

DO NOW

When Melissa's mother remarried, Melissa got not only an extra father but two extra brothers. At least, that's how she thought about it. Melissa thought she already had enough brothers. But Melissa was surprised by these two. They were not at all like the brothers she had. And they were not at all like each other.

Brian was a good student. You couldn't always tell he was in the room. If you asked him a question, you could see him trying to figure out what the best answer would be. In his free time he read, worked with his computer, or practiced playing the guitar.

Daniel loved people. He was always laughing and ready to tell a joke. If someone suggested a party or a get-together, he was ready for it. He couldn't sit still for more than a few minutes. Then he'd be up and ready to try something new.

BRIAN	DANIEL
good student	always laughing
tried to answer questions	liked parties
liked to read or play guitar	_____

3

Find another detail that describes how Daniel is different from Brian and put it in the empty space.

- A** can't sit still
- B** never studies
- C** worked with computer
- D** helpful



VOCABULARY

WARY (pg 51) part of speech _____ rewrite word: _____

Definition: describes something you are nervous or cautious about *charge:* + — o

Sentence: I was **wary** of giving the money to my friend because _____

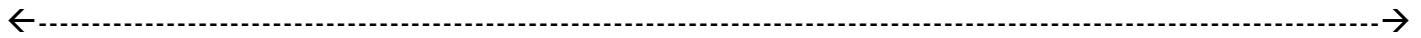
Activity: Rate it

Rank the following items from those you would be the **least wary** about to the **most wary** about

- A. Being a store owner and seeing a bunch of rowdy teenagers come into your store
- B. A stranger giving you candy
- C. Walking outside to recess
- D. Swimming in the ocean
- E. Going to the park when you see no clouds in the sky

Least wary

Most wary



READING: CHARACTER RELATIONSHIPS

Objective: SWBAT analyze the relationship between characters, using quotation analysis

SAY	MEAN	MATTER
<ul style="list-style-type: none"> • Copy the quote (pg #) • Give some context (the situation when it happened) 	<ul style="list-style-type: none"> • What does the quote mean? (your own words) • What inferences can we make? 	<ul style="list-style-type: none"> • Why does this line matter? • How does it connect to the text as a whole? • *What does it say about the characters' relationships?*
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<p>“Sistine growled somewhere deep in her throat and stalked to the car and got in and slammed the door. ‘You’re the liar!’ she shouted from the back seat of the car. ‘You’re the one who lies!’ ‘Jesus,’ said Mrs. Bailey.” (pg 61) Context:</p>		

INDEPENDENT PRACTICE: CHAPTER 17

1) Why was Rob’s heart “sinking inside him like a stone” when he realized that Sistine let the bird go? (pg 64)

2) Star the **exact** line where the flashback begins.

3) Willie May says, “Who don’t know something that’s in a cage?” Besides the tiger, what else is “in a cage” in The Tiger Rising? Why?

VOCABULARY

FERVENT (pg 69) part of speech _____ rewrite word: _____

Definition: describes something that shows very intense and strong feelings, passion, or enthusiasm

charge: + — 0

Sentence: Although she **fervently** wished that her parents would stay together, _____

Activity: Rate it

Rank the following items 1-4 based on how **fervently** you want them. (Put 1 next to something you don't want, and 4 next to what you most fervently want)

_____ To go to college

_____ To eat a sandwich right now

_____ For a sick friend or family member to heal

_____ To go to the dentist

READING: CHARACTERIZATION

Objective: SWBAT complete a character analysis, and use it to write an open response

Directions: In chapter 18, we meet the character of Beauchamp. We will use the acronym "SADR" to make inferences about what Beauchamp is like, using direct evidence from the text.

SPEECH

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

ACTION

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

DESCRIPTION

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

REACTION OF OTHERS

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

Quotation/Summary: _____

(PAGE __)

This tells me . . . _____

INDEPENDENT PRACTICE: CHAPTER 19

- **Annotation Tasks:**
 - When you find evidence indicating what Beauchamp is like, write S, A, D or R in the margin to indicate what kind of evidence it is
 - BRIEFLY jot down what the evidence tells you about him
- **RAFT:** Remember to write RAFT in the margin and check off each as you complete it. R and A should go together as a pair!

Do you think Beauchamp is a good adult role model for Rob? Why or why not? Use details from the text to support your answer.

Name: _____
Reading

Date: 11/17/2011

DO NOW

Directions: Fill in the blanks using the words below. Underline the clues that helped you.

fervent

wary

determined

defiant

1. Because he is afraid of heights, Joey was _____ of going near the edge at Bear Mountain.
2. Since the advisory was _____ to get a 4, they came in silently and quickly started their do-nows.
3. If an employee is _____, they run the risk of getting fired by their boss.
4. Sara _____ begged her mother to sign her up for salsa dance classes; she had wanted to learn her whole life!

Do Now is Over!



VOCABULARY

grief (article) part of speech _____ rewrite word: _____

Definition: deep sadness caused especially by someone's death
(less used definition: trouble or annoyance)

charge: + — o

Other forms: _____

Sentence: Because Rob's father was filled with **grief**, _____

Activity: Connection to Fiction Discussion

- How does Rob deal with his **grief**? Do you think this is an effective way to deal with grief?
- What is Sistine **grieving** about?

READING: NON-FICTION CONNECTIONS

Objective: SWBAT use nonfiction features to identify the organization of an article
SWBAT identify the main idea of major sections using "roadmapping"

What nonfiction features do you notice?

-
-
-
-

Based on the subtitles, how many stages of grief do you think there are? What are they?

Use the nonfiction features to **predict** the answer to this question:

How is this article organized?

- a. A question is given, followed by an answer
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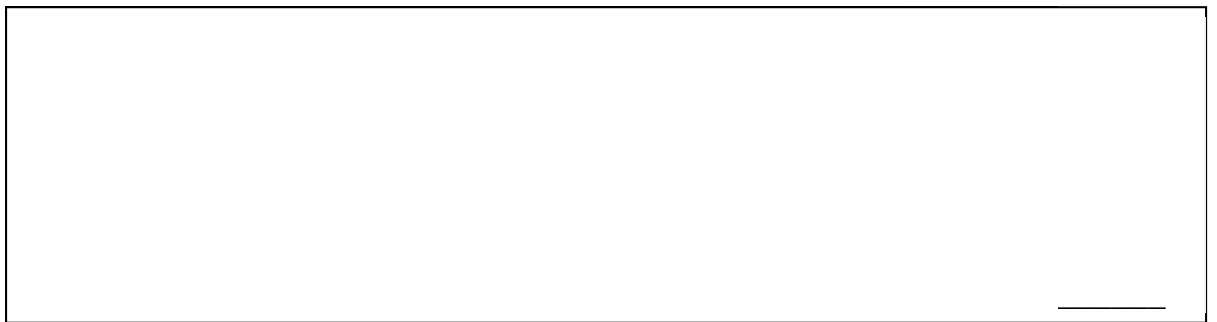
Stages of Grief in Preteens



Grieving preteens may become depressed.

1 Preteens (children between the ages of 9 and 12) go through the same stages of grief as adults. The stages are denial, acute grief and adjustment. The difference is that preteens deal with these stages in very different ways than adults do. In addition, they may spend a shorter amount of time in each stage, but revisit the stages periodically.

2 Once you have given your child/children an explanation of what has happened, you must still deal with their grief. Your child must work through the three stages of grieving: There is nothing in the life of children to prepare them for something like death or divorce. It is important to remember that every person and child grieves differently and at his or her own pace.



Denial

3 Denial is the first stage of grief in preteens. It is characterized by shock, a feeling of numbness and disbelief, especially if they are grieving over a death. In the case of divorce, they may pretend that their parents will get back together or that the divorce is not really permanent. It is not uncommon for younger preteens to believe that death only happens to other people, according to the National Cancer Institute. In this case, the preteen may tell herself that there is no reason to be sad -- thus denying themselves the permission to grieve.

DO NOW

Tim is two years younger than his brother Alex, but he has always known a lot more about computers. When Alex had an assignment from school that required looking up information on the Internet, Tim showed him how to do it. Now that Alex is in college, he still calls Tim for help. Last week, Tim set up Alex's new computer for him and showed him how to install the software he needed.

5

Tim's relationship to Alex is most like

- A two friends who had a fight
- B a teacher who helps a student
- C a doctor who cares for a sick child
- D two people from different cities who get friendly

Do Now is Over!



VOCABULARY

INSIST (pg 75) part of speech _____ rewrite word: _____

Definition: to firmly require or demand something; to refuse to abandon your belief

charge: + — 0

Sentence: Even though Caroline **insisted** that she turned her homework into the science bin,

Activity: Answering Questions

- 1) Name a way in history that people have **insisted** that their rights are respected.
- 2) If you thought someone bumped into you on purpose, but they **insist** that it was an accident, how should you respond?

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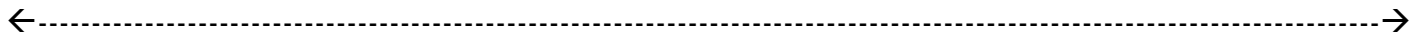
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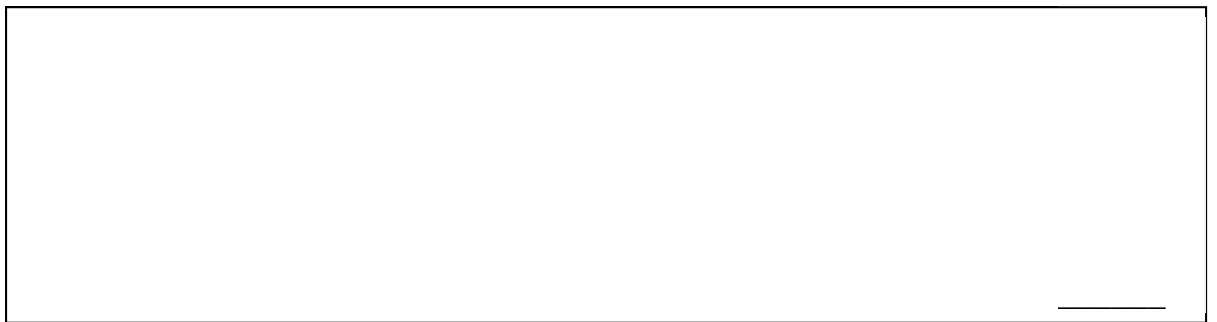
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4 All stages of the grief process are necessary. Denial may be very functional for a while. An apparent lack of concern may be your child's way of coping with a loved one's death. If an unconcerned and unknowing attitude continues in your child, he/she should be encouraged to talk about their feelings and emotions. Let her know you are there to talk with her when she needs you and help her come to terms with the tragedy in her own time. Do not be afraid of making your child cry—tears can be a much needed safety valve.

1. Which statement best explains the role of denial in the grief cycle?

- a. Denial is when you accept your grief.
- b. Denial is when preteens express their sadness.
- c. Denial is when a child talks about their feelings.
- d. Denial is when a child does not show their grief.

2. Which of these statements from the passage best supports your answer to number 1?

- a. "Denial is the first stage of grief in preteens."
- b. "The preteen may tell herself that there is no reason to be sad—thus denying themselves the permission to grieve."
- c. Do not be afraid of making your child cry."

What connections can you make to The Tiger Rising? Annotate them on the article!

Acute Grief

5 Once a preteen moves beyond denial and begins to accept the reality of the tragedy, he becomes angry. He may lash out, misbehave or get in trouble at school. Anger may be directed at the person who has died for deserting them, or at the parents for getting divorced and changing their home. It may be directed toward those "held responsible" for the death, such as God, doctors, nurses, etc. In some children, behaving badly indicates a need to act out their feelings of grief, but instead of crying and talking about it, they act out in inappropriate ways instead.

6 Some preteens, on the other hand, do the opposite. They withdraw into themselves. Many even blame themselves for what happened, according to North Dakota State University. And if they don't blame themselves, they may blame others, which in turn leads to feelings of guilt. Physical symptoms of acute grief in teens include insomnia, a loss of appetite, headaches and stomach aches. Do not let your preteen get away with disrespectful and rude behavior, but also do not respond to anger with anger. Let them know it's OK to be angry and upset in an appropriate manner. Talking it out or keeping a journal can help a preteen during the acute grief stage. Your grieving child needs permission and opportunity to grieve, someone to talk to, and reassurance of being loved. Gentle discipline is as important an aspect of that reassurance as hugs and kisses. Gentle discipline reinforces love and reassures your child that eventually everything will be all right again.

What connections can you make to The Tiger Rising? Annotate them on the article!

Acceptance

7 Preteens may move to the acceptance stage more quickly than expected, but that does not mean they are not still grieving on the inside. The grief process is coming to a tentative end when there is the painful acceptance of the reality of the death, the reorganizing of life around the new circumstances, and the reestablishment of normal relationships and activities. As children grow and hit milestones, they are often reminded of their loss, and may revisit some of the stages of grief, according to the National Cancer Institute. Preteens who are grieving over a death will understand that death is permanent at this point. However, they may have questions about the afterlife. They may wonder if there is a heaven, or if a loved one is watching over them like a ghost. They may still hope that one day their parents will reunite. Keep discussions open with your preteen, and follow up on them frequently as to how they are feeling, especially during events that may remind them of the tragedy. These periods, over time, will become less and less painful for your child, and—while a sadness and loss remains—most of the pain will hopefully be replaced by cherished memories.

INDEPENDENT PRACTICE

1. Which information would fit best in paragraphs 5-6?
 - a. There are three stages of grief.
 - b. When a child gets extremely angry, make sure not to yell back at them.
 - c. Grief begins with denial because children can't handle the fact that their life is now permanently changed.
 - d. Even if they are still sad, your child will learn to accept the sad event over time.
2. Which phrase best indicates a statement this author would agree with?
 - a. Parents need to help their children express their feelings.
 - b. Parents should try to move their children to the acceptance stage as quickly as possible.
 - c. It is not good for children to experience the "acute grief" stage.
 - d. Parents should help their children to stay in denial.
3. Which of these statements from the passage best supports your answer to number 2?
 - a. "Preteens go through the same stages of grief as adults."
 - b. "There is nothing in the life of children to prepare them for death."
 - c. "Let her know you are there to talk with her when she needs you."
 - d. "The grief process is coming to a tentative end when there is the painful acceptance of the reality of the death."
4. What is the *main* idea of this article?
 - a. Denial is the worst stage of grief.
 - b. It is natural for children to proceed through three stages of grief.
 - c. Parents should use gentle discipline when children are grieving.
 - d. Grief will become less painful over time.

VOCABULARY

INSIST (pg 75) part of speech _____ rewrite word: _____

Definition: to firmly require or demand something; to refuse to abandon your belief

charge: + — o

Sentence: Even though Caroline **insisted** that she turned her homework into the science bin,

Activity: Answering Questions

- 1) Name a way in history that people have **insisted** that their rights are respected.
- 2) If you thought someone bumped into you on purpose, but they **insist** that it was an accident, how should you respond?

DISMAY (pg 76) part of speech _____ rewrite word: _____

Definition: to upset or bother; to cause you to lose excitement or courage *charge:* + — o

Sentence: I was **dismayed** to find out that _____

Activity: Rate it

How much would the following things **dismay** you? (0=not at all, 1=somewhat, 2=a lot, 3=extremely)

- | | | | | |
|---|---|---|---|---|
| 1) Finding out that your favorite athlete cheated by using steroids | 0 | 1 | 2 | 3 |
| 2) Finding out that you needed to repeat a grade | 0 | 1 | 2 | 3 |
| 3) Looking up to the top of a mountain you had to climb | 0 | 1 | 2 | 3 |
| 4) Finding out that your favorite team won the championship game | 0 | 1 | 2 | 3 |
| 5) Learning that your new game was missing a few pieces | 0 | 1 | 2 | 3 |
| 6) Getting into college | 0 | 1 | 2 | 3 |

READING: PERSONIFICATION

Objective: SWBAT define personification and identify examples as they read

Definition: **Personification** is a type of figurative language in which _____
objects or things are given _____ characteristics

Examples from The Tiger Rising:

- “Fog was hugging the ground.” (pg 2)
- “The bus coughed and sputtered and finally roared away.” (pg 39-40)

- Find one on page 65 and underline/label it!

As you read, circle which type of figurative language you find.

“At three o’clock, the school bus pulled up, belching and gasping and sighing.” (pg 76)

Simile

Metaphor

Personification

“. . . and Sistine came running toward him, dodging the dates, looking as serious as a soldier on a battlefield.” (pg 76)

Simile

Metaphor

Personification

“. . . every word in his suitcase seemed to fall right out of him when he stood before Sistine.” (pg 78)

Simile

Metaphor

Personification

INDEPENDENT PRACTICE: CHAPTER 21

Annotation Tasks:

- Write “P” in the margin next to the example of personification. Underline it.
- Write a character trait word on page 86 to describe Willie May when she talks to Sistine.

1) Which word *best* describes Willie May in the story?

- wise
- mean
- cautious
- ignorant

2) Which of these statements from the passage best supports your answer to number 1?

- “ ‘I ain’t trying to scare people,’ said Willie May.”
- “She held out a stick of gum to Sistine.”
- “ ‘You know what?’ she said to Sistine. ‘I know you. You ain’t got to introduce yourself to me.’”
- “Willie May nodded at Sistine, and then extended the pack to Rob.”

3) What conclusion can you draw about how Sistine feels about Willie May at the end of chapter 21?

- She is annoyed that Willie May calls her an angry liar.
- She is amazed that Willie May knows so much about her.
- She thinks Willie May shouldn’t talk so much about other people.

4) What EVIDENCE did you use? Copy the quotation from the text.

-
-