"Hope and Joy"
Teacher Guide
Pre-Reading

Teachers:

1. Read the Charles Dickens quote that precedes the story. Tell the students that Dickens wrote *A Christmas Carol*. Instruct them to find a pen name he used in his early writing, list four of his best-known books, and give a recurring theme in his writing and the source of that theme. Helpful links: http://www.biography.com/people/charles-dickens-9274087#awesm=~oIpVRGwkQRXwMO and http://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml.

2. Instruct the students to write a paragraph in which they define or interpret Dickens's statement. They should begin by stating the phrase to be defined. The paragraph should include their personal thoughts on the phrase. It may be helpful to give students sentence stems such as "What the author means is…," "This statement makes me think…," or "I (don't) agree with this statement, because…"

Introduction

Teachers:

Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide your conversation.

1. What are burros? What is another word for burros? Do burros make good pets? Explain your answer. Both burros and wild horses, or mustangs, are controlled by the Department of Land Management. What needs to these animals have? Do you think that there might be special problems with handling wild burros or horses? Explain.

2. What do the words *struggling family* mean? Discuss ways a struggling family may be helped. If a family is struggling, does it help, or hurt, to bring in a new pet? Explain your answer.

3. Ask the students: What kind of mood does the title set? Do you think the mood of the title and the mood of the introductory statement are similar? Have them explain their answers. Ask them to make predictions about the story.

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Reading the Story

Teachers:
1. Instruct the students to write a journal reflection on **point of view** and its significance in this story.
2. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and ...
   - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
   - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.
      Note: Words and synonyms may be added to classroom word walls.

Post-Reading

Discussion:
1. Utilize the guide in *Discover and Discuss: The animal as a character*, page 87.
2. Direct the students' attention to the predictions they made before they read the story. Ask the students: Which predictions were correct? Which predictions should we change?
3. Discuss **point of view**. Ask the students: What is the point of view? Do you think first person point of view is best for this story? What are your reasons?
4. All of the characters undergo change in the story. Direct the class discussion to each character and how he or she changes. Ask the students to decide which character underwent the greatest change and to support their answers with evidence from the story.
5. Discuss the last paragraph in the story. Ask the students: Does the mood of the story change? What words in the last paragraph reflect the mood? Can they think of other words that reflect different moods?

Activities
Teachers:
1. Let the students work with a reading buddy or in a small group to determine if the story supports Charles Dickens's statement. Instruct them to write an independent paragraph giving their opinion supported with reasons and information.
2. Read the animal facts at the end of the story. Cat and dog adoptions are more common than burro adoptions, but people who are considering adopting a cat or a dog need to think of the needs of their potential pet. Let students work in small

groups to devise the rules a potential pet adopter should follow and present their sets of rules. After all groups have presented, let the members of each group reconvene to determine any changes they want to make to their set of rules.

Reading Extensions and Enrichment

1. **Connecting Across the Curriculum with Mathematics and the Arts**
   Teachers: Instruct students to follow your directions for constructing an **origami burro container**. (Directions included at end of lesson plan) **or** have students follow the written directions to construct the **burro container**. Alternate activity: **sparkler ring**.

2. **Project #1**
   Teachers: Instruct students to compose a **nonet** poem about a burro or about Hope and Joy. A nonet has nine lines. The first line has nine syllables, the second line eight syllables, the third line seven syllables, etc. Line nine has one syllable. Rhyming is optional. For an example and detailed instructions, see www.poetrysoup.com.

3. **Project # 2**
   Instruct the students to research the history of the Fourth of July or Independence Day holiday. Tell them to write a short paragraph describing the holiday to someone from another country and publish their paragraph using the Uncle Sam character on voki. See http://www.voki.com/create.php.

4. **Project #3**
   Columbus brought burros to the New World. Instruct students to research the Columbian Exchange.
   A. Select something that was brought into the New World and write a reflection on its effect. Think about its effect from the time it was brought until the present time. http://www.scholastic.com/teachers/article/columbian-exchange-overview.

   OR

   B. Instruct students to create a pictorial representation of the Columbian Exchange. (suggestion: poster or class mural for group project)

5. **Project #4**

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Teachers: Conduct Synectics Thinking Activity using the word **Change.** (Directions included at the end of lesson plans.)

Closure

Instruct the students to complete one of the following sentence stems:
- Today I stopped learning because…
- Today I was confused about…
- Today I learned…
- One awesome thing today was…

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Lesson Plan with Common Core State Standards

Pre-Reading

1. Students will research Charles Dickens and learn a pen name he used in his early writing, list four of his best-known books, and find a recurring theme in his writing and the source of that theme.
   CCSS – **W** 4-8.7; **RI** 4-8.2
2. Students will read Dickens's statement and write a paragraph explaining the implicit and explicit meanings.
   CCSS – **RL** 4.1, 5.1; **W** 4.1, 4.10, 5.1, 5.10, 6-8. 2

Introduction

Students will engage in a class discussion to determine and clarify meanings of words and phrases and make predictions.
CCSS – **SL** 4-8.1; **RL** 4-8.4

Reading the Story

1. Students will write a journal reflection on **point of view** and its significance in the story.
   CCSS – **RL** 4-8.1; **W** 4-5.1, 4-5.9, 4-8.10, 6-8.3
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will share their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.
   CCSS - **RL** 4-8.4; **SL** 4-8.1; **L** 4-5.3, 4-8.4, 4-8.5; **RF** 4-5.4

Post-Reading

Discussion:
1. Students will engage in a class discussion of the animal as a character.
2. Students will examine and determine the accuracy of their predictions.
3. Students will engage in a class discussion and analyze characters, point of view, and mood of the story.
   CCSS – **SL** 4-8.1; **RL** 4-5.6, 4-8.3, 6-8.2, 6-8.6

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Activities:
1. Students will work with a reading buddy or in a small group to determine if the story supports Dickens's statement and then independently write a paragraph giving their opinion supported with reasons and information from the text.
   CCSS – SL 4-8.1; **W** 4-8.1, 4-8.10
2. Students will work in groups to analyze and determine the needs of pets and the responsibilities of pet owners, devise a set of rules potential pet owners should follow, and present their rules to the class. After watching all presentations, students will reconvene to determine any changes they want to make to their rules.
   CCSS – SL 4-8.1; 4-8.4

Reading Extensions and Enrichment

1. Students will follow oral **or** written instructions to construct an origami burro container or a sparkler ring.
   CCSS – SL 4-8.1; **or RI** 4-5.7; 6-8.6; also see "Origami Across the Curriculum"
2. Given directions, students will write an original nonet poem.
   CCSS – W 4-8.4
3. Students will make a Voki presentation describing the Fourth of July.
   CCSS – SL 4-8.5; **W** 4-8.6
4. Students will research the Columbian Exchange and …
   A. Students will write a reflection on its effects.
   CCSS – LHSS 6-8.2; **W** 4-8.7, 4-8.10
               OR
   B. Students will work collaboratively to create a pictorial representation of the Columbian Exchange.
   CCSS – LHSS 6-8.2; **SL** 4-8.5
5. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy of the word **change**.
   CCSS – SL 4-8.1; **W** 4-8.4

Closure

Students will complete a concluding self-evaluation statement.
CCSS – W 4-5.1.d, 6-8.1.e

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Synectics Activity

What is synectics? Synectics is a *method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.*

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:
- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination**) _____ is our topic today.

Step 2- Say: What animal do you think of when I say ____(**Imagination)**? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (*sample student answer: dinosaur*)

Step 3 –Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (*sample student answer: runs and flies*)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (*sample student answers: jumbo jet and seed*)

Step 5-The students write an analogy: Imagination is like a dinosaur because both _____. (*Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.*)

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Burro

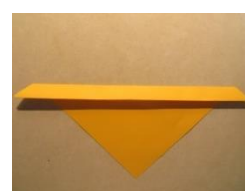**Materials:** Origami paper (any size—available in hobby stores or online), markers, string (optional), scissors (optional)
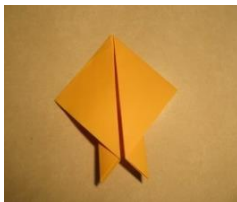
Start with a square piece of paper

Turn on an angle.

Fold into an isosceles triangle.

Fold down top about ½ an inch.

Fold down one corner to meet center—do the same on the other side.

Turn 180 degrees.

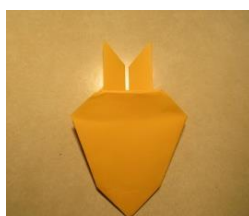Open one side, pressing outside edges open and then push in and flatten.

Close the fold to form one side of the burro's face.

Do the same on the on the other side.

Flip over so seam side is down.

Turn under top point.

Turn over so seam side faces up.

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(Burro continued)

Pull open side flaps and
push up center point to make nose.

Close and press edges.

Draw eyes and nose.

Make a burro candy holder
Open back folds, punch hold, tie string.

Add candy or other lightweight treats!

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Sparkler Ring

Materials: 3 pipe cleaners per student (any color), scissors

Start with three pipe cleaners.

Cut in half to form six.

Fold one stem in half and loop ends through to make an adjustable ring. Fit to your finger, making sure ends are tucked in.

Put other five stems through ring. Fold in half and twist in center to secure.

Spread out stems to make a firewords display!

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Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

Common Core Mathematical Practice—Grade 5
- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.