



Section 6

Page: 221-262

Chapters: 33-39

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Section Summary:

Aven tries out for the soccer team with the extra push from her dad. A girl named Jessica, who she had met on her first day of school in Science class was also there and complimented Aven on her soccer skills. Aven gets on the soccer team. Aven discovers a photo in her desk drawer of two red-haired women and Aven recognizes that older one is Josephine. Aven comes to learn that Josephine is her grandmother and that her birth mom passed away after she was born. Josephine had put Aven up for adoption. Josephine is also the one who arranged for Aven's dad's job on the ranch. Josephine wants Aven to eventually take over the ranch. Aven learns that the necklace she had found was her birth mother's. The festival is a success with her friends attending, Aven playing her mom's guitar and wearing her mom's necklace. The three sit by the saguaro and watch the fireworks together. Aven writes another blog post that results in getting mail from other kids without arms. Aven, Connor, and Zion make the move to eat in the cafeteria.

Teacher Considerations:

Section 6 includes 7 chapters that vary in length from 3 to 11 pages.

Things to consider as we plan for successful student engagement with the resource:

- Chapter 33 and 34 are short (only 3 pages each).
- Chapter 35 is significantly long as Aven learns the truth about her birth mother, adoption, and the foster care system (11 pages).
- Chapter 36 deals with forgiveness as Aven navigates her relationship with her grandmother Josephine.
- Aven is learning to become comfortable in her body at the festival (Chapter 37).
- Chapter 38 and 39 end the novel and are 3-5 pages. Themes of belonging and acceptance.

Learning Intentions:

Grade 6/7:

- I can describe the impacts of personal choices on health and well-being. (PHE)
- I can explore the relationships between identity, place, culture, society, and belonging through the arts. (Arts)

Grade 8:

- I can construct meaningful personal connections between self, text, and world. (ELA)

ENGAGE

(Learning that activates or hooks student engagement and targets instruction about context.)

ELL Consideration:

Scan the *Section Summary* for content that requires context. Look-up images that can provide visual cues that will benefit all learners. Project these images as you read.

Talking Circle Prompts:

- What could people learn from you?
- When was a time that you made the best out of a challenging circumstance?

REPRESENTATION

(Learning that checks-in on student understanding(s), comprehension and knowledge.)

Before students can apply what they have learned, take time to check their understanding. This guide has compiled Vocabulary and Comprehension Strategies to support building and checking student understandings. These strategies were selected to be universal (used across subject area) and to be chunked and/or broken down into pieces.

These strategies are meant to build student skills and encourage overall literacy.

Below is a selection of suggested Vocabulary – at the end of this guide are additional vocabulary supports organized by section.

p. 225 spastic	p. 251 exuberant
p. 250 feverishly	p. 259 congregated

ACTION & EXPRESSION

(Learning that supports student application of understanding and knowledge.)

Revisit:

There are a lot of activities in this guide – if you did not get an opportunity to complete an activity for your students from a different section, please return to that activity!

Final Assignment – Choice Board

Hand out to students the Final Assignment Choice Board – and have them select an option to reflect their learning of this novel. You may choose, depending on your students, to use this Choice Board, add your own ideas into this Choice Board, or create your own.

You may also select one idea from the Choice Board to implement with all your students.

Found Poetry:

Use the Blog Post handouts or photocopy selected pages from the text for students to choose from. Encourage students to create a 'found poem' that relates to a key take-away from the text.

For resources about purposeful found poetry see here:

https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson33/found-poem-instructions.pdf

<https://www.facinghistory.org/resource-library/found-poems>

Return to Opening Activity

If your students engaged in the opening activity – return to the same task to close out their learning.

Opening Activity Novel Clues – have students now brainstorm words they associate with each image, having now read the book. Have students write a complex sentence that applies these new ideas.

Opening Activity Brief History of Disability – have students return to the timeline of disability and create a present-day description based on what they have learned in the novel. They may even choose to create a question type, to accompany their new timeline contribution!

ACTION & EXPRESSION

(Learning that supports student application of understanding and knowledge.)

Human Rights For Children

Provide students with the Human Rights for Children handout – and review the concept of Human Rights and the United Nations.

Have students narrow in on the box of human rights on the page. In small groups have them select two human rights they think most relate to the novel (relate could mean examples of meeting or not meeting this right).

Have students in their small groups use chart paper or a white board to focus on the selected Human Rights. Have students record the Human Rights along the top of their working surface. Underneath, have students brainstorm the relevant (meeting or not meeting) moments in the book that connect to the right. Encourage students to think broadly and deeply about all the events and characters in the text. Have students share out once they have had time to do this thinking.

Children's Rights

The right to go to school
The right to practice a religion
The right to a decent home
The right to eat
The right to medical care
The right to play
The right to express your ideas
The right to safety
The right to rest
The right to a clean environment
The right to live with your parents
The right to privacy

One Pager - Quote Collection:

Pause at the end of Section 6 and identify key moment(s) in the novel and pull quote(s) to add to your ongoing class list that reflect these moments.

One Pager - Final Assignment

See the attached student friendly handout that supports this cumulative assignment.

Final Assignment Choice Board

Select **one** of the following options as a final assignment.

Create a Soundtrack	Rewrite a Chapter
<p>Create a soundtrack that connects to the 'Insignificant...'</p> <p>Design a cover for the Album</p> <p>Pick 6-10 Songs</p> <p>You must write one sentence about why you chose the song and how it connects to the book or what moment in the book it reminds you of.</p>	<p>With the characters and events from the book, write a creative chapter that was not included in the book.</p>
Recreate a Scene	Write a Book Review.
<p>Perform a live action scene from Insignificant... in front of the class. Think about an important moment or a standout moment that would be interesting to act out for the class.</p> <ul style="list-style-type: none"> • No more than 3 group members • You must include a written script 	<p>Imagine you are a reporter for a newspaper. Write an article as if you were telling your readers whether they should, or should not, read this book.</p> <p>Do you recommend this book? Why or why not?</p> <ul style="list-style-type: none"> • Must include an intro and a conclusion • Must have two specific reasons • 1 page
Audiobook	Rewrite the Ending
<p>Record yourself giving a dramatic reading of a chapter of your choice from the book.</p> <p>Include different voices for different characters, and add sound effects as needed</p>	<p>We see a shift of events in Section 6. Rewrite the ending of this book starting from Chapter 33, where Aven decides to try out for the soccer team.</p>
Illustrate an Image	Write an E-mail
<p>Choose a powerful image in your mind from a standout moment in the book</p> <p>Recreate this image on a large piece of paper (11 x 17)</p> <p>Be sure to fill the entire page</p>	<p>Write an e-mail to one of the characters from the book you connected with.</p> <p>Character examples: Aven, Connor, Zion, Aven's mom</p>



Name: _____

Write an E-mail

Write an e-mail to one of the characters from the book you connected with.
Character examples: Aven, Connor, Zion, Aven's mom, etc.

[illegible]

Human Rights for Children



1. Definition of a child

A child is any person under the age of 18.



2. No discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3. Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



23. Children with disabilities

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

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One Pager: Final Assignment

What is it? A One-Pager is a single-page response on 11x17 paper that connects the ideas in the book to your thoughts in a creative visual way. The purpose of the One-Pager is for your audience to understand the big ideas, themes, and connections.

One-Pager Project – Novel Analysis

Directions and what to include on your One-Pager:

- Write the **title of the book and the author's name** somewhere on the page (this can be done creatively!)
- Include a **border that reflects the key themes of the novel**.
 - This can include words, pictures, or symbols from the text.
- Choose your **favourite character** from the novel. Describe in 2 to 4 complex sentences why you chose this character. Include a small symbol in a visual form that represents the character you chose.
- Draw or create at least **THREE images that represent themes, characters, conflict, and/or the setting** of the book.
 - These should be strongly connected to the book and should stand out
 - At least one image should represent the main protagonist.
 - At least one image should represent the main setting.
- Incorporate **THREE quotes or passages** that are important to the understanding of the novel and explain **why you have chosen** each quote in 3 or 4 sentences.
 - As you have been reading the novel, you have been encouraged to collect quotes that are significant to you, choose from these.
 - Be sure to include the page # and who said it.
- Write **THREE personal statements / connections** about the novel (these are NOT simple opinions or book review type statements).
 - EX: "I could relate to the main character feeling lost in the book because it reminded me of when I got to middle school, and I needed to figure out where everything was and meet new friends and people."
- Be colourful and neat.
 - Your **ENTIRE PAGE** should be filled with these elements.
 - If you find you have extra room, repeat any of the above steps/elements.
 - No space should be blank.
 - Nothing should be left in pencil. (fine line words or use coloured pencils, felts and pens)
 - Your full name should be on the **BACK** of the one-pager.