



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 2: Lesson 1

Summarizing Literature: *Eight Days: A Story Of Haiti*



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

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

I can summarize a literary text. (RL.5.2)

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets

- I can effectively engage in discussions with my peers by following group norms.
- I can identify key details to support the summary of the story *Eight Days*.
- I can write a summary of the story *Eight Days* by using information from the text.

Ongoing Assessment

- Summary paragraph (in journal)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (10 minutes)2. Work Time<ol style="list-style-type: none">A. First Read: <i>Eight Days: A Story of Haiti</i> (10 minutes)B. Second Read: Summary Notes (20 minutes)C. Summarizing: <i>Eight Days: A Story of Haiti</i> (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework	<ul style="list-style-type: none">• Before beginning this lesson, group students intentionally, ideally in heterogeneous groups of four.• In this unit, students transition from reading informational texts about natural disasters to reading literature. Students begin the unit with a close read of <i>Eight Days: A Story of Haiti</i> by Edwidge Danticat. This short picture book (Lexile 820) depicts the first-person fictional account of a young boy trapped under his house during the 2010 earthquake in Port au Prince, Haiti. The second story students read is a full-length novel titled <i>Dark Water Rising</i> by Marian Hale (Lexile 970). The novel portrays the devastation caused by America's deadliest hurricane, the Galveston storm of 1900. This story is also told from a first-person point of view, but from the perspective of a teenager who has just settled in Galveston with his family before this catastrophic event.• In this unit, students further build their understanding of the Big Idea from Unit 1, "Extreme natural events can have positive and negative effects on humans and the environment," by focusing on RL.5.6: "Describe how a narrator's point of view influences how events are described."• In this first lesson, students in groups read aloud <i>Eight Days</i> as a "four-voice poem" (refer to Module 1, Unit 2, Lesson 15 for "two-voice poems"). Students then work together to take notes and write individual summary paragraphs. Students will need to refer to their notes and summaries in Lesson 2 in order to analyze how the narrator's point of view influences the way he describes events.• In advance: Create summary notes for each group on chart paper (see Teacher Reference: Summary Notes, Blank, in supporting materials).• Review: Glass Bugs, Mud protocol in Checking for Understanding Techniques (Appendix 1).



Lesson Vocabulary	Materials
engage, effectively, discussions, norms, notes, (key) details, summary; in my mind I played (1), entire (3), crackled, sparked (8), solo (9–10)	<ul style="list-style-type: none">• What Do We Know about Natural Disasters? anchor chart (from Unit 1)• Map of Haiti (one for display)• Group Norms anchor chart (from Module 3A)• <i>Eight Days: A Story of Haiti</i> (one book per student)• Read-aloud task card (one per group)• Journals (from Unit 1)• Summary notes anchor charts (one for display; one chart-sized per group)• Sample summary notes, <i>Eight Days: A Story of Haiti</i> (for teacher reference)• Exemplar summary paragraph: <i>Esperanza Rising</i> (one for display)• Literary Summary anchor chart (new; co-created with students during Work Time C)• Summary Paragraph task card (one per student)• Sample summary paragraph, <i>Eight Days: A Story of Haiti</i> (for teacher reference)• Earthquakes anchor chart (from Unit 1)• Evidence flags (three per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">Remind students that in Unit 1 they were introduced to the topic of natural disasters. Focus students on the What Do We Know about Natural Disasters? anchor chart. Ask students to think about and then use the popcorn strategy to share information they learned to help them answer the Unit 1 guiding question:<ul style="list-style-type: none">* “What is a natural disaster?”If students are unfamiliar with the popcorn strategy, briefly explain that one student shares an idea, then another student shares her or his idea immediately following the first student, and so on. Allow 2 to 3 minutes for students to share.Also remind students of the Big Idea from Unit 1: “Extreme natural events can have positive and negative effects on humans and the environment.”Direct students to think about how they can restate this big idea in their own words. Then have them share their thinking with a partner. Cold call several students to share whole group. Listen for: “Natural events can hurt people and the environment,” “Natural events like hurricanes and earthquakes can help the environment in some ways but damage it in other ways,” and similar ideas.Explain to students that during Unit 2 they will have the opportunity to read two pieces of fiction literature that are set in a time and place where a natural disaster is occurring. Say: “The purpose for reading each of these stories is to further build your understanding of how extreme natural events, like earthquakes and hurricanes, can affect people and the environment in a way that makes it a disaster.”Tell students that in order to more fully understand the impact these extreme natural events can have on both humans and the environment, as they read each story they will focus on:<ul style="list-style-type: none">– Describing how each narrator’s point of view influences the way the natural event is described– Analyzing how visual elements included in each book contribute to the meaning or message that the story’s author is trying to conveySay: “The first story we are going to read takes place in the country of Haiti.” Display the map of Haiti. Remind students of the maps they have viewed in previous modules and bring students’ attention to the orange arrow pointed at Haiti and the blue arrow pointed at New York. Ask students to briefly examine the map and think about where Haiti is in relation to New York.	<ul style="list-style-type: none">Students who struggle with language may be reluctant to share aloud voluntarily. Provide a sentence frame such as: “A natural event is a disaster when it _____.”Intentionally assign students who struggle with reading and writing to a group that has stronger readers and writers.If possible, ensure that ELL students are assigned to a group with another student who speaks the same home language for support.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call several students to share what they notice about the relationship of the two places. Listen for ideas like: “Haiti is also on the East Coast, or the Atlantic side of the U.S.,” “Haiti is south of New York, near Florida,” etc. <p>Inform students that they will work in groups throughout this unit. Assign groups of four (see Teaching Note). Ask students to take out their journals and join their group members.</p>	
Work Time	Meeting Students' Needs
<p>A. First Read: <i>Eight Days: A Story of Haiti</i> (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the first learning target: “I can effectively engage in discussions with my peers by following group norms.” • Invite several students to share out what they recall from previous modules about the meaning of engage (be involved in), effectively (useful, helpful, valuable), discussions (conversations, talks, dialogue), and norms (standard, rule). • Post and briefly review the Group Norms anchor chart (from Module 3A, Unit 3). • Ask students to take 1 minute in their groups to discuss which norms have most helped them to effectively engage in group discussions during previous lessons. • Distribute one copy of the book <i>Eight Days: A Story of Haiti</i> to each student. Tell students to take a quick look through book and discuss what they notice and wonder about the book with their group members. • Cold call each group to share out their notices and wonders. Listen for: “There is very little text,” “It has color pictures, images, illustrations,” “The book cover, or jacket, has information about the story, the author, and the illustrator,” “There is an ‘author’s note’ on the last page of the book,” “I wonder what the author’s note is about,” “I wonder what this story will help me learn about natural disasters,” “I wonder how this narrator will describe what it’s like to be in a natural disaster,” or similar ideas. • Ask students to share out what they typically do during a first read. Listen for: “Read for gist” or “Determine what the story is mostly about.” Explain that determining the gist is a critical first step when engaging with a new text; however, the first read can also support students’ understanding of the “flow,” or rhythm, of a piece of literature. Say: “Because this is a shorter text at grade level, you will have a dual focus for the first read. You will read for flow and to get the gist.” • Tell students that they will do their first read of <i>Eight Days</i> much like the reading of a two-voice poem. 	<ul style="list-style-type: none"> • Provide a nonlinguistic symbol for discussions (a group of people talking). • If possible, provide <i>Eight Days: A Story of Haiti</i> to ELL students in their L1 language. • Refer students to the Things Close Readers Do anchor chart from previous modules. • Intentionally assign struggling readers a number that corresponds with a part of the text that would be easier for them to read the first time, OR intentionally chunk a smaller section of text to a particular number for those struggling students. • Provide a “script” for students who may struggle with identifying their part in the “four-voice” reading.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students of the two-voice poems they read aloud in Module 1, Unit 2, Lesson 15. Ask students to briefly discuss then share out how a two-voice poem is read. Listen for: “We took turns reading parts of the poem,” “One person spoke at a time,” “Partners listened to the reader and followed along with the text so they would know when it was their turn to read or speak,” etc.• Tell students that for this book, there will be “four voices” reading the text aloud, rather than just two. Assign each group member a number: 1, 2, 3, or 4.• Distribute the Read-aloud task card, one per group. Review the directions on the task card and clarify any directions as necessary.• Allow 6 or 7 minutes for students to complete reading the story aloud in groups. Circulate to support as needed.• Once students have finished reading the story aloud, prompt groups to discuss and then write on a new page of their journals what they think the gist of this story is.• Cold call members from each group to share out what they wrote for the gist. Listen for: “A boy is trapped under his house for eight days after an earthquake,” “A boy uses his imagination while he is trapped under house,” “A boy from Haiti who survived an earthquake,” or similar ideas.	<ul style="list-style-type: none">• Students who struggle with writing may need to dictate the gist to a peer or the teacher.



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Summary Notes (20 minutes)</p> <ul style="list-style-type: none"> • Introduce the second learning target: “I can identify key details to support the summary of the story <i>Eight Days</i>.” • Ask students to share out what they recall about taking notes that include <i>key details</i>, from previous modules. Listen for: “Paraphrase important information,” “Restate big ideas in my own words,” “Don’t need to be in complete sentences,” and similar ideas. • Tell students that as they reread <i>Eight Days</i>, they will focus on taking notes to paraphrase details about the narrator, other characters, and the events that occur in order to support their summary writing during Work Time Part C. • Display the Summary Notes anchor chart and point out the posted Summary Notes anchor charts each group has to record their notes. Point out that the largest box at the top of the notes is for recording details specifically about the narrator. • Ask students for the name of the narrator, which they learned during their first read. Listen for: “Junior.” Write this name on the line next to “WHO is the narrator?” • Point out the smaller box—“WHO are the other characters?”—on the summary notes. Tell students that this is where they will record the name(s) of other characters who are involved with the narrator. Emphasize that because the focus for this unit is on the narrator’s description of events, they will not record details about these minor characters except to briefly paraphrase the relationship or connection each has to the narrator. • Tell students they will reread the first page of <i>Eight Days</i> to focus on identifying key details about: <ul style="list-style-type: none"> * Who is the narrator? (what he sees, hears, feels, thinks, looks like, and what his actions are) * Who are the other characters? (relationship to narrator) • Invite students to begin reading (start at “When I was ...” and end at “But in my mind I played.”). • After 1 minute, ask students to briefly discuss the details they identified with their group members. • Refer students once again to the displayed summary notes. • Explain that it is important to record page numbers on their summary notes to show where in the book they located each detail. Model by writing “p.1” inside the box to the right of “WHO is the narrator?” (see Sample Summary Notes, <i>Eight Days: A Story of Haiti</i>, for teacher reference.) 	<ul style="list-style-type: none"> • Color code the information on the chart so that one color is used for notes in the “WHO is the narrator?” column and another color is used for the “WHO are the other characters?” column in order to help students visually see the difference between the information. • Consider reading aloud during the second and third reads for students who struggle with reading complex text on grade level. • Consider allowing students to use colored highlighters to correspond with the colors on the anchor chart to mark in the text where they found evidence for each box. • Write and post the directions of what to do with their group members for students to refer to as they work. • Chart and post all questions asked to students and answers they provide for students to reference throughout the lesson.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call several students to share out details from their group discussions about WHO the narrator is. Listen for ideas like: “Young,” “Wanted to be brave,” “Cried and was afraid,” “Missed his family,” “Plays in his mind,” etc. Record students’ ideas next to “p.1” on the displayed summary notes.• Next, ask students to choose a group “recorder” (one person who will record the group’s ideas). Allow group recorders 1 or 2 minutes to write “p.1” and details about the narrator on their group Summary Notes anchor chart as the groups discuss.• Cold call several students to name WHO the other characters are and their relationship to the narrator. Tell students it is fine to infer the relationship the narrator has with a character if it is not explicitly stated in the text, but they will need to justify why they made the inference. Listen for: “Manman—I infer that she is Junior’s mother because he says he missed her and the name looks similar to ‘mama,’” and “Papa—I infer that he is Junior’s dad because he says his family was there waiting and Papa is another name for ‘dad’ or ‘father’; he says Justine is his little sister.”• Write “p.1” in the space to the right of the “WHO are the other characters?” box. Record students’ responses. Give group recorders 1 or 2 minutes to add this information to their own Summary Notes anchor chart.• Direct students’ attention to the section on the summary notes labeled “WHAT ... WHEN ... WHERE.” Tell students they will record each important new event the narrator describes, a brief explanation of the event, and when and where the event takes place on these lines.• Ask students to quickly reread page 1 to identify details about:<ul style="list-style-type: none">* What event is happening?* When and where is the event happening?• After 1 minute, ask students to briefly discuss in groups the details they were able to identify about the event.• Finally, cold call several students to share out WHAT event is taking place, and WHEN and WHERE it is happening. Listen for: “What event—Junior is being interviewed; I infer this because he says, ‘They asked me,’ and I see pictures of reporters and cameras. When—he says this is one day after he was pulled from under his house. Where—he is being interviewed somewhere outside, in Haiti; I infer this because the picture looks like he is outside, and I know the story takes place in Haiti, so he is probably there.” Ask students to briefly think about and then discuss how they could combine these details into one complete sentence to describe the what, when, and where about the event.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call students from each group to share out. Listen for: “Junior is interviewed one day after he is pulled from his house in Haiti,” or similar examples. Use students’ ideas to write a complete sentence about the event (what, when, and where) on the first line, “Event 1” (see Teacher Reference: Sample Summary Notes). Ask group recorders to write the sentence on the first line of their own Summary Notes anchor chart. • Give directions. Tell students that they will have 8–10 minutes to work with their group members to reread pages 3–20 of <i>Eight Days</i> in order to locate and record more details on their Summary Notes anchor charts about: <ul style="list-style-type: none"> * Who is the narrator? * Who are the other character(s)? (relationship with the narrator) * What events take place? When and where does each event take place? (using a complete sentence) • Encourage students to record a what, when and where for each day that Junior is trapped that includes language directly from the text. • Clarify any directions as needed. • Invite students to begin. Leave the model summary notes displayed for student reference and circulate to support as necessary. • Once students have reread <i>Eight Days</i> and filled in their Summary Notes anchor charts, focus their attention whole group. • Pose the following question for students to briefly discuss in groups: <ul style="list-style-type: none"> * “What else did you learn about who the narrator is? Who other character(s) are?” * “What is happening the first (second, third, etc.) day Junior is trapped?” • Invite members from each group to share out the details they added to their summary notes about the narrator, other characters, and the events that take place in the story that help to answer the above questions (see Teacher Reference: Sample Summary Notes for examples of what students may record.) • Say: “You just reread to identify key details and take notes about the narrator, Junior, and how he describes the events he experienced during the eight days of an earthquake.” • Tell the class that focusing on and determining the meaning of key terms and language in a story can help us to better understand the narrator and the events he describes. Ask students to turn to a new page in the academic vocabulary section in their journal glossaries to quickly add the following words and page number where each is located: <i>in my mind I played</i> (1), <i>entire</i> (3), <i>crackled</i>, <i>sparked</i> (8), <i>solo</i> (9–10). 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Pose the following question for students to think about and discuss in groups: <ul style="list-style-type: none"> * “What does it mean when he says, ‘In my mind, I played’?” * “Is Junior actually doing things like playing marbles, singing in a choir, and so forth?” • After 1 minute, invite members from each group to share their thinking. Listen for suggestions like: “He is not actually playing marbles or singing in the choir; he is imagining that he is doing these things,” “Playing in your mind means using your imagination,” “It means imagining fun things instead of thinking about what is going on,” etc. • Give students 3 or 4 minutes to work with group members to determine and record the meaning of the remaining four words. Circulate to support as needed. • After a few minutes, cold call several students to share out their definitions: <ul style="list-style-type: none"> <i>entire</i>—all; total <i>crackled</i>—sizzled; buzzed; made a rapid snapping noise <i>sparked</i>—flickered; flashed; glowed <i>solo</i>—alone; by yourself • Note: If students are not able to define words in the time allowed, tell them they may finish those for homework. • Focus students whole group. Ask them to think about and discuss in groups: <ul style="list-style-type: none"> * “How does understanding the phrase ‘in my mind, I played’ and other key terms help us understand the narrator better?” * “How do these phrases/terms help us understand the events he describes?” • Give groups 2 to 3 minutes to discuss, then invite several students to share their thinking whole group. Listen for: “They help me understand that he is probably very young because he ‘plays in his mind’ or has a strong imagination and doesn’t see what is really going on,” “The narrator is creative, having a hard time understanding or dealing with being trapped under his house, so he focuses on imagining things he liked to do when he was safe, such as listening and watching the crackle and spark of hair burning at his dad’s barbershop,” “He feels lonely because he says ‘solo’ several times, and that means to be by yourself,” or similar ideas. • Tell students that in Work Time Part C they will use their Summary Notes anchor charts and the key vocabulary to write a short summary of <i>Eight Days</i>. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Summarizing: <i>Eight Days: A Story of Haiti</i> (15 minutes)</p> <ul style="list-style-type: none"> • Introduce the final learning target: <ul style="list-style-type: none"> * “I can write a summary of the story <i>Eight Days</i> by using information from the text.” • Ask students to think about and discuss in their groups what the word <i>summary</i> means. Cold call students to share their thinking whole group and listen for: “A brief description of what the book is mostly about,” “Includes important details, events, and characters from the story,” “A description of the main ideas or events that take place in the story,” or similar ideas. • Tell students that a written summary can be used as a reference to help the reader remember key ideas and details. A summary can also serve as a way to interest another reader in a book. • Say: “For the purposes of this unit, your summaries will primarily be used for ongoing reference. Once we begin reading the novel in Lesson 3 and analyzing how <i>that</i> narrator’s point of view influences the description of events, we may need to come back to the notes and summary paragraph to compare and contrast the two narrators’ points of view.” • Tell students that summary paragraphs typically focus on answering the questions: who, what, when, where, why and how. • Say: “Your written summary of the story <i>Eight Days</i> will focus on four basic components of a summary paragraph: who, what, when and where. You recorded details about each of these components on your Summary Notes anchor charts earlier today.” • Tell students that before they begin writing their summaries about <i>Eight Days</i>, they will review and analyze an exemplar summary paragraph. • Display the exemplar summary paragraph: <i>Esperanza Rising</i> for all students to see, and point out that this is an excerpt from the novel they read during Module 1. Ask students to follow along silently as the paragraph is read aloud. • Allow 3 or 4 minutes for students to complete the following: <ol style="list-style-type: none"> 1. Turn to a new page in your journal to record what you notice as strong features of this summary paragraph. 2. Independently reread the summary, pausing to record what you notice as strengths of this summary paragraph. 3. Discuss what you noted as strengths with your group members. 	<ul style="list-style-type: none"> • Write and post the directions for students to refer to as they read the exemplar summary. • For students who struggle with determining the strengths of the Exemplar Summary Paragraph, consider providing a version that is highlighted with key details. This would provide clues for the students to notice as they read. • For students who struggle with sequencing, consider providing sentence strips featuring a number of events from the book so that the students can physically manipulate them in the right order. • Students who struggle with writing may need to dictate their summary paragraph to a peer or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Once students complete their discussions, post and bring their attention to the Literary Summary anchor chart. Cold call members from each group to share the strengths they noted in the exemplar paragraph and highlight or underline those areas in the paragraph as the students share. Listen for: "The summary states the title of story and the name of author," "Major events are named or described, but not small details," "Setting is mentioned—when and where each major event is happening," "The main character, Esperanza, is named first and there are a couple of important details about her; other characters are named and their relationship or how they interact with Esperanza is briefly mentioned," "It is written in present tense," "There is key vocabulary—language from the text," "There are transitional words and phrases," "The summary is written in the order in which the events in the story happened," and similar suggestions. Record students' ideas on the anchor chart. If students do not mention each of these elements, add them to the anchor chart and define as needed. Explain that summaries of literary text (e.g., novels or stories) are written in the order in which events occur in the book. Ask students to briefly look back at and discuss the events they recorded on their Summary Notes anchor charts in order to determine the order of events as Junior described them. After 1 to 2 minutes, cold call groups to share their thinking aloud. Listen for ideas like: "Junior's description of events in the book start <i>after</i> he has been trapped under the house and rescued," "He is describing the 'end,' or last thing that happened first," "The next series of events Junior describes all occur on Day One through Day Seven," and "The last event he describes is being rescued, which actually took place before he was interviewed but after he was trapped." Ask students to turn to a new page in their journals. Tell them to discuss with their group members, then write a summary paragraph, three to five sentences long, about <i>Eight Days</i> in their journals. Reiterate that these summary paragraphs need to: <ul style="list-style-type: none"> Be written in the order the narrator used to describe events Include key words from the story Include the elements listed on the Literary Summary anchor chart Distribute one Summary Paragraph task card to each student. Read the directions aloud. Clarify as necessary. Allow students 6 or 7 minutes to write their summary paragraphs. Encourage students to regularly refer to their summary notes, the Literary Summary anchor chart, and the displayed exemplar as references. Circulate to support as needed (see the Sample summary paragraph, <i>Eight Days: A Story of Haiti</i>, for teacher reference, for ideas students may include in their summaries.) 	<ul style="list-style-type: none"> Consider providing sentence stems or a graphic organizer for students who may need more scaffolding toward writing a summary paragraph. The graphic organizer may include boxes for each of the who, what, where, when, why, and how portions of the paragraph.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> As time allows and individual students complete their summaries, ask them to share their paragraphs with another classmate (in their own group or a different group) who has also completed his or her summary. Ask students to think about one "star" (compliment) they would give about their peer's summary, based on the criteria listed on the anchor chart. If time does not permit students to finish their summaries, ask them to complete the paragraphs for homework. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Bring students together whole group. Ask them to think about the following: <ul style="list-style-type: none"> * "Based on Junior's description of an earthquake, what were we able to learn about the positive or negative effects an earthquake can have on the environment and humans?" Ask students to pair to share their ideas and invite several students to share their thinking whole group. Add their comments to or confirm their new learning on the Earthquakes anchor chart form Unit 1. Read each of the learning targets aloud and ask students to use the Glass, Bugs, Mud protocol to demonstrate their level of understanding the targets. Note students who show "mud," as they may need extra support. Distribute three evidence flags to each student for homework. 	<ul style="list-style-type: none"> Intentionally partner ELL students with students who speak the same L1 in order to discuss the question posed about natural disasters.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Complete your summary paragraphs about the story <i>Eight Days</i> in your journal. Complete writing a brief definition, synonym, and picture for these key words/phrases from <i>Eight Days: in my mind I played, entire, crackled, sparked, solo, and recited</i>. Read your independent book to locate additional evidence about natural disasters to add to the What Do We Know about Natural Disasters? anchor chart. As you read, mark pages with evidence flags. 	<ul style="list-style-type: none"> Provide an audio recording of independent reading books for students who struggle with reading independently.



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LEARNING

Grade 5: Module 4: Unit 2: Lesson 1

Supporting Materials

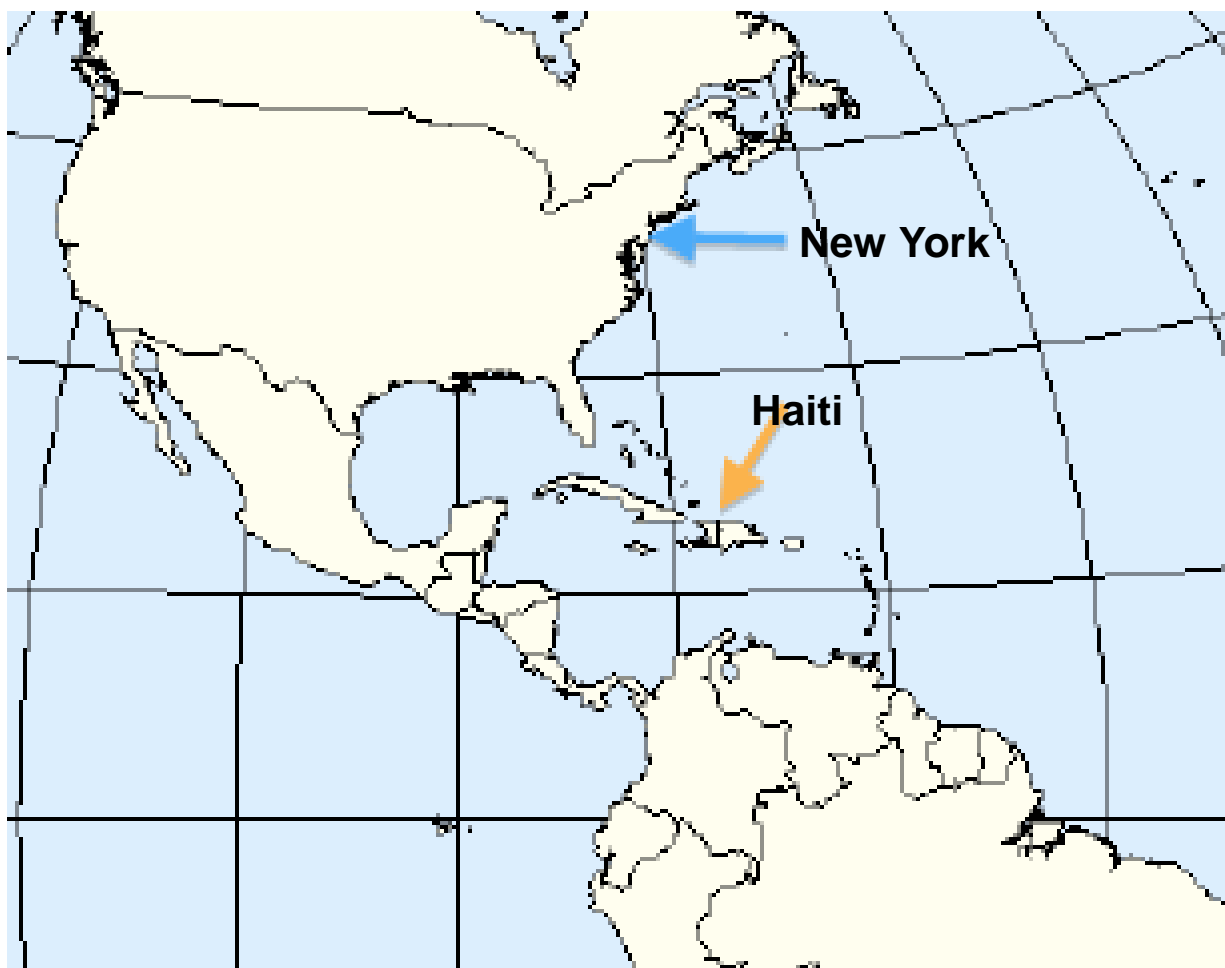


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Map of Haiti



Source: http://commons.wikimedia.org/wiki/File:Western_Hemisphere_LamAz.png



Read-Aloud Task Card

Reader 1: pages 1–6 (Start, “When I was pulled ...” and end, “On the second day ... Alarive! Surprise!”)

Reader 2: pages 7–10 (Start, “On the morning of the third day ...” and end, “And I did get my solo ... in the entire world!”)

Reader 3: pages 11–14 (Start p.12, “On the fifth day ...” and end, “On the sixth day ... mouthful of rain.”)

Reader 4: pages 15–20 (Start p.16, “On the seventh day ...” and end, “On the eighth day ... never let go.”)

1. Locate the pages you are assigned to read, and then mark the pages where you will start and where you will end (mark with a sticky note, bookmarks, slips of paper, or other method).
2. Take a moment to read through your part of the text silently.
3. Once all group members have had a moment to read their section of the text silently, Reader 1 begins. Make sure to read so all group members can hear, but not so loudly that it interferes with other groups’ reading.
4. After Reader 1 finishes, Reader 2 begins, then Reader 3, finishing with Reader 4.
5. Group members who are not currently reading need to follow along silently as each portion of the text is read aloud.



Summary Notes, Blank

WHO are the other characters? (relationship to narrator)	WHO is the narrator? _____

Write a complete sentence to briefly describe ...

WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1:

Event 2:

Event 3:

Event 4:

Event 5:

Event 6:

Event 7:

Event 8:

Event 9:



Summary Notes, *Eight Days: A Story of Haiti*
Answers, For Teacher Reference

WHO is the narrator? <i>Junior</i>	WHO are the other characters? (relationship to narrator)
<ul style="list-style-type: none">• p.1—young; brave; afraid; cried; missed family; “plays in mind”• pp.3–18—imaginative; plays pretend• pp.9–10—likes to sing• p.12—sad; cries about Oscar• p.18—misses Oscar• p.19—happy; feels warmth from sun; hugs family tightly	<ul style="list-style-type: none">• Manman—mother (infer)• Papa—father (infer)• Justine—little sister (p.1)• Oscar—best friend; with Junior when house fell (p.3)

Summary Notes, *Eight Days: A Story of Haiti*
Answers, For Teacher Reference

Write a complete sentence to briefly describe ...

WHAT *events* take place? (What happens?) **WHEN** and **WHERE** does each *event* take place?

Event 1: **Junior describes being interviewed one day after he is “pulled from under his house” in Haiti (infer). (p.1)**

Event 2: **Junior imagines playing “marbles” and flying kites “high up in the sky” the first day he is trapped under his house. (p.3)**

Event 3: **Junior imagines playing hide and seek in a “dark, dusty corner” with Oscar the second day he is trapped under his house. (p.5)**

Event 4: **Junior imagines “painting” and the hair that “crackled and sparked” when he burned it at his father’s “barbershop” the third day he is trapped under his house. (pp.7–8)**

Event 5: **Junior imagines he is singing a “solo” for “the entire world” the fourth day he is trapped under his house. (pp.9–10)**

Event 6: **Junior imagines playing soccer with Oscar, then Oscar “went to sleep but never woke up” the fifth day he is trapped under his house. (p.12)**

Event 7: **Junior imagines going to the countryside to play in the “warm” rain the sixth day he is trapped under his house. (p.14)**

Event 8: **Junior imagines “racing” his bike and “reciting lessons” in a “blackout” the seventh day he is trapped under his house. (pp.16, 18)**

Event 9: **Junior is “found” and is “so happy” to “feel the hot sun on his skin” and be reunited with his family the eighth day after he was trapped under his house. (p.19)**



Summary Paragraph task card

1. Refer to the exemplar paragraph and the Literary Summary anchor chart. Discuss with your group members how you would like to begin your summary paragraph. (What information should come first?) Write your first sentence in your journal.
2. Continue to refer to the exemplar paragraph and the Literary Summary anchor chart and discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.
3. After you complete your summary paragraph, review to make sure it includes:
 - Name of story and author
 - WHO the narrator is (important known and inferred details)
 - WHAT the major event(s) are and in what order they happen in the story
 - WHEN and WHERE the major event(s) take place
 - WHO other characters are and their relationship or interactions with the narrator
 - Does not give your opinion of the story
 - Written in the present tense (“is,” “says,” “experiences,” “happens,” etc.)
 - Key vocabulary and language from the text
 - Transitional words and phrases
4. Revise as necessary.
5. As time allows, share complete paragraph with a peer who has also completed her or his summary (from your group or another group). Give your peer a “star” (compliment) about her or his summary, based on Literary Summary criteria.



Exemplar Summary Paragraph:

Esperanza Rising

The novel *Esperanza Rising*, by Pam Munoz Ryan, is about a thirteen-year-old girl named Esperanza who lives a life of privilege on her family's ranch in Aguascalientes, Mexico. Esperanza's life changes drastically when her father is killed and she, her mother, and their servants must flee to California during the Great Depression of the 1930s. In California, Esperanza lives as a poor farm worker harvesting the fruits and vegetables that grow each season. Esperanza experiences many hardships once she moves to California. Her mother becomes ill and Esperanza must take on more responsibility. She also witnesses how poorly immigrant workers are treated and as a result, the strikes that are organized to demand fair treatment and equal opportunity for all workers. Because of these and other experiences, Esperanza changes over the course of the novel and eventually learns to find happiness in her new home.



Sample Summary Paragraph, *Eight Days: A Story of Haiti*
(For Teacher Reference)

Note: This sample is an exemplary model of a summary paragraph. Look for student work to include key elements listed on the Literary Summary anchor chart.

The book *Eight Days: A Story of Haiti* by Edwidge Danticat is about a young boy named Junior who “plays in his mind” while he is trapped under his house for days after an earthquake destroys his home in Haiti. The story begins a day after Junior is rescued; he is being interviewed about how he felt and what he did while he was trapped. Junior tells the reporters that he was scared and he missed his family, but he also wanted to be brave so he pretended to play. For most of the story, Junior describes how he pretends to play games with his friend Oscar, who is trapped with him, and spend time with his family in different places near his home. The story ends on the eighth day, when Junior is rescued and gets to see his family again.