

Signpost Review

- ❖ What five signposts do we already know?
 - ❖ Contrasts and Contradictions
 - ❖ Aha Moments
 - ❖ Tough Questions
 - ❖ Words of the Wiser
 - ❖ Memory Moments

Signpost Review

- ❖ What are the anchor questions for each signpost?
 - ❖ C&C: Why might the character act or feel this way?
 - ❖ Aha: How might this change things?
 - ❖ TQ: What does this question make me wonder about?
 - ❖ WW: What is the life lesson, and how might it affect the character?
 - ❖ MM: Why might this memory be important?

Anticipatory Set: Our last signpost!

- ❖ Today, we are learning a new signpost called Again and Again.
- ❖ Turn and Talk: What might Again and Again mean and what might it look like in our reading?
- ❖ Share as a class

Today's Learning Goals

- ❖ Today, we are going to...
 - ❖ Notice a textual element (Again and Again) that leads to deeper understanding
 - ❖ Apply the new skill to our independent reading

Again and Again

- ❖ We learn a lot about our friends, peers, parents, teachers, relatives, or whomever else by noticing patterns in their behavior.
- ❖ Again and Again is about some of those patterns – specifically, repetition.
- ❖ If we notice something happening again and again, we'll probably start to question the pattern.

For Example...

- ❖ Imagine that you are sitting with a group of friends at lunch. One day, someone new sits down to join you, and one of your friends becomes very quiet. After a few minutes, they get up and leave.
- ❖ If it happened once, you might not think anything of it. But what if it happened the next day, too? Or for the rest of the week, and maybe into the following week?
- ❖ You would probably wonder what was happening.

The Important Part

- ❖ The important part is the *wondering*.
- ❖ It's not enough just to notice these patterns.
- ❖ You'll probably find yourself naturally asking, "why?" when you notice something happening again and again.
- ❖ That's when we learn! When you notice your friend routinely getting up when someone else sits down, you'll begin to question the pattern; then, we'll begin to find the answers.

Again and Again in our reading

- ❖ Again and Again in our reading can look very similar.
- ❖ The author will repeat words, images, or events several times, often creating a pattern.
- ❖ When we notice these words, images, or events repeating – appearing again and again – it's important to take note because the author is likely trying to tell us something important.

The Anchor Question!

- ❖ When we notice Again and Again, we ask ourselves the anchor question.
- ❖ Why does this keep happening again and again?

When we answer the anchor question...

- ❖ We will potentially be given a wealth of information about the novel:
 - ❖ Plot
 - ❖ Setting
 - ❖ Symbolism
 - ❖ Theme
 - ❖ Character Development
 - ❖ Conflict

Quick Review

- ❖ Again and Again is...
 - ❖ Repeated words, images, or events in our reading
- ❖ Again and Again helps us understand...
 - ❖ Plot
 - ❖ Theme
 - ❖ Setting
 - ❖ Character Development
 - ❖ Symbolism
 - ❖ Conflict
- ❖ The anchor question for Again and Again is...
 - ❖ Why does this keep happening again and again?

Again and Again in *Eleven*

- ❖ You will need
 - ❖ A copy of Sandra Cisneros's *Eleven*
 - ❖ A pen or pencil
 - ❖ Highlighter
- ❖ *Eleven* by Sandra Cisneros is a short story about a girl on her eleventh birthday.
- ❖ Please follow along as I read aloud.

First Example

- ❖ “You don’t feel eleven.”
- ❖ I’m stopping here because this is the third time I’ve noticed the narrator say that she doesn’t feel eleven. The first two times were in the first paragraph: “...you expect to feel eleven, but you don’t” and “you don’t feel eleven at all.”

First Example

- ❖ Now I need to ask myself the anchor question: why does this keep happening again and again?
- ❖ The narrator has is emphasizing the idea that on your eleventh birthday, you might not feel eleven. They explain that you're still 10, 9, 8, etc. on the inside. I think the narrator keeps repeating this idea because they are showing that they don't feel any older or more mature. This helps me understand what they are struggling with internally – growing older. I also think that they might repeat this idea because something might happen later in the story that makes them feel young and respond like they are younger. I'll have to keep reading to find out.

Let's keep reading.

- ❖ Continue following along while I continue to read. Let's see if we notice any more instances of Again and Again, and what they might reveal about the narrator or the story.

Second Example

- ❖ “Not mine, not mine, not mine...”
- ❖ I’m stopping again because I’ve noticed Again and Again. Rachel (the narrator) is internally repeating “not mine” to emphasize that the sweater is not hers. It’s the third time I’ve noticed “not mine” in this scene – when Mrs. Price asks whose sweater it is and the students all reply “not mine,” when Rachel finally gets “not mine” out, and when she repeats it here.

Second Example

- ❖ Since I've noticed Again and Again, I'm going to ask myself the anchor question: why does this keep happening again and again?
- ❖ Turn and talk to your partner and answer the anchor question.
- ❖ Share as a class

Let's finish the story.

- ❖ I'm going to read to the end of the story while you follow along. Keep an eye open and listen for Again and Again (there may be more than one example!)
- ❖ Some examples:
 - ❖ “I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two.”
 - ❖ The red sweater
 - ❖ “There's a cake Mama's making... when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday...”

Anchor Question

- ❖ Choose one example of Again and Again
- ❖ On the back, answer the anchor question: why does this keep happening again and again?
- ❖ Share as a class

Again and Again Review

- ❖ Take 30 seconds to answer the following questions with your partner:
 - ❖ What is Again and Again?
 - ❖ What parts of the story does it help us understand?
 - ❖ What is the anchor question?

Housekeeping

- ❖ Please take out an *Again and Again* HW sheet out of the center bin.
- ❖ Put *Eleven* and the *Again and Again* HW sheet in your ELA work section of your binder.
- ❖ Open to the HW sheet and look up front.

Closure: Exit Pass

- ❖ Now that we know all the signposts, let's reflect on their purposes.
- ❖ Answer the following question on an index card:
 - ❖ How will identifying, understanding, and answering the anchor questions for Contrasts and Contradictions, Aha Moments, Tough Questions, Words of the Wiser, Memory Moments, and Again and Again help you as you read independently and work through the novels you select?
- ❖ Flip it over when you are done so I know to collect.