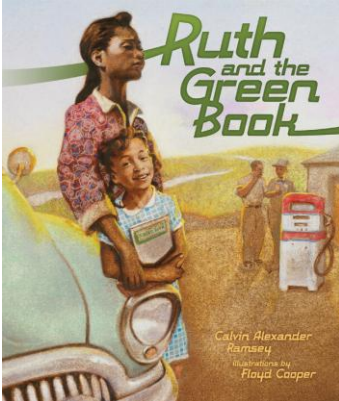


Lesson Plan

Your Name: Tammy Cardwell
Student Grade: Outgoing 5th grader
Date: July 1, 2014

Student Name: #####
Lesson Plan #1

Activity:	Procedure: What will you do? Include steps.	Rationale: Why are you teaching this? How are you addressing the child's needs? What text reading backs this up?	Objectives/ TEKS Connection	Materials:
Engage	<ul style="list-style-type: none"> • Watch book trailer for Ruth and the Green Book by Calvin Alexander Ramsey with Gwen Strauss to introduce the historical fiction text. • Look at the cover and discuss the title, authors, and illustrator. Write this information on a piece of construction paper that will be used later to create a Graffiti Map. • Explore the book looking for information about the authors and illustrator to gain additional information. • Discuss and brainstorm the big ideas that we will see while reading (car trip with family to see relatives, what that might look like, what items are needed for the trip, etc. – writing these thoughts and ideas on the board 	<ul style="list-style-type: none"> • Book trailer: This trailer captures the big ideas the viewer will see while reading the book. Great way to introduce and focus thinking on the text with the use of technology. Adds to the value of pre-reading activities and discussions. • Looking at the cover and exploring the book allows the reader to focus their thinking and share their thoughts and ideas before reading the book. Also, to gain information about the authors and illustrator to better understand their motivations for creating this historical fiction picture book. • Brainstorm ideas about the big ideas the reader will see in the book will allow for deeper, more critical thinking as they notice the contrast of their previous experiences and the ones they will read about in the text. (Source: <i>Critical Literacy: Enhancing Students'</i> 	<ul style="list-style-type: none"> • Fig.19A Establish a purpose for reading • Fig.19B Ask literal, interpretive, and evaluative questions of text • Fig.19C Monitor and adjust comprehension • Fig.19D Make inferences • Fig.19E Summarize • Fig.19F Make connections • 5.6 Read fiction • 5.10 Read and comprehend culture and history 	<ul style="list-style-type: none"> • YouTube video: http://youtu.be/ymKDqr32SjU • <i>Ruth and the Green Book</i> by Calvin Alexander Ramsey with Gwen Strauss  <ul style="list-style-type: none"> • Construction paper • Pencil • Markers/Colors • White board/expo markers • Notebook paper for anecdotal notes

		<i>Comprehension of Text</i> by Maureen McLaughlin and Glenn L. DeVoogd)		
Explore	<ul style="list-style-type: none"> • Begin reading Ruth and the Green Book aloud. • Discuss characters and story elements during the reading, sharing ideas, connections, and questions. • Teacher will ask critical thinking questions during pauses in the readings to aid in the learning and connections that the student is making. • Create a Graffiti Map during the reading. • Provide extra time after the reading to complete the Graffiti Map before sharing. 	<ul style="list-style-type: none"> • Explore the text, pausing to allow student to share their ideas, connections, and questions both verbally and artistically through the creation of the Graffiti Map. • Graffiti Map is being used because it is a great visual creation tool to encourage critical thinking and discussions that will aid in students' ability to build upon their learning as they discuss various cultures. <p>Graffiti Map sources:</p> <ul style="list-style-type: none"> • <i>Creating Classrooms for Authors and Inquirers</i> by Kathy Short and Jerome Harste • <i>Creating Visuals</i> aides in inferencing from <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis • Provides an opportunity for visual learning 		<p>Create:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><u>Graffiti Map</u></p> </div>
Explain	<ul style="list-style-type: none"> • After the reading and creation of the Graffiti Map, student will share their completed Graffiti Map. • Looking back at our pre-lesson brainstorming chart where we listed things needed for a road trip. Discuss the differences in her thinking compared to Ruth's experiences in the book. 	<ul style="list-style-type: none"> • Providing opportunities for student to share their Graffiti Map allows students to learn from one another as they see and hear the connections their peers are making, as well as seeing the pictures their peers drew showing what they are visualizing. • Discussing the pre-lesson brainstorming chart and comparing the student's prior 		<p>Share:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><u>Graffiti Map</u></p> </div>

		<p>knowledge and personal experiences with those noticed in the text will allow the student to compare and contrast the culture of the 1950's to today in an authentic way.</p>		
Elaborate	<ul style="list-style-type: none"> • We have discussed Ruth's viewpoint, as well as her family's, and our own personal view points in connection to the story, now think about the people in the book that turned Ruth and her family away. What do you think their view point/perspective was during that time period? • Student will share her thoughts and ideas verbally, sharing the gas attendant's and hotel manager's perspective. • Teacher will take anecdotal notes to track student's thinking as they elaborate on the text. • Teacher and student perform an internet search to find background knowledge about the authors and the illustrator since the book does not provide any of this information. This will allow the student to gain an understanding about what kind of message the authors and illustrator was 	<ul style="list-style-type: none"> • Allow the student to put themselves in another's "shoes", thinking about that person's choices and action, and share their thoughts about those choices and actions. • Providing the student will elaborating questions will allow them to think more critically about the text, characters, story details, and their own personal connections they are making concerning the story issues presented in the story. • Research authors and illustrators will help student gain additional information that could add value to the creation of the text we read. • Text connection: looking at different viewpoints/perspective from Allan Luke's <i>Critical Literacy: Enhancing Students' Comprehension of Text</i> • Evaluate author's message from <i>Critical Literacy: Enhancing Student's Comprehension of Text</i> by Maureen McLaughlin and Gleen L. DeVoogd 		<p>Incorporate technology as we research the authors and illustrator.</p>

	trying to convey to the reader.			
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Your Name: Tammy Cardwell
Student Name: #####

Lesson and Personal Reflection for Lesson Plan # 1

<p>Lesson Reflection: CHILD NOTES---Focus is on the child. How did my student respond to the opportunities to learn that I provided?</p>	<p>Personal Reflection: Focus on YOU! As a result of teaching these activities, what did I learn about teaching in general and about myself as a teacher? How did your plan address your student's individual diverse needs?</p>
<p>Engage:</p> <ul style="list-style-type: none">• ##### enjoyed the book trailer. Good engagement piece.• She actively participated in exploring the book and its cover after watching the book trailer.• The book did not contain author or illustrator information to read. ##### was eager to research on the computer to find out information about the authors and illustrator later during our lesson.• ##### participated well with the post-reading activity, sharing her thoughts and experiences concerning road trips. Student enjoyed writing her ideas on the board as we discussed what we might see in the text based on our experiences with road trips.	<p>Engage:</p> <ul style="list-style-type: none">• I like the use of book trailers during an engagement phase of a lesson. They are becoming more popular. YouTube is a great resource for finding book trailers, whether it is an official book trailer by the author/publisher or created by individuals, many of which are college students. Great for engagement phase of lessons. I wanted to use the book trailer because it is a quick and easy way to gain my student's attention and provide her with a wealth of information displayed in a visually pleasing way.• Discussing the book, allowing the student to hold and flip through the pages during our pre-reading activity worked well. This is something that I am not able to spend as much time doing with a whole class. Adds to the engagement of the text before reading.• Because the engagement was so high, my student had many pre-reading ideas to share. The subject matter, road trips, was also an easy concept for her to relate to. Finding ways to tap into that background knowledge was a huge positive for this lesson.
<p>Explore:</p> <ul style="list-style-type: none">• Student created and completed a Graffiti Map during the text reading. The Graffiti Map included many details from the text using a combination of pictures, words, and phrases. She even looked up Alabama quickly so that she could draw the state on her Graffiti Map.• She was engage in the lesson 100% of the time. She was drawing, writing, thinking, and participated in the discussion during the reading, illustrating story details, character details,	<p>Explore:</p> <ul style="list-style-type: none">• The graffiti map was a useful tool to allow ##### to create a visual that will allow her to share her thinking with me. It added depth to our conversation about the text, its characters, and other characters within the text as we discussed those.• I am thinking for my next lesson to create a timeline of events from this time period to allow my student to clearly see when the "Green Book" was in use in relation to other historical

<p>and her feelings connected to the story.</p> <ul style="list-style-type: none"> • She shared a great deal of background knowledge about racism, but that was about Harriet Tubman, Rosa Parks, and Martin Luther King Jr. She had no prior knowledge of the “Green Book” before this reading. As she talked about this prior knowledge it was as if it all was happening at the same time. 	<p>events my student has prior knowledge about, specifically Harriet Tubman, Rosa Parks, and Martin Luther King Jr.</p>
<p>Explain:</p> <ul style="list-style-type: none"> • Student shared her Graffiti Map and connections that she made during the reading. • She used the book to reference her thoughts and ideas. As I questioned her, she pointed to her Graffiti Map and used the book, providing great textual evidence to support her answers. • Once again, as she referenced some historical figures she seemed to be referring to them as if all of the events they were connected to were happening at the same time. • My student enjoyed going to the board again to create a new list centered around Ruth’s road trip. She even noted verbally as she walked to the board how different Ruth’s road trip was. • Student then noted on the board the differences that she noticed in her past experiences with road trips and Ruth’s experience that she described as “scary” and “sad at times.” 	<p>Explain:</p> <ul style="list-style-type: none"> • I like providing a task for students to complete to illustrate their thinking. The use of the Graffiti Map and allowing the student to jot down ideas on the board were both effective tools. She was engaged and doing most of the work – very student centered lesson. She enjoyed both tasks and completed them eagerly. Will use them again! • I would like to work on my questioning so that they inspire more critical thinking and or open-ended. I found myself asking yes/no question and realizing it as the words came out of my mouth, thinking, “I did it again!” • The pre-reading activity and the post-reading activity worked well together since the text provided the student with characters and topics she could easily relate to (road trips and family). Will use them again!
<p>Elaborate:</p> <ul style="list-style-type: none"> • Asking my student to thinking about and share the people’s perspectives from the story that were turning Ruth and her family away was great at inspiring critical thinking from her. She paused for a long time. I turned to specific pages and gave a quick summary about the person’s perspective I wanted her to share (gas station attendant, etc.). This really had her thinking, and then she had great things to share. <ul style="list-style-type: none"> ○ She thought the gas station attendant, the hotel manager, and diners were mean and thought they were “better than” people with darker skin. ○ She did not agree with the choices and feelings of the gas station attendant, the hotel manager, or the diners as they turned Ruth and her family away or had signs 	<p>Elaborate:</p> <ul style="list-style-type: none"> • I am noticing that my questioning is weak and it was really clear when I used a great thinking piece from our Allan Luke readings that suggests looking at a text from other viewpoints. Wow! The life that this brought into our lesson and discussion. This kind of questioning caused my student to pause and really think, and then shared great connections. • I think the seriousness of the text topic added to the value of the questioning. Choosing rich text like <i>Ruth and the Green Book</i> provided my student with many learning opportunities for critical thinking. I will continue to search out rich text to share with my students that lends itself to such great thinking and discussions. • The use of technology during the research worked well.

<p>posted that let them know they were not allowed inside.</p> <ul style="list-style-type: none">○ She has not seen anyone treat others in such a way now.○ Is glad that people stood up and things have changed to make our world a better place for all people. <ul style="list-style-type: none">● My student enjoyed the internet research part of this lesson where we researched our book's authors and illustrators. She quickly found many facts about them. She noted how the illustrators other covers seem very similar to the cover he did for the text we read today for this lesson – Focusing on African American children with not as clearly illustrated objects in the background.	<p>Students know how to use technology and enjoy being given specific tasks to complete using this tool.</p> <ul style="list-style-type: none">● I would like to add another research topic in my next lesson that allows my student to research the real “Green Book” and its author.
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Anecdotal notes:

Student's Pre-Reading Brainstorming (Road Trips) (Student wrote on the board during discussion)

- Pack books to read
- Pillow and blanket
- movies to watch on the DVD player
- cell phone charger
- cell phone and headphones to listen to music
- pencil, paper, and colors to draw and play games
- snacks
- water bottle
- 5 kids with mom and dad – total of 7 people in one car
- Stop anywhere along the trip as needed for food, gas, and to stay overnight
- Mom, dad, and older sister take turns driving while the others rest so that they do not have to stop and stay at a hotel as much. Saves money and they get there quicker.
- Notice lots of kind people while on road trips.

Post-reading compares and contrast road trips (Student wrote on the board during discussion)

- Ruth only took her brown bear
- mom cooked for days preparing food for the trip
- Ruth was an only child – only she and her parents went on the road trip – total of 3 people in one car
- Ruth, after they bought the Green Book, helped find and look for places that would provide services to them (hotels, diners, and gas stations)
- Had to sleep in their car one night
- Helped by many friendly people along their trip, especially after buying the Green Book. Mrs. Melody would not let them pay her for the night they stayed at her home.
- Noticed lots of racism along their road trip.

Differences student noticed – big ideas after charting the above specifics on the board (Shared specifics verbally)

- Ruth's road trip seems scary
 - people were so mean to them
 - Would not let them use the restroom when one was right there – had to “go” in the woods
 - Would not let them rent a hotel room for a night even though their sign said “vacancy”
 - No one ever stopped to help them when their car broke down
 - We have had flats and other car trouble and someone always stops pretty soon to ask if we need help.
- We take a lot more on our trip that we might not really need.
- Ruth should have taken a pillow and blanket too. Good thing she had brown bear to use for a pillow.

- They really needed the food her mother prepared since they might have to drive a long way before they could eat again.
- Thinks the road trip back home will be easier with the “Green Book” as their guide for food, gas, and hotels.

Author and Illustrator Study Notes: (Student looked up both authors and the narrator while teacher typed notes)

Calvin Alexander Ramsey

- Born in Baltimore, Maryland
- Grew up in Roxboro, North Carolina
- Dreamed of being a writer since childhood
- Photographer
- Painter
- play writer
- First book was *Rush and the Green Book*
 - Awards:
 - ALA Notable Book Award
 - Jane Addams Peace Award for Children’s Literature
 - Blue Bonnet Master List
 - Powell’s Bookstore Staff Choice
 - Busboys and Poets Bookstore Staff Choice
 - School Library Journal – Star Reviewed
- Author only recently heard about *The Negro Motorist Green Book: An International Travel Guide* by Victor H. Green. Hearing about it from a friend’s elderly father-in-law at a funeral. Even though he had not heard about the “Green Book” he did experience road trips where his family packed provisions in case places would not serve them along the road trip. Noticed that students were learning a great deal about their history (Underground Railroad), and felt led to share this story. Article says he is 60 years old. Never found a date of birth for him.
http://www.nytimes.com/2010/08/23/books/23green.html?pagewanted=all&_r=0
- Other books: *The Last Mule of Gee’s Bend*

Gwen Strauss

- Writes poems
 - *Trail of Stones*
 - *The Night Shimmy*
- Date of birth – 1963
- Haitian-born American

Floyd Cooper – Illustrator

- Other work:
 - *Brick by Brick*

- In the Land of Milk and Honey
 - The Blacker the Berry
 - I Have Heard of a Land
 - Meet Danitra Brown
 - Brown Honey in Broomwheat Tea
- 60 published children's books
- 2000 book cover illustrations
- Other clients
 - Budweiser
 - Hallmark Cards
 - Avon
 - Land-o-Lakes
 - Time-Life
 - Black Enterprise
 - Hasbro
 - McGraw-Hill
- Enjoyed drawing since childhood
- From Tulsa, OK
- Lives in Easton, PA
- Award winner