

About the Author Objectives

Social Studies

COMPETENCY GOAL 1: The learner will apply key geographic concepts to the United States and other countries of North America.

Objectives

1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.

1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.

1.04 Describe the economic and social differences between developed and developing regions in North America.

1.05 Explain how and why population distribution differs within and between countries of North America.

COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.

4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States history that reflect the struggle for equality and constitutional rights for all citizens.

4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.

4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.

5.06 Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.

5.07 Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.

Rationale: The reason these objectives were chosen is because both the United States and Canada are mentioned as homes for the author. The patterns of movement and the comparing and contrasting of the United States and its neighbor Canada can easily be done here. The choice of Christopher Paul Curtis to move even more north shows the usual immigration pattern of African Americans allowing a comparison of the north and south of the United States.

Language Arts

COMPETENCY GOAL 1: The learner will apply enabling strategies and skills to read and write.

Objectives

1.03 Increase reading and writing vocabulary through:

- wide reading.
- writing process elements.
- writing as a tool.
- discussions.
- examining the author's craft.

Rationale: After reading any book, students need to discuss the book to make sure they have an understanding of what they have read and the elements of the story need to be defined. It is important for students to learn how to summarize and use the elements of the story: character, setting...so they understand the writing process elements.

Chapter 1 Objectives

Healthful Living

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

3.02 Create and demonstrate methods for resolving conflict without violence or avoidance.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.02 Demonstrate behavior that will resolve conflicts in socially appropriate ways.

Rationale

In Chapter One Kenneth is bullied by Byron and Buphead and later retaliates by calling Byron a name. While having comedic value in the story, these methods of bullying and conflict resolution are not positive relationship skills so they directly apply to the competency goals that deal with these issues.

Science

COMPETENCY GOAL 2: The learner will make observations and conduct investigations to build an understanding of landforms.

Objectives

2.01 Identify and analyze forces that cause change in landforms over time including water and ice, wind, and gravity.

2.02 Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.

COMPETENCY GOAL 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

Objectives

3.01 Investigate the water cycle including the processes of evaporation, condensation, precipitation, and run-off.

3.02 Discuss and determine how the following are affected by predictable patterns of weather: temperature, wind direction, wind speed, precipitation, cloud cover, and air pressure.

3.05 Compile and use weather data to establish a climate record and reveal any trends.

3.06 Discuss and determine the influence of geography on weather and climate: mountains, sea breezes, and water bodies.

Rationale

Chapter one discusses the freezing of water, two wet surfaces freezing to each other, the temperature differences between Flint and Alabama, and the cloud created after breathing into the cold air. All of these images and scenarios tie into the water cycle and climate and weather patterns.

Social Studies

COMPETENCY GOAL 1: The learner will apply key geographic concepts to the United States and other countries of North America.

Objectives

1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.

1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.

1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.

Rationale

Chapter one mentions the location of the family and discusses the weather patterns which are associated with this place. By contrast, the mother of the family is from another part of the United States and is not accustomed to that weather. Also, the family is having to adapt to the weather in that specific area.

Chapter 2 Objectives

Guidance

COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others. (National Standard 7)

Objectives

7.01 Develop a positive attitude toward self as a unique and worthy person.

7.08 Conclude that everyone has rights and responsibilities.

7.09 Consider individual differences.

7.10 Consider ethnic and cultural diversity.

Rationale

Chapter two lends itself heavily to the guidance standards and objectives. The chapter revolves around Kenny being bullied and experiencing feelings of inferiority due to his lazy eye and strong reading capabilities. Also, in chapter two Kenny is introduced to two boys who come from a very different ethnic group and culture. This would be a great place to discuss self confidence, individuality, and ethnic and cultural diversity.

Social Studies

COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and it's neighboring countries.

Objective

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

Rationale

Chapter two contains an underlying mood or feeling of oppression. There are at least two instances within the chapter in which there is an allusion to African American inferiority. This would be a great place to discuss the Civil Rights Movement. It would also be useful to discuss how African Americans felt inferior and oppressed during this time in history. This objective could tie into the guidance objectives listed above.

Chapter 3 Objectives

Guidance

COMPETENCY GOAL 1: Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Objectives

1.05 Verify responsibility for actions.

COMPETENCY GOAL 6: Understand the relationship between personal qualities, education, and training, and the world of work.

Objectives

6.03 Use conflict management skills with peers and adults.

6.04 Work cooperatively with others as a team member.

COMPETENCY GOAL 7: Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objectives

7.01 Develop a positive attitude toward self as a unique and worthy person.

7.03 Manage feelings.

7.04 Distinguish between appropriate and inappropriate behaviors.

7.06 Establish self control.

7.08 Conclude that everyone has rights and responsibilities.

7.09 Consider individual differences.

7.11 Consider different kind of families.

7.12 Demonstrate how to communicate

7.13 Conclude that communications includes speaking, listening, and nonverbal behavior.

7.14 Demonstrate how to make and keep friends.

COMPETENCY GOAL 8: Make decisions, set goals, and take appropriate action to achieve goals.

Objectives

8.02 Critique consequences of decisions and choices.

8.03 Debate alternative solutions to a problem.

8.04 Develop effective coping skills for dealing with a problem.

8.05 Apply conflict resolution skills.

Rationale

These Guidance objectives were chosen due to the situations and problems faced by characters in chapter three. Kenny has to deal with a kid who steals his toys. He has to decide to be friends with the new kid or not. He has to take responsibility and weigh the consequences of his actions against this new kid. Rufus, the new kid, is very different

and comes from a different family. He has to cope with being hurt just as Kenny does. Kenny has to learn to make a friend and how to deal with the problem of losing this friend temporarily. The children in this chapter model positive and negative examples of these guidance objectives.

Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- Making predictions.
- Formulating questions.
- Supporting answers from textual information, previous experience, and/or other sources.
- Drawing on personal, literary, and cultural understandings.
- Seeking additional information.
- Making connections with previous experiences, information, and ideas.

2.05 Evaluate inferences, generalizations, and conclusions and provide evidence by referencing the text.

Rationale

These language arts objectives were chosen because of the opportunity to connect these objectives with other content area objectives used for this chapter. As learners predict what a character might do next, for example, they are considering consequences of behavior. Hopefully, students will discover that some of their generalizations about a character are false after exploring the chapter more deeply. As students formulate questions and possibilities, they should be considering many possible coping, conflict resolution, and communication strategies for the characters. It is unlikely that students will meet these language arts objectives without also meeting many of the guidance objectives.

Healthful Living

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

3.02 Create and demonstrate methods for resolving conflict without violence or avoidance.

Rationale

In this chapter Kenny is faced with finding out that his dinosaurs have been stolen by a friend. This situation presents an opportunity for students to evaluate resolution strategies other than violence or avoidance.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

10.02 Demonstrate behavior that will resolve conflicts in socially appropriate ways.

Rationale

. In this chapter Kenny laughs at Rufus because of his differences. This causes a conflict and Kenny's mother has to fix the situation in order to keep Kenny and Rufus' friendship going. Students can use this episode to learn other ways in which conflict can be handled that are socially appropriate.

Chapter 4 Objectives

Science

COMPETENCY GOAL 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

Objectives

3.02 Discuss and determine how the following are affected by predictable patterns of weather

- Temperature
- Wind direction and speed
- Precipitation
- Cloud cover
- Air pressure

3.03 Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.

3.05 Compile and use weather data to establish a climate record and reveal any trends.

Rationale

The vivid descriptions of winter weather provide an opportunity to teach students how to track weather changes throughout various regions and to show that clouds are associated with the type of precipitation.

English/Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas.

Social Studies

COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objectives

- 4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.
- 4.06 Evaluate the effectiveness of civil rights and social movements throughout US history that reflect the struggle for equality and constitutional rights for all citizens

Rationale

Although not specifically mentioned in this chapter, these concepts will be central to discussions throughout this study.

Math

COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.

Objectives

- 4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.
- 4.02 Compare and contrast different representations of the same data; discuss the effectiveness of each representation.
- 4.03 Solve problems with data from a single set or multiple sets of data using median, range, and mode.

Rationale

There are multiple opportunities in this chapter for collecting, analyzing, and interpreting data, and to improve decision making skills through the use of probability.

Healthful Living

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

3.02 Create and demonstrate methods of resolving conflict without violence or avoidance.

Rationale

The fight described in this chapter provides a focus for helping students understand the importance of effective interpersonal communication and relationship skills.

Chapter 5 Objectives

Guidance

COMPETENCY GOAL 9: The learner will understand safety and survival skills. (National Standard 9)

Objectives

- 9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- 9.02 Distinguish the difference between appropriate and inappropriate physical contact.
- 9.03 Use problem-solving and decision-making skills to make safe and healthy choices.
- 9.06 Display techniques for managing stress and conflict.

Rationale

Students can improve their ability to distinguish between things that are safe or not safe based on the unsafe behavior described in the chapter. Also the students will be able to demonstrate knowledge of knowing personal information in the case of an emergency.

Informational Skills

COMPETENCY GOAL 3: The learner will relate ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

Rationale

Through relating to their own relevant family experience, students will be able to identify similarities and differences as related to their environments and personal experiences. They will learn to use simple research models to acquire information about life experiences and other cultures through the references to Nazis and parachutes.

Social Studies

COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objectives

4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.

4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

Rationale

References to Nazis, parachutes and war provide a focus for these objectives. Students can examine social, economic, and political institutions, as well as similarities and differences among societies. The students will draw from history and be able to use this information on how the various cultures came to settle in the United States.

Chapter 6 Objectives

Healthful Living

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of My Pyreamid.

4.02 Evaluate the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

Rationale

Byron and Kenny eat several bags of Swedish Creams, a type of cookie, in this chapter. As a result Byron gets sick. This section lends itself to discuss proper food choices and what bad food choices can do to your body.

Guidance

COMPETENCY GOAL 7: the learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objectives

7.03 Manage feelings.

7.04 Distinguish between appropriate and inappropriate behaviors.

7.11 Consider different types of families.

7.13 Conclude that communication involves speaking, listening, and nonverbal behavior.

COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals.

Objectives

8.04 Develop effective coping skills for dealing with problems.

8.05 Apply conflict resolution skills.

Rationale

There is a lot of emotion in this chapter. Byron deals with anger and embarrassment when he believes that the family is on welfare, and when he gets sick after killing the mourning dove. With all the emotions from just one character it is possible to discuss feelings, behaviors, consequences, reactions, coping skills, etc.

Chapter 7 Objectives

Language Arts

Competency Goal 1: The learner will apply enabling strategies and skills to read and write.

Objectives

1.03 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- word reference materials.
- content area study.
- writing process elements.
- writing as a tool.
- debate.
- discussions.
- seminars.
- examining the author's craft.

1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard and viewed.

Objectives

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- plot development.
- author's choice of words.
- effectiveness of figurative language (e.g., personification, flashback).
- tone.

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objectives

3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual text.

Objectives

4.10 Use technology as a tool to enhance and/or publish a product.

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Objectives

5.08 Create readable documents through legible handwriting (cursive) and word processing.

Information Skills

Competency Goal 3: The learner will relate ideas and information to life experiences.

Objectives

3.01 Describe personal cultural heritage and environment.

3.02 Collect and compare information about diverse cultures, environments, and peoples.

3.04 Relate cultural similarities and differences to personal heritage and environments.

Competency Goal 4: The learner will explore and use research processes to meet informational needs.

Objectives

4.05 Gather information.

4.07 Organize and use information.

Competency Goal 5: The learner will communicate reading, listening and viewing experiences.

Objectives

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g., print, multimedia).

Chapter 8 Objectives

Music

Competency Goal 1: The learner will sing, alone and with others, a varied repertoire of music.

Objectives

1.05 Sing music representing diverse styles, genres, and cultures.

Competency Goal 6: The learner will listen to, analyze, and describe music.

Objectives

6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Competency Goal 9: The learner will understand music in relation to history and culture.

Objectives

9.01 Identify the style of aural musical examples from various historical periods and cultures.

9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.

9.05 Show respect for music from various cultures and historical periods.

Rationale

While the Watsons are in the car listening to the record player each member of the family picks the record they want to listen to, use this to talk to the children about the different styles, genres, and cultures of music. Let the children listen to different styles of music and have them write down what genre they think it is and how it makes them feel.

English

Competency Goal 4: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts.

Objectives

4.04 Draw pictures and use letters to write about experiences, stories, people, objects and events with direct instruction and assistance.

Rationale

The vivid descriptions of the Brown Bomber provide a focus for students' drawings depicting what they think the Brown Bomber looks like before Dad gets it fixed up and again what it looks like after it gets fixed up.

Information Skills

Competency Goal 3: The learner will relate ideas and information to life experiences.

Objectives

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

Social Studies

Competency Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Objectives

- 3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- 3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.
- 3.03 Identify examples of cultural interaction within and among the regions of the United States.

Rationale

The Watsons discuss the impending trip to Birmingham in this chapter as well as reasons for the move and cultural differences throughout the US.

Chapter 9 Objectives

Science

Competency Goal 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

3.05 Compile and use weather data to establish a climate record and reveal any trends.

Rationale

This is the chapter where Buphus is making fun of Byron because he has to go to the “hot” south for the summer. In creating weather charts and comparing the weather between the north and the south the students will understand why Buphus is making fun of Byron and the hot weather in the south.

Social Studies

Competency Goal 4: The learner will trace key developments in US history and describe their impact on the land and people of the nation and its neighboring countries.

4.01 Define the role of a historian and explain the importance of studying history.

4.06 Evaluate the effectiveness of civil rights and social movements throughout the US history that reflect the struggle for equality and constitutional rights.

Rationale

In this chapter, the family discusses the danger of traveling to Alabama as well as the dangerous they will face along the way. It is very important for students to understand what is going on in the south around this time period and also understand why the family felt it was so dangerous to travel at nighttime. In becoming historians and researching this particular time period the students will better understand the setting of this chapter.

Guidance

Competency Goal 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to...

1.1 Define and discuss the meaning of self-concepts

1.2 Demonstrate the influencing factors in developing as a unique person

Rationale

In this chapter Lucy is given a doll. The doll she is given is white and Lucy is black and Lucy does not agree with the lady that the doll looks like her for that particular reason. Thus lending this chapter to lead into a discussion of self and self-perceptions. This is an opportunity to allow children to explore what makes them different and unique all at the same time.

Chapter 10 Objectives

Science

Competency Goal 4: The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.

Objectives

4.01 Determine the motion of an object by following and measuring its position over time.

Rationale

Students can measure the distance the Watsons have traveled from the beginning of chapter 10 to the end.

Social Studies

Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.

Objectives

1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

1.02 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.

Rationale

Students can find the absolute and relative locations of the places that the Watsons have traveled, such as Ohio and the Appalachian Mountains. They also can compare the difference between Flint and the Appalachian Mountains.

Competency Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objectives

4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United

States' history that reflect the struggle for equality and constitutional rights for all citizens.

Rationale

The book is based on a family that is living during the time of the civil rights movement. Reading the book, discussing, and researching can help meet these objectives.

Language Arts

Competency Goal 1: The learner will apply enabling strategies and skills to read and write.

Objectives

1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.

1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.

1.03 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- word reference materials.
- content area study.
- writing process elements.
- writing as a tool.
- debate.
- discussions.
- seminars.
- examining the author's craft.

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- making predictions.

- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information, and ideas.

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objectives

4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.02 Use oral and written language to:

- formulate hypotheses.
- evaluate information and ideas.
- present and support arguments.
- influence the thinking of others.

Rationale

This chapter has several vocabulary words that the children may not be familiar with so by learning the vocabulary they are increasing skills with vocabulary. The students can use a variety of ways to come to the definition of vocabulary they do not understand. Reading the book aloud increases the student's fluency and reading skills. Students can also have discussions on what is happening in this chapter and make predictions of what might happen next at certain areas of the chapter.

Chapter 11 Objectives

Music

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.

Objectives

6.04 Identify visually and aurally a variety of instruments including many orchestra and band instruments, and instruments from various cultures.

6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.

6.07 Show respect while listening to and analyzing music.

Information Skills

COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.

Objectives

4.05 Gather information.

4.07 Organize and use information.

English Language Arts

COMPETENCY GOAL 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objectives

4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

COMPETENCY GOAL 5: The learner will apply grammar and language conventions to communicate effectively.

Objectives

5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

5.07 Edit final product for grammar, language conventions, and format.

5.08 Create readable documents through legible handwriting (cursive) and word processing.

Chapter 12 Objectives

Healthful Living

Competency goal 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of My Pyramid.

4.02 Evaluate the benefits of limiting the consumptions of foods and beverages high in fat and sugar.

4.03 Recognize the social significance of food in families and cultures.

Rationale

This chapter focuses on eating breakfast. It provides an opportunity to introduce the food pyramid.

Social Studies

Competency Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring Countries.

Objectives

3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

3.03 Identify examples of cultural interaction within and among the regions of the United States.

3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.

Competency Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objectives

4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

Rationale

This book takes place during the civil rights movement.

Language Arts

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information, and ideas.

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual text.

4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.02 Use oral and written language to:

- formulate hypotheses.
- evaluate information and ideas.
- present and support arguments.
- influence the thinking of others.

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

Chapter 13 Objectives

Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- Plot development
- Author's choice of words
- Effectiveness of figurative language
- Tone

2.08 Explain and evaluate relationships that are:

- Causal
- Hierarchical
- Temporal
- Problem-solution

Rationale:

In this book there are is conflict in the relationship between Kenny and his brother Byron. Their true relationship and feelings for each other are revealed at the end of this chapter. Byron changes into a dynamic character. This specific development adds to the plot development. Similes and onomatopoeia are used in this section, as well as a flashback to the doll previously in the story.

Healthful Living

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objective

1.01 Differentiate between positive and negative stress and demonstrate effective ways to cope with each.

Rationale:

When Kenny is caught in the whirlpool he is stressed but he tells himself to keep calm. This provides an opportunity for students to discuss their own stress and how it is handled.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objective

2.07 correctly apply basic first aid for common conditions.

Rationale:

Kenny throws up when he is removed from the whirlpool. Byron's care of Kenny can be the focus for discussion of proper ways to care for someone that is vomiting and what to do if someone is drowning.

Mathematics

COMPETENCY GOAL 1: The learner will understand and compute with non-negative rational numbers.

Objective

- 1.01** Develop number sense for rational numbers 0.001 through 999,999.
- Connect model, number word, and number using a variety of representations.
 - Build understanding of place value
 - Compare and order rational numbers
 - Make estimates of rational numbers in appropriate situations.

Rationale:

Three different times in this chapter, Kenny uses estimates for different situations (a mile, a minute; 1,000,000 times, about a zillion times).

Science

COMPETENCY GOAL 2: The learner will make observations and conduct investigations to build an understanding of landforms.

Objective:

2.05 Discuss how the flow of water and the slope of the land affect erosion.

COMPETENCY GOAL 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

Objective:

3.06 Discuss and determine the influence of geography on weather and climate.

COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.

Objectives:

4.02 Evaluate how pushing and pulling forces can change the position and motion of an object.

4.05 Determine factors that affect motion including:

- Force
- Friction
- Inertia
- Momentum

Rationale:

The main conflict during the story is Kenny being at Collier's Landing and the whirlpool that he is sucked into. Teachers can discuss how lakes are developed. Erosion can be explored when the ground breaks beneath Kenny's feet in the lake. When Kenny describes how the water is moving like it is breathing, the influence of geography on the breeze and water can be discussed. The whirlpool creates force, a push and a pull, in order to suck things in. Discuss force and friction and how their involvement in the whirlpool sucked Kenny in.

Chapter 14 Objectives

Guidance:

Competency Goal 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

7.04 Distinguish between appropriate and inappropriate behaviors.

7.05 Differentiate personal boundaries, rights, and privacy needs.

7.10 Consider ethnic and cultural diversity.

Competency Goal 8: The learner will make decisions, set goals, and take appropriate action to achieve goals.

8.02 Critique consequences of decisions and choices.

8.03 Debate alternative solutions to a problem.

Rationale:

Students need to understand that there are consequences to all behaviors. Chapter 14 illustrates the consequences of behavior.

Social Studies:

Competency Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.

2.03 Recognize how the United States government has changed over time.

Competency Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.

Competency Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

Rationale:

This story takes place during the Civil Rights Movement.

Chapter 15 Objectives

Guidance

COMPETENCY GOAL 8: Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives

- 8.01 Employ a decision-making and problem-solving model.
- 8.04 Develop effective coping skills for dealing with problems.

Rationale

Since this chapter deals with Kenny's guilt over leaving Joey behind in the church, it is a great opportunity for students to learn about decision-making and problem-solving. Kenny could have chosen to deal with his guilt in a number of ways. Students should be challenged to think about whether his hiding behind the couch is an effective coping skill or if there is a better alternative. Students could also consider authentic or hypothetical problems of their own and use the problem-solving model to determine the best course of action.

Healthful Living

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Differentiate between positive and negative stress and demonstrate effective ways to cope with each.
- 1.02 Identify feelings of depression and sadness for which someone should seek help.

Rationale

This chapter deals directly with the issues of stress and how to manage it. It also lends itself to a discussion of depression and sadness. Kenny's hiding behind the couch (withdrawal) and lack of interest in things he once enjoyed (like his dinosaurs) could be interpreted as signs of sadness or depression. This is a great opportunity for teachers to discuss with students these feelings and effective ways of dealing with them. Students should be taught how to recognize symptoms of depression and identify types of help that would be appropriate for someone experiencing it.

Science

COMPETENCY GOAL 2: The learner will make observations and conduct investigations to build an understanding of landforms.

Objectives

2.07 Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of:

- Clearing land.
- Planting vegetation.
- Building dams.

On page 199, Kenny describes his outburst of tears by saying, “I felt like someone had pulled a plug on me and every tear inside was rushing out.” Since this description is so visual, it could really help students to understand and picture how a dam works. If the “plug” were pulled (or if a dam were removed), water would certainly be “rushing out.” This provides a great opportunity to integrate a lesson on how dams are built and what effects they have.

Language Arts

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media technology.

Objectives

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing word choice and content.
- examining reasons for a character's actions, taking into account the situation and basic motivation of the character.
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.
- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events, and themes.

Rationale

This chapter lends itself well to the above objective because there are endless ways that students can respond to it. Through a variety of activities and discussions, students could easily examine possible reasons for Kenny's sudden release of emotions or Byron's uncharacteristic kindness and sensitivity. Students could certainly write a personal response to the chapter in their journals or rewrite a section of the chapter from Byron's perspective. What's more, the relationship between Byron and Kenny (especially the changes it undergoes throughout the entire book) provides the perfect opportunity for students to "examine relationships among characters."

Epilogue Objectives

Healthful Living

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives

10.03 Display the ability to follow rules, procedures and safe practices while working independently for short periods of time.

Rationale

Students learn how to behave properly while working alone on projects.

Computer/Technology Skills

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Objectives

2.03 Create/modify simple content area databases to enter/edit, collect, organize, and display content data for class/group assignment/project, citing resources.

COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Objectives

3.01 Select and use search strategies with two or more criteria in prepared databases to locate, organize, and present information for content area assignments.

3.02 Use content area databases to analyze, evaluate, organize, and compare information for assignments.

Rationale

Students can use different means of technology to complete and present information they have collected on a specific topic. This allows students different ways in which to express themselves.

Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objectives

3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

COMPETENCY GOAL 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objectives

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.
4.10 Use technology as a tool to enhance and/or publish a product.

COMPETENCY GOAL 5: The learner will apply grammar and language conventions to communicate effectively.

Objectives

5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
5.07 Edit final product for grammar, language conventions, and format.
5.08 Create readable documents through legible handwriting (cursive) and word processing.

Rationale

Language Arts is a great way for students to use different strategies to cover the various topics in the Epilogue.

Guidance

COMPETENCY GOAL 1: Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Objectives

1.06 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
1.08 Communicate knowledge with classmates and adults.

COMPETENCY GOAL 7: Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objectives

7.07 Demonstrate cooperative behavior in groups.

7.12 Demonstrate how to communicate.

7.13 Conclude that communication involves speaking, listening, and nonverbal behavior.

Rationale

Guidance allows students to work together in groups in a positive way so that all students can be very productive and successful in completing all activities.

Information Skills

COMPETENCY GOAL 1: The learner will explore sources and formats for reading, listening, and viewing purposes.

Objectives

1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, and multimedia).

COMPETENCY GOAL 3: The learner will relate ideas and information to life experiences.

Objectives

3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4: The learner will explore and use research processes to meet information needs.

Objectives

4.05 Gather information.

4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).

Rationale

Information Skills allow students to look at different ways to gather information. After gathering the information students can look at outside sources as well as their own personal experiences to better relate the information they have collected.

Visual Arts

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.03 Use current events as a catalyst for the discussion and production of art.

Rationale

Visual Arts is a great way for students to express themselves about some of the emotional issues presented in this book. Some students may be more comfortable expressing themselves through art than if they have to orally present information.

Mathematics

COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.

Objectives

4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.

COMPETENCY GOAL 5: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.

Objectives

5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.

Science

COMPETENCY GOAL 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

Objectives

3.02 Discuss and determine how the following are affected by predictable patterns of weather:

- Temperature.
- Wind direction and speed.
- Precipitation.
- Cloud cover.
- Air pressure.

3.05 Compile and use weather data to establish a climate record and reveal any trends.

Rationale

The differences between Flint and Birmingham allow students to compare and contrast the weather and climate in different areas of the country.

Social Studies

COMPETENCY GOAL 1: The learner will apply key geographic concepts to the United States and other countries of North America.

Objectives

1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.

1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.

1.04 Describe the economic and social differences between developed and developing regions in North America.

1.05 Explain how and why population distribution differs within and between countries of North America.

COMPETENCY GOAL 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Objectives

3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.

COMPETENCY GOAL 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objectives

4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.

4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

Rationale

The events in this story as well as the author's message about heroes provided in the epilogue correlate with these objectives.