

# THE SKIN I'M IN

novel study

# Unit Contents

- 16 Literary Analysis Assignments
- 16 Close Reading Assignments
- 8 Nonfiction Readings
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- 5 Mindfulness Strategies
- 16 Mini-Quizzes – Check for Understanding
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- 3 Vocabulary Crossword Puzzles
- 3 Vocabulary Quizzes
- Vocabulary Graphic Organizers
- 3 Final Projects
- Instructional Pacing Guide & Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for ALL resources!

# Literary Analysis

<b>Literary Analysis 1</b>	Name: _____	Chapters 1-2
<p>1. What is Chapter 1 mostly about? Summarize with key details and support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>2. What is Maleeka's tone toward her life in the first chapter? How would you describe her attitude? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>3. What conflicts does Maleeka face? Explain at least two and support your answer with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>4. Where does the story take place? What mood does the setting create? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>5. Characterize Charlese. What type of person is she? Why do you think she is like this? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
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➤ 16 Assignments  
– 8 Questions  
Each

➤ Common  
Core-Aligned  
Material

➤ Prompts  
Require Textual  
Evidence

➤ Depth of  
Knowledge  
Questions

6. What do you think Miss Saunders means when she says, "I want to give something back"? What does that say about her character? Support with evidence from the text.

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7. How do we see the theme of appearances in the first two chapters? What might the author want us to learn by the end of the novel? Make a prediction and support with textual evidence.

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8. What is the point of view of the novel? Who is the narrator? What is one disadvantage of this point of view? Explain and support with textual evidence.

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Directions: Identify an example of figurative language that resonates with you. In the space below, draw the image the figurative language creates. Include the quote and page number.

Quiz:

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6

➤ Visualization  
Section –  
Figurative  
Language

➤ Mini-Quiz –  
Check for  
Understanding

➤ Designed to  
Differentiate for  
Centers

➤ Practice Re-  
Reading to Cite  
Evidence

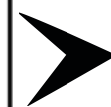
RESOURCE ALSO INCLUDES...  
Answer Keys • Google Drive™ Links

# Close Readings

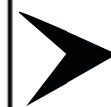
Fiction Close Reading 1		Name:	Chapters 1-2
<b>Conflict</b>			
<ul style="list-style-type: none"><li>Conflict is the struggle between opposing _____, _____, or _____.</li><li>Conflict affects _____, builds _____, and drives _____.</li></ul>			
There are four types of conflicts listed below. On the blank, write whether the conflict is an external conflict or internal conflict. Then, write an example of the type of conflict in the space. Try to identify a conflict from the novel.			
<b>Person vs. Person/Group</b>		<b>Person vs. Self</b>	
<ul style="list-style-type: none"><li>_____ VS _____ conflict</li><li>Example: _____</li></ul>	<ul style="list-style-type: none"><li>_____ VS _____ conflict</li><li>Example: _____</li></ul>		
<b>Person vs. Nature/Supernatural</b>		<b>Person vs. Society</b>	
<ul style="list-style-type: none"><li>_____ VS _____ conflict</li><li>Example: _____</li></ul>	<ul style="list-style-type: none"><li>_____ VS _____ conflict</li><li>Example: _____</li></ul>		
<b>Analyzing Conflict</b>			
Directions: Fill out the chart below and on the next page to analyze Maleeka's conflicts in Chapter 1 and Chapter 2.			
<b>Chapter 1 – Conflict and Type</b>			
<b>How does it affect Maleeka? How does it affect other characters and their behavior?</b>			
<b>How does it build suspense/drive plot?</b>			

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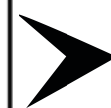
➤ 16 Assignments



Notes for  
Literary  
Elements



Graphic  
Organizers to  
Scaffold  
Learning



Literary Skills-  
Based

Chapter 2 – Conflict and Type
How does it affect Maleeka? How does it affect other characters and their behavior?
How does it build suspense/drive plot?
<p align="center"><b>Conflict Analysis</b></p> <p>1. Which one of Maleeka's conflicts affects her the most? How does it affect her? Support with textual evidence.</p> <p>2. Which conflict builds the most suspense? Why does it build suspense? Support with textual evidence.</p> <p>3. Make a prediction. Based on the events in the story what do you think will happen later on in Maleeka's story? Support with textual evidence.</p>



Depth of Knowledge Questions



Common Core-Aligned Material



Great for Rotation Centers



Provides Flexibility & Helps Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# Assessments

Reading Check 1 Name: \_\_\_\_\_

**Chapters 1-2**

1. What are the names of the two teachers we meet in the first chapters?

2. Where does Maleeka get her clothes from? Name two sources.

3. What does John-John make fun of Maleeka for?

Reading Check 2 Name: \_\_\_\_\_

**Chapters 3-4**

1. Who is Maleeka's love interest?

2. Where does Maleeka meet her friends in the morning?

3. What does Maleeka call Miss Saunders to her face in class?

➤ 16 Mini-Quizzes  
– 3 Questions  
per Reading

➤ Complete on  
Google  
Forms™

Reading Check 3 Name: \_\_\_\_\_

**Chapters 5-6**

1. Who does Maleeka get assigned to work with in Miss Saunders' class?

2. What is the name of Maleeka's diary character?

3. Why does Daphne start a fight with Maleeka?

Reading Check 4 Name: \_\_\_\_\_

**Chapters 7-8**

1. How does Maleeka overhear the teachers' conversation?

2. What is the name of Maleeka's friend that goes to a different school?

3. What does Maleeka agree to do in exchange for a haircut?

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➤ 1 Final Literary  
Assessment

➤ 1 Final  
Comprehension  
Assessment

**SECTION I: Order the following events of the novel in chronological order**

- \_\_\_\_\_ - Maleeka cuts off all her hair.
- \_\_\_\_\_ - Maleeka finds the poem her father wrote about her.
- \_\_\_\_\_ - Maleeka gets attacked by two boys on her way home from Char's house.
- \_\_\_\_\_ - Miss Saunders starts at McClenton and asks Maleeka where the office is.
- \_\_\_\_\_ - Maleeka gets into a fight with Daphne because of Char.
- \_\_\_\_\_ - John-John gets beat up and Maleeka saves him.
- \_\_\_\_\_ - Maleeka wins the library writing contest.
- \_\_\_\_\_ - Maleeka starts working in the office for community service.
- \_\_\_\_\_ - Maleeka begins Akeelma's diary with her partner Desda.
- \_\_\_\_\_ - Maleeka overhears Miss Saunders reveal her feelings to Tai in the auditorium.

**SECTION II: Mark true statements with a T, and false statements with an F**

- \_\_\_\_\_ - Maleeka gets her clothes from Char, Raina, and Raise.
- \_\_\_\_\_ - Miss Saunders teaches the novel *Romeo and Juliet*.
- \_\_\_\_\_ - Maleeka's mother loves to knit to cope with her husband's death.
- \_\_\_\_\_ - Maleeka and John-John used to be best friends but are not now.
- \_\_\_\_\_ - Char has repeated the seventh grade three times now.
- \_\_\_\_\_ - Maleeka wins second place in the library writing contest.
- \_\_\_\_\_ - Miss Saunders used to be a doctor before she came to teach at McClenton.
- \_\_\_\_\_ - Raina and Raise steal Miss Saunders' watch and plant it in Maleeka's locker.
- \_\_\_\_\_ - Maleeka saves John-John from getting beat up.
- \_\_\_\_\_ - Maleeka does homework for Char in exchange for designer clothing.

**SECTION III: Fill in the blank**

1. The name of the main character in Maleeka's diary is \_\_\_\_\_.
2. Maleeka's mother makes \_\_\_\_\_ to cope with her husband's death.
3. John-John always makes fun of Maleeka for her \_\_\_\_\_.
4. Char's sister's name is \_\_\_\_\_.
5. Caleb gets detention for \_\_\_\_\_.
6. Miss Saunders' only friend is \_\_\_\_\_.



Depth of  
Knowledge  
Questions



Common  
Core-Aligned  
Materials



Essay Prompts



Comprehension  
& Analysis  
Resources

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# Nonfiction Readings

Nonfiction Reading 1    Name: \_\_\_\_\_

**Self-Esteem, Self-Confidence, or Self-Compassion?**

Simply put, self-esteem is formed by a person’s thoughts and feelings about themselves. As young people navigate the messiness of life, big and small events, interactions with others, and feelings about self shape how a person feels about their own worth.

Sometimes, the term self-esteem is used interchangeably with the term self-confidence; however, there are clear differences between the two concepts. When a person has self-confidence, they trust and believe in their abilities and judgment. For example, in order to be an onstage performer, a person has to have some level of self-confidence in order to stand up in front of strangers to sing, dance, or act. When that performer performs well and masters their abilities, their self-confidence increases. Off-stage, though, other factors, such as a growing or lost friendship, may either heighten or diminish their self-esteem. Thus, self-confidence is only one part of a person’s larger sense of self-esteem.

Another term that has entered the mainstream in recent years is the idea of self-compassion. A person practices self-compassion when they extend kindness to themselves in moments they feel like they have failed or are suffering. Self-compassion embraces the idea that all people share common feelings and experiences, and this common humanity can help us be more compassionate towards ourselves and others. Self-compassion also can include mindfulness, the state of being aware of one’s feeling in the present moment. When a person exercises self-compassion, they incorporate all three components – kindness, common humanity, and mindfulness – to ease negative feelings.

So, what do they all have in common? Your self!

Directions: Fill out the chart below to help answer the questions that follow.

Self-esteem	Self-confidence	Self-compassion
Definition:	Definition:	Definition:
What does self-esteem mean to you?	What does self-confidence mean to you?	What does self-compassion mean to you?
How might it affect a person?	How might it affect a person?	How might it affect a person?

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- 8 Nonfiction Readings
- Build Background Knowledge
- Topics on Mindfulness, Self-Esteem & More
- Common Core-Aligned Material

## The Ins and Outs of Self-Esteem

From an early age, kids experience wins and losses. From making friends on the playground, to failing a test, to riding a bike for the first time, these experiences and how a child perceives the success of the experiences shapes their thoughts and opinions of self. Self-esteem reaches its peak when a person sees themselves as becoming their ideal self. Seems easy right? Well, like most things in life, it's much more complicated.

Self-esteem begins to develop from an early age, and the biggest influence on the development of self-esteem starts in the home. Milestone accomplishments, such as taking first steps or speaking first words, make young children feel capable, effective, and accepted. These three feelings create the cornerstone of developing healthy self-esteem. As young children grow into young adults, experiences that trigger these feelings will contribute to higher self-esteem. So, does that mean that children should get trophies and certificates of celebration for participating in a club or sports team? Not necessarily.

Although feelings of acceptance are an important part of developing self-esteem, the misuse of praise can go **awry**. Praise should feel earned and should focus on effort, growth, and mindset. When praise is attached to fixed qualities or outcomes, such as earning an A, then a person may attribute their self-esteem to those outcomes. Yet, the process of achieving that A is more important for one's self-esteem. A person's strong work ethic in studying for a test, for instance, demonstrates their capability to effectively focus on a goal.

As important as it is for children to succeed, it is equally as important for children to experience failure and setbacks. Failure and setbacks can teach kids to build positive habits through constructive feedback, accepting mistakes, and renewed motivation. These skills serve to equip children with the tools they need to overcome obstacles. Let's face it...no one succeeds at everything! So, it's important to be able to deal with failure in a positive, constructive manner.

Self-esteem also changes over time. When a person is going through a tough time, they might have a lower self-esteem and feel ineffective, incapable, and less confident, but through healthy habits, a person can raise their self-esteem and benefit from its effects. *Healthy* self-esteem involves a person seeing these moments with clarity as momentary challenges from which one can grow. It involves a person being realistic about their abilities, not being overcritical of themselves, and equipping themselves to handle obstacles and stress. Then, a person can feel comfortable expressing their thoughts and opinions, feel confident in making decisions about moving forward, and continue to develop positive relationships.

1. What is the article mostly about? Explain and support with evidence from the text.

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# Depth of Knowledge Questions



# Text



# Connections to Novel

# Use for Centers or in Model



# Rotation Model

# Cross-Curricular Learning



## RESOURCE ALSO INCLUDES...

# Answer Keys • Google Drive™ Links

# Vocabulary

Vocabulary Quiz 1

Name: \_\_\_\_\_

Chapters 1-10

SECTION I: Match the correct definition, synonym, or antonym with the correct word

Word	Definition, Antonym, Synonym, OR Sentence
1. _____ Unraveling	A. Synonym: Bold, cheeky, or fresh
2. _____ Ease	B. To ask for as rightfully belonging to oneself
3. _____ Claim	C. To muster or gather
4. _____ Sensitive	D. Synonym: Company or business
5. _____ Sassy	E. Antonym: Lenient or allowing
6. _____ Chronicling	F. To keep at something despite facing difficulties
7. _____ Summoning	G. Limitation or control over someone or something
8. _____ Corporation	H. Synonym: Untangle or unthread
9. _____ Restriction	I. Synonym: Snicker or leer
10. _____ Strict	J. The ability to put up with something harmful or unpleasant OR accepting feelings, habits, or beliefs that are different from one's own
11. _____ Tolerance	K. Antonym: Tough or unfeeling
12. _____ Persevered	L. Make something unpleasant or painful less serious or severe
13. _____ Smirks	M. Synonym: record or document

SECTION II: Fill in the blank with the correct word

1. She was \_\_\_\_\_ confidence as she strutted across the room to enter the interview room.

2. The kids burst into the room, \_\_\_\_\_ their parents' serious conversation.

3. The \_\_\_\_\_ of smells made all the guests sick to their stomachs.

4. The bullets \_\_\_\_\_ off the car as the robber fired at random.

5. Every teacher hates to see kids waste their \_\_\_\_\_ and not achieve the highest level possible.

6. She \_\_\_\_\_ so much time into her work that she rarely gets home before 8pm.

7. They were such a \_\_\_\_\_ couple, always concerned with their looks and how other people perceived them.

CONCOCTION – OOZING – VAIN – INVESTS – RICOCHETED – POTENTIAL – INTERRUPTING

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13



Vocabulary  
List



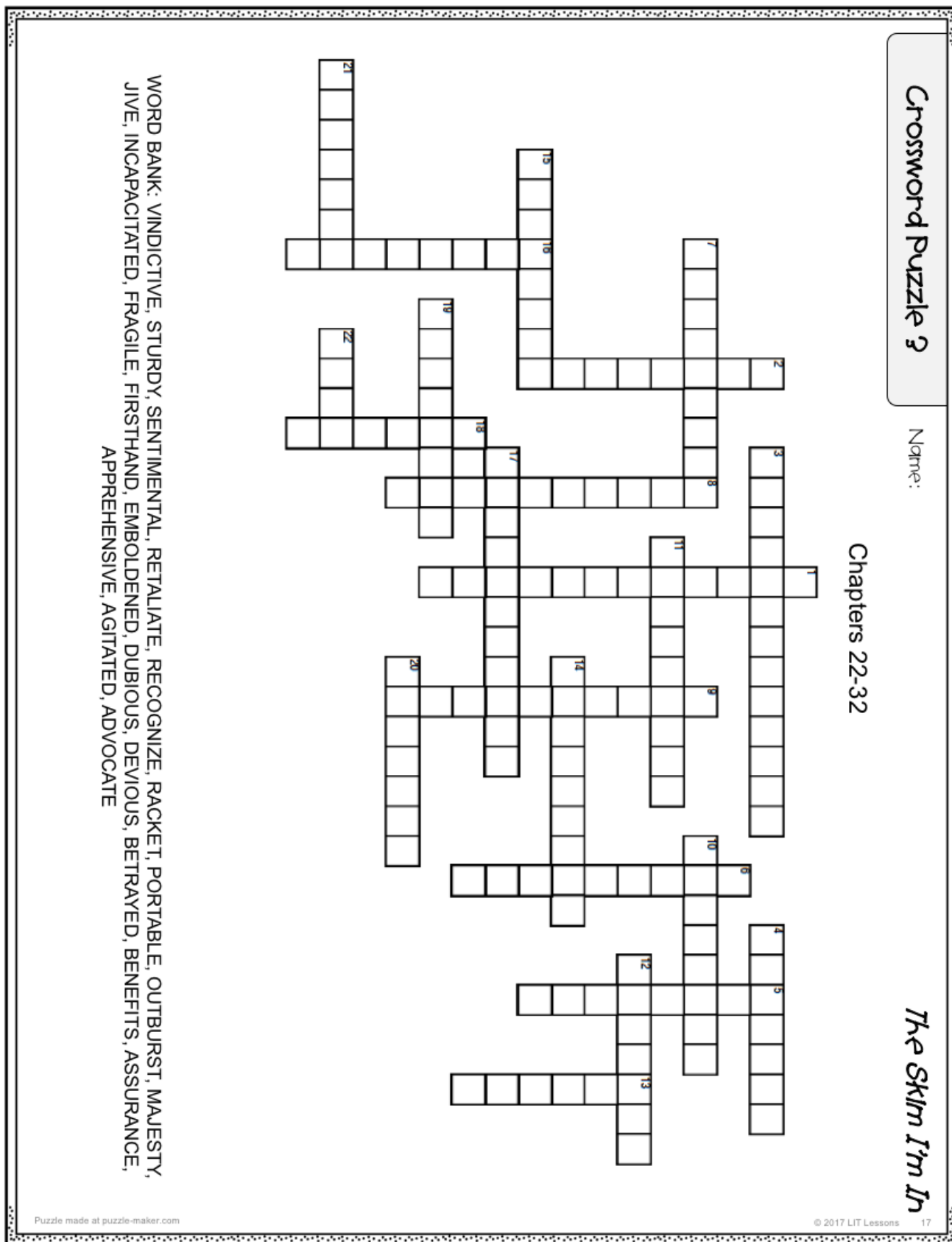
3 Crossword  
Puzzles



3 Vocabulary  
Quizzes



Variety of  
Graphic  
Organizers



➤ Spiraling Rigor and Challenge

➤ Expanding Understanding

➤ Essential Definitions

➤ Application in Context

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# Extension Activities

Extension Activity	Name:	TED Talk
<h2>Getting Unstuck</h2> <p>Directions: Watch the following TED Talk on the negative and positive mindset and answer the questions that follow.</p> <ul style="list-style-type: none"><li>Alison Ledgerwood – Getting Stuck in the Negatives (and How to Get Unstuck) - <a href="https://www.youtube.com/watch?v=7XFLTDQ4JMk">https://www.youtube.com/watch?v=7XFLTDQ4JMk</a></li></ul> <p>1. What do you think the TED talk is mostly about? Summarize the video in your own words. Support with evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>2. Why does the speaker start and end with the glass and water? How is it effective? Use evidence to support your answer.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>3. What do Ledgerwood and her colleagues learn from the three studies they conducted? What do the studies reveal? How do you feel about their conclusions? Use evidence to support your answer.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>4. What's the relationship between going from a negative mindset to a positive one? What about a positive mindset to a negative one? Support with evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>5. Based on the video, what are some activities people can do to train their brain to be more positive? Do you have any ideas to engage in this practice? Support with evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

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➤ 6 Engaging Assignments

➤ 5 Mindfulness Strategies

➤ TED Talks & Poetry Activities

➤ Novel Connections

Mindful Moment	Name: _____	Three Times a Chime
Directions: We are going to listen to a sound three times.		
1. First Time – count the seconds you can hear the bell until you cannot hear it anymore.		
2. Second Time – Think of a positive thought or feeling you want to focus on as you listen to the sound of the bell.		
3. Third Time – Think of something you want to let go of as you focus on the sound of the bell.		
4. Silence Time – Continue to think of the sound of the bell and focus your attention on the “sound”		
1. What did you like about the activity? What did you dislike? Why?		
_____		
_____		
_____		
2. Were you able to relax at all through the activity? Why or why not?		
_____		
_____		
_____		
3. Did you find the activity hard? Easy? Why?		
_____		
_____		
_____		
4. What thoughts or feelings came to mind as you participated? Did your mind wander at all? Where did it go?		
_____		
_____		
_____		
5. Were you kind to yourself through the activity ? How could you be kinder?		
_____		
_____		
_____		
6. What did you learn about yourself through today's activity today?		
_____		
_____		
_____		

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Use for  
Centers or  
Rotation Model



Common  
Core-Aligned  
Material



Cross-  
Curricular  
Learning



Collaborative  
Work

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# Teaching Resources

Lesson 5
Chapter 1-2 Close Reading and Conflict, TED Talk
<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>How does conflict affect characters and build suspense in the novel?</li></ul>
<b>Standards Covered:</b> <ul style="list-style-type: none"><li>CCSS.ELA-LITERACY.RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li><li>CCSS.ELA-LITERACY.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li></ul>
<b>Lesson Overview and Activities to be Completed:</b> <ul style="list-style-type: none"><li>Bell Ringer (possibly a mindful moment with the glitter globe, Three Times a Chime with reflection, or Thankful Thoughts journaling)</li><li>Chapters 3-4 vocabulary words instruction</li><li>Reread chapters 1-2, focusing on conflict</li><li>"Getting Unstuck" TED Talk Extension activity</li><li>Fishbowl discussion on TED Talk</li><li>Noticing Notebook activity</li></ul>
<b>Resources:</b> <ul style="list-style-type: none"><li>PPT Presentation</li><li>Chapters 3-4 vocabulary</li><li>Chapters 1-2 fiction close reading</li><li>"Getting Unstuck" TED Talk (<i>not provided</i>) analysis</li><li>Fishbowl materials</li><li>Any mindfulness strategy that is best for you and your students</li></ul>
<b>Homework:</b> <ul style="list-style-type: none"><li><i>The Skin I'm In</i> Chapters 3-4 Reading and Chapter Analysis</li></ul>
<b>Assessment:</b> <ul style="list-style-type: none"><li>Exit Ticket – What conflict is Maleeka facing that affects her the most? Why?</li></ul>



Standards Alignment



6-Week Unit



30 Lesson Plans

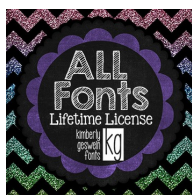


Instructional PowerPoint

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