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Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 7

Grant funded by:

Lesson 2: Preparing to Read the Anchor Text

Focus Standard(s): RL.7.3, L.7.1b

Additional Standard(s): RL.7.1, RL.7.2, RL.7.6, W.7.1

Estimated Time: 60 minutes

Text(s): *Touching Spirit Bear* by Ben Mikaelson, Chapter 1


Resources and Materials:

- Chart Paper on Anchor Chart
- Computer and video projector to show students video clips for Flashback Mini-Lesson
- Handouts from Lesson 1
- Handout 2.1: Japanese Proverb Analysis
- Handout 2.2: Flashback Guided Notes
- Handout 2.3: Teacher’s Guide for Flashback Anchor Chart
- [Anchor Chart](#)
- [Clip from Harry Potter Flashback](#)
- [LearnZillion video](#)
- [Pixar movie *Up*](#)
- [“Revise by Varying Sentence Patterns”](#)

Lesson Target(s):

- Make predictions before reading as this sets a purpose for reading and activates prior knowledge on the subject matter.
- Ben Mikaelson chose to use a literary device called epigraph, specifically a Japanese Proverb, to preface his novel. Analyze the Japanese proverb and explain how the device impacts the meaning of the text.
- Show understanding of the purpose of a flashback and how understanding flashback as a narrative structure helps increase comprehension of a text.

<p>Guiding Question(s):</p> <ul style="list-style-type: none"> • What is the meaning of the Japanese proverb: “Fall seven times, stand up eight”? Analyze how it will impact the meaning of the text and reveals the author’s point of view and purpose for writing the text. • How does understanding flashback as a narrative structure increase comprehension of a text? 	
<p>Vocabulary</p>	
<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

Understanding Lesson Purpose and Student Outcomes:

Students learn that making predictions before reading is important because it sets a purpose for reading and activates prior knowledge. Analysis of how the author utilized a proverb in the preface to the novel will help students explore author’s purpose and point of view. Students will understand what flashback is and how it is used in text.

Anticipatory Set/Introduction to the Lesson: Japanese Proverb Analysis and Prediction (15-20 minutes)

Tell students that they will complete a quick-write about the Japanese Proverb. Tell students they will keep it in their binder or portfolio (or put it on an interactive notebook).

Explain that author’s, like Ben Mikaelson, have a specific purpose and point of view about a topic when they write. Explain that they choose to include certain details (e.g., word choice, descriptions of characters’ actions and thoughts, dialogue, omission of information, inclusion of certain information, etc.) and specific literary devices purposely to add meaning to a text, achieve their purpose, and develop their point of view. One device they may use is an epigraph. Explain the meaning of an epigraph. Analyze the Japanese proverb as an epigraph and have students determine the meaning of the proverb. Then, have students discuss how the device impacts the meaning of the text, reveals the author’s point of view about the topic/subject, and ultimately advances his purpose.

Distribute **Handout 2.1: Japanese Proverb Analysis** and have students complete the quick write about the discussion. Give students 10 minutes to write.

Explain that knowing the author’s point of view and purpose is important to understanding a text. Explain, however, that just like authors choose to include literary devices to reveal their point of view and achieve their purpose, they also purposely choose to

create characters with different points of view (maybe even different from the author’s point of view). Tell students that they will be analyzing different character’s points of view throughout the unit so it is important to keep the author’s point of view (which may be different than the character’s point of view) in mind.

Activity 1: Flashback Mini-Lesson (15-20 minutes)

Distribute **Handout 2.2: Flashback Guided Notes** and direct students to complete the note during their discussion of the flashbacks. Students may keep this sheet in Interactive Notebooks or in the student’s binder.

Explain to students that flashback is a frequently used narrative structure in *Touching Spirit Bear* and that flashback is when the author breaks from present action of the story to go back to an earlier event. Use this [Flashback](#) article to shape your discussion about the purpose of flashbacks. Show a clip of a movie that has flashback, such as [Clip from Harry Potter](#). Then discuss the why the writer included the flashback. (What was the purpose? What was the impact on the reader?) Discuss different clues that can help the reader detect a flashback (e.g., past tense verbs (sometimes, not always), extra spaces in between paragraphs, references to dates or years, transitions, italics or different font, etc.).

Explain that flashback is usually done in the thoughts of a single character, as we see in the clip from the [Pixar movie Up](#). Show the clip and discuss the effectiveness of the use of flashback. Lead the class in creating an anchor chart for flashback based on the notes sheet. See **Handout 2.3: Teacher’s Guide for Flashback Anchor Chart** to help design the anchor chart.

Activity 2: Read the Anchor Text (15 minutes)

Read Chapter 1 of *Touching Spirit Bear* aloud to the class as students follow along. Tell students to mark the beginning of the flashback in the story by placing a sticky note with “FB” in the novel at the point where the flashback begins. Have students share where they marked the beginning of the flashback. Check for understanding informally or have students turn in their post-it note so it can be checked. Have students discuss how the flashback develops the character and reveals a conflict/problem. Have students write down their ideas in paragraph form.

- ✓ Provide feedback to correct misconceptions and validate correct understandings.

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

- Have students work in pairs or small groups if they need more language support.

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

- Have students work in pairs to write an alternate flashback for the book.

Activity 3: L.7.1b Lesson

Review with students simple, compound, complex, and compound-complex sentences. Provide students with various sentence strips and have them write parts of the sentences on different strips, arranging them in order.

Use the anchor text similar to the way this person uses the text in the [LearnZillion video](#) way to present L.7.1b. Have students write about how the author in the anchor text uses varying simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Have students view [“Revise by Varying Sentence Patterns”](#) and return to their writing in Activity 2 to revise their writing, being sure to revise to include 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:

Have students discuss how the flashback helps the author further reveal his point of view and achieve his purpose (discussed in previous lesson).

Homework

Continue reading the anchor text as prescribed by the teacher.

Handout 2.1: Japanese Proverb Analysis

“Fall seven times, stand up eight.”

--Japanese Proverb

Writing Task:

The above quote is included in the novel *Touching Spirit Bear* by Ben Mikaelson before the first chapter, as kind of an introduction. In your own words, explain **what the quote means** and explain **why Mikaelson chose this particular quote** to include in his novel. (What does it reveal his point of view and purpose?)

Response:

Handout 2.2: Flashback Guided Notes

1. What is a flashback?
2. What is the purpose for a flashback?
3. How is the flashback structured?
4. On the back of this sheet, create a picture summary of the three parts of the flashback you saw in the clip.
5. What was the purpose of the flashback in this film? What impact did it have on the viewer?

Handout 2.3: Teacher's Guide for Flashback Anchor Chart

Flashback

1. What is a flashback? Flashback is a technique that authors use to take the reader back to a time that has already happened.
2. What is the purpose for a flashback? Authors use flashback to give background on a character, provide insight into a character's motivation, and offer clues about the plot.
3. How is the flashback structured? Flashback usually starts in the present, flashes to the past, and then returns to the present.
4. On the back of this sheet, create a picture summary of the three parts of the flashback you saw in the clip.

Students will create a picture that shows Harry and Hagrid speaking at a table.

Students will create a picture that shows the scene Hagrid describes to Harry in the flashback (with Voldemort).

Students will create a picture that shows Harry and Hagrid back at the table...expressions on the characters may change to acknowledge the new information Harry has received.

5. What was the purpose of the flashback in this film? What impact did it have on the viewer? It provides information on Voldemort, Harry, and his parents' deaths. It helps the viewer understand more about why Harry is famous. It offers clues about possible future conflict between Harry and Voldemort.

For training or questions regarding this unit,
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