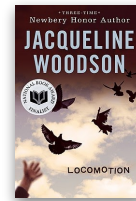


STARI Unit 1.2 *Locomotion* Distance Learning Packet

Materials needed:

- This independent/partner reading packet
- *Locomotion* by Jacqueline Woodson
- 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 1.2 novel, ***Locomotion***, by **Jacqueline Woodson**. 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 *Locomotion*, by Jacqueline Woodson. If students were not able to bring their copy of the novel home prior to schools closing, this book is generally easily available for purchase. 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/distancelearning.

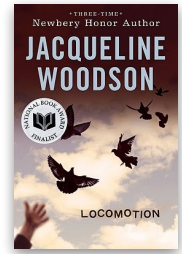


This page has been intentionally left
blank for printing purposes.

STARI Unit 1.2 Locomotion Distance Learning Packet

For students:

This packet will guide you through the work of reading and comprehending the Unit 1.2 novel, *Locomotion*, by Jacqueline Woodson.'



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.

What do I do? Follow along in the packet to read the text in *Locomotion* 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!

Guided reading

Locomotion (pp. 1-2)

Overview: The new novel is all written in poems by the main character, Lonnie. Read to see why he writes poems, and what he writes about.

Vocabulary: During reading, clarify the following words:

swear (p. 1)



I think swear means _____

disappear (p. 1)

I think disappear means _____



Comprehension: Read Epigraph and “Poem Book” (pp. 1-2) and respond to the following questions.

What do you think Lonnie means when he says “people are poems?”

What does “Poem Book” say about Ms. Edna? How does she treat Lonnie? Use evidence from the text to support your answer.

What did we learn about Ms. Marcus? What line or lines in the poem tell us what she is like?

Guided reading, continued

Why do you think Lonnie writes poems? What do they seem to be about?



Before you read these pages, complete the Day One fluency routine for passage 4.

Partner work: "Roof"

Locomotion (p. 3)



 Read the poem "Roof" silently to yourself.

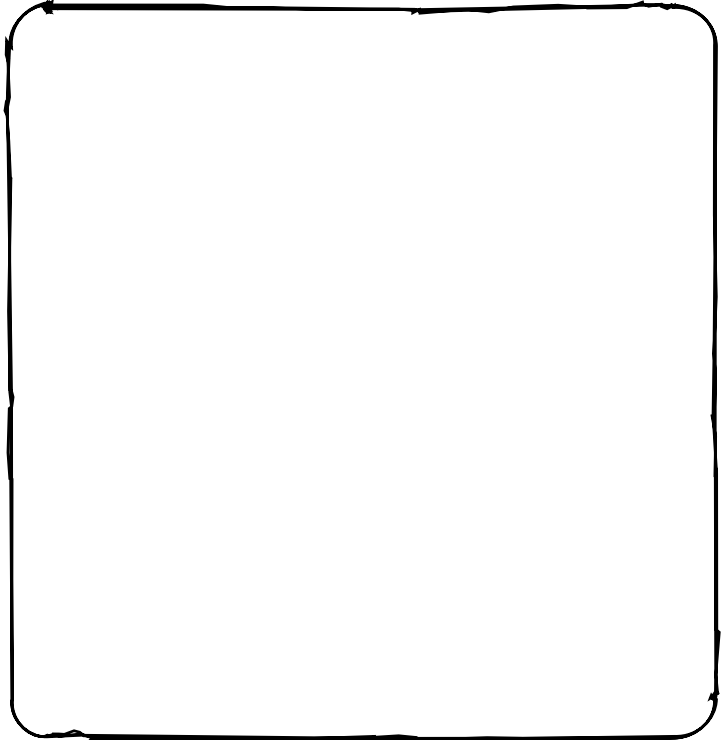



Look for:

- a description of where Lonnie sometimes goes at night
- what he does there

Sketch a picture of the scene this poem describes.

Label your sketch with words from the poem.



 Turn and talk with your partner. Explain your sketches to each other.

Find one thing that both your sketches share:

Find one thing that is different between your sketches:

Why do you think Lonnie connects the flickering stars to his mother and father?

We think Lonnie is

Partner work: “Line Break Poem”

Locomotion (p. 4)

Silently read the poem “Line Break Poem.”

Read the poem again, but this time, read it out loud by alternating lines with your partner. So read the poem like this:

You: [read line 1] Ms. Marcus

Partner: [read line 2] says

You: [read line 3] line breaks help

Partner: [read line 4] us figure out

[Continue this pattern to the end of the poem.]

Read the poem out loud as if it were not a poem. Read it like regular prose or speech. (Hint: it may be easier to read on the next page!)


Cut up the sentences on the next page from “Line Break Poem.”

Glue or tape each part of a sentence down on the lines below. Make it look just like page 4 in *Locomotion*.




Talk to your partner.

Now that you're done making the line breaks, what words stand out?

 Ms. Marcus says line breaks help us figure out what matters to the poet

 *Don't jumble your ideas Ms. Marcus says*

 *Every line should count*

This page has been intentionally left blank for printing purposes.



Homework

A special place

Lonnie describes a place that is special to him in the poem “Roof.”

Here is a quotation to remind you of what you read:

“At night sometimes after Miss Edna goes to bed I go up on the roof.” (page 3)

Think of a place you like to be.

- **Where** do you like to be?
- **When** do you go there?
- **What** do you do there?
- **How** do you feel when you’re there?

Write a paragraph about this special place. Try to include details that make you remember what it is like to be in that place.





Before you read these pages, complete the Day Two fluency routine for passage 4.

Guided reading

Locomotion (pp. 5-8)

Overview: You will summarize the memory in “Memory”, so look for answers to the 5 Ws. As you read, think about the line in “Memory” you think is most important.

Vocabulary:


honeysuckle (p. 7): a type of flower

cosmetics (p. 7): make-up

 **Comprehension: Read “Memory” (pp. 5-6) and answer the following questions:**

For you, what was the most important part of “Memory”? Record the line or section that was most important for you.

“Memory” gives strong characterization of Lonnie’s mom. Find and record a line that tells what Lonnie’s mom is like.

 **Read “Mama” (pp. 7-8) and answer the following questions:**

Write a line from the poem that tells something important about Lonnie’s mother:

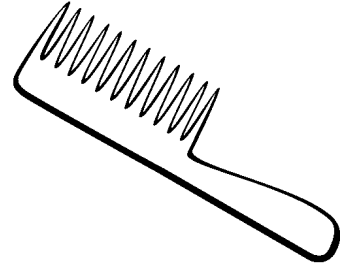
Why does Lonnie go looking for honeysuckle?


Guided reading, continued


What kind of feeling does this poem make you feel? Why?

Partner work: “Lili”

Locomotion (p. 9)




 Read the poem “Lili” silently to yourself.

 Look for:

- connections to the poem “Mama,” which you read in Guided Reading
- things Lonnie remembers about his sister Lili

Find a line that shows how Lonnie feels about his little sister. Write the line you chose below.

 Turn and read your line to your partner.

Did you pick the same lines or different ones?

- We chose the same line about Lili
- We chose different lines

Make a check in the boxes below when you finish:

- I read my line
- My partner read his/her line

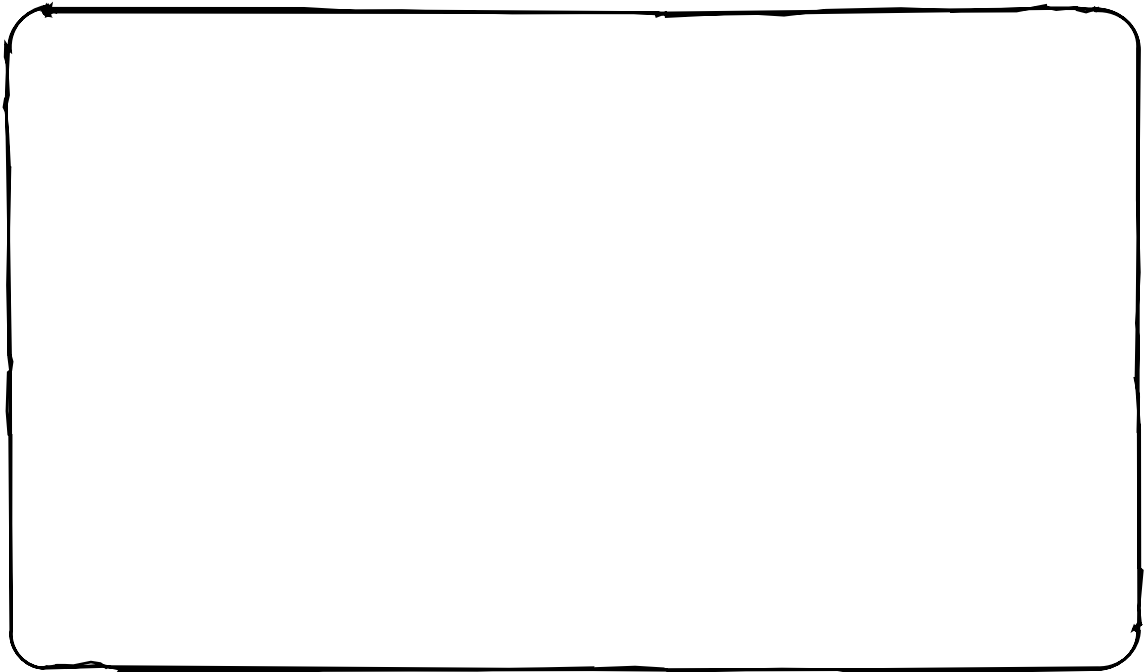
Partner work: “First”

Locomotion (pp. 10–11)



You’re going to read about Lonnie’s new foster home. Read the first two stanzas of the poem “First” silently to yourself (up to “Grown-up and gone now”).

→ Draw the room that Lonnie is going to sleep in at Miss Edna’s. Use words from the poem to label what’s in his new room.



Now read the rest of the poem silently on your own.



With your partner, re-read from “I used to fill Miss Edna’s house with noise” to the end of the poem.

One partner will read the *italicized words* (*Miss Edna’s lines*).

The **other partner** will read the rest of the words (Lonnie’s lines).



Turn and talk to your partner.

Why is Lonnie so quiet now?



Make a prediction

Will Lonnie have a good new home at Miss Edna's?

- yes
- no
- maybe

Back up your prediction



Re-read pages 10-11.



Find details of what Lonnie saw and heard the first day at Miss Edna's.

Lonnie saw and heard

Guided reading

Locomotion (pp. 12-16)

Overview: In “Commercial Break,” Lonnie describes a difference of opinion he has with Ms. Marcus about a commercial. In “Group Home Before Miss Edna’s house,” we’ll hear about, and summarize, something that happened where Lonnie used to live.

Vocabulary: During reading, clarify the following words:

commercial (p. 12)



I think commercial means

knuckles (p. 12)

I think knuckles means



Comprehension: Read “Commercial Break” (pp. 12-13) and answer the following questions:



Near the end of the poem, Lonnie compares his life to the life of people on TV. Can you find and read that section of the poem?

Can you find and read a line that shows Ms. Marcus disagreeing with Lonnie? What does she think? What does Lonnie think? Who do you think is right?

According to Lonnie, what does Ms. Marcus not understand? Is he right?



Read “Haiku” (p. 14) and answer the following question:

How is Lonnie feeling? How do you know?

Guided reading, continued

 **Read “Group Home Before Miss Edna’s House” (pp. 15-16) and answer the following questions:**

What is a Throwaway Boy? What is it about the group home that makes Lonnie feel this way? Use evidence from the text to describe your answer.

What made the group home a hard place to live?



Homework

Jacqueline Woodson: Keeping it real



Learn more about the author of *Locomotion*. Then answer the questions on the next page.

Jacqueline Woodson didn't just write *Locomotion*. She has written over 20 books for teens and children. Woodson's books focus on characters: Lonnie who loses his parents; Lena and Dion, sisters who run away; and D Foster, who loves hip-hop.

The young characters in Woodson's books face serious issues. Sometimes, adults have a problem with this. One book, *If You Come Softly*, was banned. Some schools and libraries took the book off their shelves. Parents and teachers didn't want teens reading a love story about a White girl and a Black boy. Woodson's book, *I Hadn't Meant to Tell You This*, was also banned. One of the characters is a victim of abuse.

Woodson brushes off the critics. "I write about real stuff," she says. She wants all kinds of readers to see themselves in her work. In *Feathers*, the main character's brother is deaf. In *Hush*, a family hides in a witness protection program. In books like these, readers get to see life in someone else's shoes. They also think about questions that touch everyone: Who am I? Should I fit in or stand out? Where do I belong?

Woodson has many fans. Her book *Miracle's Boys*, about three orphan brothers, became a TV series. Spike Lee directed. Dr. Dre played a small role. Tiki Barber played a football coach. Bud'da did the music. These stars came together to put Woodson's work on screen.

On the website Reading Rockets, Woodson talked about writing books. "The thing I try to do as a writer is bring worlds to the page. What happens with readers is they step inside those worlds . . . That world is real, and you're a part of it."

In *Locomotion*, we'll get to step inside Lonnie's world.

Questions about Jacqueline Woodson

How many teen and children's books has Woodson written? _____

What are two of the characters in Woodson's books? _____

Which book by Woodson would you be most interested in reading? _____

Why does this book interest you? _____

Why were some of Woodson's books banned in schools and libraries? _____

Woodson says her job as a writer is to create a world on the pages of the book. Readers walk into that world and learn more about the lives of the characters.

From what you have read so far in *Locomotion*, what is **one question** you have about Lonnie's world? What do you want to know more about?




Before you read these pages, complete the Day One fluency routine for passage 5.

Partner work: “Halloween Poem”

Locomotion (p. 17)





 Read the first two stanzas of the poem silently to yourself (until “I do”).

When Lonnie writes “but sometimes / I do” – what does he mean?



I think that “but sometimes I do” means that Lonnie

 Read the last two stanzas of the poem silently to yourself from “There’s these two guys . . .” to the end of the poem.

 Turn and talk to your partner.

Have you ever had something like this happen to you on Halloween? What happened?





When Lonnie writes “but I / don’t” at the end, what does he mean?

Lonnie means that

Partner work: “Parents Poem”

Locomotion (pp. 18-19)


 Read the poem silently to yourself.


 Look for:

- details for each memory: the four of us, Daddy at work, Mama at work

Draw a picture to show what Lonnie remembers.

Lonnie remembers	Your drawing
It used to be the four of us	
Daddy at work	
Mama at work	

 Read the *last three lines* of the poem aloud with your partner. What is Lonnie saying about his parents?


 Share your answer with your partner.


- We had the same or almost the same idea
- We had different ideas

Partner work: "Sonnet Poem"


Locomotion (p. 20)

The sonnet is a poem form.

 Read the poem silently to yourself.

 Look for

- "end rhymes" – rhymes that come at the end of a line

 In a sonnet, the rhymes start out skipping lines. So the last word of the first line rhymes with the last word of the third line. But the last two lines rhyme with each other.

Fill in rhyming words in the blanks!

love rhymes with _____

sister rhymes with _____

sonetto rhymes with _____

sound rhymes with _____

times rhymes with _____

_____ rhymes with day

again rhymes with _____

In sonnets, the last two lines of the poem are the most important.

Why do you think Lonnie ends the poem saying he wishes he was 7 again?



Homework

Getting clear about time order

Lonnie's poems tell us the story of his life. He writes the poems in his English class at school. He doesn't start at the beginning, however. The poems jump around in time order.



Read the events from Lonnie's life. Put a 1 next to the event that came first in Lonnie's life. Then put a 2 next to the event that came next. Number the events up to 4.

- _____ Lonnie lives in a group home with other boys.
- _____ Lonnie moves into Miss Edna's apartment.
- _____ Lonnie almost drops his baby sister, Lili.
- _____ Lonnie loses his parents.

Now think about the places that Lonnie has lived in his life. Do these places feel like home to Lonnie?

The group home:



- feels like home
- does not feel like home

Back up your choice. Give two reasons.

1. _____

2. _____

Miss Edna's apartment:



- feels like home
- does not feel like home

Back up your choice. Give two reasons.

1. _____

2. _____



Before you read these pages, complete the Day Two fluency routine for passage 5.

Guided reading

Locomotion (pp. 21-24)

Overview: In these poems, we will see some strong characterization of Lonnie’s mom, of his classmate Eric, and of Lonnie’s dad. As you read, think about what these people are like and if they remind you of anyone you know.

Vocabulary:

Yankees and Mets (p. 24): Two baseball teams from New York City. The Yankees are often a top team and the Mets are traditionally underdogs.



Comprehension: Read “How I Got My Name” (p. 21) and answer the following questions:

Find and write a line that describes what dance Lonnie and his family are doing.

In this poem, we learn more about Lonnie’s mom. What words would you use to describe her? What lines in the poem help us know her?



Read “Describe Somebody” (pp. 22-23) and answer the following questions:

Which people from his class does Lonnie describe? What details does Lonnie tell us about each person from his class?

Eric has two different sides. Can you explain what this means?

Guided reading, continued

 **Read “Epistle Poem” (p. 24) and answer the following questions:**

What things does Lonnie remember doing with his dad?

What kind of person was Lonnie’s dad?

What does Lonnie want to tell his dad?



Before you read these pages, complete the Day One fluency routine for passage 6.



Partner work: “Roof Poem II”

Locomotion (p. 25)

Read the poem to yourself.

Talk to your partner. Decide how each of these happenings could make Lonnie feel. Circle either “scared” or “excited.”

Happenings	How Lonnie feels <u>circle</u> one
▶ falling up into the sky	scared or excited
▶ not knowing where you’re going to live next	scared or excited
▶ somebody changing their mind about living with you	scared or excited
▶ traveling to Tahiti, Puerto Rico, Spain, Australia	scared or excited
▶ kangaroos hopping around	scared or excited
▶ calling the place you come back to home	scared or excited

Talk to your partner.

Why do you think Lonnie likes to go up to the roof of Miss Edna’s building?





We think Lonnie _____

Partner work:

“Me, Eric, Lamont, & Angel”

Locomotion (pp. 26-27)

 Read the poem silently to yourself.

 When both you and your partner are ready, read the poem out loud together.

One partner will read the *italic print*, like “*Once I saw a house fall down . . .*”


The **other partner** will read the rest, like “Lamont says.”

See if you can read the whole poem, trading off this way.

What is Lonnie remembering when he says, “In my head I see a fire”?



Lonnie is remembering _____

 Turn and talk to your partner.


Why doesn't Lonnie tell the other kids his story?



Partner work: "Falling"


Locomotion (p. 28)

 First read the poem silently to yourself.

 When both you and your partner are ready, read the poem out loud together.

One partner will read the word "cause."

The **other partner** will read the rest of the words.

 Turn and talk to your partner.


What advice would you give Lonnie if he wants to do better in math?



Partner work: “New Boy”

Locomotion (pp. 29-30)



 Read the poem silently to yourself.


Jot down words from the poem that describe the new boy, Clyde.

How does Clyde talk?



How does Clyde act?

How does Clyde dress?

 Talk to your partner:

Would you laugh at Clyde if he were new in your class? Why or why not?





Before you read these pages, complete the Day Two fluency routine for passage 6.

Guided reading

Locomotion (pp. 31-36)

Overview: You will learn about a very hard day for Lonnie. You'll also learn more about who Lonnie is apart from his family tragedy.

Vocabulary:

oxygen masks (p. 31): masks that deliver oxygen to help people breathe

burden (p. 31) a weight or heavy load

Pumas (p. 33): a brand of sneakers

Sprewell (p. 33): Latrell Sprewell, a former pro basketball player for the New York Knicks, a team Lonnie likes



Comprehension: Read “December 9th” (pp. 31-32) and answer the following questions:

What happened on December 9th? Why is December 9th a hard day for Lonnie?

What does Ms. Edna mean when she says “How long will he carry this burden?”

What happens to Lonnie and Lili after the fire?



Read “List Poem” (p. 33) and answer the following question:

What do you notice about this list? What kinds of things does Lonnie list?

Guided reading, continued

 **Read “Late Saturday Afternoon in Halsey Street Park” (p. 34) and answer the following question:**

Summarize this poem- Who is speaking in this poem? What is going on in this poem?


 **Read “Pigeon” (pp. 35-36) and answer the following questions:**


Who is Todd? Find a line in the second stanza that helps you know that.

What is Lonnie saying with this poem?

Partner work: “Sometimes Poem”

Locomotion (p. 37)

 Read the poem silently to yourself.

 When both you and your partner are ready, read the poem out loud together.



One partner will read the *italic print*.

Thee **other partner** will read the rest.

Summarize using the 5 Ws. What happens in the poem?

WHO Miss Edna _____

IS DOING WHAT _____

WHERE _____

WHEN _____


WHY _____

Do you think that Miss Edna and Lonnie are becoming more like a family? Why or why not?



Partner work: “War Poem”


Locomotion (pp. 38-39)

 Read the poem silently to yourself.

How does Miss Edna show her feelings for Rodney and Jenkins?

Drew a sketch of how Miss Edna shows her feelings.

<p>How Miss Edna shows her feelings for Rodney</p>	<p>How Miss Edna shows her feelings for Jenkins</p>
--	---

 Talk to your partner.

Do you know anyone who is away fighting in a war? Or do you have close family who live far away? How do you keep in touch?



Partner work: “Georgia”

Locomotion (p. 40)

This poem is a haiku. Count the syllables in the words in the poem and see if you end up with 17!

- I did this My partner did this

Who do you think the “we” is in this poem?

Which character do you think Lonnie might be talking to in the poem?

I think he might be talking to



Turn and talk with your partner. Compare what you’ve written.

Do you agree about who Lonnie might be talking to?

- yes
 no

Why or why not?

Guided reading

Locomotion (pp. 41-43)

Overview: Something Lonnie sees on the playground fills him with sadness. In “Tuesday,” Eric is suddenly mean.

Vocabulary

shivering (p. 41): uncontrollable shaking when someone is cold or scared

high-water (p. 41): pants that are shorter than normal

rewind (p. 42) to jump back in time

 **Comprehension: Read “New Boy Poem II” (p. 41) and answer the following questions:**

What are some lines at the end of the poem that help you know how Lonnie is feeling?

What feeling is being described in these lines?

What did Lonnie see that made him feel choked up?

 **Read “Tuesday” (pp. 42-43) and answer the following questions:**

What is your favorite line of this poem? What makes it important?

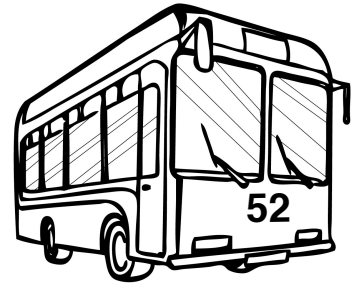
Guided reading, continued


Think about how Eric acts in this poem. Does this fit with what you already know about him? Why or why not?

Later on, you'll read some important information about Eric that might explain his behavior. Make a prediction about what it might be and write your prediction down to come back to later.

Partner work: “Visiting”

Locomotion (pp. 44-48)



 Read the poem silently to yourself.

On p. 44, Lonnie says, “We meet at the agency.”



I think “agency” means _____

What clues did you use to clarify the word “agency”?

On p. 45, Lonnie says, “You gotta look presentable for Saturday visits.”



I think “presentable” means _____

What clues did you use to clarify the word “presentable”?




Work with your partner to find quotes that tell you more about each character: Miss Edna, Lili, and Lonnie.

After each quote, write what the quote tells you about the character.


Here is an example for Miss Edna:

Quote	“ . . . so Miss Edna gave me twenty dollars for the girl across the street to braid my hair.” (page 45)
What the quote tells us about the character	Miss Edna is trying to do nice things for Lonnie because she cares about him.
Quote about Miss Edna	
What the quote tells us about Miss Edna	


Quote about Lili	
What the quote tells us about Lili	
Quote about Lonnie	
What the quote tells us about Lonnie	

 Now find these lines on page 47:

and some days I can't imagine living anyplace else but
in Miss Edna's house.
Some days I look around my room and say,
*Locomotion, stop thinking about moving on 'cause
this is home.*
But

 Talk to your partner.

Why do you think Locomotion says "But"?



Partner work: “Just Nothing Poem”

Locomotion (pp. 49-50)



Read the poem silently to yourself.



When both you and your partner are ready, read the poem out loud together. Trade off reading, stanza by stanza.

How does Lonnie feel in this poem?



Why do you think he feels this way? What got Lonnie really upset?

I think he feels this way because

Do you think Ms. Marcus knows what happened to Lonnie’s parents? Why or why not?

Yes, I think she knows because

No, I don't think she knows because



Turn and talk to your partner.

Do you and your partner agree or disagree?

Guided reading

Locomotion (pp. 51-54)

Overview: Lonnie thinks about his visit with Lili. Then, we hear about something that happened in Ms. Marcus’s class. While you read, think about why Lonnie is reading Lili’s Bible.

Vocabulary: During reading, clarify the following word:

brilliant (p. 53)



I think brilliant means _____



Comprehension: Read “God Poem” (pp. 51-52) and answer the following questions:

What do you think Lonnie is doing out on the roof by himself at night? Why might he want to be out there on his own?

Look back at p. 47 where Lonnie is talking about visiting his little sister with her new family. What could Lonnie be thinking right now, out on the roof?



Read “All of a Sudden, the Poem” (pp. 53-54) and answer the following questions:

What is Angel’s good idea?

How does Lonnie feel about Angel’s idea? Why?



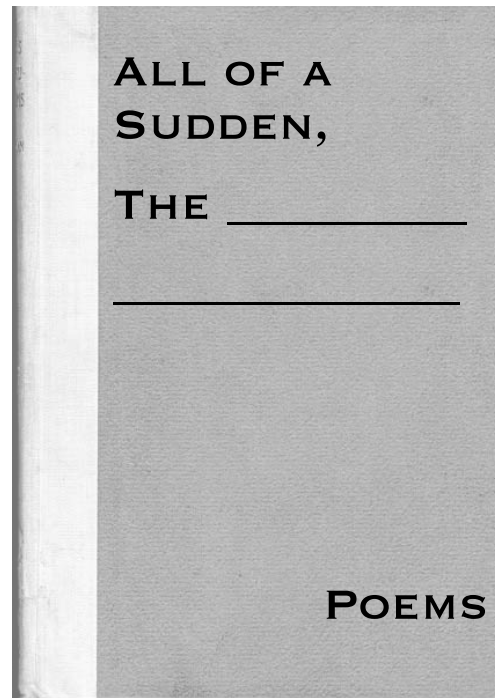
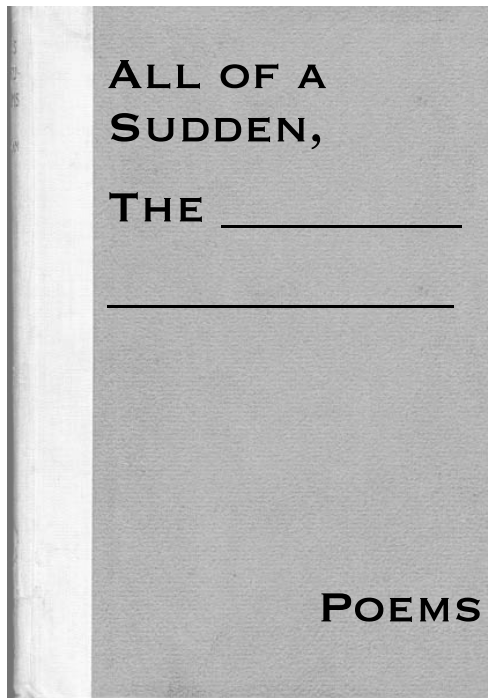
Homework

“All of a Sudden”

In Guided Reading, you read “All of a Sudden, the Poem” (*Locomotion*, pages 53-54).

Lonnie’s friend, Angel, says he’s going to write a book of poems called *All of a Sudden, The Sun*. He says his poems will be about something happening that you don’t expect. Angel’s friends make fun of this idea with silly poetry book titles like *All of a Sudden, The Pepsi Cola Can*.

→ Make up one silly title like this for a book of poems and one serious title:



Write down some ideas for poems about things happening that surprise us. Angel’s idea is the sun coming out when you don’t expect it. What else could a surprise poem describe?





Before you read these pages, complete the Day One fluency routine for passage 7.

Partner work: “Hey Dog”

Locomotion (pp. 55-56)



Read the poem silently to yourself.



When both you and your partner are ready, take turns reading the poem out loud together.



With your partner, pick **three** of your favorite lines from the poem.

“Just grinning and talking junk” is one line that you might like.


Our favorite lines from the poem:
1
2
3


Do you think Lonnie is getting to be good friends with Lamont, Angel, and Eric? Why or why not?

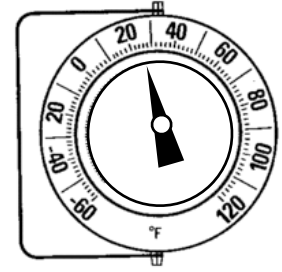



Partner work: “Occasional Poem”

Locomotion (pp. 57-58)

 Read the poem silently to yourself.

 When both you and your partner are ready, re-read the lines from Lamont in the third stanza out loud together. Lamont is thinking about his birthday. Start at “*What about it?*” and stop at “*...a long, long ways away.*”



 Look through the rest of the poem. Find quotes that tell you more about how Lamont is feeling. Then explain what the quote tells you about Lamont.

The first one is done for you.

Quote #1 “He’s all slouched down in his seat.”

This tells me that Lamont is not cooperating.


Quote #2 _____

Quote #3 _____

Partner work: “Haiku Poem”

Locomotion (p. 59)

 Read the haiku silently to yourself.


 When both you and your partner are ready, read the haiku out loud together.

Haikus usually have just 17 syllables, like this:

Line 1 **5 syllables**

Line 2 **7 syllables**

Line 3 **5 syllables**

 Try counting the syllables with your partner.

- We both counted 5-7-5 syllables
- We counted a different number of syllables

Why do you think Lonnie wrote this poem?



Do you agree with Lonnie about this?

Partner work: “LaTenya”

Locomotion (pp. 60-61)



Draw a picture of what Lonnie is doing and what LaTenya is doing. In the bubbles, write what they are saying to each other.

Two large speech bubbles are positioned side-by-side within a dashed rectangular border. The bubbles are empty, intended for students to draw and write.

Copy the line that you think is the most important for the poem.

Two horizontal lines provided for copying the chosen line from the poem.

Explain why you think this line is the most important one.

Two horizontal lines provided for explaining the chosen line.

Check with your partner:

- We chose the same line We chose different lines



Before you read these pages, complete the Day Two fluency routine for passage 7.

Guided reading

Locomotion (pp. 62-66)

Overview: Today you will find out something serious about Eric that will confirm or disprove the prediction you made in Lesson 22. Look for information to check your prediction about why Eric acts the way he does.

Vocabulary:

contagious (p. 63): something that can spread from person to person, such as a disease like the flu

sickle cell anemia (p. 63): a disease where blood doesn't carry oxygen through the body well, causing terrible pain in the body

Dominicans (64): People who are from the Dominican Republic, an island in the Caribbean

Trinidad and Jamaica (p. 64): Islands in the Caribbean



Comprehension: Read “Poetry Poem” (p. 62) and answer the following questions:

How can something be “really great/ and really stupid” at the same time? Explain your answer.

What does this short poem tell us about Lonnie?



Read “Eric Poem” pp. 63-66 and answer the following questions:

Look back at p. 63. What does Ms. Marcus tell the class? Explain what she means.

Guided reading, continued


Look back at p. 43 of *Locomotion*. Lonnie was talking about Eric and saying, “I don’t know why he’s so evil some days.” You made a prediction about why Eric acts this way. What was this prediction?


Check your prediction. With this new information about Eric and sickle cell disease, what do you think now?

Partner work: “Lamont”

Locomotion (pp. 67-69)

In the poem “Lamont,” Lonnie includes dialogue from Ms. Marcus’s class.

 Read the poem silently to yourself.

 When both you and your partner are done reading, work together to match up which character said which lines.

Optional! Try Reader’s Theater for these lines. **One partner** can read the boys’ lines: Lamont, Angel, Lonnie. The **other partner** can read Ms. Marcus’s lines, the teacher.

Who was speaking?

→ Fill in the blanks below with the name of the character who’s speaking. Characters might include Angel, Lamont, Lonnie, Ms. Marcus.

⋮ “Let’s take out our poetry notebooks. I want to work on haiku again today.”

⋮ “I don’t like forms. I like free verse when you can write anything you want, any way you want.”

⋮ “I ain’t writing no poetry. No black guys be writing poetry anyway.”

⋮ “What about Richard Wright. And Langston Hughes.”

⋮ “I know Richard Wright. He lives on my block. His mom’s name’s Mrs. Wright. I know Langston Hughes, too.”

⋮ “Richard Wright—the poet—wrote haiku. Langston Hughes—the poet—wrote all kinds of poetry. Richard Wright also wrote novels.”

⋮ “Both of them died a long time ago.”

⋮ “Richard Wright was right there playing basketball last Saturday. He could slam dunk.”


⋮ “He wrote because he loved writing. That’s what matters.”


⋮ “Not if you broke.”

Partner Work: “Hip Hop Rules the World”

Locomotion (p. 70)

Lamont is the main character in the poem.

 Read the poem silently to yourself.

 When both you and your partner are ready, read the poem out loud together.

One partner will read the *italic print*.
The **other partner** will read the rest.

In this poem, Lamont says “Hey Dog! Guess who else is a poet now!” Which character do you think Lamont is talking to?

I think he might be talking to _____

Why do you think that?

 Turn and talk with your partner.

Do you know someone like Lamont who writes rap lyrics? _____

Do you think rap lyrics are poetry? _____

Why or why not? _____

Do you and your partner agree or disagree about this?

- We agree about rap being (or not being) poetry
- We disagree about rap being (or not being) poetry

Guided reading

Locomotion (pp. 71-74)

Overview: These four short poems contain some memories, some new thoughts about the new boy at school, Clyde, and some news from Miss Edna. As you read, think about why Lonnie writes about the new boy. What do Lonnie and Clyde have in common?

Vocabulary:

bumpkin (p. 72): a socially awkward person from the countryside


swishing (p. 73): moving with a hissing sound, like a long skirt lightly dragging on the floor

soft-shoeing (p. 73): dancing with smooth, fancy foot moves.

survivor (p. 74): someone who stays alive after an event in which others have died

 **Comprehension: Read “Photographs” (p. 71) and answer the following question:**


Can you describe the pictures? What words or feelings does each picture bring up?

 **Read “New Boy Poem III” (p. 72) and answer the following questions:**

What does this poem tell us about Clyde? Explain.

How do you think Lonnie feels about Clyde?

Guided reading, continued

 **Read “Happiness” poem (p. 73) and answer the following questions:**

What happens in this poem? Summarize using the 5 Ws:

WHO _____

DID WHAT _____

WHEN _____

WHERE _____

WHY _____

Why does Lonnie feel a big sense of relief at the end of this poem?

 **Read “Birth” (p. 74) and answer the following questions:**

Why did cooking chicken remind Lonnie’s mom of his birth story?

The story ends with Lonnie’s mom calling him a survivor. What did Lonnie survive as a newborn? What has Lonnie survived as an older kid?



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

Partner work: “Lili’s New Mama’s House”

Locomotion (pp. 75-76)

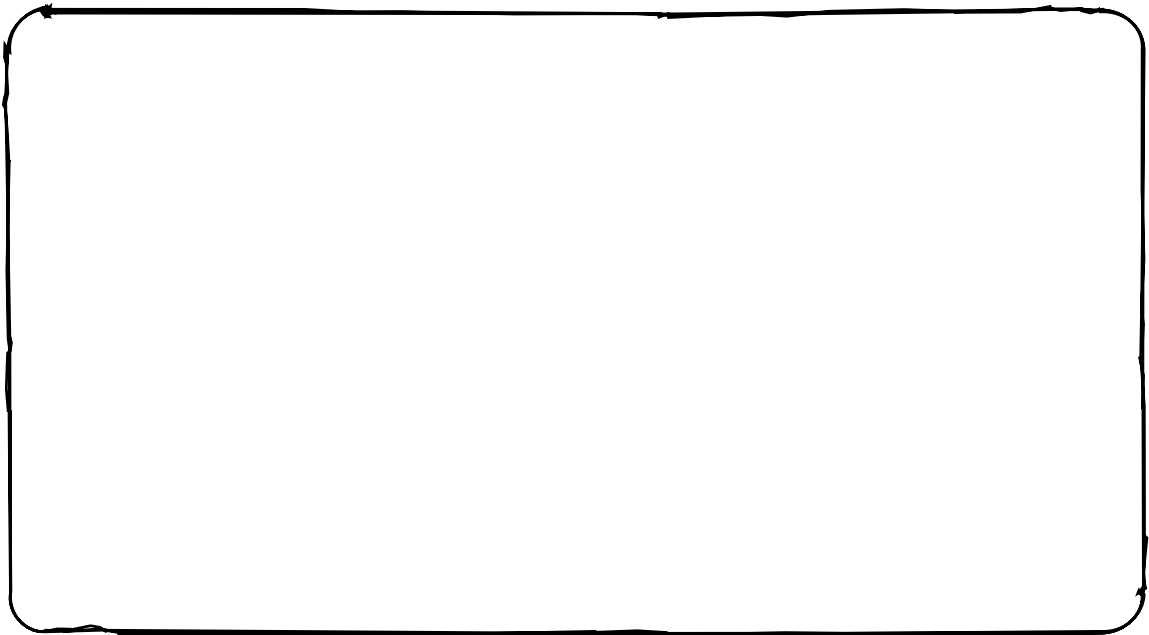
 Read the poem “Lili’s New Mama’s House” silently to yourself.

Pay attention to

- where Lonnie is *going*
- what Lonnie is *seeing*
- what Lonnie is *thinking*

→ Draw Lonnie meeting with Lili in the living room of her new mama’s house.

→ Label your drawing with words from the poem.





Choose one short quotation that sticks in your mind about this visit. Write the quotation below.

Partner work: “Church”

Locomotion (p. 77)



 Read the poem silently to yourself.

 When both you and your partner are ready, read the poem out loud together.

One partner will read a sentence (up until a period).

The **other partner** will read the next sentence.

Keep trading off sentences until the end of the poem.

Lonnie says: “I write the word HOPE on my hand.”

If people saw the word HOPE on Lonnie’s hand, they might ask him about it.
“Why did you write HOPE there?”

What would Lonnie say to Miss Edna?



I wrote HOPE because

What would Lonnie say to his teacher, Ms. Marcus?

I wrote HOPE because

What would Lonnie say to Lili?

I wrote HOPE because

Partner work: “New Boy: Poem IV”

Locomotion (p. 78)



Read the poem out loud together, trading off lines.



Discuss with your partner: Who is this about? What is different for him now?

Hint: Look at “New Boy, Poem III” on page 72, “New Boy, Poem II” on page 41, and “New Boy” on pages 29-30.

Make a prediction

What might change for Clyde? How might things be different for him now?



Back up your prediction

Why do you think things could change for Clyde?



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

Guided reading

Locomotion (pp. 79-81)

Overview: Ms. Marcus wins a teaching award. As you read, think about if she deserves the teaching award or not. Also look for some characterization of Angel. In “Easter Sunday,” look for a question that Lonnie is struggling with.

Vocabulary:

palms (p. 81): a type of leaf. Christian churches often celebrate Palm Sunday, the week before Easter, with leaves from palm trees.

lilies (p. 81): a type of flower popular on Easter

sacrifice (p. 81): suffering harm or even death for some greater good



Comprehension: Read “Teacher of the Year” (pp. 79-80) and answer the following questions:

Look for some characterization of Angel. What are we learning about him? How does he feel while talking to the newsman?

Is Ms. Marcus a good teacher? Do you think Ms. Marcus deserves this award? Try to think of at least one strength and one weakness she has shown.



Read “Easter Sunday” (p. 81) and answer the following questions:

What question is Lonnie struggling with? Can you find a line or two that tells us about his question?

Guided reading, continued


Why is this question so important to Lonnie?

What is Lonnie feeling at the end of the poem? Why is he feeling this way?

Partner work: “Rodney”

Locomotion (pp. 82-83)



 Read the poem silently to yourself.


When you are both ready, read the stanza together that starts, “There’s roast beef and ribs.” Summarize what happened.


WHO _____

DID WHAT _____

WHERE _____

WHY _____

 Read out loud the words in the first stanza that are in italics (*Look at Little Brother*).

 Talk to your partner.


Who says these words? _____


Find all the places in the poem where these words are repeated. Mark these with post-its.

Why do you think Lonnie keeps repeating these words?



Miss Edna's son Rodney is more important for the story now.

 Re-read pages 82-83 of *Locomotion*.

 Find quotes from this poem that describe Rodney.

Use quotation marks for your quotes, like "straight teeth."

How Rodney looks

Quotes from the poem

How Rodney treats Lonnie

Quotes from the poem

Partner work: “Epitaph Poem”

Locomotion (p. 84)



Epitaphs (EP-ih-taffs) are words written about people who have died. Words on a gravestone are one kind of epitaph.



Read the poem silently to yourself.



When both you and your partner are ready, read the poem out loud together. Talk it over before you read. What **mood** or **feeling** do you want to show in your reading?

One partner will read a line.

The **other partner** will read the next line.

Keep trading off lines until the end of the poem.



Talk to your partner.

Epitaphs are one way we remember people who have died.

What else can Lonnie do to keep remembering his mother? Write down your ideas.



Guided reading

Locomotion (pp. 85-89)

Overview: Lonnie shares some more details about the fire and talks about some new feelings. As you read, think about Lonnie’s new feelings and how they connect to the things going on in his life.

Vocabulary:

wiring (p. 86): In most homes, electricity comes in through a cable in the basement. Wires go up from the basement to carry electric power through the house. If the wires are old or in poor condition, they can start a house fire.

survived by (p. 86) When a newspaper or television program reports a death, the phrase “survived by” is often included to mention the living family members

catalpa (p. 88) a kind of tree with wide, spread out branches, giant leaves, and large white flowers in the spring.

Comprehension: Read “Firefly” (p. 85) and answer the following questions:

What did you learn about fireflies? What makes them special in the city?

What feeling is Lonnie trying to express? What things happening in his life are making him feel this way?

Read “The Fire” (p. 86) and answer the following questions:

Summarize what happened the night of the fire using the 5 Ws.

WHO _____

DID WHAT _____

WHEN _____


WHERE _____

WHY _____

Guided reading, continued

How did Lonnie and Lili escape the fire?

Before writing this poem, Lonnie didn't talk about the fire. Why might Lonnie be sharing these very personal details now?

 **Read “Almost Summer Sky” (p. 87-89) and answer the following questions:**

Look for a line in the poem that explains to us how Lonnie feels. Why is Lonnie feeling so good?

What place feels like home for Lonnie now?



Homework

“Little brother,” he called me

In “Roof Poem II,” Lonnie wrote about wanting to have a place he can call “home” (page 25).



In the poems “Rodney” (pages 82-83) and “Almost Summer Sky” (pages 87-89), Lonnie wrote about spending time with Miss Edna’s son, who calls him “little brother.”

- Do you think that Lonnie is starting to feel like Miss Edna’s apartment is his home?
- Is Lonnie starting to feel that Miss Edna and Rodney are his family?

Pretend you are Lonnie, and that you are writing an entry in your diary. Write about what happened with Miss Edna and Rodney. Be sure to say what Lonnie is feeling now.

Dear Diary,

Today I



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

Partner work: “Clyde Poem I: Down South”

Locomotion (p. 90)

Clyde is the name of the new boy in Lonnie’s class. Kids used to make fun of Clyde because of his clothes and way of talking.



Read the poem silently to yourself.



When both you and your partner are ready, read just the speaking lines in the poem together. These lines are in italics.

One partner will read what Clyde says. Clyde is the “he” in the poem.

The **other partner** will read what Lonnie says. Lonnie is the “I” in the poem.



Talk to your partner. Clyde and Lonnie both have memories of Georgia: the peaches, pecans, and the pine trees. Re-read from where Lonnie says, “The sun is warm...” to the end of the poem.

Why do you think Lonnie and Clyde don't notice the kids yelling around them?





Share your answers with your partner.

Partner work: “First Day of School”

Locomotion (pp. 91-92)



Look back at “Eric Poem,” *Locomotion* pages 63-66.

Where has Eric been for a long time? _____

What is Eric’s problem? _____



Read “First Day of School” silently to yourself.



When both you and your partner are ready, find the lines in italics. These are the speaking lines.

One partner will read what Lamont says.

The **other partner** will read what Eric says.



Look back at the stanza that starts, “And at lunchtime” and the stanza that starts, “*What’s up, Dog? We say to him.*” Summarize below.

WHO _____

DID WHAT _____

WHEN _____

WHERE _____

WHY _____



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

Guided reading

Locomotion (pp. 93-96)

Overview: As you read “Dear God,” look for questions Lonnie asks God. What is he wondering about? In “LaTenya II,” Lonnie finds out something unusual about LaTenya.

Vocabulary:

blasphemous (p. 93): offensive or disrespectful to God.

mysterious (p. 93): difficult to understand, eerie, or scary.




Comprehension: Read “Dear God” (pp. 93-94) and answer the following questions:

What questions did Lonnie ask God?

Miss. Edna says certain kinds of questions to God are blasphemous. Why might she think this? Do you agree that Lonnie is being blasphemous? Support your answer with evidence from the text.

This poem gives new details about Miss Edna. What does this poem tell you about her?

Guided reading, continued

 Read “LaTenya II” (pp. 95-96) and answer the following questions:

What was the most important part of the encounter? Summarize using the 5 Ws, focusing on what Lonnie did and said.

WHO _____

DID WHAT _____

WHEN _____

WHERE _____

WHY _____

Why do you think Lonnie is accepting of differences? What does this tell us about Lonnie as a person?



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

Partner work: “June”

Locomotion, pages 97-100

“June” is the last poem in Lonnie’s book.



Read the poem silently to yourself.



After each stanza, see if you found descriptions of the characters below.

For each character, draw a picture to show their actions and feelings in the poem.

Label each sketch with a quote from the poem.

Lili

Quote _____

Lili’s new mama

Quote _____



After completing the novel, complete the Day Two fluency routine for passage 10.

Rodney

Miss Edna

Quote _____ Quote _____

Ms. Marcus

Lonnie

Quote _____ Quote _____



Explain your favorite sketch to your partner and read the quotation you selected for it. Then write the quotation your partner shared on the lines below.

I did this.

My partner did this.

Significant effort has been made to contact the copyright holders for works quoted in these materials. In some instances we have not received responses or have been unable to identify the appropriate party. If contacted by copyright holders, the publishers of STARl remain committed to addressing concerns in future editions.

Strategic Education Research Partnership
1100 Connecticut Ave NW Suite 1310
Washington, DC 20036
(202) 223-8555
info@serpinstitute.org