

STARFISH

novel study



NOVEL UNIT CONTENTS

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- Digital Links for Google Drive™
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CHAPTER QUESTIONS A

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Chapter Questions 1.a: Chapters 1-10
For Just A While – The Thing About Fatdar

Name: _____

1. How does the narrator feel in the first poem "For Just A While?" Why might this place be important to the narrator? Support with evidence.

2. Summarize Ellie's memory of her fifth birthday party. What does she remember about the party? How does this memory make her feel now? Support with evidence from the text.

3. Summarize the "Fat Girl Rules" Ellie learns at a young age. What do these rules ultimately make her do when she is around other people? Support with textual evidence.

4. In "What, Why, Who, How, When," Ellie mentions the First Fat Girl Rule yet does not state what it is. Based on her description, what do you think the first rule is? Support with textual evidence.

5. According to Ellie, when is life normal for kids, no matter their shape or size? What happens that changes this "normality?" Explain and support with evidence from the text.

➤ 15 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

CHAPTER QUESTIONS A

6. Who is Ellie's new neighbor? How do you think Ellie feels about her new neighbor? How do you know? Support with evidence from the text.

7. How would you describe Ellie's "fatdar?" What emotions can she sense from others? Support with textual evidence.

8. Characterize Ellie. What kind of person is she? How do you know? Explain and support with details from the text.

Visualize the Text

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.



Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

CHAPTER QUESTIONS B

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Chapter Questions 1.b: Chapters 1-10
For Just A While – The Thing About Fatdar

Name: _____

1. How is the tone of the first poem different from the others? Why might the author start the novel with "For Just A While?" What does it reveal about Ellie? Support with evidence.

2. Analyze Ellie's flashback to her 5th birthday party. What happens? How does it affect her then? How does the event continue to influence her to this day? Support with evidence from the text.

3. Summarize the fat girl rules into a single, overall one. How do the rules influence Ellie's interactions with other people? Support with textual evidence.

4. In "What, Why, Who, How, When," Ellie mentions the First Fat Girl Rule yet does not state what it is. Based on her description, what do you think the first rule is? Support with textual evidence.

5. Ellie mentions how the first fat girl rule is learned when something changes. What do you think this change is? What suddenly is different in a person's life? Explain and support with evidence from the text.

➤ 15 Assignments
– 8 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

CHAPTER QUESTIONS B

6. Characterize Catalina. What type of person is she? How do you know? How does Ellie feel towards her new neighbor? Support with evidence from the text.

7. Describe Ellie's fatdar sense. What is it? What does she sense in other people? Why might someone have these feelings about someone who is fat? Support with textual evidence.

8. Although it is only the beginning of the novel, Ellie's experiences have greatly influenced her. How have Ellie's life experiences shaped the way she views the world? How does her perspective influence the way you view her? Explain and support with details from the text.

CRITICAL CONNECTIONS

Directions: Based on this reading, identify a reference, description, or statement that makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this topic?

Textual Evidence	Questions

Quiz:

➤ Critical Connections Section – Springboard for Discussion

➤ Use for Differentiation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

CLOSE READINGS

STARFISH 

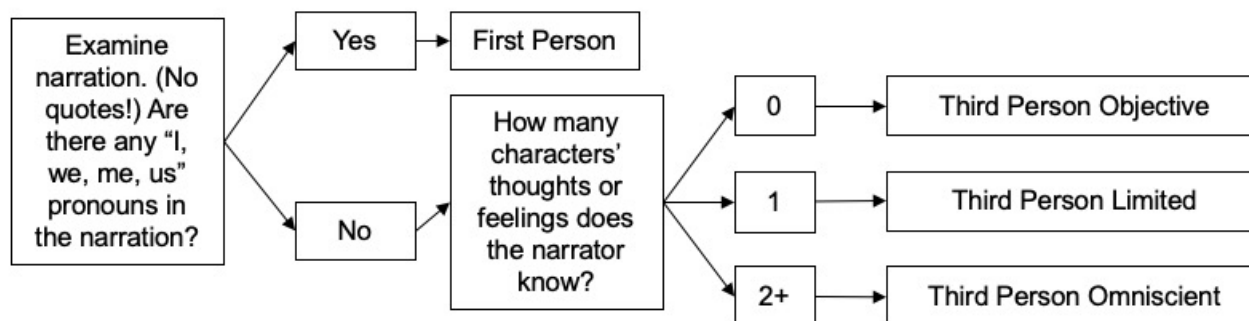
Close Reading 1.a: Chapters 1-10
For Just A While – The Thing About Fatdar

Name: _____

Point of View

- _____ = The perspective from which the story is told.
- _____ = The character or person that tells the story.

	First Person	Third Person Objective	Third Person Limited	Third Person Omniscient
Nickname	_____ Perspective	_____ Perspective	_____ Perspective	_____ Perspective
Narrator	_____ Character	Storyteller exists _____ of narrative	Storyteller exists _____ of narrative	Storyteller exists _____ of narrative
Pronouns in Narration	I, we, me, us, our	He, she, they, them, him, her	He, she, they, them, him, her	He, she, they, them, him, her
Insight Into Character Thoughts & Feelings	Main character narrates _____ thoughts and feelings	The narrator describes events and actions but _____ characters' thoughts and feelings, just like a camera captures a story.	The narrator describes the thoughts and feelings of _____ character in the narration.	The narrator describes _____ characters' thoughts and feelings and details of the past, present, and even future all at once.
Example	Narration: I went to the store.	Narration: She went to the store.	Narration: She went to the store, and she was angry with her mother.	Narration: She went to the store with her brothers, and they were all so angry with their mother.



Point of View of *Starfish*: _____

Who is the narrator? _____

➤ 30 Close Reading Assignments

➤ Notes for Literary Elements






➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

CLOSE READINGS

Walk In Her Shoes

Directions: Let's examine how Ellie's point of view encourages readers to "step into her shoes" and truly understand her perspective. Select five moments or events from the story that Ellie describes in a way that better helps you understand her perspective. Explain how it helps you better understand her point of view and how it influences the way you feel about her and her story.

Moment or Event	How does Ellie's point of view help you understand her perspective? How does it influence the way you feel about her and her story?
 1.	
 2.	
 3.	
 4.	
 5.	

➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

CLOSE READINGS

STARFISH 

Close Reading 1.b: Chapters 1-10

For Just A While – The Thing About Fatdar

Name: _____

Flashback

- Flashback is a _____ of events prior to the start of the story or earlier in the story.
- _____ are also considered flashbacks.
- Flashbacks have deeper meanings because they give _____ or _____ into current events.
- Specifically, flashbacks serve three purposes in literature:
 1. Provide insight into _____.
 2. Increase _____.
 3. _____ the past with the present.

Directions: Reread the poem "Splash Is Born," focusing on Ellie's brief flashback to her fifth birthday part. Gather evidence below that captures the purpose of the flashback.

Flashback Summary:

What does the memory reveal about Ellie's relationship with her family?

How do the memories provide insight into Ellie's conflict?

How do the memories provide insight into Ellie's current situation and feelings?

➤ Comprehensive Answer Key

➤ Thorough Examination of the Text

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

ASSESSMENT RESOURCES

STARFISH★

Reading Check 1

Name: _____

Chapters 1-10
For Just A While – The Thing About Fatdar

1. What nickname do most people call Ellie?

2. What is the list of rules Ellie follows?

3. Who is Ellie's new neighbor? (Name)

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Reading Check 2

Name: _____

Chapters 11-20
Shadows – Judased

1. Where does Ellie like to go to escape?

2. What tradition does Ellie's family do on the first day of school every year?

3. Who does Ellie have an appointment with after school?

➤ 15 Mini-Quizzes – 3 Questions per Reading

➤ Google Forms for Easy Grading

STARFISH★

Reading Check 3

Name: _____

Chapters 21-30
The Lesser of Two Devils – I'm A Starfish

1. Where does Ellie like to go instead of the school cafeteria?

2. What does Ellie do at the beginning of her therapy appointment to take away some of the doctor's power?

3. Where does Ellie's dad take her after her appointment?

STARFISH★

Reading Check 4

Name: _____

Chapters 31-40
Friends, Not Enemies – Secret Stash

1. If therapy does not help Ellie lose weight, what does her mother want to do next?

2. Who secretly helped Ellie learn and play a few songs on the piano?

3. Why does Ellie practice two religions?

➤ Common Core-Aligned Materials

➤ Check for Understanding

ASSESSMENT RESOURCES

STARFISH

Novel Quiz 2: Chapters 51-100

The Invite – Happy Birthday To Me

Name: _____

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

- _____ - When strangers at Niagara Falls take Ellie's photo, she throws their camera card over the falls.
- _____ - Catalina and her family invite Ellie to join them to enjoy ice cream, and Ellie has a great time.
- _____ - Liam bribes Ellie to take the DART bus and is rescued by Catalina and her brother when a storm hits.
- _____ - The librarian at Ellie's school pairs her up with Enemy 3 to complete a bulletin board project.
- _____ - Anaïs apologizes for her treatment of Ellie and promises to be a better sister.

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

- _____ - Viv is chosen to be her school's mascot, Comet, and sends Ellie a video of her cheering.
- _____ - Ellie reads Liam's journal filled with hurtful thoughts about her, so she burns his book.
- _____ - When Kourtnee and Marissa take Ellie's shirt after PE class, Ellie rips up their clothes.
- _____ - Ellie's chair breaks in Math class after Enemy 3 damages one of the legs.
- _____ - Ellie and Enemy 3 create a bulletin board focused on the beauty of whales.

SECTION III: Fill-in-the-blank

1. Doc uses _____ (toy) to show Ellie she can stand up for herself without being mean.
2. Ellie's English teacher has her stay after class and read aloud her poem about her _____.
3. Ellie finally feels comfortable enough with Catalina to invite her over and _____ with her.
4. For history class, Ellie researches how the world's view of _____ has changed.
5. Ellie makes Anaïs realize that she has not called Ellie by her name since her _____ birthday.

SECTION IV: Multiple-choice

1. _____ How is the following figurative language effective?
"Our hugs are like / trying to make puzzle pieces fit / in the wrong places."
 - a. Emphasizes how Ellie's relationship with her mother is broken
 - b. Shows how Ellie's mom struggles to give anyone loving hugs
 - c. Reveals how Ellie feels awkward around her mother when she shows any love
 - d. Highlights how Ellie desperately wants her mother's love and approval
2. _____ What most likely motivates Ellie to stand up to Enemy 3 when he tries to bully her? (Choose **two** answers)
 - a. Students have been threatened with a suspension if they continue to bully Ellie.
 - b. Ellie knows that Enemy 3 wants to keep their bulletin board project a secret.
 - c. Doc teaches Ellie that she can defend herself without hurting others.
 - d. Ellie begins to believe that she has a right to be seen and take up space.

➤ 3 Novel Quizzes – 1 per Third of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

ASSESSMENT RESOURCES

Read the passage and answer questions 1-5 that follow.

Multiple-Choice: Section I

DOES SHE REMEMBER?

Dad looks at Anaïs and Liam.
Both are wearing new clothes.
I tug on the hem of my
old button-down shirt,
trying to make it longer.

"No new clothes for Ellie?" Dad asks Mom.

"She gained more weight this summer.
I'm afraid if we keep buying her bigger clothes,
she'll just let herself get bigger."

If Mom thinks I look horrible now,
wait until I can't fit in anything—and
have to go naked.

Liam inhales his food

and belches, "I'm outta here."
Seconds later, the back door slams,
and tires squeal as he shows off
his red Mustang.

He thinks he's a stallion since he's sixteen.

"Enjoy sixth grade, Splash,"
Anaïs calls over her shoulder as she leaves
to start her senior year of high school.
That's like saying to a shark bite victim,
"Enjoy the free liposuction."

I wonder if my sister even remembers
it's her fault
everyone calls me Splash,
how that one word
on one day
changed my world.

- _____ Part One: Which of the following best summarizes the passage?
 - As Ellie's mom explains Ellie's lack of new clothes, Ellie compares herself to her siblings.
 - As Ellie's mom explains Ellie's lack of new clothes, Ellie tries to sneak away from the table.
 - As Ellie's mom explains Ellie's lack of new clothes, Ellie recalls the origin of her sister's nickname.
 - As Ellie's mom explains Ellie's lack of new clothes, Anaïs tries to stick up for Ellie.
- _____ Part Two: Which detail best supports your answer to Part One? (Choose **one** answer)
 - He thinks he's a stallion since he's sixteen.
 - I tug on the hem of my / old button-down shirt, / trying to make it longer.
 - "Enjoy sixth grade, Splash," / Anaïs calls over her shoulder as she leaves
 - I wonder if my sister even remembers / it's her fault / everyone calls me Splash...
- _____ What conflict does Ellie face in the above passage?
 - Ellie worries about her first day of sixth grade
 - Ellie endures bullying from her family members
 - Ellie struggles to fit into her old clothes
 - Ellie feels disappointed that her father does not stick up for her
- _____ Which of the following best describes the setting of the passage?
 - Dallas, Texas, Ellie's family's kitchen, morning on the first day of school
 - Dallas, Texas, flashback to the morning on the first day of school
 - Dallas, Texas, Ellie's house, nearby mall
 - Dallas, Texas, Ellie's family's house, car ride to school
- _____ What does Ellie's thought, "That's like saying to a shark bite victim, / 'Enjoy the free liposuction.'" most reveal?
 - Ellie worries that Anaïs will get hurt at school.
 - Ellie wishes her sister would be nicer.
 - Ellie dreads going to school.
 - Ellie is terrified of the ocean.

➤ Final Literary Tests

➤ A & B Format – Accommodate ALL Learners

➤ Flexible Implementation

➤ Answer Keys & Google Forms™ Links for ALL Resources

VOCABULARY RESOURCES

STARFISH 

Vocabulary Practice 1

Name: _____

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

_____ - The young child felt humiliated when they were picked last for the kickball team.

_____ - The promgoers danced with complete abandon the entire night.

_____ - The fans went into mourning when the player hit a three-pointer to win the game.

_____ - The new employee's pretentious attitude made her coworkers like her immediately.

_____ - After the company potluck, workers were so content that they just sat around and chatted.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Humiliated – SYNONYMS	Pretentious – SYNONYMS
Happy Embarrassed Understanding	Showy Suspicious Skeptical
Awkward Bewildered	Genuine Honest
Ashamed Irritated Disgraced	Flashy Conceited Snobbish
Mourning – ANTONYMS	Abandon – ANTONYMS
Grieving Celebrating Crying	Restraint Recklessness Freedom
Pensive Sorrow	Unshackled Intelligent
Considering Cheering Intimidating	Aggressive Benevolent Cautious

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Expose** – _____

2. **Disguised** – _____

3. **Ashamed** – _____

➤ 3 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 3 Vocabulary Practice Assignments

➤ Multi-Model & Engaging

VOCABULARY RESOURCES

STARFISH 

Vocabulary Check 1

Name: _____

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

1. _____ Abandon	a. Antonym: Celebrating or cheering
2. _____ Content	b. Definition: To give oneself up to an emotion
3. _____ Humiliated	c. Antonym: Encouraged or praised
4. _____ Mourning	d. Definition: A strong feeling that something is about to happen, especially something unpleasant
5. _____ Premonition	e. Synonym: Satisfied or pleased

SECTION II: Fill in the blank with the correct word

1. The journalist worked for over a decade to _____ the gas company's secrets and prove how they dumped harmful chemicals into nearby water sources.
2. While my friend tries to not act _____, she cannot help but talk about how much money she makes.
3. Although the teacher encouraged students to ask for help, he felt _____ that he needed assistance.
4. He always tries his best to _____ his anger, but his cheeks turn bright red when he gets upset.
5. The child was amazed when the picture of the elephant _____ into a tiny mouse.

ASHAMED – DISGUISE – EXPOSE – MORPHED – PRETENTIOUS

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 3 Vocabulary Quizzes – Check for Understanding

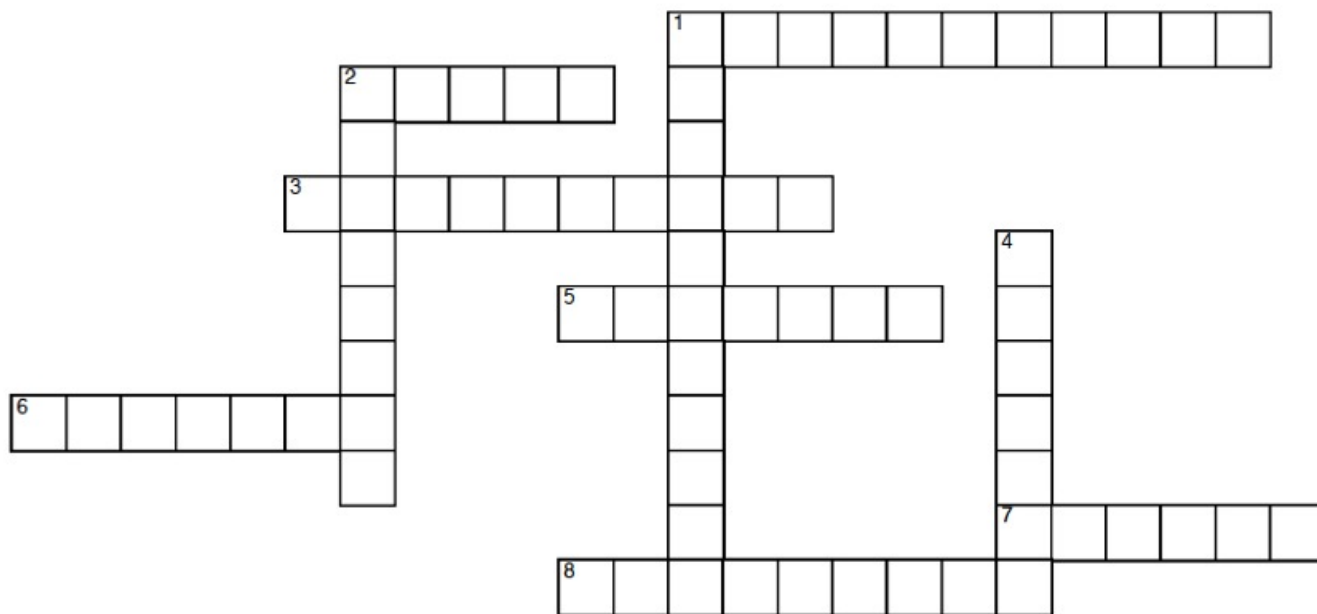
VOCABULARY RESOURCES

STARFISH 

Crossword Puzzle 1

Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

- 1 Just before the car's tire blew, he had a _____ that something bad was about to happen.
- 2 When the magician completed the magic trick, the audience gasped when it saw the rabbit _____ into a bird and fly away.
- 3 Synonym: Embarrass or shame
- 5 She was such a hard worker that she struggled to feel _____ sitting around and taking some time to relax.
- 6 To give oneself up to an emotion
- 7 Synonym: Uncover or reveal
- 8 To keep from showing the existence or true character of

DOWN

- 1 Appearing or trying to appear more important or more valuable than is the case
- 2 Antonym: Celebrating or cheering
- 4 Antonym: Proud

WORD BANK: ABANDON, ASHAMED, CONTENT, DISGUISED, EXPOSE, HUMILIATED, MORPH, MOURNING, PREMONITION, PRETENTIOUS

➤ 3 Crossword Puzzles

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links

TEXT & ACTIVITIES TOPICS

Informational Texts

- Weightism
- Ideals of Beauty
- What Drives Ideals of Beauty?
- The “Beauty” of Social Media
- Concepts of Self
- Change the Channel

Extension Activities

- Power of Words
- What Is Beauty?
- Ancient Beauty
- Media Messages
- A Critical Debate
- Flip the Script
- Text Connections
- Final Project: Build Up Bulletin

INFORMATIONAL TEXTS

WEIGHTISM

Informational Text 1

Name:

➤ 6 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2-3 Pages Per Reading

Sadly, prejudice¹ is commonplace. You've probably heard many terms to describe when a person is unfairly judged. For example, sexism, classism, and racism – to name just a few – all are used to explain when a person faces discrimination based on some characteristic, typically physical. In this context, Merriam-Webster's dictionary defines an **-ism** as "prejudice or discrimination² on the basis of a (specified) attribute." It may not come as a surprise then that identification of and steps to combat **weightism** is becoming more recognized in society. After all, people form judgments about other people all the time based on their overall appearance. The omnipresence³ of social media, movements to embrace body positivity, inclusivity, and diversity have thrust discrimination based on body size, shape, and weight into the public eye.

A Pervasive⁴ Problem

Weightism affects the lives of anyone with a body type, size, or shape that is considered different from the collective accepted standard of "ideal," including those deemed "too thin" or "overweight." However, to be clear, weightism overwhelmingly discriminates against those viewed as overweight. Prejudice against people based on weight and body shape continues to be a growing, unchecked problem that permeates⁵ all facets of life. Its negative impacts can be seen in instances of teasing and bullying to harassment and body shaming to employment discrimination and more.

Researchers have just begun to deeply study the presence and effects of weightism, and their results are staggering. Individuals who are overweight are more likely to be bullied, criticized by doctors, convicted of a crime, and paid less at a job. As the obesity rate continues to increase in the United States, weightism has also accelerated even as it remains almost entirely unaddressed. The fact such bias⁶ exists is not talked about often, but the impact on individuals is real.

STOP & JOT



In the space below, jot down details from the first page that stick out to you for each category.



Interesting Fact



New Learning



Surprising Find



Different Perspective

INFORMATIONAL TEXTS

The Beginnings of Change

The fact of the matter is society readily allows weightism to continue without consequences. Weightism's firm place is the result of several factors that have gone unexamined over a long period of time. Misconceptions⁷ about body size, collective acceptance of "beauty ideals and standards," and the culture around health and food all contribute to weightism. Yet, most of those misconceptions are now being proven false.

Science is helping to counter the ideas that contributed to weightism's development in the first place. For example, for decades (or more), people have emphasized a person's personal responsibility for their weight, but science now shows that genetics play a huge factor in a person's size. The human body is mostly a product of genes, not the food and exercise choices one makes. In addition to genetics, the culture around weight, especially in the U.S., celebrates body types that are nearly impossible for people to obtain. Alongside applications and programs that alter photos, this "ideal" body becomes pure illusion.⁸ However, the notion there is an attainable ideal remains an unfair standard by which all have come to be judged. Finally, fixation⁹ on "healthy" bodies strongly contrasts with society's toxic food culture. The healthiest foods often cost more and are harder to acquire, especially in some areas. Meanwhile, unhealthy foods are everywhere and cost much less. While the message is to be healthy, the reality is that healthy foods are not readily available to most.

GENETICS

Interesting Facts About Genetics & Weight

- Genes affect appetite, feeling of fullness, metabolism, cravings, and more
- Genes are thought to account for a predisposition for obesity anywhere between 25-80%
- People carry "**thrifty genes**" – conserve energy and store fat – an evolutionary adaptation humans do not need anymore



ENVIRONMENT

Interesting Facts About Environment & Weight

- Food availability influences weight – "food deserts" or areas that lack easy access to healthy foods have become more common
- In 1970, households spent about 27% of their food budget on take-out; in 2006, that number rose to 46%
- Lack of exercise opportunities, more hours watching TV, and bigger portion sizes have all contributed obesity



VS.

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

INFORMATIONAL TEXTS

Informational Text Analysis A **WEIGHTISM**
 Name: _____

TEXT FEATURES Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 1: Genetics vs. Environment

What is it? Name/describe the feature.

How does this feature contribute to your understanding of the whole article?

TERMS & VOCABULARY Directions: Define the key terms below by using context clues from the text.

-ism	
Weightism	
Thrifty Genes	

MAIN IDEA & DETAILS Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title: _____

Key Detail 1:	Key Detail 2:	Key Detail 3:

Main Idea: What is the article mostly about?

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➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

INFORMATIONAL TEXTS

Informational Text Analysis B

Name: _____

WEIGHTISM

➤ 2 Formats to Allow for Differentiation

➤ Use for Centers or Rotation Model

➤ Pair with Novel – Cross-Text Connections

➤ Answer Key & Google Slides™ Links

1. Based on the article, what is weightism? Who is affected by this type of bias and discrimination? Support with textual evidence.

2. Explain at least three negative effects those affected by weightism suffer. Support with details from the text.

3. Why does weightism continue to grow in society without any consequences? Explain at least three reasons and support with evidence from the text.

4. What misconceptions contribute to weightism? How are these misconceptions false? How are they harmful for those that are unfairly judged for their bodies? Explain and support with evidence from the text.

5. How does the "Genetics vs. Environment" text feature deepen your understanding of weightism and the misconceptions that underpin this bias? Support with evidence from the text.

6. What steps are being taking to formally address weightism and the harm it causes people? What additional steps do you think would be helpful to further address weightism? Support with details.

EXTENSION ACTIVITIES

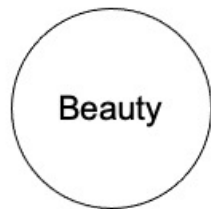
WHAT IS BEAUTY?

Extension Activity 2

Name: _____

Quick Write: How would you define beauty? What is beauty? What qualities does an individual have that makes them beautiful?

Idea Web: In the space below, make a web of the qualities or characteristics of beauty.



Sticky Note: After you have brainstormed all the qualities and characteristics of beauty, write down a simple definition of beauty. What is beauty?

What is beauty?

- 7 Extension Activities
- Variety of Materials – Research, Debate
- Engage with Different Activities
- Comprehension & Analysis Questions

EXTENSION ACTIVITIES

ANCIENT BEAUTY

Extension Activity 3

Name:

Directions: For this activity, you will select an ancient civilization and study that society's views of beauty. Then, after conducting research, you will compile your new knowledge in a presentation to educate your peers about this ancient civilization's perception of beauty.

Ancient Civilization Selection

Please circle the ancient civilization you will be studying.

Ancient Greece	Ancient Egypt	Ancient Mayans	Ancient China
----------------	---------------	----------------	---------------

When you have selected a civilization, you will complete the steps listed below.

1. Research Notes

- Civilization Basics – Collect details about the ancient civilization selected. (Dates, location, important accomplishments, societal structure)
- Beauty Standards – Gather information about beauty standards for all members of your chosen civilization if that amount of information is available.
- Importance or Purpose of Beauty Standards – What values did these beauty standards message? What purpose did they serve in society? Were they intended to enhance appearance or developed for more practical reasons?
- Beauty Resources – What did this civilization use to improve appearance or achieve society's accepted beauty standards?
- Interesting Facts – What additional information helps understand this civilization's perspective of beauty?

2. Presentation of Findings

- Create a short presentation that educates your peers on your ancient civilization's view of beauty.
- 5-6 Slides that capture your research and present your findings.

3. Reflection

- After your presentation and the presentation of your classmates, reflect on your new knowledge about ancient civilizations and beauty standards.

➤ Allows for Differentiation

➤ Standards-Aligned – Informational & History Texts

➤ Pair with Informational Texts

➤ Make Connections Between Texts

EXTENSION ACTIVITIES

MEDIA MESSAGES

Extension Activity 4

Name: _____

Directions: Beauty and “health” advertisements or stories are broadcast to the world on every media and social media channel. For this activity, you will consume media and track the advertisements or stories that focus on people’s physical beauty. First, collect data on the advertisements or stories you see (outside of school) when you are on a computer, tablet, phone, TV, or any other media device. Use the organizer below to track the ads or stories and analyze the message they send to the viewer about beauty. Then, after you view each ad or story, reframe the message so that they all reflect positive ones about beauty.

Device	Media Outlet (TV, social media, etc.)	Brief Description of Advertisement or Story
<p>Message: What message does the advertisement or story send about a person’s beauty?</p>		
<p>Reframe Message: How can you reframe the above message into a positive one? If already positive, explain how or what communicates that positive message.</p>		

Device	Media Outlet (TV, social media, etc.)	Brief Description of Advertisement or Story
<p>Message: What message does the advertisement or story send about a person’s beauty?</p>		
<p>Reframe Message: How can you reframe the above message into a positive one? If already positive, explain how or what communicates that positive message.</p>		

- Foster Rich Discussion
- Examination of History
- Prompts Require Evidence-Based Responses
- Cross-Curricular Learning

EXTENSION ACTIVITIES

BUILD UP BULLETIN

Final Novel Study Project

Name:

Directions: In *Starfish*, Ellie teams up with Enemy 3 to create a bulletin board that helps combat bullying at their school. You have spent some time learning about beauty, social media, and self-acceptance. Now, it's your turn to create a bulletin board display that helps promote **self-acceptance** in your educational setting.

As you brainstorm and design two bulletin board options, carefully consider each of the following bulletin board components. Use the questions as a guide.

- **Purpose** – What is the purpose of the board? Do you want others to interact with it? Do you want to share information? Do you want to spread an idea? Do you want to urge an action? Make sure to include clear directions if you want others to interact with the board.
- **Slogan / Theme** – What slogan can you create to promote your **self-acceptance** message or theme? What positive message can you send?
- **Images / Borders / Background** – How can you use images, borders, and backgrounds to support your message and create a display that catches viewers' attention?
- **Color** – How can you use color in a meaningful way? What colors will "pop" and draw the attention of others?
- **Creativity** – How can you create a unique bulletin board that captures people's attention and stays with them long after they see it or interact with it?

Bulletin Board Brainstorm #1

Bulletin Board Component	Ideas & Notes
Purpose	
Slogan / Theme	

➤ Encourage Critical Thinking

➤ Scaffold Learning with Graphic Organizers

➤ Google Slides™ Links for Google Drive™

➤ Rubrics for Applicable Resources

LESSON PLAN RESOURCES

Day 1 Anticipation for Reading | *Starfish* Reading 1

Essential Question(s)

- What is the point of view of the text? How does the point of view influence the reader's understanding of the text? OR How do flashbacks provide readers insight into the text's characters and events?
- How are words a source of power?
- What is weightism? How does weightism affect those targeted by this type of discrimination?

Essential Standard(s) Covered

- RL.7.6 – Describe how a narrator's or speaker's point of view influences how events are described
- RL.7.5 – Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the text
- SL.7.1 – Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly
- RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Lesson Overview

Bell Ringer	<ul style="list-style-type: none"> • (Display image of novel cover) Based on the cover, what do you think our next novel study will be about?
Vocabulary	<ul style="list-style-type: none"> • Introduce Set 1 and complete a graphic organizer to define terms
Anticipation Activity	<ul style="list-style-type: none"> • Activity 1: Power of Words – students engage in discussion about the power of words and develop a class policy on how to treat hurtful and offensive words and actions when they arise in the novel
Informational Text	<ul style="list-style-type: none"> • Informational Text 1: Weightism – complete text analysis A and/or B
Literary Notes	<ul style="list-style-type: none"> • Point of View / Flashback notes – feel free to extend into a mini-lesson on point of view/flashback if needed
Reading	<ul style="list-style-type: none"> • Read Chapters 1-10 – reading can be aloud, in groups, or independently
Reading Analysis	<ul style="list-style-type: none"> • Reading Response 1 A and/or B Chapters 1-10, Close Reading 1: Point of View or Flashback

Resources Needed

- Novel: *Starfish*
- Vocabulary: Set 1, graphic organizers (Vocabulary Resources)
- Reading Response 1 A and/or B Chapters 1-10 (Chapter Questions Resources)
- Close Reading 1: Point of View or Flashback (Close Readings Resources)
- Informational Text 1: Weightism (Nonfiction Resources – Informational Texts)
- Extension Activity 1: Power of Words (Nonfiction Resources – Extension Activities)
- Exit Ticket Form (Assessment Resources)

Homework

- Novel Reading 2 – Chapters 11-20 (*Optional*)

Assessment

- Exit Ticket – How can words be used as either a tool or a weapon?

➤ 4-WEEK Unit with Novel Study Implementation Suggestions

➤ Pacing Guide

➤ 20 Instructional Lesson Plans

➤ Instructional PowerPoint

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