</p> <p>6-W1.3 Demonstrate the ability to develop an extended response around a central theme, using relevant supporting details.</p> <p>6-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p>	<p>independently and his or her prior knowledge, other texts, and the world.</p> <p>7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; continue identifying imagery and symbolism.</p> <p>7-W1.3 Demonstrate the ability to develop an extended response around a central theme, using relevant supporting details.</p> <p>7-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p>	<p>independently and his or her prior knowledge, other texts, and the world.</p> <p>8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>8-R2.6 Demonstrate the ability to analyze devices of figurative language</p> <p>9-8-R2.7 Demonstrate the ability to identify imagery and symbolism.</p> <p>8-W1.3 Demonstrate the ability to develop an extended response around a central theme, using relevant supporting details.</p> <p>8-W1.6 Demonstrate the ability to write and publish in a variety of formats.</p>
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Social Studies

<p>III.6.3.2 Describe the physical characteristics including landforms, climate, and natural resources of early civilizations and relationship to economic activities.</p> <p>III.6.3.3 Explain how people interacted with their physical environment to create distinctive regions.</p>	<p>III.7.3.6 Explain how humans adapt to the physical environment of each world region and how the physical environment limits and defines human activity.</p> <p>III.7.3.7 Explain how people interact with their physical environment to create distinctive regions.</p>	<p>III.8.8.2 Describe and locate physical characteristics such as landforms, drainage patterns, climate regions and the natural resources in South Carolina and the United States.</p> <p>III.8.8.3 Explain how people interact with their physical environment to create distinctive regions in South Carolina and the United States.</p>
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MATH

III. Compute fluently and make reasonable estimates.

- A. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation and apply the selected methods.

ART

II. A Analyze the use of elements and principles of design in the composition of artworks using art vocabulary

III B Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others

IV A Compare and contrast the characteristics of artworks in various eras and cultures.

V B Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.

V C Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Coolies

Theme(s): Chinese Americans, Brothers,
Central Pacific Railroad Company

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
<p>crouch kowitz fragile ancestors coolie calligraphy trestle relentless Cantonese frantic agonizing tofu</p> <p>Write words using Chinese Calligraphy</p>	<p>Discuss what the land of opportunity meant to the Chinese people.</p> <p>What opportunities were in the US that were not in China?</p> <p>Why did they favor the Irish over the Chinese?</p> <p>Where did the word coolie originate?</p> <p>What insight does the illustration give you in Coolies?</p> <p>Why do you think women were not recruited to work on the railroad?</p> <p>What other method could they have used to get the message of low pay across to the employers?</p> <p>Who do you think will use the railroad?</p>	<p>Create a chart comparing wages for American workers and Chinese workers performing the same jobs.</p> <p>Design a booklet entitled <i>Chinese American contributions to the Railroad</i>. www.ccpr.org/museum/Chinese.html</p> <p>Use a Venn diagram to compare Chinese American life to African American life in the 1800s.</p>	<p>Mountain Light: Golden</p> <p>Mountain Chronicles</p> <p>By Laurence Yep</p> <p><i>Red Flower Goes West</i> by Ann Turner</p> <p><i>Orphan Train Rider</i> by Andrea Warren</p>
Writing	Integrated Lesson		Technology

<p>Write an essay about a person you are close to.</p> <p>Design a scenario of a cultural topic of your choice and write a script and storyboard.</p> <p>Use the ink block to write a letter to the US government about the differences in pay.</p> <p>If you had to go to another country, who would you choose to go with you?</p>	<p>Social Studies - Research the following:</p> <ul style="list-style-type: none"> • Chinese Americans • Ching Ming Festival • Holidays • Religion • Art • Union Pacific Railroad and the Central Pacific Railroad. • Ways China has changed over the years. • Child labor laws • Bias and racism • Chinese men's hair <p>Prepare a Chinese dish to share with the class.</p> <p>Math</p> <ul style="list-style-type: none"> • Determine how much money the Americans made versus the Chinese over the three-year span. • Determine the labor cost of building the railroad. 	<p>Use TimeLiner to relate events of the railroads from 1800 to 1869.</p> <p>Virtual fieldtrip – View the Great Wall of China.</p>
Resources		
<p>Great Wall of China and other links to Chinese culture – www.enchantedlearning.com/subjects/greatwall/</p> <p>Walk the wall – www.thebeijingguide.com/great_wall_of_china/index.html</p> <p>Chinese Culture – www.chineseculture.about.com</p> <p>Haag, Tim. <i>Internet For Kids</i>. Teacher Created Materials. Westminster, California. 1996.</p> <p>Cook, Catherine Halloran & Janet McGivnet Pfeifer. <i>Internet Quest: 101 Adventures Around the World Wide Web</i>. Incentive Publications, Inc. Nashville, Tennessee. 2000. (Add to each book)</p> <p>Smithsonian Institution – www.si.edu</p>		

Standards:

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6-R1.1 Demonstrate the ability to read a variety of texts fluently .	7-R1.1 Demonstrate the ability to read a variety of texts fluently .	8-R1.1 Demonstrate the ability to read a variety of texts fluently .
6-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence structure (syntax) , and word usage .	7-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax) , and word usage .	8-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax) , and word usage .
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.	7-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.	8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.
6-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	7-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	8-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to

access information.	access information.	access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.	7-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.	8-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.
6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.	7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.	8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

Math

III. Compute fluently and make reasonable estimates.

- B. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation and apply the selected methods.

Social Studies

6.1.5 Describe the major aspects of Japan's Classical Age, the middle empire in China, and the Mongol Empire in medieval Russia. 6.1.6 Summarize the contributions of Middle Eastern cultures and their global impact. 6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations.	7.2.4 Describe how the United States influences other nations and how other nations influence American society and politics. 7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions. 7.3.5 Identify and compare cultural characteristics of each world	8.1.1 Discuss the nature, challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups. 8.2.4 Explain ways in which South Carolina and other colonies addressed the labor shortage including slavery. 8.7.1 Explain the meaning of citizenship in the United States and describe how one becomes a citizen. 8.7.2 Differentiate between personal, political, and economic rights.
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	<p>region.</p> <p>7.3.8 Compare how people of different cultural backgrounds perceive places and regions.</p> <p>7.3.15 Describe how conflict and cooperation affect political, social, and economic systems in each world region.</p>	<p>8.7.5 Describe the means by which Americans can monitor and influence politics and governments.</p> <p>8.7.7 Explain the struggles for equity in the political arena that affected African Americans, women, and other ethnic religious groups.</p> <p>8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.</p> <p>8.9.1 Describe divisions of labor.</p> <p>8.9.2 Explain how free enterprise provides the goods and services consumers want.</p>
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Art

- II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.
- III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.
- IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.
- V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.
- V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.

Chris Soentpiet



n Plan

Title(s): Dear Santa, Please Come to the 19th Floor

Theme(s): Hope, Christmas, Santa Claus

Word Study

Comprehension Focus

Graphic Organizer

Additional Readings

navigates
clutching
Bodega
astronomer
wheezes

What type of accident was Carlos involved in?

Did the doctor say Carlos would never walk again? Find evidence in the story.

Why do you think Carlos' Poppa moved away?

What do you think Carlos will do with the basketball?

Why do you have to have a key to get into Carlos and Willy's building?

What does it mean to feel hopeless? Have you ever felt hopeless?

Why did Santa remove his hat, his boots, and his coat?

Discuss why Carlos thought Santa would not come to their community.

Did you ever believe in Santa? If so, what made you stop?

Do you think that was the real Santa? What makes you think so?

Discuss negative and positive roles of friendship.

Santa gave the boys hope. What were they hoping for?

Do you think receiving Santa's gifts changed the neighbors?

What does the basketball symbolize?

Why did Santa place his finger aside of

Make a chart describing the character analysis of Buddy, Carlos, and Rachel.

Friends by Helen Heise

Polar Express by Chris Van Allsburg

Santa Kid by James Patterson

Writing	Integrated Lesson	Technology
<p>Write how you would feel if your best friend was in an accident that left him in a wheelchair.</p> <p>Write a letter to Santa for a friend who has lost hope.</p> <p>Describe a time in your life when you felt hopeless and how you resolved it.</p> <p>Write three main concepts of friendship, making a friend, being a friend and helping friends resolve conflicts.</p> <p>Write what you think will happen next in the story.</p>	<p>Art</p> <ul style="list-style-type: none"> • Make a holiday card for a family member. <p>Social Studies</p> <ul style="list-style-type: none"> • Research a holiday and create a page for a class book • Cook and eat a Spanish meal • Research alcoholism • Christmas around the world • Astrology • Spinal cord injuries • Origins of Santa Claus <p>Math</p> <ul style="list-style-type: none"> • Use an illustration from the book to calculate the number of steps you think would be in 19 floors. • Find out how many steps are in a flight. • Show and explain your work. 	<p>Make a holiday card for Willie and Carlos using Publisher.</p>
Resources		
<p>Paper Santa with Santa Claus facts www.papertoys.com/santa.htm</p> <p>Cook, Catherine Halloran & Janet McGivnet Pfeifer. <i>Internet Quest: 101 Adventures Around the World Wide Web</i>. Incentive Publications, Inc. Nashville, Tennessee. 2000.</p>		

Standards:

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6-R1.6 Demonstrate the ability to make predictions about stories.	7-R1.6 Demonstrate the ability to make predictions about stories.	8-R1.6 Demonstrate the ability to make predictions about stories.
6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot , character , and theme .	7-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot , character , and theme .	8-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on the plot , character , and theme .
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
6-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.	7-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.	8-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.
6-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices , the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.	7-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices , the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.	8-R3.1 Demonstrate the ability to determine pronunciations, meanings, alternate word choices , the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.
6-W1.3 Demonstrate the ability to develop an extended response around a central idea , using relevant supporting details.	7-W1.3 Demonstrate the ability to develop an extended response around a central idea , using relevant supporting details.	8-W1.3 Demonstrate the ability to develop an extended response around a central idea , using relevant supporting details.
6-W2.1	7-W2.1	8-W2.1

Demonstrate the ability to use writing to explain and inform.	Demonstrate the ability to use writing to explain and inform.	Demonstrate the ability to use writing to explain and inform.
6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.	7-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.	8-C2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
6-C3.10 Begin evaluating the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .	7-C3.10 Continue evaluating the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .	8-C3.10 Demonstrate the ability to evaluate the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
Social Studies		
I.6.1.3 Trace the origin and spread of major world religions including Hinduism, Buddhism, Judaism, Christianity, and Islam through the early 1500's.	III.7.3.16 Explain the different ways in which places are connected and how these connections impact economic, cultural, and political interdependence on the regional and global scales.	IV.8.11.1 Describe inflation and recession and their effects on the value of money.

Math

III. Compute fluently and make reasonable estimates.

C. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation and apply the selected methods.

Art

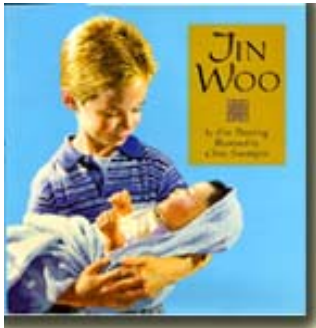
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Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Jin Woo

Theme(s): Korean Americans, Adoption and Multicultural Adoption

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
<p>precious photograph kimchi strokes pterodactyl escalator escort hanbok gurgling blurry bundle hoopla</p> <p>Discuss dialog in a story.</p> <p>Write a composition that includes dialog.</p> <p>Take turns writing dialog around the room.</p>	<p>Look closely at the drawings throughout the book. How do the expressions of the characters change?</p> <p>Essential questions: How old do you think David is? How do you know?</p> <p>What do you think was in David's heart before?</p> <p>Compare David's feelings about the baby before he arrived and after.</p> <p>Why does knowing his father was excited when he came home, made David feel better?</p> <p>Why are names important?</p>	<p>KWL chart on adoption</p> <p>Character analysis on Jin Woo</p> <p>Create chart /graph on student visitation of foreign countries</p>	<p><i>Adoption is for always</i> by Linda Walvoord Girard</p> <p><i>A China adoption story : Mommy, why do we look different?</i> by Frances M. Koh</p> <p><i>Peacebound Trains</i> by Haemi Balgassi</p> <p><i>Tuck Triumphant</i> by Theodore Taylor</p> <p><i>The White Swan Express: A story about adoption</i> by Jean Davies Okimoto</p>
Writing	Integrated Lesson		Technology

<p>Interview someone who is Korean or adopted and write a summary of what you discovered.</p> <p>Persuade someone about your opinion on cross-cultural adoption.</p> <p>Write a letter to David telling him what to expect.</p> <p>Produce a diary for one member of the family after the baby arrives.</p> <p>Write how you would feel about your parents adopting a foreign child into your family.</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • Research Korea • Research adoption of foreign countries • Visit a Korean grocery store or restaurant • Invite a Korean speaker to visit your classroom <p>Art</p> <ul style="list-style-type: none"> • Collage of Korean food • Research careers of illustrator and develop PowerPoint presentation summarizing your findings. • Compare the implication of the illustrator's work as an artist with other illustrators/artists. • Use technology that uses vibrant colors and realistic images. • Choose an illustration from the book and discuss the following: symbolism, genre, mood, emotion, principles of design, and color theory. • Choose an event from the story and create a comic strip with dialog. 	<p>Research adoption on the internet.</p> <p>Research the honbok and create a paper version</p>
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Resources

Graphic organizer websites: www.graphic.org/goindex.html www.sdcoe.k12.ca.us/score/actbank/torganizer.htm
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Standards:

ELA

6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
6-R1.5 Demonstrate the ability to identify the details that support the thesis of a particular text.
6-R1.6 Demonstrate the ability to make predictions about stories.
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between the first- and third- person narration and between the omniscient and the limited omniscient point of view.
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.
6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.
6-W1.6.3 Continue writing essays, reports, articles, and proposals.
6-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.
6-C1.5 Demonstrate the ability to

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7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.
7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.
8-R1.5 Demonstrate the ability to identify the details that support the thesis of a particular text.
8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
8-R2.3 Demonstrate the ability to identify the speaker in a literary work and recognize the difference between the first- and third- person narration and between the omniscient and the limited omniscient point of view.
8-R2.6 Demonstrate the ability to analyze and interpret figurative language. Demonstrate the ability to identify imagery and symbolism.
8-W1.6.3 Demonstrate the ability to write essays, reports, articles and proposals.
8-W2.1 Demonstrate the ability to use writing to explain and inform.
8-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.
8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

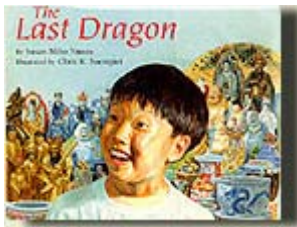
participate 6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.		
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Social Studies

III. People Places, and Environments: Geography 6.3.2 Describe the physical characteristics including landforms, climate, and the natural resources of the early civilizations and their relationship to economic activities.	7.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment. 7.3.8 Compare how people of different cultural backgrounds perceive places and regions.	III. People Places, and Environments: Geography 8.8.2 Describe and locate the physical characteristics such as landforms, drainage patterns, climate regions, and the natural resources in South Carolina and the United States.
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Art

<p>II. A Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III B analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV A Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V B use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V C Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>
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Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): The Last Dragon
Theme(s): Chinese Americans, Chinese Culture

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
companion severed alien homage Gaping Mahjongg typhoon polished vial teeming	Essential questions: What is a ten man dragon? Why do dragons have pearls? Why did Peter's parents send him to Chinatown for the summer? How did Peter discover the dragon? What does Peter discover about himself as he brings the dragon back to life?	Use a T-Chart to compare Chinese dragons to western dragons. Find a Chinese myth and compare it to another myth from another foreign country.	<i>Celebrating Chinese New Year</i> by Diane Hoyt-Goldsmith <i>Chinese New Year Dragon</i> by Judith Austin <i>Coolies</i> by Yin <i>Dancing Dragon</i> by Marcia K. Vaughn <i>Lion Dancer</i> by Kate Waters
Writing	Integrated Lesson		Technology

<p>Write about visiting a relative you do not know very well.</p> <p>Research a part of Chinese culture and write a one-page paper on it. For example, clothing, education, etc.</p> <p>Write a thank you note to the aunt for your visit and translate it into Chinese.</p>	<p>Art - Create a Chinese Dragon Puppet</p> <p>Social Studies –</p> <ul style="list-style-type: none"> • Create a guidebook to Chinatown • Learn how other cultures celebrate Lunar New Year • Research immigration • Research porcelain • Learn to play mahjongg <p>Science – investigate different herbs/ types of tea; investigate typhoons.</p> <p>Math/Science – make kimchi; eat with chopstix</p>	<p>View a Chinese Dragon Video Clip from an Internet website.</p>
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Resources

Websites: [Lions, Dragons, & Nian: Animals of the Chinese New Year](#) - lesson plan on Edsitement [Chinese Dragon](#)
Graphic organizer websites: www.graphic.org/goindex.html www.sdcoe.k12.ca.us/score/actbank/torganizer.htm
Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

ELA

<p>6-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>6-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme.</p> <p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>6-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> <p>6-C1.6 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.</p> <p>6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</p>	<p>7-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>7-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>7-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>7-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot, character, and theme.</p> <p>7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>7-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> <p>7-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.</p> <p>7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</p>	<p>8-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>8-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>8-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>8-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot, character, and theme.</p> <p>8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>8-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> <p>8-C1.4 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates.</p> <p>8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</p>
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Social Studies

<p>I.6.1.5 Describe the major aspects of Japan's Classical age, the middle empire in China, and the Mongol Empire in medieval Russia.</p>	<p>I.7.1.1 Explain the transformations in Asian, African, and European societies</p> <p>III.7.3.1 make and use maps, globes, graphs, charts and models to describe</p>	
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<p>III.6.3.2 Describe the physical characteristics including landforms, climate, and the natural resources of the early civilizations and their relationship to economic conditions.</p> <p>IV.6.4.2 Compare and contrast the barter system and a monetary exchange.</p>	<p>and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.</p> <p>III.7.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment.</p> <p>IV.7.4.2 Explain how the factors of production (natural resources, human resources, capital, and entrepreneurship) combine in the production process.</p>	
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Art

<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>

Chris Soentpiet
Author/Illustrator Lesson Plan

Title(s): My Brother Martin

Theme(s): Childhood Experiences, Martin Luther King, Jr.

Comprehension Focus

Graphic Organizer

Read-Aloud

<p>indignity injustice bigotry cyclorama chifforobe prank crouched premature</p> <p>Make a crossword puzzle using words and ideas related to civil rights and Dr. King.</p>	<p>Essential question: What makes a hero? What did Dr. King want to change in the United States? What can we do today to make the world a better place?</p> <p>Figurative language – Metaphor - Three peas in a pod Simile – like the pages of a brand new book</p> <p>Notice the cars and clothing to determine the era.</p> <p>Why do you think some boys have on long pants and some have on short ones?</p> <p>Judging by the pictures in the book, would you say Dr. King’s family was poor? Explain why.</p> <p>Why do you think they called Auburn avenue sweet?</p> <p>What could have happened to destroy M.L. and A.D. the friendship with their white friends?</p> <p>Why do you think the white family sold the store and moved away?</p> <p>What do you think happened to the store?</p>	<p>Students complete a KWL Chart on what they know about Dr. King and want to learn. Students present what they have learned after their research.</p>	<p>Read any book about Martin Luther King, civil rights, Coretta Scott King</p> <p><i>Momma, Where Are You From?</i> By Marie Bradby</p> <p><i>More Than Anything Else</i> by Marie Bradby</p> <p><i>Free At Last</i> by Sara Bullard</p> <p><i>They Had a Dream</i> by Jules Archer</p> <p><i>Let It Shine</i> by Andrea Davis Pinkney</p>
<p>Writing</p>	<p>Integrated Lesson</p>		<p>Technology</p>

<p>Analyze the “I have a dream speech.”</p> <p>Write a newspaper account of any significant event in the life of Dr. King.</p> <p>Use a topic from the back of the book to write a 5-paragraph essay.</p>	<p>Have a speaker to talk about prejudice.</p> <p>Scavenger Hunt</p> <p>Develop a map of Dr. King’s hometown today.</p> <p>Art – Make a collage of words that make you feel peaceful.</p> <p>Use pictures from magazines to create a poster to symbolize Dr. King’s life and commitment.</p> <p>Find out if anyone you know has ever seen a white-only or colored only sign and interview him or her.</p> <p>Prepare for a mock March on Washington.</p>	<p>Study a day in the life of a child in the 1950s</p> <p>Visit www.myhero.com</p> <p>Publish a mini book on the life of Dr. King</p> <p>Visit The King Center</p>
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Resources

Martin Luther King, Jr.’s “I have a Dream Speech” online, Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

ELA

<p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>
<p>6-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p>	<p>7-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p>	<p>8-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p>
<p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of</p>	<p>7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of</p>	<p>8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of</p>

organizing information and events logically.	organizing information and events logically.	organizing information and events logically.
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor ; begin identifying imagery and symbolism .	7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor ; continue identifying imagery and symbolism .	8-R2.6 Demonstrate the ability to analyze and interpret figurative language . 8-R2.7 Demonstrate the ability to identify imagery and symbolism .
6-R3.4 Demonstrate the ability to analyze the figurative use of words in context.	7-R3.4 Demonstrate the ability to analyze the figurative use of words in context.	8-R3.5 Begin distinguishing between the denotation and the connotation of words and interpreting the connotative power of words.
6-W1.6 Demonstrate the ability to write and publish in a variety of formats.	7-W1.6 Demonstrate the ability to write and publish in a variety of formats.	8-W1.6 Demonstrate the ability to write and publish in a variety of formats.
6-W2.1 Demonstrate the ability to use writing to explain and inform.	7-W2.1 Demonstrate the ability to use writing to explain and inform.	8-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.
6-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	7-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

6-C2.5 Demonstrate the ability to listen to record information as a member of a group.	7-C2.5 Demonstrate the ability to listen to record information as a member of a group.	8-C2.5 Demonstrate the ability to listen to record information as a member of a group.
6-C3.2 Demonstrate the ability to analyze details, character , setting , and cause and effect in material from nonprint sources .	7-C3.3 Demonstrate the ability to analyze details, character , setting , and cause and effect in material from nonprint sources .	8-C3.3 Demonstrate the ability to analyze details, character , setting , and cause and effect in material from nonprint sources .
6-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources .	7-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources .	8-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources .
6-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	7-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	8-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
6-C3.10 Begin evaluating the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .	7-C3.10 Continue evaluating the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .	8-C3.10 Demonstrate the ability to evaluate the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
6-RS2.4	7-RS2.4	8-RS2.4

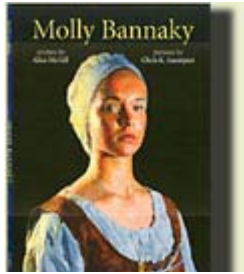
Demonstrate the ability to summarize the information that he or she has gathered.	Demonstrate the ability to summarize the information that he or she has gathered.	Demonstrate the ability to summarize the information that he or she has gathered.
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SOCIAL STUDIES

III.6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations.	III.7.3.1 Make and use maps, globes, graphs, charts and models to describe and analyze the location and spatial distribution of people, places and environments on a global scale and in the principal world culture regions.	I.8.1.1 Discuss the nature challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups. II.8.6.2 Identify and explain historical, geographic, social, and economic factors that have helped shape American democracy. III.8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.
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ART

<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Molly Bannaky
Theme(s): Slavery, Benjamin Banneker

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
udder obstinate scullery jittery shawl frothy seeped gallows bondage callused jutted indentured furrows lordship penalty	Setting of 1683 Author's purpose Discuss miscegenation (interracial marriage) Tell about the importance of good neighbors. Why was marriage important for Molly and Bannaky? Why didn't they just live together?	Compare slavery to the seven years of bondage. Compare Molly and Bannaky's backgrounds.	Any books on Frederick Douglas or Benjamin Banneker <i>Dear Benjamin Banneker</i> by Andrea Pinkney <i>Benjamin Banneker</i> by Melissa Maupin <i>The Life of Benjamin Banneker: The First African American Man of Science</i> by Silvio A. Bedini <i>Escape North!: The Story of Harriet Tubman</i> by Monica Kulling Read the Historical note in the back of the book.
Writing	Integrated Lesson		Technology

<p>Why do you think people were being spared for reading the bible? How does this make you feel?</p> <p>Was life better in the colonies than in England? How so?</p> <p>How would you feel going to a new country alone at the age of 17?</p> <p>Molly and Bannaky showed determination. Write about something you are determined to do and what you are doing to make it happen.</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • Research Molly Bannaky's family, • Late 17th century colonies and England • Indentured slaves • Seven year passengers • Benjamin Bannaker, • Study freedom papers • Women's rights, multicultural marriage • Tobacco farming and industry <p>Art</p> <ul style="list-style-type: none"> • Create Molly and Bannaky's large house with outbuildings 	<p>Create timeline on Molly's and Bannaky's life or Benjamin Bannaker's life using TimeLiner</p> <p>Use inspiration to create a family tree of Molly and Bannaky.</p> <p>Compare tobacco industry then and now.</p>
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Resources

Movie "Roots", Letter to Thomas Jefferson, Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards

ELA

6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
6-R1.8 Demonstrate the ability to draw conclusions and make inferences.	7-R1.8 Demonstrate the ability to draw conclusions and make inferences.	8-R1.8 Demonstrate the ability to draw conclusions and make inferences.
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.	7-RS1.2 Continue asking questions to investigate all aspects of a topic, including various viewpoints regarding it.	8-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.
6-RS2.5 Begin refining topics and asking additional questions based on the information that he or she has gathered.	7-RS2.5 Continue refining topics and asking additional questions based on the information that he or she has gathered.	8-RS2.5 Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.
6-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices , the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.	7-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices , the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.	8-R3.1 Demonstrate the ability to determine pronunciations, meanings, alternate word choices , the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.

6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.	7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.	8-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.

Social Studies

III.6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations. III.6.3.2 Describe the physical characteristics including landforms, climate, and the natural resources of the early civilizations and their relationship to economic activities.	III.7.3.1 Make and use maps, globes, graphs, charts and models to describe and analyze the location and spatial distribution of people, places and environments on a global scale and in the principal world culture regions. III.7.3.8 Compare how people of different cultural backgrounds perceive places and regions	I.8.1.1 Discuss the nature challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups. II.8.6.2 Identify and explain historical, geographic, social, and economic factors that have helped shape American democracy. III.8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.
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Art

- II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.
- III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.
- IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.
- V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.
- V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.

Chris Soentpiet
Author/Illustrator Lesson Plan

Title(s): More Than Anything Else

Theme(s): African American culture and the life of Booker T. Washington

Word Study

Reading Comprehension Focus

Graphic Organizer

Additional Readings

<p>rumbles cooper linger</p>	<p>Story elements – PowerPoint theme, character, main idea, genre, cause and effect using reasoning skills</p> <p>Author’s Point of View – Ask who is telling the story?</p> <p>Essential questions: When do you think the story took place?</p> <p>Figurative Language- Hunger racing as fast as my heart It refuses to grow smaller Book learning swims freely Jumping without legs Brown Face of hope Jump into another world I am saved</p>	<p>Use a K-W-L Chart to record student’s knowledge about salt mines.</p> <p>Compare the frog’s life to Booker’s life at the moment he caught him! (Slavery)</p>	<p>Booker T. Washington: A Modern Moses <i>by</i> <i>Lois P. Nicholson</i></p> <p>Jeremiah Learns to Read <i>by Jo Ellen</i> <i>Bogart</i></p> <p>Momma, Where Are You From? <i>By</i> <i>Marie Brady</i></p> <p>Through my Eyes <i>by Ruby Bridges</i></p> <p><i>Read Martin Luther</i> <i>King’s “I have a</i> <i>Dream” Speech</i></p>
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Writing

Integrated Lesson

Technology

<p>Write in your journal what you want more than anything else?</p> <p>Write a response for the following: Why did Booker T. Washington want to learn to read more than anything else?</p> <p>Is learning to read important? Why or why not?</p> <p>Start developing an autobiography. (Oral presentation)</p> <p>Have you ever had a dream that you could see that others couldn't? Write about your dream for your future or how you felt. Have you ever achieved it?</p> <p>In what ways could Booker's family change if he was able to read? How could Booker use his reading at the Salt mines?</p>	<p>Science – Experiment see attached In the story Booker, Papa and John shovel salt all day. What happens when there is a small cut on their skin? Will the cut hurt when it touches the salt? Why?</p> <p>Social Studies – See technology section for websites to answer the following: The salt industry made the Kanawha Valley one of the fastest growing business areas in the country in the early 1800s. When the salt market moved west, Kanawha Valley's economy collapsed.</p> <ul style="list-style-type: none"> • When a region's economy is tied to one product, what happens when demand for that product increases? Decreases? • How does the failure of the Kanawha Valley's salt industry in the 1800s compare to the collapse any other economic collapse in the United States? <p>Art – Illustrate an event from the story connecting your life to the story.</p> <p>Interview an adult about a dream they may or may not have fulfilled. How was the dream fulfilled or why was it not fulfilled?</p>	<p>Booker T. Washington Time Trail, West Virginia WVGES Geology West Virginia Salt Industry Salt</p> <p>Create a PowerPoint to encourage children to read.</p> <p>Create a timeline on salt or Booker T. Washington.</p> <p>Create a PowerPoint on figurative language phrases</p>
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Resources

Martin Luther King, Jr.'s "I have a dream" speech, PowerPoint, TimeLiner, Graphic organizer websites:

www.graphic.org/goindex.html www.sdcoe.k12.ca.us/score/actbank/torganizer.htm

Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

Social Studies

<p>6.4.1 Explain how scarcity and choice make distributing goods and services essential.</p>	<p>7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.</p> <p>7.3.6 Explain how humans adapt to the physical environment of each world region and how the physical environment limits and defines human activity.</p> <p>7.4.3 Describe the roles of supply and demand as they relate to the needs and wants of consumers and markets.</p>	<p>8.9.4 Compare different production methods and illustrate how productivity is affected by technological change.</p> <p>8.3.9 Discuss westward expansion and the sectional tensions that developed, including the rising opposition to slavery.</p>
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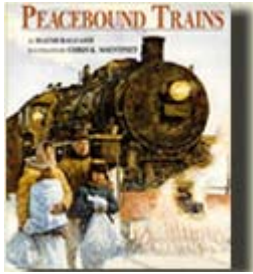
ELA

<p>6-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>6-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>6-R1.9 Demonstrate the ability to analyze cause and effect and its impact on plot, character, and theme.</p> <p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p>	<p>7-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>7-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>7-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>7-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot, character, and theme.</p> <p>7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written</p>	<p>8-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>8-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>8-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>8-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot, character, and theme.</p> <p>8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p> <p>8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written</p>
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<p>6-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> <p>6-C1.6 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.</p> <p>6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</p> <p>6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>6-W2.3 Begin writing to persuade, analyze, and transact business.</p> <p>6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>6-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p>	<p>material.</p> <p>7-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> <p>7-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.</p> <p>7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</p> <p>7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>7-W2.3 Continue writing to persuade, analyze, and transact business.</p> <p>7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>7-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p>	<p>material.</p> <p>8-W1.6.3 Continue writing essays, reports, articles, and proposals.</p> <p>8-C1.4 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates.</p> <p>8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.</p> <p>8-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.</p> <p>8-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business.</p> <p>7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.</p>
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Visual Arts

- II. A Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.
- III B Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.
- IV A Compare and contrast the characteristics of artworks in various eras and cultures.
- V B Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.**
- V C Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Peacebound Trains

Theme(s):

Word Study

Comprehension Focus

Graphic Organizer

Additional Readings

<p>Harabujy Harmony Oppa Pusan Seoul Umma yuhbo antique decades abruptly paramedic consoled crimson conductor pediatric hazy murmured brittle stooped glimpsed looming wailed grim plummeting rumbled rice paddies fidget lopsided</p>	<p>What made the grandfather go to war after sending his family away?</p> <p>Make a prediction about the story based on its illustrations.</p> <p>What do you think Harmuny was waiting for when she wouldn't move?</p> <p>What makes a day beautiful?</p> <p>What makes Harmuny reflect on the day they left?</p> <p>Tell about a time you really wanted to remain with someone but couldn't.</p> <p>Who provided the trains for the Koreans to leave and why?</p> <p>What do you notice about the school shelter?</p> <p>Discuss a time when you smiled but you felt differently.</p>	<p>Compare and contrast the trip to Seoul from the book and a trip today.</p> <p>Make a Venn diagram to compare this story with Coolies and silver packages.</p>	<p><i>Year of Impossible Goodbyes</i> by Sook Nyul Choi</p> <p><i>Dear Juno</i> by Soyung Pak</p> <p><i>The Name Jar</i> by Yangsook Choi</p> <p><i>So Far From The Sea</i> by Eve Bunting</p> <p><i>Heroes</i> by Ken Mochizuki</p>
<p>Writing</p>	<p>Integrated Lesson</p>		<p>Technology</p>

<p>Rewrite another ending for the story.</p> <p>Onomatopoeia – come up with other sounds in the story that could be onomatopoeia</p> <p>Talk with a Korean War Veteran and write their story.</p> <p>Talk with a grandparent or friend that has moved and write their story.</p> <p>Write a letter to the author or illustrator and tell them how much you enjoy the story and illustrations.</p> <p>Choose a pen pal to communicate.</p>	<p>Art</p> <ul style="list-style-type: none"> • Make a life-size paper doll. • Make a rag doll to represent the characters and dress them in traditional Korean clothing. • The author really describes the eyes of the characters in the story, have students find the description within the text and then describe the eyes of a classmate. • Have students draw their own map of Blossom Hill. • Create puppets to reenact the story. <p>Social Studies</p> <ul style="list-style-type: none"> • Use a map to see how far it is to Seoul to Pusan. • Research the following: <ul style="list-style-type: none"> ○ Communism ○ United Nations ○ Find out how much the army pays for college tuition ○ Women in the military ○ The author and illustrator <p>Science – Plan meals for the proposed train trip using the food pyramid.</p>	<p>Make a guidebook of Korea include topics such as traditions, early history, food, games, cities, and the geographical features.</p>
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Resources

Cobblestone magazine has a special edition devoted to the Korean War. Culturegrams
Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

<i>ELA</i>		
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6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor ; begin identifying imagery and symbolism .	7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor ; continue identifying imagery and symbolism .	8-R2.6 Demonstrate the ability to analyze and interpret figurative language . 8-R2.7 Demonstrate the ability to identify imagery and symbolism .
6-W1.6.3 Continue writing essays, reports, articles, and proposals.	7-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.	8-W1.6.3 Demonstrate the ability to write essays, reports, articles, and proposals.
6-W2.1 Demonstrate the ability to use writing to explain and inform.	7-W2.1 Demonstrate the ability to use writing to explain and inform.	8-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	8-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
6-C3.10	7-C3.10 Continue evaluating the use of detail,	8-C3.10 Demonstrate the ability to evaluate the use

Begin evaluating the use of detail, character, setting , sequence, cause and effect, imagery , and sound in nonprint sources .	character, setting , sequence, cause and effect, imagery , and sound in nonprint sources .	of detail, character, setting , sequence, cause and effect, imagery , and sound in nonprint sources .
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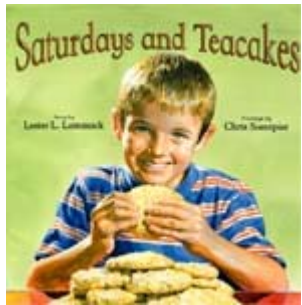
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
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Social Studies

<p>III.6.3.1 Make and use maps, globes, charts, and models to analyze location and spatial distributions to early civilizations.</p> <p>III.6.3.2 Describe the physical characteristics including landforms, climate, and natural resources of the early civilizations and their relationship to economic activities.</p>	<p>I.7.1.7 Examine the implications of Communism and its effect on world history.</p> <p>III.7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.</p> <p>III.7.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment.</p> <p>III.7.3.5 Identify and compare the cultural characteristics of each world region.</p>	<p>II.8.6.2 Identify and explain historical, geographic, social, and economic factors that have helped shape American democracy.</p> <p>III.8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.</p> <p>III.8.8.5 Describe the role of technology development in shaping the characteristics of economic, cultural, and political regions in South Carolina and the United States.</p>
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ART

<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Saturdays and Teacakes and Where is Grandpa?

Theme(s): Grandparents, Cooking

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
arage steep pasture Onomatopoeia <ul style="list-style-type: none"> • humming • crunching • sputtered coasted canister range pasture chatter piccolos mist jumbled canyon cottonwood Ponderosa Pine Why are some sentences written in italics? Dialect What is the difference between a solo and a chorus?	Connecting what you are reading to your own life. Predict what the boy will do when he gets to his grandmothers house. Infer what he will not forget in the future. Identify metaphors <ul style="list-style-type: none"> • sunlight poured through the windows like a waterfall • mixture drift through her hands like I sifted sand at the beach Personification <ul style="list-style-type: none"> • Mower choked on wet grass Essential questions: Why is Mammaw's dialect different from her grandsons? What does every bird needs a tree and every kid needs a house infer? Why didn't anyone speak when the parents came home? What event in the story changed the boy's feelings about his grandfather in the end?	Create a diagram of words used to describe sounds in the book. Use a Venn diagram to compare and contrast your life today with the 1950s/60s. Use a T-chart to compare the grandfather and grandmother from each story.	Saturdays and Teacakes By Lester Laminack <i>Where is Grandpa?</i> By <i>The Wednesday Surprise</i> by Eve Bunting <i>Heartbeat</i> by Sharon Creech <i>A Picnic in October</i> by Eve Bunting <i>Aunt Flossies Hats and Crab Cakes Later</i> by Elizabeth Fitzgerald Howard

Writing	Integrated Lesson	Technology
<p>Write about a special memory you have of your grandparent or another older person who is special in your life.</p> <p>What do you think about boys cooking?</p> <p>Write a thank you card to Mammaw (or other older special person) for all the special things she does for you.</p> <p>Write about a family tradition.</p>	<p>Math – compare a teacup to a measuring cup of flour; Visit www.peachtreeonline.com for Mammaw Thompson’s delicious teacakes recipe for students to try. Determine how to double the recipe for an entire class.</p> <p>Social Studies – create a map from your house to your grandparent’s house and compare this map to one from map quest.</p> <p>Locate the Rockies, Salmon River and the Connecticut River.</p> <p>Create a family tree.</p>	<p>Create a “grandma’s favorite recipes” cookbook or a favorite cookies recipes cookbook.</p>
Resources		
<p>Visit www.peachtreeonline.com for Mammaw Thompson’s teacake recipe</p> <p>Visit a cooking school in Charleston, South Carolina</p> <p>Visit an assisted living center or nursing home</p> <p>Cook, Catherine Halloran & Janet McGivnet Pfeifer. <i>Internet Quest: 101 Adventures Around the World Wide Web</i>. Incentive Publications, Inc. Nashville, Tennessee. 2000.</p>		

Standards:

ELA		
<p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>6-R1.11 Demonstrate the ability to follow multi-step directions such as those for preparing and completing forms.</p> <p>6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> <p>6-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> <p>6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.</p> <p>6-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.</p>	<p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>7-R1.11 Demonstrate the ability to follow multi-step directions such as those for preparing and completing forms.</p> <p>7-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> <p>7-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> <p>7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; continue identifying imagery and symbolism.</p> <p>7W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>7W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.</p>	<p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>8-R1.11 Demonstrate the ability to follow multi-step directions such as those for preparing and completing forms.</p> <p>8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> <p>8-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> <p>8-R2.6 Demonstrate the ability to analyze and interpret figurative language.</p> <p>Demonstrate the ability to identify imagery and symbolism.</p> <p>8W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>8-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.</p>
Social Studies		
<p>III. People Places, and Environments: Geography</p> <p>6.3.2 Describe the physical characteristics including landforms, climate, and the natural resources of the early civilizations and their relationship to</p>	<p>7.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment.</p> <p>7.3.8 Compare how people of different</p>	<p>III. People Places, and Environments: Geography</p> <p>8.8.2 Describe and locate the physical characteristics such as landforms, drainage patterns, climate regions, and the natural resources in South Carolina and the United</p>

economic activities.	cultural backgrounds perceive places and regions.	States.
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Math

II A 1 Using standard and nonstandard units of measure, estimate and then determine length, weight/mass, area, and volume/capacity.		
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Art

II. A Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.

III B Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.

IV A Compare and contrast the characteristics of artworks in various eras and cultures.

V B use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.

V C Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): *Silver Packages*

Theme(s): Appalachia, Christmas, Railroads, Poverty

Word Study

Comprehension Focus

Graphic Organizer

Read-Aloud

<p>platform caboose</p>	<p>Infer why the man's car took itself over the side of the ridge.</p> <p>Why didn't the people who had helped the man accept any money?</p> <p>Why do you think Frankie wants a doctor kit? Why was he so determined to get the doctor's kit?</p> <p>Why do the children wait for the Santa Train?</p> <p>In what other way could the rich man help the family?</p> <p>If you found someone injured in a car, what would you expect from him in return for nursing him or her back to health?</p> <p>Who gets the most value out of the Santa Train?</p> <p>What effect did the rich man have on Frankie?</p> <p>How do all the gifts help Frankie get what he really wanted?</p>	<p>Compare an Appalachian school to your school.</p>	<p><i>Children of Christmas: Stories For the Season</i> by Cynthia Rylant</p> <p><i>Christmas in the Country</i> by Cynthia Rylant</p> <p><i>Year of the Perfect Christmas Tree: An Appalachian Story</i> by Cynthia Rylant</p> <p><i>Appelmando's Dreams</i> by Patricia Polacco</p> <p><i>Seven Spools of Threads</i> by Angela Shelf Medearis</p>
<p>Writing</p>	<p>Integrated Lesson</p>		<p>Technology</p>

<p>Write about something you wanted for Christmas but did not receive.</p> <p>Name and write about famous people, sports figures, rap artists, and others that have “paid back” to the community.</p> <p>What lesson did Frankie learn from his experience with the Santa Train?</p> <p>List what you are thankful for.</p> <p>What are the pros and cons of remaining or returning to your neighborhood after you grow up and have a career?</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • Map the route of the Santa Train. • Research the following: • Appalachian area • Santa Train • Poverty rate in Appalachian area (Determine why people stay there.) Coal towns • Create a relief map of the Appalachian mountains. • Research the “Best Friend” train in South Carolina. <p>Art - Create a Santa Train.</p> <p>Math – How many years has the Santa Train been in existence? Help three people and ask them to help three people. Determine the formula for the number of people that have been helped.</p> <p>Adopt a family for Christmas. Collect food and clothing. Make holiday baskets. Tally and collect money for family. Keep thermometer goal.</p> <p>Write letters and make cards for the family that will receive the baskets, food and clothing.</p>	<p>Visit Santa Train on the web</p> <p>Use Excel to create graphs depicting poverty rates for Appalachian area.</p>
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Resources

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Standards:

ELA

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6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
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6-W1.6 Demonstrate the ability to write and publish in a variety of formats.	7-W1.6 Demonstrate the ability to write and publish in a variety of formats.	8-W1.6 Demonstrate the ability to write and publish in a variety of formats.
6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	8-C1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access

access information.	access information.	information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.

Social Studies

	<p>III.7.3.6 Explain how humans adapt to the physical environment of each world region and how the physical environment limits and defines human activity.</p> <p>III.7.3.8 Compare how people of different cultural backgrounds perceive places and regions.</p> <p>III.7.3.16 Explain how different ways in which places are connected and how these connections impact economic, cultural, and political interdependence on the regional and global scales.</p> <p>IV.7.4.1 Explain how scarcity and choice impact the development of less developed communities and regions.</p>	<p>III.8.8.2 Describe and locate physical characteristics such as landforms, drainage patterns, climate regions, and the natural resources in South Carolina and the United States.</p> <p>III.8.8.4 Describe the geographic patterns and types of migrations as they affect ecosystems and natural resources, settlement, economic development, and population change in South Carolina and the United States.</p> <p>IV.8.11.1 Describe inflation and recession and their effects on the value of money.</p>
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Art

<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): So Far from The Sea

Theme(s): Japanese-Americans, World War II, Internment Camps

Word Study	Comprehension Focus	Graphic Organizer	Read-Aloud
<p>neckerchief barracks obelisk tumbleweed pneumonia</p>	<p>Why did the illustrator alternate between black and white illustrations and color illustrations?</p> <p>What does it mean when his Dad says, "Sometimes in the end there is no right or wrong?"</p> <p>What did the items symbolize on the graves?</p> <p>What did his father mean when he said, "grandfather began dying the day the soldiers came for him?"</p> <p>What did the boy scout's neckerchief fluttering in the breeze symbolize?</p>	<p>Compare the Japanese Americans after Pearl Harbor with the Arab Americans after 911.</p>	<p><i>Baseball Saved Us</i> by Ken Mochizuki</p> <p><i>The Bracelet</i> by Yoshiko Uchida</p> <p><i>Grandfather's Journey</i> by Allen Say</p> <p>Sadako and the Thousand paper Cranes</p>
Writing	Integrated Lesson		Technology

<p>Write about something that cannot be changed.</p> <p>Interview a WWII Veteran, then write their story.</p> <p>Write how you would feel if you had to leave home suddenly. What would be the 5 most important things you would take and why?</p>	<p>Social Studies - Research the following:</p> <ul style="list-style-type: none"> • Japanese culture • Japanese Americans • Pearl Harbor • Hiroshima • WWII • Relocation camps • Excellent lesson plan on Manzanar National Historic Site, World War II Timeline <p>Art – Make origami</p> <p>Medical problems of people after Hiroshima Visit a Japanese restaurant.</p>	<p>Website with pictures</p> <p>Use TimeLiner to create timeline of fashion, events, fads, economy of the United States in 1942.</p>
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Resources

[Japanese Internment Camps](#) has Internment sites, specific camp sites, organizations and history
[Internment Camps in America](#)

Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

ELA		
6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor ; begin identifying imagery and symbolism .	7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor ; continue identifying imagery and symbolism .	8-R2.6 Demonstrate the ability to analyze and interpret figurative language . 8-R2.7 Demonstrate the ability to identify imagery and symbolism .
6-W1.6 Demonstrate the ability to write and publish in a variety of formats.	7-W1.6 Demonstrate the ability to write and publish in a variety of formats.	8-W1.6 Demonstrate the ability to write and publish in a variety of formats.
6-W2.1 Demonstrate the ability to use writing to explain and inform.	7-W2.1 Demonstrate the ability to use writing to explain and inform.	8-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.

6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.
6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	8-C1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
6-C3.10 Begin evaluating the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .	7-C3.10 Continue evaluating the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .	8-C3.10 Demonstrate the ability to evaluate the use of detail, character , setting , sequence, cause and effect, imagery , and sound in nonprint sources .
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.

Social Studies

I.6.3.1 Make and use maps, globes, graphs, charts and models to analyze location and spatial distributions in early civilizations.	I.7.3.1 Make and use maps, globes, graphs, charts and models to analyze location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.	
I.6.3.2 Describe the physical characteristics including landforms, climate, and natural resources of the early civilizations and their relationship to		

economic activities	<p>I.6.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment.</p> <p>I.7.3.5 Identify and compare the cultural characteristics of each world region.</p>	
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Art

- II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.
- III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.
- IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.
- V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.
- V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.



Chris Soentpiet

Author/Illustrator Lesson Plan

Title(s): Something Beautiful
Theme(s): Hope, Community Pride, Civics

Word Study	Comprehension Focus	Graphic Organizer	Additional Readings
<p>courtyard laundrette sizzles</p>	<p>What beauty can you find in your neighborhood?</p> <p>What does beautiful mean to you?</p> <p>How would you feel if you found the word die written on the door where you live?</p> <p>What is your definition of beauty? Now draw something beautiful.</p> <p>Explain what the idioms “Beauty is only skin deep” and Beauty is in the eye of the beholder,” mean.</p> <p>When the author talks about the beauty within herself, what do you think she was referring to?</p> <p>In the author’s note, what do you think the picture symbolizes.</p> <p>What is your perception of the people in this neighborhood?</p>	<p>Compare your neighborhood to the girl’s in the story.</p>	<p><i>Around Town</i> by Chris Soentpiet</p> <p><i>Dear Santa, Please Come to the 19th Floor</i> by Yin</p> <p><i>Uptown</i> by Brian Collier</p> <p><i>Tar Beach</i> by Faith Ringgold</p> <p><i>Felita</i> by Nicholasa Mohr</p>
Writing	Integrated Lesson		Technology

<p>What could she do to make her neighborhood better, and what could you do to improve your neighborhood?</p> <p>Create and acrostic poem using the word beautiful.</p> <p>Write about what you see outside your window. What would you like to see?</p> <p>Look in the newspaper for a story that most people think is unfortunate. Write what beautiful things could be found in that situation.</p>	<p>Social Studies</p> <ul style="list-style-type: none"> • Research homelessness in the United States and other parts of the world. • How can we be good Samaritans? • Draw a picture of a neighborhood with problems and the same neighborhood after the problems are solved. • Spend the night outside to experience not having the ability to get up and use the restroom, get a snack, be warm, etc. <p>Science</p> <ul style="list-style-type: none"> • Research pollution and littering laws where you live. <p>Art</p> <ul style="list-style-type: none"> • Create a collage of beautiful things. <p>Careers</p> <ul style="list-style-type: none"> • What careers can the girl choose in order to help the people in her neighborhood? 	<p>Survey the school population on the beautiful things in their neighborhood. Use Excel to create a graph based on the results of this survey.</p>
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Resources

Graphic organizer websites: www.graphic.org/goindex.html www.sdcoe.k12.ca.us/score/actbank/torganizer.htm
 Cook, Catherine Halloran & Janet McGivnet Pfeifer. *Internet Quest: 101 Adventures Around the World Wide Web*. Incentive Publications, Inc. Nashville, Tennessee. 2000.

Standards:

ELA		
<p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> <p>6-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> <p>6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.</p> <p>6-W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.</p>	<p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>7-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> <p>7-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> <p>7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; continue identifying imagery and symbolism.</p> <p>7W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>7W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.</p>	<p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p> <p>8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.</p> <p>8-R2.5 Demonstrate the ability to identify elements of style such as word choice and sentence structure (syntax) in a variety of texts.</p> <p>8-R2.6 Demonstrate the ability to analyze and interpret figurative language. Demonstrate the ability to identify imagery and symbolism.</p> <p>8W2.1 Demonstrate the ability to use writing to explain and inform.</p> <p>8-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.</p> <p>8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.</p>
<i>Social Studies</i>		
<p>III. 6.3.4 Describe geographic patterns and types of migration and how they affected the ecosystems, natural resources, agriculture, and the diffusion of religion, economics, and governments of early cultures.</p>	<p>IV. 7.4.1 Explain how scarcity and choice impact the development of less-developed communities and regions.</p>	<p>IV. 8.9.1 Describe division of labor.</p> <p>IV. 8.11.1 Describe inflation and recession and their effects on the value of money.</p> <p>III.8.7.3 Explain the importance of personal responsibilities and civic responsibilities in the operation of a democracy.</p>
Science		

<p>II.C.1. All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.</p> <p>I.A.3. Use appropriate tools and techniques to gather, analyze, and interpret data.</p>	<p>II.B.1. All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.</p> <p>I.A.3. Use appropriate tools and techniques to gather, analyze, and interpret data.</p>	<p>I.A.3. Use appropriate tools and techniques to gather, analyze, and interpret data.</p>
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Art

II. A Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.

III B Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.

IV A Compare and contrast the characteristics of artworks in various eras and cultures.

V B Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.

V C Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.