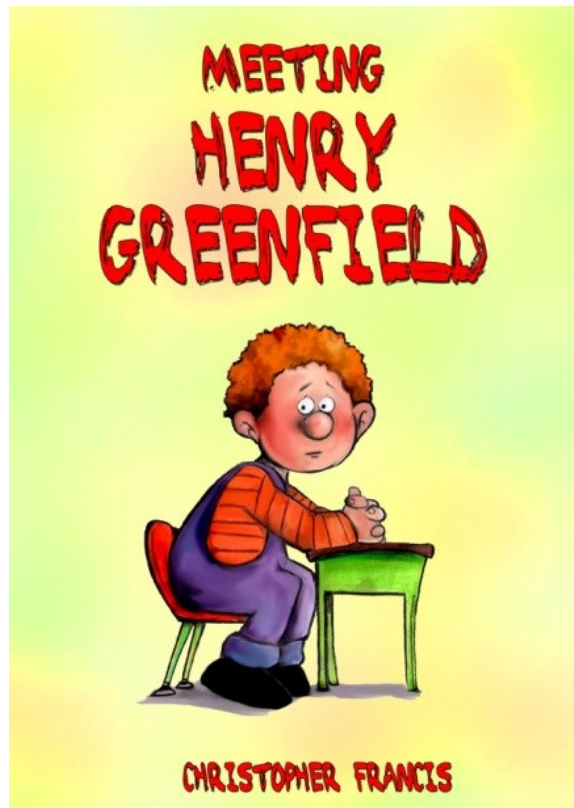


Meeting Henry Greenfield Teacher's Guide



Story Written and Illustrated by Christopher Francis

Teacher's Guide Written by Christopher Francis
(Support: Holly Moniz)

ATTENTION: Teachers and Students - It's me, Christopher Francis, the author of this story. If you wish to contact me at any time during this reading unit to ask questions, or to simply say hello. Please email me at: chris@nextpagestories.com or send me a message on my blog: <http://authorchrisfrancis.blogspot.ca/>

Meeting Henry Greenfield Teacher's Guide

Congratulations! You have made the exciting decision to implement, 'Meeting Henry Greenfield' into your vibrant teaching and learning community! Your class will surely enjoy the experience getting acquainted with Alex Thomas and joining him as he learns about friendship during his first week of school.

Use this comprehensive guide to provide your learners with rich opportunities to develop their reading comprehension, writing capabilities, oral communication skills, and media literacy talent.

This package has been developed within two parts for ease of use: Teacher's Guide, Student Book. Refer to the table below for an overview of each section.

Section 1: Teacher's Guide	Section One includes this overview, sample schedule of implementation, breakdown of the blackline masters, and the blackline master set.
Section 2: Student Book	<p>Section Two contains the follow-up questions and activities for each chapter of the serial story, 'Meeting Henry Greenfield'. A variety of activities have been included in order to give educators the opportunity to choose those that best suit the needs of their students.</p> <p>The activities provided include opportunities for oral, written and artistic expression, as well as whole class, group, partner and individual work. Many of the activities provide some flexibility as to the product that is required. The intent is to allow teachers to choose the product or presentation method that best suits the needs of their class or individual students. Teachers may decide to complete the student section for oral large and small group discussion, or students may complete answers in written format using a Writer's Notebook.</p> <p>Each chapter includes a section called Before Reading. These activities assist in reviewing previous chapters and setting a purpose for reading. Summarizing, making predictions, and developing vocabulary are examples of the types of activities you will find in this section.</p> <p>A vocabulary box is included for each chapter, allowing for pre-teaching of words that students will come across in the chapter. Very often one of the Before Reading activities will address utilizing the vocabulary in this box to create a word wall. Recording new vocabulary and their meanings on an anchor chart that is posted on a classroom wall is one way of building students' vocabulary and allows for improved fluency when reading.</p> <p>Each chapter also has a section called After Reading. These activities are designed to allow students to reflect on what they have just read. These activities will help to consolidate ideas and will allow students to respond to the text. Students will have the opportunity to make connections and dissect the text in multiple ways to enhance comprehension. These activities usually require students to use higher order thinking skills. One, a few or all of the activities in each section can be used. However, teachers may want to allow for some student choice in the After Reading section.</p> <p>A section entitled Critical Challenges also appears with each chapter. Included in this section are whole class, small group or partner discussion topics and activities.</p>

There are also individual writing prompts that include opportunities for peer assessment and feedback. These activities will have students participating in Critical Challenges where they will have the opportunity to put their critical thinking skills to the test.

Culminating Tasks

Three different balanced literacy culminating tasks are included: one appropriate for Grades 3-4, another for Grades 5-6 and another for Grades 7-8. The project target several reading, writing, media literacy, and oral communication skills. Assessment and evaluation tools are also included (i.e., Success Criteria Checkbric & Rubric).

Connection to Tribes TLC

There are activities built within each chapter for teachers who are interested in using Tribes TLC activities to share knowledge and understanding of the text in a format that also builds class community. Each activity has been adapted from its original version in Tribes TLC to complement an authentic connection to the text. Many expectations from both the Language arts - Oral Communication strand and Dramatic Arts curriculum are integrated within the Tribes TLC activities.

Sample Schedule of Meeting Henry Greenfield Unit

Week 1	Introduce the text: read synopsis, complete a text brainstorm	Read Chapter #1 Start Reflections	Continue Chapter #1 Reflections	Read Chapter #2 Start Reflections	Continue Chapter #2 Reflections
Week 2	Read Chapter #3 Start Reflections	Continue Chapter #3 Reflections	Read Chapter #4 Start Reflections	Continue Chapter #4 Reflections	Tribes Activities
Week 3	Read Chapter #5 Start Reflections	Continue Chapter #5 Reflections	Read Chapter #6 Start Reflections	Continue Chapter #6 Reflections	Tribes Activities
Week 4	Read Chapter #7 Start Reflections	Continue Chapter #7 Reflections	Read Chapter #8 Start Reflections	Continue Chapter #8 Reflections	Tribes Activities
Week 5	Read Chapter #9 Start Reflections	Continue Chapter #9 Reflections	Read Chapter #10 Start Reflections	Continue Chapter #10 Reflections	Novel in an hour tribes activity to culminate the story
Week 6	Introduce Final Project	Students organize ideas for Project	Project drafting	Project drafting	Project drafting
Week 7	Project draft completion *student-teacher conferences	Peer Feedback Loop of Project *student- teacher conferences	Revisions to project based off of peer feedback and from the student-teacher conference	Self-Assessment of Project	Final Project Celebration Sharing Day

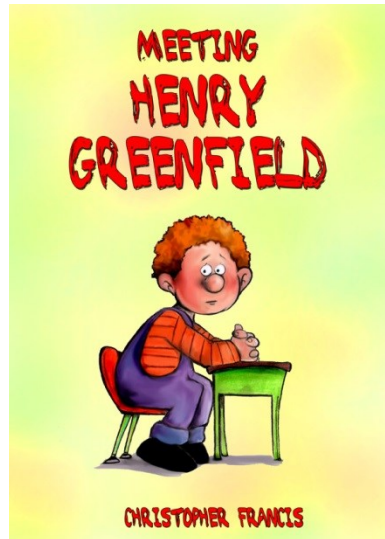
Overview of Blackline Masters

Title of Blackline Master	Purpose of Blackline Master	Number	BLM Connected to Chapter(s):
Oral Communication - Success Criteria Rubric	Provide students with expectations for oral communication skills during large and small group discussion of the text	BLM 1	1-10
Oral Communication - Success Criteria Checbric	Assess/evaluate students with expectations for oral communication skills during large and small group discussion of the text	BLM 2	1-10
Reading - Success Criteria Rubric	Provide students with expectations for reading skills during oral reading of the text	BLM 3	1-10
Reading - Success Criteria Checbric	Assess/evaluate students with expectations for reading skills during oral reading of the text	BLM 4	1-10
Characteristics of Non-Fiction Writing	Provides an overview of main characteristics of non-fiction writing	BLM 5	1
Characteristics of Fiction Writing	Provides an overview of main characteristics of fiction writing	BLM 6	1
Word Wall List	Template for students to add new vocabulary to as they read each chapter	BLM 7	1-10
Text-Self Connections Organizer	Graphic organizer to map out how to make effective text-self connections	BLM 8	1-3
Important Vs. Interesting Summarizing Organizer	Summary organizer #1 - focuses on students to differentiate points that are vital to the plot development and neat little 'tid bits' of information	BLM 9	1, 2
Instagram Activity	Activity template for student completion of a mock Instagram page	BLM 10	1, 2
P.P.E. Organizer	A how-to of developing effective analytical responses that embed evidence from the text	BLM 11	2-6, 9-10
Sticky Summary Organizer	Summary organizer #2 - focuses on students to select 5 main points of the text placing a sticky directly on the significant information, then later sequencing the stickies to develop a summary	BLM 12	3, 4
Text-Text Connections Organizer	Graphic organizer to map out how to make effective text-text connections	BLM 13	4-6
Character Web Organizer	Map organizing all of the main characters in the text - students complete as they continue to read the story	BLM 14	4
Q-Chart	To be used to create rich questions to engage with the text	BLM 15	4-8
'Find Someone Who' Tribes Prompt List	Tribes activity that the teacher will lead using these prompts	BLM 16	4
Plot Triangle Organizer	Plot triangle to map out the main events of the text development - introduced early so that students can add to it as they read the text	BLM 17	5

Gimmie Five Summarizing Strategy	Summary organizer #3 - focuses on students to select only the 5Ws, then later sequencing the pertinent information to develop a summary	BLM 18	5, 6
Venn Diagram Organizer	Graphic organizer to compare and contrast text details	BLM 19	5,8
Somebody Wanted But So Summarizing Organizer	Summary organizer #4 - focuses on students to select 'somebody, wanted, but, so' and then using these key facts to properly order a summary	BLM 20	7, 9
Summary Rubric	Rubric to be used when assessing written summaries completed throughout the text	BLM 21	1-10
Text-World Connections Organizer	Graphic organizer to map out how to make effective text-world connections	BLM 22	7-9
Point-of-View Perspective Descriptions	Breakdown of point-of-view, to be used prior to students creating their cover stories	BLM 23	8
Facebook Activity	Activity template for student completion of a mock Facebook page	BLM 24	8
Facebook Activity Rubric	To assess/evaluate the facebook activity	BLM 25	8
Parts of Speech Chart	English Language mechanics activity	BLM 26	10
Tableau Rubric	To assess/evaluate the tableaus being performed	BLM 27	9
Making Connections Chart	Graphic organizer to map out how to create and compare text-world, self, and text connections	BLM 28	10
Comic Strip Template	Activity template for student completion of a comic strip of chapter events	BLM 29	Culminating Task
Movie Poster Success Criteria	To outline the expectations for the movie poster	BLM 30	9 and Culminating Task
Movie Poster Checbric	To assess/evaluate the final movie poster	BLM 31	9 and Culminating Task
Movie Description Activity	Graphic organizer of a mock movie description for student completion	BLM 32	9 and Culminating Task
Example Movie Trailers	Provides students with examples of what movie trailers look like - students analyze each trailer to determine which are and which are not effective	BLM 33	9 and Culminating Task
R.A.F.T. Project Characteristics Chart	For student understanding of specific criteria for each of the R.A.F.T. project options	BLM 34a/b	Culminating Task
R.A.F.T. Success Criteria	To outline the expectations for the final Gr. 3-6 culminating task	BLM 35	Culminating Task
R.A.F.T. Rubric	To assess/evaluate the final Gr. 3-6 culminating task	BLM 36	Culminating Task

R.A.F.T. Overall Mark Sheet	To organize the final evaluation of the Gr. 3-6 culminating task	BLM 37	Culminating Task
Essay Map Organizer	To organize ideas the final Gr. 7-8 culminating task	BLM 38	Culminating Task
Essay Template Organizer	To organize ideas the the final Gr. 7-8 culminating task	BLM 39	Culminating Task
Essay Peer/Self Editing Task	For student use in participating in the peer feedback loop assessing the final Gr. 7-8 culminating task	BLM 40	Culminating Task
Essay Success Criteria	To outline the expectations for the the final Gr. 7-8 culminating task	BLM 41	Culminating Task
Essay Rubric	To assess/evaluate the the final Gr. 7-8 culminating task	BLM 42	Culminating Task
Essay Overall Mark Sheet	To organize the final evaluation of the Gr. 7-8 culminating task	BLM 43	Culminating Task

Meeting Henry Greenfield Blackline Masters



1-43

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BLM 1

Oral Communication - Success Criteria Rubric

Oral Communication Speaking Clarity	Level 1	Level 2	Level 3	Level 4
Speaks clearly so people can understand what is being communicated.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Organizes ideas in a logical order so people can follow student thoughts.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Uses specific/appropriate words so people can fully understand what is being communicated.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Oral Communication Comprehension				
Answer is reasonable and appropriate.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Ideas are fully developed so people have a clear understanding of what is being communicated.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Next Steps:				

Overall Grade Level: _____

BLM 2

Oral Communication - Success Criteria Checkric



Oral Communication Speaking Clarity	Not Yet Met	En Route	Met	Next Steps for Success
Speaks clearly so people can understand what is being communicated.				
Organizes ideas in a logical order so people can follow student thoughts.				
Uses specific/appropriate words so people can fully understand what is being communicated.				
Oral Communication Comprehension				
Answer is reasonable and appropriate.				
Ideas are fully developed so people have a clear understanding of what is being communicated.				

BLM 3

Reading - Success Criteria Rubric

Reading with Fluency	Level 1	Level 2	Level 3	Level 4
Reads text with confidence when approaching new & familiar words.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Adjusts reading strategies to emphasize meaning in the text (e.g., use a louder voice to indicate a character yelling, or inflection in voice when a question is asked).	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Adjusts reading rate and pace to complement the tone of the text (e.g., speed up rate when a character is very anxious, or slowing down rate when the tone is sad).	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Reflecting on Reading Skills and Strategies				
Identifies strategies most helpful before, during, and after reading in conversations with peers.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Identifies strategies that can be used to help improve as readers.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Next Steps:				

Overall Grade Level: _____

BLM 4

Reading - Success Criteria Checkric



Reading with Fluency	Not Yet Met	En Route	Met	Next Steps for Success
Reads text with confidence when approaching new & familiar words.				
Adjusts reading strategies to emphasize meaning in the text (e.g., use a louder voice to indicate a character yelling, or inflection in voice when a question is asked).				
Adjusts reading rate and pace to complement the tone of the text (e.g., speed up rate when a character is very anxious, or slowing down rate when the tons is sad).				
Reflecting on Reading Skills and Strategies				
Identifies strategies most helpful before, during, and after reading in conversations with peers.				
Identifies strategies that can be used to help improve as readers.				

Characteristics of Non-Fiction Texts



- true, factual, real
- based on true things, people, events, and places
- includes real dates, places, and people
- purpose is to educate or teach the reader something new
- read to learn new things
- can be read, starting at different points
- has a serious, factual voice
- has many text features:
real photos, labels, captions, subtitles to separate
different information, glossaries, charts, diagrams, table of
contents/index, bold or italicized text, footnotes,
references
- can be written in different forms
(i.e., book report, text book, biography, autobiography,
narrative, journal, diary, memoir, essay, letter, etc.)
- can be different lengths

Characteristics of Fiction Texts



- not based on true events or facts – make believe
- tells a story
- has a beginning, middle, and end
- needs to be read from beginning to end
- has characters, setting, plot, and solution
- often has a theme (a point the writer wishes to make)
- can be of many different lengths
- has a unique voice
- has an illustration on the book cover possibly throughout
- can be written in different genres (i.e., adventure, comedy, mystery, fantasy, horror, romance, thriller, etc.)
- can be written in different forms (i.e., novel, short story, play, fable, fairy tale, poetry, screenplay, etc.)
- purpose is to entertain
- read for enjoyment

Making Text-Self Connections

Good readers extend their understanding of the text by connecting it to their own personal experiences. This type of connection allows the reader to gain a better insight into the ideas, feelings, events & concepts taking place. Challenge yourself in the chart below to make a connection to what you are reading.

State that you will be identifying a text-self connection to, 'Meeting Henry Greenfield':	
POINT: Explain a quotation or a specific part of the text you will be connecting to.	
PROOF: Share the connection between what is happening in the text to something that has happened to you personally:	
EXPLANATION: Explain how your connection helps you to better understand what is happening:	

BLM 9

Important Vs. Interesting Summarizing Strategy

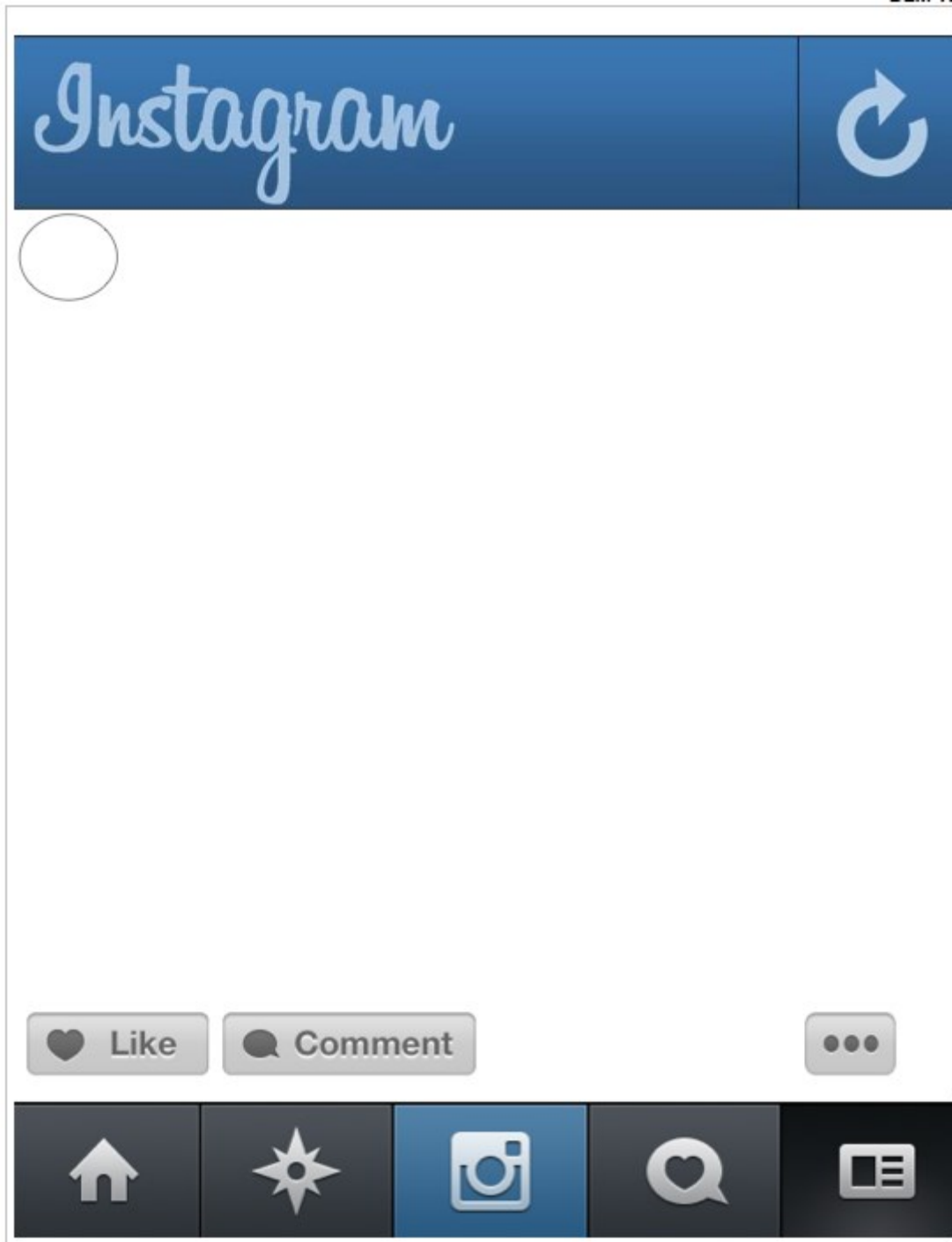
Complete the organizer below filling in the top 5 more important facts and the top 5 most interesting facts from the chapter. Remember, that events leading to plot development are usually a good hint at understanding how important they are.

Important Facts	Interesting Facts

Author's Message:

Instagram Organizer

Complete the organizer below from the perspective of a character from 'Meeting Henry Greenfield'. Make your work as creative as possible considering what the character would really include in their post!



Point/Proof/Explanation Response Organizer



P=Point

Directly answer all parts of the question being asked.

P=Proof

Select specific evidence from the text (e.g., quotation, specific event, etc.) and use it to support your answer.

Explanation

Connect your point and proof by explaining in detail how the evidence justifies your response. Leave the reader with a full understanding that you have insightfully analyzed the text to allow for a more critical and deeper understanding.

Point/Proof/Explanation Organizer

Frame your text responses using this quick and easy formula to ensure you are using evidence to justify your reasoning.

<p>POINT</p> <p>State your answer to the question.</p>	
<p>PROOF</p> <p>Identify specific evidence from the text (e.g., quotations and direct examples) that can be used to justify your thinking.</p>	
<p>EXPLANATION</p> <p>Connect the dots between your point and your proof. Use the evidence to explicitly justify your in-depth inquiry analysis.</p>	

BLM 12

Sticky Note Summarizing Strategy

Sticky #1

Sticky #2

Sticky #3

Sticky #4

Sticky #5

Author's Message

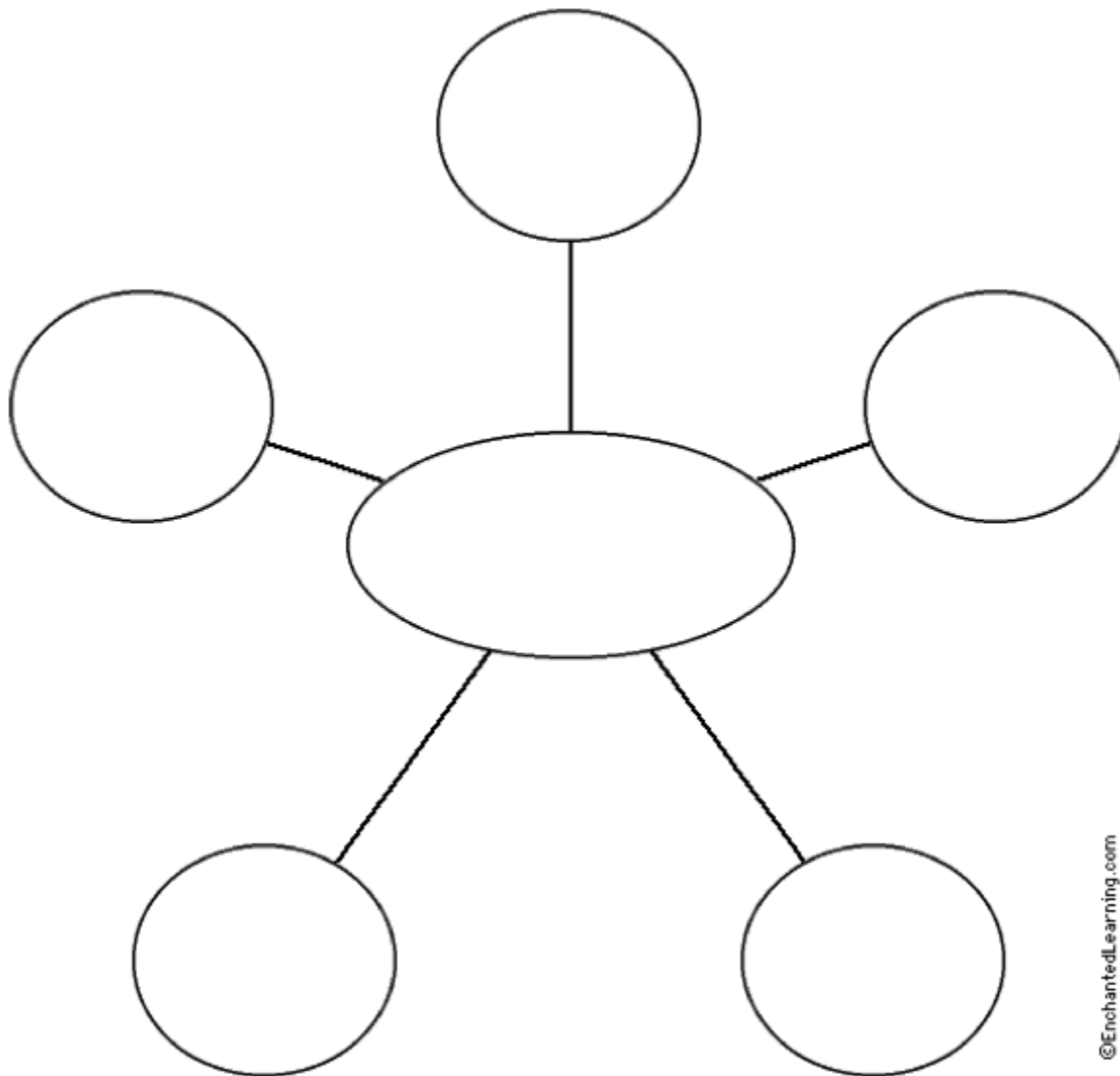
Making Text-Text Connections

Good readers extend their understanding of the text by connecting it to other texts they have been exposed to. Different forms of text include novels, stories, internet, media, television, movies, newspaper and even magazines! This type of connection allows the reader to gain a better insight into the concepts. Challenge yourself in the chart below to connect what you are reading to another text.

State that you will be identifying a text-text connection to, 'Meeting Henry Greenfield:	
POINT: Explain a quotation or a specific part of the text you will be connecting to.	
PROOF: Share the connection between what is happening in the text to another text that you have read/seen:	
EXPLANATION: Explain how your connection helps you to better understand what is happening:	

Character Web Activity

Characters in stories often have connections with one another, creating a big web of relationships. Fill in Henry's name in the middle box. Then, the names of all other characters in the surrounding text boxes. Draw extra lines between characters in outside boxes who have connections to one another.



Q-Chart

Use the chart below to build Questions that will prompt your inquiry!
 Pick a starter word from the side column, and one from the top column. Align the two words together and use it to start a question relating to the text.

	IS	DID	CAN	WILL	WOULD	MIGHT	SHOULD
WHO							
WHAT		Knowledge				Prediction	
WHERE							
WHEN							
WHY		Analytical				Synthesis	
HOW							

'Find Someone Who' Tribes Activity



Follow the oral prompts to stimulate discussion about, 'Meeting Henry Greenfield'.

Find someone who is wearing the same color pants as you and tell them your favourite part about the chapter.

Find someone whose birthday is in the same season as yours and tell them if you would be friends with Alex.

Find someone who has a different hand size than you and explain to them what you think will happen in the next chapter.

Find someone who sits on the other side of the classroom and explain to them how you would go about making new friends.

Find someone whose name begins with a different letter than yours and ask them two questions about the chapter, have them answer your questions and be sure to answer theirs.

Shake hands with five people. Walk four steps forward. Take three jumps backwards. Do a 180 degree turn. Find the person standing the closest to you and tell them the author's message in this chapter.

Plot Triangle Organizer

Plot Diagram for _____

9. _____
8. _____
7. _____
6. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action →

Falling Action →

10. _____
11. _____
12. _____
13. _____

Climax:

Resolution:

Exposition Protagonist: Antagonist: Setting – Time: Setting – Place: Internal Conflict: External Conflict:	Author's Theme: Symbolism: Foreshadowing: Irony:
---	--

Name _____

Gimme Five Summarizing Strategy

In the summary organizer below, fill out the 5W's and author's message of the chapter you read. Be sure to include just the facts and keep it simple. You will use these ideas when developing your written summary.

WHO

WHAT:

WHERE

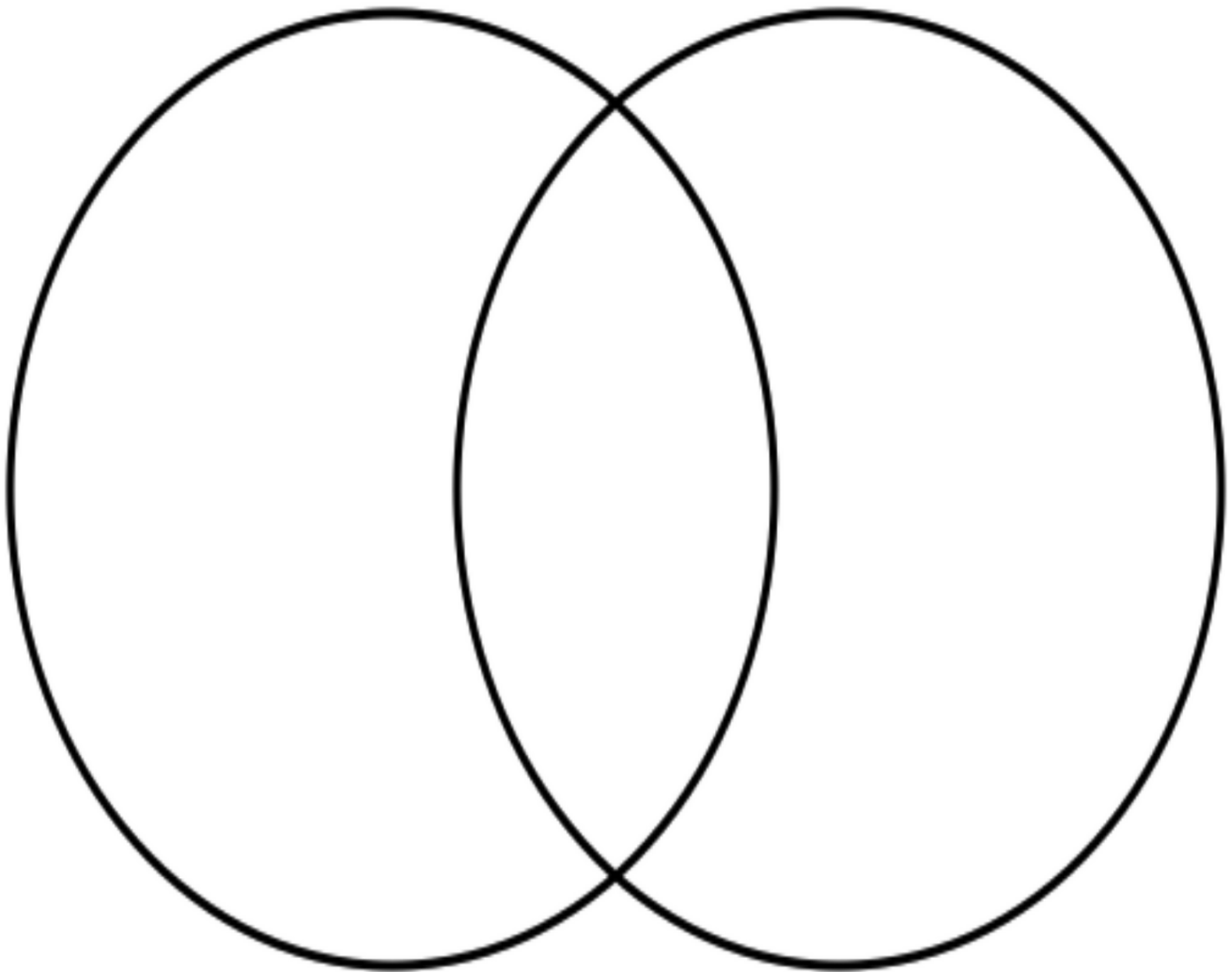
WHEN

WHY

AUTHOR'S MESSAGE:

BLM 19

Venn Diagram



Somebody Wanted But So Summarizing Strategy

Use the organizer below to identify the most important text information for the chapter you are working on. You will later use this information to write your formal summary.

Somebody

Wanted

But

So

Author's Message:

Summarization Rubric

Success Criteria	4	3	2	1
Identifies Main Events	Accurately includes all the main events pertinent to the beginning, middle, and end of the text.	Includes all the main ideas of events pertinent to the beginning, middle, and end of the text.	Includes points referring to the beginning, middle, and end of the text as well as interesting facts.	Includes interesting facts that were included in the story.
Summarization	Uses 5-8 sentences to describe clearly the plot development, sticking to the main point throughout the response - no interesting facts	Uses 8 + sentences to accurately describe what the article is about, in elaborate detail. 1 interesting fact included.	Summarizes most of the article accurately, but has some slight misunderstanding of plot events and/or interesting facts are the focus.	Summarizes parts of the article accurately, but has some major misunderstanding of plot events
Identifies Details (regarding major events only)	Recalls all of the vitally important details (regarding main points) for the beginning, middle, and end.	Recalls most of the important details (regarding main points) for the beginning, middle, and end.	Recalls some details (regarding main points and interesting facts) for the text in general.	Recalls some interesting events relating to the general theme of the text.
Author's Message	The author's message is directly addressed and analyzes the meaning behind the text on a deep and insightful level.	The author's message is embedded and analyzes the meaning behind the text, scratching below the surface level.	The author's message is alluded to and considers the meaning of the text on a literal level.	The author's message is not present in the summary.
Text Information Details	All text details (text title, author, chapter, important specific characters names) are directly stated.	All but one text details (text title, author, chapter, important specific character's names) are referred to.	1-2 text details (text title, author, chapter, important specific character's names) are referred to.	The title of the text is included within the summary.

Making Text-World Connections

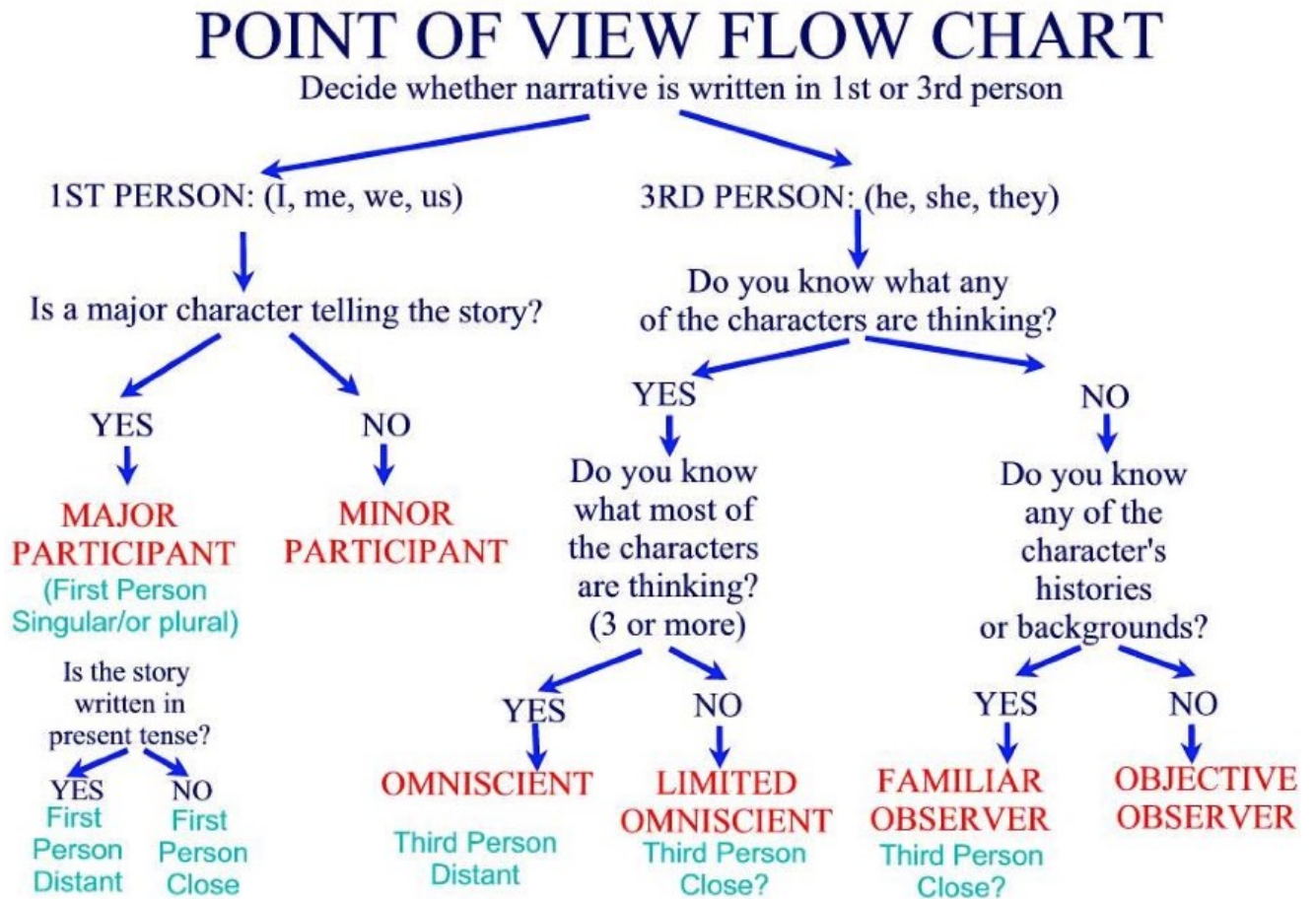
Good readers extend their understanding of the text by connecting it to the world around them. You can connect to things happening in the world, leaders, countries, global events and even humanity! This type of connection allows the reader to gain a better insight into the depth of what is happening in the text and know how the text is active in a global facet. Challenge yourself in the chart below to make a connection between the text and the world around you.

State that you will be identifying a text-world connection to, 'Meeting Henry Greenfield':	
POINT: Explain a quotation or a specific part of the text you will be connecting to.	
PROOF: Share the connection between what is happening in the text to the global world:	
EXPLANATION: Explain how your connection helps you to better understand what is happening:	

Point-Of-View Descriptions

Point-Of-View Descriptions

<http://www.smartsparks.net/literaryterms.htm>



<http://www.smartsparks.net/literaryterms.htm>

Facebook Page Organizer

Name:

Facebook Character:

Period:

Date:



[View Photos of me \(#\)](#)

[Send me a message](#)

Information

Networks:

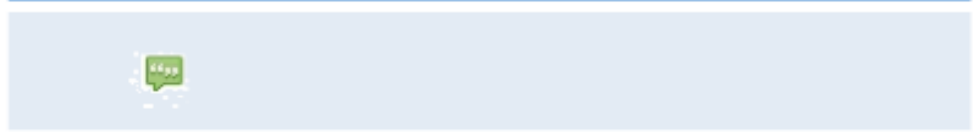
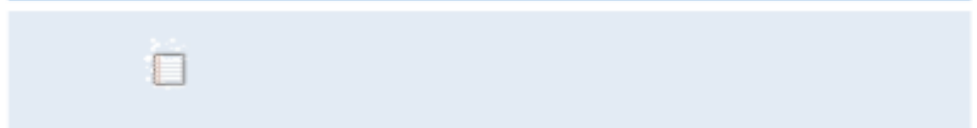
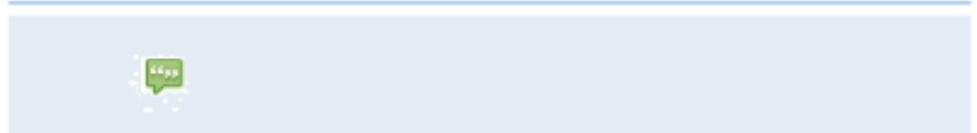
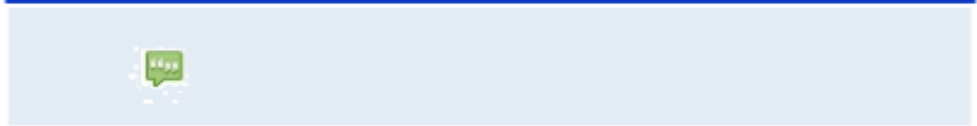
Birthday:

Political Beliefs:

Friends



Wall



Information

Personal Information

Activities:

Favorite Books:

Favorite Quotations:



Education

Schooling:

Facebook Activity Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
All required information is included showing an in depth understanding of the character.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
The voice used throughout the page accurately reflects the character, and the characters friends.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Supporting details are used within the postings that link back to events from the text.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
The page shows outside-of-the-box thinking to the personal information selected for the character.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
The profile is designed in a way that is 'believable' as to truly belonging to the character.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness

Next Steps:

Tableau Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Worked cooperatively with group members to perform freeze frames.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Communicated the character using their body language and facial expressions.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Remained silent and frozen during the tableau presentation.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Became engaged in the performance, focusing only on communicating feeling to the audience.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness

Next Steps:

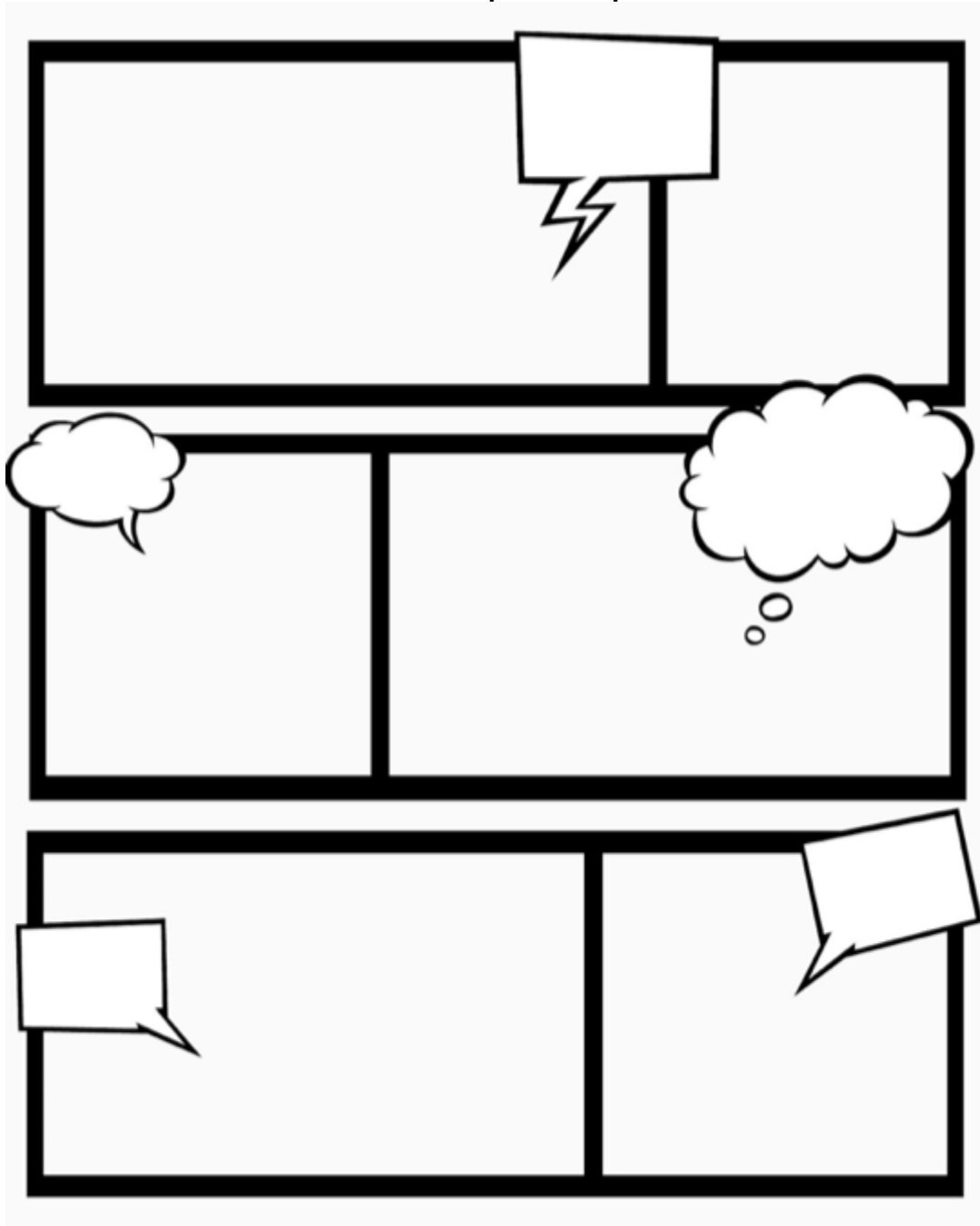
Overall Grade Level: _____

Making Text - TEXT / SELF / WORLD

Good readers extend their understanding of the text by connecting it to their own ideas, to other texts and to the world around them. Use the chart below to record an example of a T-T, T-S & T-W connection to 'Meeting Henry Greenfield'.

	TEXT-TEXT	TEXT-SELF	TEXT-WORLD
Briefly state the text type & what is happening in the text that you will be connecting to:			
Share how the text connects to your identified connection:			
Explain how your connection helps you to better understand what is happening:			

Comic Strip Template



Movie Poster Checbric

Criteria	Not Yet Met	En Route	Met	Next Steps
Overall impression of the poster includes a highly effective aesthetic appeal				
Variety of text features are used purposefully to engage and educate the audience				
Most important information is included (title, casting, director, length, genre, rating)				
Designed in a way that appeals to the specific target audience to go see the movie				
Attention to all details is apparent (spelling, grammar, punctuation, artistic detail)				

Overall Grade Level: _____

Movie Poster Checbric

Criteria	Level 1	Level 2	Level 3	Level 4
Overall impression of the poster includes a highly effective aesthetic appeal	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Variety of text features are used purposefully to engage and educate the audience	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Most important information is included (title, casting, director, length, genre, rating)	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Designed in a way that appeals to the specific target audience to go see the movie	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Attention to all details is apparent (spelling, grammar, punctuation, artistic detail)	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Next Steps				

Overall Grade Level: _____

Movie Description

Rating

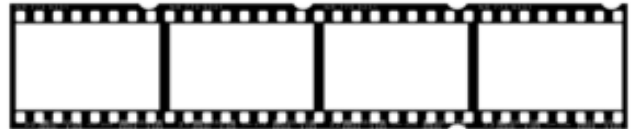
Time

Genre



Directors:

Stars:



Award Nominations:

Example Movie Trailers

The Penguins of Madagascar

<http://trailers.apple.com/trailers/dreamworks/thepenguinsofmadagascar/>

Night at the Museum: Secret of the Tomb

<http://trailers.apple.com/trailers/fox/nightatthemuseumsecretofthetomb/>

Big Hero 6

<http://trailers.apple.com/trailers/disney/bighero6/>

Million Dollar Arm

<http://trailers.apple.com/trailers/disney/milliondollararm/>

Into the Woods

<http://trailers.apple.com/trailers/disney/intothewoods/>

Monkey Kingdom

<http://trailers.apple.com/trailers/disney/monkeykingdom/>

Alexander

<http://trailers.apple.com/trailers/disney/alexanderandtheterriblehorriblenogoodverybad day/>

Muppets Most Wanted

<http://trailers.apple.com/trailers/disney/muppetmostwanted/>

Delivery Man

<http://trailers.apple.com/trailers/disney/deliveryman/>

Monsters University

<http://trailers.apple.com/trailers/disney/monstersuniversity/>

R.A.F.T. Project Characteristics Chart (Grade 3-4)

FORMAT	PROJECT	CHARACTERISTICS
Option #1:	Feature Newspaper Story/Comic Strip	Headlines - Title Image - Cartoons Caption - Narration/word bubbles Date 2-Page Spread - 1-page comic layout (BLM 29) Columns Page Numbers Masthead Menu
Option #2:	Motivational Speech	1-2 minutes Tone gets people motivated Introduction 2-3 main arguments Conclusion
Option #3:	Poster	Legal sized blank paper folded in three All surfaces of the brochure are used Headings Subheadings 2-4 Images Captions for Images Mixed style of writing format: paragraph, bullet points, lists
Option #4:	Story Writing: Chapter '11'	1-2 pages Skipping lines Paragraph writing Chapter title

R.A.F.T. Project Characteristics Chart (Grade 5-6)

FORMAT	PROJECT	CHARACTERISTICS
Option #1:	Feature Newspaper Story	Headlines Image Caption Date 2-Page Spread Columns Page Numbers Masthead Menu
Option #2:	Motivational Speech	2 minutes Tone gets people motivated Introduction 3 main arguments Conclusion
Option #3:	Brochure	Legal sized blank paper folded in three All surfaces of the brochure are used Headings Subheadings 3-4 Images Captions for Images Mixed style of writing format: paragraph, bullet points, lists
Option #4:	Story Writing: Chapter '11'	2-4 pages Skipping lines Paragraph writing Chapter title

R.A.F.T. Project Success Criteria

Criteria	Not Yet Met	En Route	Met	Next Steps for Success
Knowledge				
Facts from ‘Meeting Henry Greenfield accurately reflect events in the text.				
Author’s message is integrated in the ideas embedded within the R.A.F.T. assignment.				
Thinking				
Organization reflects a thorough degree of careful planning to communicate ideas.				
Uses the creative thinking process to design an effective R.A.F.T. task.				
Communication				
The role and audience have been incorporated in a way that is believable to the reader.				
Communicates the topic to the reader.				
Application				
Makes connections between the characteristics of the assignment format and topics within the text.				
Applies the writing process (prewriting, drafting, revising, editing, publishing) to develop a polished piece.				

Next Steps:

R.A.F.T. Project Rubric

Name: _____

R.A.F.T. Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge				
Facts from Meeting Henry Greenfield accurately reflect events in the text.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Author's message is integrated in the ideas embedded within the R.A.F.T. assignment.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Thinking				
Organization reflects a thorough degree of careful planning to communicate ideas.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Uses the creative thinking process to design an effective R.A.F.T. task.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Communication				
The role and audience have been incorporated in a way that is believable to the reader.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Communicates the topic to the reader.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Application				
Makes connections between the characteristics of the assignment format and topics within the text.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Applies the writing process (prewriting, drafting, revising, editing, publishing) to develop a polished piece.	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
Next Steps:				

Overall Grade: _____

Next Steps: ____add more detail ____ edit work to ensure a fully polished piece

____bump up wow factor by adding a creative slant beyond what is expected

____directly relate to text ____ stay fabulous - that was awesome!

R.A.F.T. Project Overall Mark Sheet

Dear _____,

Way to go, you have worked so hard on your Henry Greenfield R.A.F.T. Project! This major assignment showed your understanding of the text, and was a clear example of your creativity. The chart below indicates a breakdown of your performance. We will use this form in our student-teacher conference to reflect on your achievement. It is also a good idea to include this in your student portfolio! You ROCK!

KNOWLEDGE
THINKING
COMMUNICATION
APPLICATION
OVERALL ESSAY

Personalized Feedback:

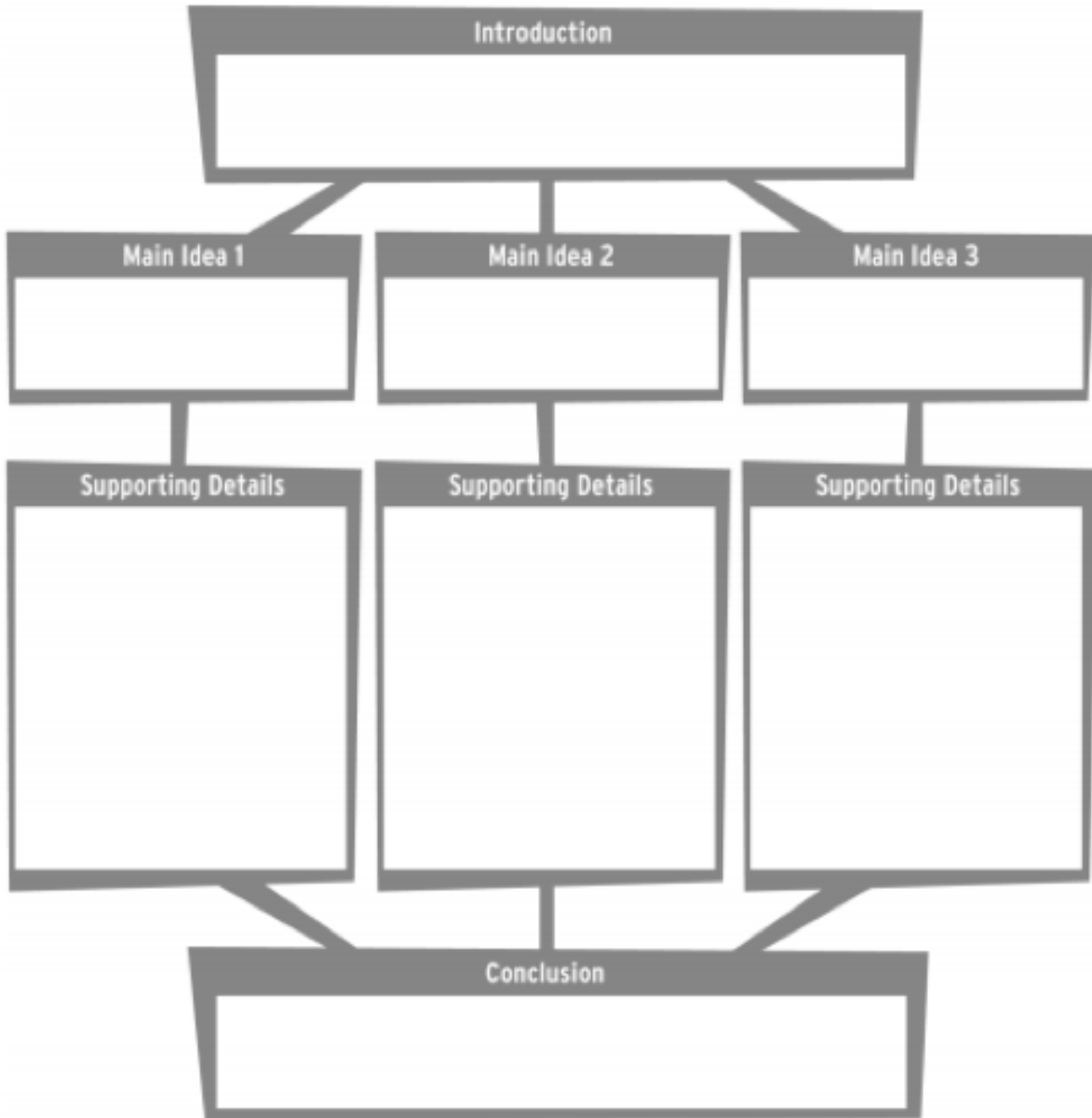
- *
- *
- *
- *

Essay Map Organizer

Essay Map

by: _____

topic: _____



Essay Template Organizer

Introduction

Use the chart below to map out ideas for your Introduction. You can either do dot jots of the main ideas you will include, full sentences, or images representing your ideas. Pick the style that suits your learning profile best!

Attention Grabbing Hook:	
Introductory Sentence:	
Explanation of Paper:	
Thesis Statement:	

Body Paragraph #1

Use the chart below to map out ideas for your 'First Body Paragraph'. You can either do dot jots of the main ideas you will include, full sentences, or images representing your ideas. Pick the style that suits your learning profile best!

Introductory Sentence:	
Topic Sentence with Point:	
1st Proof 'Evidence'	
2nd Proof 'Evidence'	
3rd Proof 'Evidence'	
Explanation of Evidence to Prove Point:	
Transition Sentence to Body Paragraph #2:	

Body Paragraph #2

Use the chart below to map out ideas for your 'Second Body Paragraph'. You can either do dot jots of the main ideas you will include, full sentences, or images representing your ideas. Pick the style that suits your learning profile best!

Introductory Sentence:	
Topic Sentence with Point:	
1st Proof 'Evidence'	
2nd Proof 'Evidence'	
3rd Proof 'Evidence'	
Explanation of Evidence to Prove Point:	
Transition Sentence to Body Paragraph #3:	

Body Paragraph #3

Use the chart below to map out ideas for your 'Third Body Paragraph'. You can either do dot jots of the main ideas you will include, full sentences, or images representing your ideas. Pick the style that suits your learning profile best!

Introductory Sentence:	
Topic Sentence with Point:	
1st Proof 'Evidence'	
2nd Proof 'Evidence'	
3rd Proof 'Evidence'	
Explanation of Evidence to Prove Point:	
Transition Sentence to Conclusion:	

Conclusion

Use the chart below to map out ideas for your Conclusion. You can either do dot jots of the main ideas you will include, full sentences, or images representing your ideas. Pick the style that suits your learning profile best!

Thesis Statement:	
Review of Paper's Main Sections:	
Wrap-Up Sentence:	
Hook (May Connect to Introductory Hook, or Provide Audience with Something to Consider):	

Essay Oral Peer/Self Editing Exercise

Effective literacy essays sound similar to oral speeches when read aloud. Participating in reading your work orally will allow you to assess how effective your work ‘sounds’ to your prospective audience.

TASK: In a group of 3 students, you will read your final draft copy to one another. Use the fun rubric below to assess your work and the work of your peers by circling the criteria that best reflects the essay. When your oral exercise is completed, take your personal and peer feedback and use it to make changes when revising your draft copy. And, remember...have fun with it!

CRITERIA	NOT YET MET	EN ROUTE	MET
WORD CHOICE	Your ideas are there pal, now time to give them a little sparkle! Bust out that thesaurus and show ‘em what you’re made of.	Your words are like music to my ears, everything sounds so beautiful. Use that technique even more throughout the paper and you are in great shape!	Um, are you a professional writer? ‘Cause I’m certain those dynamite words have me convinced that you are!
TRANSITIONS	Loving all of your body paragraphs...the dots are there...now time to connect them. Link the main idea from one paragraph to the topic of the next and you will be creating a beautiful picture.	A little of column A....a little of column B....work it to have some more of those masterminded transitions you have started to create.	Like salt to pepper, your ideas click like a perfect match from one to the next. Own it!
FLOW	Your clothes are washed, now time to iron them all out for the finishing touch. Highlight those sick ideas by using different lengths of sentences, leading words, and commas for dramatic & necessary pauses.	I’m on the train, found my seat and have my feet kicked back ready to rock. Now, lets get this engine going - fill it with some more grammatical and sentence structures that will wow me!	Am I on a river boat cruise? ‘Cause this paper has some seriously smooth flow. Every pause, structured sentence, and idea is the perfect fit!
PERSUASIVE LANGUAGE	Imagine you are desperate to get your parents to agree to buying you a new iPhone...think of every last plea you would have for them. Now channel that energy and steal some of those words for your paper.	I’m feeling it...on the edge of my seat trying to decide if I’m in or out. Come on, figuratively push me over!	I am 110% buying what you are selling, seriously you could make a stone sound like a diamond!
EVIDENCE	Your arguments are interesting, though I’d be a little more convinced with some solid proof from the text.	Some good examples to prove a handful of your arguments - now take that style and ensure each one is rock SOLID.	You could take this baby to court and you would win the case! WOW, someone did their research ;)

Thanks for sharing, friend! Here’s some feedback as to why you will dominate this assignment:

Editing Success Criteria

Author's Name: _____

Date: _____

Peer's Name: _____

Date: _____

Editing Checklist for Self- and Peer Editing

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	
	Quotation marks are included where needed.	<input type="checkbox"/>	Quotation marks are included where needed.	<input type="checkbox"/>	
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	
	Proper nouns begin with capital letters.	<input type="checkbox"/>	Proper nouns begin with capital letters.	<input type="checkbox"/>	
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	Sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	
	I don't have any run-on sentences.	<input type="checkbox"/>	There are no run-on sentences.	<input type="checkbox"/>	
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>	Spelling is correct.	<input type="checkbox"/>	

Essay Success Criteria

Criteria	Not Yet Met	En Route	Met	Next Steps for Success
KNOWLEDGE				
Mechanics: Knowledge of spelling, grammar, and punctuation rules are clear as indicated through correct application of all three throughout the paper.				
Form: The essay form is clearly understood as it is persuasive in nature and follows the form of introduction, three body, conclusion paragraphs.				
THINKING				
Paragraphing: All paragraphs start off with an indent and follow the proper form of introduction, topic, body, concluding, and transitioning sentences. Ideas within one paragraph are under the same theme.				
Sentence Structure: A mixture of short, long, detailed, combined, and complex sentences are present to engage the reader.				
COMMUNICATION				
Thesis Statement: The concise thesis statement has been completed with clear communication of the concepts that support the point.				
Word Choice: A variety of words are included. All thesaurus extensions fit naturally and enhance ideas. Persuasive words are effective in convincing the reader.				
Persuasion: The writer has clearly persuaded the reader to believe agreements prove the thesis statement by considering different angles, a wide variety of proof, and persuasive language.				
Transitions: Ideas from one section to the next in the paper connect together allowing for a seamless flow.				
APPLICATION				
Arguments: All arguments applied within the essay prove the thesis statement and are grounded in evidence from the text for clear justification of concepts.				
The Writing Process: All 5 stages of the writing (pre-writing, drafting, revising, editing, publishing) process have been applied to produce a strong paper that is highly focused around proving the thesis statement.				
Next Steps (Use the back of the page for extra feedback if needed):				

Essay Checbric

Criteria	Beginning to incorporate effectiveness	Some components of effectiveness	Considerable degree of effectiveness	High degree of effectiveness
KNOWLEDGE				
Mechanics: Knowledge of spelling, grammar, and punctuation rules are clear as indicated through correct application of all three throughout the paper.				
Form: The essay form is clearly understood as it is persuasive in nature and follows the form of introduction, three body, conclusion paragraphs.				
THINKING				
Paragraphing: All paragraphs start off with an indent and follow the proper form of introduction, topic, body, concluding, and transitioning sentences. Ideas within one paragraph are under the same theme.				
Sentence Structure: A mixture of short, long, detailed, combined, and complex sentences are present to engage the reader.				
COMMUNICATION				
Thesis Statement: The concise thesis statement has been completed with clear communication of the concepts that support the point.				
Word Choice: A variety of words are included. All thesaurus extensions fit naturally and enhance ideas. Persuasive words are effective in convincing the reader.				
Persuasion: The writer has clearly persuaded the reader to believe agreements prove the thesis statement by considering different angles, a wide variety of proof, and persuasive language.				
Transitions: Ideas from one section to the next in the paper connect together allowing for a seamless flow.				
APPLICATION				
Arguments: All arguments applied within the essay prove the thesis statement and are grounded in evidence from the text for clear justification of concepts.				
The Writing Process: All 5 stages of the writing (pre-writing, drafting, revising, editing, publishing) process have been applied to produce a strong paper that is highly focused around proving the thesis statement.				

**'Meeting Henry Greenfield'
Student Response Booklet**

Chapter 1



Before Reading

1. Looking at the title of the serial story and the picture, predict what you think this text is going to be about. Share your insights with a think/pair/share partner. It is important that you justify your prediction with supporting evidence to validate your thinking. For example, was it the words in the title, details in the picture, or something from your background knowledge? Based on the reasoning provided, determine with your think/pair/share partners if your predictions are reasonable.

2. As a class, brainstorm characteristics of non-fiction and fiction writing. Create two separate class anchor charts one listing the characteristics of non-fiction writing and the other listing the characteristics of fiction writing.*Refer to BLM's 5 & 6

3. Word Wall - A vocabulary list will be provided for every chapter of this novel. You can create a display space of this vocabulary and their definitions. You can also add to the list by adding other words from the chapter that are not overly familiar to you. Start your Word Wall today by posting definitions for this chapter's vocabulary. *Refer to BLM 7

Vocabulary

Gr. 3-4: staring, court, extremely, wrapping, unaware, unfortunate, memories, desperate, invisible

Gr. 5-8: adolescents, gawking, predicaments, humiliating, vulnerable, mumbled

After Reading

4. What is a 'narrator'? Who is the narrator of, 'Meeting Henry Greenfield'? What is the difference between first person and third person narration? What is the point-of-view? Give two examples of quotations that allow you to determine if this is a first person perspective or from a third person perspective. *Refer to BLM 23
5. When you read how Alex acts around the bully with the worm at the start of the story, what is your impression about Alex as a person?
6. What clues in the opening chapter let you know Alex is not having positive experiences at school? Why is Alex so down on himself? What does the author mean when he writes, "Starting school in September was like jumping into ice water, head first...with a fifty-two inch TV tied to your feet."? What literary writing strategy is this?
7. Good readers work to make connections from the text to their own personal experiences, called text-self connections. Share about a time where you felt like Alex does in the opening chapter. Challenge yourself to use a direct quotation from the text as your evidence to support your response. *Refer to BLM 8
8. What is bullying? Is there any evidence of bullying in the first chapter? Is Alex a likeable person at this point? What characters stand out in the first chapter? Why?
9. A summary is a re-cap of the main events of a text. It is helpful for readers to summarize in order to better understand the text. As a small group, discuss what makes a good summary. Brainstorm as many ideas as you can on chart paper.

Chart papers should be posted on the front board and students can identify repeated ideas as to what are the most common factors for a good summary. As a class, develop a co-created success criteria of 5 items that will be focused on when writing summaries during this unit.

Critical Challenges

- 10a. Re-read the chapter using two colors of highlighters. With one color of highlighter, highlight the parts of the text you consider to be most important. With the other color of highlighter, highlight a handful of parts of the text that you think are more interesting, or pretty cool, little tid-bits of information. When you are done, use the Important/Interesting chart to sort out the main events that you highlighted. Aim to have no more than 4-5 dot jot notes in each column. In addition, identify the author's message of Chapter 1, which is the main point the author is trying to get across to the audience. *Refer to BLM 9
- 10b. Using the facts from the 'Important' column in the 'Important/Interesting' chart write a brief summary about what happened in Chapter 1. Be sure to include the author's message as well as to follow the success criteria created as a class.
11. Imagine that Alex had an Instagram account. What would his Userprofile name be? Using BLM 10, create an Instagram post that would capture his experiences in Chapter 1. In your comment for the 'photo' include as many hashtags (#) as would connect best. Leave space at the bottom of the page for other users to comment on the posting.

All Instagram 'posts' should be placed on the centre of your desk. When your teacher instructs you, you will circulate throughout the room and checkout the other Instagram postings. Your task is to take

on the role of another character in the story and leave a comment on 3-4 other student's work, that you believe your character would respond to Alex's photo with.

Instagram postings will be collected by your teacher and added to a classroom display area (e.g., bulletin board) to showcase your creative character analysis!

12a) *"The guy terrorized kids at Timpleville for years. Being invisible before school, after school, between classes and during recess was an important part of surviving the year at Timpleville. With Henry's crazy giant hair, and his purple overalls and bright pink shirt, Alex knew the big guy didn't stand a chance."* This quotation was from the last three sentences of Chapter 1. Do you think this could be foreshadowing? What is foreshadowing? Why do you think it is so important for an author to use foreshadowing in a story?

12b) Based on the last three sentences, what do you think will happen to Henry? What will happen to Alex?

Tribes Activity

As a class you will complete a non-verbal 'On the line' representation to see how each classmate predicts the outcome of Alex and Henry. Knowing your predictions, organize yourself in one horizontal line across the classroom, communicating with your classmates without using any words. At the top of the line should be the person who 110% knows without any uncertainty that Alex is going to have a confrontation with the bully. At the other end of the line is the person who 110% certain Henry will have a confrontation with the bully. If you think both Alex and Henry will have a confrontation with the bully, stand in the centre of the line. Once the line has been formulated, each classmate has 30 seconds to explain verbally what their predictions are. Classmates may decide to change the order during the reflection.

Technology Connections - Whole Story

1. As a class, you may wish to start an online community to answer some of the above questions. The simplest way to begin is to use a program like Google Classroom. This is a free learning tool and is fully accessible online. Your teacher will set up a shared 'classroom' and you can use a 'Google' account to login and share your work. Your teacher can review your posts, work submissions, and uploaded assignments and can return it to you right online without any printing! There is even opportunity to collaborate with your peers online - in a live format. To get you started, you could watch the following instructional video on YouTube, https://www.youtube.com/watch?v=K26iyyQMp_g.

2. You may also be interested in using the awesome mobile app, Tellagami! Using this platform will allow you to create your own character, design a background, record your voice, text dialogue for your character to say, then share your Gami by text, email or even Twitter. Jump into the world of Tellagami and discover how you can have fun using this app to communicate your thinking, as seen in the following YouTube link, <http://www.youtube.com/user/tellagami>.

3. During the oral and shared reading, your teacher may invite you to an online Back Channel, which is accessible on your mobile devices called, Today's Meet. What better way to become enthralled in the text than texting your opinions, insights, and reflections to one another during the live reading. Conversations can later be used to spark critical thinking of text events allowing for deeper analysis of the story. Check out the awesome platform on YouTube at, <https://www.youtube.com/watch?v=Gkl8EgFEKvY>.

Chapter 2



Before Reading

1a. As a class, brainstorm all the different ways you can best summarize a fictional story. Create a class chart, listing the different methods of summarizing. You may decide to include the 'Important/Interesting' strategy used in Chapter 1.

1b. With a think/pair/share partner, choose one of the summarizing methods from question #1 and orally summarize the main events of the previous chapter. After listening to a few summaries shared by classmates, compare them with the summary section at the beginning of this chapter. How do the summaries compare?

2. Consider the picture and predict what you think this chapter is going to be about. Share your prediction with a think/pair/share partner and explain why you made that prediction. For example, was it the words in the title, details in the picture, something from your background knowledge? Based on the reasoning provided, let your think/pair/share partners know whether their predictions are reasonable or not.

3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

3-4: shrugged, wondered, drifted, annoying, uniforms, checking, goal, scanned

5-8: achieve, instructed, ambled, muffled, filtered, intermediate

After Reading

4. "He stretched his neck and yawned. He put his pencil down on the page again. *My goal this year is to... is to ...is to.* The clock ticked louder. Henry's chair creaked in front of him."

In this quote, why did the author use italics in this piece of writing? What does the '...' do for the reader? Why did the author choose to make so many short paragraphs?

5. When Alex writes, *'The new kid hides candy in his bellybutton'* and mutters, *'Henry Greenfield smells'* he is trying to make everyone laugh and impress them at the expense of Henry's feelings. Share a text-self connection of a time when feelings were hurt as a means of impressing or making others laugh. How does your connection help you to understand what Henry was experiencing? *Refer to BLM 8

6. Mrs. Oxford asks the class to write down their goals for this year and what they are hoping to achieve. What are your goals? What are you hoping to achieve this year? Share your ideas with an elbow partner when finished.

7. Based on what we know so far, do you consider Alex to be a kind or mean person? Use the A.P.E. (Answer-Proof-Explain) graphic organizer to help you formulate a thorough response grounded in evidence from the text. *Refer to BLM 11

8. What is a protagonist? What is sarcasm? In chapter 2 can you identify an area where the author draws sarcasm from the protagonist? How can you tell?

9. Do you think it's a good thing that Alex's friend Finley moved away? Why or why not?

Critical Challenges

10a. Re-read the chapter using two colors of highlighters. With one color of highlighter, highlight the parts of the text you consider to be most important. With the other color of highlighter, highlight a handful of parts of the text that you think are more interesting, or pretty cool, little tid bits of information. When you are done, use the Important/Interesting chart to sort out the main events that you highlighted. Aim to have no more than 4-5 dot jot notes in each column. In addition, identify the author's message of Chapter 2, which is the main point the author is trying to get across to the audience. *Refer to BLM 9

10b. Using the facts from the 'Important' column in the 'Important/Interesting' chart write a brief summary about what happened in Chapter 2. Be sure to include the author's message and to follow the success criteria.

11. In your Chapter 1 follow-up, you started an Instagram account for Alex and created his first photo posting. Using BLM 10, create a second Instagram post that would capture his experiences in Chapter 2. In your comment for the 'photo' include as many hashtags (#) as would connect best. Leave space at the bottom of the page for other users to comment on the posting. *Tip: Refer to the class display of Chapter 1 postings to build on effective ideas for layout, design, and wording that you and your peers incorporated!*

You will be participating in a sharing gallery walk, just as you did with your work in Chapter 1. All Instagram 'posts' should be placed on the centre of your desk. When your teacher instructs you, you will circulate throughout the room and checkout the other Instagram postings. Your task is to take on the role of another character in the story and leave a comment on 3-4 other student's work, that you believe your character would respond to Alex's photo with.

Instagram postings will be collected by your teacher and added to the Chapter 1 classroom display area (e.g., bulletin board) to showcase your creative character analysis!

12. What genre of text would you consider 'Meeting Henry Greenfield' to fall under? Is it possible to fall under two types of genres? Justify your response with evidence to support your thinking.

Tribes Activity

As a whole class you will complete a chapter-in-5-minutes dramatization of what happened in Chapter 2. Your class will be broken into 5 different groups and given a selection of the text. As a group, the text-selection you are given needs to be re-read. You will then determine how you can dramatize the scene you were given. Each individual must play a role in the presentation (roles can be acting characters, narrators, part of the scenery, images, or background). Total presentation time is no longer than 1 minute. After practicing, you will join together with your class and watch the scenes in sequence. Following the dramatization, turn to your elbow partner and discuss how this activity allows you to have a better understanding of what happened in Chapter 2.

8. Rudy advises Alex to stay away from Henry because he is different. He says Henry could ruin him for life. How do you feel about this comment? What advice would you give Alex instead? What advice would you give to Rudy?

9. Describe your reaction to the end of the chapter where Alex learns he is 'stuck with a giant purple monster.' Do you think Alex is going to turn into a bully? Have you ever disliked the main character in a story before? Do you dislike Alex? Explain your thinking.

10. Do you believe the author was effective in Chapter 3 on building up the plot line to become more intriguing? Use evidence from the text to support your opinion.

Critical Challenges

11a. You will be starting a new summarizing strategy called, 'Sticky Summary'. Get 6 sticky notes and a writing utensil. Number the sticky notes 1-5 and 'author's message'.

Re-read the chapter and place a sticky note beside each main event, being sure to paraphrase what is happening in your own words. Complete for no more than 5 main points. On the 6th sticky note, indicate the author's message.

11b. Take the sticky notes off of the article and place them in order on your organizer (BLM 12). Using only these ideas, write a summary of Chapter 3. Remember, a summary is not a re-tell but a brief synopsis of the text. Be sure to follow the co-created success criteria anchor chart for effective summaries.

12. Looking back at the author's message that you have identified for each of the chapters read so far, are you seeing a trend in the messaging? Is there a pattern becoming evident that the author is portraying?

Tribes Activity

"I Like My Neighbor" will be played as a whole class. You are to sit in a circle on your chairs. One student will stand in the middle of the circle and not have a chair. The person in the middle who is, 'it' will share a phrase relating to anything that happened in Chapter 3. They will start their piece with 'I like my neighbor who...' and then add their thought 'thinks Alex is a bully'. Anyone who agrees with this statement stands up and has to find a new seat. The person left without a seat is now 'it' and will start the next statement. Following the completion of the game, share with the person next to you how the activity helped you to have a better understanding of the text.

Chapter 4



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter. Listen to a few summaries shared by classmates and compare them with the summary section (the recap) at the beginning of this chapter. How do the summaries compare?
2. Good readers are always asking questions as they read. A Q-Chart is an excellent resource to help develop effective questions. What are some questions that you have about this story? Share your questions with a think/pair/share partner. Share your thoughts on each other's questions. *Refer to BLM 15
3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

3-4: artistic, molars, muffled, brightened, glorious, dough, slyly, swig, mission, aroma, slumped
5-8: gracefully, elegant, angelic, confidence, muttered, jealous, frowned, clenched

After Reading

4. Text-text connections relate the text you are reading to another text you have been exposed to before. In the beginning of Chapter 4, Alex observes Henry in the cafeteria, noticing how different he is compared to everyone else. Have you read a story where someone was seen as 'different'? Be sure to explain how the connection helps you to better understand the text. *Refer to BLM 13

If you can't think of a story you've read where a character was seen as different, perhaps consider a TV show or a Movie.

5. Complete a character web using BLM 14 to identify the cast of characters we have been introduced to in the story so far and the relationships existent between them. How does this strategy allow you to have a better understanding of the text?

6a. What is an adjective? Write a list of 10 adjectives that you see being used effectively in Chapter 4.

6b. What is the purpose of author's using adjectives as an element of style in their writing? How does this element enhance your appreciation of the text?

7a. The ending of Chapter 4 was pretty intense. It's apparent Alex's actions were not appropriate, however the author seems to develop the text in a way so that the reader might empathize with Alex. Do you empathize with him? Use the A.P.E. format to help design a thorough response. *Refer to BLM 11

7b. How does the author build up Alex's frustrations nearing the end of Chapter 4?

8. What does the literary device 'imagery' mean? Find an example of imagery in Chapter 4. Explain how imagery contributes to a creative writing style appealing to readers.

Critical Challenges

9a. You will be practicing the summarizing strategy called, 'Sticky Summary'. Get 6 sticky notes and a writing utensil. Number the sticky notes 1-5 and 'author's message'.

Re-read the chapter and place a sticky note beside each main event, being sure to paraphrase what is happening in your own words. Complete for no more than 5 main points. On the 6th sticky note, indicate the author's message.

9b. Take the sticky notes off of the article and place them in order on your organizer (BLM 12). Using only these ideas, write a summary of Chapter 3. Remember, a summary is not a re-tell but a brief synopsis of the text. Be sure to follow the co-created success criteria anchor chart for effective summaries.

10. When authors compose pieces of writing, they do so with a purpose. Reread the last sentence of this chapter. Why do you think the author chose to end the chapter in this way? How does it shape the development of the story? How does it impact you as a reader? Explain how you might have felt or reacted differently if that sentence had been omitted.

11. Music often plays a key role in setting the mood during television and film productions. If this chapter were being filmed, pick one song that you believe would be fitting to have being played in the background during any part of the chapter.

Look up the lyrics to your song online. Use examples from the lyrics, the sound, the melody, and the tone of the song to justify why your song is the most appropriate selection for this Chapter's soundtrack.

12. Now that you have selected an appropriate song for the chapter, consider the kind of music Alex may have on his iPod, if he had one with him at school. Select 5 songs in total and add them to a mock playlist. Share your playlist with a group of 4-5 students. Discuss why you made the selection choices you did.

Tribes Activity

Get ready to participate in a '**Find Someone Who**' networking activity to discuss Chapter 4. Your teacher will read out prompts (BLM 16) for discussion and facilitate conversation between you and your peers. You are to be open, honest, and respectful to your peers in this activity. Discuss afterwards how this exercise allowed you to better understand the text.

Chapter 5



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter. Listen to a few summaries shared by classmates and compare them with the summary section (recap) at the beginning of this chapter. How do they compare?
2. Using the 'Knowledge' section of your Q-Chart [BLM 15], develop a list of 5 prediction questions based off of the Chapter #5 Picture. When your list is complete, exchange with an elbow partner. Orally answer one another's questions using evidence from the image, story, and your background knowledge to support your inferences.
3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

- 3-4: moustache, tough, buried, metaphor, suspended, darted, lacked
5-8: signaled, launching, detention, curiosity, commit, apologized, twiddled

After Reading

- 4a. The author describes Principal Gordon and his office in Chapter 5. Use these text clues to draw a birds-eye view of Principal Gordon with Alex in the office. Be sure to include the animal heads, desk, coffee, doughnut etc.

- 4b. How does the exercise of drawing out the scene allow you to have a better understanding of the text? Is this a strategy you would find helpful as you read other texts as well? Explain.
5. Why do you think Alex is confused about Henry's reactions to his teasing and pizza attack? What do you think is going on in Alex's head? Use the A.P.E. method to structure your response. *Refer to BLM 11
6. Identify a text-text connection between Chapter 5 with another text. If possible, try to integrate the ideas of fitting in and trying to be cool to make friends. *Refer to BLM 13
7. What does 'rising' action refer to in the development of a story? Start a plot triangle [BLM 17] with the information you have from the story so far. Glue this page in the front of your Writer's Notebook. As you continue to read weekly chapters, add relevant information to the storyline.
8. Principal Gordon uses a literary device called a metaphor when discussing his big jelly doughnut to Alex. What is Principal Gordon trying to say? What is a metaphor?
9. While waiting for Principal Gordon, Alex started questioning Henry's reactions and why he hasn't done anything. Using your prior knowledge and personal schema, share why you believe Alex is only now starting to reflect on Henry's behaviour.

Critical Challenges

10. You have worked with the 'Important/Interesting' and the 'Sticky Summary' strategies so far. Now you will try the '**Gimmie Five**' strategy. Re-read Chapter 5 again. While reading, use your organizer and list the who, what, where, when & why of the chapter as well as the author's message. *Refer to BLM 18
- 10b. Using only the facts in the graphic organizer, write a brief summary of Chapter 5. Any extra facts that did not fit on the organizer are not considered significant to include in your summary. Be sure to follow the success criteria for effective summaries anchor chart.
11. If Chapter 5 were to be re-written and had Henry sent to the office along with Alex. What would the conversation between Henry and Alex be like while they waited for Principal Gordon? What would the conversation be like when they actually walk into Principal Gordon's office? How would they react to Principal Gordon's coffee and doughnut mishap? In 1-2 pages, double-spaced, re-write a mini version of this new Chapter 5.

When your re-written version of the chapter has been completed, join a group of 3-5 students. You will each take turns reading your version out loud to one another. Following the oral reading exercise, discuss how including a conversation with Henry and Alex would change the meaning of the Chapter. Would it change how the chapter ends?

12. Using a Venn Diagram (BLM 19) compare and contrast your new version of Chapter 5 with the author's. By analyzing the graphic organizer, determine the following questions:

Is the author's message the same?

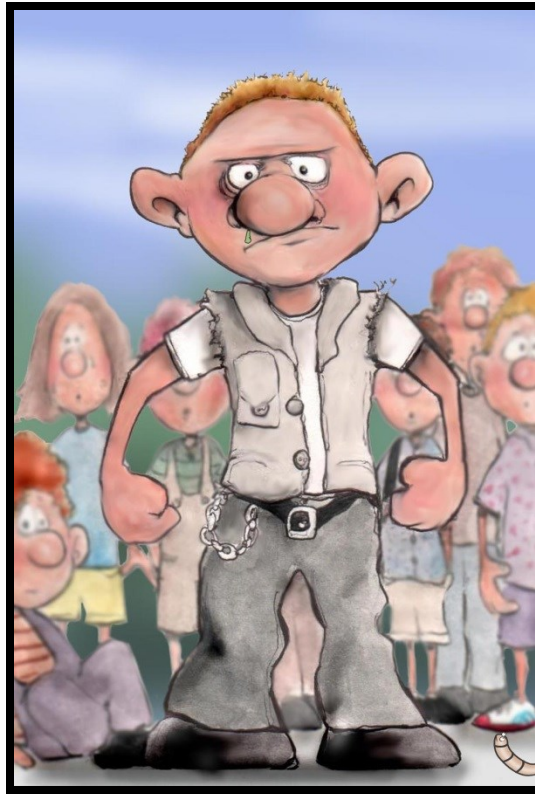
Which account is more suspenseful?

Does the addition of Henry conversing with Alex change the tone, feeling, momentum of the story?

Tribes Activity

Get ready for some fun because you and your peers are going to take on **'30-Second-Interviews'!** The person with the longer hair will be partner 'A' and the person with the shorter hair will be partner 'B'. Partner 'A' has 30 seconds to ask Partner 'B' as many questions as they can about the new chapter 5 they just wrote. There is no stopping to take pauses, no answering from the peer, just drilling question after question! At the end of 30 seconds, Partner 'B' has to try and answer as many questions as they can remember even being asked previously by Partner 'A' in only 30 seconds of time. At the completion of this section, partners switch roles. At the end, each partner has 10 seconds to share to the whole class what their partner focused on for their new chapter 5. When the activity is finished, discuss in a large group how this activity helped you to better understand the text.

Chapter 6



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter. Listen to a few summaries shared by classmates and compare the summary section (recap) at the beginning of this chapter. How do the summaries compare?
2. Using the 'Prediction' section of your Q-Chart [BLM 15], develop a list of 5 prediction questions based off of the Chapter #6 Picture. When your list is complete, exchange it with an elbow partner. Orally answer one another's questions using evidence from the image, story, and your background knowledge to support your inferences.
3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

- 3-4: torture, scruffy, grit, panicked, verbal, tears, budge, vein
5-8: associated, gigantic, tormenting, crazed, chanting, wandered, unthinkable

After Reading

4. Re-tell what happens at the beginning of Chapter 6. Reflect on how you think this has impacted Alex. Relate to this situation by trying to empathize with what Alex may be feeling.

5. Alex was so brave to step in and help Henry. Relate his courage to another protagonist in a different text you have been exposed to. *Refer to BLM 13

6. Author's prefer to 'show' what is happening in a story, rather than 'tell' the reader. For example, instead of writing, "The boy was tired" (tell), the author might write, "The boy could barely keep his eyes open. He stretched his arms and yawned." (show). Can you find examples of 'show' in Chapter 6?

7. Did you find another example of a metaphor? Give an example of effective metaphor from Chapter 6.

8. Why did the author choose to pull away from the action in Chapter 6 to reflect on a memory Alex had when he was five years old? How does this help the story? Explain your reasoning using the A.P.E. format. *Refer to BLM 11

9. Imagine how Alex is feeling when he sees Henry being picked on by the most feared bully in the school? How would you feel? Would you be scared? Angry? Sad? Happy? List the potential reasons for Alex to feel each one of the listed emotions: Scared, Angry, Sad, Happy.

10. Do you know enough about Henry at this point in the story? Do you like Henry? At this point in the story, why do you think the author titled it, "Meeting Henry Greenfield"?

Critical Challenges

11. Alex chose to step in and confront Damian. What would you do? Be creative and think about 3 other alternative options that Alex had when faced with the bullying scene on the basketball court. Share your list with an elbow partner. Decide between the two of you, the option you think would be most effective to the plot development, if you were not able to select the original.

12a. You are going to use the 'Gimmie Five' summary strategy again for Chapter 6. Re-read Chapter 6. While reading, use the organizer and list the who, what, where, when & why of the chapter as well as the author's message. *Refer to BLM 18

12b. Using only the facts in the graphic organizer, write a brief summary of Chapter 6. Any extra facts that did not fit on the organizer are not considered significant to include in your summary. Be sure to follow the success criteria for effective summaries created at the start of this unit.

Tribes Activity

As a class you will complete a **chapter-in-5-minutes** dramatization of what happened in Chapter 6. Reminder: this is the same activity completed in Chapter 2. You will be broken into 5 different groups and given a small selection of the text. As a group, the text-selection you are given needs to be re-read. You will then determine how your group can dramatize the scene you were given. Each individual must play a role in the presentation (roles can be acting characters, narrators, part of the scenery, images, or background). Total presentation time is no longer than 1 minute. Allow students time to practice. Have the class join together and watch the scenes in sequence. Discuss how this tribes activity allowed you to have a better understanding of what happened in Chapter 6.

Chapter 7



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter.

Listen to a few summaries shared by classmates and compare the summary section (recap) at the beginning of this chapter. How do the summaries compare?

2. Using the 'Analytical' section of your Q-Chart [BLM 15], develop a list of 5 prediction questions based off of the Chapter #7 Picture. When your list is complete, exchange with an elbow partner. Orally answer one another's questions using evidence from the image, story, and your background knowledge to support your inferences.

3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

3-4: mucous, firm, bound, route, spectator, pathetic

5-8: unappetizing, protruding, rigid, erupted, lunged, suspended, meaningless, punishment, forever

After Reading

4. Can you explain what the author meant by: "According to Mr. Gordon' metaphor, the big powdery jelly doughnut exploded."?

5. Explain what the literary device 'onomatopoeia' means. Find examples of this literary device in Chapter 6.

6. When Alex is told he is suspended from school for a day, he realizes how much trouble he is in. He understands how his actions have resulted in consequences. Can you tie this event to something more global? Share a text-world connection of Alex's experience to one that happens locally, globally? Can you think of events where people get punished for their actions? Be sure to explain how the connection helps you to better understand the text and perhaps how Alex is feeling. * BLM 22

7. The author also uses the literary device, 'simile' in this chapter. How many examples can you find? How does this device help you with your understanding of the text?

8a. Create a single cartoon image on 8 x 11 piece of paper, depicting what is most important in Chapter 7.

8b. Students place their image on their desks and circulate through the room on a gallery walk to check out their peers work. While viewing, consider what other students felt was most significant in Chapter 7.

9. Following the gallery walk, join 4-5 peers in a circle to debate the main event of Chapter 7. Debate what you believe is the most important using clues from the text. As a group decide the single most significant event and write it on the board. After each group has written their event on the board as a class determine how you came to the conclusion you did.

Critical Challenges

10a. You are going to be using the 'Somebody Wanted But So' summarizing strategy for Chapter 7. After you are done reading the text, fill out the graphic organizer [BLM 20] in dot jots with the relevant information.

Somebody: The protagonist of the chapter

Wanted: What exactly the protagonist was doing during the chapter

But: Something that was a 'turn of events' to what the protagonist wanted

So: How things turned out in the end, or were left off at the end of the chapter

10b. Using only the information in the 'Somebody Wanted But So' organizer, write a summary for Chapter 7. The only extra information beyond the organizer you may include is the author's message.

11a. What makes a good decision? Share your ideas with the whole class and create a list of criteria that would help a person judge whether a decision is good or not.

11b. Alex decided to throw his leftover pizza at Damian Dermite. Was this a good decision? Discuss your thoughts with a think/pair/share partner. Make sure to use the class generated criteria to help you form your opinion.

12a. Participate in an Inside/Outside Circle Discussion. Share your opinion with your classmates and listen carefully to their opinions. Make sure to use the class generated criteria to help you clearly and effectively explain why your opinion is valid.

12b. After sharing your opinion and hearing others' opinions, make a final judgment on whether you think Alex made a good decision or not. Record your opinion on an Exit Sticky Note and explain why your opinion is valid using the success criteria to guide your explanation.

Tribes Activity

It's time to see how well we really know the characters of, 'Meeting Henry Greenfield' by playing '**Two Truths and a Lie**'. You will be assigned to take on the role of one of the following characters: Alex, Henry, Rudy, Daisy, or Damian Dermite. In your role, you need to write down on a piece of paper three facts about 'themselves', two which are accurate and one which is a complete lie. After writing down your cards, you are to formulate a group which has representation of one role in each group, roughly 5-6 groups will be made in total. You will read their facts to their group and group mates try to guess the fact that is a lie. Following the completion of the activity, orally discuss with your group how the activity helps you to better understand the text.

Chapter 8



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter. Listen to a few summaries shared by classmates and compare the summary section (recap) at the beginning of this chapter. How do the summaries compare?
2. Using the 'Synthesis' section of your Q-Chart [BLM 15], develop a list of 5 prediction questions based off of the Chapter #8 Picture. When your list is complete, exchange with an elbow partner. Orally answer one another's questions using evidence from the image, story, and your background knowledge as support.
3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

3-4: clanking, echoed, secrets, plaid, marmalade, lecture, routine

5-8: inevitable, peered, sulking, privileges, excursion, potent, condensation, admired

After Reading

- 4a. What is your opinion of Alex at this point in the story? Have your thoughts changed about Alex since you wrote about him in Chapter 2?
- 4b. Do you think James is mean to Alex? Why or why not? Do you have a sibling? Do you think the fact James calls Alex names (e.g., idiot, doofus) means they are close? Is it okay for siblings to talk this way to each other? Do you think James had any influence on how Alex treated Henry? Or was it just from Rudy?

5. Mr. Thomas also asks Alex what his goal is this year. Why do you think it is important to have goals?
6. Using a Venn Diagram, compare Mrs. Thomas' story to Alex's first day of school. Are the stories similar? Why do you think Mrs. Thomas told Alex this story? How did she know? *Refer to BLM 19
7. It is quite possible Rudy and James have both had a negative impact on Alex's behavior around Henry Greenfield. Thinking globally again, where in the world do you see a person, place or thing having a negative impact on something else? E.g., Political leader having a negative impact on his/her country. What about cults? Share a text-world connection that is similar to Rudy, James and Alex. Explain how this helps you to better understand Alex's behaviors. *Refer to BLM 22
8. The author included a lot of detail in this chapter about simple things, e.g., condensation on orange juice glass, wiping the streaks, tissue on Mr. Thomas's chin. What does this simple detail do for the reader?
9. If Alex had Henry's number, would it be wise to send him a text message and apologize? Or do you think by helping him escape from Damian on the basketball court was good enough?
10. There are two chapters left in this story. Write a half-page summary of how you see the rest of the story unfolding?

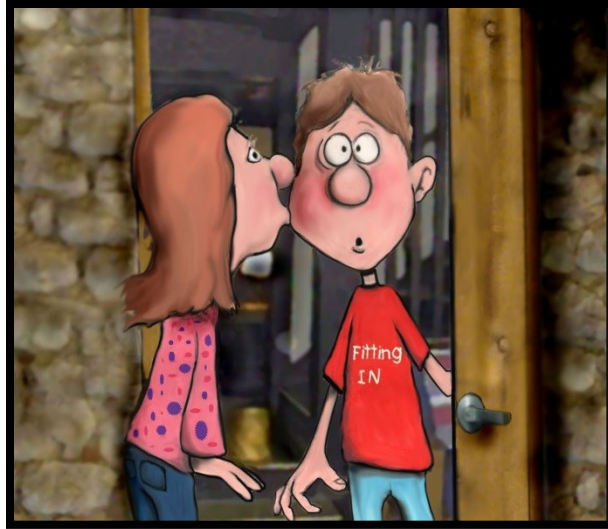
Critical Challenges

- 11a. What makes an effective Facebook Page? As a class discuss how the text features, sections, and layout choices contribute to creating a clear page. Use your ideas to co-create success criteria for a Facebook Page.
- 11b. Select a character of your choice between: Alex, Henry, Damian, Daisy, Rudy or James. Using the graphic organizer [BLM 24], create a Facebook Page for this character. Use knowledge from the text to help you select your choices for the page. When your work is completed, hand it in to your teacher. Your teacher will assess your work and place it on display with your classmates work. *Refer to BLM 25 for rubric
12. How does identifying the way a character views the world around them, help a reader to better understand the text? Share 1-2 'ah-ha's' you have gained from creating a Facebook Page on behalf of your selected character.

Tribes Activity

Chalkboard Sentences for Chapter 8 will be done in teams to identify the most important parts of the chapter. You will be broken into 6 teams and working together to identify their favourite/pivotal parts of Chapter 8. The leader sets up the chalk/white board for each team. The teams then line up 10 feet from their board. Each team member needs to add one word to the sentence. Players take turns; after they go to the board and write one word, they run back to give the next player the marker, and then go to the end of the line. A player may not add a word between words that have already been written. Each player may go up twice when it is their turn but after that the sentence must be fully completed. Team leaders read their sentence to the other groups in the class when completed.

Chapter 9



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter. Listen to a few summaries shared by classmates and compare the summary section (recap) at the beginning of this chapter. How do the summaries compare?
2. Identify and describe the different point-of-views that can be accounted for in the chapter picture. Why is it important as a reader to understand various points-of-view when examining a text?
3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

3-4: perfume, iron, realize

5-8: innocent, insignificant, silhouette, Neanderthal, shuffled

After Reading

4. Were you surprised Daisy stopped by to thank Alex? How does her visit impact your thoughts about how the story might end? What do you infer would happen if Daisy was upset with Alex? How would that change the ending of the story? Answer in A.P.E. format. *Refer to BLM 11
5. How would you describe the pace of Chapter 9? Does it sound like the story is moving slowly and calmly, or fast and anxious? Use quotations from the story to support your thinking.
6. Near the beginning of the chapter, Alex was firing off some irrational thoughts, claiming he the entire school hates him and that he would be better off just running away. Can you think of another social group in the world who also has irrational thoughts? Share your thinking in a text-world connection. Be sure to explain how your connection allows you to better understand the text. *Refer to BLM 22

7. At the end of chapter 9, Alex inquired about Damian and whether he looked or seemed angry about having pizza dumped all over him. Is this foreshadowing? Do you think Alex might have to face Damian in the next chapter? Or do you think there might be a sequel to this story?

8. If a friend asked you, 'what kind of guy is Alex?' What would you tell them? Use examples from the text to support your reasoning behind the way you judge his character.

Critical Challenges

9. Why did the author use simple and intricate details to describe Alex and Daisy's actions during their conversation at the end of chapter 9? (E.g., "A small white butterfly fluttered in between the two, before landing on the iron railing along the porch. She brushed her hair again to the side with her hands and smiled." What did this do for the reader? Use the A.P.E. model [BLM 11] to frame your response.

10a. You are going to be using the 'Somebody Wanted But So' summarizing strategy again for Chapter 9. After you are done reading the text, fill out the graphic organizer [BLM 20] in dot jots with the relevant information.

Somebody: The protagonist of the chapter

Wanted: What exactly the protagonist was doing during the chapter

But: Something that was a 'turn of events' to what the protagonist wanted

So: How things turned out in the end, or were left off at the end of the chapter

10b. Using only the information in the 'Somebody Wanted But So' organizer, write a summary for Chapter 9. The only extra information beyond the organizer you may include is the author's message.

11. A large Hollywood production company has just announced that they will be turning 'Meeting Henry Greenfield' into a major motion picture! They are looking for student voice to be part of the casting process, to help appeal to their target audience; YOU! Determine which Hollywood actor/actress you would pick for the following roles, giving a brief one-sentence (per character) justification on your selection:

Alex	Henry	Daisy	Rudy	Damian
Mr. Thomas	Mrs. Thomas	James	Mrs. Oxford	Mr. Gordon
Coach Mason				

12a. What makes an effective movie poster? Examine posters online or in the newspaper. Make a list of attributes that you find most appealing. Share your list with the class and work together to co-create Success Criteria [BLM 30]. Your teacher will input your Success Criteria into a Checbric which will be used for evaluation [BLM 31].

12b. Use the criteria developed by the class, your prior knowledge, and schemata on movie posters to create a poster advertising 'Meeting Henry Greenfield' the motion picture. Submit your work to your teacher for evaluation when complete.

Tribes Activity #9

In groups of 4-5 students you will be creating a **'Tableau'** together. This is a drama strategy used to express feelings, emotions, and events. In your group select one event from the beginning, one event from the middle, and one event from the end of Chapter 9. Use your bodies and create a frozen image that depicts what happened in the part you selected. Have one member of your group make a 'signal' sound that you shift from one frozen pose to the next, indicating the next part you are showing. Transitions from one frozen image to the next must remain flawless and flow from one part to the next. When your scene has been practiced as a group be prepared to present to the class.

Chapter 10



Before Reading

1. With a think/pair/share partner, choose one of the class summarizing methods and orally summarize the main events of the previous chapter. Listen to a few summaries shared by classmates and compare the summary section (recap) at the beginning of this chapter. How do the summaries compare?
2. Who is in the chapter image? What is happening in this illustration? What does this illustration mean to you?
3. Word Wall: Continue adding to words your Master Word Wall List. *Refer to BLM 7

Vocabulary

- 3-4: decision, famous, muscles, ecosystem, faded, clarinet,
5-8: vengeful, irritated, gawked, meandering, goosebumps, evaporated, wrath, consequences

After Reading

4. Retell what happened in the beginning of Chapter 10 when Alex arrived at school. Share either a text-text, text-self, or text-world connection to this event. Explain how the connection helps you to better understand the text. *BLM 28
5. How did Alex change throughout this story? Did you grow to like him? Would you trust him as a friend? Use the A.P.E. format when developing your response. *Refer to BLM 11
6. What is an antagonist? Was Alex an antagonist? Was he both the protagonist and the antagonist? Who would you consider to be the antagonist? Why?

7. The author likes to use subtle writing strategies to help pull the reader into the moment. Why did he write the following sentence in Chapter 10? “The faint sound of clarinets squeaked through the walls from the music room down the hall.” What did this sentence achieve?

8a. When Henry defended Alex for talking out in class and distracting everyone, it seemed like he wasn't fully telling the truth. I.e., “Miss, it was totally my fault Alex was talking. He was trying to make me feel welcome. He was sharing all the great things that I can expect to experience in this wonderful town. I am truly excited...and um, blessed to be a part of this fantastic school, and especially in this class led by such an....amazing teacher like yourself...Miss.” We as the readers know this isn't true, and therefore it is apparent, Henry was lying. Is all lying wrong?

8b. Using a form of media, find a quotation that pushes the truth. Write the quotation in effective lettering on 8x11 blank paper. Give your poster to your teacher when completed to post on the classroom wall.

Critical Challenges

9. Adjectives are words used to describe nouns, as we have explored. Author's use adjectives to be descriptive in their writing. Using BLM 26 write a list of adjectives used in Chapter 10 and indicate the noun they were placed beside.

10. Synonyms are words that mean the same thing as another word e.g., big and massive both mean large. In the third column of your chart [BLM 36], offer a different adjective Chris Francis could have used for the noun.

11. Congratulations! The cast you selected for ‘Meeting Henry Greenfield’ the movie was a hit with producers and they are going with all the actresses/actors you hand-picked! Since the production team was so impressed with your expertise and know-how of the movie industry, they have asked you to write the movie review, including ‘The Buzz’ that will be featured both online and in the Entertainment section of the newspaper. Use BLMs to check out examples of effective reviews. Once you have an idea on how you will pose your ideas, use BLM 39 to create your very own movie description!

12. Casting is done, your review is in, and the PR on this movie is hot, hot, hot! Let's get the target audience excited for the big hit. In a group of 3-4 students, you will be creating a movie trailer for ‘Meeting Henry Greenfield’. As a class, check out some of the example trailers on BLM 33.

Your trailer must be 1 minute in length, and work to entice people to want to watch the film. You may use technology to produce your trailer, such as iMovie, a video camera, or even perform live! Once you have practiced your trailer with your group, your teacher will invite you to share your trailer with the class.

Tribes Activity

As a whole class you will complete a **novel-in-an-hour** dramatization of the entire book, ‘Meeting Henry Greenfield’. Reminder: this is the same activity you completed as a class in Chapters 2 & 6, so you will be experts at the strategy! Your teacher will break your class into 7 different groups. Each group will be assigned two sequential chapters. As a group, the summaries completed for the assigned chapters need to be re-visited to remind you the main events. Your group will then determine how you can dramatize your chapters. Each individual must play a role in the presentation (roles can be acting characters, narrators OR part of the scenery, images, or background). Total presentation time is 4 minutes per chapter. Your teacher will give you time to practice. Your class will join together

and watch the scenes in sequence. When the series is completed, discuss with your elbow partners how this tribes activity allowed you to have a better understanding of what happened in the entire story. **Teacher Note: this presentation series will take one full hour to complete.*

Grade 3-4 Culminating Task - RAFT Assignment

Meeting Henry Greenfield R.A.F. T. Assignment

Congratulations, you have finished reading, 'Meeting Henry Greenfield'! It's time for you to show your knowledge and understanding of the text by thinking, communicating and applying your creative ideas to a project of your choice!

In the chart below you are given four different performance task options, each of which has an assigned role, audience, format, and topic. It will be difficult to choose...so, narrow it down by circling two projects (i.e. pick 2 rows) that most interest you. Finally, take a moment to consider which of your top two best suits your learning style and get going. Have fun!

Highlight the project that you will be committed to working on.

	ROLE	AUDIENCE	FORMAT	TOPIC
Option #1:	Newspaper Journalist/comic strip Artist	Children of Timpleville	Feature Newspaper Story	In a 1-page spread, highlight Alex's first week of school (as a comic strip or a newspaper story) BLM 29
Option #2:	Alex	Students of Timpleville Public School	Motivational Speech	Perform a 1-2-minute speech motivating students to be kind to each other and how we should treat each other.
Option #3:	Marketing Director	Youth Ages 8-10	Poster	Develop a poster about bullying and how we should treat others BLM 30
Option #4:	Chris Francis	Readers of 'Meeting Henry Greenfield'	Story Writing: Chapter '11'	In 1-2 pages, write a bonus chapter to 'Meeting Henry Greenfield' starting off where Chapter 10 ended and leaving readers wanting more

After you have chosen your project...

4-Corners Activity: Break off into the corner of the classroom labelled for your project, joining your classmates who have selected the same option. As a group on chart paper, brainstorm different ideas that would make a successful project (newspaper story/comic, speech, poster or story chapter). With the help of your teacher in a small group conference, use your ideas to generate success criteria for your assignment.

Organize your ideas then draft a rough copy of your project.

For the movie poster - consider BLM 30, BLM 31, BLM 32, BLM 33

For the comic - consider BLM 29

Meet with your teacher for at least one student-teacher conference reviewing your work. Have at least two peers review your work and provide you with positive feedback to improve. Complete a self-assessment of your work.

Use the feedback provided to you to edit and revise your rough copy then publish your good copy.

Submit your final copy to your teacher for evaluation. *Note:* Students who selected the 'Speech' R.A.F.T. may choose to hand in the transcript of a speech or perform the speech in front of the class.

Grade 5-6 Culminating Task - RAFT Assignment

Meeting Henry Greenfield R.A.F. T. Assignment

Congratulations, you have finished reading, 'Meeting Henry Greenfield! It's time for you to show your knowledge and understanding of the text by thinking, communicating and applying your creative ideas to a project of your choice!

In the chart below you are given four different performance task options, each of which have an assigned role, audience, format, and topic. From left to right along the same row, circle two projects that interest you and cross two that do not. Independently consider which of your top two suits your learning style best.

Highlight the project that you will be committed to working on.

	ROLE	AUDIENCE	FORMAT	TOPIC
Option #1:	Newspaper Journalist	Citizens of the town of Timpleville	Feature Newspaper Story	In a 2-page spread, highlight Alex's first week of school
Option #2:	Alex	Students of Timpleville Public School	Motivational Speech	Perform a 2-minute speech motivating students to be kind to each other and how we should treat each others.
Option #3:	Marketing Director	Youth Ages 10-16	Brochure	Develop a 3-fold brochure about bullying and how to treat others
Option #4:	Chris Francis	Readers of 'Meeting Henry Greenfield'	Story Writing: Chapter '11'	In 2-3 pages, write a bonus chapter to 'Meeting Henry Greenfield' starting off where Chapter 10 ended and leaving readers wanting more

4-Corners: Break off into the corner of the classroom labelled for your project, joining your classmates who have selected the same option. As a group on chart paper, brainstorm different ideas that would make a successful project (newspaper story, speech, brochure or story chapter). With the help of your teacher in a small group conference, use your ideas to generate success criteria for your assignment.

Organize your ideas then draft a rough copy of your project.

Meet with your teacher for at least one student-teacher conference reviewing your work. Have at least two peers review your work and provide you with positive feedback to improve. Complete a self-assessment of your work using the chebric format from the BLMs.

Use the feedback provided to you to edit and revise your rough copy then publish your good copy.

Submit your final copy to your teacher for evaluation. *Note:* Students who selected the 'Speech' R.A.F.T. may choose to hand in the transcript of a speech or perform the speech in from of the class.

Grade 7-8 Culminating Task - Literary Essay



Congratulations! You have successfully finished reading 'Meeting Henry Greenfield' Now, it's time for you to critique the text in the form of a literary essay. You will be completing several essays of this style in secondary school, so consider this to be great practice for an essential academic skill.

A thesis statement in a literary essay tells the reader what your paper is critically examining about the text. Your purpose of writing this style of essay is to extrapolate ideas from the text in support of your main argument, your thesis. You may select one of the four thesis below that you will focus on for your paper, filling in the blanks accordingly with your ideas. You will use each of the blanks as sections of your essay.

If you would like to create your own thesis statement you are encouraged to conference with your teacher to establish an effective statement that clearly articulates the topic you would like to critically examine as your response to the text.

Option A:

Alex Thomas is a strong protagonist and subsequently an excellent role model to young readers, as seen through his _____, _____, and _____.

Option B:

Alex Thomas is a weak protagonist and subsequently a poor role model to young readers, as seen through his _____, _____, and _____.

Option C:

The main theme in, 'Meeting Henry Greenfield' is _____; which has been created through the effective use of _____, _____, and _____.

Option D:

The author's message in, 'Meeting Henry Greenfield' is _____; which is exemplified through _____, _____, and _____.

6 + 1 Writing Traits Steps to Essay Writing Success:

1. Prewriting: Organize your thoughts, brainstorming ideas using the graphic organizer.



You may consider using the interactive Essay Map Program <http://www.readwritethink.org/files/resources/interactives/essaymap/> to plan out your main ideas. If you do not have access to technology, a paper copy of the graphic organizer can be used to organize your ideas [BLM]. As an alternative, if you would like to plan out the bulk of your paper prior to writing, you may use the Essay Charts [BLMs 41 & 42] for your planning. A student-teacher conference may provide you with the support you need in determining the most effective planning method for you.

2. Drafting: Use the ideas from your organizer and begin writing a rough copy in paragraph format.



If you are writing your paper out by hand, be sure to skip lines. If you are writing your paper electronically, select the 'double spacing' option. Both of these format choices will make it significantly easier to go back to edit and revise your original copy. You can use the little spaces in between to re-work your piece, have space for feedback, or add extra information.

3. Responding: Share your first copy with a peer to receive feedback.



Use the oral Peer/Self rubric [BLM 40] to guide your response to a peer's work and have them to the same for you. Conference with your teacher to gain their feedback on your first copy. Make note of your reactions to the first copy, considering what you think could be added.

4. Revising: Re-read your work, paying careful attention to: voice, ideas, organization, word choice, and sentence fluency.



Ask yourself the questions below, ensuring that you have an 'Oh YES' to each one before editing. Does the writing go beyond the content? Does the writing hook you to keep reading? Are you so excited you want to share the writing with others? Does the piece make the words and ideas linger in your mind? Is every point proven so well your thesis is 110% backed up with sound evidence?

5. Editing: Critically examine your work editing the mechanics, including grammar, spelling, and punctuation. When you have self-edited your work, exchange papers with a peer to edit theirs and ask them to do the same for you.



You are encouraged to use the interactive 'Editing Checklist' <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf> to ensure you have covered all components. If you do not have access to technology, a paper copy of the checklist can be used for self and peer editing [BLM 43].

6. Publishing: Ensure that changes present through the revision and editing process have been applied to your final piece. Self-assess your final product with the Checkbric [BLM]. Attach your assessment to the final copy your submit to your teacher.

Ready, Get Set, Go!

ATTENTION: Teachers and Students - It's me, Christopher Francis, the author of this story. If you wish to contact me at any time during this reading unit to ask questions, or to simply say hello. Please email me at: chris@nextpagestories.com or send me a message on my blog: <http://authorchrisfrancis.blogspot.ca/>