

SYLLABUS

Writing and Reading Workshop

DAY 1	<ul style="list-style-type: none"> • All CTY Meeting • Read folktale: Soup from a Nail (Sweden) • Introductions: Name Game & Crazy Questions • Students read and sign CTY Honor Code • Brainstorm and discuss classroom rules and expectations • Discuss significance of raisins to reading • BREAK • Brainstorm tips on how to be an active reader • Introduction to Short Stories • Pre-reading exercise: Students make predictions about “The Circuit” • In-class reading and discussion of “The Circuit” (Francisco Jimenez; setting; characters; conflict; resolution; foreign words; symbolism of the circuit; the boxes) • LUNCH/RECESS
	<ul style="list-style-type: none"> • Discussion: What is culture? • Pre-reading exercise: Students write predictions about story based on title and author’s name. • In-class reading and discussion of pages 1-12 of <u>Esperanza Rising</u> • Introduce Literature Circles • Students meet in Literature Circles groups • Introduction to storytelling project • Discuss significance of strawberries in reading
	<p>Homework</p> <ul style="list-style-type: none"> • Read <u>Esperanza Rising</u> (pgs. 12-57). • Literature Circles • Write two thought questions for group or teacher • Start looking for folktale to tell to class • Bring a favorite fairy tale to class
DAY 2	<ul style="list-style-type: none"> • Read/tell folktale: The Story of Little Babaji (India) • Pre-Assessment • Describe a dried fig using the five senses; discuss significance of figs in reading • BREAK • Students meet in Literature Circles to discuss <u>Esperanza Rising</u> • Quickwrite: Why does Miguel call Esperanza, “mi reina” [my queen] (18)? Use quotes to support your answer. • Introduction to Folktales and Fairy Tales {Literary elements: characterization (protagonist/antagonist), setting, climax, conflict, resolution, point of view } • LUNCH/RECESS
	<ul style="list-style-type: none"> • Read <u>The True Story of The Three Little Pigs</u> • Create Venn Diagram as a class to compare and contrast character, setting, conflict, and resolution of original and fractured versions • Read Roald Dahl’s rhyme of “The Three Little Pigs” • Students create story maps for their fractured tales • Students write fractured fairy tales from point of view of one of the characters (Students will engage in peer review and teacher conferencing) • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Read <u>Esperanza Rising</u> (58-99) • Literature Circles • Thought questions: Why can’t Esperanza hear the heartbeat of the earth on pg. 91?; Explain what happens on pg. 92.

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DAY 3	<ul style="list-style-type: none"> • Read/tell folktale • Students meet in Literature Circles to discuss <u>Esperanza Rising</u> • Quickwrite: Why does Esperanza behave the way she does towards the people she meets on the train station? Why is her mother's behavior hard for Esperanza to understand? (69-70) Use quotes to support your answers • Discuss significance of mangoes in reading • BREAK • Complete fractured fairy tales • Descriptive writing: Students create yarn dolls with partners based on description on pg. 71 of <u>Esperanza Rising</u> • LUNCH/RECESS
	<ul style="list-style-type: none"> • Picture description exercise: One student describes a picture for other students to draw. • Students write text for wordless picture books (<u>Tuesday</u> and <u>The Red Book</u>) • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Read <u>Esperanza Rising</u> (100-157) • Literature Circles • Thought questions: Describe the place in which Esperanza must live in America. (Onion chapter); Pay attention to the areas in the chapter where onions are mentioned. What do you think the onions may signify (110, 111, 114, 116); Why is it necessary for the workers at camp to have fiestas? (130-131); • Start taking notes on the strike (98; Almonds Chapter) • Bring cultural artifact.
DAY 4	<ul style="list-style-type: none"> • Student folktale presentation (Victoria) • Students meet in Literature Circles to discuss <u>Esperanza Rising</u> • Quickwrite: Why do the women call Esperanza Cinderella when she is unable to sweep? (117); In the chapter entitled "Plums", grapes are actually being harvested. Why then is the chapter called "Plums" and not "Grapes"? • BREAK • Discuss significance of almonds in reading. • Write: Students create Bio-poem about one character in <u>Esperanza Rising</u> • LUNCH/RECESS
	<ul style="list-style-type: none"> • Read and discuss "The No-Guitar Blues" • Students share significance of cultural artifact • Students complete unfinished work • Read aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Read <u>Esperanza Rising</u> (158-213) • Literature Circles • Thought Questions: Why does Esperanza think that her mother 'gave up'? (161, 163); Why does Esperanza refer to her 'other life' as a fairy tale? (174-175); What does Miguel mean when he says on pgs. 186-187 that Mr. Yakota treats them like people? • Continue taking and organizing notes on arguments for and against strike (Asparagus)

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DAY 5	<ul style="list-style-type: none"> • Student folktale presentation (Paul) • Students meet in groups to discuss <u>Esperanza Rising</u> • Quickwrite: Why does Esperanza help Marta even though Marta has not been kind to her? (208, 209, 211) • Discuss significance of potatoes in reading • BREAK • Roundtable Discussion: Strikers vs. growers; strikers vs. non-strikers (students first meet in groups to generate arguments for the strikers, the non-strikers, and the growers); students will identify problem; students come together to figure out resolution • LUNCH/RECESS
	<ul style="list-style-type: none"> • Write: Newspaper - Imagine you are a character in the story. Write a letter to or an article for the newspaper about the strike in <u>Esperanza Rising</u>. Copy final draft onto newspaper template. Give the newspaper a name and date. Fill empty spaces with other possible bits news. • Introduce Mural Project • Read aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Finish reading <u>Esperanza Rising</u> (214-262) • Literature Circles • Thought Questions: Explain the quote, “there had been no months with names, only the time of tying canes amidst the ghosts of grapes and gray days that never warmed” (247). On pgs. 244-247, Esperanza talks about the zig zag stitches and the fruits. Explain what the zig zag stitches and the chapter titles symbolize. • Mural Project: Reread assigned chapter(s) to search for ideas for mural • Complete unfinished work
DAY 6	<ul style="list-style-type: none"> • Student folktale presentation (Robert) • Students meet in groups for final discussion of <u>Esperanza Rising</u> • Quickwrite: Compare what happens on pgs. 248-251 to pgs. 91-92 and explain why Esperanza is able to fly in the end. • Discuss significance of peaches in reading • BREAK • Mural Project: Students paint mural of Esperanza’s Journey • LUNCH/RECESS
	<ul style="list-style-type: none"> • Introduction: Chinese Immigration—read and discuss primary sources detailing opinions on Chinese immigration to United States. • Read and discuss “The All-American Slurp” • Introduce interview assignment • Continue work on mural • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Project: Interview someone you know about his/her experience as an immigrant; ask specifically about a memorable account (funny or serious). • Read <u>Confucius: The Golden Rule</u>; write five discussion questions • Complete unfinished work

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DAY 7	<ul style="list-style-type: none"> • Student folktale presentation (Karen) • Students create character for exchanging letters with students in WRDW-A. • Finish reading and discussing “The All-American Slurp” • BREAK • Students complete unfinished work • Read Aloud: <u>The Little Prince</u>
	HALF DAY
	<p>Homework</p> <ul style="list-style-type: none"> • Read <u>In the Year of the Boar and Jackie Robinson</u> (1-49) • Literature Circles • Complete unfinished work
DAY 8	<ul style="list-style-type: none"> • Student folktale presentation (Nicholas) • Students meet in Literature Circles to discuss <u>In the Year of the Boar and Jackie Robinson</u> • BREAK • Discuss <u>Confucius: The Golden Rule</u> • Students are each given a Confucius analect to interpret and share with class • LUNCH/RECESS
	<ul style="list-style-type: none"> • Write: Biographical short story of humorous or difficult account in interviewee’s immigration experience. • Students write/receive letters from WRDW-A • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Read <u>In the Year of the Boar and Jackie Robinson</u> • Literature Circles • Thought Questions handout • Complete unfinished work
DAY 9	<ul style="list-style-type: none"> • Student folktale presentation (David) • Students meet in Literature Circles to discuss <u>In the Year of the Boar and Jackie Robinson</u> • Quickwrite: Why is the chapter on pg. 69 called “Two Black Eyes and Wispy Whiskers”? • BREAK • Read and discuss “Jabberwocky,” including Humpty Dumpty’s explication • Write: Students collaborate in pairs to derive meanings of and create illustrations for nonsense and portmanteau words • LUNCH/BREAK
	<ul style="list-style-type: none"> • Complete “Jabberwocky” explications • Read and discuss “The White Umbrella” (symbolism) • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Finish <u>In the Year of the Boar and Jackie Robinson</u> • Literature Circles • Thought Questions handout: Compare Shirley’s experience looking after the babies on pages 132-141 to Esperanza’s experience in the Plums chapter (starting pg. 139). Create a Venn diagram for all the things that are the same and all the things that are different; Compare Shirley’s friendship with Emily to Esperanza’s friendship with Isabel. What are the similarities? Differences? Create a Venn diagram to illustrate this. • Complete any unfinished work

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DAY 10	<ul style="list-style-type: none"> • Student folktale presentation (Brandon) • Students meet in Literature Circles groups for discussion of thought questions relating to <u>In the Year of the Boar and Jackie Robinson</u> • Write: Students gather in groups to create Venn Diagram comparing Esperanza and Shirley's experiences in America • Quickwrite: Compare the documentation of time in <u>In the Year of the Boar and Jackie Robinson</u> to <u>Esperanza Rising</u>. How do you think Bette Bao Lord chose the titles for her book? • BREAK • Introduction to the standard essay • Write: Students practice writing concrete detail and commentary for given topic sentences. • LUNCH/BREAK
	<ul style="list-style-type: none"> • Students write/receive letters from WRDW-A • Read and discuss poetry (William Carlos Williams, Ezra Pound, Emily Dickinson): examine personification, metaphor, simile, rhyme scheme, themes, images • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Choose and read independent novel. • Double-entry journal • Complete any unfinished work
DAY 11	<ul style="list-style-type: none"> • Read/tell folktale: How the World Began (African American) • Students meet in groups to discuss their independent novels • Write: Students use imagery to describe their most favorite ice cream treat • BREAK • Read and discuss "Yes, Ma'm" • Introduction to African-American literature and history • Introduction to Langston Hughes and Harlem Renaissance • Students write/receive letters from WRDW-A • LUNCH/RECESS
	<ul style="list-style-type: none"> • Examine purpose and structure of compare/contrast essay • Write: Students write Compare/Contrast essay on <u>Esperanza Rising</u> and <u>In the Year of the Boar and Jackie Robinson</u> • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Read independent novel • Double-entry journal • Complete any unfinished work
DAY 12	<ul style="list-style-type: none"> • Student folktale presentation (Carina) • Read and discuss "Raymond's Run" • BREAK • Continue work on Compare/Contrast Essay • Read poetry of Langston Hughes; Paul Laurence Dunbar; Countee Cullen • LUNCH/RECESS
	<ul style="list-style-type: none"> • Students write/receive letters from WRDW-A • Introduction to Blues music and poetry • Read selection of poems by Langston Hughes that are based specifically on blues music • Students learn structure of blues poems and listen to blues music • Write: Students craft blues poems • Read Aloud: <u>The Little Prince</u>

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	<p>Homework</p> <ul style="list-style-type: none"> • Read independent novel • Double-entry journal • Complete any unfinished work
DAY 13	<ul style="list-style-type: none"> • Read/tell folktale: Aesop's Fables • Students write/receive letters from WRDW-A • Introduction to Shakespeare • Read Shakespearean sonnets (discuss iambic pentameter, 14 lines, abab cdcd efef gg) • BREAK • Write: Students write Shakespearean sonnets addressing their favorite food item • LUNCH/RECESS
	<ul style="list-style-type: none"> • Introduction to Reader's Theater; relationship to folktales and storytelling tradition • Students divide into groups to experience Reader's Theater with "How the Camel Got its Hump" and "The Knee-High Man" • Students work in groups to select and create Reader's Theater dialogues from African American folktale anthologies (<u>Tales of Uncle Remus</u> and <u>The People Could Fly</u>)
	<p>Homework</p> <ul style="list-style-type: none"> • Read independent novel • Double-entry journal • Complete any unfinished work
DAY 14	<ul style="list-style-type: none"> • Student folktale presentation (Selena) • Post-Assessment • BREAK • Rehearse Reader's Theater • LUNCH/RECESS
	<ul style="list-style-type: none"> • Students revise favorite work to present • Students complete Academic Evaluations • Ice Cream Party • Meet with WRDW-A for revealing of character identities • Read Aloud: <u>The Little Prince</u>
	<p>Homework</p> <ul style="list-style-type: none"> • Complete independent novel. • Double-entry journal
DAY 15	<ul style="list-style-type: none"> • Picture description exercise • Quoting Shakespeare: Students use familiar Shakespeare's quotes to create poems/prose • BREAK • Students prep and rehearse for presentations • LUNCH
	<ul style="list-style-type: none"> • All CTY Meeting • Presentations
	HALF DAY