

S19 Template for Illinois Reads Final Curriculum CIEP 329
 Illinois Reads Books

Title of Book	Speechless Adam P Schmitt Publisher: Candlewick (November 6, 2018) ISBN-10: 1536200921		
Title of Unit	<i>Understanding themes of Grief, Conflict and Remembrance through Speechless</i>		
Grade level (interest)	7th Grade	Reading Grade level	7th-8th Grade
Lexile Level	480L to 960L	Guided Reading level	N/A
A. Purpose for Instruction/ Essential Questions/ Theme	<p>Purpose:</p> <p>The purpose of this mini unit is to highlight a social emotional issue that may influence classroom dynamics. Grief, the main theme, is a touchy subject for children and Adam P Schmitt verbalizes it in such a way that students may understand. Schmitt uses effective techniques such as humor and story telling to gain perspective on Grief and Remembrance.</p> <p>Essential Questions:</p> <p>Lesson One: How do Jimmy and Patrick differ and how are they alike? Lesson Two: How does the sequencing of Jimmy’s story telling influence his grieving process? Lesson Three: How does conflict make certain characters respond, and what does this say about the character? Lesson Four: What are your visual depictions of events within the Novel? Why? Lesson Five: What are your impressions towards pivotal events within the novel?</p> <p>Theme:</p> <p>Conflict, Grief, Remembrance</p>		

Resources	P., S. A. (2019). <i>Speechless</i> . Massachusetts: Candlewick Press,U.S. Buehl, D. (2014). <i>Classroom strategies for interactive learning</i> (4th ed.). Newark, DE: International Reading Association. Harvey, S., & Goudvis, A. (2017). <i>Strategies that work: teaching comprehension for understanding, engagement, and building knowledge, grades K-8</i> (3rd ed.). Portland, ME: Stenhouse , Pembroke.
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B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards

[Reading, Writing]

4 required, you may identify up to 6 if you are writing six lessons

Lesson One:

[CCSS.ELA-LITERACY.RL.7.6](#)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Lesson Two:

[CCSS.ELA-LITERACY.W.7.3.A](#)

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Lesson Three:

[CCSS.ELA-LITERACY.RL.7.3](#)

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Lesson Four:

[CCSS.ELA-LITERACY.W.7.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Lesson Five:

[CCSS.ELA-LITERACY.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

C. Student Learning Outcomes – Targeted unit goals

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Lesson One

- Students will recall quotes and assign them accordingly to the Antagonist and Protagonist, Patrick and Jimmy.

Lesson Two

- Students will sequence Jimmy’s grieving process in order as they occurred in the novel to demonstrate an understanding of the novels flow.
- Students will infer the evolution of change within the events and why each event broadens perspective on character’s

Lesson Three

- Students will analyze how characters interact with conflict throughout the novel
- Students will interpret from the text how characters feel/think towards an event.

Lesson Four

- Students will plan and create a visual depiction of provided quotes within the novel in order to demonstrate a personal interpretation

Lesson Five

- Students will interpret events and quotes provided by matching them accordingly and then verbalizing their impression of its impact on the book.

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson 1: [Pages] 2, 5, 17, 19 56-57, 121, 93, 95, 177, 184, 251, 149

Lesson 2: [Chapters] 3 (Tiger Tamers) , 4 (Young Engineers), 6 (Slipper), 8 (Train Incident),10 (Jimmy’s Grandfathers death)

Lesson 3: [Chapters] 2 (Waffle Cone) (Sophia’s Deafness), 3 (Fourth of July), 4 (Patrick’s Glider), 5 (Striker Twins)

Lesson 4: [Pages] 57, 64, 81, 125, 187

Lesson 5: [Pages] 32, 64, 96, 129, 169

Academic Language to be supported at word, syntax and discourse levels

Tier 2 Words: Wake, Grief, Conflict, Theme, Remembrance,

Tier 3 Words: Inference, Interpretation, Perspective, Antagonist, Protagonist

Vocabulary

Vocabulary: Grief, Conflict, Theme, Remembrance, Wake, Perspective, Inference, Interpretation

Tier 2 Words

Tier 3 Words

Bloom's Levels Addressed: (Check all that apply) Remembering Understanding Applying	Analyzing Evaluating Creating
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E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]

List the strategies that you plan to emphasize:

Lesson One: Analogy Graphic Organizer (D. Buehl and D. Hein, 1990)

Lesson Two: Recognizing Plot and Inferring Themes (Harvey & Goudvis, 2017, 173)

Lesson Three: Character Analysis Grid (D. Buehl, 3rd Edition, p. 198. 2009)

Lesson Four: Visualizing and Sketchnoting Using Digital Tools (Harvey & Goudvis, 2017, 157)

Lesson Five: First Impressions Chart (D. Buehl, 3rd Edition., p 204. 2009)

Brainstorming for Lessons

Interactive activities for each lesson

Lesson One: Matching Quotes to Characters Vortex Activity

Lesson Two: Sequencing Events & Class Discussion

Lesson Three: Rolling Dice and Filling in Character Analysis Target

Lesson Four: Sketchnoting Visual Interpretation

Lesson Five: Drag'n'Drop First Impressions Chart

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Plans for five instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials

Objective:

Students will analyze quotes provided and assign them based on their knowledge of characters in the novel
Students will evaluate the differences between Protagonist and Antagonist

- Students have read the book already. Knowledge and opinions have already been made about characters.
- Teacher passes out Vocabulary Organizer (Buehl) with Tier 2 and Tier 3 words provided (Vocab) for students reference as homework. Each word is discussed and teacher has students star each word they find difficult. These words are literary devices, themes or are referenced in the Notebook Presentation.

**Procedure
Lesson One:**

Class Begins:

- [We Do] Teachers begins class with class discussion regarding student feelings about characters in the book
- [You Do] On the board, Patrick and Jimmy are divided by a line. Students are asked to come up and write one or two characteristics about each Patrick and Jimmy.
- [I Do] Students will then complete the Analogy Organizer (Buehl) (Appendix A) in which students will decipher the similarities and differences between Patrick and Jimmy.
- Teacher opens Notebook and examines first slide with students.
- Teacher asks students “What are Protagonists and Antagonists?” “Who do you think they are in the story?”
- Students take time to discuss in their table groups, referencing the Vocabulary Organizer that has been given to them.
- Students respond with “Protagonist = [Positive] main character and Antagonist = Negative main character”
- Teacher asks students who they think play these roles. Students respond Patrick = Antagonist, Jimmy = Protagonist
- Presenting each side of the Vortex, the teacher asks students to come up and drag each quote to the assigned character.
- Students are recommended to use their Analogy Organizer to decipher which character said which quote.
- Students then work together to place the correct quotes in the assigned Vortex
- Once completed, Analogy Organizers are collected and students are asked as an Exit Slip to comment on which character they identify with most

**Technology
pages:**

[Pages] 2, 5, 17, 19 56-57, 121, 93, 95, 177, 184, 251, 149

Edit

Reset

JIMMY

PATRICK

"All I hea ...

"I let the ...

"Choose be ...

"She knows ...

"What is y ...

"Bobby the ...

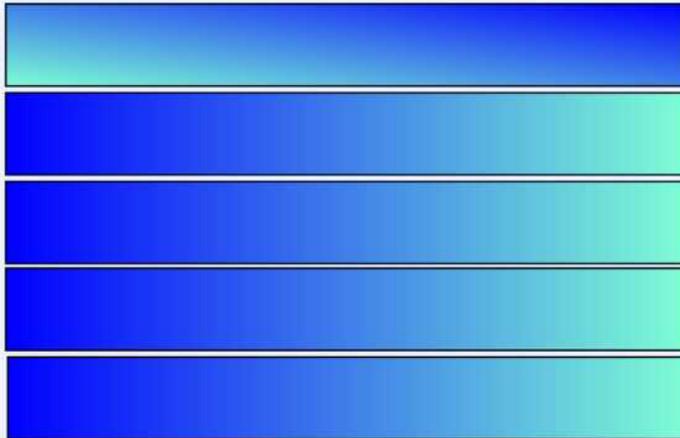
"My arm! O ...

"[His] gli ...

Objective:	Students will sequence pivotal events from the book to visualize the evolution of Jimmy’s grieving process Students will analyze how these events impacted the novel and conveyed emotions Students will infer how events sparked new perspective
Procedure Lesson Two:	<ul style="list-style-type: none">- [We Do] Teacher and students will discuss what they had learned last class and if any new observations had been made.- Teacher will touch upon each event that is discussed and call on students to give a brief overview of what happened with “Tiger Tamers” “Young Engineers” “Train Incident” “Slipper the Sheep” and “Jimmy’s Grandfather” These events all hold symbolic importance in Jimmy’s grieving process.- After students have explained each event, without relinquishing knowledge towards their sequence, they will come up the board and sequence the events.- Then the Teacher will ask students to think about the questions on the board.- The Teacher will run through each event, in order, and question the authors intent.- [You Do] Students will create 3 questions in table groups as to why the Adam Schmitt inputted these into the Novel. Mention the main themes of Grief, Remembrance and Conflict.- Example Q’s: How does Patrick’s father react and how does it make you feel? What does Patrick’s reaction to the Sheep mean for his character? How does Jimmy learning that his Grandfather committed suicide impact his view on death?- If students struggle, suggest these questions to them- As a class, have students ask and respond to each others questions. (10-15 minutes)- Then, the second question on the board “How does Jimmy’s view of Patrick change over time?” will be discussed as a whole class.- Answers to look for, or pave the way for are “He begins to feel sympathy, he begins to remember other emotions, he sees things differently because of the way people treated Patrick, he does not think Patrick was always at fault.”- [I Do] End class with an Exit Slip discussing the story that made them see Patrick differently.
Technology pages:	[Chapters] 3 (Tiger Tamers) , 4 (Young Engineers), 6 (Slipper), 8 (Train Incident),10 (Jimmy’s Grandfathers death)

Sequencing Jimmy's Grief

- Order the events as to when they happened in Speechless -

A vertical stack of five empty rectangular boxes, each with a blue-to-green gradient, intended for students to write the sequence of events.

Tiger Tamers
Young Engineers
Train Incident
Slipper the Sheep
Jimmy's Grandfather's death

In Table Groups: What is the author telling you about these events?

All Together: How does Jimmy's view of Patrick change over time?

What memories suggest this change?

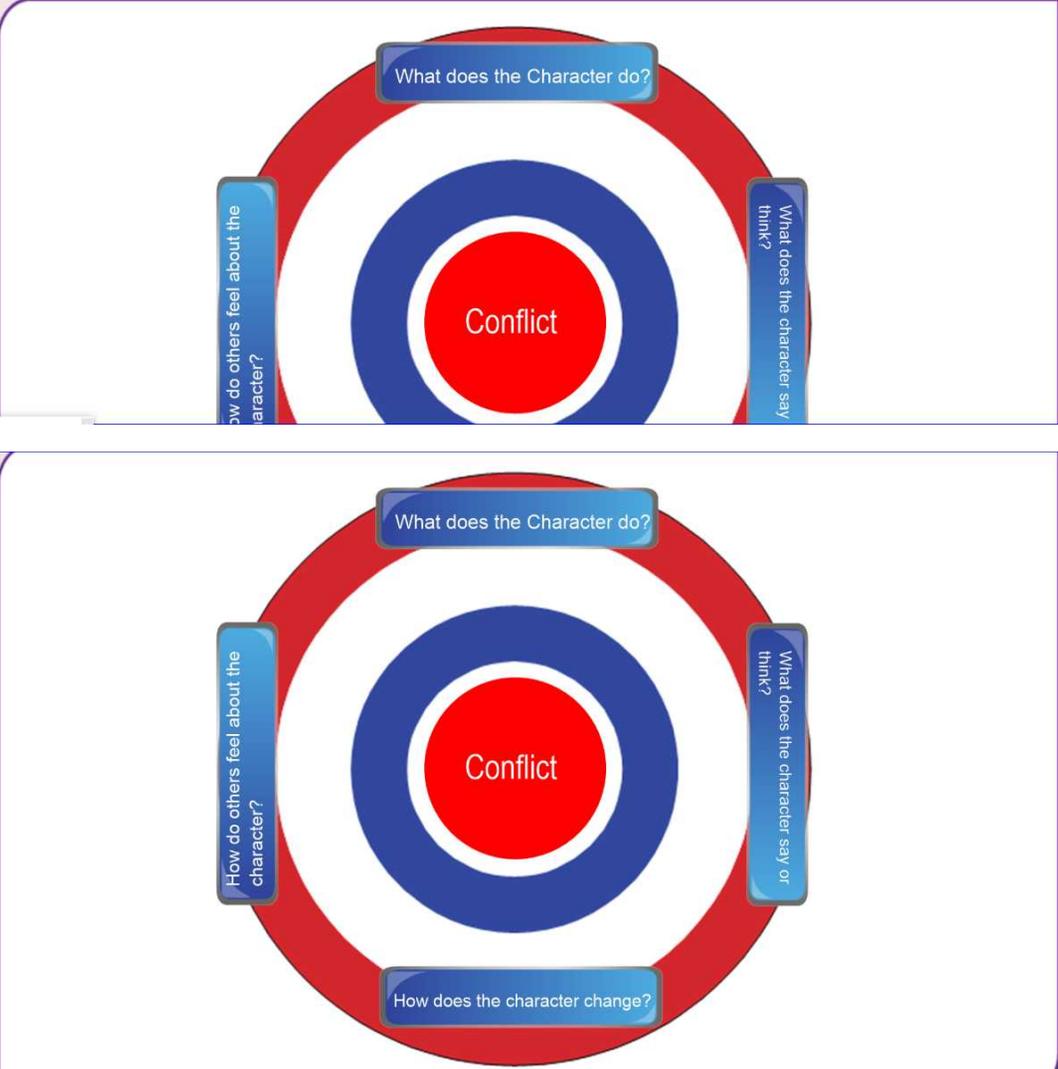
Objective:	Students will analyze the relationships between characters and specific conflicts throughout Speechless Students will respond to the questions on the Character Analysis Target to further examine how the character reacts during conflict Students will assess the different perspectives revolving around Conflict in Speechless
Procedure Lesson Three:	<ul style="list-style-type: none">- Teacher begins class by defining Conflict “serious disagreement or argument, typically a protracted one.” (Merriam-Webster)- Teacher then asks class what certain conflicts were in the Novel. Students respond with a few examples.- Teacher asks students to write in their notebooks what Conflict means to them and how they have reacted to conflict before.- Teacher asks students what some emotions are regarding conflict and has them write on the board.- Teacher opens the Notebook to Slide 4 and demonstrates the chart. Teacher rolls each dice and is given a set of Character and Conflict to assess.- Students then try themselves, as each student goes up the board and rolls the dice, the students sitting down have the option of a) completing it themselves or b) helping the student at the board. [Teachers Choice]- Once activity is complete, students will come back for class discussion- Teacher asks “How does conflict influence the novel?” “How does Conflict consistently show as a Theme in Speechless?”- Students respond in table groups- Students then are assigned to complete personalized Character Analysis Grids (Buehl) based on one character and conflict that interested them (Formative)
Technology pages:	[Chapters] 2 (Waffle Cone) (Sophia’s Deafness), 3 (Fourth of July), 4 (Patrick’s Glider), 5 (Striker Twins)

 **Character Analysis Bullseye**

Roll the Character & Conflict

Jimmy's Mom
Patrick O'Leary

Character



What does the Character do?

How do others feel about the character?

What does the character say or think?

Conflict

What does the Character do?

How do others feel about the character?

What does the character say or think?

How does the character change?

Objective:	<p>Students will analyze the emotional meaning of quotes provided through personal thoughts, emotions and perceptions of quotes Students will create the scene based on their chosen quote</p>
Procedure Lesson Four:	<ul style="list-style-type: none">- Teacher begins class with having students write down on a piece of paper their favorite part of the Novel and one symbol that encapsulates it. [Formative]- Students will then discuss their symbol in table groups- Students will be introduced to Notebook slide 5 and shown the necessary steps of using the Magic Pen feature on Notebook- Teacher asks students to look at the quotes provided and examine what chapter they are from. If they do not identify with quotes provided, they are able to choose their own.- Students create images based on their perceptions of the Event- After, students will dissect each others Art in a Gallery Walk in which all images are saved and displayed around the classroom.- Students will mark down on Appendix B the Gallery Walk Sheet, mentioning what they saw and connections they made- Suggestion: Not all students will want to write on the board, but many will. Provide ranges of A3 to A4 paper and colored pencils, markers and other creative mediums to engage students as much as possible.
Technology pages:	<p>[Pages] 57, 64, 81, 125, 187</p>

Pick a quote & draw the scene

... or choose your own

"He was about to get the first award of his life. He was smiling with his whole face while cleaning up, waiting for that moment." (Page 125)

I had to know what was in that bag. I did my best to contain my curiosity, but I found my eyes drawn to the packages of gunpowder and light displays." (Page 81)

"The weather was too warm for it now, but maybe next year a wool scarf would come in handy." (Page 187)

"Had my Uncle known that his words before being hit by that truck would be the last his daughter would ever hear, he likely would have chosen something other than screaming "Shut Up." (Page 64)

"I made my way to the Ivory handles of soft serve delight." (Page 57)

Objective:	Students will develop impressions towards Events and Quotes within the novel to further develop personal relations to Speechless
Procedure Lesson Five:	<ul style="list-style-type: none">- Teacher will greet class and present students with the Tweet Slips (Appendix D) in which they will share the most interesting thing they discovered about the Novel. (National Behavior Support Service) [Formative]- Teacher will begin class with a discussion “What have your general impressions of the book been?” “Have they changed at all?”- Students will respond- Teacher will show Slide 6 of the Notebook lessons and have individual students read events and quotes aloud (not in order)- Students will then come to the board and assign the proper quotes to events- Students will talk in table groups as to how the Event influenced the novel- Individually, students will develop impressions towards how the quote influences that event.- Question to ask: How does this quote impact what happened?- Example: “Patrick howled and pleaded, it didn’t do any good.” Page 96 This quote shows a significant change in perspective for Patrick as we notice his fathers extreme anger and cruel punishment.- After students have made their impressions, they are free to share them in their table groups - Students will complete the task and be introduced to the Summative RAFT Assessment
Technology pages:	[Pages] 32, 64, 96, 129, 169

Drag 'n' Drop: Events & Quotes

Vocalize: Your Impression

Event	Quote	Impression: <small>write your initial impression</small>
Sophia's Disability	"Uncle Mike never forgave himself over Patrick for the accident that hurt his daughter." (Page 64)	
4th July - Uncle Mike	"Patrick howled and pleaded, it didn't do any good." Page 96	
Aunt Milly's Grief	"She's the Trojan Horse of mourning." (Page 169)	
	"It wouldn't survive."	

Event	Quote	Impression: <small>write your initial impression</small>
Sophia's Disability	"Uncle Mike never forgave himself over Patrick for the accident that hurt his daughter." (Page 64)	
4th July - Uncle Mike	"Patrick howled and pleaded, it didn't do any good." Page 96	
Aunt Milly's Grief	"She's the Trojan Horse of mourning." (Page 169)	
Patrick's Plane	"It wouldn't survive, but at least I'd try to save it." (Page 129)	
Camp Prize	"It was my fault anyway. I was the one who shoved a brick of chocolate in my mouth." (Page 32)	

<p>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</p>	<p>Lesson One: Exit Slip to comment on which character they identify with most Lesson Two: End class with an Exit Slip discussing the story that made them see Patrick differently Lesson Three: Character Analysis Grid Lesson Four: Students write down on a piece of paper their favorite part of the Novel and one symbol that encapsulates it Lesson Five: Bellringer Tweet Slips</p> <p>Summative Assessment: Students will create a RAFT Writing Assignment in which they will choose the Role, Audience, Format and Topic in relation to their experience with Speechless. Possible Role choices are any characters from the book, the Audience could be Patrick’s parents, the Funeral audience. The Format could be a letter, speech, poem or any method of verbalizing the narrative. Lastly, the Topic could be a conflict chosen from the book, dealing with anger (for Patrick’s dad), coping with loss. The students are given a lot of choice here. The lessons are designed so that students are able to understand Grief Processes’ as not necessarily a sad thing, but a big Life change. The RAFT Assessment allows students the creative license to explore Grief, Conflict and Remembrance in terms of the text. Students are able to combine personal experience with the details of Speechless..</p>
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Appendix:

A)



B)

Gallery Walk Observation Sheet

Describe what you saw?	
List something that surprised you.	
List something that interested you.	
List something you like.	
Write one question you have.	
Write one thing you don't want to forget.	
Write one thing you would like to share.	



C)

RAFT Writing Template

Type name(s)

Role	Audience
Format	Topic

Writing Assignment

D)

Today's Lesson Tweet



@ _____

Bibliography

Buehl, D. (2014). Classroom strategies for interactive learning (4th ed.). Newark, DE: International Reading Association.

Buehl, D. (2008). Classroom Strategies for Interactive Learning (3rd ed.). International Reading Association.

Harvey, S., & Goudvis, A. (2017). Strategies that work: teaching comprehension for understanding, engagement, and building knowledge, grades K-8 (3rd ed.). Portland, ME: Stenhouse , Pembroke.

P., S. A. (2019). *Speechless*. Massachusetts: Candlewick Press,U.S.

Appendix B) <https://www.teacherspayteachers.com/Product/Gallery-Walk-Observation-Sheet-2742643>

Appendix D) https://www.nbss.ie/sites/default/files/publications/exit-entry_slip_-_comprehension_strategy_handout_copy_2_0.pdf