

Lesson Plan - *Upon a Head of a Goat* by Aranka Siegal

(Chapter – 19, pages 147-149)

1. Preparing the Learners:

Café Talk

Purpose: English Learners view visual texts and respond both in writing and orally. This can be used to prepare the learners for what they are going to read or to review what they read.

Procedure:

- Select four pictures about the topic of the lesson
- Tape the pictures, facing out, on to a large piece of chart paper.
- In groups of four, ask students to write about the picture in front of them for one minute.
- Turn the chart. Ask students to read what is there, respond and write more about the new picture.
- Continue until students have responded to and written about each picture.
- Ask students to ask and answer questions about all the pictures using the question words: who, what, when, where, why, how.
 - Who is in the pictures?
 - What are they doing? Why?
 - Who is missing? Why?



2. Reading the Selection

Clarifying Bookmarks

Purpose: This strategy helps English Learners use reading strategies to slow their reading and extend comprehension of a selection as they read the text. Students learn language for academic talk with others about the text. English learners rehearse and learn the language for future use when talking and thinking on their own.

Procedure:

1. Introduce the bookmarks and clarify terms
2. Model the procedure with a student.
3. Have students form pairs.
4. Student A reads the first paragraph of the selection aloud to his/her partner.
5. Student A then states which strategy s/he is going to choose: 'I am going to summarize my understanding so far.' And then chooses one of the three stems offered on in the right hand side of the chart: 'The main points of this section are...'
6. Then Student B may add his or her ideas using the same or a different statement.
7. Next Student B reads the following paragraph of the selection aloud to Student A. He or she states the same or another strategy to summarize that paragraph. Student A responds.
8. Students continue reading and responding to each other until they have read the entire selection.

Clarifying Bookmark

| What I can do | What I can say |
|---|--|
| I am going to think about what the selected text may mean. | I'm not sure what this is about, but I think it may mean... |
| | This part is tricky, but I think it means... |
| | After rereading this part, I think it may mean... |
| I am going to summarize my understanding so far. | What I understand about this reading so far is... |
| | I can summarize this part by saying... |
| | The main points of this section are... |
| I am going to use my prior knowledge to help me understand. | I know something about this from... |
| | I have read or heard about this when... |
| | I don't understand the section, but I do recognize... |
| I am going to apply related concepts and/or readings. | One reading/idea I have encountered before that relates to this is.. |
| | We learned about this idea/concept when we studied... |
| | This concept/idea is related to... |

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After the reading, you may choose to have students give themselves and their partners feedback on their language use with a checklist like this one by Anne Garbarino:

Checklist for Clarifying Bookmark

| FIRST PARAGRAPH | SECOND PARAGRAPH |
|---|--|
| <p>Partner A: _____</p> <p><input type="checkbox"/> Read paragraph aloud</p> <p><input type="checkbox"/> Chose one reading strategy and read it aloud</p> <p><input type="checkbox"/> Chose one sentence starter that matches the reading strategy and read it aloud</p> <p><input type="checkbox"/> Finished the sentence starter with one or more phrases and/or additional sentences.</p> | <p>Partner B</p> <p><input type="checkbox"/> Read paragraph aloud</p> <p><input type="checkbox"/> Chose one reading strategy and read it aloud</p> <p><input type="checkbox"/> Chose one sentence starter that matches the reading strategy and read it aloud</p> <p><input type="checkbox"/> Finished the sentence starter with one or more phrases and/or additional sentences.</p> |
| <p>Partner B: _____</p> <p><input type="checkbox"/> Read paragraph silently</p> <p><input type="checkbox"/> Listened to partner</p> <p><input type="checkbox"/> Added own ideas/answered questions/gave encouragement</p> | <p>Partner A</p> <p><input type="checkbox"/> Read paragraph silently</p> <p><input type="checkbox"/> Listened to partner</p> <p><input type="checkbox"/> Added own ideas/answered questions/gave encouragement</p> |

4. Extending the Learning

Sentence Maker

Purpose: This cooperative learning strategy is an entertaining way for learners to review information found in a text while they learn to construct sentences to ask and answer questions (Stack & McCloskey, 2008).

Procedure:

1. Ask students to work in groups of four. Assign a character from the reading to each group. Each group writes three questions they want to ask their character.
2. Ask one representative from each group to come to the front of the room. Students stand in a line facing the class.
3. Invite a student from one of the groups to ask one of that group's questions. If the question is addressed to a character, remind the student to name the character.
4. Students in the front of the class answer the question in complete sentences, one word at a time. (Especially at first, the group will need considerable modeling and prompting from the teacher and other group members.)
5. Continue until all questions are asked and answered.

Video: Scapegoats – A Discussion with Author Aranka Siegal

mean to cause you harm," they pleaded as she accepted the weight of the heavy machine. I turned away faster than I had to. It hurt me to see her distressed.

I had just started back to the vegetable garden when Mother's voice pierced my ears. "Pini, Piri, where are you?"

Running past the woodshed, I turned toward the porch and saw that our yard had been invaded. Military and police uniforms mingled. Strange male voices spoke, asked questions, and gave orders. Surrounded by hostile men, Mother stood holding Joli in her arms and Sandor by the hand. I felt an anger rise inside me and wished that I were able to protect my mother and the two little ones. One of the men stood reading the names the census taker had posted on our porch.

"Where is Eru?" he asked.

"She does not live at home. She is away at school."

The Hungarian policeman took out a notebook. "Her address?"

Mother hesitated. "I have not heard from her in a long time."

"What was her address when she last wrote?"

"I'll go and look for her letter."

"Wait. Next is Iboya. Where is she?"

"Go look for her," Mother cried to me.

I hated leaving them, the two children clinging for comfort, and Mother herself so shaken. The policeman closest to me shoved me into motion. "Do as you're told," he growled. "And don't take all day."

I left our crowded yard and ran, tearing through our street toward Main Street. I ran past our shoe store and suddenly wished I had a pair of new shoes. I looked into the fur shop next door and thought of Lujza, mangled and dead by a train. I ran past Dr. Feher's office and remembered him in his white coat. He, too, was dead. Dead, I

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THE NEXT MORNING I awoke with the same feeling of uneasiness and heard Mother arguing with Iboya.

"You are not going on the wagon today. I want you to stay home with us. Besides, it is the Sabbath."

"I rode on the wagon all over the city last Saturday and you didn't stop me," Iboya protested.

"Today I want you to stay home," Mother replied.

"I can't. I promised to meet the others on Main Street, and they will be waiting for me. We have to collect as much food, bedding, and clothing as we can. Time is running out." With these last words, Iboya was out the door.

Later I went into the yard to hand my phonograph over the back fence to Ica Molnar.

"Keep it for me, just in case we have to go away," I told her. "You can play my records. I'll go and get them." I turned from Ica's stunned face. We had not seen much of each other since I had been forbidden to attend public school with her. When we met on the street, we didn't seem to have anything to say. She was still Ica Molnar, but I had lost my old identity of her equal. I had been classified as an undesirable citizen—a Jew—and Ica had learned to keep her distance from me. Now, confronted by my entrusting her with my most valued possession, Ica was at a loss for words. Her helplessness came through in her pale blue eyes. "I did not

repeated to myself as I ran past the temple yard. Seeing the German tanks there, I remembered that I had forgotten to wear my yellow star. But no one stopped me for questioning. The temple doors were open. German uniforms milled around, throaty German sounds carried out to the street. I hurried on in search of the open wagon harnessed to Mr. Schwartz's old horse, but there was no trace of the wagon, Iboya, or Iboya's friends. I looked into the café where Lujza had once bought me a pastry. The faces and voices inside had changed. Uniforms and sounds of German laughter crowded the open room. I was out of breath and wet with perspiration. Where was I to look?

Growing more anxious and aware of the passing time, I bumped into a man carrying a briefcase as I ran around a corner. He looked annoyed, but just rushed past me. Stopping to lean against the wall of a house to catch my breath, I remembered Mother and the children as I had left them, surrounded by those strangers in uniform. I started to cry out of helplessness and resumed my running, tasting salty tears in the corners of my mouth. I was not at all sure that I had taken the right course, or that I was searching the right streets. Finally, just as I passed the cobbler's shop, I spotted the wagon with the lone horse.

A friend of Iboya's sat on the box smoking a cigarette. Behind him, an assortment of bundles lay strewn in disarray.

"Where is my sister Iboya?" I asked him.

"Inside. I'll go get her." He looked me over with questioning eyes, threw the cigarette butt into the gutter, and went into the building.

When I saw Iboya come through the gate, I let go of all restraint. "They've come to take us away. You have to come home right away!"