

Page 1

"Teen Touch 'Chicken Soup' Ladled Out to a Younger Audience," a review of Chicken Soup for the Teenage Soul

http://articles.mcall.com/1997-07-10/features/3164597_1_chicken-soup-canfield-and-hansen-mark-victor-hansen#.T7IJQBKXgY.mailto

"Chicken Soup For a Cold," press release summarizes a study that proved chicken soup is a viable, homeopathic remedy for the common cold

<http://www.unmc.edu/chickensoup/newsrelease.htm>

"Amigo Brothers" by Piri Thomas

www.meanmcmurrin.com/uploads/Amigo%20Brothers%20Text.doc

"After Twenty Years" by O. Henry

<http://www.classicreader.com/book/1745/1/>

"Thank You, Ma'm," a short story by Langston Hughes

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB2-CH2.pdf

Eleven," a short story by Sandra Cisneros

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Dream in Color, a free collection of poetry and lesson plans featuring Gwendolyn Brooks, Langston Hughes, and other African American poets

http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf

"My Childhood Home I See Again," a poem by Abraham Lincoln

<http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm>

Page 2

"David Swan," a short story by Nathaniel Hawthorne

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF_Intro_CH5.pdf

"Golfing world must still deal with club racism," news article

http://articles.baltimoresun.com/1991-04-26/sports/1991116035_1_shoal-creek-country-clubs-black

"The Story of Us" by Taylor Swift, song lyrics

<http://www.azlyrics.com/lyrics/taylorswift/thestoryofus.html>

"Kissing" by Pat Mora, poem

<http://twowritingteachers.wordpress.com/2010/04/15/lovepoems/>

"A Summer Wooing" by Louise Chandler Moulton, poem

http://womenshistory.about.com/library/etext/poem1/blp2_moulton_summer_wooing.htm

or <http://middleschoolpoetry180.wordpress.com/2010/08/20/104-a-summer-wooing-louise-chandler-moulton/>

"A Theory of Communication" by Bill Hickok, poem

<http://middleschoolpoetry180.wordpress.com/2009/02/01/a-theory-of-communication-bob-hicok/>

"8th Grader Petitions Seventeen Magazine to Feature Un-Airbrushed Photos," news article

<http://abcnews.go.com/Entertainment/8th-grader-petitions-seventeen-magazine-feature-airbrushed-photos/story?id=16266445#.T7I1b3IYuuI>

"Student raises over \$12,000 for Yellow Ribbon," news article

<http://my.hsj.org/DesktopModules/ASNE/ASNE.Newspapers/Mobile.aspx?newspaperid=2526&editionid=0&categoryid=0&articleid=427050&userid=0>

"Native Turning Tragedy into a Positive," news article

<http://www.barnesville-enterprise.com/local%20news/2011/03/16/native-turning-tragedy-into-a-positive>

Graphic Organizers for vocabulary and comprehension from the Florida Center for Reading Research - Although these graphic organizers are for grades 4-5, they can easily be modified to fit the 6th grade curriculum.

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

These websites go along with the story "Ill Always Be with You" in section 6

<http://www.yellowribbon.org/> and <http://www.yellowribbongeorgia.org/>

Pronoun exercises at

<http://chompchomp.com/exercises.htm> and Power Point presentations at <http://chompchomp.com/presentations.htm>

Page 4

Notes on the main idea of selected readings, pg. 15-18 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Notes on the supporting details of selected readings, pg. 6-8 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Notes on the difference in significant and minor details, pg. 12-13 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Notes on the text structure of selected readings using pg. 44-49 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Paraphrase chunks of text using pg. 24 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Summarize text using pg. 26-28 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Summarize research using pg. 59-60 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Write an outline using pg. 20-22 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Page 5

Provide students with a copy of “Teen Touch ‘Chicken Soup’ Ladled Out to a Younger Audience,” a review of Chicken Soup for the Teenage Soul

http://articles.mcall.com/1997-07-10/features/3164597_1_chicken-soup-canfield-and-hansen-mark-victor-hansen#.T7IJQBKXgY.mailto

Provide students with a copy of “Chicken Soup For a Cold,” press release summarizes a study that proved chicken soup is a viable, homeopathic remedy for the common cold

<http://www.unmc.edu/chickensoup/newsrelease.htm>

Page 7

Before reading, ask students one or all of these questions from

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

After reading, hand each student a graphic organizer to help them take notes on the main idea of the story pg. 15-18 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Using the graphic organizer as a guide, have a class discussion using the questions from pages 14-15 of from http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Show students this video of Cisneros reading the story and ask them if hearing the author read the story affected their view of it in any way: <http://www.youtube.com/watch?v=FszzXG6e45E>

After reading, select grammar activity 3, 4, 5, or a combination from

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Assign students one of the writing activities from pg. 15 of from

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF-SB1-CH1.pdf

Page 8

“What’s the Purpose?” activity, pages 31-36 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf>

share examples of classic Peanuts comics with the class.

<http://www.gocomics.com/peanuts/>

to find examples like:

<http://2.bp.blogspot.com/-eJrXdS9bGTo/TxGIGeau19I/AAAAAAAAALk/Ns1sBhg8Y28/s1600/19580722Look+Magazine+original.jpg>

<http://www.gocomics.com/peanuts/2012/05/19>

Read "Zuri at Bat" by Nikki Grimes

http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf

Page 10

Give each friendship committee a list of instructions based on this activity:

<http://www.folger.edu/edulesplandtl.cfm?lpid=754&printout=1>

Page 11

Using an organizer like page 44 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Page 12

Read "Amigo Brothers" by Piri Thomas

www.meanmcmurrin.com/uploads/Amigo%20Brothers%20Text.doc

Read "After Twenty Years" by O. Henry

<http://www.classicreader.com/book/1745/1/>

Page 13

They should use a graphic organizer similar to page 16 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Once students have thesis statements, they should complete outlines using one of the formats on pg. 20-22 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Page 15

Read students an example of an essay without any transitions, like the essay here:

<http://custompapers.com/essays-articles/transitions/>

After a few minutes with the essay, provide each student with a list of transitions like the one provided here:

<http://www.lc.unsw.edu.au/onlib/trans1.html>

Page 16

Before reading "My Childhood Home I See Again," share the background from

<http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm>

Read part I of Read "My Childhood Home I See Again" by Abraham Lincoln telling students to write down or highlight any contradictions they see in the poem

<http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm>

Before reading part II, share this background information from

<http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm>

Page 17

Read aloud "My Grandmother is waiting for me to come home" from *Dream in Color*

http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf

Page 18

Read "Fifth Grade Autobiography" by Rita Dove, also from *Dream in Color*

http://www.poetryfoundation.org/downloads/BHM_MiddleSchool.pdf

Begin class by asking students to consider one or all of the “Think Before You Read” questions on the PDF containing “David Swan”

http://www.cambridge.org/other_files/downloads/esl/discoveringfiction/DF_Intro_CH5.pdf

Page 24

“Country Club Reviews Policy Banning Blacks”

http://articles.latimes.com/1991-04-22/sports/sp-448_1_country-club

“Golfing world must still deal with club racism”

http://articles.baltimoresun.com/1991-04-26/sports/1991116035_1_shoal-creek-country-clubs-black

Page 25

To empower students to stand up for change, teach the “Refuse to Stand Silently By” lesson from *Teaching Tolerance*

<http://www.tolerance.org/activity/refuse-stand-silently> (all materials and directions are at the source)

Option: Follow up on the previous lesson with the “Contemporary Movements” lesson from *Teaching Tolerance*

<http://www.tolerance.org/activity/contemporary-movements> (all materials and directions are at the source)

Page 26

Graphic organizer similar to page 16 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

outlines using one of the formats on pg. 20-22 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Page 28

A great pronoun case presentation and accompanying handout are available at

<http://chompchomp.com/presentations.htm>

If more assessments are needed, try

http://chompchomp.com/exercises.htm#Pronoun_Case

Page 29

Watch the video for the reflexive pronouns song

<http://www.englishvideolesson.com/1492-the-reflexive-pronouns-song.html>

A quick, helpful definition with examples:

<http://www.grammarly.com/handbook/grammar/pronouns/7/intensive-pronouns/>

Option: A more in-depth article

<http://www.helium.com/items/968097-understanding-the-reflexive-pronoun-in-grammar>

Reflexive pronoun quiz

<http://www.eflnet.com/grammar/reflexives.php>

Reflexive and possessive pronoun quiz

<http://www.usingenglish.com/quizzes/62.html>

Page 30

Begin with a lesson on pronoun number and person. Pronoun agreement presentation and handout available at

<http://chompchomp.com/presentations.htm>

Review instruction using interactive exercises at

http://chompchomp.com/exercises.htm#Pronoun_Agreement

Read “Kissing” by Pat Mora

<http://twowritingteachers.wordpress.com/2010/04/15/lovepoems/>

Read "A Summer Wooing" by Louise Chandler Moulton

http://womenshistory.about.com/library/etext/poem1/blp2_moulton_summer_wooing.htm

or <http://middleschoolpoetry180.wordpress.com/2010/08/20/104-a-summer-wooing-louise-chandler-moulton/>

Page 31

Read "A Theory of Communication" by Bill Hickok

<http://middleschoolpoetry180.wordpress.com/2009/02/01/a-theory-of-communication-bob-hicok/>

Begin with a lesson on pronoun reference and antecedents, presentation and handout available at

<http://chompchomp.com/presentations.htm>

Page 34

Review pronouns with activities from:

<http://chompchomp.com/exercises.htm>

Read "8th Grade Petitions Seventeen Magazine to Feature Unairbrushed photos" and view the related video

<http://abcnews.go.com/Entertainment/8th-grader-petitions-seventeen-magazine-feature-airbrushed-photos/story?id=16266445#.T7llb3lYuuI>

Review pronouns with activities from:

<http://chompchomp.com/exercises.htm>

Page 35

Review pronouns with activities from:

<http://chompchomp.com/exercises.htm>

Page 36

show students how to download and print yellow cards

<http://www.yellowribbon.org/>

Read a news article, "Student raises over \$12,000 for Yellow Ribbon," news article

<http://my.hsj.org/DesktopModules/ASNE/ASNE.Newspapers/Mobile.aspx?newspaperid=2526&editionid=0&categoryid=0&articleid=427050&userid=0>

"Native Turning Tragedy into a Positive," news article

<http://www.barnesville-enterprise.com/local%20news/2011/03/16/native-turning-tragedy-into-a-positive>

two articles about the creation of Yellow Ribbon Georgia

<http://www.yellowribbongeorgia.org/>

Page 37

graphic organizer similar to page 16 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Once students have thesis statements, they should complete outlines using one of the formats on pg. 20-22 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Page 39

Summarize research using pg. 59-60 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

Page 41

Show students a news account from the 1930s showing Anne Sullivan and Helen Keller working together:

<http://www.youtube.com/watch?v=Gv1uLF35Uw>

Show students another video with Helen speaking about her disappointment that she cannot speak normally: http://www.youtube.com/watch?v=8ch_H8pt9M8&feature=related

Explain the allusion Helen makes, "like Aaron's rod with flowers."

http://en.wikipedia.org/wiki/Aaron's_rod

Page 42

movie poster for Jeremiah Johnson, starring Robert Redford:

http://www.impawards.com/1972/posters/jeremiah_johnson_ver1.jpg

Show students the trailer to the film about Jeremiah Johnson:

<http://www.youtube.com/watch?v=uzjN8YJt55g>

Show the class this website:

<http://www.johnlivereatingjohnston.com/>

Page 45

Take the class to a computer lab and introduce them to website they can use to find the inspirational quotes

http://www.brainyquote.com/quotes/topics/topic_inspirational.html

Page 46

Summarize research using pg. 59-60 of

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>