**IFL**

**7th Grade**

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Include the following components in your plan:

* Your chosen Literacy Strategies
* Lesson plan containing the following:

1. An anchor piece of text: this may be from your core textbook resources. For secondary classroom teachers: refer to the story and Collection in your lesson plan. No need to produce a copy.

* IFL: “Bone Black: Memories of Girlhood,” by bell hooks

1. 5-10 vocabulary words from the anchor text and/or unit of study focus that will impede student comprehension the most

* Vocabulary Words: devotion, identities, possession, wheelbarrow, wagon, splendor, assert.

1. A vocabulary activity/strategy chosen to expose these words/concepts to your students with multiple exposures in active and meaningful ways

* See page 2

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WARM UP: VOCABULARY PREVIEW FOR “BONE BLACK: MEMORIES OF GIRLHOOD”

Use your technology, dictionary, or textbook to define, create an example, and illustrate the following

|  |  |  |  |
| --- | --- | --- | --- |
| Vocabulary | Definition (In my own words) | My sentence (using the word) | My illustration |
| devotion |  |  |  |
| identities |  |  |  |
| possession |  |  |  |
| wheelbarrow |  |  |  |
| wagon |  |  |  |
| splendor |  |  |  |
| assert |  |  |  |

ALTERNATIVE WARM-UP: TURN TO PAGE 3 OF YOUR IFL: As we read the “Bone Black: Memories of Girlhood,” create a presentation of Identity. In your own words, define identity, create a scenario in which the word can be used, and illustrate this scenario.

Choose an excerpt from the text and create a [**close reading lesson**](#closereadinglesson). Make certain to develop 2 - 3 questions that are truly text-dependent and require students to return to the text, re-read, and think about the text more deeply.

* Bone Black
* Text Graffiti Adaptation: See following lesson

Close Reading Lesson: I will frame the activity as a “mystery,” by reporting that “There has been a leak! Our story has dripped onto your desks. What is the author trying to teach us? Each person in your team has uncovered a piece of evidence. Interpret your evidence with the close read questions and share evidence with your group. Together, make a list of possible character connections and make a prediction about what YOU think happened. What is the point of view and theme?

**Group Member #1.)**

“She was closest to her brother. Not only were they just months apart in age but they looked alike. They looked like twins even though he was older. Like twins they shared the same dreams and longings, the same devotion to one another.”

* **What point of view is this story told in?**
* **What do you think the topic is?**
* **What do we learn about the topic (what is the theme)?**

**Group Member #2.)**

“Strangely enough it was a toy that separated them, that forced upon them different roles, different identities. She remembered the toy – a bright red wagon. They shared possession of it but they had different roles in relationship to it. She was to ride in the red wagon and he was to pull it.”

* **What point of view is this story told in?**
* **What do you think the topic is?**
* **What do we learn about the topic (what is the theme)?**

**Group Member #3.)**

“She was to ride in it because she was a girl – a princess whom some rich prince would come seeking, take away to his palace, and keep her there in splendor forever. He was to pull because he was a boy – a would-be prince who would do all the hard work, slay the dragons, fight the slimy creatures, challenge the fat ugly men so that he could carry away the beautiful princess.”

* **What point of view is this story told in?**
* **What do you think the topic is?**
* **What do we learn about the topic (what is the theme)?**

**Group Member #4.)**

“He would always say, Tell them, knowing all the time that she would not, that she hated to see him punished. If he was punished she would want to be punished, too; even if they would not punish her she would cry with him. Sometimes the father and the great-grandfather would find out that the boy rarely pulled the girl. They would stand towering over him speaking in harsh big voices, explaining that he was the boy and should do this, explaining to him that if he did not do what boys should do they would take the toy away, give it to the girl only, not let them share it. She was always standing in the background listening – waiting to hear the boy tell her when they were alone that he hate, hate, hated her because she was a girl.”

* **What point of view is this story told in?**
* **What do you think the topic is?**
* **What do we learn about the topic (what is the theme)?**

**Group Member #5.)**

“She grew up not remembering why the red wagon had been so important. She grew up and found that the red wagon of her memory had never existed. “

* **What point of view is this story told in?**
* **What do you think the topic is? What does a red wagon symbolize?**
* **What do we learn about the topic (what is the theme)?**

**After each person interprets and “talks to” their text sections. The group will receive a “Character Connections” inference chart. The “Character Connections & Inference” chart is featured below:**

Directions: With your team, make character index cards and draw a symbol on the back with one abstract word - to represent the character. Tape them to your poster and connect characters who know each other (with grouping, lines, and symbols).

**The Girl The Boy Papa Grown-Ups**

EXIT TICKET: Based off of character connections, and inferences you have made with your group, what do you predict will happen to the characters? **Answer in complete sentences with evidence from 2 team text selections.**

* After “Text Graffiti,” Walk students through “Bone Black” with “Hold Your Thinking.” In this strategy, students must monitor their understanding of the text by recording character names, descriptions of “Bone Black,” connections (text-to-self, text-to-world, golden line), and a two-sentence summary.
* “The Golden Line” activity will follow “Hold Your Thinking”

1. Using an excerpt from your chosen text, create a fluency piece (ORF). **Resource**: <http://www.interventioncentral.org/> [See](#interventioncentral) attached document
2. Either a short or extended written response. Be sure the prompt requires text-based, evidence-based writing. This would be a comprehension activity or teacher-created writing prompt.

* EXIT TICKET: Based off of character connections, and inferences you have made with your group, what do you predict will happen to the characters in “Bone Black”? **Answer in complete sentences with evidence from 2 team text selections.**
* AFTER READING RESPONSE: What is the theme of “Bone Black”? Provide three events or quotations from the text to support your opinion.