**Charleston Catholic High School**

**Teacher: Ms. Dorsey Subject: 7th Grade English Total Time: 6-7 weeks**

**Essential Questions:**

What is the difference between first person, third person limited, and third person omniscient? How does the point of view a story is told from impact our understanding of the events? How might a story change if told from a different point of view? What is theme? How can we determine the theme of a story? What is the difference between a theme and a topic? How is a theme developed over the course of a text? What is a motif? How does a motif aid in our understanding of a story? What is an identity? How do we form our identities? What is a deus ex machina? How does *Counting by 7s* employ a deus ex machina?

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| **Standards**  ELA.7.W.C10.1  ELA.7.SL.C13.1  ELA.7.SL.C13.3  ELA.7.L.C15.1 | **Lesson Title**  Introduction | **Skills and Activities**  -Have students respond to the following four quotes from the book using a chalk-talk variation:   * “It said I was ‘highly gifted.’ Are people ‘lowly gifted’? Or ‘medium gifted’? Or just ‘gifted’?”, * “It’s possible that all labels are curses. Unless they are on cleaning products.”, * “...it’s not really a great idea to see people as one thing.”, * “Every person has lots of ingredients to make them into what is always a one-of-a-kind creation.”   -Write each of the quotes on a separate, large sheet of paper and place each paper in a different location in the room. Have students move between each poster to respond to each quote. After all students have responded to each quote, have them rotate around the room again to read and respond to other people’s responses to the quote. Stress that it should be quiet while this is happening—the point in to talk on the paper, not out loud.  -Divide the students into four groups and give one poster to each group. Ask them to identify a few responses that they think are particularly meaningful or well-thought out to share with the class. | **Assessments**  Participation in class discussion, responses on posters | **Resources**  Large posters, markers | **Time**  1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Book Introduction and Reading | -Introduce the book and discuss the author.  -Students will read chapters 1-2 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  - Discuss the meaning of the quote for Willow Chance at the beginning of chapter 1. Ask students: What does the quote mean and how do you think that meaning will apply to Willow’s character?  -Discuss what a motif is. Ask students to try to think of something that has shown up over and over again in the first two chapters. Lead students toward discovering the motif of the number seven.  -Ask students to create a list of ways the number seven is present in the first two chapters with their pods. | Participation in class discussions, list of the usage of the motif | *Counting by 7s*, notes on motifs | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Identity and Reading | -Students will discuss the idea of identity. What is an identity? What makes up a person’s identity? What makes you, *you*?  -Direct students to think about one of the quotes from the chalk-talk: “...it’s not really a great idea to see people as one thing.” Have students come up with a list of seven things that make up their identity.    --Students will read chapter 3 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions. | Participation in class discussions, identity list | *Counting by 7s* | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C2.3  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Reading | - Students will read chapters 4-7 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  -Discuss the meaning of the quote for Dell Duke at the beginning of chapter 5. Ask students: What does the quote mean and how do you think that meaning will apply to Dell’s character? | Participation in class discussion, | *Counting by 7s* | 2 days |
| ELA.7.SL.C13.1  ELA.7.R.C2.3 | Dell Duke’s System of the Strange | -In groups, students will attempt to decide on four groups to categorize middle school students (i.e. athletes, loners, smart kids, etc.). Stress that they may only have four groups and that those groups must encapsulate *all* middle school students. There should be no cross over between groups. Each category should be separate and distinct, just like Dell’s system.  -After deciding on their four groups, students will determine a list of characteristics that define that group (again, just like Dell did).  -When all groups have created their list of characteristics discuss the process. Ask student whether or not it was easy to invent categories that had to be separate and distinct. Guide students to the understanding that people are not just one thing: you can be smart and an athlete; you can be a talented pianist and an avid sports fan.  -Discuss why Dell doesn’t understand this concept and why he needs his grouping system. | System of the Strange list, participation in class discussions | *Counting by 7s* | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Reading | - Students will read chapters 8-16 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  - Discuss the meaning of the quote for Mai and Quang-ha at the beginning of chapter 9. Ask students: What does the quote mean and how do you think that meaning will apply to Mai and Quang-ha’s characters?  - Discuss the meaning of the quote for Jairo at the beginning of chapter 13. Ask students: What does the quote mean and how do you think that meaning will apply to Jairo’s character?  - Discuss the meaning of the quote for Roberta and Jimmy Chance at the beginning of chapter 15. Ask students: What does the quote mean and how do you think that meaning will apply to Roberta and Jimmy’s characters?  -Students will start to keep track of characterization of the main characters: Willow, Mai, Quang-ha, Dell, and Pattie. These charts will be updated throughout the novel. | Participation in class discussions, characterization chart | *Counting by 7s* | 4 days |
| ELA.7.R.C1.1  ELA.7.R.C1.3  ELA.7.R.C2.3  ELA.7.W.C10.1  ELA.7.W.C12.1 | \*record scratch\*  \*freeze frame\*  Yup, that’s me. You may be wondering how I got in this situation. | -Discuss with students the value of flashbacks in literature. Ask students to determine why they think the author would start the story in one place, flashback, and then resume the story. Discuss how the flashback hooks the reader and builds suspense, while also allowing for the introduction of more characterization.  - Students will read chapter 17 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  -Students will choose one of the main characters from the chapter (Willow, Dell, Mai, or Quang-ha) to create a \*record scratch\* \*freeze frame\* meme for. Students will draw a meme of that character in the appropriate setting based on his/her actions in the chapter and the character should be displaying accurate emotions based on his/her feelings in the chapter.  -Once their meme is complete, students will write a paragraph summarizing how their character got in that situation. | Participation in class discussions, meme, paragraph summary | *Counting by 7s*, \*record scratch\* \*freeze frame\* meme examples | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Reading | - Students will read chapters 18-32 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  - Discuss the meaning of the quote for Pattie at the beginning of chapter 19. Ask students: What does the quote mean and how do you think that meaning will apply to Pattie’s character?  -Students will continue to keep track of characterization of the main characters: Willow, Mai, Quang-ha, Dell, and Pattie. | Participation in class discussions, character chart | *Counting by 7s* | 6 days |
| ELA.7.R.C1.1  ELA.7.R.C1.3 | Setting and Text Support | -Using chapter 32 as a guide, students will draw the setting of Dell’s apartment before Pattie cleaned it. Students will focus on the living room, kitchen, and Dell’s bedroom.  -Students will find quotes from the text that support the details in their depiction and write them on the paper. Stress to students that they should be using the text as a guide and to support their ideas. | Setting depiction | *Counting by 7s*, paper, markers/colored pencils | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Reading | - Students will read chapters 33-46 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  -Students will continue to keep track of characterization of the main characters: Willow, Mai, Quang-ha, Dell, and Pattie. | Participation in class discussion, character charts | *Counting by 7s* | 5 days |
| ELA.7.R.C1.1  ELA.7.R.C2.1  ELA.7.R.C2.2  ELA.7.W.C10.1  ELA.7.W.C12.1 | Texts within a text | -After reading chapter 46, have students go back and reread the excerpt of “The Descent” by William Carlos Williams.  -Discuss briefly Williams’ style of poetry and how he often made his poems resemble something based on how he would organize and space the words. Have students look at the excerpt of the poem in their books and guess what this poem looks like (stairs). Guide students to consider the name of the poem if they are having trouble.  - In partners, have students work to determine what they think the poem means. After students have decided on a meaning, have them write a paragraph explaining how this poem defines, shapes, or otherwise adds meaning to the story. | Participation in class discussions, explanation of the poem’s meaning, paragraph on the poems addition to the story | *Counting by 7s* | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Reading | - Students will read chapters 47-57 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  -Students will continue to keep track of characterization of the main characters: Willow, Mai, Quang-ha, Dell, and Pattie. | Participation in class discussions, character chart | *Counting by 7s* | 4 days |
| ELA.7.R.C1.2 | Topics and Theme | -Students will determine at least three topics that are present in the text. They will then write a theme statement for each topic they have identified (“The author believes that…”).  -Students will then meet with a partner to evaluate their themes. Remind students that themes should be universal, not text specific, and that their themes should not just be clichés. | Topic and theme identification | *Counting by 7s* | 1 day |
| ELA.7.R.C1.1 ELA.7.R.C1.2  ELA.7.R.C1.3  ELA.7.R.C2.1  ELA.7.R.C4.1  ELA.7.SL.C13.1  ELA.8.R.C1.1  ELA.8.R.C1.2 | Reading | - Students will read chapters 58-61 of *Counting by 7s* by Holly Goldberg-Sloan. As the students read they will discuss the characters that are introduced as well as the continued development of the plot of the text in whole-class and small group discussions.  -Students will continue to keep track of characterization of the main characters: Willow, Mai, Quang-ha, Dell, and Pattie. | Participation in class discussions, character chart | *Counting by 7s* | 2 days |
| ELA.7.R.C1.1  ELA.7.W.C10.1  ELA.7.W.C12.1  ELA.7.SL.C13.1 | Deus ex Machina | -After finishing the book, students will engage in a discussion about their feelings about the book. What did they like? What did they dislike? How did they feel about it overall? If they could change anything, would they? Most likely students will say that they didn’t like the ending. If they don’t, guide students toward that answer.  -Explain to students that the book employs a plot device known as deus ex machina (“god from the machine”). Students will then take notes on deus ex machina.  -Discuss as a class how the text uses deus ex machina (Pattie’s money, ignoring the red tape, adoption procedures, etc.). Then have students write a paragraph explain how they would end the story in a way that avoids using a deus ex machina. | Participation in class discussions, new ending paragraph | *Counting by 7s*, notes on deus ex machina | 1 day |
| ELA.7.R.C1.1  ELA.7.R.C1.2  ELA.7.W.C11.3  ELA.7.SL.C13.1  ELA.7.SL.C14.1 | Final Assessment: Socratic Seminar | - Students will analyze the text and develop and answer convergent, divergent, and evaluative discussion questions for a Socratic Seminar/Fishbowl on *Counting by 7s*. | Participation in the seminar, preparing questions for the seminar, Fishbowl observation, reflection on group discussion and individual performance | Teacher created question preparation and observation handouts, *Counting by 7s* | 2 days |
| ELA.7.SL.C14.2  ELA.7.L.C15.1  ELA.7.L.C15.2  ELA.7.W.C12.1  ELA.7.W.C11.3  ELA.7.W.C10.1  ELA.7.R.C1.1 | Final Assessment: Character Analysis Mask | - Students will create a character identity mask for a chosen character (Willow, Dell, Pattie, Mai, or Quang-ha). Students will create a list of words that describe that character. Students will consider how that character views him/herself as well as how others view that character. Students will create a paper-mâché mask and cover it with words that describe their chosen character.  -Students will then choose ten words from the mask and write an explanation for how each of the chosen words describes their character. Students should reference the text in their explanations. | Character identity mask and write-up | Paint, markers, newspapers, liquid starch, balloons, scissors, glue | 4 days |

**Formative Assessments:**

 Class discussions, class notes, chalk-talk, character chart, System of the Strange list, meme and paragraph summary, setting depiction, poem explanation, theme identification, new ending paragraph

**Summative Assessments:**

Socratic Seminar, Character Identity Mask Project

**Nonfiction Selections:**

NA

**Fiction Selections:**

*Counting by 7s* by Holly Goldberg-Sloan

**Essential Unit Vocabulary:**

 motif, deus ex machina, vocabulary relevant to the story

**Instructional Resources:**

*Counting by 7s*, Smart board,

**Cross Curricular:**

*Foreign Language:* Explore the Vietnamese language. Learn how to say common phrases and the phrases that are in the book.

*Visual Arts:* Creation of character identity masks (assessment).

**Hyperlinks**:

NA