

## STARI Unit 2.3 *Bronx Masquerade* Distance Learning Packet

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### Materials needed:

- This independent/partner reading packet
- *Bronx Masquerade*
- Fluency passage packet at assigned level



### For families:

This packet is designed to guide your students through the work of reading and comprehending the Unit 2.3 novel, *Bronx Masquerade*, by Nikki Grimes. Students may use the packet independently, working at home.

### How can I support my child in completing this packet?

STARI is meant to be a **discussion-based curriculum**. In fact, our research shows that it is students' talk about text that builds their comprehension skills. Therefore, we encourage you to try to find any possible opportunities for students to engage in talk about text. Could students connect with their partners virtually, to talk via phone or computer? Could you, or a sibling or other family member, read the novel and talk about it with your child? The more students are able to talk about the text, the more improvement in their skills we expect to see.

### How should students use the fluency packets?

STARI students have been assigned a fluency level: A, B, C, or D. They have been taught a 2-day fluency routine. The steps of the routine can be found on pp. 3-4 of the packet. Students should engage in this 2-day routine one to two times per week. Each day of the routine involves a timed reading of the assigned passage. If students are able to pair up with someone (parent or family member, or online partner) to time them, that is ideal. Alternatively, they can record themselves reading and use the recording to time themselves, or submit the recording to their teacher.

### How can we access the novel?

The novel for this unit is *Bronx Masquerade*, by Nikki Grimes. If students were not able to bring their copy of the novel home prior to schools closing, your local bookstore or an online retailer may be able to ship it to you, or you can buy a digital copy. Alternatively, you may be able to check out a digital copy from your local library. Finally, some STARI schools have directed students to online free libraries such as Open Library and National Emergency Library.

This packet is no substitute for the rich discussion that takes place in STARI classrooms, but we hope that it provides continuing support for students in these difficult times. For more information, contact your child's teacher or visit [serpinstitute.org/stari/distance-learning](http://serpinstitute.org/stari/distance-learning).



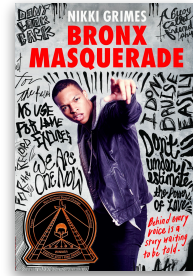
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## STARI Unit 2.3 *Bronx Masquerade* Distance Learning Packet

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### For students:

This packet will guide you through the work of reading and comprehending the Unit 2.3 novel, ***Bronx Masquerade***, by **Nikki Grimes**.



**Where do I start?** Check with your teacher. Where were you in the novel when school closed? If you can't figure it out, you can start from the beginning. Begin on **page 15** of this packet. You will come back and complete the yearbook pages as you read the novel.

**What do I do?** Follow along in the packet to read the text in *Bronx Masquerade* and answer the questions in the packet. Complete the fluency routine when the packet reminds you to.

**But don't I need a partner?** Yes, if possible. For fluency, can you connect with a classmate over the phone to do fluency practice? Can you ask a parent or sibling to time you when you read? If you don't have a partner, record yourself reading (you can use your phone). Then you can listen to the recording and time yourself.

For reading the novel, can you connect with a classmate to discuss the book on the phone? Can a parent, sibling or family member read the book too, and discuss it with you?

**But I don't have the book!** If you are not able to get the book from school, try downloading a copy from your local library, or Open Library, or National Emergency Library. You can read it on your phone.

This isn't the same as reading in class with your teacher. But you can do it!







Skip to **page 15** of this packet to begin reading the novel. You will come back and fill in these workbook pages as you read.

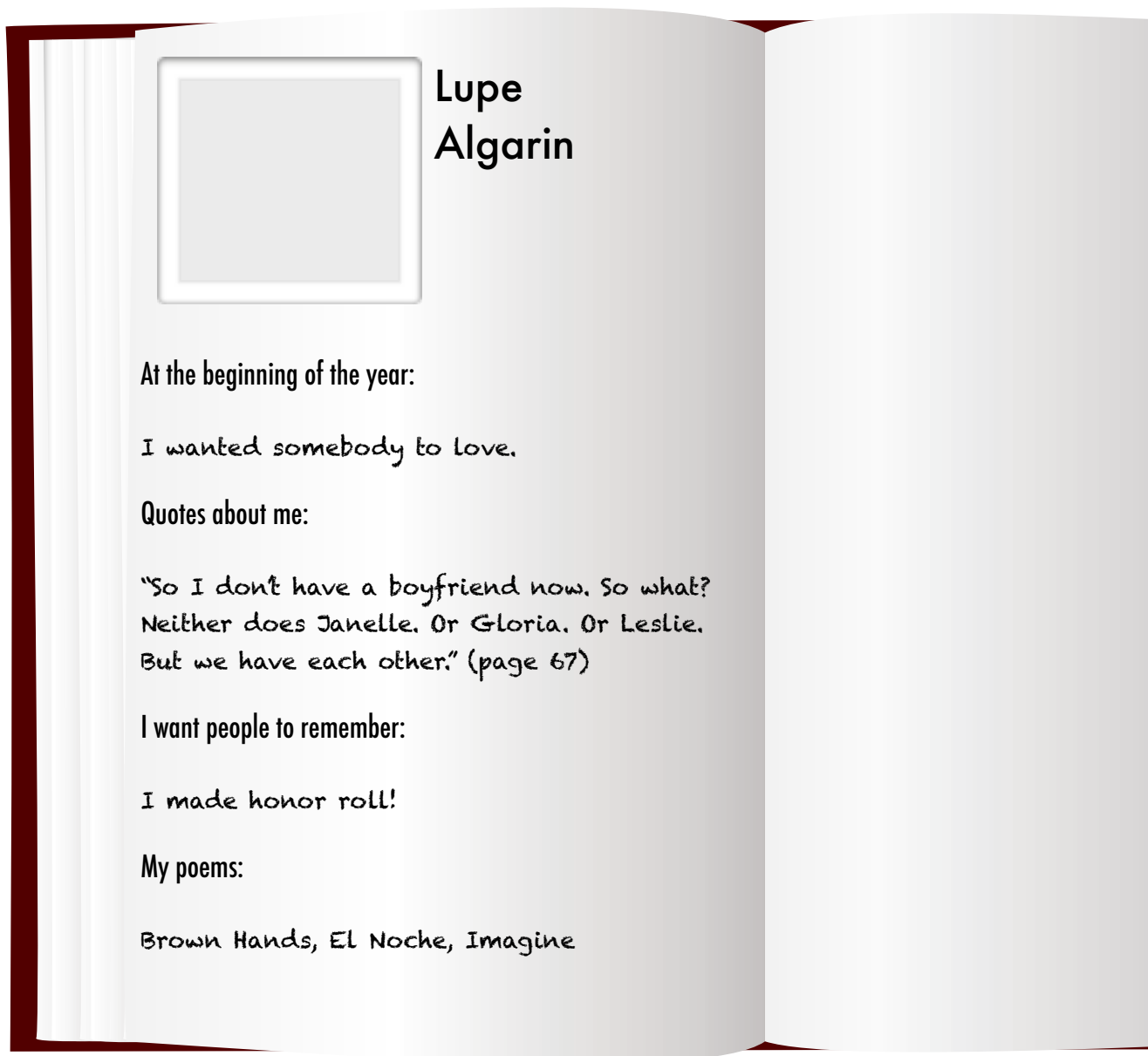
# Yearbook

In some high schools, students make their own yearbook page.



The yearbook page has a photo of the student. Sometimes they give a favorite quote or list their favorite song. They also write something that they want people to remember about them.

As you get to know the students in *Bronx Masquerade*, you'll be making your own yearbook pages for them. Here is an example of a yearbook page for Lupe Algarin:





**Wesley  
Boone**

**At the beginning of the year:**

---

**Quotes about me:**

---

---

---

**I want people to remember:**

---

---

**My poems:**

---



**Tyrone  
Bittings**

**At the beginning of the year:**

---

**Quotes about me:**

---

---

---

**I want people to remember:**

---

---

**My poems:**

---



**Chankara  
Troupe**

**At the beginning of the year:**

---

**Quotes about me:**

---

---

---

**I want people to remember:**

---

---

**My poems:**

---



**Raul  
Ramirez**

**At the beginning of the year:**

---

**Quotes about me:**

---

---

---

**I want people to remember:**

---

---

**My poems:**

---



**Diondra  
Jordan**

**At the beginning of the year:**

---

**Quotes about me:**

---

---

---

**I want people to remember:**

---

---

**My poems:**

---



**Devon  
Hope**

**At the beginning of the year:**

---

**Quotes about me:**

---

---

---

**I want people to remember:**

---

---

**My poems:**

---



**Gloria  
Martinez**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Janelle  
Battle**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Leslie  
Lucas**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Judianne  
Alexander**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Tanisha  
Scott**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Sterling S.  
Hughes**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Amy  
Moscowitz**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Sheila  
Gamberoni**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---





**Steve  
Ericson**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



**Raynard  
Patterson**

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---



## Porscha Johnson

At the beginning of the year:

---

Quotes about me:

---

---

---

I want people to remember:

---

---

My poems:

---

# Guided reading

## Bronx Masquerade, pages 1-6

**Overview:** This book is written in the voices of 18 different high school students who share the same English class. Today, we'll meet two of those students, Wesley and Tyrone, and their teacher, Mr. Ward.

**Vocabulary:** During reading, clarify the following words:

convince (p. 1)



I think convince means \_\_\_\_\_

embarrassment (p. 4)

I think embarrassment means \_\_\_\_\_

creative expression (p. 4)

I think creative expression means \_\_\_\_\_



**Comprehension:** Read pages 3-4 and respond to the following questions:

Who is speaking? How does he talk?

---

---

What are students studying in Mr. Ward's class?

---

---

What did Mr. Ward assign, and what did Wesley do instead?

---

---

How did Wesley feel about reading his poem?

---

---

## Guided reading, continued

Use the 5 Ws to summarize what's happened so far:

WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHEN \_\_\_\_\_

WHERE \_\_\_\_\_

WHY \_\_\_\_\_

 Read pages 5-6 and respond to the following questions:

What did you notice about “Long Live Langston?”

---

---

Where do you hear Wesley’s voice in the poem?

---

---

**Yearbook:** Take notes on Wesley Boone on workbook page 6. (Please refer to the example on page 5).



# Homework Day 18

Nikki Grimes talks about *Bronx Masquerade*



*Bronx Masquerade* is a novel written in 18 voices. It follows a classroom of high school students over the course of a year, exploring who they are behind the masks they wear, and using poetry to do it. Of all the characters, I am most like Sterling, whose faith is central to his life. And Gloria, as I was a single mom in college. And Janelle, as I, too, **struggled** with poor **self-image**, though unlike Janelle, my problem was being too skinny. Like Amy, I was **estranged** from my parent. Like Diondra, I struggled to earn my parent’s respect for my art. Like Raul, I enjoyed the support of at least one family member, namely my sister. Like Lupe, I thought having a baby would fill me up emotionally. Like Lesley, I was moved around a lot and knew how lonely that could be. In other words, I connect with every character in the book. I either shared some aspect of their experience, or I have known someone who did.

I knew people like Raynard, and Sheila, and all the rest. The characters in *Bronx Masquerade* are my **peeps**! So, while these characters are all **fictional**, they come from someplace real. (There is one real person in the book, though: Mr. Ward. That character is based on a teacher and poet I am honored to call my friend.)

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**struggled** *had problems*  
**self-image** *feelings about how you look or are seen by others*  
**estranged** *cut off or separated*  
**peeps** *friends*  
**fictional** *made-up*

1. Nikki Grimes explains the idea of masquerade in the title of *Bronx Masquerade*. According to the writer, how is a masquerade part of the story?


---



---

2. Are the high school students in the book *Bronx Masquerade* real people?

---

continued 





Before you read these pages, complete the Day One fluency routine for passage 8.




## Partner reading

Bronx Masquerade, pages 7-11

### Tyrone

In this section, we learn more about Tyrone.

 Read silently to the middle of page 8 where it says, “I could use me some future.”

 Look back at what Tyrone says about his life.

 Turn and talk with your partner.

**Summarize** with your partner what Tyrone is saying.



Tyrone feels \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

### Clarify

Tyrone says his father “got blown away.”

What does he mean? \_\_\_\_\_

### Questioning

Tyrone talks about Raynard and Steve, two other students in the class.



Ask your partner a question about Raynard. The answer should be “right there.”



My question: \_\_\_\_\_

Record where your partner found the answer: On page \_\_\_\_\_.





Ask your partner a question about Steve. The answer should be “right there.”




My question: \_\_\_\_\_

Record where your partner found the answer: On page \_\_\_\_\_.

 Read silently to where it says, “I realize I do,” on page 9.

 Look for a change that happens for Tyrone.


 Turn and talk with your partner.


**Summarize** with your partner.

 WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHY \_\_\_\_\_

 Read Tyrone’s poem on pages 10-11. Use the guidelines for reading a poem. You will read Tyrone’s poem three times.

 After each reading, turn and talk to your partner.

**Mir** *a Russian space station that orbited the Earth*

**Tokyo** *the Japanese city where terrorists set off poison gas in subway stations in 1995*

### → Reading #1

Read through the poem silently. Don’t try to make sense of everything. Come up with one word that gives a feeling you got from the poem.

My word: \_\_\_\_\_

My partner’s word: \_\_\_\_\_

### → Reading #2

Read the poem again. Use Post-its to mark words you don’t know. Put a ? on a Post-it for lines or words you have questions about.

Write one line that you marked with a Post-it.

\_\_\_\_\_

Clarify this line with your partner.

This line might be about \_\_\_\_\_

\_\_\_\_\_



→ **Reading #3**

Read the poem one last time.

Pick one line that seems the most important for the whole poem.

---

Why do you think Tyrone wrote this poem? It might be to boast, describe a place or people, explain his feelings, or be funny.

Tyrone wrote this poem because

---

Share with your partner your most important line from the poem and your explanation of why Tyrone wrote this.

- We chose the same important line.
- We chose different important lines.

**Yearbook:** You now know some details to record on Tyrone's yearbook page.

- At the beginning of the year, before Mr. Ward started Open Mike Fridays, what was Tyrone like?
- What good quote from Tyrone can you include? Be sure to record the page number for the quote.



Before you read these pages, complete the Day Two fluency routine for passage 8.

## Guided reading

**Bronx Masquerade, pages 12-17**

**Overview:** You will be introduced to a new character, Chankara.

**Describe the following characters:**



Tyrone: \_\_\_\_\_

Wesley: \_\_\_\_\_

**Vocabulary:** Pick two words or phrases to clarify:

**Word or phrase:**

**Page number:**



*I think it means* \_\_\_\_\_

**Word or phrase:**

**Page number:**

*I think it means* \_\_\_\_\_

During reading, also clarify the following words:

nonsense (p. 12)



*I think nonsense means* \_\_\_\_\_

commence (p. 12)

*I think commence means* \_\_\_\_\_

fabricate (p. 14)

*I think fabricate means* \_\_\_\_\_



**Comprehension: Read pages 12-13 and answer the following questions:**

Who is Chankara? What is she like?

\_\_\_\_\_

\_\_\_\_\_

What is Chankara hiding?

\_\_\_\_\_

Day 20



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Unit 2.3—Harlem Renaissance | p. 22

**Guided reading, continued**

How do Chankara’s classmates react? What is the right way to react when you see a suspicious bruise on a friend?

---

---

 **Read pages 13-14 and respond to the following questions:**

Chankara says that Johnny is “hard of hearing.” What does she mean?

---

---

**Use the 5 Ws to summarize what happened at Chankara’s apartment:**

WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHEN \_\_\_\_\_

WHERE \_\_\_\_\_

WHY \_\_\_\_\_

 **Read pages 15-16 “Bruised Love” three times and respond to the following questions:**

**Reading 1:** What is the mood?

---

---

**Reading 2:** What words or phrases should you clarify? What similes or metaphors can you find in the poem?

---

---

---

**Guided reading, continued**

**Reading 3:** What lines are important?

---

---

 **Read page 17 and respond to the following questions:**

What new details did you learn about Tyrone’s dad?

---

---

Explain a line that shows how Tyrone feels about Chankara.

---

---

---

**Yearbook:** Write down something about Chankara at the beginning of the year. Add a good quote from Chankara and the title of her poem.





Before you read these pages, complete the Day One fluency routine for passage 9.

## Partner reading

Bronx Masquerade, pages 18–23



### Raul

In this section, you will read about Raul’s special talent. You will also learn how Raul wants to change the way people view his Puerto Rican family and community.

Here is a glossary of Spanish words and phrases that can help you understand Raul’s story.

**hermanita** *little sister*

**no hablo ingles** *I don’t speak English*

**entiendes** *understand*

**loco en la cabeza** *crazy*

**porque** *because*

**la familia** *the family*

**banditos** *bandits*

**cuchfritos** *fried food*

**los niños** *the children*

**salsa** *dance music*

**la bamba** *dance music*



Read silently to where it says, “Especially if it’s mine,” on the bottom of page 19.



Turn and talk with your partner.

What does Mr. Ward let Raul do during lunch? Draw a quick sketch to summarize:

What advice does Tyrone give Raul?



Tyrone says \_\_\_\_\_

Does Raul agree with Tyrone? \_\_\_\_\_

Do you agree with Raul or Tyrone? \_\_\_\_\_

### Clarify



Talk to your partner.

Tyrone says, “Money is the alpha and omega.”

What do you think he means?

Tyrone probably means that money is \_\_\_\_\_

### Hint!

If you need help, read the sentences before and after.

### Questioning

In the next section, Raul tells how he feels about himself and his people. After you read, you will write a question for your partner to answer.



Read silently to where it says, “I’m handsome, after all,” at the end of page 21.



Turn and talk with your partner.

Write a “right there” question about this section for your partner to answer. Your question might start with **who**, **what**, **when**, or **where**:




My question: \_\_\_\_\_


\_\_\_\_\_

My partner’s answer: \_\_\_\_\_

\_\_\_\_\_

My partner found the answer on page \_\_\_\_\_ .

 Read Raul's poem on page 22. You will read the poem three times.

 After each reading, turn and talk to your partner.

→ **Reading #1**

What's a mood you take away from reading this poem?

My idea about the mood: \_\_\_\_\_

My partner's idea about the mood: \_\_\_\_\_

→ **Reading #2**

Write one word or phrase you want to clarify:

\_\_\_\_\_

Share the word or phrase with your partner. What meaning can you come up with?

\_\_\_\_\_


→ **Reading #3**

Write a line from the poem that you think is important.

\_\_\_\_\_

\_\_\_\_\_

 Read page 23 silently.

 Turn and talk to your partner.

How has Tyrone's opinion of Raul changed?



Before Raul read his poem, Tyrone thought

\_\_\_\_\_

Now, Tyrone thinks

\_\_\_\_\_

**Yearbook:** Write down something about Raul at the beginning of the year. Add a good quote from Raul and the title of his poem.





Before you read these pages, complete the Day Two fluency routine for passage 9.

## Guided reading

### Bronx Masquerade, pages 24-28

**Overview:** You will be introduced to a new character, another artist in Mr. Ward’s class.

**Vocabulary:** During reading, clarify the following words:

self-portrait (p. 24)



*I think self-portrait means*

---

identity (p. 25)

*I think identity means*

---

masterpiece (p. 25)

*I think masterpiece means*

---



**Comprehension:** Read pages 24-26 and answer the following questions:

What does the word “tirade” on page 25 mean based on the context clues?

---

What is Diondra’s father’s dream for her?

---

---

What are the important details about the character Diondra?

---

---

What are the important details about the character Raul’s identity?

---

---

## Guided reading, continued

What are the important details about the character Diondra’s identity?

---

---

Diondra’s dad has a dream for her. Is it okay for parents to have dreams for their children?

---

---

 **Read page 27 “If” three times and respond to the following questions:**

**Reading 1:** What is the mood?

---

---

**Reading 2:** What words or phrases should you clarify?

---

---

What metaphors can you find? When Diondra talks about sculpting clouds or painting night, what does she mean?

---

---

**Reading 3:** What is Diondra trying to express? Why doesn’t she just say what she means; why use metaphors?

---

---

**Guided reading, continued**

Can you make a personal connection to this poem? Have you ever felt like this?

---

---

 **Read page 28 and answer the following questions:**

What role does Tyrone play?

---

---

Based on what Tyrone said to Diondra, has he changed?

---

---

---

**Yearbook:** Write down something about Diondra at the beginning of the year. Add a good quote from Diondra and the title of her poem.



Before you read these pages, complete the Day One fluency routine for passage 10.

# Partner reading

Bronx Masquerade, pages 29-33



## Devon

In this section you will read about Devon. First, he talks about his identity.



Read silently to where it says, "That's my game," on page 29.



Turn and talk with your partner.

Write one thing that is the same for Diondra and Devon.



Diondra and Devon both

Write one difference between Diondra and Devon.

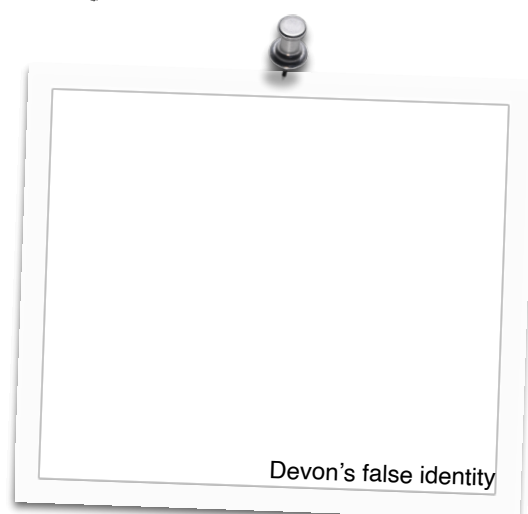
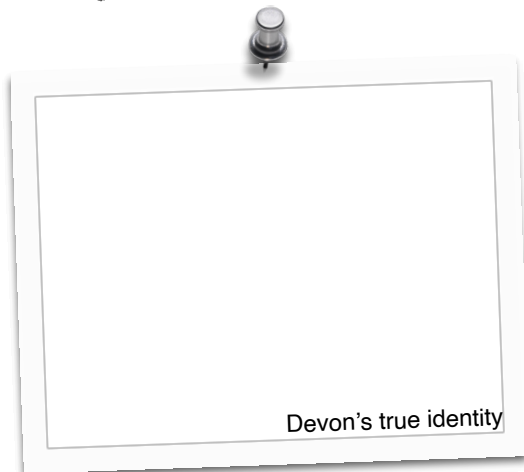
Diondra

but Devon




Read silently to where it says, "...not catch me with my head in a book," on page 30.


Draw two quick sketches of Devon. Make one sketch show his true identity, and the other show his fake identity.



Share your sketches with your partner.

Circle the picture that shows Devon's disguise.

 Read silently to where it says, “more often than I thought,” on page 31.

 Turn and talk with your partner.

**Summarize** what happened between Devon and Janelle.




WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHERE \_\_\_\_\_

WHEN \_\_\_\_\_

 Read silently to “Maybe it’s time I just started being who I am,” on page 31.


 Turn and talk with your partner.

Why is Devon deciding it’s time to just be who he is?



I think \_\_\_\_\_

My partner thinks \_\_\_\_\_


 Read Devon’s poem on page 32.

Pick one line or two connected lines from the poem that you think are the most important:



\_\_\_\_\_

\_\_\_\_\_

 Read Tyrone’s response on page 33.

 Turn and talk with your partner.



What did Tyrone think about Devon’s poem? \_\_\_\_\_

\_\_\_\_\_

**Yearbook:** Write down something about Devon at the beginning of the year. Add a good quote from Devon and the title of his poem.



# Homework Day 23

## Devon's disguise

Devon's poem on page 32 says he's worn out from hiding "the me of me."

Jot down some details. Who does Devon pretend to be? What is Devon's disguise? What is Devon's true self?

Devon's disguise	Devon's true self
Nickname: _____	Nickname: _____
Favorite activity: _____ _____	Favorite activity: _____ _____
What he cares about most: _____ _____ _____ _____	What he cares about most: _____ _____ _____ _____

What does this line from Devon's poem mean?

"... there's more to Devon than jump shot and rim." (page 32)



It could mean that  
\_\_\_\_\_  
\_\_\_\_\_



Before you read these pages, complete the Day Two fluency routine for passage 10.

## Guided reading

### Bronx Masquerade, pages 34-39

**Overview:** A new character, Lupe, tells about her family and shares a secret wish.

**Vocabulary:** During reading, clarify the following words:

guzzle (p. 35)



*I think guzzle means*

---

despise (p. 35)

*I think despise means*

---



**Comprehension:** Read the first paragraph of page 34 and answer the following questions:

What does Lupe notice about Janelle?

---



---

Find a simile about Beth and Devon. Explain.

---



---

The last sentence says, “Everybody’s talking about it.” What is everybody talking about?

---



---

**Vocabulary:** During reading, also clarify the following words:

churros (p. 35)



*I think churros means*

---

**Guided reading, continued**

Jibaro (p. 35)

I think Jibaro means

carnales (p. 35)

I think carnales means

 **Read pages 34-37 and answer the following questions:**

Who does Lupe envy? Who does she despise?

---

---

What is Lupe looking for in her life?

---

---

What quote from the book really captures Lupe's feelings?

---

---

 **Read page 38 "Brown Hands" three times and respond to the following questions:**

**Reading 1:** What is the mood?

---

---

**Reading 2:** What words or phrases should you clarify?

---

---



**Guided reading, continued**

What images do you notice?

---

---

**Reading 3:** What feeling or desire is Lupe trying to capture?

---

---

 **Read page 39 and answer the following question:**

What more do we learn about Lupe from Tyrone?

---

---


# Partner reading

Bronx Masquerade, pages 40–45



## Gloria

In this section you will read about Gloria. First, she talks about something that happened in class.

 Read silently to where it says, “... he always looks out for me,” on page 40.

 Turn and talk with your partner.

**Summarize** what happened in class.



WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_



This next section tells what life is like for Gloria now that she has a baby. After you read, you will draw a sketch of Gloria. Look for details to include in your sketch.



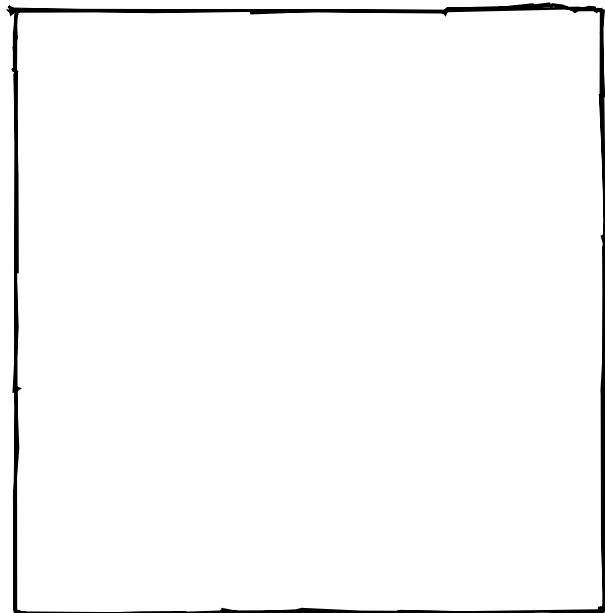
Read silently to where it says, “...the teacher let me take the test over,” on page 42.



Turn and talk with your partner.

How is Gloria’s life?

Draw a quick sketch of Gloria that shows what her life is like.




Describe Gloria’s life.



\_\_\_\_\_  
\_\_\_\_\_

 Read silently to where it says, “How can I get through to her?” on page 42.


 Turn and talk with your partner.

What is one of Gloria’s goals?



She hopes to \_\_\_\_\_

 Read Gloria’s poem on pages 43 and 44. You will read the poem three times.

 After each reading, turn and talk to your partner.

→ **Reading #1**

Write a word that describes the mood you got from reading the poem.

My word: \_\_\_\_\_

My partner’s word: \_\_\_\_\_

→ **Reading #2**

Write one word or phrase you want to clarify:

\_\_\_\_\_


→ **Reading #3**

Find one line that surprises you. It sounds fresh or different.

\_\_\_\_\_

Gloria’s poem is called “Message to a Friend.” What message is Gloria giving to her friend?

\_\_\_\_\_

 Read Tyrone’s response on page 45.

 Turn and talk with your partner.

Tyrone says that Gloria “steers clear and keeps to herself.”



Why do you think Gloria keeps to herself? \_\_\_\_\_

\_\_\_\_\_

**Yearbook:** Write down something about Gloria at the beginning of the year. Add a good quote from Gloria and write down the title of her poem.

Day 25



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Unit 2.3—Harlem Renaissance | p. 39

# Guided reading

Bronx Masquerade, pages 46-50

**Overview:** You will be introduced to a new character, Janelle.

**Vocabulary:** During reading, clarify the following words:

personal (p. 47)



I think personal means \_\_\_\_\_

disappear (p. 47)

I think disappear means \_\_\_\_\_



**Comprehension:** Read the first paragraph of page 46 and answer the following question:

What's going on here? Please summarize.

---

---



**Read pages 46-48 and answer the following questions:**

What questions can you ask yourself to help you understand and remember what's important about Janelle?

---

---

How does Janelle really feel about Devon?

---

---

What line from the book describes what Janelle is really like? Could she be a cool friend? Why or why not?

---

---

## Guided reading, continued

What are Open Mike Fridays? What does the room look like? How do students feel about performing?

---

---

 Read the poem “Inside” on page 49 three times and respond to the following questions:

**Reading 1:** What’s the mood?

---

---

**Reading 2:** Janelle compares herself to a coconut, a tough shell that hides a sweet, hidden core. What does Janelle think about her “shell”? What are the “wicked whispers” compared to?

---

---

**Reading 3:** What is Janelle’s message?

---

---

 Read page 50 and answer the following questions:

What does Tyrone say here? What does he mean?

---

---

Will Tyrone change the way he treats Janelle? Why or why not?

---

---

**Yearbook:** Write down something about Janelle at the beginning of the year. Add a good quote from Janelle and the title of her poem.

Day 25



# Homework Day 25

## Lupe and Gloria

Gloria and Lupe have different perspectives on having a baby.

→ What is Lupe's perspective?

→ Why does Lupe want a baby?

Read your notes from your workbook and pages 35-37 of *Bronx Masquerade*. In the box below, write 3 reasons why Lupe thinks having a baby will help her.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

→ What is Gloria's perspective?

Read your notes from your workbook and pages 40-44 of *Bronx Masquerade*. In the box below, write down 3 reasons why Gloria does not think teenage girls should have babies.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




# Partner reading

Bronx Masquerade, pages 51-57



## Leslie

In this section you will read about Leslie. She talks about what it's like being different, and why she moved to the Bronx.

 Read silently pages 51–54.

### Questioning

Now that you have read Leslie's story, write a **who**, **what**, or **when** question for your partner to answer.



\_\_\_\_\_



Write your partner's answer here: \_\_\_\_\_

The answer is on page \_\_\_\_\_.



Look back at pages 52–53 about Leslie and Porscha in the locker room.

**Summarize** what happened in the locker room.



WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

First \_\_\_\_\_

Then \_\_\_\_\_

Then \_\_\_\_\_

Finally \_\_\_\_\_



One thing Porscha and Leslie have in common is \_\_\_\_\_

\_\_\_\_\_

One difference between Leslie and Porscha is that Leslie \_\_\_\_\_

\_\_\_\_\_, but Porscha \_\_\_\_\_

In the next section on page 53, Leslie talks about being part of a new clique.

What is the new clique that Leslie is a part of? \_\_\_\_\_



Read Leslie's poem on pages 55 and 56. You will read the poem three times.



After each reading, turn and talk to your partner.

### → Reading #1

Write one word that describes the feeling you got from reading the poem.

My word: \_\_\_\_\_

My partner's word: \_\_\_\_\_

### → Reading #2

Find the word "buoy" at the bottom of page 55. You say this word **BOO** I ee.

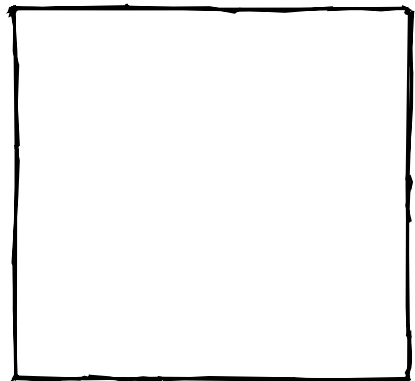
Look for meaning clues in the lines before and after "buoy." What are people doing with the buoy? Where is the buoy?

We think buoy could mean \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a buoy. →





Leslie compares her new friendship with Porscha to a buoy.  
How could making friends be like a buoy?

---

---


→ **Reading #3**

What does the title mean?

Look at the last lines (“we meet there, somewhere in the middle”).

---

---

 Read Tyrone’s response on page 57.

Tyrone listens to Leslie’s poem and changes his mind about her. What is Tyrone’s opinion of Leslie now?

First, Tyrone thought Leslie was

Now, Tyrone thinks she is

**Yearbook:** Find a fact about Leslie at the beginning of the year. Add a quote from Leslie and write down the title of her poem.

# Guided reading

Bronx Masquerade, pages 58-64

**Overview:** You will be introduced to a new character, Judianne.

**Vocabulary:** During reading, clarify the following words:

attention (p. 58)



I think attention means \_\_\_\_\_

accentuate (p. 59)

I think accentuate means \_\_\_\_\_

jealous (p. 59)

I think jealous means \_\_\_\_\_

transformation (p. 61)

I think transformation means \_\_\_\_\_

cocoon (p. 62)

I think cocoon means \_\_\_\_\_



**Comprehension:** Read the first two paragraphs of page 58 and respond to the following questions:

Why is Judianne falling asleep in class?

---

---

Where have we just seen Judianne before in the novel?

---

---



**Read pages 58-61 and respond to the following questions:**

What have you learned about Judianne?

---

**Guided reading, continued**

Whose attention does Judianne want?

---

---

Who calls Judianne ugly?

---

How does Judianne feel about Tanisha and Lupe?

---

---

Describe Judianne’s family situation.

---

---

Compare Judianne’s family to Lupe’s family.

---

---

Do you think Judianne would tell people that she heard Janelle talking about Devon in the bathroom? Why or why not?

---

---



**Read the poem “Cocoon” on pages 62 and 63 three times and respond to the following questions:**

**Reading 1:** What’s the mood?

---

---

**Guided reading, continued**

**Reading 2:** Clarify the word “voluptuous.”

I think voluptuous means

Judianne uses a cocoon as a metaphor. What is the cocoon?

---

---

What is Judianne doing inside the cocoon?

---

---

What will she be when she emerges as a “butterfly”?

---

---

**Reading 3:** What is the message?

---

---

Can you make any personal connections? Do you know anyone striving for “perfect beauty”?

---

---

 **Read page 64 and respond to the following question:**

What is Tyrone noticing about the girls in his class?

---

---

**Yearbook:** Write down something about Judianne at the beginning of the year. Add a good quote from Judianne and the title of her poem.

Day 26



# Homework Day 26

## Advice for Janelle

After Janelle reads her poem at Open Mike, Tyrone says he feels bad now about making fun of her weight.

On page 48, Janelle says, “I wish people could see me on the inside. I know I’m beautiful there.”

Lots of kids tease Janelle because she is heavy.

What advice would you give to her?

Write as though you were Janelle’s friend.

You could begin with a clear statement such as:

You may use phrases like this:

*Dear Janelle,*

*I know it must feel bad when people tease you.*

*As a friend, I would advise you to...*

*Some people say... but I think...*

continued →



# Partner reading

Bronx Masquerade, pages 65-69



## Lupe

In this section you will read more about Lupe. First, she talks about what happened last night. After you read, you will **summarize** what happened.

Read silently Lupe's story on pages 65-67.

**Summarize** what happened between Lupe and Marco.



WHO Lupe \_\_\_\_\_

DID WHAT \_\_\_\_\_

First \_\_\_\_\_

Then \_\_\_\_\_

Then \_\_\_\_\_

## Clarify

What does Leslie mean when she tells Lupe, "Lupe, sounds to me like you were already alone," on page 66?



Leslie means that Lupe \_\_\_\_\_

\_\_\_\_\_

## Questioning

Re-read pages 65-66.

Turn and talk to your partner.


Explain what made Leslie a good person for Lupe to call with her problem.




Leslie was a good person for Lupe to call because \_\_\_\_\_

\_\_\_\_\_

This is a "think and search" question, so the answer will not be in just one place.

 Read Lupe's poem on page 68.

 After each reading, turn and talk to your partner.

**El Noche** *night time*  
**solitude** *being alone*

→ **Reading #1**

Write one word that describes the feeling you get from reading the poem.

My word: \_\_\_\_\_

My partner's word: \_\_\_\_\_

→ **Reading #2**

Look for a **simile**—Lupe compares two things using the words “like” or “as.”  
Copy down the lines of the poem that use a simile.

---

---

→ **Reading #3**

Write a sentence about what Lupe is saying in this poem.

---

Remember to share your sentence with your partner.

 Read Tyrone's response on page 69. He compares Lupe to his mom.

Do you know someone who is soft and strong at the same time?

---



# Guided reading

Bronx Masquerade, pages 70-73

**Overview:** Janelle and Judianne have a friendly encounter that goes sour.

**Vocabulary:** During reading, clarify the following words:

self-confidence (p. 70)



I think self-confidence means \_\_\_\_\_

superimposed (p. 72)

I think superimposed means \_\_\_\_\_



**Comprehension: Read pages 70-71 and respond to the following questions:**

Summarize what happened in the bathroom.

---

---

Why did Judianne behave this way? Is it because Janelle is heavy? Or because Sheila, who suddenly appears on the scene, is White? Or are these personal traits beside the point?

---

---

---

Do people feel and behave this way in real life?

---

---



**Read the poem “Mirror” on page 72 three times and respond to the following questions:**

**Reading 1:** What is the mood?

---

**Guided reading, continued**

**Reading 2:** Janelle uses a mirror as a metaphor. What is the mirror? What do the images represent?

---

---

**Reading 3:** Who is Janelle talking to, and what is her message?

---

---

 **Read page 73 and respond to the following question:**

What does Tyrone say here? What pattern is he noticing?

---

---

**Yearbook:** Write something next to “I want people to remember” on Janelle’s yearbook page, workbook page 9.


# Partner reading

Bronx Masquerade, pages 74–81



## Tanisha

In this section you will read more about Tanisha. Why did she cut off her hair?

 Read silently to the end of page 78.

Why did Tanisha cut off her hair? Re-read the first paragraphs on page 76 and **summarize** below:



WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHY \_\_\_\_\_



Tanisha is judged by her looks. Are other people in the class judged by their looks, too? Look back at the yearbook entries on pages 78–87 to help with this.

I think these two people are also judged by their looks:

Wesley Tyrone Chankara Raul Mr. Ward Judianne

Janelle Devon Lupe Diondra Leslie Sterling





Ask your partner a “think and search” question about Tanisha. Use the question words **how**, **explain**, **describe**, or **compare**:



My question: \_\_\_\_\_

My partner’s answer: \_\_\_\_\_

 Read Tanisha’s poem on pages 79-80. You will read the poem three times.

 After each reading, turn and talk to your partner.

→ **Reading #1**

Is there one word in the poem that you think is the most important?

Write your word here: \_\_\_\_\_

Write your partner’s word here: \_\_\_\_\_

→ **Reading #2**

Look for a **metaphor**— Tanisha compares “the brothers in her dreams” to something else. Copy down the lines of the poem that use this **metaphor**.

---

---

What is Tanisha saying about her dream brothers?

---


---

→ **Reading #3**

Think about why Tanisha wrote this poem. What is she trying to say?

---

Remember to share your sentence with your partner.

 Read Tyrone’s response on page 81.

 Turn and talk with your partner.

Do you think Tyrone will still call Tanisha “caramel cutie”? \_\_\_\_\_

Why or why not? \_\_\_\_\_

**Yearbook:** Find a fact about Tanisha at the beginning of the year. Add a quote from Tanisha and write down the title of her poem.

# Guided reading

Bronx Masquerade, pages 82-86

**Overview:** You will check back in with Devon. What can you predict you will find out about him?

**Vocabulary:** During reading, clarify the following word:

superficial (p. 82)



*I think superficial means*

---

---



**Comprehension:** Read pages 82-83 and respond to the following questions:

What do Devon and Tanisha have in common?

---

---

Describe what happened between Devon and Mike in the lunchroom.

---

---

Have you ever had someone make a superficial judgment about you? What happened? How did you feel?

---

---



**Read the poem “Black Box” on pages 84-85 twice and respond to the following questions:**

What do the boxes represent?

---

---

**Guided reading, continued**

How do they connect to Devon’s message?

---

---

What else is interesting about this poem? Who has a favorite line?

---

---



**Read page 86 and respond to the following questions:**

Tyrone paraphrases Mr. Ward here: What does Mr. Ward say? What does he mean? Is this easy or hard to do?

---

---

---

At your school, do people check out what’s in another person’s head and heart before they judge them? Does anyone disagree?

---

---

What kinds of “boxes” are there in your school, right now?

---

---


**Yearbook:** Write something next to “I want people to remember” on Devon’s page, workbook page 8.




# Partner reading

Bronx Masquerade, pages 87–94

## Sterling

 Read silently through page 91.

 Find where it says, “stay away from me,” near the middle of page 89.

 Turn and talk with your partner. **Summarize** what happened between Sterling and Leon.

 WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHERE \_\_\_\_\_

WHY \_\_\_\_\_

Why didn't Sterling respond to Leon with anger?

Sterling \_\_\_\_\_

## Questioning

 Ask your partner a question about Sterling or his family.


 My question: \_\_\_\_\_

Partner's answer: \_\_\_\_\_

The answer was on page \_\_\_\_\_.

What kind of question was it?

“right there”       “think and search”       “on my own”

 Now ask a second question that is a different type of question.

 My question: \_\_\_\_\_

Partner's answer: \_\_\_\_\_

The answer was on page \_\_\_\_\_.

What kind of question was it?

“right there”       “think and search”       “on my own”

Day 29


Is Sterling a strong person?  YES  NO


How do you know? Give 3 reasons.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

 Read Sterling's poem on pages 92 and 93. His poem is called "D Train," the name of a subway that runs through Harlem. The D train has a tough reputation. You will read the poem three times.

 After each reading, turn and talk to your partner.

→ **Reading #1**

What's one word that jumps out for you?

My word: \_\_\_\_\_

My partner's word: \_\_\_\_\_

→ **Reading #2**

Find a word or phrase to clarify.

\_\_\_\_\_

Now try to clarify the word or phrase with your partner.

We think it means \_\_\_\_\_

\_\_\_\_\_



→ **Reading #3**

Sterling's poem tells a story. Did your partner take away the same story as you?

**Summarize** it here:

WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

\_\_\_\_\_

WHERE \_\_\_\_\_


WHY \_\_\_\_\_

\_\_\_\_\_

Could Sterling's story in the poem really happen? \_\_\_\_\_

What details of Sterling's story are realistic? \_\_\_\_\_

\_\_\_\_\_

 Read Tyrone's response on page 94.

 Turn and talk with your partner.

Do you think Tyrone and Sterling could be friends?  YES  NO

Why or why not? \_\_\_\_\_

**Yearbook:** Find a fact about Sterling at the beginning of the year. Add a quote from Sterling and write down the title of his poem.

# Guided reading

## Bronx Masquerade, pages 95-101

**Overview:** You've seen how other students are changing; as you read, see if you recognize any changes happening with Diondra.

**Vocabulary:** During reading, clarify the following words:

evaporate (p. 96)



I think evaporate means \_\_\_\_\_

distractions (p. 99)

**TIP:** Circle “*distract*” and underline the noun suffix “*tion*.”

I think distractions means \_\_\_\_\_



**Comprehension:** Read pages 95-98 and answer the following questions. You may refer back to the text.

Where does Diondra go after she leaves the cafeteria?

---

---

Who is Diondra drawing?

---

---

Find a sentence near the end of this section that tells about Diondra's new attitude. Write that sentence here.

---

---



**Read the poem “High Dive” on pages 99-100 three times and respond to the following questions:**

**Reading 1:** What's the mood?

---

**Guided reading, continued**

**Reading 2:** Notice the metaphors “the kiddy pool behind,” “the stench and sting of chlorine,” and “one long leap.” What could these really mean in Diondra’s life?

---

---

**Reading 3:** Choose an important line and write it here:

---

---

What do you think the line means?

---

---



**Read page 101 and respond to the following questions:**

Clarify “Bronx Science” by using the context clues.

*I think it means*

---

---

Was there anything in Tyrone’s response that showed growth or change?

---

---

**Yearbook:** Write something next to “I want people to remember” on Diondra’s yearbook page, workbook page 8.

# We wear the mask



With your partner, pick **three** characters in *Bronx Masquerade* who interest you. Talk over whether these characters wear a mask or not. Also consider if these characters might help other students take off their masks and be their true selves.

	<input checked="" type="checkbox"/> Wears a mask	<input checked="" type="checkbox"/> Does not wear a mask	<input checked="" type="checkbox"/> Helps others take off their mask
Tyrone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chankara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diondra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gloria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lupe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judianne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janelle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sterling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Designing your character mask



You will design a mask for a character in *Bronx Masquerade*. One side of the mask should show how the character appears to others when we first meet him or her. The other side of the mask should show who the character really is. After you make your mask, you will write about it and your character. Be creative!



Look back at the yearbook pages in your workbook (pages 78–87). Find a character who you think is interesting.

My character is: \_\_\_\_\_

How does your character appear when we first meet him or her? (tough guy, bored, ditsy, shy, a jock, a daydreamer, shy, etc.).

\_\_\_\_\_

How do you know? Find evidence or a quote to support your claim.

My evidence is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ page number(s): \_\_\_\_\_

Who is your character **on the inside**, when she/he takes the mask off? What is your character's true self? For example, the character is not a dumb jock but an athlete who is a reader and a poet.

\_\_\_\_\_  
\_\_\_\_\_

How do you know who your character is on the inside? Give some quotes or other evidence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ page number(s): \_\_\_\_\_



## Designing your character mask, continued

Is there an important moment when your character decides to take the mask off? If so, describe.

---

---

Jot down notes on what you can draw or decorate on each side of the character mask.

When we first meet the character, the mask will show

---

---

---

On the other side, when the character shows her or his true self, the mask will show

---

---







# Writing about your character mask



Use your planning notes as you write about your mask and your character.

I chose to make a mask for \_\_\_\_\_.  
*character's name*

At first, \_\_\_\_\_ appears to be \_\_\_\_\_  
*character's name* *shy, angry, etc.*

\_\_\_\_\_. She/he says  
\_\_\_\_\_  
*provide quotes or examples that support your claim*

\_\_\_\_\_. I show this on the mask by using \_\_\_\_\_  
*certain colors, decorations, etc.*

On the other side I show who \_\_\_\_\_ really is. She/he is  
*character's name*  
\_\_\_\_\_. For example,  
*confident, etc.*  
she/he says \_\_\_\_\_  
*provide quotes or examples that support your claim*

\_\_\_\_\_. I show my character's true self on the other side of the mask by  
*certain colors, decorations, etc.*

I chose to make a mask for \_\_\_\_\_ because \_\_\_\_\_  
*character's name*

# Partner reading

Bronx Masquerade, pages 102-107



## Amy



Amy is one of the few White students in the class. Before reading Amy's own story, look back towards the bottom of page 53.

What does Leslie say about Amy Moscovitz? Find at least two things.



1. \_\_\_\_\_

2. \_\_\_\_\_



Read silently Amy's own story about who she is on pages 102-104.

**Summarize** what happened in Amy's family.



WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHEN \_\_\_\_\_

## Clarify

Amy says her dad "used to handle me more like china." What does she mean?

Amy means \_\_\_\_\_



Find where it says, "I wonder if I ever will be," on page 104.




Turn and talk with your partner.


Why do you think Sterling and Amy talk to each other?



I think Sterling and Amy talk because \_\_\_\_\_

\_\_\_\_\_

 Read Amy’s poem on pages 105 and 106. You will read the poem three times.

 After each reading, turn and talk to your partner.

→ **Reading #1**

What word stands out for you in Amy’s poem?

My word: \_\_\_\_\_

My partner’s word: \_\_\_\_\_

→ **Reading #2**

Look for a **metaphor**—Amy compares herself to something else. Copy down a line of the poem that uses a **metaphor**:

---

---

What is Amy saying about herself?

---

→ **Reading #3**

Write one sentence that tells what Amy is trying to say in her poem.

---

Remember to share your sentence with your partner.

 Read Tyrone’s response on page 107 silently.

 Turn and talk with your partner.

What does Tyrone mean when he says, “That girl is as cold as the snow on the ground”?



---

---

---

---

**Yearbook:** Find a fact about Amy at the beginning of the year. Add a quote from Amy and write down the title of her poem.

# Guided reading

## Bronx Masquerade, pages 108-112

**Overview:** Sheila has been struggling with her identity. She comes up with a bold new plan. What does Sheila announce in class? How do her classmates react?

**Vocabulary:** During reading, clarify the following words:

complexion (p. 109)



I think complexion means

economic (p. 109)

I think economic means

designation (p. 111)

I think designation means

ethnic (p. 111)

I think ethnic means



**Comprehension:** Read pages 108-110. Use the 5 W's to summarize what happened in this section. You may refer back to the text.

WHO \_\_\_\_\_

DID WHAT \_\_\_\_\_

WHEN \_\_\_\_\_

WHERE \_\_\_\_\_

WHY \_\_\_\_\_



**Read the poem "What's in a Name" on pages 111-112 and respond to the following questions:**

What is Sheila/Natalina saying here?

---

---

**Guided reading, continued**

Is what she is saying true?

---

---

 **Read page 101 and respond to the following questions:**

Find the simile at the very beginning of Tyrone’s response.

The simile is

---

Why did the classroom get so silent?

---

---

What does Tyrone think about Sheila’s new name?

---

---

**Yearbook:** Write down something about Sheila/Natalina at the beginning of the year. Add a good quote from Sheila/Natalina and the title of her poem.


# Partner reading

Bronx Masquerade, pages 114-122



## Steve


Steve talks about his love for New York City and his big dreams.

 Read Steve's story silently.

 Turn and talk with your partner.

What is the problem that Steve is dealing with? \_\_\_\_\_

\_\_\_\_\_

 Read the first sentence on page 114 out loud to your partner. Then read the first paragraphs on page 108 out loud to your partner. Is Steve right?

Does Sheila have identity problems?  YES  NO

Why would Steve say that about her? \_\_\_\_\_


\_\_\_\_\_

Steve says, "I know exactly who I am . . ." on page 114.

Is he right?  YES  NO

How do you know? \_\_\_\_\_


\_\_\_\_\_

 Look back at pages 115-116 where Steve talks to his dad and Raul about having big dreams.


What was Steve's dad's dream? \_\_\_\_\_

What happened to this dream? \_\_\_\_\_

\_\_\_\_\_

 Re-read up to where it says, "... my dream is in my heart," on page 116.

### Questioning

 Ask your partner a question about Steve.

My question: \_\_\_\_\_

My partner's answer: \_\_\_\_\_

The answer was on page \_\_\_\_\_.

My question was:


"right there"       "think and search"       "on my own"


Do you think Steve will reach his goals?     YES     NO

Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Now read Steve's poem on pages 118–120. You will read the poem three times.

 After each reading, turn and talk to your partner.

### → Reading #1

Write a word that describes the mood of the poem.

Write your word here: \_\_\_\_\_

Write your partner's word here: \_\_\_\_\_

→ **Reading #2**

Write a word or phrase you want to clarify:

---

Share the word or phrase with your partner. What meaning can you come up with?

---

→ **Reading #3**

What is Steve trying to say in the poem?

---

Remember to share your sentence with your partner.

 Read Tyrone's response on pages 121–122.

 Turn and talk with your partner.

Tyrone says, “We can peacefully coexist, but I don’t have no white boys in my crew.”

What does he mean?



Tyrone means that he and Steve

---

**Hint:** The prefix **co-** means together, like in the word **cooperate**. The base word **exist** means to live.

**Yearbook:** Find a fact about Steve at the beginning of the year. Add a quote from Steve and write down the title of his poem.



# Guided reading

Bronx Masquerade, pages 123-127

**Overview:** At this point, you might have noticed a few characters mentioned their classmate, Raynard. As you continue to read, consider the following: What is school like for Raynard?

**Vocabulary:** During reading, clarify the following words:

opportunity (p. 123)



I think opportunity means

nightmare (p. 123)

I think nightmare means

dyslexia (p. 126)

I think dyslexia means

neurological (p. 127)

I think neurological means



**Comprehension:** Read pages 123-125 and answer the following questions. You may refer back to the text.

What is Raynard good at?

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What does Mr. Ward do for Raynard when the class reads aloud?

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Describe how Raynard copes with school.

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### Guided reading, continued

How does Raynard feel about himself? Find a line that tells this and jot it down along with your answer.

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### Now read pages 126-127, “Dyslexia”

*Focus on the traffic metaphor for dyslexia and the poem’s message.*

What is Raynard trying to get across?

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**Yearbook:** Write down something about Raynard at the beginning of the year. Add a good quote from Raynard and the title of his poem.



# Homework Day 33

## Dreams

In *Bronx Masquerade*, Steve talks about his dream of being a set designer for plays in New York. He worries that he might lose his dream, though. Steve's father wanted to be a drummer. Steve says about his father, "... his dream faded away." Steve's friend Raul hears this story. Raul says, "If a dream is in your heart, you never lose it."

Pick one of the characters in *Bronx Masquerade*. Look back at their picture and details in the yearbook pages. Mark sections of the book that talk about the character's dream. Take some notes here:

Character's name: \_\_\_\_\_ pages: \_\_\_\_ to \_\_\_\_ \_\_\_\_ to \_\_\_\_

Notes about the character's dream:

---

---

Find two strong quotes that describe the character's dream. Be sure to write the page number where you found each quote.

page \_\_\_\_\_ Quote: \_\_\_\_\_

---

---

page \_\_\_\_\_ Quote: \_\_\_\_\_

---

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# Partner reading


Bronx Masquerade, pages 128–132



## The Cipher

Tyrone explains a new kind of poetry reading he does with Wesley and Sterling.

 Read silently pages 128 and 129.

 Find where Tyrone says, “You know how hard that is?” in the middle of page 128.

List the steps in doing a cipher poem:


 First \_\_\_\_\_

Then \_\_\_\_\_

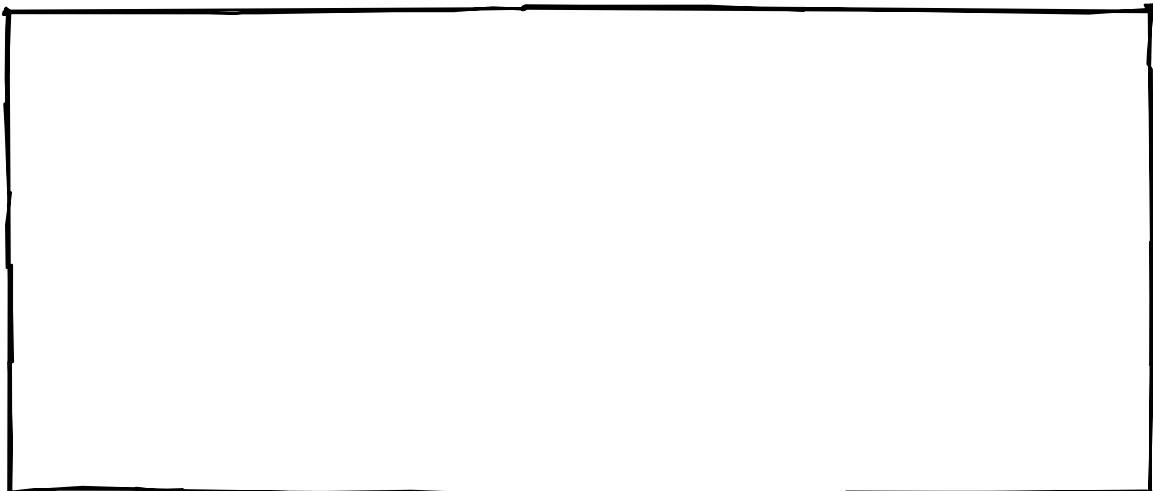
Then \_\_\_\_\_

Finally \_\_\_\_\_

 Find where it says, “Me and Wesley usually team up . . . “ on page 128.

 Read out loud through the bottom of page 129, “Preacher set up the beat and we took off.”

Draw a quick sketch of Tyrone and his friends doing the cipher. Label the people who are part of this performance.



## Clarifying

Sterling says, “Give the guy some slack,” on page 129.

What does Sterling mean? \_\_\_\_\_

## Questioning



Ask your partner a question about pages 128-129. It can be a “right there” question, a “think and search” question, or an “on my own” question.

My question: \_\_\_\_\_

My partner’s answer: \_\_\_\_\_

My question was:  “right there”  “think and search”  “on my own”



Now read the cipher poem on pages 130–132.

In your book, find a group of lines that you think are Steve’s. Write an **S** on a Post-it by them.

What line does Steve start with?

\_\_\_\_\_

Put a **T** on a Post-it by a group of lines that you think are Tyrone’s.

What line does Tyrone start with?

\_\_\_\_\_

Now put a **W** on a Post-it by a group of lines that you think are Wesley’s.

What line does Wesley start with?

\_\_\_\_\_



Read to the end of the cipher poem.

**Yearbook:** Can you add any new details about Sterling or Steve?

# Guided reading

## Bronx Masquerade, pages 133-136

**Overview:** Today, you will read more about Sheila. Wesley catches her doing something embarrassing and offers her another point of view. As you read, try to figure out what Wesley helps Sheila to understand.

**Vocabulary:** Before you read, here is a word you might need to know:

**Venezuela** (p. 133) - a country in South America that faces the Caribbean. It's close to the West Indies, but most people in Venezuela speak Spanish.

During reading, clarify the following words:

shrug (p. 134)



I think shrug means \_\_\_\_\_

uncomfortable (p. 135)

I think uncomfortable means \_\_\_\_\_



**Comprehension:** Read pages 133-136 and answer the following questions. You may refer back to the text.

Why does Sheila react with sarcasm (“pearls of wisdom”) when Wesley is trying to help?

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Find a line or two that sums up what Wesley is trying to say, then explain what he means. What was his advice?

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**Yearbook:** Add a note or two to Sheila’s yearbook page, workbook page 12.

# Partner reading

Bronx Masquerade, pages 137–139



## Sheila's poem

Read Sheila's poem on pages 137–138. You will read the poem three times.

After each reading, turn and talk to your partner.

### → Reading #1

What's a mood you take away from reading the poem?

My idea about the mood: \_\_\_\_\_

My partner's idea about the mood: \_\_\_\_\_

### → Reading #2

Think about a **metaphor** that Sheila uses.

When Sheila says, “no two pieces are alike” on page 137, what is she comparing to puzzle pieces?

\_\_\_\_\_ *could be like different puzzle pieces.*

### → Reading #3

What is Sheila's message? What is she trying to say?

\_\_\_\_\_  
\_\_\_\_\_

Read Tyrone's response on page 139 silently. Why do you think Tyrone says, “If that girl ain't careful, somebody might actually end up liking her”?

*Tyrone means* \_\_\_\_\_

Why are people starting to feel different about Sheila? \_\_\_\_\_

\_\_\_\_\_

**Yearbook:** Try to add at least one new detail about Sheila.

# Guided reading

## Bronx Masquerade, pages 140-145

**Overview:** Today, you will read more about Janelle and meet a young friend of hers, Jojo. As you read, try to figure out how Janelle gets her classmates to see her as a person.

**Vocabulary:** During reading, clarify the following words:

dislocation (p. 142)



I think dislocation means \_\_\_\_\_

admission (p. 142)

I think admission means \_\_\_\_\_

insecure (p. 143) **TIP:** The prefix “in” means not.

I think insecure means \_\_\_\_\_



**Comprehension:** Read pages 140-141, and answer the following questions. You may refer back to the text.

Who is Jojo?

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Describe Jojo’s feelings about Janelle?

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How did Janelle feel when she stood up to read?

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What made Janelle start to feel more confident?

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## Guided reading, continued

Look back at page 135, at what Wesley said to Sheila. How does Wesley’s advice connect to Janelle?

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**Read the poem “The Door” on pages 142-143 three times and respond to the following questions:**

**Reading 1:** What’s the mood?

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**Reading 2:** Look for similes and metaphors that relate to opening up. List them here:

---

---

**Reading 3:** What is the message of this poem?

---

---



**Read pages 144-145 and respond to the following questions:**

What happened at school with Open Mike?

---

---

How is Tyrone feeling?

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**Yearbook:** Add a note or two to Tyrone’s yearbook page, workbook page 6, and Janelle’s yearbook page, workbook page 9.


# Partner reading

Bronx Masquerade, pages 146–151




## Lupe

 Read Lupe’s story silently on pages 146–148.


 Look for some changes in Lupe’s life.

## Clarifying

 Find where Lupe says, “I know this is killing her” on page 146. What does Lupe mean?

Lupe means

## Questioning


 Ask your partner a question about what’s going on with Lupe.

My question: \_\_\_\_\_

My partner’s answer: \_\_\_\_\_

My question was:  “right there”  “think and search”


The answer was on page \_\_\_\_\_.


 Ask your partner an “on my own” question that connects to Janelle and Lupe’s conversation on page 146. Use the words **have you ever**.

\_\_\_\_\_

Draw a quick sketch of what Lupe cares about now.

What did Lupe care about before? \_\_\_\_\_

 Read Lupe's poem on pages 149–150. You will read the poem three times.

 After each reading, turn and talk to your partner.

**mañana** *tomorrow*

→ **Reading #1**

Write down a word that describes the mood of Lupe's poem:

\_\_\_\_\_

→ **Reading #2**

Think about a **metaphor** that Lupe uses.

When Lupe says, "open a clean drawer," on page 149, what is she really talking about?

\_\_\_\_\_ *could be like a clean drawer.*

→ **Reading #3**

Write one sentence about what Lupe is saying to us in this poem.

\_\_\_\_\_  
\_\_\_\_\_

Share your sentence with your partner.

Do your ideas match up?

- We had the same ideas about what Lupe is saying.
- We had different ideas about what Lupe is saying.

 Read Tyrone's response on page 151 silently.

 Turn and talk with your partner.

What are three new things Tyrone notices about Lupe?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Guided reading

## Bronx Masquerade, pages 152-156

**Overview:** Like Lupe, Diondra is making plans for the future, but she runs into trouble when her dad doubts her dream yet again. As you read, consider how Diondra will react when her dad questions her plans.

**Vocabulary:** During reading, clarify the following words:

brochure (p. 152)



I think brochure means \_\_\_\_\_

transfusion (p. 152)

I think transfusion means \_\_\_\_\_

whirlpool (p. 154)

I think whirlpool means \_\_\_\_\_



**Comprehension:** Read pages 152-153 and answer the following questions:

Summarize what happened with Diondra's father.

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Read the poem "Self-Portrait: A Poem for My Father" on pages 154-155 three times and respond to the following questions:

**Reading 1:** What's the mood?

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**Reading 2:** What is the whirlpool? Is this a good metaphor? What is the rail?

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**Guided reading, continued**

**Reading 3:** What is Diondra’s message to her dad?

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What is giving Diondra the strength to follow her dreams?

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**Read page 156 and respond to the following questions:**

How does Tyrone relate the poem to his own life?

---

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Can you relate the message of the poem to your life?

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---

**Yearbook:** Add a note or two to Diondra’s yearbook page, workbook page 8.


# Partner reading

Bronx Masquerade, pages 157–161





## Porscha

You will learn about Porscha’s name and her fight with Charmayne.


 Read silently pages 157 to 160.

## Questioning

-  Look back at pages 157-158 where Porscha tells how she feels about her name.
-  Ask your partner an “on my own” question about names.

My question: \_\_\_\_\_

My partner’s answer: \_\_\_\_\_


-  Ask your partner a question about Porscha’s mom. It can be a “right there” question or a “think and search” question.

My question: \_\_\_\_\_

My partner’s answer: \_\_\_\_\_

My question was:  “right there”  “think and search”


The answer was on page \_\_\_\_\_.

-  Look back at page 159.


What’s the monster that Porscha says she has to keep in check? \_\_\_\_\_


How does Porscha keep the monster under control? \_\_\_\_\_

## Clarifying

-  Find where Porscha says, “Maybe I can change people’s minds about me too,” on page 160. What does she mean?

Porscha wants to let people know that \_\_\_\_\_

 Read Porscha's poem on page 161.

 After each reading, turn and talk to your partner.

This time, her poem is in the form of

**Reading 1:**

Write a word that describes the mood of Porscha's poem: \_\_\_\_\_

**Reading 2:**

Think about a **metaphor** that Porscha uses.

On page 161, when Porscha says, "those questions hammered me," what is she really talking about?

Porscha means that the questions

Remember to share the line with your partner.

**Reading 3:**

What is Porscha trying to say in this poem/letter? Write a sentence that gives her message.

\_\_\_\_\_

Remember to share your sentence with your partner.

Why do you think Porscha didn't join her mother's funeral procession?

I think she didn't join the funeral procession because

**Yearbook:** Add one fact that Porscha wants people to remember about her, and write down the title of Porscha's poem.

# Guided reading

## Bronx Masquerade, pages 162-165

**Overview:** Mr. Ward’s students get a pleasant surprise. Tyrone looks back on the year and the transformation of individuals in the class through Open Mike. As you read, take note of what happens at the final assembly.

**Vocabulary:** During reading, clarify the following words:

anthology (p. 162)



I think anthology means \_\_\_\_\_

assembly (p. 162)

I think assembly means \_\_\_\_\_



**Comprehension:** After reading pages 162-165, answer the following questions. You may refer back to the text.

Why do you think Mr. Ward made an anthology of his students’ work?

---

---

What is the students’ mood? What sentence can you find that tell you that? Jot that sentence below.

---

---



**Look back at pages 163-164 where Tyrone talks about what Open Mike has meant to the class.**

Write an interesting or powerful line that reflects his feelings.

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### Guided reading, continued

What is Mr. Ward's plan for next year? Is it a good plan? Why or why not?

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Will Open Mike help all students connect with each other, or was this group of students special?

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# Partner reading


Bronx Masquerade, pages 166-167



## Mai Tren

Here, you will read about a new student named Mai Tren. The last chapter is called “Epilogue.” An epilogue comes after a play or book is really over.

 Read silently pages 166-167.

 Look back at the first paragraph on page 167.

 Turn and talk with your partner.

Mai Tren is half Black and half Vietnamese. But she is shunned by both Black people and Vietnamese people.

Why do you think both groups shun Mai Tren?

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## Questioning

 Ask your partner a question about Mai Tren. It can be a “right there” question or a “think and search” question.

My question: \_\_\_\_\_

My partner’s answer: \_\_\_\_\_

---

My question was:  “right there”  “think and search”

The answer was on page \_\_\_\_\_.

## Clarifying



Find where Mai Tren says, “. . . I wonder how I’m ever supposed to connect with any of them.”

What does she mean by *connect*?

When Mai Tren says connect, she means



Ask your partner an “on my own” question that relates to Mai Tren’s story.

Do you think Open Mike could help Mai Tren?  YES  NO

If you said yes, how do you think it could help her?

If you said no, why not?

**Yearbook:** Turn back to your yearbook entries. Circle the three characters you liked best. Talk to your partner about what you liked about these characters. Are these characters similar to real people you know? Are they a bit like you, or very different from you?