



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Lesson 4: Cake Analogy Close Read

Focus Standard(s): RL.7.6

Additional Standard(s): RL.7.1, L.7.1b

Estimated Time: 1-2 days

Texts: *Touching Spirit Bear*, Excerpt from Chapter 3

Resources and Materials:


- Handout 4.1: Cake Analogy Reflection
- Handout 4.2: Point of View Analysis: Cole vs. Garvey
- [Anchor Chart](#)
- Annotation Strategies: [Annotations Bookmark](#)
- Annotation Strategies: [Informational Text Strategies: Close Read](#)
- Annotation Strategies: [Making Annotation: A User's Guide](#)
- [Clock Buddies explanation and template](#)
- Video Clip from LearnZillion [“Revise by Varying Sentence Patterns”](#)

Lesson Target(s):

- Perform a close read of the excerpt from Chapter 3 of *Touching Spirit Bear* in which Garvey teaches Cole an object lesson using baking ingredients and a cake.
- Compare and contrast Cole’s and Garvey’s perspective (point of view) on life at this point in the story.

Guiding Question(s):

- How is Cole’s view of life different from Garvey’s? How can we tell?
- Is the Cake Analogy an effective metaphor for life? Why or why not?

| Vocabulary | |
|---|---|
| <p>Academic Vocabulary: Add to word wall.</p> <ul style="list-style-type: none"> • Flashback | <p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| <p>In-ConTEXT Vocabulary: Have students search through the text(s) for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section.</p> | <p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words. |
| <p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Banishment • Circle Justice • Defiant • Skiff • Vicious | <p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words |
| Symbol | Type of Text and Interpretation of Symbol |
|  | Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level |
| ✓ | Assessment (Pre-assessment, Formative, Self, or Summative) |

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Distribute **Handout 4.1: Cake Analogy Reflection**. Have students work independently to complete the handout. This is a quiet, reflective time for students as they consider the “good” ingredients and “bad” ingredients in their own lives. Working with partners or in small groups is not recommended for this activity, because students need to feel comfortable writing their truth, and often that doesn’t occur when early adolescents feel they are being watched and even possibly judged by a peer.

Walk around the room or sit at a small group “table,” to be available to students who need to “talk this out.” Most of the time, students will take this activity very seriously. As with all things, the teacher sets the tone for how this activity will be received.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide direct support to students who struggle with expanded comprehension. Complete the graphic organizer in a small, teacher-led group.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Continue the reflection activity by journaling thoughts.
- Have students compare and contrast their ‘good’ and ‘bad’ with that of the main character, Cole. Write a reflection on the effects of their choices versus the effects of Cole’s choices.

Understanding Lesson Purpose and Student Outcomes:

Explain to students that their target in this lesson is to understand additional ways the author develops the point of view of the characters.

Activity 1: Fluency and Vocabulary Practice

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the vocabulary section above the instructional plan.

Activity 2: Close Read of Chapter 3 Excerpt

Activity 2a: Comprehension (15-20 minutes)

Give each student a handout of the excerpt from Chapter 3. Tell them their focus is to first comprehend the text. Tell them to silently and independently perform a close-reading by marking and annotating the text using strategies they have learned in class.

Have students share their annotations and discuss what they comprehended from the text.

Note: Suggested Annotation Strategies: [Making Annotation: A User's Guide](#), [Annotations Bookmark](#), and [Informational Text Strategies: Close Read](#).

Activity 2b: Expert Read (15-20 minutes)

Have students listen to the excerpt from Chapter 3 of *Touching Spirit Bear* read by an expert reader (teacher).

T: Knowing the main characters and their attitudes towards a topic/idea/subject is key to identifying the point of view. You can determine their point of view by looking at the dialogue, their actions, the way they respond to each other and events related to that topic/idea/subject. As you read, use two different colored highlighters to distinguish the difference between Garvey’s and Cole’s individual point of views about life so that you can the following question after reading. Focus on highlighting dialogue, actions, and their responses to each other and the events that reveal their individual points of view.

After the expert read, have conversations about the following question: What did their dialogue, actions, and the way they responded to each other and the events reveal about the and their individual point of views. Have students work in clock partners or in small groups for this activity.

Note: To understand how clock partners work, review [Clock Buddies explanation and template](#).

Note: Close reading is from the anchor text, which is an easily accessible text for all students. The excerpt should be made available in a larger font on a handout, which is helpful to most students while close reading. If students need extra language support, have them listen to the audio, which is linked in the General Notes section.

Activity 2c: Analogy (15-20 minutes)

Have students reread the part in Chapter 3 where Garvey makes Cole eat the parts of a cake. Have student focus on the cake analogy and draw a picture or visual to represent the analogy. Have them discuss how the author used the analogy to reveal the point of view of the characters.

Activity 3: Written Response

Have students individually complete Parts 1 and 2 of **Handout 4.2: Point of View Analysis: Cole vs. Garvey** based on their practice and discussions.

- ✓ Reflect on how well students differentiate between Cole and Garvey's point of view on life by examining the amount and type of evidence they provide.

Activity 4: L.7.1b Practice

Remind students the discussions about how the author in the anchor text uses varying simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. Look at some additional sentences in the recently-read sections of the anchor text or in other texts to discuss how the author continues to do this. If necessary, have students view the Video Clip from LearnZillion "[Revise by Varying Sentence Patterns](#)" again. Have them return to their writing in Activity 3 to revise their writing, being sure to choose varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Check for mastery of standard in their writing. Provide feedback to correct misconceptions and validate understandings.

Reflection and Closing:

Then, have students add to **Handout 1.5: Ideas to Remember for the Performance Task** to record ideas that they have learned from this lesson that will benefit them on their performance task.

Note: Students may need multiple copies of this handout as the unit progresses.

Homework

Continue reading the anchor text as prescribed by the teacher.

Handout 4.1: Cake Analogy Activity and Reflection

Cake: All the individual ingredients such as flour, sugar, eggs make the cake when all mixed together and baked. Without any one of those ingredients, the cake would not be the same.

Life: All the people and events in your life are the ingredients in your life. Some are good and some are bad. Without any one of those ingredients you would be a different person.

What are the ingredients in your cake?

Good Ingredients:

Bad Ingredients:

Reflect on some of the good ingredients - how have they helped make you who you are?

Reflect on some of the bad ingredients - how have they helped make you who you are? You probably wish some of them were never there, but how could those ingredients help you to be a better person? (Use the back of this sheet if you need more space)

Handout 4.2: Point of View Analysis: Cole vs. Garvey

Step 1: Use your highlighted information and discussions to complete the chart.

| Character | Words | Actions | What we know about the character's background |
|------------------|--------------|----------------|--|
| | | | |
| | | | |

Step 2: Draw a conclusion about these characters' points of view about life. On the card, write a response that clearly explains Cole's point of view about life compared to Garvey's point of view about life. Use the evidence you collected in Step 1 to support your response.

Point of View: Garvey and Cole

Handout 4.2: Point of View Analysis: Cole vs. Garvey - Key

| Character | Words | Actions | What we know about the character's background |
|-----------|---|---|--|
| Cole | <p>"All my life I've been dumped on"</p> <p>"I had to beg my parents to come watch me..."</p> <p>**There are many options!</p> | <p>-turned his back on Garvey</p> <p>-mockingly and defiantly ate the ingredients</p> <p>-cried in anger</p> <p>-blamed his parents</p> | <p>-claims his dad abuses him</p> <p>-neglected by parents</p> <p>-parents divorced</p> <p>=in trouble a lot</p> <p>-violent</p> <p>-bully</p> <p>-disrespectful of others</p> |
| Garvey | <p>"A lot of people can say that..."</p> <p>"I know how you're feeling"</p> <p>"I baked it this morning, using the same ingredients on the table"</p> | <p>-came in on his day off</p> <p>-baked a cake</p> <p>-asked Cole about his feelings</p> <p>-made Cole taste the ingredients AND the finished cake</p> | <p>Spends his life helping others like Cole</p> <p>May have had a similar background to Cole, because he says he "does know" what it's like.</p> |

For training or questions regarding this unit,
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