



Developing a Tiered Activity

<p>Step One</p>	<p>Select the activity organizer:</p> <ul style="list-style-type: none"> - Concept - Generalization - Skill
<p>Step Two</p>	<p>Think about your students/use assessments:</p> <ul style="list-style-type: none"> - Readiness Range - Skills - Reading - Thinking - Information - Interests - Learning Profile - Talents
<p>Step Three</p>	<p>Create an activity that is:</p> <ul style="list-style-type: none"> - Interesting - High level - Causes students to use key skill(s) to understand key ideas
<p>Step Four</p>	<p>Chart the complexity of the activity on the equalizer:</p> <ul style="list-style-type: none"> - Low skill/complexity to high skill/complexity
<p>Step Five</p>	<p>Clone the activity as needed to ensure challenge and success for your students. Think about:</p> <ul style="list-style-type: none"> - Materials - basic to advanced - Form of expression - from familiar to unfamiliar - Use of the Equalizer
<p>Step Six</p>	<p>Match task to student based on student profile and task requirements</p>
<p>Step Seven</p>	<p>Coach for success</p>

Mathematics Kindergarten Readiness

Subject: Mathematics

Grade: Kindergarten

Standard: # 1 Whole-Number Sense.

Key Concept: Objects have various characteristics which can be used to group them.

Generalization: Use shape, color, & size to sort objects and explain grouping.

Background:

Before beginning this activity, students have been exposed to the primary colors, red, yellow, blue, basic shapes, and the concept of size, e.g. small, medium and large.

20 Thinking Questions for Shapes and Sizes Attribute Pieces, Creative Publications, I.S.B.N. #1 -56107-793-3.

Materials needed are shapes and sizes attribute pieces, paper, pencils, and crayons for recording.

This lesson is tiered in *process* according to *readiness*.

Each tier will answer Question 5 from 20 Thinking Questions for Shapes and Sizes Attribute Pieces, “Can you find the same size and a different color?”

Tier I: Basic Learners

Given a set containing circles, squares, and triangles in two sizes and three colors, students will be asked to find the large red circle and then asked Question 5. Students will make a drawing of the shapes and explain how they know the shapes are the same size and a different color.

Tier III: Grade Level Learners

Given a set containing circles, squares, triangles, and rectangles in two sizes and three colors, students will be asked to find the large yellow rectangle and then asked Question 5. Students will make a drawing of the shapes and explain how they know the shapes are the same size and a different color.

Tier III: Advanced Learners

Given a set containing circles, squares, triangles, rectangles, and hexagons in two sizes, three colors, and two thicknesses, students will be asked to find the small blue triangle and then asked Question 5. Students will make a drawing of the shapes and explain how they know the shapes are the same size and a different color.

Assessment:

Teacher may assess by observation while students are working on their investigations. The teacher should check for accuracy when students initially identify the specified object. The teacher should also check the drawings for errors and misconceptions.

TIERED ASSIGNMENTS in 2nd Grade

<p>Concept: Imagination <i>“Our minds can take us to amazing places”</i></p> <p>Skills: Explore a theme, compare and contrast</p> <p>Content: <i>Where the Wild Things Are</i> by Maurice Sendak and <i>I’ve Been There</i> by Carol Hall & Northern Calloway</p>
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Whole Class

Both books are read to the class by student volunteers. The teacher leads a class discussion of the events in each story:

- beginning/middle/end
- plot and characters
- theme (explained as something important the author wants us to understand better because we read the story. For these books, the theme was identified as amazing places we can go in our minds.)
- review of comparison and contrast (students were asked, “How is Max like you?” “How is Max different from you?”)

Small Groups

Red Group: The students in the red group complete a 3 panel drawing of “Amazing places people go in their minds”.

Panel #1: Draw what you think it looked like inside Max’s mind on his imaginary trip.

Panel #2: Draw what you think it looked like inside the little boy’s mind on his imaginary trip.

Panel #3: Draw what it might look like inside your own minds on your imaginary trips.

Use colors to help the audience see how amazing the trips are, label each drawing as to whose trip it is and what is going on in the trips, and be able to tell how the trips are alike and different.

Yellow Group: Four section chart which examines differences and similarities between the two stories.

Top sections: Illustrate two ways the imaginary trips were different (e.g. transportation)
Bottom sections: illustrate two ways the imaginary trips were similar (e.g. strange creatures present in the stories).

Be ready to tell, read from writing, or show something to describe how their drawings reflect similarities and differences in the stories.



Graphing Unit: 7th Grade

Foundational Level:

All students will be able to translate information into simple bar and line graphs drawn by hand and with a computer. Students will be able to describe and explain their graphs.

Assessment: Birthday Graphs - This project should display and interpret the birthday data. The project should contain:

- 1) data chart
- 2) line graph of the frequency of birthdays in your physical science period
- 3) bar graph of your month - show how many people in each period were born in the same month as you were
- 4) pie graph of the total amount of birthdays, month by month.

Framing Level:

Students will be able to translate information into simple bar, line, stacked line, and pie graphs drawn by hand and with a computer. Students will be able to describe and explain their graphs.

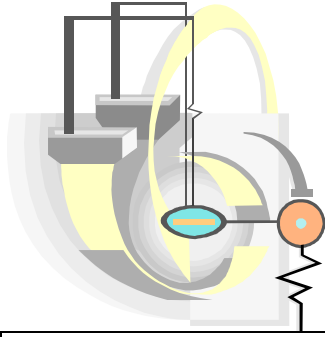
Assessment: Land and Water Graphs - This project should display and interpret the land and water map. The project should contain:

- 1) land and water worksheet and data chart
- 2) stacked line graph of the frequency of the amount of land and water using the vertical longitude zones
- 3) stacked bar graph of the amount of land and water in the northern and southern hemisphere
- 4) pie graph of the total amount of land and water

Roofing Level:

In addition to the above skills, students will be able to research a topic, organize and compile the data into a meaningful report which includes 2-3 graphs.

Assessment: Land and Water Graphs - This project should display and interpret the land and water map and show the data in relationship to another factor. The project should contain: 1) land and water worksheet and data chart; 2) create two graphs that display the land and water data in a meaningful way; 3) research a topic related to the world or that can be mapped on a grid map; 4) create two graphs that display the data in a meaningful way; 5) write a comparison essay 5-7 paragraphs about the two sets of data; and 6) do a 2-3 page independent research project which displays (two different graphs) and interprets data collected on a subject of interest.



5th Grade Science

Parallel and Series Circuits

Purple Group (Work in groups of 3)

- Complete the webs for Series and Parallel circuits as you read about them in your text (pages 173-178).
- Gather materials and complete the lab.
- Draw a diagram of a closed series and a closed parallel circuit using the circuit symbols. Use a colored pencil to show the direction and path of electrons in each circuit.

Green Group (Work in groups of 3)

- Carefully read the information in your text (pg. 173-178) and other resources about the similarities and differences among series and parallel circuits.
- When you have a good understanding about the similarities and differences, complete the “Map It-Draw It-Build It” lab. Be sure to read the directions carefully before you begin.
- Do some creative detective work as you discuss the wiring of a cabin. (See Problem Solving: Faulty Wiring activity page.)

Teal Group (Work in groups of 3)

- Carefully read the information in your text (pg. 173-178) and other resources about the similarities and differences among series and parallel circuits.
- Complete the “Map It-Draw It-Build It” lab. Be sure to read the directions carefully before beginning.
- Do some creative and complex circuit construction. Your task is to create a unique way to display a series or parallel circuit. First, you will need to decide upon what you would like to use as your model (buoys, owl, or other samples in the folder). Then, you will need to decide which circuit, series or parallel, better suits your model.

Developed By: Laura Winkler - Kellison Elementary

Tiered Activities To Alter the Depth of a Lesson

Subject Area: Language Art
Topic: Persuasive Essay

Grade Level: 7 – 8

	Basic	Intermediate	Advanced
Outcome Performance Indicators	Students will write a cohesive paragraph with a main idea and supporting details.	Students will state a point of view and cite multiple reasons to defend that viewpoint.	Students will expand the quality of their essay by adding multiple, credible sources of support.
Assessment	Students will describe their opinion about a topic by writing 5-6 detailed sentences explaining their opinion — to be assessed using the NYS independent writing rubric.	Students will use the Learning Activity as a rough draft to develop a multi-paragraph persuasive essay — to be assessed using the NYS independent writing rubric.	Students will write a persuasive essay using multiple lessons, logical explanations and credible sources to support their point of view— to be assessed using the NYS independent writing rubric.
Instruction/ Learning Activity	<p>Students will receive a rubric to help them design and evaluate the cohesiveness of a paragraph.</p> <p>Students will identify their point of view and list 5-6 reasons in support of their opinion.</p>	<p>Teacher will explain/describe the essential elements of a persuasive essay using a graphic organizer.</p> <p>Students will identify a point of view, list 4-5 reasons to support it, and explain each reason with detailed bullets.</p>	<p>Students will learn how to evaluate the credibility of a source and locate multiple sources, quotes, references, etc. to increase the quality of their arguments.</p> <p>Students will develop criteria to identify credible sources.</p>
Resources	List of issues and problems (appealing to students) that have alternate points of view.	List of issues and problems (appealing to students) that have alternate points of view.	Opposing viewpoints series, editorial pages of D & C and USA Today.
Homework	Students will collect good and bad examples of cohesive paragraphs from newspapers, magazines and younger students' work.	Students will collect good and bad examples of persuasive editorials in newspapers and periodicals.	Students will search the web for multiple, credible sources to support their argument.

Developing a Tiered Lesson or Unit

Prior to developing a tiered lesson or unit, it is vital to:

Assess your students in the areas of interests, learning profiles and readiness.

Once you have determined your students' interests, learning profiles and readiness levels, you are ready to begin planning a tiered lesson or unit.

Step 1	Select a unit of study based on the DCSD standards.
Step 2	Determine the topics, concepts and guiding question for your unit. What do you want all students to know?
Step 3	Assess all students for readiness and enduring understanding of topics and concepts that you will teach. The results of this assessment will help you to adjust the levels of learning that will be included in your tiered activity.
Step 4	Determine the skills students will need to successfully understand and use this information. What do you want all students to understand? (Understanding is the enduring knowledge. It is the ability to use later.)
Step 5	Create a unit or ongoing lesson that is: - Interesting - High Level - Causes students to use key concepts, ideas, critical thinking
Step 6	Use the <u>equalizer</u> to chart the complexity of the activity. This will help to ensure successful learning for all students. Ratchet up or down as needed. Think about material for basic to advanced levels. Think about scaffolding needed for acquisition of new skills.
Step 7	Determine two to four ways that students can demonstrate their successful learning. What do you want your students to do to demonstrate their learning?
Step 8	Match tasks to student based interests, learning profile and readiness.
Step 9	Provide for student success by coaching, facilitating and presenting lessons.

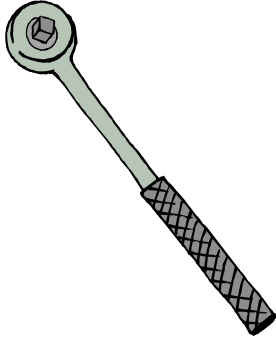
Thinking about the Differences between Topics and Concepts

Broad based concepts and themes can be used to develop differentiated units. Facts have little meaning unless they are connected to big Ideas. The use of concepts as an organizing tool helps students understand content more deeply because it helps them focus on the connections between facts, ideas, concepts and generalizations. It provides scaffolding for deeper retention.

The difference between topics and concepts can be illustrated by these examples:

Civil War	Conflict
Planets	Systems
Parts of Speech	Patterns
Equations	Balance
Bill of Rights	Rights and Responsibilities
Dinosaurs	Extinctions
Westward Movement	Exploration
Bridge to Terabithia	Making Connections
Fractions	Part and Whole
Microscopes	Observation
Cells	Structure and Function

Because the brain is pattern driven, it will gravitate towards concepts rather than topics. When questions or activities are generated by concepts, they help students look at the bigger picture and make strong, lasting connections. For example, it may be important to name the parts of a microscope, but the deeper connection is when students understand how microscopes are a tool for observation and how and why they help us understand what we observe more deeply.



To Ratchet . . .

Use advanced resources to

- **Move from facts to meaning**
- **Probe multiple meanings**
- **Involve multiple concepts**
- **Use multiple unknowns**
- **Call on multiple skills**
- **Cause reflection**
- **Require study in depth**
- **Ask for seemingly unrelated connections**
- **Require study in depth**
- **Require study in breadth**
- **Use advance criteria**
- **Require looking across**
- **Vary the pacing**
- **Have the students look at issues / controversies related to the topic**
- **Call on the student to make and support contrary arguments/viewpoints**
- **Have the student work like a professional**
- **Have the student make more choices about more facets of the task**

**Problem
Method
Solution
Expression**

**Time
Instances
Disciplines**

ACTIVITY: Classify the following as topic or concept

Frog, rocks, change, Christmas, poetry, middle ages, systems, structures, spiders, insects, space, weather

TOPIC	CONCEPT

Immigration: Grade 6

Concept: Change
Topic: People go through many changes when they immigrate
Standards: LA 3,4 SS
Guiding Question: What are the changes that people experience when they immigrate?
Principles/Generalizations: People give up something in order to immigrate.
 People gain something when they immigrate.
 There are specific elements of change involved in immigration.

Assessment: Students will write a five-sentence paragraph that answers the Guiding Question above.

Whole Group Teaching:
This will be based on the results of a pre test

- 1.
- 2.
- 3.

Struggling Learners (SL)	On Grade Level Learners(GLL)	Advanced Learners (AL)
SL will read one immigration narrative & fill out a framed P.	GLL will read one immigration narrative & do a double entry diary.	AL will read one immigration narrative and make a list of the elements of change.
SL will read several immigration narratives and write responses about the changes the immigrants experienced.	GLL will read several immigration narratives and write responses about the changes the immigrants experienced.	AL will read <u>Dateline Troy</u> with scaffolding and direct instruction.
SL will read newspaper article (Time for Kids, Scholastic, etc.) that contains elements of immigration. The elements will be discussed orally.	GLL will read newspaper article that contains elements of immigration. Elements will be discussed orally.	AL will read newspaper article that contains elements of immigration. Elements will be discussed orally.
SL Vocabulary: Student will use Wikki Sticks or highlighting tape to highlight new vocabulary.	GLL will identify new vocabulary relating to immigrating using tape or Wikki Sticks.	AL will list new vocabulary or highlight familiar words used in a new way.
SL will write a narrative that includes three elements of immigration.	GLL will write a narrative that includes four or more elements of immigration.	Al will write an immigration narrative that will end up as a <u>Dateline: Immigration</u> book. This story will include three elements of immigration and one student identified element.
Student will construct three comprehensions to be answered by the reader.	Student will construct three comprehensions to be answered by the reader.	Student will write three or more comprehensions from their book and find answers in newspaper articles.

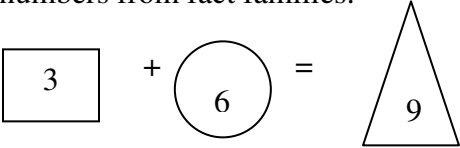
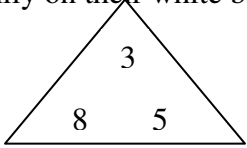
Students will select one newspaper article from several supplied by the teacher.	Student will select one article that deals with one of their identified elements of immigration.	Students will match newspaper articles with elements of immigration found in their story.
Students will create one or more illustration to enhance his/her immigration story.	Student will create one or more illustrations to enhance his/her story.	Student will create illustrations to enhance his/her book.
Students will share their immigration story with an audience of two or more students. The audience will answer the student generated comprehension questions.	Students will share their immigration story with an audience of their choice. The audience will answer the student generated comprehension questions.	Students will share their immigration book, <u>Dateline: Immigration</u> , with an audience of choice, fifth grade or above. The audience will read the accompanying newspaper articles to answer the student generated questions.
<p>Ongoing Assessment: Teacher will adjust lessons as necessary based on reading discussions and journal entries.</p> <p>Post Assessment: All student will be graded on the elements of immigration in their product, their written narrative and their revision of their initial work on the pre test, the guiding question for this unit of study.</p>		

Bley, 2002

Tiered Lesson for Primary Students

“Fact Families” by: Kelly Lassen & Suzie Bley

- K:** That numbers are related.
The definition of a fact family.
That addition and subtraction are related.
- U:** Students will UNDERSTAND that two numbers are added to make a third number. ($4 + 5 = 9$).
Students will understand that the one number from above can be subtracted from the sum. The answer will be the other number.
- D:** Students will be able to do the triangle activity to demonstrate fact families.
The students will be able to demonstrate fact families to ten with manipulatives.

<p>Students who are working beyond checkpoint.</p> <p>Abstract Lesson Since these students have demonstrated proficiency with fact families in a concrete way, students will begin to use fact families without picture or manipulative representation.</p> <ol style="list-style-type: none"> Given the pattern: $\square + \circ = \triangle$ Students will be able to fill in numbers from fact families. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> Given three numbers (to ten), students will be able to show and explain fact families. Students will explain fact families using words and unifix cubes. 	<p>Students working toward grade level checkpoint.</p> <ol style="list-style-type: none"> Students will work in groups of three or four using white boards and markers. First student will draw a triangle on the board and will write any number (1-10) in one corner of the triangle. Second student will do the same with a second number. The third student will write the total of the first two numbers in the third corner. Each student will write the fact family on their white board. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> Students will compare and discuss their results. 	<p>Students working below grade level checkpoint.</p> <ol style="list-style-type: none"> Students will work in groups of three or four using white boards, markers and unifix cubes. The first student will draw a triangle on the board and will write any number (1-10) in one corner of the triangle. The student will make a unifix train of that number. The Second student will do the same with a second number. The third student will write the total of the first two numbers in the third corner. The first two students will confirm the total by combining their unifix cubes and discussing their conclusions. Each student will then write the fact family on their white board for additional practice. (see column 2)
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Differentiation: Three Tiered Planning

DCSD Standard: SS World History
Concept: Global Community
Guiding: How do articles in our local newspapers relate to what is happening in other parts of the world? How do articles in newspapers today relate to events in other times and cultures?
Pre Assessment: KWLR (What do I know, want to know, what have I learned, reflection?)
Ongoing Assessment: 3, 2, 1 and Exit Ticket
Post Assessment: KWLR, RAFTS and project

Learner not yet on Grade Level	On Grade Level Learner	Advanced Learner
<p>Each student will read a current event article pre-selected by the teacher.</p> <p>*Resources include:</p> <p>Scholastic Classroom Newspapers Articles from Electric Library (LMC)</p> <p>After reading, students will orally summarize the article. They will answer the following questions in written form:</p> <ul style="list-style-type: none"> - When did (or when will) the event take place? - What other places(s) will be affected? - How does this article relate to a historical event? <p>Students will locate the place that their article refers to on a map.</p>	<p>Students are to read a current event article from a Newspaper.</p> <p>*Resources include:</p> <p>Denver Post Rocky Mountain News</p> <p>After reading, students will summarize the article and create either a political cartoon or a visual. Show how the article relates to events in other times and/or cultures.</p> <p>Students will show the location of their event on a map and explain the relationship between this article and a historical event.</p>	<p>Students are to select and read a current event article from a Denver newspaper and an article on the same topic from an online data base.</p> <p>*Resources include:</p> <p>Denver Post Rocky Mountain News Online data bases (LMC)</p> <p>After reading the articles, students will compare and contrast the coverage and explain the similarities, differences and biases.</p> <p>Students will locate the place that their article refers to. Students will locate the place that the second article was written.</p>

Differentiation of Instruction Skills Block / Tiered Lesson Content

<u>Struggling Students</u>	<u>Grade-Level Students</u>	<u>Advanced Students</u>
<ul style="list-style-type: none"> - What is a fraction? - Adding and subtracting fractions with like denominators - Multiplying fractions - Learning to find equivalent fractions 	<ul style="list-style-type: none"> - Finding a common denominator - What is reciprocal? - Adding, subtracting, multiplying & dividing fractions with like and unlike denominators - Reducing fractions - Least common multiple/greatest common factor 	<ul style="list-style-type: none"> - converting between improper fractions and mixed numbers - Adding, subtracting, multiplying and dividing fractions and mixed numbers with like and unlike denominators - Exploring the relationship between fractions, decimals and percents

Process

<u>Struggling Students</u>	<u>Grade-Level Students</u>	<u>Advanced Students</u>
<ul style="list-style-type: none"> - Hands-on: Use of manipulatives (Hershey bars, graham crackers, etc.) - Visual aids - Paper and pencil practice - Math menu/tic-tac-toe 	<ul style="list-style-type: none"> - Factor trees - Visual aids and manipulatives - Paper and pencil practice - Math menu/tic-tac-toe 	<ul style="list-style-type: none"> - Memory games - Search for “real life” applications (sales, money, word problems, etc.) - Paper and pencil practice - Math menu/tic-tac-toe

Product

<u>Struggling Students</u>	<u>Grade-Level Students</u>	<u>Advanced Students</u>
<ul style="list-style-type: none"> - Make a fraction booklet that explains each topic/skill with words and pictures. It should include fractions “rules” learned. - Formal assessment 	<ul style="list-style-type: none"> - Make a flow chart for each skill learned (i.e. finding a common denominator). Should include words & pictures & “think bubbles” to explain thinking during each step of the process. - Formal assessment 	<ul style="list-style-type: none"> - Make a memory game comparing fractions, mixed numbers, improper fractions, decimals and percents - Fraction/decimal percent museum - Formal assessment

Enduring Knowledge:

- Relationships within a system
- How to manipulate numbers that represent parts of a whole number

Assessment Used During Units:

- Pre-Assessment of all students to determine strengths and needs
- Ongoing (daily warm-ups & quizzes) assessment should verify that students are progressing toward meeting desired learning outcomes
- Final assessment – both a product assessment and a “paper & pencil” computation based assessment

Tired Lesson: Template 1

Concept(s):

As a result of this tired lesson, the student will:

Topic:

Generalization(s) Principle(s):

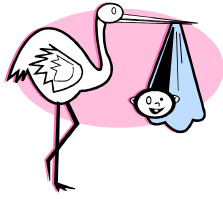
Know:

Understand:

Guiding or Essential Question:

Be able to:

Student that needs alternative steps toward meeting the checkpoint	Student that needs experiences that are focused on meeting the checkpoint	Student who has shown proficiency on checkpoint and needs extension and/or enrichment activities



Baby Sister

By: *Nina Walker Frazier*

FRIDAY

I hate my history class. You know why? Because every Friday we have current events. We have to bring to class a newspaper clipping that describes an event of major importance to us and our community. I especially hate current events. I never have any good clippings.

Mrs. Westfall says I never pay attention to what's happening in the world. Surely she won't call on me today to give an oral report. She knows I never have anything interesting. I hate current events.

"OK, class, current events time. Steve, you be first."

"Well, I don't think my news item will be very interesting to the class," I stammered.

"You do have a newspaper clipping, don't you?" asked Mrs. Westfall.

Her red pencil was poised above her grade book ready to mark a big, fat red F by my name.

"Yes, but it isn't very interesting."

"Read it anyway, Steve."

So I got up from my seat in the last row and sauntered to the podium beside Mrs. Westfall's desk. I spread the tiny clipping on the stand, stuck my hands in my pockets, and gritted my teeth.

"As I said, this isn't really very important—to the world, that is. It's important to me, though. My clipping is from the birth announcements of the local paper. It says, 'Congratulations to Mr. and Mrs. Scott Benson on the birth of a daughter born November 5 at 5:18 a.m. in Memorial Hospital. Weight 6 pounds, 9 ounces. The father is employed at Benson Hardware.'" Anyway, up to now I've been an only child; but now I have a baby sister."

"Very good, Steve," said Mrs. Westfall. "This particular birth may not be of national importance, but it is meaningful to you. Who knows your sister could be the first woman President of the United States! What did your parents name her?"

"We haven't decided yet," I replied, folding the tiny clipping. "We can't agree on any one name."

MONDAY

"Good morning, class. I hope you had a nice weekend," said Mrs. Westfall. "Let's catch up on the current events we had Friday before we begin today's lesson on the first Continental Congress. Steve, how is your new sister?"

"She's all right, I guess. Dad brought Mom and the baby home Saturday afternoon," I replied, somewhat shaken. I didn't know we had to make extra reports on good current events clippings.

"Well, tell us more about her," demanded Sallie Aaron, a beautiful, petite girl with long auburn hair. "What does she look like? What's her name?"

"Her name?" My tongue wouldn't function right. It kept running into my teeth. "We named her Kerri Elizabeth Anne. She has red hair, but not much of it. And her eyes are sorta green."

"Kerri Elizabeth Anne. That's an unusual name," said Mrs. Westfall. "How did you arrive at that?"

"Well, I liked Kerri. Dad wanted to name the baby Anne after Grandma Benson. Mom always wanted a little girl named Elizabeth. So we put them all together and named her Kerri Elizabeth Anne."

TUESDAY

Mrs. Westfall cornered me in the hall after history class. "How's little Kerri doing?"

"Kerri? Oh, she's fine, but she cries a lot. When she's not crying, she's sleeping." Remind me never to have another interesting current events item.

"When she gets older, she'll sleep less," said the history teacher. "Then you'll really enjoy having a baby in the house."

"I'm enjoying it right now, Mrs. Westfall. I enjoy having a baby around every time I help Mom wash diapers or sterilize bottles."

"I'm sure your mother appreciates your help. Give her my best wishes, will you, Steve?"
"All right."

Mrs. Westfall is either interested in babies or she's trying to make me feel good. I still don't feel good about current events. Now if I can just make it to math before the bell rings. Math is something you don't have to worry about.

There's Sallie standing by our lockers. I wish our lockers weren't side by side. It's no fun having a locker by someone who never talks to you. Wonder why she's just standing there? Surely she can't be waiting for me.

"Hi, Steve. What have you been up to?" Yep, she was waiting for me.

"Nothing much, Sallie, just the usual."

"How's your sister? Kerri's her name, right?" asked Sallie. "Kerri's fine. I don't think she'll ever quit crying, though."

Sallie stuffed her bright orange purse in her locker and said, "I think babies are cute. I'd like to see Kerri sometime."

"All right, I'll have to ask Mom about that first. She's kinda fussy about the baby."

"OK, you do that, Steve." Sallie waved as she walked down the hall to her English class.

THURSDAY

"How's the big brother?" Jeff Edwards asked as he slapped me on the back. "Does the little tiny baby have you getting up in the middle of the night to change her little tiny wet diaper?"

"No, you big lunk. Mom and Dad do that."

"I can't remember when my brothers were babies," said Jeff, "but if your sister turns out to be a brat like my brothers, you've got trouble ahead."

"You're just jealous, Jeff. She won't be a brat," I said. Jeff irritates me sometimes. He thinks he's smarter than everybody, especially me.

FRIDAY

"Hey, Steve, Sallie tells me that you have a brand-new baby sister. I bet it's strange to have a sister after having been an only child all your life," said Beverly Sommers. Sallie is Beverly's best friend, but Beverly isn't always Sallie's best friend.

"Babies aren't brand-new. They're just freshly born," I retorted sarcastically. I don't particularly care for Beverly. "How's an only child supposed to feel, anyway?"

"You don't have to be so mean about it. I just asked a friendly question," cried Beverly. She clutched her books to her chest, frowned, then stalked off.

If I had a guardian angel, he would probably say, "Steve Benson, you should be ashamed of yourself for talking to that lovely girl that way!" But I'm not ashamed.

History class again, and it's Friday. This time I not only don't have an interesting current event, I don't have one at all.

MONDAY

"Normally we don't make progress reports on previous current event items," announced Mrs. Westfall, "but Steve had a very unusual item last week. So, Steve, how is your sister progressing?"

"Well," I stammered. I seem to be stammering a lot in this class. "Kerri doesn't seem to be feeling well. She coughs all the time and spits up her milk. Mom is taking her to the doctor today."

"That's too bad. I hope she gets well soon," sympathized Mrs. Westfall.

"It's so sad when babies that young get sick," added Sallie.

TUESDAY

"Good morning, Steve," said Sallie as she pulled her notebook out of her locker. "Did Kerri get better?"

"Actually, no. The doctor put her in the hospital," I answered. "Really? Will she have to be in long?"

"I don't know."

WEDNESDAY

Jeff again. I hope he doesn't slap me on the back this time. Why does he slap people on the back when he talks to them?

"Steve, I hear your little sister is in the hospital," Jeff said, slapping me on the back as he talked. "Nothing serious, is it?"

"The doctor can't tell yet, but she's awfully sick," I replied. I'm going to have to get some liniment for my back.

THURSDAY

I've been grouchy all day long, so no one asked me about Kerri. They think I'm too worried about her to be friendly. They're right, I am worried. Who would ever think that a tiny baby would get to me, Steve Benson?

FRIDAY

"Mrs. Westfall," I said, "I have a clipping that is actually a progress report on one of my current events."

"All right, Steve, tell us about it."

Once again I walked to the front of the class and spread a tiny newspaper clipping on the podium. "my clipping is an obituary from the local paper. It says, 'Graveside services for Kerri Elizabeth Anne Benson will be held at 10:30 a.m. Saturday morning at Restlawn Cemetery with the Reverend Dan Gibson of First Baptist Church officiating. The 16 day-old daughter of Mr. and Mrs. Scott Benson died at 5:15 p.m. Thursday afternoon of pneumonia. Besides her parents, she is survived by a brother, Steve.'"

Stunned silence filled the room.

“Oh, Steve, I’m so sorry,” Mrs. Westfall said, taking my hands in hers. “I don’t think you should even be in class today.”

“We have to keep on living, Mrs. Westfall,” I said, choking back my tears.

“Steve,” whispered Sallie, “I wish there was something I could do. I think I’m going to cry.”

After class Jeff said, “What do you say at a time like this, ol’ buddy? I’m sorry for you.” For once he didn’t slap me on the back.

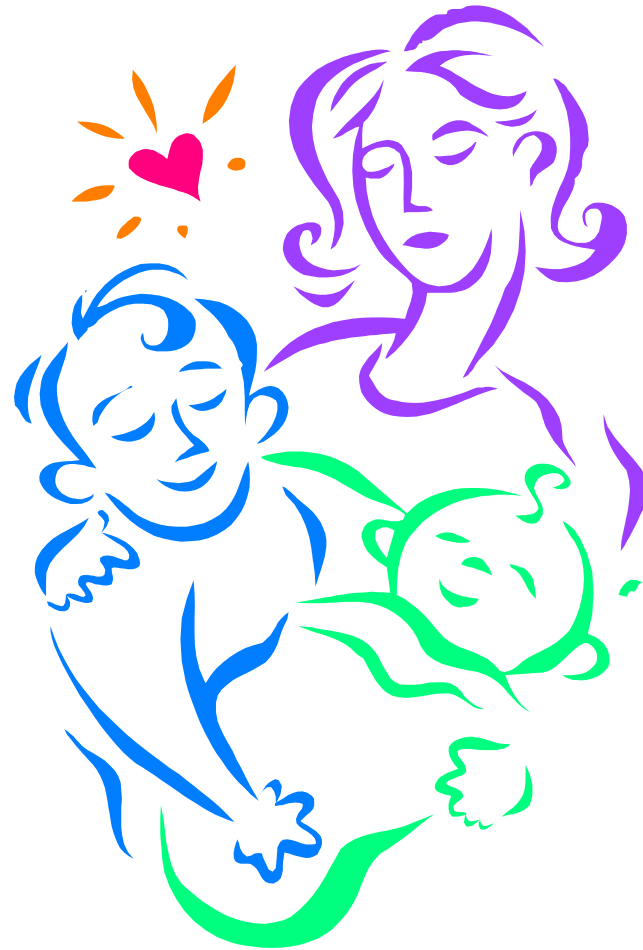
SATURDAY

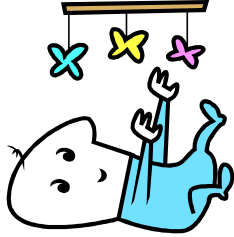
If there’s anything I hate more than current events, it’s grocery shopping with Mom. She never knows exactly what she needs, so she ends up getting too much stuff. Then she blames me for letting her go over the monthly food budget. Holy cow! There’s Mrs. Westfall talking to Mom. I think I’d better duck behind the magazine rack. Now she’s heading for me.

“Steve, I just talked to your mother,” Mrs. Westfall began. “She seems to be in shock. She shouldn’t even be out today. You better take her straight home.”

“Yes, ma’am,” I answered hastily.

Mom never said a word on the way home. She gripped the steering wheel very tightly and stared at the road. When we got inside the house, she looked at me with tears in her large, gray eyes. Then she said, “Steve, what did you tell Mrs. Westfall? Why was she talking about a baby dying? You know that there hasn’t been a baby in this house since the day you were born!”





Characterization Menu: Baby Sister

<p><u>Character Summary:</u> Use the “Venn Diagram” sheet to compare yourself to Steve.</p>	<p><u>Character Summary:</u> Complete the “Character Web” on Steve Benson.</p>	<p><u>Character Summary:</u> Complete the “Compare/Contrast” sheet. Compare Steve to a character from another story you have read.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Concrete.....Abstract</div>		
<p><u>Writing:</u> Find and list evidence from the story as to why Steve would pull such a stunt.</p>	<p><u>Writing:</u> How does the author use each of these methods to create the main character: actions, words, thoughts, and opinions. Give an example for each from the story.</p>	<p><u>Writing:</u> Continue the story two more days to Sunday and Monday. What would be the reaction to Steve’s parents? Classmates? Teacher? Keep the characterization consistent with the rest of the story.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Single Facet.....Multiple Facets</div>		
<p><u>Art:</u> Draw and color a portrait of Steve showing his reactions during one part of the story.</p>	<p><u>Art:</u> Draw a series of pictures showing Steven’s emotions/ moods during the story. Label each one to show the part of the story in which he felt that way.</p>	<p><u>Art:</u> Using your imagination and abstract forms, create a product that summarizes Steve’s personality and reactions.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">More structure.....More Open</div>		

Name: _____

Date Received: _____

Date Due: _____

Date Completed: _____