



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 7

Writing the Children's Book: Day Two



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

Supporting Learning Targets

- I can use narrative tools deliberately and effectively.
- I can recognize the way dialogue can help a reader “show-not-tell” the story.

Ongoing Assessment

- Independent reading check-in



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Independent Reading Check-in (10 minutes)</p> <p>2. Work Time</p> <p>A. Sharpening Your Tools, Part 3: Dialogue and Figurative Language (10 minutes)</p> <p>B. Working on Storyboards (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (5 minutes)</p> <p>4. Homework</p> <p>A. Work on your storyboards. You should have a first draft of all your pages done by now. You will have 25 minutes in the next lesson to work on second drafts. The second draft for all of your pages will be due in Lesson 9. You also have an independent reading assessment in Lesson 9.</p>	<ul style="list-style-type: none">• This is the second day of the writer's workshop. See the Teaching Notes from Lessons 5 and 6 for suggestions on running a successful workshop in your classroom.• This lesson includes a mini lesson on writing dialogue. Be sure to stress the importance of keeping dialogue short and focused only on pivotal moments. Otherwise, some students may struggle to stay within the word limit of this project.• If you are using <i>Turning the Page: Frederick Douglass Learns to Read</i> instead of <i>The Last Day of Slavery</i>, neither the lesson nor the supporting materials changes. However, please note that the handout with dialogue in Work Time A recounts Douglass' interactions with Mr. and Mrs. Auld. You may wish to clarify for students that though this covers some of the events in <i>Turning the Page</i>, none of the three versions provided on this handout is directly from that text.• Be sensitive to the fact that the students have two major projects ending at the same time—their independent reading and their storyboards. Consider how you can create some flexibility in your classroom, perhaps by letting students read in class and write at home.• In this lesson, students will be doing one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see the stand-alone document on EngageNY.org: <i>Launching Independent Reading in Grades 6–8: Sample Plan</i>. The routine you have established or will establish should support students in checking to see if they met their previous goal and setting a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.• In Lesson 9, students will be writing a book review for their independent reading book. Decide in which form students will publish their book review, and create a model in that form. The stand-alone document referenced above has a student guide for writing a book review that you may find useful.• In advance: Decide which independent reading check-in you will use.• Post: Learning targets.



Lesson Vocabulary	Materials
dialogue	<ul style="list-style-type: none">• Independent Reading Check-in (optional; one per student)• Document camera• Sharpening Your Tools, Part 3 (one copy for display)• Equity sticks• Children's Book Storyboards (from Lesson 5; at least six per student)

Opening	Meeting Students' Needs
<p>A. Independent Reading Check-in (10 minutes)</p> <ul style="list-style-type: none">• Use this time for an independent reading check-in, using whichever routine you have established with your class or the Independent Reading Check-in sheet provided with this lesson. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time:<ul style="list-style-type: none">– Students need time to talk with a peer about their book.– You need a chance to confer with students about their reading (you will confer with a few students each time, working your way through the class over several weeks).– Students need to check in to determine if they met their last goal and then set a new goal.	



Work Time	Meeting Students’ Needs
<p>A. Sharpening Your Tools Part 3 (10 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the document camera. Post Sharpening Your Tools Part 3: Dialogue and Figurative Language and ask students to follow along silently as you read Version 1 and Version 2 aloud (keep Version 3 covered). Ask students to raise their hands if they think Version 1 gives the reader a clearer picture. Using equity sticks, cold call on a few students to explain their reasoning. Repeat with Version 2. Guide students to understand that Version 1 is more engaging because it shows the action happening through dialogue instead of telling. It also uses figurative language. <ul style="list-style-type: none"> * Ask: “Which version gives you a better understanding of the character of Mrs. Auld? Why?” Possible response: “Version 1 because it shows her emotion and lets us hear her ‘voice.’” * Ask: “Other than <i>dialogue</i>, what other narrative tools do you see?” Possible response: “The author uses a simile—it says ‘like a light switching turning off.’” * Ask: “Why is this an important moment to zoom in on?” Listen for: “This was the moment Mrs. Auld changed.” • Invite students to follow along silently while you read Version 3 aloud. <ul style="list-style-type: none"> * Ask: “What makes this dialogue less effective than the dialogue in Version 1?” Listen for students to understand that this dialogue is long and redundant. It focuses unnecessarily on Mr. Auld even though he is not central to the action. It also uses figurative language in a way that is distracting. • Tell students that dialogue is one more way they can show a story and pull a reader in instead of just telling a story and summarizing the action. They don’t have to use dialogue if they don’t want to, but if they want to try to include some in one or two key scenes it may make their stories more engaging and clear. 	<ul style="list-style-type: none"> • Providing both a model that meets expectations and a model that fails to meet expectations gives students a more precise vision of success.



Work Time (continued)	Meeting Students’ Needs
<p>B. Working on Storyboards (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to get out their Children’s Book Storyboards and read over what they have written so far on their first draft. Tell them to “star” a place where dialogue may be a useful tool. • Remind students that they should have completed the first half of their storyboards and be nearly finished with the second half. If they want to start writing the second draft of the page that was peer edited, they should. The second draft of all these pages will be due by Lesson 9. They will have one more day to work on them in class. Encourage students to use their time wisely. • Circulate to help as needed. 	
Closing and Assessment	Meeting Students’ Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk: <ul style="list-style-type: none"> * “What are you finding difficult about writing this children’s book? What could you do to be more successful?” 	<ul style="list-style-type: none"> • Self-reflection helps all learners.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Work on your storyboards. You should have a first draft of all your pages done by now. You will have 25 minutes in the next lesson to work on the second drafts. The second draft for all of your pages will be due in Lesson 9. You also have an independent reading assessment in Lesson 9. 	



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Supporting Materials



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Independent Reading Check-in

Name: _____

Date: _____

Directions: Complete this task individually. Look back through the pages you've recently read and pick a short passage (three or four sentences) where you can see the narrative tools at work. Copy the passage into the left-hand column. Then write a blander, less engaging version of the text that has no narrative tools in the right-hand column.

Original passage	Less vivid version

1. Explain why you picked this passage. What narrative technique do you see?

2. Why did the author zoom in here? Explain the overall significance of this character or event.



Sharpening Your Tools, Part 3: Dialogue and Figurative Language

Version 1

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

Mrs. Auld’s eyes filled with tears. “I was just trying to help!” she cried as she fled from the room.

That changed everything. It was if a light had been switched off in Mrs. Auld’s heart. She grew suspicious of Frederick and instead of looking for ways to be kind to him, she tried to catch him being disobedient. If she saw him looking at a newspaper she would snatch it away, slap his hand, and begin shrieking about the ingratitude of slaves. Frederick missed his kind mistress.

Version 2

However, the experience of owning a slave soon corrupted her. On day her husband came home and saw her trying to teach Frederick his letters. Her husband forbade her from teaching Frederick to read, saying that it spoiled a slave to learn to read. She then turned into a “demon” and began to watch his every move. When she caught him holding a newspaper she would snatch it away and yell at him.



Sharpening Your Tools, Lesson 3: Dialogue and Figurative Language

Version 3

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“What do you mean?” Mrs. Auld asked innocently.

“I mean, what are you doing right now?” Mr. Auld insisted. Frederick looked around nervously like a cat stuck in a tree.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“You’re teaching him what?” Mr. Auld was so angry he could barely speak. It was as if his tongue was tied.

“His ABC’s.”

“His ABC’s! Why ... why ...” Mr. Auld sputtered out like an old car engine.

“I mean to have no learning, imagine!” Mrs. Auld continued, oblivious to her husband’s feelings.

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

“What? What do you mean?”

“You know what I mean! Are you an idiot? You can’t teach a slave to read. I can’t say it any clearer!”

Mrs. Auld’s eyes filled with tears like a waterfall. “I was just trying to help!” she cried as she fled from the room.