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# EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Grant funded by:



## Lesson 8: The Sparrows

**Focus Standard(s):** W.7.2

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

**Estimated Time:** 2-3 days

**Texts:** *Touching Spirit Bear*, Chapters 9 and 10

**Resources and Materials:**

- Sticky Notes (optional)
- Handout 1.5: Ideas to Remember for the Performance Task
- Handout 8.1: Close Reading Guide for Chapters 9 and 10
- Handout 8.2: Writing Assignment
- Strategies for Close Reading Power Point: [Notice and Note Annotation Guide](#)

**Lesson Target(s):**

- Read a challenging section of the text (Chapters 9 and 10) closely, annotating for specific elements.
- Compare and contrast the sparrows from this section of the text with Cole, using a Venn diagram followed by a structured writing assignment.

**Guiding Question(s):**

- Why does the author repeat the image of the sparrows throughout these two chapters? What can we learn from that?
- In what ways is Cole like the baby sparrows? In what ways is he different? Why is this important?

## Vocabulary

**Academic Vocabulary:** Add to word wall.

- Symbolism

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- 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
<b>In-ConTEXT Vocabulary:</b> 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.	<b>Strategies for Teaching How to Determine Meaning from Context Clues:</b> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an <a href="#">Anchor Chart</a> to model how to use context clues to determine the meaning of words.
<b>Direct Instruction Text Vocabulary:</b> <ul style="list-style-type: none"> <li>• Detonated</li> <li>• Grueling</li> <li>• Haphazard</li> <li>• Squandered</li> <li>• Stupor</li> </ul>	<b>Instructional Strategies for Direct Instruction Text Vocabulary:</b> <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
<b>Symbol</b>	<b>Type of Text and Interpretation of Symbol</b>
	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)
<b>Instructional Plan</b>	
<b>Understanding Lesson Purpose and Student Outcomes:</b> Students practice annotating according to a reading guide then use a Venn Diagram to organize thoughts. Students independently write a compare/contrast piece based on the text.	
<b>Anticipatory Set/Introduction to the Lesson: Close Read (15-20 minutes)</b>	

Describe a scene in which two people (e.g., student and another student, parent and a child, or sibling with sibling) are arguing about a topic. Provide context on the situation, being sure to state facts and remain object. Have students pretend to think through the point of view of one person and describe how that person would explain the situation. Then have them think through the point of view of the other person and explain how that person would explain the conflict.

Have students discuss the following concepts related to this scenario:

- Point of view is the perspective from which the story is presented.
- The point of view of the person telling the events/story (the narrator/speaker) influences how events are presented and affects the information revealed about the characters and events.

### **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.

**Note:** 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 students may struggle with 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 1: Guided Close Reading (30 minutes)**

Distribute **Handout 8.1: Close Reading Guide for Chapters 9 and 10**. Have students perform a close-read of Chapters 9 and 10 of *Touching Spirit Bear* using the prompts from the handout for marking the text.

Guide students in a whole-class discussion about the significance of the sparrows being repeated throughout these chapters along with the other observations derived from the close-reading instructions (such as the possible implications of Cole’s out-of-character behavior).

This guided close-read is based on the principles found in [Notice and Note](#) by Kylene Beers and Robert Propst, in which are found in a Signposts protocol that asks students to look for “Again and Again,” “Tough Questions,” and “Contrasts and Contradictions.” If the class is already familiar with these protocols and uses them regularly, the Close Reading Guide is not necessary, but still can be used.

**Activity 2: Venn Diagram to Compare/Contrast (10 minutes)**

Have students complete a Venn Diagram comparing/contrasting Cole with the sparrows. Move around the room to monitor for understanding and clearing up any misconceptions as needed. This activity is a pre-writing for Activity 3.

✓ Be sure students know the following:

- A narrator, speaker, or character’s point of view influences how events are presented and affects the information revealed about the characters and events.
- A reader should distinguish their own point of view from that of the narrator’s point of view or other characters’ point of view.
- Point of view is the perspective from which the story is presented.
- There are three major types of point of view: first person, second person, and third person.
- Third person point of view consists of three differing forms: third person omniscient, third person limited, and third person objective.

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

- Provide direct teacher support to students who are struggling with expanded comprehension.
- Use small teacher-led groups to complete the first part of the graphic organizer.

**Activity 3: Writing Assignment**

Distribute **Handout 8.2: Writing Assignment**. Tell students to use the Venn Diagram completed in Activity 2 to complete the handout.

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

- Provide sentence starters or stems.
- Provide a model example the expected type of writing. Have students highlight sentence starters or parts of the sentence that they can use in their writing. Have students label the parts of the example and discuss how they can do something similar in their own writing.

**Reflection and Closing:**

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 many need multiple copies of this handout as the unit progresses.

## Homework

Students should have the next two chapters read before the next lesson.

## Handout 8.1: Close Reading Guide for Chapters 9 and 10

Read Chapters 9 and 10 carefully. If you've read them once already, read them again. In your text, look for:

- All of the times the “sparrows” are mentioned. (Underline each reference or mark it on a sticky note if you're not allowed to write in your text.)
  - Times where Cole asks himself a “tough question”—a question that doesn't have an easy or a right answer. (Mark this in your text or on a sticky note with a question mark.)
  - A time where Cole acts in a way that is out of character for how he normally acts. (Place a star beside this in your text or on a sticky note.)
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## Handout 8.2: Writing Assignment

### Analysis of Cole and The Sparrows--Symbolism

Instructions: Use your Venn Diagram to help you explain what the baby sparrows represent and how the author uses this symbol to develop/reveal the theme. Use evidence from the text to support your ideas.

For training or questions regarding this unit,  
please contact:

[exemplarunit@mdek12.org](mailto:exemplarunit@mdek12.org)