

Focus Question:

What does Noni learn about freedom of speech?

Book Summary

Text Type: Fiction/Realistic

When the Sergeant Rotten Teeth series disappears from the school library, school newspaper reporter Noni takes it upon herself to consider freedom of speech and how it should impact the decision to restore or permanently remove the series. *Noni and the Book Ban* invites students to consider the implications of free speech through a relatable and entertaining text. The book can also be used to practice analyzing characters and retelling.

The book and lesson are also available for levels S and Y.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Analyze characters
- ☐ Describe information provided by illustrations
- ☐ Recognize and use quotation marks
- ☐ Identify and use compound words

Materials

- ☐ Book: *Noni and the Book Ban* (copy for each student)
- ☐ Analyze character, quotation marks, compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *ban* (v.), *cause* (n.), *column* (n.), *committee* (n.), *perspectives* (n.), *protest* (n.)

Enrichment: *decisive* (adj.), *intolerance* (n.), *issues* (n.), *object* (v.), *petition* (n.), *vulnerable* (adj.)

- **Academic vocabulary:** *author* (n.), *comment* (v.), *contact* (v.), *fact* (n.), *protect* (v.), *series* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the words *Freedom of Speech* on the board. Provide each student with a blank sheet of paper and explain that students will have five minutes to write and/or draw any thoughts and ideas that they have about free speech. Explain that there are no right or wrong answers, they will not need to share their work, and this is simply an exercise to get their mind turning. Set a timer and have students complete the task. Encourage them to write freely during this time and to keep their pencils moving.
- Have students work in small groups to discuss the following questions: *What is free speech? Why is it important? How does it affect your life each day? What might it be like to live in a country without the freedom of speech?* Invite students to share highlights from their discussions with the class.

Introduce the Book

- Give students their copy of *Noni and the Book Ban*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story. Point out that when someone is retelling something, he or she explains the details of what happened in order. Explain that people retell as part of their daily life, such as recounting to a parent what they did at school. Ask students to share other examples of when people might give a retelling. Model retelling by recounting what you did after the students left school yesterday. Point out that the details of the retelling must be given in correct

Guiding the Reading (cont.)

order. Have students turn to a partner and practice retelling by explaining what they did to get ready for school.

Introduce the Comprehension Skill:

Analyze character

- Review or explain that all stories are made up of story elements, including characters, setting, and plot. Remind students that *characters* are the people or animals represented in the story. Explain to students that *character traits* are details, such as appearance, emotions, and actions, that describe the characters. Point out that readers can learn a lot about characters and their traits by paying close attention to the characters' words, thoughts, actions, and feelings.
- Have students look at the cover of the book with a partner and make predictions about the characters they see. Invite volunteers to share their predictions with the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Noni and the Sergeant Rotten Teeth series. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why are Noni and Miguel interviewing Mrs. McGuinness?* (level 2) pages 3 and 4
- *Why does Mrs. McGuinness suggest that Noni talk to the school book review committee?* (level 1) page 4

- *What is Miguel's response to the book ban?* (level 2) pages 5 and 6
- *What can you tell about Noni on the basis of her response to the book ban?* (level 3) multiple pages
- *What is the First Amendment, and how does it relate to the story?* (level 2) page 7
- *In what ways did Noni affect the book ban?* (level 3) multiple pages
- *In what way does the First Amendment help kids have the chance to think, question, and decide issues for themselves?* (level 3) multiple pages

Text Features: Illustrations

Explain that drawn pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 15 aloud as students follow along. Invite students to answer the following questions in small groups: *What does this illustration tell you about how Noni feels about her article about the book ban? Why do you think the author included this illustration? What can you learn about Noni's character on the basis of this illustration?* Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

Skill Review

- Model for students how you retell the events in the story using specific details from the text. Point out that a retelling includes only the most important information and that this information is given in the correct order. Have students turn to a partner to practice retelling what they have read thus far.
- Discuss with students that the main character in this story is Noni. Write *Noni* on the board and circle it. Then, draw a web extending out from Noni's name. Have students work in pairs to discuss Noni's words, thoughts, actions, and feelings in the story.
- Model how to analyze character.
Think-aloud: I know that the main character in this story is Noni. She is a reporter for the school newspaper and has taken a special interest in the book ban. As I read about Noni in the story, I consider her actions, thoughts, and feelings. For example, I know that Noni does not like Dan Eaton's books but respects Dan's thoughts about free speech. Even though she does not like his books, Noni decides to keep the series in the library because she feels that it is important for students to have the opportunity to think about and question what they read. On the basis of her actions, I can tell that Noni is fair-minded and considers the good of the whole. When analyzing a character, I also consider the character's impact on the story. For example, as I read I ask myself: How would the story be different if Noni had not read the series? How would the story have ended differently if Noni

Guiding the Reading (cont.)

had not voted to keep the series? When I consider the impact of a character's feelings, thoughts, and actions on the other characters, I develop a more well-rounded understanding of the main character.

- Model how to complete the **analyze character worksheet** using evidence from the text to analyze Noni.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: **Analyze character**

Review the analyze character worksheet that students completed. Have students share their responses with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Noni learns that freedom of speech is important because it allows people to think, question, and decide issues for themselves.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Quotation marks**

- Write the following sentence on the board: *"Freedom of speech doesn't mean you can say just anything," Ashley said.* Read the sentence aloud and ask students who is speaking and what she is saying. Circle the quotation marks and explain that they are placed before and after the words said by the character. Point to the comma and explain that the comma is placed inside the second set of quotation marks.
- Write the following sentence on the board: *Ashley nodded and said, "She's protecting us."* Have students explain how this sentence differs from the first. Point out that the quotation marks are still around the speaker's words but that the comma is now placed before the spoken words and the period at the end of the sentence is placed inside the quotation marks.

- **Check for understanding:** Choose several sentences from the story that include quotation marks and record them on the board without the quotation marks or punctuation. Invite volunteers to the board to add in the quotation marks and punctuation as needed.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

Word Work: **Compound words**

- Write the word *newspaper* on the board. Ask students which two words were joined together in the word *newspaper* (*news*, *paper*). Explain that this word is called a **compound word** and that a compound word contains two words that together create one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Have students work with a partner to create a list of common compound words. Invite students to share their lists and record their findings on the board.
- **Check for understanding:** Ask students to locate all the compound words on pages 4 through 9. Have them list the compound words on a separate piece of paper and identify the two words that make the compound word. Invite students to work with a partner to share their findings. Then have them use each compound word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. If time allows, have students share their responses.

Connections

- See the back of the book for cross-curricular extension ideas.