

Kristen Sadaly

Grade 5

### Shades of Gray by: Carolyn Reeder

\*165 pages; 16 chapters

#### PA Standards

- ✓ **1.1.5.A:** Identify the author's purpose and type, using grade level text.
- ✓ **1.1.5.D:** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- ✓ **1.2.5.A:** Evaluate text organization and content to determine author's purpose and effectiveness.
- ✓ **1.2.5.C:** Distinguish between essential and nonessential information, within and across a variety of text, identifying stereotypes and exaggeration (bias) where present.
- ✓ **1.3.5.A:** Read, understand, and respond to works from various genres (**historical fiction**).
- ✓ **1.3.5.C:** Compare the use of literary elements within and among texts including characters, setting, plot, theme, and point of view.
- ✓ **1.3.5.D:** Describe how the author uses literary devices to convey meaning (e.g., personification, alliteration, simile, symbolism, metaphor).
- ✓ **1.6.5.A:** Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions..

#### Overall Objectives

\*Students will be able to:

- Use background knowledge of the Civil War to support their understanding of the historical fiction novel.
- Use context clues as well as other resources (dictionaries and thesauruses) to determine the meaning of new vocabulary.

- Use literature circle roles to conduct student-led discussions.
- Make logical predictions based on information provided by the author.
- Make logical inferences about the thoughts and actions of main characters based on information provided by the author.
- Visualize key events while reading based on the descriptive language used by the author.
- Make connections to the text that will support a deeper understanding of the author's message.
- Summarize the text by determining the most important information.

### Procedure/Resources

#### Day 1: Monday April 26, 2010

-60 minutes-

- (1) 1:00-1:10: Gather entire class on the carpet with their reading journals. Explain that everyone is going to read our next reading book, "Shades of Gray." Explain that the title of this book is a common saying, or idiom (give other examples of idioms if students need more clarification—it's raining cats and dogs or feeling under the weather). Ask students to share times that they have heard the expression shades of gray, what did it mean in those situations? Lead students to the understanding that this expression is used when there is not a clear right or wrong choice to be made. People also may say that a decision is not black and white.
- (2) 1:10-1:30: We often think of the Civil War being about slavery—which we consider a black and white issue, not only because of the skin color of the human beings involved, but also because the majority of us believe that slavery is undeniably wrong. However, using the title of the story as a clue, ask students to think about how there could be "shades of gray" when it comes to the issue of slavery. Explain that this story has multiple perspectives or multiple points of view. Ask students to make predictions about what two main viewpoints will be given in this story, which takes place after the Civil War. One a piece of chart paper write "Slavery" at the top, then make two columns—

one for the Union (antislavery) and one for the Confederacy (pro slavery). As a class we will brainstorm reasons that support *both* sides. Students should record this chart in their reading journals.

- (3) 1:30-1:45: Read Chapter One aloud. As students listen to the chapter we will record what we think is important information so that we can summarize the chapter together after hearing it.
- (4) 1:45-1:55: Summarize Chapter One as a class. Discuss how Reeder has written the first chapter so that as an audience we are captivated and want to read more to learn about the characters we have just met.
- (5) 1:55-2: Close the lesson by asking students the question, why do you think Reeder titled her book "Shades of Gray?" Students should record at least 3 sentences in their reading journals in response to this question.

## Day 2: Tuesday April 27, 2010

-55 minutes-

- (1) 12:05-12:30: Groups will use this time to create group names. Since the whole class is reading the same book, I would like a way to give directions to one group in particular. These groups will not be competing in any way—this is solely a way for the group members to feel united as a reading group and as a way for me to identify them. Once the group has established a name they can work together to write five good questions they want to be able to answer by the time they finish this book.

- (2) 12:30-1: Students will use this 30 minutes to learn about the 4 new roles that students will eventually have during our discussion group times. Each student will receive a card with the responsibilities of each role. After students read each role description they will complete a worksheet to practice each role. These worksheets will be collected in order for me to assess which skills students need the most practice on.

Reading Discussion Group Roles:

- Discussion Director
- Word Wizard
- Literary Luminary
- Connector
- Reporter

\*Appendix A: Literature Circle Roles (Practice Worksheet)

Day 3: Wednesday April 28, 2010

-60 minutes-

**GROUP 1—**

Christian  
Julie  
Katie  
Hannah  
Brynn  
Shelby  
Megan  
William  
Adam  
Taylor

- (1) 12:20-12:50 Meet on the carpet. Review the summary of Chapter One we wrote yesterday. Ask students to share what they think of the book so far. Explain that as we meet with this group to discuss this book for the next 3 weeks we will be making predictions, looking at vocabulary, asking questions, and summarizing main ideas. For now we will do these tasks together, but eventually each

student will have one main job to complete for the group. But today everyone is going to work as a Word Wizard. This means they will define the list of words below using a dictionary. Then they will find three synonyms (that they know) for that word using a thesaurus. To verify the meaning of the word they will then substitute (known word) with the unknown word in the text. The sentence should be re-written in their reading journals with the new, known word underlined.

Vocabulary:

- traitor (pg. 1)
- monotonous (pg. 1)
- florid (pg. 1)
- scarce (pg. 1)
- cavalry (pg. 5)
- desolation (pg. 7)
- adversary (pg. 12)

(2) 12:50-1:20: Students will work independently to as Word Wizards.

**GROUP 2—**

Casey  
Adele  
Hayden  
Ayush  
Peyton  
Nate  
Ali

(1) 12:20-12:50 Students will use the dictionary on the laptops to work as Word Wizards for the following vocabulary words.

Vocabulary:

- traitor (pg. 1)
- monotonous (pg. 1)
- florid (pg. 1)
- scarce (pg. 1)

- cavalry (pg. 5)
- desolation (pg. 7)
- adversary (pg. 12)

(3) At 12:50 this group will meet with me on the carpet to review their vocabulary and discuss Chapter One.

\*Homework (Both groups)—Read Chapter Two and be ready to share your 3 "Discussion Director" questions.

### Day 4: Thursday April 29, 2010

\*Shortened Reading Period

1. Meet with Group 1 (the "Rockin' Readers") and have each student ask one of their questions from Chapter Two. For the next 15 minutes students will re-read Chapter Two with a partner.

\*During this time Group 2 (the P.I.G.S.) should be continuing to work on their Word Wizard task from yesterday.

2. Meet with the P.I.G.S. and discuss Chapter Two. Each student should share one of the questions from the previous night's homework assignment.

\*Homework (Both groups): Re-read Chapter Two and write a predictive paragraph that answers one of your Chapter Two questions.

**\*NO READING FRIDAY APRIL 30<sup>th</sup>\***

### Day 5: Monday May 3, 2010

#### Rockin' Readers

1. 1-1:15--Students will complete a ten-question worksheet so that I am able to determine if they have a solid understanding of key events that occurred in Chapters One and Two.

2. 1:15-1:35—Students will meet with me as a group to review their answers on the worksheet.
3. 1:35-1:55—Students will read Chapter Three with a partner. Each pair will be working as Reporters, so they should take notes on any important events as they read in their reading journals. They should pay particular attention to new characters we will be introduced to in this chapter.

### P.I.G.S.

1. 1-1:15--Students will complete a ten-question worksheet so that I am able to determine if they have a solid understanding of key events that occurred in Chapters One and Two.
2. 1:15-1:35--Students will begin reading Chapter Three and working as Reporters. This means that each student should take notes as they read about important information they encounter. They should pay attention to the new characters we will meet in this chapter.
3. 1:35-1:55—Students will meet with me and discuss what they have discovered so far in Chapter Three. Have they met the new characters (Hank, Patrick, and Amos) yet? What are their first impressions of them? Do they think they will be significant? What makes them think that they either will or will not?

\*Homework (Both groups): Finish Chapter Three and read Chapter Four. Students should continue working as Reporters, which means they should take notes as they read. Then students will write a paragraph (5 sentence) summary for EACH chapter.

### Day 6: Tuesday May 4, 2010

#### Rockin' Readers and P.I.G.S.

1. 12:10-12:20: Students will share their summaries with a partner. After each partner shares, each student should give one compliment

and ask one question to their partner in regards to their partner's summary.

\*Example compliment—It was smart to include Hank, Patrick, and Amos. I thought meeting them in Chapter Three was important too.

\*Example question—Do you think that Hank, Patrick, and Amos are going to cause trouble later on in the story? What do you think they will do?

2. 12:20-12:45: On laptops, students will use the chat application on SCoodle to discuss what they think it means to be a coward.

\*Remind students that I will be reading this chat and can see each student's remarks. The conversation should be focused and school appropriate.

3. 12:45-1: After having the chance to chat with their group members about this topic, students will complete the following sentence in a forum posted on SCoodle—A coward is someone who...

4. 1-1:15: Students will return laptops and begin reading Chapter Five.

\*Homework (Both groups): Students will finish reading Chapter Five and read Chapter Six. While reading these chapters students will work as Literature Luminaries.

## Day 7: Wednesday May 5, 2010

### Rockin' Readers

1. 12:10-12:35—Meet--Discuss Chapters Five and Six. Students should share the phrase/passage they selected from the chapters. As a group we will discuss why these particular phrases or passages stood out to us. What makes them so strong? Is it the information they present or the language that Carolyn Reeder used to convey her ideas?

During this time I will also introduce some of the more difficult vocabulary that appears in Chapter Seven. I will write each word on an index card and model what I would do as a Word Wizard.

### Vocabulary

desperation (61)

boastful (62)

embossed (62)

vanquished foe (62)

seceded (69)

2. 12:35-1:05—Students will read Chapter Seven with a partner. When they see one of the words we discussed they should stop and discuss what it means and replace it with a synonym that they know to gain a better understanding.

### P.I.G.S.

1. 12:10-12:35—Students will read Chapter Seven as Connectors. I will give each student a post-it note to write their connection on and to mark the spot in the book where the connection was made. This connection could be to self, to another text, or to the world. All connections should support their understanding.
2. 12:35-12:55—Students will meet with me to share their Literature Luminary passages from Chapters Five/Six. As a group we will discuss why these particular phrases or passages stood out to us. What makes them so strong? Is it the information they present or the language that Carolyn Reeder used to convey her ideas?

During this time we will also discuss any connections that students have made so far in Chapter Seven.

12:05-1:05—Students will continue reading Chapter Seven.

\*Homework: Rockin' Readers—replace the following terms with familiar synonyms while re-reading Chapter Seven (desperation, embossed, seceded, vanquished foe, boastful).

P.I.G.S.—write a poem about one of the connections you made while reading Chapter Seven.

## Day 8: Thursday May 6, 2010

### Rockin' Readers

1. 1-1:30: Meet—Discuss Chapter Seven. Why didn't Will want to say that Charlie was his brother? Re-read page 64 together and talk about why it was a big deal to Will that Hank's brother Tom traded with a Yankee. Who is "Johnny Reb "(page 66)?

--Discuss sentences that contain the selected vocabulary terms in Chapters Eight and Nine (see below).

--Provide students with student-friendly definitions.

\*insolently (71)

\*dismay (77)

\*succulent (78)

\*reverie (78)

2. 1:30-2: Vocabulary Activity: Allow each student to select one vocabulary term from Chapters Eight/Nine (see above). Each student should draw a picture that depicts the meaning of that word. Provide students with the example of my picture of a girl daydreaming—ask students to explain which word the picture represents.

### P.I.G.S.

1. 1-1:30: Vocabulary Activity: Distribute a list of student-friendly definitions for Chapter Eight/Nine vocabulary. Instruct students to select one of the terms and write about a situation where the use of that word would be appropriate. For example, students could write about eating a succulent cheeseburger at a summer barbeque.

2. 1:30-2: Meet—Students will share their poems about the connection they made in Chapter Seven. Discuss their connections and how making connections helps them to better understand our characters.

\*Homework-Rockin' Readers-Finish reading Chapters Eight/Nine—Select 5 important events that happen in Chapters Eight/Nine.

\*Homework-PIGS-Chapters Eight/Nine—Select one *crucial* event that happens in these two chapters—if this event were absent it would change the entire story.

## Day 9: Friday May 7, 2010

### Rockin' Readers

1. 1-1:25—Students will meet with me and discuss the important events in Chapters Eight/Nine. Then, each student will have an opportunity to share his/her vocabulary images. Students will explain why they think the author chose to use each particular term.
2. 1:25-1:55—Students will read Chapter Ten with a partner.

### P.I.G.S.

1. 1-1:25—Students will have a choice between reading Chapter Ten alone or with a partner.
2. 1:25-1:55—Students will meet with me and discuss Chapters Eight/Nine. Each student will have an opportunity to share which event they felt was *crucial* to the plot of our story. Prompt students to explain their thinking and link their thinking with the thinking of their classmates.

\*Homework (Both groups): Re-read/Read Chapter Ten and complete your role. This is the first time that different member of the group will be completing different tasks so that when we all come together next time each person will share what they found out while reading Chapter Ten.

### Rockin' Reader Roles

Christian—Discussion Director

Katie—Discussion Director

Julie—Literature Luminary

Brynn—Literature Luminary

Shelby—Word Wizard

William—Word Wizard

Megan--Connector

Adam--Connector

Taylor--Reporter

Hannah—Reporter

### P.I.G.S. Roles

Casey—Discussion Director

Adele—Literature Luminary

Hayden--Connector

Ayush—Word Wizard

Peyton—Word Wizard

Nate—Discussion Director

Ali—Reporter

### Closure/Review/Assessment:

- ❖ For the remainder of the novel each student will be assigned a different literature circle role. As students become familiar with the literature circle discussions, they will become more accountable for conducting the discussions independently. I will remain a part of the group, but will gradually decrease the amount of scaffolding used to support and facilitate the discussion. Students will be assessed on their understanding based on the completion of their literature circle role as well as on their participation in the discussion.

Appendix A: Literature Circle Roles (Practice Worksheet)

Name:

Practice with Reading Group Roles

\*Read the responsibilities of the DISCUSSION DIRECTOR.

Write down 3 "thick" questions you have about what you read.

\*Hint: Start with how or why!

- 1.
- 2.
- 3.

\*Reading the responsibilities of the WORD WIZARD.

Select ONE word that is unfamiliar to you in the passage above.

- Unfamiliar word:
- Definition:
- 3 Familiar Synonyms:

Now rewrite the sentence that contains the unfamiliar word, but replace the unknown word with the most appropriate synonym. Remember to underline the synonym.

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\*Read the responsibilities for the LITERATURE LUMINARY.

\*What is a *luminary*?

Select your favorite sentence, phrase, or word in the passage above. Write 3 complete sentences explaining why it stuck out to you. On the back of this page draw the image that this word or phrase helped you to visualize.

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\*Read the responsibilities of the CONNECTOR.

Circle what kind of connection you were able to make with this text:

- Text-to-Self
- Text-to-Text
- Text-to-World

What did this reading remind you of?

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\*Read the responsibilities of the REPORTER.

If you had to tell a friend what you read about today—what are the 3 most important things you would tell them without skipping any important information?

1.

2.

3.

\*Which role do you feel is the easiest for you?

\*Which role do you feel is the most challenging for you?

\*Which role do you feel is the most fun?