



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2B: Unit 3: Lesson 1**

## **Comparing and Contrasting: Seeing and Hearing Different Genres**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can compare and contrast how reading a story, drama, or poem is different from what I perceive when I listen or watch. (RL.6.7)

I can compare and contrast how different genres communicate the same ideas. (RL.6.9)

**Supporting Learning Targets**

- I can compare and contrast the experience of listening to an audio version of the poem “Angels” to reading the same poem.
- I can compare and contrast how a poem and a news article communicate the same ideas.
- I can compare and contrast how a song and a monologue communicate the same ideas.

**Ongoing Assessment**

- Modern Voices graphic organizer for “My Sister is Crazy” (from homework)
- Venn Diagram: Comparing and Contrasting “Angels” and Audio Version
- Comparing/Contrasting Genres graphic organizer for “Bad Hair Day” and news article
- Reading Tracker and Reviewer’s Notes



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Modern Voices Discussion of “My Sister Is Crazy” (7 minutes)</li> <li>B. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Seeing and Hearing the Poem “Angels” (12 minutes)</li> <li>B. Compare and Contrast “Bad Hair Day” and News Article (14 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Compare and Contrast “Taggot” and a Song (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read independently to meet your goal. Complete the Reading Tracker and Reviewer’s Notes.</li> <li>B. Read “Jack, the Half-Wit” in <i>Good Masters! Sweet Ladies!</i> and “Kyle’s Story,” a news article. Complete Comparing and Contrasting Genres graphic organizer.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• As noted in Unit 2, Lesson 14, several lessons that were officially part of Unit 2 in effect launched the work of Unit 3. Thus, in this first “official” lesson of Unit 3, students are already well into their work with different narrative genres.</li> <li>• Students begin Lesson 1 in their triad routine discussing “My Sister Is Crazy.” Encourage students to use the Speaking and Listening Criteria Discussion Tracker as a guide for triad discussion, and continue to point out the parallel Effective Discussions anchor chart. These skills will be assessed in Lesson 4 during the Mid-Unit 3 Assessment.</li> <li>• During the discussion, each triad member shares the modern challenge or adversity presented in the poem using the Effective Discussions anchor to begin the discussion. Students continue discussing the challenge by providing explicit or inferential evidence from the poem that supports the idea. Students then discuss how they or the modern voice of today connects to the poem. Encourage students to paraphrase and ask probing and clarifying questions; model as needed.</li> <li>• Students continue to do a first and a second read of the poems. The first read is to get the gist and to understand how graphics add meaning to the concrete poem. The second read asks students to identify the challenge or theme of the poem and make personal connections to the world today.</li> <li>• Students compare and contrast the experience of reading a poem and listening to its audio version, which is part of the mid-unit assessment. If technology is not available to play an audio version of the text, prepare to read it aloud in a performance style.</li> <li>• This lesson also introduces students to four different genres with a similar challenge or theme. Students will compare and contrast the genres to understand how similar themes can be communicated in different ways using different voices.</li> </ul> <p>In advance:</p> <ul style="list-style-type: none"> <li>– Review the Mid-Unit 3 Assessment in Lesson 4. Students will compare and contrast a poem titled “Skateboards” and its audio version and also compare the poem to a news article that describes a similar challenge.</li> <li>– Prepare and post Academic Word Wall (see Unit 2, Lesson 14 Teaching Notes and supporting materials).</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>– Prepare audio version of “Angels.” (See materials below). If an audio version is not available, practice reading the poem.</li><li>– Preview articles and stories in Supplemental Materials.</li><li>– Find a song on the Internet to use for the closing of this lesson. This song should convey themes of identity and self-esteem. Songs may be found in popular music or movies geared toward young audiences.</li><li>– Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
compare, contrast, audio, genre, communicate, formal English, informal English	<ul style="list-style-type: none"><li>• Speaking and Listening Criteria Discussion Tracker (from Unit 2, Lesson 15; one to display)</li><li>• Effective Discussions anchor chart (begun in Unit 2, Lesson 14)</li><li>• Equity sticks</li><li>• Challenges of Modern Times anchor chart (begun in Unit 2, Lesson 14)</li><li>• Academic Word Wall (begun in Unit 2, Lesson 14)</li><li>• Academic Word Wall (from Unit 2, Lesson 14; for Unit 2 Lessons 14 and 15 and all Unit 3 lessons; for teacher reference)</li><li>• “Angels” from <i>Blue Lipstick</i> (one per student and one to display)</li><li>• “Angels” audio version (<a href="http://www.johngrandits.com">www.johngrandits.com</a>)</li><li>• Venn Diagram: Comparing and Contrasting: “Angels” and Audio Version (one per student and one to display)</li><li>• Venn Diagram: Comparing and Contrasting: “Angels” and Audio Version (answers, for teacher reference)</li><li>• “Bad Hair Day” from <i>Blue Lipstick</i> (one per student and one to display)</li><li>• “Utah 15-Year-Old Suspended after Dyeing Her Hair a ‘Distracting’ Red” news article (one per student and one to display)</li><li>• Comparing and Contrasting Genres graphic organizer (three per student and one to display)</li><li>• Song (teacher-selected; see Teaching Notes)</li><li>• <i>Good Masters! Sweet Ladies!</i>: An Excerpt from “Taggot” (book; one to display)</li><li>• Document camera</li><li>• “Kyle’s Story” blog post (one per student)</li><li>• Reading Tracker and Reviewer’s Notes (distributed in Unit 2)</li><li>• <i>Good Masters! Sweet Ladies!</i> (book; distributed in Unit 1; one per student) (for homework)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Modern Voices Discussion of “My Sister Is Crazy” (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take their Modern Voices graphic organizer for “My Sister Is Crazy” and sit in their triads.</li><li>• Display the <b>Speaking and Listening Criteria Discussion Tracker</b>.</li><li>• Focus students on the first three criteria: paraphrasing the author’s ideas, asking probing questions, and asking clarifying questions. Explain that they are going to discuss “My Sister Is Crazy” with their triads, and they should focus on these criteria when discussing the poem.</li><li>• Explain to students that they should begin their discussion by choosing a sentence starter from the <b>Effective Discussions anchor chart</b> and describe the gist of the poem. Suggest that students add to their notes or revise their responses on their graphic organizers throughout the discussion.</li><li>• Ask students to begin discussing.</li><li>• Circulate and support triads as they discuss the gist of “My Sister Is Crazy.” Model clarifying and probing questions for students to ask to get a deeper discussion such as:<ul style="list-style-type: none"><li>* “Tell me more about that.”</li><li>* “Can you explain your thinking by giving examples?”</li><li>* “Could you provide evidence to support your idea?”</li></ul></li><li>• Use <b>equity sticks</b> to cold call students to share the poem’s theme or narrator’s challenge and evidence to support these claims from the text.</li><li>• Listen for students to say the theme or challenge is living with a younger sister who is annoying, or the struggle of sibling relationships. In the poem, Robert says his sister wears a pyramid-shaped hat on her head. This is an example of explicit evidence. Another example is when Robert’s sister says, “The pyramid is a source of ancient power.” Other evidence could also include: “The Egyptians had pyramids, and their empire lasted 3,000 years.” Still another example is when Robert says “You look like a jerk!”</li><li>• Add the challenges discussed to the <b>Challenges of Modern Times anchor chart</b>.</li><li>• Ask triad members to discuss:<ul style="list-style-type: none"><li>* “Can you identify with the challenge or challenges the author presented in ‘My Sister Is Crazy’?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Discussing homework holds students accountable and provides an opportunity to discuss and communicate their ideas clearly.</li><li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose and format.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that they should provide details such as personal examples for their connections or anecdotes. Say they can also make connections with other modern voices using examples from news articles, books, or movies.</li><li>• Circulate and support triads to ensure all members are participating and making connections to modern voices of today. Continue to give reminders to students to ask probing or clarifying questions and to paraphrase the author's or their peers' ideas. Remind students that probing questions might sound like:<ul style="list-style-type: none"><li>* "Can you give examples?"</li><li>* "I'm interested in hearing more details about ..."</li><li>* "I wonder what you think about ...?"</li></ul></li><li>• Invite volunteers to share how they connected with the challenge or theme in "My Sister Is Crazy."</li><li>• Commend students for referring to the Effective Discussions anchor chart for sentence stems. Explain that using these ideas and strategies provide for a richer discussion.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group.</li><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can compare the experience of listening to an audio version of the poem "Angels" to reading the same poem."</li><li>* "I can compare and contrast how a poem and a news article communicate the same ideas."</li><li>* "I can compare and contrast how a song and a monologue communicate the same ideas."</li></ul></li><li>• Ask triads to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What do you think you are going to be doing in this lesson?"</li></ul></li><li>• Select volunteers to share their ideas with the whole group. Listen for students to explain that they are probably going to read a poem and listen to another person read it aloud, and then compare how the two experiences are alike but also different; they will be comparing and contrasting a poem and a newspaper article and a song and a monologue, and look at how different genres can present similar topics or ideas.</li><li>• Explain that when you <i>compare</i> two or more things, you look to see what is similar or different about them.</li><li>• Tell students in this lesson they will analyze these four <i>genres</i>: a concrete poem, a news article, a monologue excerpt, and a song to understand how each genre expresses a similar idea or theme but uses a different voice. After comparisons have been made, tell students they will <i>communicate</i> their ideas to their peers by sharing information through speaking and writing.</li><li>• Point out the new additions on the <b>Academic Word Wall</b>. Tell students these words will become more familiar as they are reviewed in the lessons.</li></ul>	<ul style="list-style-type: none"><li>• Posting academic vocabulary words where all students can see them reminds students of the focus for the unit.</li><li>• Annotating important words with words and symbols helps students to remember the meaning of important words when rereading the targets. For example, when unpacking targets, write "same" above the word "compare", or draw two bananas. Above "contrast" write "different" or draw an apple and a banana.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Seeing and Hearing the Poem “Angels” (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to sit with triads.</li> <li>• Distribute and display “<b>Angels</b>” from <i>Blue Lipstick</i>.</li> <li>• Ask students to notice the graphics and structure John Grandits used to help add meaning to the poem. Invite triads to discuss:             <ul style="list-style-type: none"> <li>* “What do you notice about the word choice on the wings of the poem?”</li> <li>* “What do you notice about the font used in the title and above the angel’s head?”</li> </ul> </li> <li>• Listen for students to share the words and phrases on the wings of the poem and state positive characteristics. The font is carefully chosen in the title. Each letter curls and flows to the next letter. The word “halo” above the head appears to glow as the words and letters stretch and shrink in size.</li> <li>• Ask students to follow along as you read the poem aloud.</li> <li>• Give students time to reread the poem independently a second time.</li> <li>• After reading the poem, ask students to discuss in their triads:             <ul style="list-style-type: none"> <li>* “What is this poem mostly about?”</li> </ul> </li> <li>• Select volunteers to share their triad discussion with the whole group. Listen for students to say that this poem is a discussion between Robert and Jessie. While Robert is barely mentioned, he is the motivation behind the narrator’s thoughts. Jessie feels she has seen some unbelievable things, and the only explanation is there are guardian angels living among us. Robert says guardian angels do not exist, and he feels the happenings are either a coincidence or the work of aliens. Jessie ends with thinking, “There’s no way that aliens live among us. Unless Robert is one of them.”</li> <li>• Ask students to discuss in their triads:             <ul style="list-style-type: none"> <li>* “What theme or challenge is communicated in the poem?”</li> </ul> </li> <li>• Using equity sticks, cold call students to share their responses.</li> <li>• Listen for one challenge or theme being sibling relationships and interactions, the challenge of getting along with a sibling. Another theme of this poem is holding onto beliefs.</li> <li>• Add these themes or challenges to the Challenges of Modern Times anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning students about the text encourages students to reread the text for further analysis and ultimately allows for a deeper understanding.</li> <li>• Using a document camera to visually display the graphic organizer helps students who struggle with auditory processing.</li> <li>• Providing models of expected work supports all learners but especially challenged learners.</li> <li>• Some students may benefit from listening to the audio version with headphones in order to minimize distractions.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Share with students that reading a poem and listening to an audio version of the same poem can be a different experience. They will now get a chance to hear an audio version of “Angels” and compare this experience with reading the same poem.</li><li>• Invite students to listen to “<b>Angels</b>” <b>audio version</b> WITHOUT reading along with the text.</li><li>• After listening, ask students to discuss in their triads:<ul style="list-style-type: none"><li>* “How is the experience of reading the poem different from hearing it?”</li><li>* “How is the experience of reading it similar to hearing it?”</li></ul></li><li>• Distribute and display the <b>Venn Diagram: Comparing and Contrasting “Angels” and Audio Version</b>.</li><li>• Using equity sticks, cold call triad members to share the similarities between the experiences of reading and listening to the poem.</li><li>• Listen for students to share that both experiences communicate the same meaning or challenge. Both use the same words.</li><li>• Model writing these responses in the overlap of the Venn diagram. Invite students to fill in their Venn diagram as you model.</li><li>• Using equity sticks, cold call triad members to share the differences of the two experiences.</li><li>• Listen for students to explain that when listening, you hear more emphasis on certain words and phrases, and you hear the rhythm of the poem more clearly than when you read it to yourself. In reading the poem, it becomes more personal and words emphasized are for individual interpretation. The tone of the spoken word is also for personal interpretation. On an audio version, there may be music or sound effects, which also help to set a certain tone by emphasizing a word or phrase.</li><li>• Model writing these responses on the Venn diagram in the outer areas of each circle. Invite students to complete their Venn diagram as you model.</li><li>• Share with students that each experience provides a different voice. A personal reading gives the reader the opportunity to make the poem his or her own, and the audio reading gives the listener a chance to close his or her eyes and imagine the story. Both experiences can be enjoyable.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Compare and Contrast “Bad Hair Day” and News Article (14 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that in Lesson 1 they listened to a monologue by Logan LaPlante. In his message, he revealed his ideas about what makes a teenager happy. Explain that the voices of modern times have many different ways to express their thoughts or ideas. Some of the different ways, or <i>genres</i>, used to express a voice include songs, poetry, audiotapes, short stories, news articles, video, and monologues. Tell students they will now have an opportunity to read two different genres (a concrete poem and a newspaper article) with a similar theme or challenge.</li> <li>Distribute and display <b>“Bad Hair Day” from <i>Blue Lipstick</i></b>. Invite students to follow along as you read the poem aloud.</li> <li>Give students time to reread the poem independently a second time.</li> <li>Ask triads to discuss:             <ul style="list-style-type: none"> <li>* “What is mainly happening with Jessie in this poem?”</li> <li>* “What is the theme or modern-day challenge?”</li> <li>* “What do you notice about the graphics of the poem?”</li> </ul> </li> <li>Circulate as triads discuss. Give reminders to students to practice effective conversations by asking clarifying questions as triad members paraphrase the author’s poem. Support triads by giving examples of how to probe during discussions:             <ul style="list-style-type: none"> <li>* “Would you explain more?”</li> <li>* “Do you have examples?”</li> <li>* “What do you think the author means by ...?”</li> </ul> </li> <li>Cold call triads. Listen for students to say the poem is mainly about Jessie’s friend Lisa getting an idea to dye Jessie’s hair, and it turns out to be a disaster. Lisa cries and apologizes to Jessie. Jessie is so upset she doesn’t want to go to school for fear of being humiliated. Jessie’s mom comes home and tells her every woman makes the big hair mistake once in her lifetime. The theme in the poem is self-image and wanting to be different. The words of the poem are written as hair strands on a head. Meaning is added to the poem, as Grandits’s sentences do not appear orderly on the page, but rather the sentences flow in different directions, representing messy hair.</li> <li>Distribute and display the <b>“Utah 15-Year-Old Suspended after Dyeing Her Hair a ‘Distracting’ Red”</b> news article.</li> <li>Invite students to read along as you read the article aloud.</li> <li>Give students time to reread the article independently.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>Consider giving select students strips of paper that already have similarities and differences of these two texts. Students can then place these strips appropriately on the Venn diagram. This will build language acquisition in the vocabulary of similarities and differences (“both” “but” “and”) for some students. For others it provides an important scaffold in the thinking process.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask triads to discuss: <ul style="list-style-type: none"> <li>* “What do you notice about the theme in the news article?”</li> <li>* “What is similar about the poem and the news article?”</li> <li>* “What is different?”</li> </ul> </li> <li>• Circulate and support triads as they share their ideas. Encourage triad members to use effective discussion strategies by referring to the anchor chart created in the Opening. Remind them to ask probing and clarifying questions. Consider modeling how to ask probing questions with triads as you listen to conversations.</li> <li>• Recognize triad members sharing detailed evidence from the news article and paraphrasing the speaker's ideas or the author's words in the discussion.</li> <li>• Invite volunteers to share what they noticed about the theme and to share similarities and differences of the two genres.</li> <li>• Listen for students to say both articles communicate a similar theme about a girl wanting to change her appearance and self-image. Add the theme to the Challenges of Modern Times anchor chart. Both articles share that their change of hair color was very noticeable. Both girls' mothers provide support. The differences in the two genres include: the poem communicates the theme in a light-hearted way, and the news article treats the issue seriously.</li> <li>• Distribute and display <b>Comparing and Contrasting Genres graphic organizer</b>.</li> <li>• Tell students the graphic organizer serves as a guide to compare the two genres. Explain that it also provides criteria for when an author thinks about deciding how to communicate a challenge or theme and share his/her voice.</li> <li>• Share that when an author begins writing, he or she decides how to get the reader's attention on the details and emotions he or she wants to emphasize. Point of view is considered. If the author wants the character narrating the story, it is written in first person.</li> <li>• Tell students John Grandits' poems are examples of modern monologues and all of them are written in first person. The narrator is sharing the action and uses pronouns such as I, me, my, and mine.</li> <li>• Share that when an author uses “you” or “your” in the story and speaks directly to the reader, he or she is writing in second person. Tell students this type of writing is seldom used by authors.</li> <li>• Explain that authors can use third-person point of view One type of third person is third-person limited point of view, in which an author appears to know the thoughts and feelings of only one of the characters in a story There is also the third-person omniscient point of view, in which an author captures the points of view of all the characters.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask triads to discuss “point of view”: <ul style="list-style-type: none"> <li>* “Whose voice is speaking in each genre?”</li> <li>* “Is the ‘point of view’ first person, second person, or third person?”</li> </ul> </li> <li>• Circulate and support discussion.</li> <li>• Use equity sticks to cold call triad members. Listen for students to say that Jessie is speaking in “Bad Hair Day” and the poem is written in first person. Pronouns such as I, my, and me are used.</li> <li>• Guide students in the news article that a news reporter looked in on the action and reported what happened at the school. This is an example of third-person point of view.</li> <li>• Model writing responses on the Comparing and Contrasting Genres graphic organizer, asking students to fill in their own as you model.</li> <li>• Ask triads to discuss the “authors’ purpose in the poem and news article”: <ul style="list-style-type: none"> <li>* “Why did the author write this?”</li> <li>* “Who was the author’s intended audience?”</li> </ul> </li> <li>• Circulate and support triad discussion.</li> <li>• Ask for volunteers to share their ideas.</li> <li>• Listen for students to say that the author wrote the poem to entertain and the news article was written to inform. The intended audience for the poem was young adults, and the intended audience for the news article was teens and adults.</li> <li>• Model writing responses on the graphic organizer. Ask students to fill in their own graphic organizers as you model.</li> <li>• Explain to students that when considering “language and style,” you analyze the genre to determine if the author used <i>informal</i> or <i>formal</i> English. If the author used formal English, the text is carefully worded as in academic or professional writing. Word choice is important in formal English. If the author used informal English, the text includes conversational language, like in the monologue “Hackschooling.” Slang and clichés may be used. Contractions such as can’t, won’t, and I’m could also be used. Contractions are not used in formal English. An example of formal English is “With whom did you study?” An example of informal English is: “Who did you study with?”</li> <li>• Ask triads to discuss: <ul style="list-style-type: none"> <li>* “Is the writing in ‘Bad Hair Day’ formal or informal English?”</li> </ul> </li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Listen for students to say that “Bad Hair Day” is informal because of contractions such as “what’s” and “let’s” and the casual language of “Let’s go for it.” The news article is written informally as well because of casual language and contractions.</li> <li>• Commend students for their work comparing the poem with a news article. Tell students after reading and analyzing both genres, it is evident the authors conveyed a similar theme but chose a very different way of expressing their own voice.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Compare and Contrast “Taggot” and a Song (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Form new partnerships. Tell students there are two other genres that portray a similar theme or challenge to “Bad Hair Day” and the news article. One is an excerpt from “Taggot,” one of the monologues in <i>Good Masters! Sweet Ladies!</i>, and the other is a song.</li> <li>• Invite partners to listen to the <b>song</b> (see Teaching Notes).</li> <li>• Ask them to listen carefully to the words to hear the author’s voice and tone. Ask them to notice who is speaking and think about the intended audience.</li> <li>• After the song has finished, display <b><i>Good Masters! Sweet Ladies!: An Excerpt from “Taggot”</i></b> on the <b>document camera</b>.</li> <li>• Direct students to Stanza 3. Ask students to follow along as you read the excerpt aloud.</li> <li>• Invite students to reread the excerpt for their final read, noticing who is speaking, the author’s language style, and the author’s intended audience. Also, ask them to consider why the author wrote this monologue.</li> <li>• Distribute and display a new Comparing and Contrasting Genres graphic organizer.</li> <li>• Ask partners to discuss the three criteria on the graphic organizer—point of view, the author’s purpose, and language and style—and to take notes on their graphic organizers during the discussion.</li> <li>• Circulate and listen as students discuss. Remind students to use the Effective Discussions anchor chart to look at sentence starters for paraphrasing ideas and clarifying and asking probing questions. Make note of students who may need support in comparing and contrasting genres in Lesson 4.</li> <li>• Consider collecting the graphic organizers to guide the teaching of future lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider collecting the Comparing and Contrasting Genres graphic organizer to guide instruction for Lesson 4.</li> <li>• Some students may benefit by using this time to complete their work time activity, while others use the song and “Taggot” as an extension. Gauge the readiness of your class in making this decision.</li> </ul>



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students a focus for Unit 3 is to understand how themes and challenges can be expressed using different voices, or genres. In the second half of the unit, they will be able to share their own voice when they write a monologue.</li><li>• Tell students their homework will provide another opportunity to practice comparing genres. They will revisit the monologue “Jack, the Half-Wit” and compare it to a narrative entitled “Kyle’s Story.” Both genres share a similar theme.</li><li>• Distribute “<b>Kyle’s Story</b>” and a new Comparing and Contrasting Genres graphic organizer to complete for homework. Be sure students also have their text <i><b>Good Masters! Sweet Ladies!</b></i>, which they need for their homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently to meet your goal. Complete the <b>Reading Tracker and Reviewer’s Notes</b>.</li><li>• Read “Jack, the Half-Wit” in <i>Good Masters! Sweet Ladies!</i> and “Kyle’s Story,” a news article. Complete Comparing and Contrasting Genres graphic organizer.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2B: Unit 3: Lesson 1

## Supporting Materials



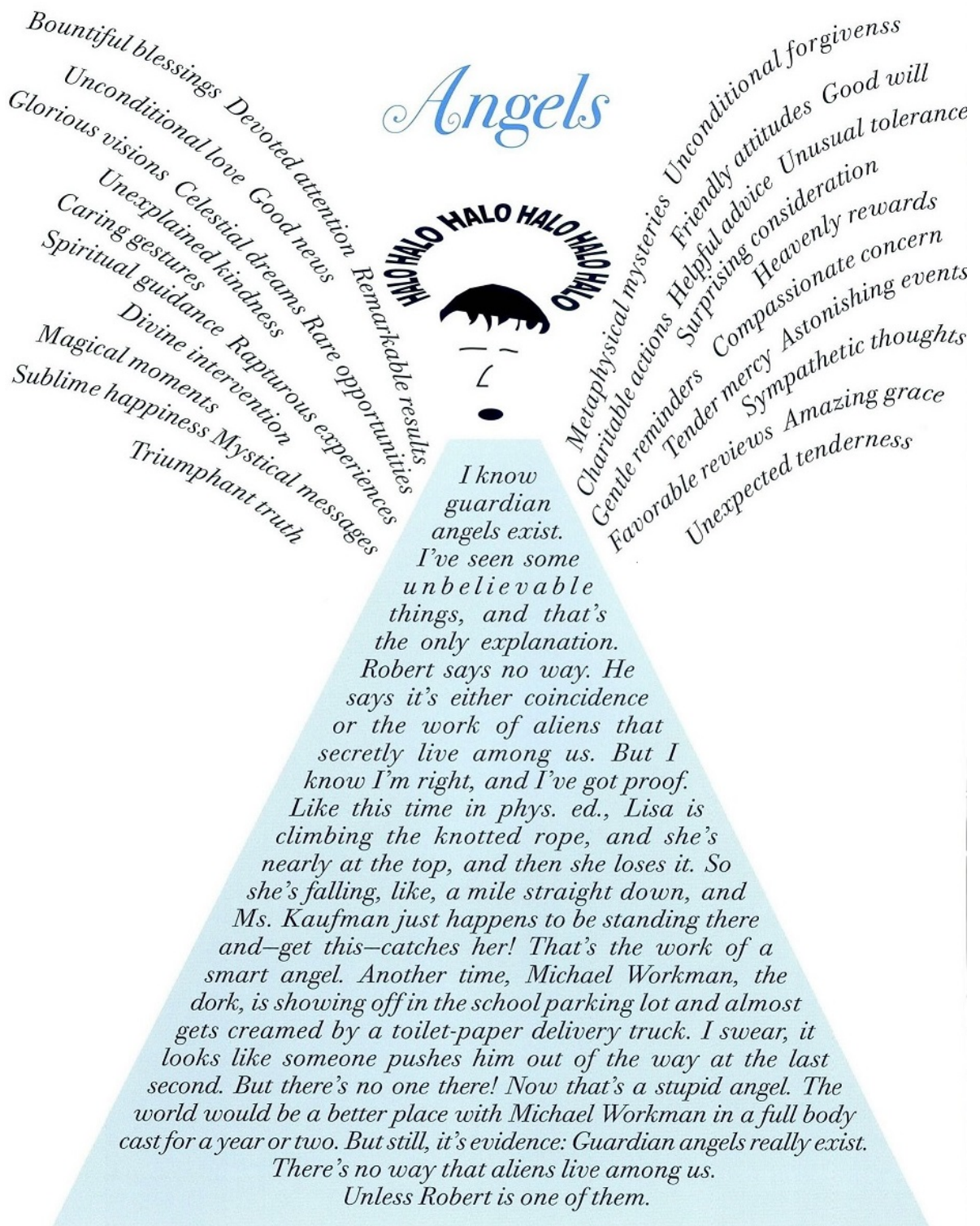
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“Angels”



Concrete poems by John Grandits. Copyright © 2007 by John Grandits. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Company. All rights reserved.



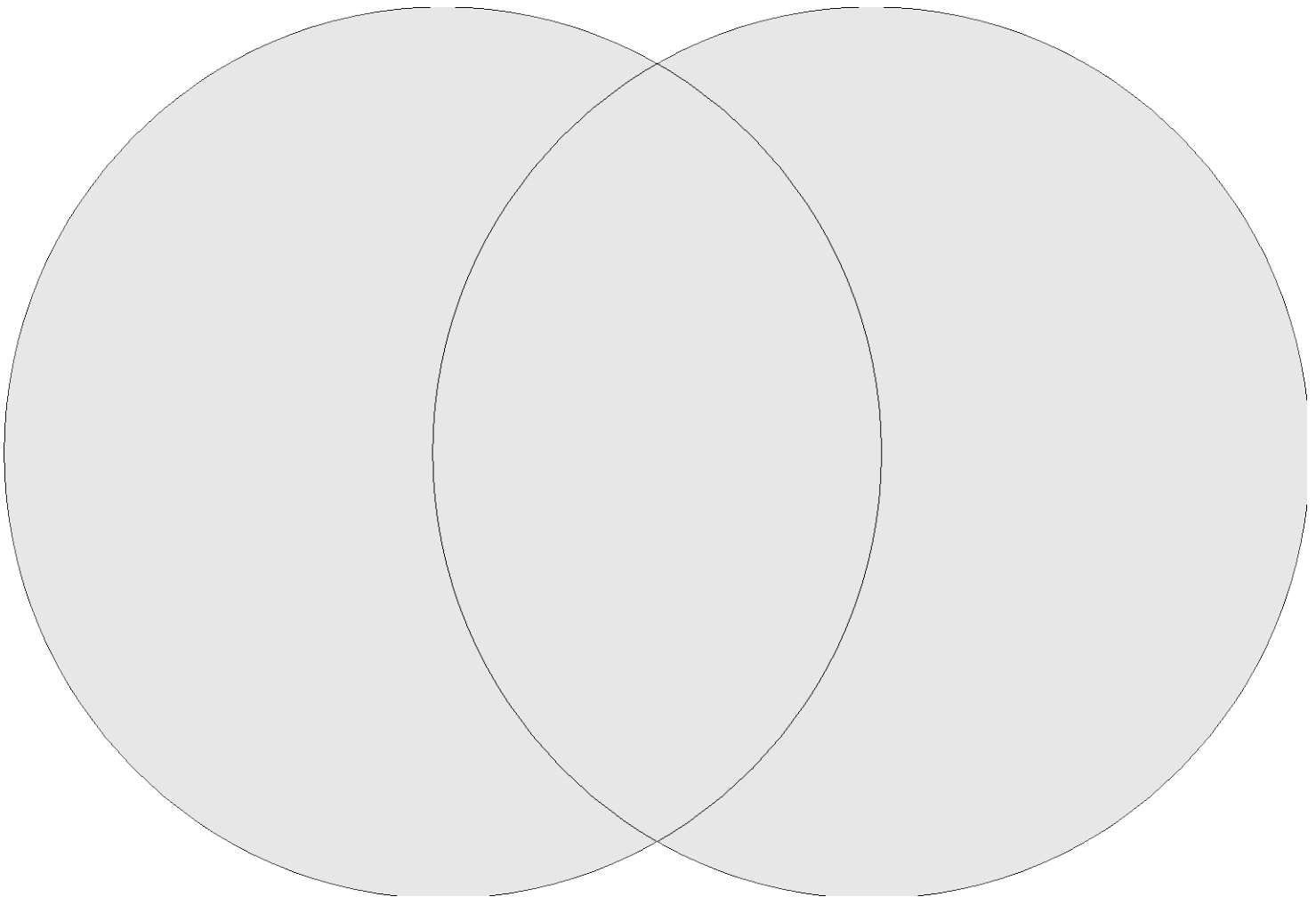
**Venn Diagram:**  
Comparing and Contrasting “Angels” and Audio Version

.....  
**Name:**

.....  
**Date:**

“Angels” visual

“Angels” audio



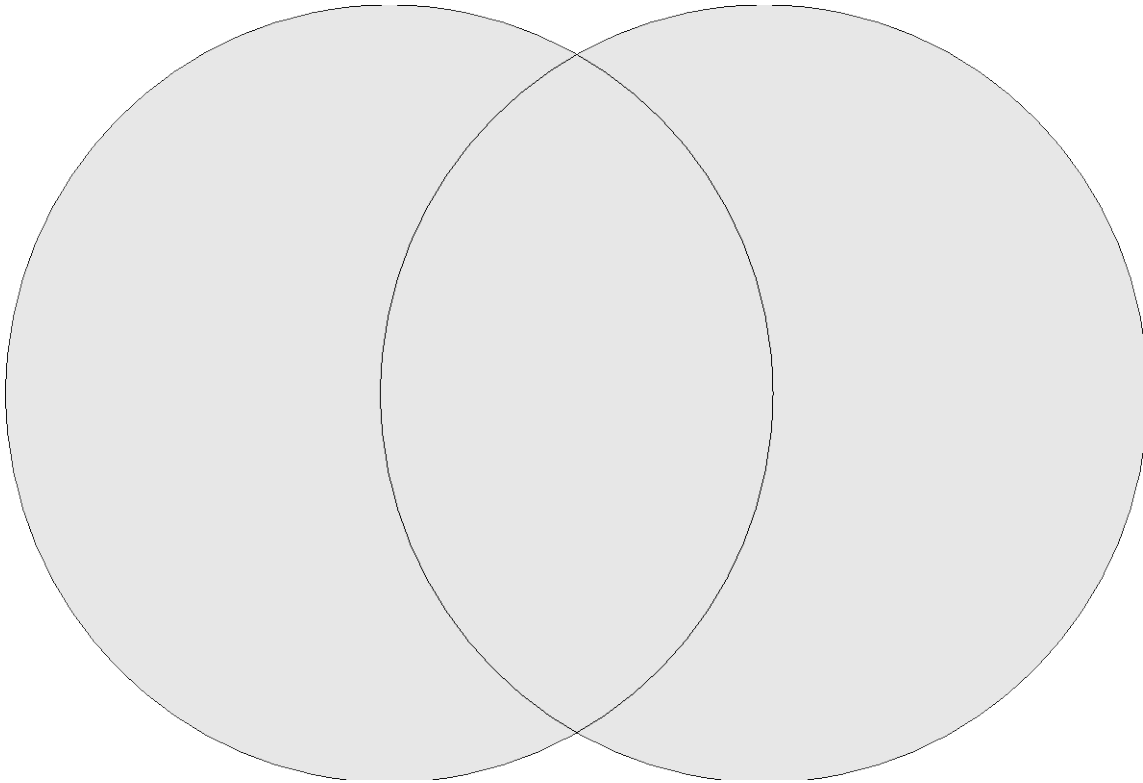


**Venn Diagram:**

Comparing and Contrasting: “Angels” and Audio Version  
(Answers, for Teacher Reference)

“Angels” visual

“Angels” audio



**Similarities:**

- *Same words*
- *Same overall meaning*

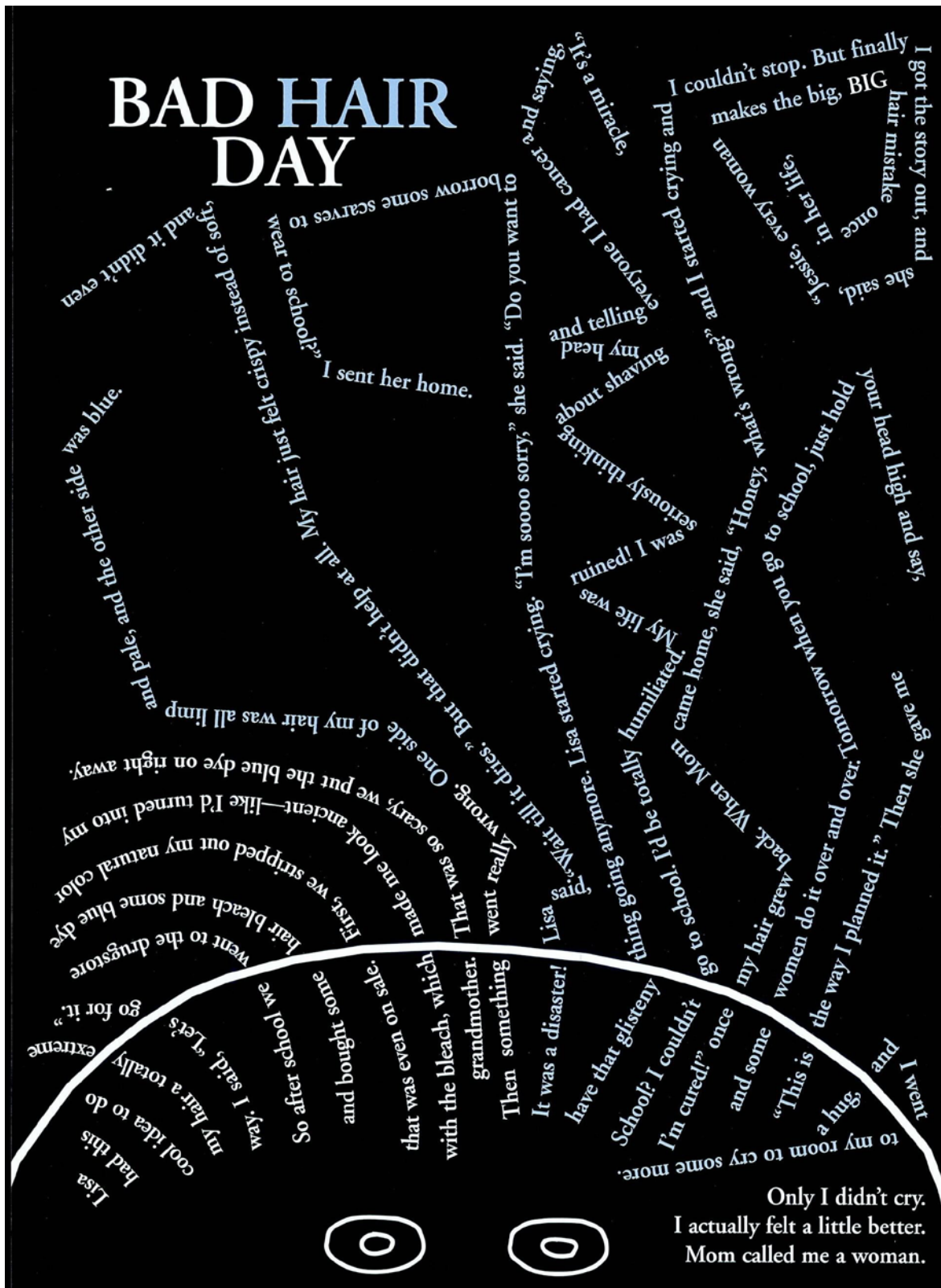
**Unique to listening:**

- *Emphasis on certain words and phrases*
- *The tone that it is read in generates a certain mood—more dramatic/more interesting to listen to than reading it*

**Unique to reading:**

- **Emphasis on different words to listening based on interpretation**
- **Read it in a different tone due to a different personal interpretation**

## “Bad Hair Day”



Concrete poems by John Grandits. Copyright © 2007 by John Grandits. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Company. All rights reserved.



## Utah 15-Year-Old Suspended after Dyeing Her Hair a “Distracting” Red

**Rylee MacKay learned last week she was in violation of a Hurricane Middle School policy that hair “should be within the spectrum of color that grows naturally.”**

BY ADAM EDELMAN / NEW YORK DAILY NEWS

Talk about a bad hair day.

A student at a Utah middle school was suspended last week after administrators deemed her new hair color “too distracting.”

Rylee MacKay, a 15-year-old student at Hurricane Middle School in Southwestern Utah, was punished Wednesday with an in-school suspension for sporting a new red hair color.

Unbeknownst to her, she was in violation of a school policy.

A rule in the Washington County School District, which includes Hurricane Middle School, says, “Hair color should be within the spectrum of color that grows naturally.”

MacKay says she’d been sporting that same shade for months and was shocked that the school disciplined her.

“They brought me into the office and told me (my hair) had to be changed by the next day,” MacKay told *The Spectrum* (of St. George, Utah).

“They told me I could finish my week’s worth (of schoolwork) in the office so nobody could see me,” she added.

But when MacKay wasn’t able to get an appointment at the salon that night, school administrators doubled down, demanding that MacKay either “go to Walmart or dye it myself” or not return to school, she said.

MacKay’s mother Amy asked if her daughter could have two more days to have the color fixed, but they balked.

“They told me (they) would allow her to come to school and do her work in a room in the office where nobody could see her,” she said. “I didn’t like that option, so he said she cannot return to school until it is fixed.”

Principal Roy Hoyt told *The Spectrum* that all parents in the district sign a form that confirms they have reviewed the district’s policies with their children before the school year begins.

“We try to consistently and fairly uphold district policies,” Hoyt said. “When students are out of compliance with the dress code, we attempt to find a resolution. Students are welcome to return to class when the issue has been satisfactorily resolved.”





## Utah 15-Year-Old Suspended after Dyeing Her Hair a “Distracting” Red

In the end, Hoyt told the family that they could file a grievance with the school district or have the hair re-colored by Monday, which is what MacKay decided.

She returned to class Monday morning with a similar shade dulled by repeated washes after administrators decided it would not be “distracting.”

Edelman, Adam. "Utah 15-year-old Suspended after Dying Her Hair a 'distracting' Red." NY Daily News. New York Daily News, 13 Feb. 2013. Web. 27 Feb. 2014. <<http://www.nydailynews.com/news/national/utah-15-year-old-suspended-dying-hair-distracting-red-article-1.1261418#ixzz2hHD6xkhY>>.



Comparing and Contrasting Genres Graphic Organizer

<b>Text 1</b>	<b>Comparing and Contrasting Genres Graphic Organizer</b>	<b>Text 2</b>
<b>Title:</b>  <b>Genre:</b>		<b>Title:</b>  <b>Genre:</b>
	<b>Point of View</b>  - Whose voice is speaking?	
	<b>Author's Purpose</b>  - Why did the author write this? - Who was the author's intended audience?	
	<b>Language and Style</b>  - Is this written in formal or informal English?	



**Good Masters! Sweet Ladies!:**  
An Excerpt from “Taggot”

“There’s no one for me, and I know why.  
I’m too big. Father says  
His father was a giant of a man—  
Somehow his size came down to me.  
There’s something else. I’ve stared into the Round Pool,  
And it’s hard to tell—  
The water’s never still—  
But I think I’m ugly. Big and ugly  
And shy in the bargain. Mother says  
I’ll likely not marry at all.”





Kyle's Story  
Blog Post

Tuesday, September 13, 2011

One day, when I was a freshman in high school, I saw a kid from my class was walking home from campus. His name was Kyle. It looked like he was carrying all of his books. I wondered why anyone would bring home all their books on a Friday? He must really be a nerd. I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids run toward him. They knocked all his books out of his arms and tripped him so he would land in the dirt. His glasses went flying into the grass about 10 feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So, I jogged over to him as he crawled around looking for his glasses. As I handed him his glasses, I said, "Those guys are jerks. They haven't evolved past Neanderthal yet." He looked at me and said, "Thanks!" He tried to smile a bit but only managed a half-grin. I could see the gratitude in his eyes, though.

I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never really seen him around before. He said he had gone to private school before moving to our town and was quite the loner.

I would have never hung out with someone like him before but something compelled me to that day.

We talked all the way home, and I carried some of his books. He turned out to be a pretty nice guy. I asked him if he wanted to come over to my house and play some video games with me. He said yes. We hung out all weekend and the more I got to know Kyle, the more I liked him, and my friends started to think the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "You're going to wreck your back with all these books!" He just laughed and handed me half the books ...

Over the next four years, Kyle and I became best friends ...



Kyle's Story  
Blog Post

When we were seniors, we began to think about college. Kyle decided on Georgetown and I was going to Duke. I knew that we would always be friends. The miles would never be a problem. He was going to be a doctor and I was going for business on a scholarship.

Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak.

There was Kyle on graduation day. Now so different than the bookworm I met four years prior, yet still the same in many ways. He was one of those guys that really found himself during high school. He had gained so much confidence and self-esteem. I think I may have been a little jealous of that but I was happy for him.

I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, you'll do just fine." He looked at me gratefully. "Thanks ..." he said. He cleared his throat and started his speech.

"Graduation is a time to thank those who helped you make it through all the years. Your parents, your teachers, your siblings, maybe a coach ... but mostly your friends.... I am here to tell all of you that being a true friend to someone is the best gift you can give them. I am going to tell you a story."

I just looked at him with disbelief as he told the crowd of the first day we met.

He had planned to kill himself that weekend.

He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying everything home. He looked at me and gave me a little smile. "Thankfully, I was saved. My friend saved me from doing the unspeakable." The crowd was quiet and hung on every word. I could see some people with tears running down their faces.



**Kyle's Story**  
Blog Post

I saw his mom and dad looking at me and smiling. It all gave me chills. Not until that moment did I realize just how much I had made a mark.

Never underestimate the power of your actions. With one small gesture, you can change a person's life.

Shane Cowert. "Kyle's Story." *Stand Up! For Victims of Bullies*. Web. 27 Feb. 2014.