

Lesson Plans for The Breadwinner by Deborah Ellis

Introduction: Our goal for this unit is for students to write a comparison and contrast paper called *A Week in the Life*, where they compare the main character's life to their own. As you move through the three-week unit you will find ITEM numbers that correspond to the shorter written products that altogether comprise the student's complete paper.

Note: There is a glossary of terms at the end of the novel.

Unit Roadmap

- Unit's big idea or theme = **Responsibility requires Action**
- **Definition: Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.** Ideally this would be posted in your classroom.

Lesson Plan for Week 4 Day 1 Novel *The Breadwinner*, Day 1

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.3, 3.6

PREPARE

1. Background knowledge necessary for today's reading

- Do a KWL chart asking them if they know anything about Afghanistan. Show them a map and explain where it is.
- Show them novel, *The Breadwinner* → any predictions given the cover?
- Read the dedication "To the children of war" and discuss what they think that means. Why would an author dedicate a book to kids? How would war be different for kids than for adults?
- Introduce Deborah Ellis.
- Read background information on Afghanistan. See Author's note in the back of the book.

Afghanistan at a Glance

- Only 23 per cent of the population has access to safe water, and only 12 per cent have access to adequate sanitation, thereby increasing the incidence of diseases. At least 15,000 Afghans die of tuberculosis every year, of which 64 per cent are women.
- Malnutrition of women, which negatively affects pregnancies and deliveries as well as the health of children, is not only caused by the food scarcity linked to the conflict and the drought, but is also related to traditional preferences for males which makes women reduce their own food allowance in favor of men and children.
- The poor health situation has been aggravated by the lack of basic health services and resources, particularly in rural areas; the strict segregation of medical staff and the small number of trained women doctors, nurses and midwives that remained in the country after the rise of the Taliban.
- 23 years of war have destroyed the infrastructure of the educational system and further increased the illiteracy rate in Afghanistan. Only 5 % of women are able to read and write (during the 1980s, the female adult literacy rate was only 8 %).
- 54 % of girls under the age of 18 are married. Families of girls and young women were reportedly forced to marry them to the Taliban or give them large amounts of money instead. Often, families married young girls at an earlier age in order to use the bride price to assist in the family's survival.
- The conflict in Afghanistan during the Taliban rule and the militarization of society led to an increased number of abductions of young girls and women by Taliban fighters. The exact numbers are unknown, as families have been reluctant to come forward and report cases of abductions for fear of reprisals and due to the social stigma attached to a daughter or sister kidnapped or sold for sex.

Source: Report of the Secretary-General on "Discrimination against women and girls in Afghanistan" ([E/CN.6/2002/5](#))

THE SITUATION OF WOMEN IN AFGHANISTAN

Afghanistan is a country of approximately 23 million, which, after three years of severe drought, 23 years of war and devastation and five years under the Taliban authorities, has been left as one of the poorest countries in the world. Afghanistan has the second highest maternal mortality rate in the world. Even before the Taliban came to power, Afghanistan had high maternal and child mortality rates and a very low literacy rate for women. But women participated economically, socially and politically in the life of their societies. Women helped to draft the 1964 Constitution. In the 1970s, there were at least three women legislators in the Parliament. Up to the early 1990s, women were teachers, government workers and medical doctors. They worked as professors, lawyers, judges, journalists, writers and poets.

After the Taliban's rise to power, women and girls were systematically discriminated against and marginalized, and their human rights were violated. This resulted in the deteriorating economic and social conditions of women and girls in all areas of the country, in particular in areas under Taliban control. Women and girls continued to be severely restricted in their access to education, health care facilities and employment. During the Taliban's rule, only about 3 per cent of girls received some form of primary education. The ban on women's employment also affected boys' education, as the majority of teachers had been women. Poor health conditions and malnutrition made pregnancy and childbirth exceptionally dangerous for Afghan women.

The Taliban's policies also severely limited women's freedom of movement. Women could travel only when accompanied by a male relative, which put a particular strain on female-headed households and widows. In May 2001, a decree was issued by the Taliban, banning women from driving cars, which further limited their activities. The resulting seclusion of women to the home constituted a form of solitary confinement and also created obstacles to women meeting with each other. Women were harassed and beaten by the Taliban if their public appearance was perceived to be in contradiction with Taliban edicts. Women's removal from the public space also meant that women could not play any role in the political process and were excluded from all forms of formal or informal governance. Afghan women suffered domestic and other types of violence for the past 25 years, not just under the Taliban regime.

Despite many years of concern about the situation of Afghan women, it is only now, under conditions of extreme tragedy, political violence and destruction, that the situation has propelled Afghanistan and the plight of its women and girls firmly back into the global spotlight. For the first time outside of the setting of the United Nations and of the international community, there is a groundswell of concern, from Parliaments to First Ladies, from entertainers and media stars to non-governmental organizations, all calling for the full recognition of the rights of women and girls in Afghanistan.

Statement on the Situation in Afghanistan, URL: <http://www.gwu.edu/~win/html/afghanistan.html>. Accessed 17 June 2005.

2. Word Wall

Introduce 5 important, useful words from today's reading

chador labyrinth forbade decreed burqas

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 7-18

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

Setting	Characters	pages
Kabul, Afghanistan	Parvana-6 th grade girl	7-18
	Father	7-18
	Nooria-sister to Parvana	7-18
	Maryam-5 years old	7-18
	Ali- 2 years old	7-18
	Mother	7-18

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Changes since Taliban took control.

Parvana's dad read things and wrote things for people who were not literate.

History of the war is discussed.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: map

Other possible activities for a class group or individual

- Bookmark
- Open Mind Portrait
- g6 Graphic Organizer
- g7 Main Idea Graphic Organizer
- c1-12 Cubing
- Postcard
- Prop
- Poster
- Ad
- Map
- Retelling
- Reader's Theatre
- Cartoon
- Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 266-267

Student activity: Fill in the blanks.

1. A **comparison/contrast paper** is one where the first part of the paper _____
_____.
2. The **second part of the paper** _____
_____.
3. The **end of the paper** _____.

Student activity: Think of 2 friends that you know. Use the space below to draw two interlocking circles like you see on page 267. Follow the Venn diagram and list how your 2 friends are each different in the big circles. Then, in the area that overlaps write what they have in common.

9. Explore today's reading

Key Questions

How has Parvana's life changed since the Taliban took control? Possible categories: school, housing, mother's job, public appearances

Key Paragraph

"She wasn't really supposed to be outside at all. The Taliban had ordered all the girls and women in Afghanistan to stay inside their homes. They even forbade girls to go to school. Parvana had had to leave her sixth grade class, and her sister Nooria was not allowed to go to her high school. Their mother had been

kicked out of her job as a writer for a Kabul radio station. For more than a year now, they had all been stuck inside one room, along with five year-old Maryam and two-year-old Ali” (8).

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Pretend that you have just arrived in Afghanistan and Parvana is your old friend. She is taking you around the market, showing you her house, pointing out the Taliban. She is talking about how as the war has gone on, each house she has had has gotten bombed and they have had to move to smaller and smaller houses. They are becoming poorer and poorer. Then, you are asked to fly home to the United States. Write a **short letter** to Parvana telling her everything you learned about where she lives and what she has gone through in the past year. Don’t forget to include how you feel about the changes she has had to endure.

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 4 Day 2 Novel *The Breadwinner*, Day 2

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.3, 3.6, 3.2

PREPARE

1. Background knowledge necessary for today's reading

Chador and hijab wear

Nan- Teachers could bring in nan for students to taste.

2. Word Wall

Introduce 5 important, useful words from today's reading
toshak looters lingered nan rouse

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 18-33

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	characters	Pages
Kabul	Mother	18-33
	Nooria	18-33
	Parvana	18-33
	Father, Ali, Maryam	18-33

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana is the only one who can do things outside because she does not have to wear a burqa.
Find out that Parvana had an older brother who died.

Taliban burst into their home and take their father away for having education and spreading
“foreign ideas”

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today’s story with visual and oral language activities

One possible activity: Open Mind Portrait

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader’s Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 77-79

Student activity: Fill in the blanks.

1. A **paragraph** is a group of _____ sharing _____ about _____ subject.
2. A **first sentence in a paragraph** usually states the _____.
3. The **other sentences** give _____ and _____ about it.
4. There are **three parts** to a paragraph. Name and define them.

1.

2.

3.

Student activity: Read the paragraph on page 78 again. See if you can pull out the **topic sentence**. Then, identify which sentences make up the **body**. Finally, identify the **closing sentence**.

- Another analogy: Some people think of the paragraph as a “hamburger”. You have the two buns (topic sentence and closing sentence) and the “meat” in the middle. We’ll talk more about this throughout the week! ☺

9. Explore today’s reading

Key Questions

What privileges did Parvana have because she did not wear a burqa? How did that make her feel?

How did Nooria make Parvana feel?

What did Parvana’s father say about the women of Afghanistan?

Why did the soldiers go to their house?

Key Paragraph

“Parvana knew she had to fetch the water because there was nobody else in the family who could do it. Sometimes this made her resentful. Sometimes it made her proud. One thing she knew—it didn’t matter how she felt. Good mood or bad, the water had to be fetched, and she had to fetch it” (21).

EXTEND

10. Prompt every student to write a short product tied to today’s reading

<p>A DAY IN THE LIFE: ITEM ONE FOR COMPARE/CONTRAST PAPER- Getting ready for the day in the morning</p>
--

Parvana’s life: Pretend you are Parvana. You wake up one morning and are going to accompany your father to the market. Does Parvana have the luxury of taking a shower? Does she get to choose what she wears? Describe how you feel when you are putting on your head garments and getting ready to go. Do you have a lot of choices about what you eat in the morning? What is it like for your whole family to live in one room? Is it crowded? Once you are at the market, how do you feel?

How do you react when you see the Taliban soldiers on the street?

Your life: Now write a paragraph or two describing your experience. What do you typically wear when you wake up in the morning on a school day? Do you get to decide what you have for breakfast? Do you have options? Is your family all living in one room? Do you have a choice about what do wear when you are accompanying your guardian to the store? How do you feel when you see the police on the street? Do you have to dress a certain way in order to be safe? Does an institution or school tell you how to dress and how does that feel?

LAST PARAGRAPH: Describe the similarities and differences in Parvana's and your experience in getting ready for the day in the morning.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Additional information:

Chador Etiquette-

In a Kuwaiti shopping mall, [Christine Michaud](#) learns that dressing like the locals is not as easy as it looks

A hijab looks deceptively easy to put on, especially when you receive instructions from a woman who has been wearing one for twenty years. Basically, the Muslim head covering is nothing but a large square of cloth folded once into a triangle. The fold goes over the forehead and the sides are pinned tightly under the chin to completely cover a woman's hair, ears, and neck. One of the tips of the scarf is then wrapped around the neck to hide the unfashionable pin.

Now, how hard can this be? Well, for someone who's got a perfect cube for a head, I suppose it's a cinch. For the rest of us sporting somewhat rounded skulls, no *hijab* will ever fit tightly and entirely hide a full hairline unless it is slightly folded in on each side just above ear level, symmetrically of course.

While I could achieve symmetrical folds, closing a safety pin under my chin single-handedly (the other hand is busy holding the whole thing tight) was simply beyond my poor Catholic girl's capacities.

"You might need a little practice," Jihan told me, unable to conceal a smile as I furiously struggled with my safety pin in a vain attempt to cover up one last unruly blond lock. Leaving me looking more like a desert warrior than a modest lady, Jihan disappeared into the depths of her walk-in closet and re-emerged with a chador in hand.

She gently took the pin out of my clumsy fingers, expertly rearranged my rebellious headgear and secured it tightly under my chin. She then helped me put on the chador and had me turn to the full-length mirror.

"A chador calls respect," she said, talking to my reflection. "Although you are not required to wear it, it'll make it easier for you to go unnoticed."

Easier for me to go unnoticed? I'm a husky five-foot-nine, blue-eyed blonde with chipmunk cheeks and a little curled up nose. That made me twice the size of Jihan with half her pigmentation. A total chameleon.

I thanked Jihan profusely as she carefully folded "my" black *hijab* and chador into a plastic bag. I could give both back whenever I returned, she insisted. Jihan accompanied me to the door, kissed me three times and wished me luck.

And may Allah watch over me....

I pulled Jihan's silk chador and *hijab* from the bottom of my suitcase, pleased to find them both surprisingly wrinkle-free. Remembering the little Saudi lady's detailed instructions, I proceeded to wrap up my blond head the Arab way.

Unfortunately, no matter what I did, the silky scarf slipped back, forth and sideways over and again. My uneven folds took turns coming loose and I completely lost sight of that center ply. After nearly slashing my jugular open with the pin, I had to face the facts: I couldn't put on a *hijab* decently if my life depended on it.

So much for the *hijab*, I decided, the chador would have to do. **Throwing the silk cloak over a long black skirt and black top, I headed on out to my fancy mall.**



GO TO www.TheHijabShop.Com and it will tell you how to tie a hijab. ☺

SIMPLE TIPS FOR WEARING HIJAB

AMIRA HIJAB:



- Slip the tube scarf over your hair

- Pull the slip over style scarf through your face so the seam is at your chin
- You can tuck it in your clothing or leave the scarf out

SQUARE HIJAB:



- Fold fabric in a triangle
- Place scarf over your hair
- Leave one side longer than the other side-this will give you coverage over the chest area
- Pin your scarf at the chin
- Hijab pins can be purchased online

- Bring one side of the scarf and pull it under your chin, then over the side of your face, framing it
- Pin your scarf at the top of your head
- This style offers coverage of the chin, and drapes nicely over your chest and frames the face

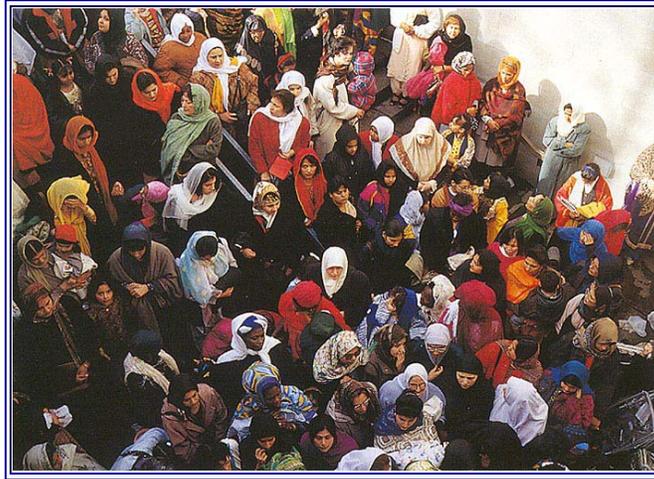
- Your hijab should resemble this fashion when it is properly wrapped

SHAYLA WRAP HIJAB:

		
<ul style="list-style-type: none">• Use an underscarf if you would like• Place wrap hijab over your hair leaving one side longer than the other• Pin at the base of your chin comfortably	<ul style="list-style-type: none">• Pull the longer side of the hijab under and over your chin, so the wrap hijab frames your face delicately	<ul style="list-style-type: none">• Pin with your favorite hijab pin at the top of your head or use a straight pin• Use your favorite decorative underscarf or another hijab underneath for decoration, and follow the directions above• Instead of pinning at the top of your head, pull the wrap hijab over your shoulder and pin

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The Veil and Veiling



The study of the veil and veiling is not as simple as whether one veils or does not, whether a culture requires a veil or does not, and whether the veil is oppressive or liberating; it encompasses so much more. Veiling is a complex tradition that is specific to time and place.

We ask you to consider the following questions about the veil:

- Is veiling always oppressive to Muslim women?
- Can the veil be liberating?
- Can it be empowering to see without being seen?
- Is the veil mandated by the Quran?
- Do only women wear veils?
- Is there any tradition of veiling in the West?

This webpage explores the various types of veils, what the veil represents to different Islamic cultures, and how the West perceives the veil.

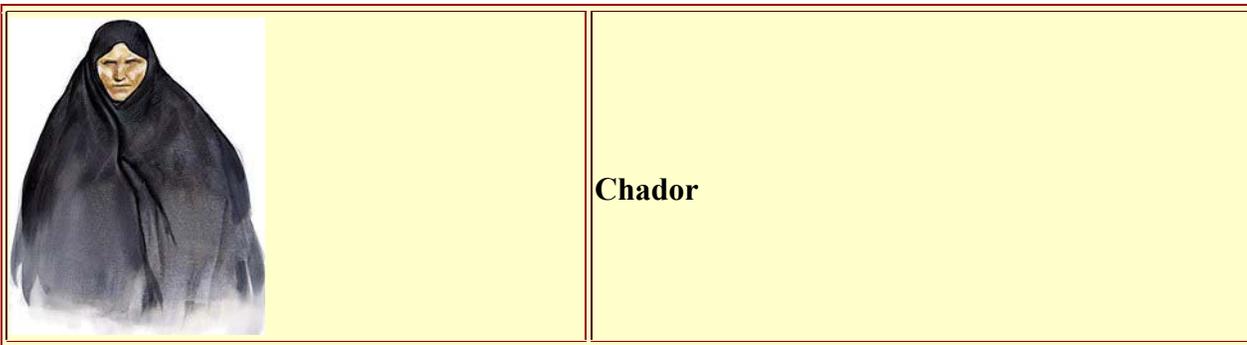
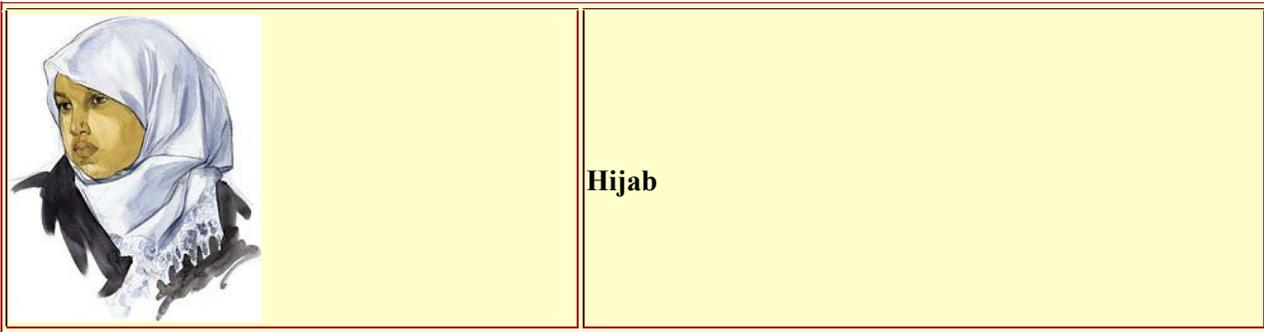
Misconceptions About Veiling

Many Westerners are obsessed with the veil and view veiling as an antiquated and oppressive tradition forced upon Muslim women. This obsession with the veil has resulted in the following misconceptions:

Misconception: The veil is homogenous

Contrary to popular belief, there are many different kinds of veils. There is no one Arabic word for "veil" and even the English dictionary lists four distinct definitions of the word veil, in terms of material, space, communication, and religion. In regard to Islamic culture, the veil is best viewed as a part of dress in the

manner that, like other elements of dress, it is specific to time and space. In different areas of the Islamic world, styles of veiling and reasons for it are distinct. Here are three common types of veils:



For more information about the various types of veils, we suggest:
<http://seattletimes.nwsourc.com/news/nation-world/crisis/theregion/veils.html>

In addition:

1) http://www.maryams.net/articles_veil01.shtml

Muslim Feminists and the Veil

Research project looking at responses to issues of gender equality and veiling from the perspective of Muslim feminists. Addresses the question, "To veil or not to veil?"

2) <http://www.islamfortoday.com/women.htm>

Information, articles, and links on a variety of topics concerning women in Islam. Several articles regarding the veil as a symbol of oppression or liberation.

3) <http://www.albalagh.net/women/hijab.shtml>

Veil: The View From the Inside

Nakata Khaula's article about her experiences as a Japanese convert to Islam who has chosen to veil.

4) <http://seattletimes.nwsourc.com/news/nation-world/crisis/theregion/veils.html>

Interpreting Veils

Detailed drawings and explanations of the various forms of veils such as the burka, chador, and hijab.

5) http://www.mwlusa.org/hijab_dangerous_times

Muslim Dress in Dangerous Times

As a response to the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Muslim Women's League recommends Muslim women residing in the United States not wear their veil if they feel threatened. Discusses Islam beliefs regarding the veil and how these women are not "bad Muslims" if they choose not to wear the veil.

6) <http://www.nyartsmagazine.com/57/beyondourveils.html>

Beyond Our Veils

Discusses the installation art work of Roya Ghiasy in Venice, Italy. As a Muslim artist from Afghanistan, Ghiasy attempts to challenge Western misconceptions about the veil, suggesting that the veil can be liberating.

7) <http://www.rferl.org/nca/features/2000/03/F.RU.000314135118.html>

World: Some Muslim Women Consider Their Veils Liberating

Article about cultural identify of Muslim artist Roya Ghiasy and how this identity affects her artwork. The author questions cultural perceptions and how a culture views itself and how outsiders understand it.

8) The following websites discuss contemporary veiling:

http://www.arab.net/algeria/history/aa_french.htm (Algeria)

<http://www.channel4.com/life/microsites/A/afghanistan/> (Afghanistan)

http://www.mwlusa.org/hijab_dangerous_times (United States)

Books/Articles:

1) Mernissi, Fatima (1991) *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*. Lakeland, Mary Jo, tans. Reading, MA: Addison-Wesley.

Lesson Plan for Week 4 Day 3 Novel *The Breadwinner*, Day 3

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.2, 3.8, 3.6

PREPARE

1. Background knowledge necessary for today's reading

Prisons in Afghanistan
Being arrested for political "dissent"

2. Word Wall

Introduce 5 important, useful words from today's reading
distinguish hesitated regulation militia hobbled

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 34-43

Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	Characters	Pages
Home to prison	family	34-43
	guards	34-43
		34-43

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana and her mother go looking for her father.

Nooria had to forge a note for her mother, pretending that her father had given her permission to be outside without a man.

They made it to the prison and demanded that their father be released.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

- One possible activity: Open Mind Portrait- Have students draw what they think Parvana's head looks like on a poster-sized piece of paper. Then, fill in words and thoughts that you think the character is having in this chapter, when her father gets taken away unjustly and then she goes to rescue him and cannot.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 79

Student activity: Short answer.

1. A **topic sentence** tells _____.

2. The **formula** for a topic sentence consists of two things:

_____ + _____

Student activity:

Step 1: Write down something you think is interesting:

Example: *Cloning people*

Your answer:

Step 2: Now write down your feelings about it.

Example: *I think scientists should be able to do it so we can keep all the positive leaders in the world alive. Maybe then we will have peace.*

Your answer:

Step 3: Now combine both sentences to create a topic sentence:

Example: *Cloning people should be encouraged because it could lead to world peace.*

Your answer:

9. Explore today's reading

Key Questions

What problem do Parvana and her mother face on their search for Father?
How did they look for Father? What were they doing that was forbidden?
How did the guards treat them at the prison?

Key Paragraph

“The prison was a long way from their home. Buses were not permitted to carry women who did not have a man with them. They would have to walk the whole way. What if Father was being held somewhere else? What if they were stopped by the Taliban in the street? Mother wasn't supposed to be out of her home without a man, or without a note from her husband” (38).

EXTEND

10. Prompt every student to write a short product tied to today's reading

Have you ever been blamed for something you did not do? In this chapter, Father is arrested without having broken any laws. Write a few paragraphs about how it felt for you to be blamed for something

you did not do and what you wished the person would have done or said to you to clarify the situation before blaming you unjustly.

If you cannot think of anything you have been blamed for, have you ever unjustly blamed someone for something? Why? What happened? What could you have done instead?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 4 Day 4 Novel *The Breadwinner*, Day 4

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.6

PREPARE

1. Background knowledge necessary for today's reading

Look at maps and structures of towns in Afghanistan.
Learn about the marketplace in Afghanistan.

2. Word Wall

Introduce 5 important, useful words from today's reading
exhaustion collapsed basin sensible eternity

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 44-62

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	Pages
Back home	The family without Father	44-62
Market	Mrs. Weera	44-62

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana and Mother return home and days go by where no one does anything.

They are running out of food and water so Parvana has to go out to get their food. Parvana goes to the market to get food and a soldier stops and hits her. On the way back home she bumps into Mrs. Weera who decides to help them.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today’s story with visual and oral language activities

- One possible activity: Bookmark: Have students use a sentence strip piece of paper of 1/2 of a 8 x 11 and make a bookmark. Decorate it with words, images, thoughts that come to mind as you think of the novel thus far. Share with a partner.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader’s Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 79

Student activity: Short answer

1. Describe what the **Body** of the paragraph does: The Body of the paragraph: _____

2. Describe the three main ways to organize your sentences:

- 1.
- 2.
- 3.

Student activity: Think of 3 additional details to add to what you started yesterday with your topic sentence. What else do you know about it?

Practice writing a few extra sentences adding “meat” to your paragraph.

9. Explore today’s reading

Key Questions

What were the after effects on Mother and Parvana as a result of the beatings from the soldiers?

What are their living conditions by the end of chapter four?

What happened to Parvana when she went to go buy food?

Who did Parvana run into and what did this person do?

Key Paragraph

In these 2 chapters, Parvana is forced to take actions to help her family. She has to once again go out and get food and water. After all that work, she is so exhausted she wants a drink of water. Her sister states (page 61):

“Nooria snatched it from her hands. ‘You are the stupidest girl! All we need now is for you to get sick! How could anyone so stupid end up as my sister!’

‘That’s no way to keep up team spirit,’ Mrs. Weera said.”

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Write about a time that you have had to do something for your family that you did not want to do. Why did you not want to do it? What was the outcome? How did you feel in the end? If you cannot come up with something write about something you did want to do and that made you proud.

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Optional activity:

- In these 2 chapters, Parvana is forced to take actions to help her family. She has to once again go out and get food and water. After all that work, she is so exhausted she wants a drink of water. Her sister states (page 61):

“Nooria snatched it from her hands. ‘You are the stupidest girl! All we need now is for you to get sick! How could anyone so stupid end up as my sister!’
‘That’s no way to keep up team spirit,’ Mrs. Weera said.”

- **4 x 6 card response.** Write down at least 2 or 3 other ways Nooria could have responded that would have had more “team spirit.”
- **Role-play** those of those alternative responses as a class.

Lesson Plan for Week 4 Day 5 Novel *The Breadwinner*, Day 5

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3; R3.2

PREPARE

1. Background knowledge necessary for today's reading

Making hard decisions to support the family
Problem solving

2. Word Wall

Introduce 5 important, useful words from today's reading
idle sulk fringe brusquely pakul

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 63-73

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	Characters	Pages
Home in Kabul	The family	64-73

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention
Parvana cuts her hair and dresses like a boy.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Open Mind Portrait

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 79

Student activity: Fill in the blank.

1. A **closing sentence** comes _____ all of the details have been included in the body.
2. The sentence should _____ readers about the _____ topic.

Student activity: Like we mentioned earlier, some people think of the paragraph as a “hamburger”. You have the two buns (topic sentence and closing sentence) and the “meat” in the middle. We’ll talk more about this tomorrow!

Step 1: practice writing a closing sentence. *What is the last thing you want people to hear about this topic? What do you want them to walk away with?*

Write your closing sentence here:

Step 2: try writing your own paragraph with all the pieces!

Topic sentence: (top bun)

Body: (meat)

Closing sentence: (bottom bun)

9. Explore today's reading

Key Questions

What did they do to Parvana?

What does she do after the changes are made?

Key Paragraph

“As more and more hair fell away, Parvana began to feel like a different person. Her whole face showed. What was left of her hair was short and shaggy. It curled in a soft fringe around her ears. There were no long parts to fall into her eyes, to become tangled on a windy day, to take forever to dry when she got caught in the rain” (67).

EXTEND

10. Prompt every student to write a short product tied to today's reading

<p>A DAY IN THE LIFE: ITEM TWO FOR COMPARE/CONTRAST PAPER- Being Responsible and Successful: Positive risk-taking</p>
--

Parvana's life: Pretend you are Parvana. Describe another “day in your (the) life”. This time however, you will be describing what it was like to succeed at fooling the Taliban by dressing up like a boy to get food for your family. What is it like to have to dress like a boy in order to get food? Do you have mixed feelings about it? Why do you have to do this? How do you feel about the Taliban telling you that you can't go outside as a girl? Once you take the risk and are successful at fooling people for the sake of getting your family food, how do you feel? How did you feel when you were successful? What does it feel like to have your family counting on you? What were you afraid of?

Your life: What actions do you take in your daily life that show responsibility and lead to success? In what ways does your family count on you? Describe an experience illustrating that. Do you have to dress up like a boy in order to walk outside and make money? Is your family

counting on you for food? In some neighborhoods, going to school is a risk because not everyone wants you to go. Are you taking a positive risk in this case because you know it is the right thing to do? Explain how that feels.

LAST PARAGRAPH: Describe the ways you are both similar and different to Parvana and the responsibilities and risks she faces.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 5 Day 1 Novel *The Breadwinner*, Day 6

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.3, 3.6

PREPARE

1. Background knowledge necessary for today's reading

Illiteracy in Afghanistan
empathy

2. Word Wall

Introduce 5 important, useful words from today's reading
shalwar kameez needlework labyrinth flicker tucked

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 74-82

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	Pages
Kabul	Parvana	74-82
	Rest of the family except father	74-82
	Talib soldier	74-82

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

- Parvana goes back out to market.
- She tries to earn money by reading and writing things for people who cannot.

She reads a letter for a Talib soldier from his dead wife.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Comparison/contrast chart. Examine the comparison/ contrast chart and begin filling in some of the ways the United States and Afghanistan differ. What other categories can you think of to add to this list? Religion? Dress? Food? Customs? Military? Government? Life of a teenager? Responsibilities of Parvana vs. you?

	Marriage	Level of education	Rules for females	Your category
Afghanistan	arranged			
United States	Free to choose			

Other possible activities for a class group or individual
Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student handbook- page 80; Teacher's guide- page 61

Student activity: Fill in the blanks.

4. A **descriptive paragraph** is one that gives you _____

_____.

5. What are the 3 other types of paragraphs?

Student activity: Write a short descriptive paragraph about yourself. If I could not see you in person, describe as best as you can what you look like, so I have a clear idea. This is a descriptive paragraph. You are giving a clear, detailed picture of one person. (You can also write about a place, thing or event in descriptive paragraphs. If one of those ideas sounds more interesting do that.) Be as specific as possible.

9. Explore today's reading

Key Questions

Why does Parvana go back to the market?

What is special about Parvana that most people in Afghanistan do not have?

What did Parvana do for the Talib?

What did the Talib help her realize?

Key Paragraph

“Parvana took a deep breath and let it out slowly. Up until then, she had seen Talibs only as men who beat women and arrested her father. Could they have feelings of sorrow, like other human beings?” (80).

EXTEND

10. Prompt every student to write a short product tied to today's reading

On page 76, Mother states that Parvana, at age 11, has more education than most of the people in the country. What do you think it would be like if this were the case in the United States? What would change? Would things be better off or worse and why?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 5 Day 2 Novel *The Breadwinner*, Day 7

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.6

PREPARE

1. Background knowledge necessary for today's reading

underground literature to educate
unforeseen responsibilities

2. Word Wall

Introduce 5 important, useful words from today's reading
ruined pneumonia karachi collided sprawled

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 83-94

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	Pages
Kabul	Mrs. Weera	83-94
	Parvana's Family	83-94

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Mrs. Weera moves in with Parvana's family.
She and Mother are going to start their own magazine.

Parvana was able to escort all the girls and women outside.
Parvana starts finding odd objects on her blanket at the market.
Then one day a tea boy slips and falls on her blanket—it turns out he was a girl.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: OMP- Go back to the OMP of Parvana that you did last week. In another color pen, write down how you interpret her thoughts and feelings now. Browse through the chapter and pull out all the different emotions and thoughts you thought she might have had.

- For example, how do you think she felt when she was able to take her siblings outside after they had been inside for 1 1/2 years?

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook- p87

Student activity:

1. There are 5 main points to remember on this page about how to organize paragraphs. Ask 5 people to come to the front of the room and give each of them a 4 x 6 card with one of these points on it.
2. Example: Card 1 would read: "Write each paragraph to stand on its own." Etc.
3. Come up with physical ways of remembering what each card says as well as have the person repeat what the idea is...either in their own language or the language that the book uses.
 - a. For instance, using the first example. Perhaps the student would *stand on one leg and chant: Each paragraph stands on its own....*And then move to his other leg and chant it again...and keep alternating legs and chanting.
 - b. Remember the best way to remember things is TO USE OUR WHOLE BODIES and to ARTICULATE what you are learning.

Brainstorm as a class or in small groups all 5 points and then present them in order. Have fun and remember the idea is to remember! Have those students teach it to the other students.

9. Explore today's reading

Key Questions

How had Mrs. Weera been living?

Why did Maryam go outside? How was the experience for her?

What became a daily routine?

Who did she think she saw in the market?

What did Parvana discover at the end of the chapter?

Key Paragraph

“The man put his hand on her shoulder. ‘You seem like a fine boy. I’m sorry I am not your father.’ He paused then said in a lower voice, ‘Your father is in prison?’ Parvana nodded. ‘People are released from prison sometimes. Don’t give up hope.’ The man went on his way into the market, and Parvana went back to her blanket” (93).

EXTEND

10. Prompt every student to write a short product tied to today's reading

Write a simulated journal entry, pretending you are Parvana. How did it feel to think you saw your father from across the market? Write a few paragraphs about what that experience was like. How do you cope? How do you make yourself feel better?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Additional options:

Prepare phase: Act out or draw (like Pictionary) the word wall words. In this case, you go ahead and define them for the person acting or drawing them out. Give contextual hints in students get stuck.

Respond phase:

- Fix the facts physically! 😊

- Have students brainstorm events from the chapter. They don't have to be in order. Then, put all the major events on 3 x 5 cards. One event per card. Shuffle the cards. Give out one card to each person until the cards are finished. Have kids stand up and put them in the right order. Don't let this activity take too much time. ☺

Lesson Plan for Week 5 Day 3 Novel *The Breadwinner*, Day 8

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3; R3.2, 3.3.3, 3.6, 3.8

PREPARE

1. Background knowledge necessary for today's reading

opening school for girls against Taliban's rules

2. Word Wall

Introduce 5 important, useful words from today's reading

distinguish kerosene ridiculous smuggle embroidery

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 95-103

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	Pages
Market	Parvana	95-103
	Shauzia	95-103
	Mrs. Weera	95-103
	The Family	95-103

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana meets the other girl, whose name is Shauzia.

Mrs. Weera and Mother are thinking of opening a small school for girls in their home, against the rules of the Taliban.

Shauzia told her she knows of another way to make money.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: build on your OMP

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook- p85

Student activity: Short answer.

3. Explain what a detail is:
4. Explain why details make life more fun! Think about a boy or girl you are fond of. Without details wouldn't life be boring?

Student activity:

1. Put students in groups of 3.
2. Plop any interesting object down amongst them: a shoe, a jar full of marbles, a cow's skull, an orange, a pinecone...anything you want. Try not to show the other groups what object you have.

3. Have each group work together to describe it to the best of their ability, still doing so in secret, so other groups cannot hear.
4. Write down as many details as you can think of that describe this object.
5. When everyone is done, have students come up to the front of the class and read their details, while students try to guess what object their group had.

9. Explore today's reading

Key Questions

How did the family react to Shauzia?

How is Shauzia's living situation?

What do Mrs. Weera and Mother want to start in the school?

Key Paragraph

“ ‘I've been thinking of starting up a little school here,’ Mrs. Weera said to Parvana's surprise. ‘A secret school, for a small number of girls, a few hours a week. You must attend. Parvana will let you know when’”(100).

EXTEND

10. Prompt every student to write a short product tied to today's reading

It takes courage for Parvana's mother to start this school. She could get killed for doing this. Would you do it? Do you believe it's important to let people know what the truth is? Would you risk your life?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 5 Day 4 Novel *The Breadwinner*, Day 9

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.2, 3.6

PREPARE

1. Background knowledge necessary for today's reading

working hard for a goal

2. Word Wall

Introduce 5 important, useful words from today's reading

objections pecked stench unearthed accommodate

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 104-113

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	Pages
Kabul	Parvana	104-113
	Shauzia	104-113

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Shauzia tells Parvana that they can make money by digging up bones.

There is a bone-broker who weighs the bones and he pays by the weight.
They made as much money in one day as they normally would in three.
They decided to go again the next day.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: poster: Draw a poster of the most vivid part of this chapter. How did the writer create such a vivid scene in your mind without showing you a picture? This is an example of good, descriptive writing. 😊

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook 20

Why is it important to have an **engaging voice** in your writing? _____

Student Activity: Write about a time that you were really proud that you had accomplished something. Make sure you engage your voice in your writing.

9. Explore today's reading

Key Questions

What is a better way to make money for Parvana and Shauzia?
Do they turn all their money to their families? Why or why not?

Key Paragraph

“Bombs had fallen on the cemetery, too. The explosions had shaken up the graves in the ground. Here and there, white bones of the long-dead stuck up out of the rusty-brown earth. Flocks of large black and gray crows cawed and pecked at the ground around the ruined graves of the newer section of the graveyard. The slight breeze carried a rotting stench to where Parvana and Shauzia were standing, on the edge of the cemetery's older section. They watched the boys fan out across the graveyard and start digging” (105).

EXTEND

10. Prompt every student to write a short product tied to today's reading

A DAY IN THE LIFE: ITEM THREE FOR COMPARE/CONTRAST PAPER- Digging Up Bones- Dealing with uncomfortable circumstances

Write a few paragraphs about each.

Parvana's life: Pretend you are Parvana. Describe another "day in your (the) life". This time however, you will be describing what it feels like to be digging up bones to bring in more income. Parvana tried to make the most of an unpleasant situation. Describe how it felt to be you? Did it help to have your friend with you? What were you afraid of? What choices did you have around having to go to the bathroom? Stepping on a landmine is a serious consequence. Write about all of these things today. Did your sense of humor help you survive these weird circumstances?

Your life: Compare Parvana's experience to your own. Have you ever had to deal with uncomfortable circumstances? Things not going the way they should? Describe the situation. What happened? How did you deal with that situation? How do you use humor to deal with unpleasant things in your day? Was there an element of fear, like with Parvana? Or did it feel safe?

LAST PARAGRAPH: Describe the ways you are both similar and different to Parvana in terms of coping with uncomfortable circumstances.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 5 Day 5 Novel *The Breadwinner*, Day 10

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.6

PREPARE

1. Background knowledge necessary for today's reading

unusually cruel punishments for petty crimes

2. Word Wall

Introduce 5 important, useful words from today's reading

stunned relented stint intimidated thwack

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 114-122

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	Pages
Kabul	The Family	114-122
	Shauzia	114-122
	Mrs. Weera	114-122
	Soldiers	114-122

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana told the family what she had been doing after all.

Parvana and Shauzia made enough money over time to buy their trays.

They decided to sell cigarettes and chewing gum.

Parvana has noticed that Nooria is not as mean to her anymore.

Parvana and Shauzia thought they would sell their things at the soccer stadium.

They went expecting a soccer game, and discovered that Taliban soldiers were getting the hands off of prisoners because they were punishing them for being thieves.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: postcard: Write a postcard from Parvana to her dad telling him how horrible things have gotten.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook 18-19 Teachers Guide 39-40

Student activity: Short answer

3. Describe what the **a stimulating idea is and why it is important to a reader:**

Student activity: Try writing a paragraph about your own life. Use the example to guide you. Share with a friend or aloud as a class.

9. Explore today's reading

Key Questions

How does Mother react to Parvana's job?
What has happened between Nooria and Parvana?
What were the soldiers doing to the men and why?

Key Paragraph

“All of a sudden one of the soldiers took out a sword, raised it above his head and brought it down on one man's arm. Blood flew in every direction. The man cried out in pain.”

“Next to Parvana, Shauzia started screaming. Parvana clamped her hand over Shauzia's mouth and pulled her down to the floor of the stadium stands. The rest of the stadium was quiet. There was still no cheering” (121).

EXTEND

10. Prompt every student to write a short product tied to today's reading

In some cultures, people who were considered thieves were punished by having their hands cut off. What do you think of this law? Do you think less people would steal if this were the consequence? Write a few paragraphs describing your thoughts.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 6 Day 1 Novel *The Breadwinner*, Day 11

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.6, 3.8

PREPARE

1. Background knowledge necessary for today's reading

the power of positive thinking
the power of education

2. Word Wall

Introduce 5 important, useful words from today's reading
mending insisted nomads undertaking snippets

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 123-134

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	Pages
Kabul	The family	123-134
	Shauzia	123-134

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana is getting tired and wants a break from working in the market with her tray. Shauzia tells Parvana that she is saving money so she can get out of here and go to France. Shauzia plans on going soon because her shape is changing and she won't look like a boy forever.

Nooria was teaching in "their school" at home.
Then, surprise, surprise, Nooria is getting married!

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Ad. If you were Parvana and had to sell things in the market would you post an ad? What would this ad look like? Create an ad that you think would appeal to people. Mention all the things she sells and is capable of, including reading and writing.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook 18-19

Student activity: Fill in the blank.

1. Good writing is well _____.
2. Good writing has a clearly developed _____, _____, and ending.
3. Each main point is explained with _____ and _____.
4. In short, good writing is _____.

Student activity: Think of an activity you did this morning or last night. It could be that you brushed your teeth. It could be that you went to the movies. It could be that you ate dinner. Try writing a paragraph describing that experience, but try to make it as confusing as possible. Try to make it really difficult to

follow. *Then, write another paragraph about the same experience, and try to be as clear as possible, so even someone who was 5 years old could understand it.* 😊

9. Explore today's reading

Key Questions

How is Parvana feeling?

What is Shauzia planning on doing? Why is she in a rush?

What did Parvana really want?

Key Paragraph

“Parvana was tired. She wanted to sit in a classroom and be bored by a geography lesson. She wanted to be with her friends and talk about homework and games and what to do on school holidays. She didn't want to know any more about death or blood or pain” (130).

EXTEND

10. Prompt every student to write a short product tied to today's reading

What would you have done in Parvana's situation? What can you do in your life to increase your responsibility for the good of the whole?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 6 Day 2 Novel *The Breadwinner*, Day 12

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.3

PREPARE

1. Background knowledge necessary for today's reading

looking for a better life

2. Word Wall

Introduce 5 important, useful words from today's reading

fetch satisfaction glowered sulking kebab

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 135-143

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Kabul	The family	135-143
July	Mrs. Weera	135-143

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Nooria is getting ready to move to another city to get married.
Nooria feels like she will have a better life where she is going.
They will be gone most of the summer and Parvana will stay with Mrs. Weera.
Parvana had more free time than she was used to and she read her father's books.
Parvana accidentally falls asleep in a ruined building. She wakes up to hear a woman crying.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Open Mind Portrait. What changes are you witnessing in Parvana?

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student handbook 18, 20; Teacher's guide 39-40

Student activity: Short answer.

1. **Define engaging:** (use the regular dictionary): _____

2. **Engaging voice means:** _____

Student activity:

Step 1: Think of your favorite singer and your favorite song by that singer. Write down the lyrics to at least one verse of that song.

Step 2: Now, read the lyrics to yourself. Can you hear the singer's voice in your head without the music on?

This is an example of what it means to have an engaging voice. Writing is the same thing. If you have ever read something where you don't even notice that the words are on the page because you are so into the story, the writer has done a successful job of being engaging. As a writer, this is what it means to have an engaging voice.

9. Explore today's reading

Key Questions

What do Nooria and Parvana talk about concerning the marriage?

Why is Parvana not going to Nooria's wedding?

How does Parvana feel with an empty house?

Key Paragraph

"Nooria nodded. 'Look at my life here, Parvana. I hate living under the Taliban. I'm tired of looking after the little ones. My school classes happen so seldom, they're of almost no value. There's no future for me here. At least in Mazar I can go to school, walk the streets without having to wear a burqa, and get a job when I've completed school. Maybe in Mazar I can have some kind of life. Yes I want to do this'" (136).

EXTEND

10. Prompt every student to write a short product tied to today's reading

Write about a time you have had to say goodbye to someone, even if it was a short time they were going to be gone. Why are goodbyes hard? If they aren't hard for you, tell us why.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 6 Day 3 Novel *The Breadwinner*, Day 13

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3, R3.2, 3.6, 3.8

PREPARE

1. Background knowledge necessary for today's reading

atrocities of war
feeling overwhelmed with difficult circumstances

2. Word Wall

Introduce 5 important, useful words from today's reading
rummaged huddled heroine critical restocked

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 144-154

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	Characters	Pages
Kabul	Parvana	144-154
	Homa	144-154
	Mrs. Weera	144-154
	Shauzia	144-154
	Father	144-154

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana helps the young woman to her house under the cover of darkness.
Her name was Homa and she escaped from Mazar when the Taliban captured the city.
Her whole family was shot to death in front of her.
Parvana had a hard time with this news and felt hopeless.
When she came home one day she saw her father being helped in the apartment.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Storyboard the main events in the chapter.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook- 18,20

Student activity:

4. Divide the class into 3 groups.
5. One group is the verbs.
6. Another group will be the nouns.
7. Another group will be the modifiers.

8. Have each group come up with as many original words in their category as they can think of. Feel free to use other books in the room to help you. You can use magazines, textbooks, fiction, poetry, and the phone book.
9. Have groups write each separate word on a 3x5 card.

10. Now, bring the groups together and have them try to create sentences that actually make sense but are still original and colorful. Play around with the verbs and the nouns...the idea here is also to remember that sometimes verbs we don't always think would go with a noun, can in fact, go very well, and add an entire new dimension to the sentence.

Example:

Noun verb modifier

The **lawnmower** *digested* the **slithering** grass.

8. Post these creative sentences on sentence strips around the room and enjoy the power of creative language!! 😊

9. Explore today's reading

Key Questions

Who did Parvana meet? What was wrong with this person? What wasn't this person wearing?

What happened in Mazar?

What happened to Parvana after Homa told her what had occurred in Mazar?

Who came home?

Key Paragraph

"Parvana got out of bed and carried on as before. She did her work in the market, fetched water, listened to Mrs. Weera's stories and got to know Homa. She did all these things because she didn't know what else to do. But she moved through her days as though she were moving through an awful nightmare—a nightmare from which there was no release in the morning"(154).

EXTEND

10. Prompt every student to write a short product tied to today's reading

How does it change your experience reading the novel to know that these things actually happened? Write a paragraph or two describing the impact that has on your experience as a reader.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 6 Day 4 Novel *The Breadwinner*, Day 14

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3

PREPARE

1. Background knowledge necessary for today's reading

difficult choices in family situations

2. Word Wall

Introduce 5 important, useful words from today's reading

recognizable tattered poultice wail refugee

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 155-160

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	Characters	Pages
Kabul	Father	155-160
	Mrs. Weera	155-160
	Parvana	155-160

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Father was barely recognizable.

They find out that many people are fleeing Mazar and staying in refugee camps.

Father and Parvana want to go look for the rest of the family.

Mrs. Weera decided to take Homa to Pakistan with her.

Parvana urges her to take Shauzia as well, but Mrs. Weera says that would be deserting her family.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Retelling

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student Handbook- 18, 21

Student activity: Short answer.

1. Explain what the text means by **effective sentence style**:

Student activity:

1. Bring in some magazines to class. Read some articles aloud to students and deconstruct the length of the sentences, the transitions and whether or not the writer has used colorful words and so forth. Is it enjoyable to read? Model one article together as a class.
2. Then, have students read an article on their own and do the same thing themselves.

3. Have them answer the question: Would you recommend this article to a friend? Why or why not?

9. Explore today's reading

Key Questions

What conditions was Father in when he came home?

What was different about Parvana now?

What did Parvana and Father decide to do? How about Mrs. Weera?

Key Paragraph

“Parvana was filled with hope. In the market she chased after customers just like the real boys did. Mrs. Weera suggested some medicine for Father, and Parvana worked and worked until she had earned the money to buy it. It seemed to help.”

“ ‘I feel like I'm working for something now,’ she told Shauzia one day as they walked around looking for customers” (157-158).

EXTEND

10. Prompt every student to write a short product tied to today's reading

A DAY IN THE LIFE: ITEM FOUR FOR COMPARE/CONTRAST PAPER- Role Models
--

Write a few paragraphs about each.

Parvana's life: Pretend you are Parvana. Describe another “day in your (the) life”. This time however, you will be describing what it feels like to know someone like Mrs. Weera. When Mother was ill, Mrs. Weera came to help. When Mother and Nooria needed to leave, Mrs. Weera decided to stay and look after Parvana. When both Homa and Father were ill, Mrs. Weera was there to take them in. What is it like to have such a leader in the house? Mrs. Weera is often like a coach or mentor. Describe how it feels for you to be able to trust her. Does that make life more manageable for you? What traits do you admire most in her? Why?

Your life: Compare Parvana's experience to your own. Think of a role model or mentor you have in your life. *What is it like to know that person? In what way is he or she a leader? How is the person inspiring? How do they help you be your best self?*

LAST PARAGRAPH: Describe the ways Parvana's role model (Mrs. Weera) is similar or different from your own role model.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 6 Day 5 Novel *The Breadwinner*, Day 15

Standards Focus W2.2, 2.4, LC1.1, 1.4, 1.5; LS 1.5, 2.3

PREPARE

1. Background knowledge necessary for today's reading

bittersweet goodbyes

2. Word Wall

Introduce 5 important, useful words from today's reading

trampled healthy nomads shepherd sparkling

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 161-166

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

Setting	Characters	pages
Kabul	Parvana	161-166
	Mrs. Weera	161-166
	Old man	161-166
	Homa	161-166
	Shauzia	161-166

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Parvana goes to the market for the last time.

The Window Woman throws a gift down to her again.

She decides to plant some wildflowers in the place where she had always put her blanket so the Window Woman would have something pretty to look at.

Before they left, Mrs. Weera showed them copies of Mother's magazine.

Shauzia comes to say goodbye—she has a plan for escaping.

Parvana and Father head off.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: OMP

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page Student Handbook- 18,21

Student activity: Short answer

4. **What does it mean to say something has is a correct, accurate copy:** (Hint: there are 4 things involved).

Student activity:

Directions: Take out the quickwrites you wrote for your comparison/contrast paper. Go through them and look for the following things:

• *Is everything spelled correctly?* YES NO

• *Do your sentences have the appropriate punctuation?*

- Periods YES NO
- Commas YES NO
- Quotation marks YES NO
- Exclamation marks YES NO

• *Have you checked for mechanics?* YES NO
(This would be a thing like indenting your paragraphs and writing left to right etc.)

• *Have you checked for usage?* (see page 123 of your All Write text)

YES NO

9. Explore today's reading

Key Questions

What did the Window Woman do?

What did Shauzia do for her?

What does Mrs. Weera show Parvana and Father?

What agreement do Shauzia and Parvana make?

Key Paragraph

“Through the voices of derision came another voice. ‘Do none of you appreciate nature? This boy has undertaken to bring a bit of beauty into our gray marketplace, and do you thank him? Do you help him?’ An old man pushed his way to the front of the little gathering. With difficulty, he knelt down to help Parvana plant the flowers. ‘Afghans love beautiful things,’ he said, ‘but we have seen so much ugliness, we sometimes forget how wonderful a thing like a flower is’”(163).

EXTEND

10. Prompt every student to write a short product tied to today's reading

Have you ever had to say goodbye to someone very close to you like Parvana had to with Shauzia? Did you make an agreement with that person to meet or see them again in the future? Did you ever see them again? What happened in your life in the in-between time?

11. Close with a short summary

Extend the reading to the students' lives or to the world

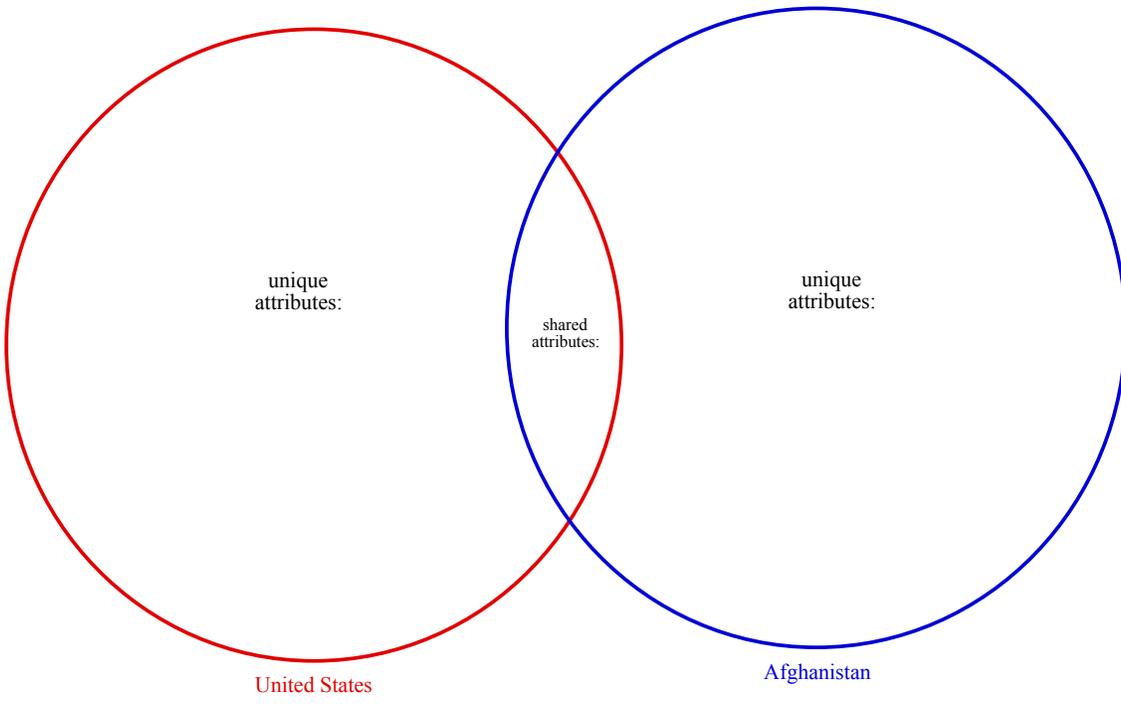
Additional information. Putting it all together.

STEP 1: Pull together all the ITEMS you have written for “The Week in the Life of” comparison/contrast paper.

STEP 2: Reread your ITEM papers and decide which 3 you would like to use.

STEP 3: After reading the three you have chosen again, decide if you are more alike or more different than Parvana.

STEP 4: Use the Venn diagram to write in what ways a week in your life is unique, a week in her life is unique, and ways that you are alike (that would be the part in the middle). Your life will be listed in the circle marked United States and her life will be in the circle marked Afghanistan.



STEP 5: WRITE a short INTRODUCTORY PARAGRAPH SUMMARIZING YOUR FINDINGS. In other words, in general a week in your life and a week in her life are similar or different and perhaps whether you found this surprising or not. A possible theme that might tie things together could be the Responsibility Requires Action theme.

STEP 6: Write the 3 ITEMS next. Remember to add transition sentences that link the paragraphs together.

STEP 7: Look at the DOL and answer the editing questions.

STEP 8: Write a CLOSING sentence that restates your findings.

Final proofing and sharing with adult

Make sure your paper is neat, either typed or hand-written. Be prepared to share your paper with a parent or another adult.

Once students have completed their papers, it is time to **celebrate** their hard work. This really is a key in the middle school years, **authentic reinforcement** for a job well done. Decide what your class would appreciate. 😊

Another aspect of this unit, should the teacher decide to do it, is to have **encourage/require students to take their work home and share it** with an adult in their lives.

Giving kids a **concrete audience** to write for is really helpful. Have the adult sign something and perhaps give some positive feedback to the student and perhaps ask one question they want to know more about.

You could create a **question/comment half sheet for the adult to fill out** and sign after the student reads it.

NOTE: Also, another option for teachers is to have students **create a class library** with some of their work. These **papers could be made into books, with covers and interesting titles.** Then, there could be **blank comment pages added at the end** for other students to comment on their work. A climate of trust needs to be built and guidelines set according to what defines appropriate feedback.