Crash by Jerry Spinelli

Content Area: **English Language Arts**
Course(s):
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Unit Overview

The students read <u>Crash</u> by Jerry Spinelli for their summer reading. When they came into the Fall school year, the students were greeted with a Gallery Walk in the hallways of the Middle School. Different subject areas did a lesson based on the book. For example in Social Studies, the students completed a PowerPoint based on Quakerism. English Language Arts focused on character analysis, open-ended response using the GRACE method, and summarizing main idea.

Essential Questions

How will daily reading improve my vocabulary and writing?

What do good readers do, especially when they don't comprehend a text?

How do author's create characters?

How do we approach writing?

How does the purpose influence the format of my writing?

What is the importance of sharing?

What are the essential components of a constructed response?

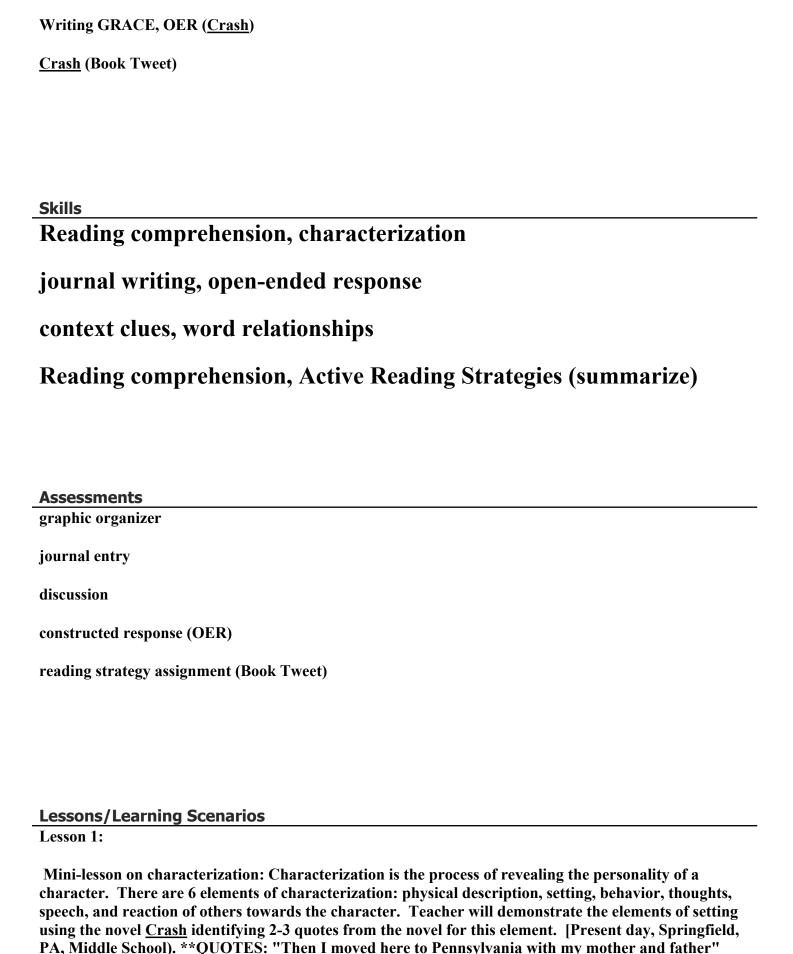What is the purpose of communication?

How does word choice affect meaning?

How will daily reading improve my vocabulary and writing?

What do good readers do, especially when they don't comprehend a text?

Content

<u>Crash</u> (Character wheel)

Writing GRACE, OER (<u>Crash</u>)

<u>Crash</u> (Book Tweet)

Skills

Reading comprehension, characterization

journal writing, open-ended response

context clues, word relationships

Reading comprehension, Active Reading Strategies (summarize)

Assessments

graphic organizer

journal entry

discussion

constructed response (OER)

reading strategy assignment (Book Tweet)

Lessons/Learning Scenarios

Lesson 1:

Mini-lesson on characterization: Characterization is the process of revealing the personality of a character. There are 6 elements of characterization: physical description, setting, behavior, thoughts, speech, and reaction of others towards the character. Teacher will demonstrate the elements of setting using the novel <u>Crash</u> identifying 2-3 quotes from the novel for this element. [Present day, Springfield, PA, Middle School). **QUOTES: "Then I moved here to Pennsylvania with my mother and father"

(Spinelli ___). "'It's Coogan! Crash Coogan of Springfield!'" (Spinelli ___).
-Students will be randomly broken into 4 groups. Each group will focus on one character from the novel <u>Crash</u> (Crash, Penn, Mike, Abby). Groups must work together to complete the character wheel, identify each element with 2-3 quotes to support each. *Within each group each person may volunteer for each element of the character wheel. Quotes will be written on index cards and the group will create a large character wheel. **Alternatively, each section will be assigned one character. Student will be divided into groups based on element of character. Class will create one large character wheel for their assigned character.

Lesson 2:

-Introduce the GRACE for OER (constructed response). G- grab the reader's attention; R- restate the question, A- answer the question, C- cite the text, E- extend to other texts/life. Model this method using the question: What was your first impression of Penn?
-Students will apply GRACE to the question: What was your first impression of Crash?

Lesson 3:

 Reading Strategy: Summarize- Book Tweet. Teacher will model a book tweet for the novel <u>Crash</u>.
 (Crash is a bully who changes his ways. The influence of his grandfather changes his opinion of
Penn. In the end, the two are best friends.)
-Group work: Students will randomly be divided into groups to 'tweet' about one chapter in the novel.
 Students should identify the main idea in the chapter for their 'tweet.' Each group will have a computer for this assignment.
-Students will write a Book Tweet for their Independent Reading book, summarizing what has happened thus far in their novel. Students will use the computers for this assignment.

Standards

LA.7.CCSS.ELA-Literacy.RL.7.1 - [*Grade Level Standard*] - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.7.CCSS.ELA-Literacy.RL.7.3 - [*Grade Level Standard*] - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LA.7.CCSS.ELA-Literacy.CCRA.W.10 - [*Anchor Standard*] - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or

two) for a range of tasks, purposes, and audiences.

LA.7.CCSS.ELA-Literacy.CCRA.W.4 - [*Anchor Standard*] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.7.CCSS.ELA-Literacy.W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LA.7.CCSS.ELA-Literacy.W.7.6 - [*Grade Level Standard*] - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Resources

Character wheel Character wheel.jpeg

index cards

journal prompt; OER model What are your first impressions of Penn Webb.docx; PARCC OER rubric with GRACE.docx

reading strategy (directions, model), copies of Crash; computers