

Afterschool Curriculum

Language Arts Grades 7-8

Learner Expectation	Show-Me Standards	Suggested Activity
<p>Reading Operations</p> <p>Prereading: Strategies/Apply The learner will be able to apply the use of prereading strategies to form connections between prior knowledge and new information and to set a purpose for reading.</p> <p>Post-Reading: Strategy/Questions The learner will be able to generate questions as a post-reading strategy.</p> <p>Compare/Contrast: Informational/Text The learner will be able to apply the use of lists, charts, and tables to identify the factual components of compare and contrast patterns in informational texts, newspapers, and magazines.</p> <p>Strategies: Text Features/Apply The learner will be able to apply knowledge of text features to understand texts.</p>	<p>CA 2, 3, 1.5, 1.6</p> <p>CA 2, 3, 1.6, 3.5</p> <p>CA 2, 3, 1.5, 1.6</p> <p>CA 3, 1.6, 1.7, 2.4, 3.1</p>	<p>LIBBY BLOOM By Susan Rowan Masters</p> <p>Teaching Ideas</p> <p>Libby Bloom is a humorous beginning chapter book that keeps the reader smiling, even through the serious parts. Among the thought provoking themes students will explore are <i>family, friendship, activism</i> and <i>self-confidence</i>. This guide offers a variety of interdisciplinary tie-ins.</p> <p>Thematic Links</p> <p><i>Friendship</i> -- Ask students to name the qualities they look for in a friend (i.e. similar interests, willingness to share, loyalty, a good listener, etc.) Afterward, have the students find examples of where Libby and Ralph's friendship have the same qualities they have listed. Discuss this statement: In order to have a friend, you must first be a friend.</p> <p><i>Family</i> -- Ask students to describe Libby's relationship with her parents and sister. Does age difference affect the sisters' relationship? How is her family similar to yours? Different? How do her parents support Libby when she gets "cold feet" after Mrs. Whippo invites her to the school board meeting?</p>

<p>Relationship: Elements/Whole Text The learner will be able to analyze textual elements and evaluate their relationship to texts as a whole.</p>	<p>CA 3, 1.6, 1.7</p>	<p><i>Self-confidence</i>-- Have students discuss Libby's feelings as she compares herself with her talented older sister, Noel. Bring into the discussion the meaning of envy and lack of self-confidence. How does Libby eventually become more self-confident? Ask students what it says about a person who other people call, "having a big head." Help them to recognize that true self-confidence can only be gained through effort -- when you are willing to work hard toward a goal.</p>
<p>Graphic Organizers: Use/Textual Ideas The learner will be able to use graphic organizers to construct meaning among important textual ideas and their relationships.</p>	<p>CA 2, 3, 1.6, 3.5</p>	<p>Interdisciplinary Links</p> <p><i>Math</i>*-- The book begins with Libby singing off-key in the school chorus. Ask students what range of singing voices are in their chorus (i.e. soprano, alto). What does Libby sing? Lead them to conclude that since Libby struggles to sing the high part she is probably an alto.</p>
<p>Figurative Language: Idioms/Analogies The learner will be able to analyze and use idioms, analogies, metaphors, and similes for figurative and literal meaning.</p>	<p>CA 2, 1.5, 1.6</p>	<p>Ask students to count the number of high range voices and low range voices for both boys and girls in the school chorus. Have them graph the results. Younger students can construct a bar graph, while older students can construct a pie graph using percentages.</p>
<p>Directions: Multi-Step/Adhere The learner will be able to give and/or read and adhere to written multi-step instructions or procedures to complete an assignment or task.</p>	<p>CA 3, 1.5, 1.6</p>	<p>Prediction: Have students predict how voice range changes as they mature and find out what other singing voices -- besides soprano and alto -- are in their local high school chorus (tenor, bass). Make a graph, then compare the two graphs.</p> <p><i>Social Studies</i> -- Mr. Cheney, the band teacher, shares this advice: "The things in life that come hard, that really challenge us, we end up valuing the most. Like learning to play the tuba or working to make right what we believe is wrong." When he writes an editorial on budget cuts for the local paper, Libby is inspired to do something herself. She turns her interest in cartoon drawing</p>

into her own political activism.

Ask students what famous and not so famous people they can name who have tried to "make right what they believe is wrong," bringing into the discussion the term "political activism" (i.e. Martin Luther King, Jr.; Susan B. Anthony.) Can they name someone in their own community?

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-- Ask students to bring in the editorial pages of their local newspaper. Have them choose an article that they strongly agree/disagree with. Ask them to write their own editorial response. Or, if they prefer, have them write on another issue that they feel strongly about (i.e. protecting the environment, use of animal fur, school dress code.)

On page 4 after Libby burps, the boys "were rolling in their chairs, guffawing." Explain that this is called figurative speech. Have students make up their own sentences describing a visual picture of an action that is not literal.

*Music**

-- Libby takes music lessons from Mr. Cheney, the band instructor. Does their school offer individual lessons as well?

To introduce the various instruments (brass, percussion, woodwinds, etc.) invite the band instructor and/or band members to your classroom. Or make arrangements to take students on a field trip to a local high school during their band practice session.

Only after Libby learns to blow though the mouthpiece properly (purse her lips and buzz) can she begin to play the tuba. By having students try various instruments they can discover for themselves how difficult and perhaps rewarding playing an instrument can be.

	<p><i>Science*</i></p> <p>-- On page 17 "a deep rumble echoed off the pocked walls. It faded away leaving only the sound of knocking and rattling from the boiler room across the hall." Have students make a sound (a handclap, hitting a drum, etc.) in different environments around the school (i.e. cafeteria, gym, outdoors, classroom, closet.) Talk about how sound waves travel.</p> <p>Develop a musical scale: use bottles of the same size; fill each with various amounts of water to construct the scale.</p> <p><i>Art</i></p> <p>-- Libby draws a political cartoon which she sends to the local newspaper. Have students draw their own political cartoons illustrating what they have said or say on a new issue.</p> <p>Ask how a political cartoon might be more powerful than an article on a similar subject (i.e., a drawing is visual with an immediate impact on the onlooker, whereas an article must be read to the end.) What might be a drawback (i.e., information is limited.)</p> <p>Libby draws a cartoon character she calls Stretch McKinsy. Have students create their own character and produce a short comic strip (option: use computer software utilizing clip art.)</p> <p><i>Computer</i></p> <p>-- Have students research their social studies/language arts projects at home/school through the Internet.</p> <p>Closure</p> <p>Tell students that, like Libby, big things get done by people making a difference in a variety of small ways. Leave students with this thoughtful question: <u>Where can they make a difference?</u></p>
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<p>Vocabulary</p> <p>Vocabulary: Reading/Examine/Expand The learner will be able to examine and use correct synonyms, antonyms, homonyms, and multiple meaning words in reading vocabulary and writing.</p>	<p>CA 2, 3, 1.5, 1.6</p>	<p>Vocabulary Steal the Bacon Game</p> <p>Objective: Students match vocabulary words with their definitions by participating in a game of Steal the Bacon.</p> <p>Materials Needed: sweatshirt, masking tape, index cards</p> <p>Procedure: Using a list of at least thirty vocabulary words, the teacher divides the class into two teams and distributes index cards with the same vocabulary words to each team. Members of the teams wear the words on index cards taped to their clothes. The teams line up across the field from each other and a sweatshirt (the bacon) is placed in the middle of the field. When the teacher calls out a definition, opposing team members shout out the matching vocabulary word, run to the center of the field in an effort to grab the sweatshirt and run back to their team to score a point. If both team members call out the correct word, run to the center and grab the sweatshirt at the same time, then team members must drop the sweatshirt and return to their lines without scoring any points. If a team member is tagged while running with the sweatshirt, no points are scored. After twenty minutes, the team with the most points wins. To make this game more rigorous, teachers may assign two or more words to each team member or require team members to use the words correctly in a sentence and shout the sentences before running to the center to grab the sweatshirt.</p>
<p>Language Expressions</p> <p>Figurative Language: Comparisons The learner will be able to recognize and comprehend comparisons used in prose and</p>	<p>CA 2, 1.5, 1.6</p>	<p>Metaphorical Vocabulary Definitions</p> <p>Provide VERB vocabulary list of 10 to 20 words. Define: Metaphor Focus: Our class is an Einstein of potential.</p>

		<p>the bid is set, the timer is set and that student is required to use the corresponding symbol to assist their team, and then act it out. If the team guesses the word - they get the point. If the first team doesn't get it, the second student gets a crack at it.</p> <p>The kids get very involved and enjoy the 'game' aspect and it is a fun break from pencil/paper activities.</p>
<p>Directions: Complex The learner will be able to read and follow complex directions to complete a task.</p>	<p>CA 3, 1.5, 1.6</p>	<p>Puzzle Me This!</p> <p>Description: An interactive lesson which teaches students the importance of clearly written and spoken communication.</p> <p>Specific topic: Writing and giving clear and concise directions to assemble a simple puzzle.</p> <p>Skills to be used: -Ability to manipulate puzzle pieces to fit with one another. -Ability to follow directions</p> <p>Skills to be developed: -Improved listening skills -Improved writing skills -Anticipating a reader's problems and misunderstandings</p> <p>Objectives: At the end of this lesson, the student will be able to: -write more concise instructions to accomplish a given task. -listen more attentively to instructions given by another.</p> <p>Materials: -Simple 5-Piece Puzzle -- created by teacher -Simple 6-Piece Puzzle -- created by teacher</p>

Procedures:

Anticipation

- 1) Ask a student to give the teacher directions to draw a common object (tree, house, candle, etc.). The teacher should take the student as literally as possible and exaggerate the drawing as much as possible. This will model the need for clear and concise wording in giving instructions.
- 2) Discuss the importance of instructions in everyday life with the students. Write the students' comments on the white-board or chalkboard. If the students are stymied, offer several suggestions such as: good v. bad driving directions, assignment instructions, etc.

Investigation

- 1) Tell the students that the activity will be writing directions for a fellow classmate to be able to assemble a simple puzzle. Emphasize that clarity and conciseness are essential in this lesson.
- 2) Split the class down the middle. Distribute the puzzle pieces and a picture of the completed 5-piece puzzle to one half of the class and a picture of the completed 6-piece puzzle with pieces to the other half.
- 3) Allow the students approximately 15 minutes to work on the instructions-writing. After this step is concluded, have the students exchange their puzzles with a classmate from the other half of the room.
- 4) Give the students 5-10 minutes to attempt to assemble their puzzles.

Reflection

- 1) Discuss with the students any problems, issues, frustrations, etc. that they encountered while attempting to put the puzzles together.
- 2) Ask the class if there are any specific ways to improve the directions, for example: word choice, sentence structure, order of pieces, etc.

		<p>Evaluation:</p> <p>Students will be evaluated on clarity, conciseness, creativity, and how well they have written the instructions. The assembly directions must be written in a logical order and worded as briefly and as clearly as possible.</p>
<p>Language Mechanics</p> <p>Conventions: Knowledge/Punctuation The learner will be able to apply knowledge of the conventions of punctuation, including the use of commas, colons, semicolons, quotation marks, and apostrophes.</p>	<p>CA 1, 1.6, 2.2</p>	<p>Developing expression and fluency through recognition of punctuation This lesson can be used in a whole-class situation or in small reading groups.</p> <p>Objective:</p> <p>To help students recognize the importance of punctuation marks and what they are used for, so that their fluency and expression in oral reading will improve.</p> <p>Materials:</p> <p>Any grade level reading text or other book, where each child has access to a copy. A story with lots of dialogue and a variety of sentence and paragraph types is ideal.</p> <p>Process:</p> <p>Choose a passage which you will read aloud to the group. Read once, with proper expression. Next, have students identify all the types of punctuation in the passage and make sure they know the name of each mark. Then have a student read the words, while another student says only the names of the punctuation marks. This forces the reader to attend to where the marks are and wait for the partner to identify them. If there are a large number of quotations, have one student read narrative, one identify punctuation by naming it, and another one read only words</p>

		<p>inside quotation marks.</p> <p>Discuss proper expression for each mark and have students model together. You may want to let several students practice this before closing the activity. The last reading should be by one student, using proper expression, without having the punctuation identified.</p> <p>Use a small section of a story occasionally to do this exercise. Then continue with your regular oral reading and evaluate how well the students are learning to attend to the punctuation.</p>
<p>Spelling</p> <p>Spelling: Rules/Patterns/Use The learner will be able to recognize and edit errors in spoken and written English by reviewing and applying spelling rules and patterns and developing and mastering a personal list of commonly misspelled words.</p>	<p>CA 1, 1.6, 2.1, 2.2</p>	<p>Survivor - The Spelling Game</p> <p>To play this game you will need a list of your regular spelling words, a list of somewhat harder words to be used for "immunity", and either pieces of paper or popsicle sticks with each student's name. To play the game, have the students sit ON their desks or stand in a line. Begin by having all students write down the first "immunity" word on a piece of paper. Tell them to fold it and set it aside. Then give the first regular spelling word. Each child says one letter as the spelling goes around the room. If a student says the wrong letter, they are out and must sit down. Now, whomever gets to give the last letter of the word, will also be out UNLESS THEY HAVE CORRECTLY SPELLED THE IMMUNITY WORD! If they've spelled it CORRECTLY, they remain in the game, but someone else must be "The Weakest Link", and will be eliminated! Pull out a popsicle stick to determine who that will be! As the game progresses, you may pull out a few sticks before someone is eliminated, but it really adds to the fun and suspense. The winner is the last person left!</p>
<p>b</p> <p>Composition: Sentences/Paragraphs The learner will be able to write compositions with complete</p>	<p>CA 1, 1.6, 2.1, 2.2</p>	<p>Extra, Extra Read all about it</p> <ul style="list-style-type: none"> -Exercise skills in basic typing -Learn to use desktop publishing

<p>sentences, effective paragraphs using Standard English conventions.</p> <p>Comprehension: Notes/Outlines/Comments The learner will be able to demonstrate comprehension of content and experiences from a variety of media by writing notes, outlines, comments, and observations.</p> <p>Composition: Ideas/Paragraphs/Blending The learner will be able to write a variety of compositions by categorizing ideas, organizing them into paragraphs, and blending paragraphs with larger texts.</p> <p>Sources: Research/Document The learner will be able to document the sources of information used in research.</p>	<p>CA 2, 3, 4, 1.6, 1.8</p> <p>CA 2, 3, 4, 1.8, 2.1</p> <p>CA 4, 1.4, 1.7, 1.8</p>	<ul style="list-style-type: none"> -Investigate reports -Formatting/Editing -Creativity through writing and designing <p>Materials:</p> <ul style="list-style-type: none"> -Desktop publisher (or some form of publisher program that will allow newspaper column designing) -Computer -Several writings (These can be assigned writings or a collection of previous writings.) -A Class editor -Lots of paper to print out newspapers that the student creates so that they may be distributed throughout the rest of your school. <p>Introduction:</p> <ul style="list-style-type: none"> -Have guest speaker come into the class and discuss how reporters work and how papers are put together. -Have students ask questions so that can gain information for their own paper. -After guest leaves, tell students: <p>Transition: Okay students now today we are going to create our very own newspaper.</p> <p>Sequence of Activities:</p> <ul style="list-style-type: none"> -Have students create a name for their news paper -Research topic ideas -Have students create stories. -To do this you may want to have categories already picked out. -You can also use previous stories that the class has written. -Split the students up into groups. -Have the students vote for an editor.
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<p>Study and Research Skills</p> <p>Research Project: Plan/Create The learner will be able to create a research plan to answer a specific question.</p> <p>Research Skills: Primary/Secondary The learner will be able to show an ability to gather, note,</p>	<p>CA 2, 3, 1.1, 1.4, 4.5</p> <p>CA 2, 3, 1.2, 1.4, 1.7</p>	<p>Cultural Differences</p> <p>Concept:</p> <p>Student will explore their country of origin by researching this topic. Students will have a folder to display their research and will have a chance to show their work and share their culture with other students in the class.</p> <p>Guiding Question/s:</p> <ol style="list-style-type: none"> 1) What is your family's country of origin? 2) Why is this information important to know?

<p>organize, and judge needed information as he/she searches both primary and secondary sources for personal research.</p> <p>Organization: Information/Record The learner will be able to record information by applying a variety of organizational strategies.</p>	<p>CA 2, 3, 4, 1.2, 1.8</p>	<p>3) How are we different from each other?</p> <p>Teacher Preparation for lesson: Create a portfolio for the students to reference as they are creating their own. It will also give them some background as to the teachers land of origin.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Colored pencils and/or markers • One 11x17 piece of construction paper per student • Two half sheets and 2 quarter sheets of paper without lines per student • One 8½ x 3 piece of paper shaped like a bookmark per student • Laminating machine <p>1. Teacher will have students create a construction paper folder using an 11x17 piece of construction paper. Students will hold the piece of construction paper horizontally and fold paper in half but do not crease the paper. Pinch the top of the paper so the middle is marked. Open paper back up and then fold the left side in to the middle so the edge of the paper lines up with the middle crease of the paper and make a permanent crease. Do the same with the right side folding it in so it lines up with the middle and make the crease permanent.</p> <p>2. Draw an illustration on the front cover of the construction paper folder. Make a picture that matches up where the two edges meet as if it were one complete piece of paper. The illustration should be a picture of someone wearing the traditional clothing of the country that your family origin is from. This information can be researched on the Internet or in other books or by asking their family. The student will make a title for their construction paper folder and write it at the top of the page. The student will then write their name on the front cover. The student should make sure the illustration is</p>
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	<p>colorful and creative and should express the culture of their native country.</p> <p>3. The student will research on the Internet or consult their family and choose a favorite traditional recipe from their country of origin. On a half sheet of paper, write the recipe following the proper pattern for writing a recipe. The ingredients are written out first separately, then the instructions should be written in paragraph form below the ingredients. Add pictures and illustrations if the student would like to do so. Make sure the title of the recipe is at the top of the page. Using a glue stick, place the half sheet of paper at the top center of your construction paper folder. If desired, student can bring in a sample of the recipe for each student to try.</p> <p>4. Students will search the Internet for information on the top five cities by population of the country of origin. On a half sheet of paper student will compile the information and create a graph that displays this information. The graph can be as creative as the student would like, but must show accurate information and be easy to understand. Make sure each side is properly labeled. Add color and/or illustrations if the student would like to do so. Using a glue stick, place the half sheet of paper at the bottom center of your construction paper folder.</p> <p>5. Students will research on the Internet by going to http://babelfish.altavista.com/tr if the language to be translated is Chinese, Dutch, French, German, Greek, Italian, Japanese, Korean, Portuguese, Russian or Spanish. Students will translate a traditional phrase from their country of origin, If it is a different language then one listed above, the student should ask their parents or relatives. If their native language cannot be found, it should be dealt with on an individual basis. Take a quarter sheet of paper and write a title at the top that says Traditional Phrase Translation. Write the phrase in the native language underneath the title then write the English translation. Student should practice saying the phrase so it can be shared aloud with the other students. Student should add color and/or illustrations if they would like to do so. Using a glue stick, place this on the</p>
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		<p>inside top left flap of the construction paper folder.</p> <p>6. Students will research on the Internet or ask their parents or family member about a holiday, festival, celebration, party, tradition, decorations, religious, political, heroic, personal or an important day from their country of origin. Take a quarter sheet of paper and write down the special day at the top of the paper in a title form. Write a small paragraph explaining the holiday below the name. At the bottom of the quarter sheet, draw a small picture explaining the special day. Using a glue stick, place the sheet at the inside, bottom section of the left flap of the construction paper folder.</p> <p>7. Students will create a bookmark using information gathered from the Internet or information from their family. It should be a creative and colorful as possible. There is nothing specific that has to be on this bookmark, but it has to reflect the spirit of the country of origin. After the bookmark is finished, it will be lamented. Have students write their name on the back of the bookmark before it is lamented. After lamenting, use tack glue to place bookmark on the right side of the construction paper folder. This is so it can be removed at a later time so it can be used as a bookmark.</p>
<p>Language Arts Processes</p> <p>Presentations: Compose/Present The learner will be able to compose and present in a variety of way, utilizing different techniques, for various audiences as well as formal and informal occasions.</p>	<p>CA 1, 6, 2.1, 2.3, 4.6</p>	<p>The Don't Say `Uh` Game</p> <p>Goal: To increase vocabulary and verbal communication skills.</p> <p>Objective(s): -increase verbal communication skills. -increase public speaking skills.</p> <p>Gain Attention: The Teacher will demonstrate the lesson by pulling a subject from the hat and speaking for 30 seconds or 1 minute, without saying "Uh".</p> <p>Relate to Prior Learning: Use the vocabulary words from the previous weeks lesson as the word bank list.</p>

		<p>Procedure: The teacher will place colored note cards inside a bag or "funny" hat. The teacher will explain the lesson to students and give each student a word bank list. The teacher will instruct the students to review the word bank list. The teacher will allow each student to pull a note card from the hat.</p> <p>Independent Practice: The teacher will give the students 5 to 10 minutes to think about the subject on their note cards and incorporate their vocabulary words.</p> <p>Assessment/Closure: The student will begin his/her informal speech using the vocabulary words in front of the teacher and peers. Sound simple enough? Well the catch is.... you can not say the word "Uh" more than 3 times! The student will be score by the panel of judges (peers) on (1)use of vocabulary words (2)3 or less "Uh's" (3)originality.</p> <p>Materials: colored index cards, vocabulary list, a "funny" hat or bag.</p>
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