

Sometimes a Dream Needs a Push

This is *not* the first story in the collection, but we start with it because it is shorter and relatively straightforward, working toward longer and more complex stories through the semester.

CLASS 1

5 minutes Starting *Flying Lessons* - Discuss **title, editor, author**
Then turn to "Sometimes a Dream Needs a Push" - Discuss title, author

10 minutes Preview first section of [vocabulary](#) (1-6) together
Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they've heard this word before.

20 minutes Read pages 207-211 together. Students take turns volunteering to read. Address questions if/as they come up, but also remind students that they don't need to understand everything. If you're worried about comprehension, try asking some specific comprehension questions along the way (rather than asking general questions like "do you understand?" or "any questions?")

20 minutes [Part 1 questions](#): depending on amount of time left, you can start the questions together and then ask students to answer the rest in breakout rooms (less time) or they can answer all questions in breakout rooms (more time)

10 minutes Preview remaining [vocabulary](#) (7-11) together
Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they've heard this work before.

5 minutes Preview [homework](#)

CLASS 2

20 minutes Review [homework](#): Grade and return homework first to make it easier to find. Put students into pairs/breakout rooms to share answers, and then quickly review as a whole group (one student can volunteer to share their answer for each question).

20 minutes Together: review basic story elements (characters, narrator, setting, conflict)
Fill in information for "Sometimes a Dream Needs a Push" in [google doc](#)

Move on to next story or other content

Main Street

CLASS 1 - Preview

(could be added on as second half of “Sometimes a Dream Needs a Push” Class 2)

20 minutes Preview [Main Street part 1 vocab](#)

Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they’ve heard this word before. Add pictures if needed.

15 minutes Read first page of story together. Discuss the setting; you might need to take some time to explain the difference between cities and states.

5 minutes Preview [homework](#)

The story the students are starting for homework (Main Street) is more difficult than the other stories they’ve read so far, so some students might struggle with the homework - that’s ok! Encourage them to do their best, and remind them that you’ll review the homework next class.

Class 2

The story the students started for homework (Main Street) is more difficult than the other stories they’ve read so far, so some students might have struggled with the homework - that’s ok! In this class, you’ll try a few different ways to tackle the material, and hopefully they’ll feel more confident reading the second half.

30 minutes This story contains a lot of descriptive language about a place. To build familiarity of descriptive language and to connect to their experiences, students will use descriptive language to write about the/a place where they grew up. Give students time to [write independently](#). Make sure they know where they should be writing. (Note: you should add their names to the google doc.) As they finish, put them into breakout rooms to share with a partner. If time allows (now, or at the end of class), ask students if they want to share what they wrote with the whole group.

25 minutes [Close reading of “Main Street”](#): Students will work in breakout groups to answer questions about specific details from the story AND specify where they found those details (some questions overlap with the homework), in order to build their close reading skills. Review together as a whole group (some questions might have multiple answers, as the information is given in multiple places).

15 minutes Review homework (questions should be clearer after the last activity) as a whole group. Grade and return homework first to make it easier to find.

5 minutes Preview [vocab](#) for part 2 (only two words)

Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they've heard this word before.

5 minutes Preview [homework](#)

CLASS 3

20 minutes Review [homework](#): Grade and return homework first to make it easier to find. Put students into pairs/breakout rooms to share answers, and then quickly review as a whole group (one student can volunteer to share their answer for each question).

Move on to next story or other content

The Difficult Path

CLASS 1 - Preview

(could be added on as second half of "Main Street" Class 3)

20 minutes Preview ["The Difficult Path" vocab](#) (first half of story) (15-20 minutes)

Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they've heard this word before.

15 minutes Start reading the first page or two of "The Difficult Path" together. Discuss which characters have been introduced, the narrator, the setting, and any other important information from the beginning of the story.

5 minutes Preview [homework](#) together and clarify any confusion about the questions

CLASS 2

20 minutes Review the first half of "The Difficult Path"

Discuss [homework questions](#) as a class

Review basic story information - characters, narrator, setting, conflict

Discuss: What do you think will happen next?

20 minutes Preview ["The Difficult Path" vocab](#) (second half half of story)

Discuss the meaning of each word together as a class. Ask students if they know what the word means, or if they can think of other words that are similar. Use the dictionary *only if* no students recognize the word at all; ask students to try to explain the meaning in their own words, and/or explain where they've heard this word before.

5 minutes Preview [homework](#) together and clarify any confusion about the questions

CLASS 3

20 minutes Review the second half of "The Difficult Path"

Discuss [homework questions](#) as a class

Spend extra time on the last question - In your opinion, how does Lingsi feel at the end of the story? (*Why* do you think that?)

Sol Painting, Inc.

CLASS 1 - Preview

(could be added on as second half of "The Difficult Path" Class 3)

20 minutes Preview [Sol Painting, Inc. \(part 1\) vocab](#)

Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they've heard this work before.

5 minutes Preview [homework](#)

CLASS 2

20 minutes Review [homework](#): Grade and return homework first to make it easier to find. Put students into pairs/breakout rooms to share answers, and then quickly review as a whole group (one student can volunteer to share their answer for each question).

20 minutes Preview [Sol Painting, Inc. \(part 2\) vocab](#)

Discuss the meaning of each word together as a class. Use the dictionary only if no students recognize the word; ask students to try to explain the meaning in their own words, and/or explain where they've heard this work before.

CLASS 3

10 minutes Warm-up question: describe a time that you were embarrassed. What happened? How did you feel?

15 minutes In breakout rooms: writing practice - [describing feelings](#)

(Often, writers show characters' feelings through details instead of stating the emotions outright. Encourage students to think like a writer, and to include descriptive/sensory details, to describe each emotion.)

15 minutes Review together

10 minutes Discuss [homework questions](#) as a class

15 minutes In breakout rooms - [discussion questions](#) about the theme/lesson of the story (If time is limited, students can discuss without writing)

10 minutes Review together

The Beans and Rice Chronicles of Isaiah Dunn

CLASS 1 - Preview

(could be added on as second half of "Sol Painting, Inc." Class 3)

10 minutes Preview [vocabulary](#) for the first half of "The Beans and Rice Chronicles of Isaiah Dunn"

10 minutes Preview [homework](#)

The story mentions death and depicts depression - take a moment to discuss with clients the difficult feelings or memories the story might bring up

CLASS 2

20 minutes Review [homework](#) (The Beans and Rice Chronicles of Isaiah Dunn, part 1) in breakout rooms, review together

20 minutes Discuss as a whole group:

- How does Mama feel? How does Isaiah feel? How does Charlie feel?
- What is the relationship like between Isaiah and Charlie?
- What feelings did the stories bring up for you?
- Re-read the first paragraph. Mama says, "This gonna be one of them years." (p. 87)
 - What do you think she means when she says this?
 - What feelings do you have after you read this?
 - Is New Years Eve an important day for you? Why or why not? How do you usually feel that day? Do you celebrate it?
- What do you think the title of the story refers to?

15 minutes Preview [vocabulary](#) for the second half of "The Beans and Rice Chronicles of Isaiah Dunn"

10 minutes Preview [homework](#)

The second half of the story has a brief depiction of violence - take a moment to discuss with clients the difficult feelings or memories the story might bring up

CLASS 3

10 minutes Warm-up discussion: In the story, what did Isaiah's dad like to do to "escape"? What does Isaiah like to do? What do YOU like to do?

20 minutes Review [homework](#) (The Beans and Rice Chronicles of Isaiah Dunn, part 2) in breakout rooms, review together

- 15 minutes Continued discussion as a whole group:
- How did Isaiah's behavior change at school? Why did it change?
 - Why is the notebook of stories so important to Isaiah?
 - The library is a safe space for Isaiah. Did you have any special safe spaces as a child? What about now?

20 minutes After the story: give students 10 minutes to [imagine and write what they want to happen next in the story](#). Students can volunteer to share their writing. As students share, pay attention to tense - did they write their sentences all in the same tense? If needed, help them check the tense in their writing so that it is consistent (past, present, or future tense could make sense in this exercise, as long as it's consistent)

Secret Samantha

CLASS 1

(the 'preview' and first half of the story are combined here, since this story has often come after a midterm or class break in our class pacing, but they could be split up, as with previous stories.)

20 minutes Preview [vocab](#) for first part of Secret Samantha (10

30 minutes Read the first part of Secret Samantha (pages 61-73), either popcorn-style as a whole group, or in pairs.

20 minutes Answer [comprehension questions](#) about first part of Secret Samantha in breakout rooms. Review quickly together.

15 minutes Preview [vocab](#) and [homework](#) for second part of Secret Samantha, as time allows

CLASS 2

20 minutes Review the second half of "Secret Samantha" - discuss [homework questions](#) as a class

Transition word practice

10 minutes Work through [Part 1](#) as a class

20 minutes [Part 2](#) in breakout rooms, then review

(Students do not need to understand every example. Treat this as an introduction and an opportunity to start paying more attention to these types of words.)

Choctaw Bigfoot, Midnight in the Mountains

CLASS 1 - Preview

(could be added on as second half of "Secret Samantha" Class 2)

- 5 minutes Discuss the concept of a folk tale (or fairy tale/traditional story/myth) to introduce
- 5 minutes Explain what the terms "Choctaw" and "Bigfoot" refer to
- 20 minutes Preview [vocab](#) and [homework](#)

CLASS 2

10 minutes Discuss Choctaw Bigfoot, midnight in the mountains, part 1
Who is the narrator? (and who is telling a story *within* the story?)
Who are the other characters?

20 minutes Review the rest of the [homework](#) as a group

25-35 minutes Storytelling

Students will think about magical/mythical stories from their own cultures. Give them an example or two (either from your own culture, or an example from another culture).

Students will take 8-10 minutes to [write about their own examples](#)

Give students 8-10 minutes to share their stories in breakout rooms

Briefly review together (5-10 minutes)

20 minutes Preview [vocabulary](#) and [homework](#) for part 2 (as time allows)

CLASS 3

20 minutes Review [homework](#) (Choctaw Bigfoot, Midnight in the Mountains, part 2) as a whole group

(This is a complex story, so there might be some confusion)

20 minutes Introduce the ideas of **exaggeration** / and **understatement** as literary techniques.

Why might someone use either/both when telling a story?

Give a few examples of exaggerated and/or understated descriptions.

Ask students to create their own examples of sentences using exaggeration or understatement (orally, or written in the chat).

What examples of exaggeration and understatement do we see in the story?

Flying Lessons

CLASS 1 - Preview

(could be added on as second half of "Choctaw Bigfoot, Midnight in the Mountains" Class 3)

20 minutes Preview [vocabulary](#) for the first half of "Flying Lessons"

5 minutes Preview [homework](#)

CLASS 2

30 minutes Before discussing the plot of the first half of the story, the students will focus on the two main characters - Nani and Santosh.

In breakout rooms, groups will fill in [character charts for each character](#), pulling descriptive words/phrases from the story (10 - 15 minutes)

Review together. Ask students to share the words/phrases that they came up with in their groups. There are *many* possible answers here, so we don't need to all have the same descriptions, but address any that seem very off. (15 minutes)

15 minutes Review the rest of the [homework](#) (starting with #3) as a group. Refer back to the story as needed.

15 minutes Preview [vocab](#) and [homework](#) for part 2

CLASS 3

20 minutes Discuss the questions below together as a whole group. For each question, read it aloud to the group and give them a few seconds to think of an answer. Allow 2-3 students to answer each question, and vary who is called on for each question so everyone speaks.

- What is Santosh like?
- What is Nani like?
- On page 150, Nani says, "The wonderful thing about Europe is that you can stare at whoever you like and no one cares." What do you think she means by this?
- Do you think Santosh had a good trip? Why/why not?
- How did Santosh learn/change?

30 minutes Fill in [character chart](#) for someone they know
(a lead up for the final writing assignment, when they will write a few paragraphs about someone they know)

Give students 5-10 minutes to brainstorm and write on their own, and then put them into breakout rooms for 5-10 minutes to share with a partner

Come back together for a few minutes to address any questions that emerged in breakout rooms

(This activity can be expanded into [a scaffolded, more extensive writing assignment](#))