

Lesson Plan: Day 1 (Pages 1-35)

By Annette Digirolamo
for

Where The Steps Were

By Andrea Cheng

Large group:

- A. Discuss the meaning of the following words: perfect, instant, single, free, laboratory, scientist, and monitor. Play the matching game for reinforcement.

Large group discussion:

- A. Round the number of pages in the book (143) to the nearest ten.
- B. Discuss how many days are in a school week.
- C. Discuss the calculations needed to determine how many pages must be read per day, if 35 pages are read the first day.
- D. Discuss ways to calculate the number of groups needed to divide the 24 students in the classroom into groups so that each group has a reader for one of the 5 characters.

Small groups of five students:

- A. Assign each student a character in the story. (There will be several students who are reading the same part.)

Kayla: _____, _____, _____, _____

Dawn: _____, _____, _____, _____

Anthony: _____, _____, _____, _____

Jonathan: _____, _____, _____, _____

Carmen: _____, _____, _____, _____

- B. Read to page 35 as a whole class reader's theater production.
- C. Have the students in each group select one of the following:
 1. Person to write questions about what was read.
 2. Person to sequence four events in the story.
 3. Person to write down interesting words.
 4. Person to make text to text connections.
 5. Person to make text to self connections.

These "jobs" will rotate throughout the week so that each student will experience each "job" Each child's work will be shared and discussed with the other members of their group

Large group:

- A. Have the students choral read the Langston Hughes "Dream" Poem.
- B. Pick three students to read the poem aloud
- C. Review the dream poems written by the students in Where the Steps Were.
- D. Discuss the writing assignment of writing a dream.
- E. Complete the personal word wall, by asking students for words they need to have spelled.
- F. Have the students write their own dream poems.

Lesson Plan: Day 2 (pages 36-58)

By Annette Digirolamo
for

Where The Steps Were

By Andrea Cheng

Large group:

- A. Discuss the meaning of the following words: barrow, barren, Rosa Parks, Abraham Lincoln, Harriet Tubman, Martin Luther King, slave, seamstress. Play the matching game for reinforcement.

Small groups of five students:

- A. Assign each student a character in the story. (There will be several students who are reading the same part.)

Kayla: _____, _____, _____, _____

Dawn: _____, _____, _____, _____

Anthony: _____, _____, _____, _____

Jonathan: _____, _____, _____, _____

Carmen: _____, _____, _____, _____

- B. Read to page 58 as a whole class reader's theater production.

- C. Have the students in each group select one of the following:

1. Person to write questions about what was read.
2. Person to sequence four events in the story.
3. Person to write down interesting words.
4. Person to make text to text connections.
5. Person to make text to self connections.

These "jobs" will rotate throughout the week so that each student will experience each "job" Each child's work will be shared and discussed with the other members of their group

Large group:

- A. Discuss the amount of money in the can. If there was 16 cents on day one, and Mr. O'leary put in \$5.00 the day of the play, how much was added to the jar to make \$16.35?
- B. Make \$16.35 with the least number of coins.
- C. Choral read the Eloise Greenfield poem, "Harriet Tubman".
- D. Pick three readers to read the poem alone.
- E. Have the students read and discuss the worksheet with various meanings of the line Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither.
- E. Discuss who else in the story "didn't take no stuff" (Kayla wouldn't let Simon talk about her brother.)
- F. Discuss the writing assignment of describing a time that they or someone they know "didn't take no stuff."

Large and small group.

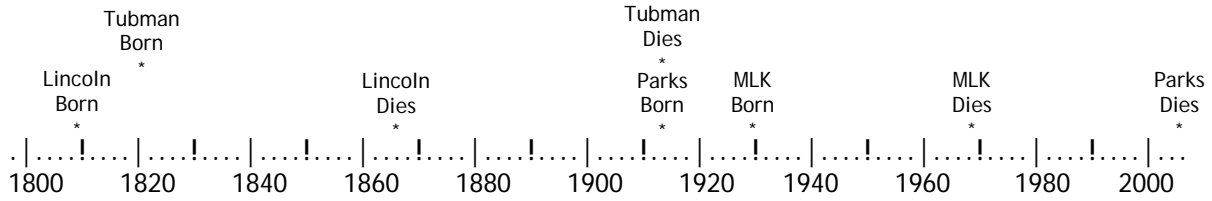
A. Discuss the concept of a making a time line. Order the birth dates of Rosa Parks, Abraham Lincoln, Harriet Tubman, and MLK.

Harriet Tubman 1820-1913 Abraham Lincoln 1809-1865 Rosa Parks 1913-2005 MLK 1929-1968

B. Have the students look at the timeline on the wall and add a date to their time line.

C. How old was each person when he/she died?

Harriet Tubman 1820-1913 Abraham Lincoln 1809-1865 Rosa Parks 1913-2005 MLK 1929-1968



Lesson Plan: Day 3 (pages 63-90)

By Annette Digirolamo
for

Where The Steps Were

By Andrea Cheng

Large group:

- A. Discuss the meaning of the following words: buckeye, China, Mozambique, wool, deposit, dim, dedicate, fable, suggestions. Play the matching game for reinforcement.

Small groups of five students:

- A. Assign each student a character in the story. (There will be several students who are reading the same part.)

Kayla: _____, _____, _____, _____

Dawn: _____, _____, _____, _____

Anthony: _____, _____, _____, _____

Jonathan: _____, _____, _____, _____

Carmen: _____, _____, _____, _____

- B. Read to page 35 as a whole class reader's theater production.

- C. Have the students in each group select one of the following:

1. Person to write questions about what was read.
2. Person to write a summary of what was read.
3. Person to write down interesting words.
4. Person to make text to text connections.
5. Person to make text to self connections.

These "jobs" will rotate throughout the week so that each student will experience each "job" Each child's work will be shared and discussed with the other members of their group.

Large group

- A. There is now \$17.95 in the can. How much was added to the can?
- B. Make \$17.95 with the least amount of coins.
- C. Choral read "The Tortoise and the Hare".
- D. Discuss worksheet of lessons learned in fables: The Ant and the Grasshopper, The Lion and the Mouse, The Boy Who Cried Wolf,
- E. Read the fable the Wind and the Sun
- F. Discuss the writing assignment for the students to write a fable of their own.
- G. Make a personalized word wall of the words that need to be spelled.
- H. Have the students begin writing.

Lesson Plan: Day 4 (Pages 91-113)

By Annette Digirolamo
for

Where The Steps Were

By Andrea Cheng

Large group:

- A. Discuss the meaning of the following words: opera, leotard, slogan, memorized, deposit, Civil War, Jim Crow, patient, hunched. Play the matching game for reinforcement.

Small groups of five students:

- A. Assign each student a character in the story. (There will be several students who are reading the same part.)

Kayla: _____, _____, _____, _____

Dawn: _____, _____, _____, _____

Anthony: _____, _____, _____, _____

Jonathan: _____, _____, _____, _____

Carmen: _____, _____, _____, _____

- B. Read to page 90 as a whole class reader's theater production.

- C. Have the students in each group select one of the following:

1. Person to write questions about what was read.
2. Person to sequence four events in the story.
3. Person to write down interesting words.
4. Person to make text to text connections.
5. Person to make text to self connections.

These "jobs" will rotate throughout the week so that each student will experience each "job" Each child's work will be shared and discussed with the other members of their group.

Large group:

- A. Discuss the buckeye leaves. If there were 3 buds, how many buckeye leaves would there be? Write a number sentence in several different ways. Write your own problem using the concept of 25 leaves on each bud.
- B. If there were 36 buckeyes to be shared with 5 people and everyone got the same number of buckeyes, how many buckeyes would each person get? Write your own problem where buckeyes have to be shared.
- C. Are buckeye leaves symmetrical? Draw a shape or letter that has symmetry two ways.
- D. Have the students choral read the poem "The Merry Go Round"
- E. Discuss what made the narrator in the story brave.
- F. What made Harriet Tubman brave?
- G. What made Rosa Parks brave?
- H. Summarize what makes these people brave, and then write about what makes you brave.

Lesson Plan: Day 5 (pages 114-143)

By Annette Digirolamo
for

Where The Steps Were

By Andrea Cheng

Large group:

- A. Discuss the meaning of the following words: review words that have been covered so far. Play the matching game for reinforcement.

Small groups of five students:

- A. Assign each student a character in the story. (There will be several students who are reading the same part.)

Kayla: _____, _____, _____, _____

Dawn: _____, _____, _____, _____

Anthony: _____, _____, _____, _____

Jonathan: _____, _____, _____, _____

Carmen: _____, _____, _____, _____

- B. Read to page 58 as a whole class reader's theater production.

- C. Have the students in each group select one of the following:

1. Person to write questions about what was read.
2. Person to write a sequence four events in the story.
3. Person to write down interesting words.
4. Person to make text to text connections.
5. Person to make text to self connections.

These "jobs" will rotate throughout the week so that each student will experience each "job" Each child's work will be shared and discussed with the other members of their group.

Large group:

- A. Discuss the meaning of free verse.
- B. Write a free verse poem called school.
- C. Discuss the celebration of the finale of Where the Steps Were.
 1. The video will be shown. (fluency. presentation)
 2. There will be a station making stone soup. (Fractions work)
 3. There will be a station making a time line of their life. (math, history)
 4. There will be a station that is making things out of buckeyes. (number sense)
 5. There will be a station that uses vocabulary words in game form.
 6. There will be a station of books about African American history.
 7. There will be a station for students to copy the poem of choice.