Connexions module: m35703

THE CIRCUIT READING ACTIVITY BY FRANCISCO JIMENEZ*

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Abstract

Introduce the book The Circuit, quotes and vocabulary words.

Materials: Projector, powerpoint presentation, topic sentence worksheet, books bits pieces, book bits graphic organizer.

Objectives: Students will create topic sentences.

Students will make predictions about the plot, characters and setting of The Circuit.

Students will be introduced to the lives of migrant workers and connect this information to their own personal experiences.

Standards:

- 6.2.3 Identify, infer, and summarize main ideas in and between related text.
- 6.3.6 Identify and analyze themes of literature conveyed through characters, actions and images.
- **3.1.1** Develop a topic sentence.
- **8.3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Agenda:

Warm- up	10 minutes
Anticipatory Set	
Discussion	
Powerpoint Presentation	15 minutes
Journal	15 minutes
Closure	8 minutes

Warm up:

We just started to learn about topic sentences in detail. They have been learning how to find the main idea of a paragraph and how to craft their own descriptive paragraphs using topic sentences and supporting details. This activity will allow students to reinforce their knowledge of topic sentences. The students will be given a worksheet that will ask them to create topic sentences for existing paragraphs. The students will read each paragraph and decide what the main idea of the paragraph is. Using this knowledge the students will create a topic sentence for the paragraph.

Anticipatory Set:

This activity is meant to be a pre-reading activity that will allow students to make predictions about the characters, plot, and the setting of the next book that we are going to read in class. Each student will

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be given a short excerpt from the book The Circuit by Francisco Jimenez and a graphic organizer. The students will read their excerpt and respond to the excerpt by writing what they think the excerpt is about. At the teacher's signal, the students will get up and share their excerpt with two other people. The students will then have 3 minutes to sit down and write more predictions about the story. The students will then get up and share their excerpt with two other people. After they are done sharing they will write their last predictions about the characters, plot and the setting. The students will then be broken up into two groups. The students will share their information with their group and the group will collaborate on a prediction for the setting, plot and the characters in the story. The recorder from each group will share their group's findings once we meet as a class again. This pre reading activity will introduce the class to the characters, plot and setting of the story. It will also let students guess and predict what the story will be about. We will revisit these predictions when we finish the book. This activity allows students to make inferences and practice reading the same excerpts a number of times which improves reading fluency.

Discussion:

The two predictions will be read and we will talk about why they guessed what they did.

Powerpoint Presentation:

I will give a presentation on the lives of migrant farm workers. The students will be shown images of migrant workers and their families. I will tie some of the excerpts from the previous activity into the presentation. The students will be introduced to the author of the book and his life on the Central Coast of California. I believe that this powerpoint presentation will allow students to connect the material to their own lives and experiences. For many students this material might be familiar, but for those that don't understand or have not seen this life style they will be introduced to the trials and tribulations of a migratory family.

Journal:

The student will reflect on the book bits activity and the powerpoint presentation by completing a short journaling assignment. Students will respond to the prompt: What do you think it would be like to be a Mexican American migrant farm worker?

Closure/ check for understanding:

Students will be asked a number of questions about the material that was introduced in class. The homework will be introduced and explained. The journals will be used to check for student understanding. Homework:

The students will read a short biography on Francisco Jimenez and answer the questions on the worksheet. Notes:

In this lesson I have chosen a few strategies that I feel work well for my students. I need to use different methods in this class so that all of the students can get involved and have an even chance at absorbing the material. In this lesson I use a mixture of direct instruction, independent work, collaborative group work, visual presentations, and discussion to explain the concepts that we are working on. The students will get information from the teacher, their peers, and from viewing and interpreting visuals. Students will read, write, respond orally to questions, and make inferences based on visuals. This is an attempt to reach all of the multiple intelligences of this diverse class. This lesson is primarily meant to provide students with a prereading opportunity that will allow them to put the upcoming novel into context. It will allow them to form personal connections to the material and it will make them use these personal experiences and knowledge in a way that will reinforce their understanding of the themes, characters, and settings of the book. I will know they have accomplished this from their responses during class, the completion of a prediction worksheet and a journal that will be done at the end of class. I will provide explicit one-on-one instruction for the students that do not master the objectives of the day.

that do not master the objectives of the day.		
Name:	Date:	Period:
Directions: Using the pictures from the slide show and	the sentences, make prediction	ons about the book.
Create one prediction for every partner that you share yo	ur excerpt with.	
Prediction #1		

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Prediction #2: Partner's name:
Prediction #3: Partner's name:
Prediction #4: Partner's name:
Setting Prediction:
Character Prediction:
Plot (What will this story be about?)
Vogehulenv

Vocabulary:

Migrant worker:

Poverty:

Circuit Quotes:

Once we cross the boarder, we'll make a good living in California, Papa would say.

Papa told me and Roberto, my older brother, that some day we would take a long trip north, enter California, and leave our poverty behind.

I did not know exactly what California was, but papa's eyes sparkled whenever he talked about it.

Roberto, who is four years older than I, became excited every time Papa talked about the trip to California.

Late that night we walked for several miles Papa looked around to make sure no one was looking and we crawled through a hole in the fence like snakes. We were in America.

If I learn to pick cotton, Papa will let me go with him, Mama, and Roberto, and I won't be left alone.

I had not picked as much cotton as I wanted to. The pile was only about two feet high. I mixed in dirt clods so that the pile would be heavier and we could get paid more.

Some of the kids made fun of me when I tried to answer in English and got the answer wrong. I had to repeat the first grade.

We lived in Tent City, a labor camp located ten miles east of Santa Maria.

Miss Scalapino started speaking to the class and I did not understand a word she was saying. The more she spoke the more scared I became.

We lived in Tent City. It was a labor camp in Santa Maria. It was on Main Street, about ten miles east of the center of town.

To earn money, Mama cooked for twenty farm workers who lived in Santa Maria. She would wake up at four o'clock every morning.

Our house was a large hole dug in the dirt that was about six feet long by four feet wide. You could smell the city dump from our house.

We were leaving only three weeks after I started the fourth grade for the first time that year. As we drove by the school I saw some kids I knew on the playground. I imagined myself playing with them.

Journal: Have you ever changed schools or moved to a different neighborhood? What was difficult about this move?				
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