

Focus Question:

How does bullying make those involved feel?

Book Summary

Text Type: Fiction/Realistic

Kevin heads out to the playground to play basketball with the guys, but instead he finds them picking on a deaf boy named Joey. Kevin finds himself in a situation where he has the opportunity to do the right thing and help Joey. Find out how he teaches some boys a lesson on why they shouldn't pick on others.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Identify author's purpose
- ☐ Identify diphthongs *ou* and *ow*
- ☐ Recognize and use contractions
- ☐ Describe information provided by text features
- ☐ Identify and use homophones

Materials

- ☐ Book—*Different* (copy for each student)
- ☐ Author's purpose, contractions, homophones 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: *deaf* (adj.), *insult* (n.), *keep-away* (n.), *playground* (n.), *sense* (v.), *teasing* (n.)

- **Academic vocabulary:** *approach* (v.), *enough* (adj.), *forever* (adv.)

Guiding the Reading

Before Reading

Build Background

- Ask students to raise their hand if they have ever been teased, made fun of, or bullied. Invite students to share how they feel when they are teased.
- Ask students if they have ever witnessed another person being teased or bullied. Invite volunteers to share what they did to help somebody who was being bullied. Discuss why someone might not intervene if he or she saw someone being bullied.

Introduce the Book

- Give students their copy of *Different*. 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).
- Preview the illustrations in the book. Ask students what they expect to read about in the book, on the basis of what they see in the illustrations. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that effective readers make predictions, or informed guesses, about what will occur next in the story. Emphasize that making a prediction that makes sense, using clues from the story and prior knowledge, is more important than getting the prediction correct. Explain that making, revising, and confirming predictions while reading helps readers understand and enjoy the story. Point out to students that they should pause while they are reading to make, revise, and confirm their predictions. Have students review the illustrations in the story and make predictions about the plot.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Author's purpose

- Write the following words on the board: *inform*, *entertain*, *persuade*. Ask students if they are familiar with any of these words. Invite students to share what they know about the meanings of the words.
- Explain to students that *inform* means to give the reader information on a topic, *entertain* means to amuse the reader, and *persuade* means to convince the reader to think a certain way.
- Discuss with students that when authors write, they have a reason or a purpose for writing their book. The purpose for writing the book may be to inform, entertain, or persuade. Point out that an author may write for more than one purpose. Explain to students that as they read the story, they should pause often to consider the author's purpose.

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 the author's purpose. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *How does Kevin know that the boys are bullying Joey?* (level 2) pages 5–6
- *Why are the boys bullying Joey?* (level 1) page 6
- *How does Joey respond to being bullied? How do you know?* (level 2) pages 9–10
- *What is the effect of Kevin's giving Joey his cap back?* (level 2) page 12–13

- *How does Kevin stand up for Joey?* (level 1) page 14
- *What can you tell about Kevin on the basis of how he responds to the bullies?* (level 3) multiple pages

Text Features: Glossary

Have students turn to page 16 of the story. Point out that this page is the glossary. Write the word *Glossary* on the board. Explain to students that a glossary is located in the back of a book and contains the definitions of words found in the story. Invite a volunteer to read each word from the glossary aloud. Point out that in addition to the definition of the word, the glossary also includes the part of speech as well as the page where the word can be located. Have students locate the word *teasing* in the glossary. Have students find the word *teasing* on page 5 and draw students' attention to the fact that the word is in boldface print. Point out that words that are included in the glossary will often be in boldface print. Have students use the glossary to locate the remaining words.

Skill Review

- Review the three purposes an author may have when writing a story: inform, entertain, persuade. Ask volunteers to explain the meaning of each purpose. Guide students to an understanding that *an author can write with multiple purposes*.
- Model identifying the author's purpose.
Think-aloud: *I know that when an author writes a story, he or she is writing with a purpose. An author's purpose may be to inform, to entertain, or to persuade. As I read this story, I paused often to consider the details of the story and think about the author's purpose. I know that an author can write for more than one purpose. This story teaches a lesson about not picking on people just because they are different from you. This lesson informs readers how hurtful teasing can be and that people should help others if they are being teased or bullied. On the basis of this information, I know that the author's purpose is to inform.*
- Have students work in small groups to discuss why the author wrote this story. Invite students to use evidence in the text to support their findings. Have groups share their responses with the class.
- Model and discuss how to complete the **author's purpose worksheet**, using evidence from the text. Have students discuss the details they noted with a partner.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Author's purpose**

Review the author's purpose worksheet that students completed. Have students share their work with the group. List ideas on the board.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that it is very hurtful for the people who are being bullied because they feel that others do not like them. Often those who are doing the bullying tease others in an attempt to make themselves feel better. Those who see the bullying happening can feel bothered by what they are watching because they are not sure if they want to be involved even though they feel bad seeing someone who is being mistreated.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonics: **Identify diphthongs *ou* and *ow***

- Have students turn to page 4 and locate the word *playground*, which is in boldface print. Write the word on the board and underline the letters *ou*. Explain that these two letters together create the second vowel sound in the word *playground*.
- Explain that there is another letter combination that makes the /ou/ sound. The letters *o* and *w* also make this sound. Explain that these letter combinations are called **vowel diphthongs**.
- Write the word *crowd* on the board. Underline *ow* and ask students to blend the letters together to create the same vowel sound they heard in the word *playground*.
- Explain to students that these vowel diphthongs don't always make the /ou/ sound. Write the words *group* and *shout* on the board and underline the *ou* in each of them. Say them aloud and have students repeat. Ask students which word has the same vowel sound as in the word *playground*. If students can't differentiate between the two vowel sounds, give other examples.
- **Check for understanding:** Have students work with a partner to find and circle all the words in the

story with the vowel diphthongs *ou* and *ow* that make the /ou/ sound.

Grammar and Mechanics: **Contractions**

- Write the following sentence on the board: *Joey ran and jumped between them, but he couldn't catch his cap.* Underline the contraction *couldn't*. Review or explain that sometimes two words are combined to make a contraction and some of the letters are taken out and replaced with an apostrophe. Explain that the example *couldn't* comes from *could not* and the *o* is taken out.
- Ask a volunteer to read the first sentence on page 7 but to substitute *what is* for *what's* to see if the sentence makes sense. (*"What is the matter, Joey?" they teased.*)
- **Check for understanding:** Have students reread page 14 and highlight or circle all of the contractions. Have them write the two words that make up each contraction in the margins of the page. Discuss their responses with the class.
- **Independent practice:** Introduce, explain, and have students complete the **contractions worksheet**. If time allows, discuss their answers.

Word Work: **Homophones**

- Have students turn to page 10. Write the following sentence on the board and invite a volunteer to read it aloud: *"Come on, Kevin! Throw it here!" the other boys shouted.* Underline the word *here* and have students identify the meaning of the word (*in this place*).
- Have students turn to page 12. Write the following sentence on the board and invite a volunteer to read it aloud: *"Hey, are you going to hang out and not hear things together?"* Underline the word *hear* and have students identify the meaning of the word (*listen*).
- Write *here* and *hear* on the board. Explain that two words that sound the same but are spelled differently and have different meanings are called **homophones**.
- **Check for understanding:** Write the homophones *see* and *sea* on the board. Have the students write a sentence for each word on a separate sheet of paper. Invite students to share their sentences with the class.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, have students discuss their answers after they finish the assignment.

Connections

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