



# **3<sup>RD</sup>** **GRADE**

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## **VOLUME 3.5**

**Legend**  
***Maniac Magee***

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with Bethany Robinson



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## Welcome to the C. I. A. Unit of Study for the book *Maniac Magee* by Jerry Spinelli

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Maniac Magee* has always been one of my favorite books to read aloud to my students because of the conversations my students have in response to the topic of the story. The book brings to the forefront issues of racism and prejudice that continue to exist in today's modern world. *Maniac Magee* is the perfect conclusion to the C. I. A. series' third-grade focus on conflict and the civil rights movement. Students will rely on background knowledge built across the year in the other C. I. A. units. They will easily make connections across texts such as *The War with Grandpa*, *Martin Luther King Jr.*, and *Glory Be*.

To keep the heavy topic of racism light, Jerry Spinelli cleverly writes this fictional story as if it were a true legend. Legends are stories that have been passed down from generation to generation. The details of the story have been elaborated on and exaggerated to the point that it is difficult to know what is true and what is myth. The element of exaggeration is what makes this book humorous. Students will learn to pick up on this humor as they separate what is ordinary from what is extraordinary.

Woven throughout the legend of Maniac Magee is a strong reference to the biblical story "The Good Samaritan," and knowledge of that story helps the reader determine the author's message. Therefore, students will study the parable of the good Samaritan as they read *Maniac Magee*. Students will watch the 2003 Big Idea Studio video presentation of "The Story of Flibber-o-Loo" from the DVD *Veggie Tales: Heroes of the Bible—Stand Up, Stand Tall, Stand Strong*. Students will infer the author's message for the book *Maniac Magee* after watching this DVD. Though you may be tempted to skip this lesson, please do not—it is essential to the entire unit. You will want to purchase this DVD prior to teaching the unit of study.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension.

Before starting this unit of study with your students, you will want to read and label a copy of the book *Maniac Magee*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

# Maniac Magee Unit of Study—Distribution of Standards

## Distribution of Common Core State Standards, *Maniac Magee*, 3.5

Reading Standards for Literature (RL)																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-34
Key Ideas and Details																												
#1 Read closely Monitor comprehension Support thinking	X		X	X	X	X	X	X	X	X			X	X	X	X		X		X	X	X	X		X			
											X						X			X			X	X			X	
#2 Determine theme Author's message Summarize											X									X								
												X						X										
#3 Story elements	X	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X				X		X			
Craft and Structure																												
#4 Author's craft Intertextuality												X			X		X						X					
	X	X	X		X		X		X				X										X	X				
#5 Text structure Genre Compare multiple genres																												
#6 Point of view Author's perspective																												
Integration of Knowledge																												
#7 Connect to other representations of the topic (visual, oral)					X				X			X					X											
#8 (N/A to literature)																												
#9 Compare/contrast themes across 1 genre												X					X	X	X									
By the end of the year, read and comprehend literature in the grades 2–3 text complexity band proficiently with scaffolding as needed.																												

Distribution of Common Core State Standards, *Maniac Magee*, 3.5

Reading Standards for Information (RI)																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-34
<b>Key Ideas and Details</b>																												
<b>#1</b> Read closely Monitor comprehension Support thinking												X					X											
<b>#2</b> Main idea Details Summarize												X					X											
<b>#3</b> Sequence Cause and effect												X					X											
<b>Craft and Structure</b>																												
<b>#4</b> Author's craft																												
<b>#5</b> Text structure Compare/Contrast Problem/Solution Cause/Effect																												
<b>#6</b> Point of view Author's perspective																												
<b>Integration of Knowledge</b>																												
<b>#7</b> Connect to other representations of the topic (visual, oral)												X					X											
<b>#8</b> Explain author's use of reasons/evidence																												
<b>#9</b> Integrate on 1 topic												X					X											
<b>By the end of the year, read and comprehend informational text in the grades 2-3 text complexity band proficiently with scaffolding as needed.</b>																												

Distribution of Common Core State Standards, *Maniac Magee*, 3.5

Writing Standards (W)																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-34
<b>Text Types and Purposes</b>																												
<b>#1</b> Opinion piece																												
<b>#2</b> Expository piece										X									X					X			X	
<b>#3</b> Narrative piece																												
<b>Production and Distribution</b>																												
<b>#4</b> Write clearly Organize Task, purpose, audience											X								X					X			X	
<b>#5</b> Strengthen writing Writing process																												X
<b>#6</b> Produce and publish Use technology																												X
<b>Research</b>																												
<b>#7</b> Investigate different aspects of one topic																												
<b>#8</b> Recall information Gather information Take notes/categorize	X			X	X	X	X	X	X		X	X	X		X		X	X	X	X			X	X			X	
<b>#9</b> Draw evidence												X					X		X	X			X	X			X	
<b>Range of Writing</b>																												
<b>#10</b> Extended time																												X
<b>#10</b> Short time											X								X					X			X	



Distribution of Common Core State Standards, *Maniac Magee*, 3.5

		Language Standards (L)																											
Days		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-34
Conventions																													
#1	Grammar and usage																												
#2	Capitalization, punctuation, and spelling																												
Knowledge of Language																													
#3	Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vocabulary																													
#4	Monitor meaning of unknown words: Context Morphemes Reference materials	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X		X		X						
#5	Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X		X		X						
#6	Acquire and use grade-level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Distribution of Common Core State Standards, *Maniac Magee*, 3.5

Speaking and Listening Standards (SL)																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28-34
Comprehension and Collaboration																												
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#3 Identify reasons and evidence given by speaker																												X
Presentation																												
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Present with media																												
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## Maniac Magee Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> There are multiple themes throughout the book, which increase the complexity of the text. Themes include: war vs. peace, love vs. hate, and right vs. wrong. The book also explores relationships that cross the boundaries of race and age. Homelessness is a topic that is also explored in this book.</p> <p><b>Structure</b> This legend is told chronologically; however, there is an eight-year gap in the story line. The reader will have to infer what took place during those years. The genre is challenging for readers because exaggeration is used to convey the message of the story. Readers will have to separate fact and fiction.</p> <p><b>Language Conventionality and Clarity</b> Figurative language adds depth to this text. Short phrases add challenge as readers must infer details.</p> <p><b>Knowledge Demands</b> Background knowledge about racism and prejudice will be needed to understand the conflict in the story. The intertextual connection to the story “The Good Samaritan” will allow the reader to gain a deeper understanding of themes in the book.</p>	<p>The Lexile level for <i>Maniac Magee</i> is 820 based on word frequency and sentence length. This is in the middle range of the complexity band for 4<sup>th</sup>–5<sup>th</sup> grade according to the Common Core State Standards.</p>
	<p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

## Mini-Lesson

**Vocabulary Routine:** *divided* (L 4, 5)

The base word ‘divide’ means *to separate*. The suffix ‘ed’ makes this word an adjective.

## Instructional Read-Aloud

**In these chapters...**Jeffrey’s parents die when he is three and he has to move in with his Uncle Dan and Aunt Dot, who hate each other. They don’t share anything and don’t even speak to each other for the eight years that Jeffrey lives with them! When Jeffrey’s aunt and uncle come to see him perform in a musicale, he starts screaming at them to talk to each other and then runs out of the auditorium. Jeffrey runs away from Hollidaysburg and ends up in Two Mills.

**In this lesson...**you will be modeling how readers use details in the story to help them understand important characters. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. Because the list will be used in this way, it is very important that all students keep a copy of this list in their reader’s notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of story elements (RL 3)

- Character traits

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers identify the genre before reading.

## Teach:

*Today I am going to teach you...*

...that good readers use details in the story to help them understand important characters.

Watch me as I model how I stop to identify the important characters in our story.

Also notice how I use clues in the story to help me think about each character.

You are each going to make a character list in your reader's notebook as we read today. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Today we will be using this stem for turn and talk:

When the book said\_\_\_\_\_, I was thinking \_\_\_\_\_.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



**Begin reading chapter 1 of *Maniac Magee*, starting on page 5.**

## Model:



**Stop after:** "Of course, to be accurate, he wasn't really Maniac then. He was Jeffrey. Jeffrey Lionel Magee." (p. 5)

This first chapter introduces us to the main character in the book, Jeffrey Lionel Magee.

**When the book said** that Jeffrey was an orphan after his parents died in the trolley accident, **I was thinking** that Jeffrey's life was tragic.

(Model adding Jeffrey, and information about him, to the character list.)

Now it will be your turn to identify important characters. As I read, pay attention to details in the story and use those details to help you think about each character.

## Guided Practice:



**Stop after:** “Eight years of that.” (p. 6)

In this first chapter we also learn a little bit about Jeffrey’s Aunt Dot and Uncle Dan. What did you learn about Jeffrey’s aunt and uncle?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Aunt Dot and Uncle Dan, and information about them, to the character list.)

In this next section of the text, we are going to learn more details about Jeffrey.

## Guided Practice:



**Stop after:** “Never again to return to school.” (p. 7)

We learned some information about Jeffrey. What did you learn about Jeffrey?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding information about Jeffrey to the character list.)

## Stretch It:



**Stop after:** “Because people just didn’t say that to strangers, out of the blue.” (p. 9)

Discuss: What details in the story help you understand that Jeffrey Lionel Magee is not your ordinary eleven-year-old?

## Link:

*Today and every day when you read...*

...I want you to use details in the story to help you identify the important characters and understand them better.

The following list is a sample showing what your co-created list *might* look like:

## Character List:

Jeffrey Lionel Magee  
(Maniac Magee):

- orphan
- his parents died in a trolley accident
- a legend
- runs away when he is 11 years old

Aunt Dot and Uncle Dan:

- hate each other
- strict catholics
- have two of everything so they won't have to share

## Mini-Lesson

**Vocabulary Routine:** *fame* (L 4, 5)

The base word ‘fame’ means *the condition of being known or talked about by many people*.

## Instructional Read-Aloud

**In these chapters...**Maniac loves everything about his new life living with the Beales. He loves running in his new sneakers, going to church, playing football and stickball, and trash-talking with the older kids. He tries trash-talking to Mrs. Beale, and she slaps him! His fame spreads, and kids come from all around to test him to see if the stories are true.

**In this lesson...**you will be modeling how good readers infer character traits. In quadrant 2, readers focus on the main character and infer character traits based on the character’s actions, words, and feelings.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Analyze story elements (RL 3)

- Character

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers learn about topics presented in a story in order to increase their understanding of the story.



## Teach:

*Today I am going to teach you...*

...that good readers focus on the main character when they read a legend. They think about the main character's actions and words and feelings in order to infer character traits.

Watch me as I model how I look for clues about the main character, Maniac Magee.

Notice how I consider how the actions and words and feelings of the main character reveal his character traits.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Open up your reader's notebooks to a clean page. Title the page **Maniac Magee**. Below the title, make a T-chart. Label the left column "actions/words/feelings" and the right column "traits."



**Begin reading chapter 14 of *Maniac Magee*, starting on page 50.**

## Model:



**Stop after:** "Maniac loved the colors of the East End, the people colors." (p. 51)

**When the book said** that Maniac loved all the colors of the East End, **I was thinking** that Maniac is accepting of people's differences. **This helps me understand** that Maniac shows love toward others, just like the good Samaritan.

(Model adding this thinking to the T-chart.)

Now it is your turn to pay attention to Maniac Magee's actions, words, and feelings. Think about how his actions, words, and feelings are helping you infer character traits.

## Guided Practice:



**Stop after:** “Who jumped up in Bethany Church and shouted ‘Hallelujah! A-men!’ ”  
(p. 54)

When the book said that Maniac scored touchdowns and home runs, what were you thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the T-chart.)

As I read this next part, continue to pay attention to Maniac Magee’s actions, words, and feelings. Think about how his actions and words and feelings are helping you infer character traits.

## Guided Practice:



**Stop after:** “I love you...I love you.” (p. 56)

When Maniac told Mrs. Beale he loved her, what were you thinking?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new information to the T-chart.)

## Stretch It:



**Stop after:** “But everything did not love him back.” (p. 56)

Discuss: What do you predict will happen next?

## Link:

*Today and every day when you read...*

...I want you to think about the main character’s actions, words, and feelings and use those clues to infer character traits.

The following chart is a sample showing what your co-created chart *might* look like:

<u>Maniac Magee</u>	
Actions/Words/ Feelings	Traits
"Maniac loved the colors of the East End, the people colors." p.51	Accepting
He scores touchdowns and home runs.	Athletic
He says, "I love you" to Mrs. Beale	Loving

## Mini-Lesson

**Vocabulary Routine:** *amen* (L 4, 5)

The word ‘amen’ is used at the end of a prayer or statement to express approval.

## Instructional Read-Aloud

**In these chapters...** Grayson teaches Maniac all about baseball and they play together often. Maniac tells Grayson that he’s been buying books with the money Grayson gives him each day. When Grayson discovers this, he asks Maniac to teach him to read. The night Grayson reads his first book on his own, Maniac insists that he stay the night in the baseball room, which Grayson agrees to. Grayson is the happiest he’s been in years.

Grayson and Maniac go to the Two Mills high school football game and celebrate Thanksgiving together in the baseball room. Maniac paints “101” on the outside of the door, giving the room the name “101 Band Shell Boulevard.”

**In this lesson...** you will be modeling how readers look for evidence to support a line of thinking. You will also model adding evidence to the evidence collection box.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Determine central ideas or themes of the text (RL 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that when good readers get to the end of the second quadrant, they stop to think about what the author is telling them. We think the author is telling us that it is good to be a good Samaritan. We think a good Samaritan is someone who takes pity on someone else and shows love and kindness. We already have some evidence to support this line of thinking.

## Teach:

*Today I am going to teach you...*

...that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping us determine the author's message at the end of the third quadrant of the book.

Open up your reader's notebooks to the page which is now titled **Line of Thinking** and which now includes an evidence collection box. We have already collected some evidence to support our line of thinking. As we continue to create the list of evidence together on the easel, you will each copy down the information into the evidence collection box in your own reader's notebook.

Watch me as I model how I think about what events in the text support our line of thinking.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this proves that Jerry Spinelli is telling us that it is good to be a good Samaritan because \_\_\_\_\_.



**Begin reading chapter 26 of *Maniac Magee*, starting on page 96.**

## Model:



**Stop after:** "It took another couple of weeks before he began to get the hang of sounding out words he had never seen before." (p. 101)

**When the book said** that Maniac started to teach Grayson how to read, **I was thinking this proves that Jerry Spinelli is telling us that it is good to be a good Samaritan, because** Maniac takes pity on Grayson and shows kindness to him by teaching him to read.

(Model adding this evidence to the evidence collection box.)

Now it is your turn to look for evidence to prove our line of thinking.

## Guided Practice:



**Stop after:** "When somebody does something you really like. 'A-men,' the old man whispered into the cornmeal-and baseball-scented darkness." (p. 105)

How does this section of the text continue to prove the author's message?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this proves that Jerry Spinelli is telling us that it is good to be a good Samaritan because \_\_\_\_\_.

(Model adding this evidence to the evidence collection box.)

## Guided Practice:



**Stop after:** “One oh one Band Shell Boulevard.” (p. 109)

How does this section of the text continue to prove the author’s message?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this proves that Jerry Spinelli is telling us that it is good to be a good Samaritan because \_\_\_\_\_.

(Model adding this evidence to the evidence collection box.)

## Link:

*Today and every day when you read...*

...I want you to be looking for evidence that supports your line of thinking.

The following chart is a sample showing what your co-created chart *might* look like:

### Line of Thinking (cont.):

Jerry Spinelli is telling us that it's good to be a good Samaritan.

- Maniac shows kindness toward Grayson when he teaches him to read. p.101
- Maniac shows love toward Grayson when he invites Grayson to stay with him in the baseball room. p.105
- Maniac and Grayson show love to one another when they celebrate Thanksgiving as a family. p.109

## Mini-Lesson

**In this lesson...**students will synthesize *Maniac Magee* in the form of a written summary. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the **most** important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. If this is the first time your students will complete the synthesis summary without the scaffold of an oral synthesis, I recommend approaching this summary as a guided writing activity. Students should be expected to produce quality work.

### Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.



## Teach:

*Today I am going to teach you...*

...that good readers summarize in order to synthesize what they have read and check for understanding. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to help you write a summary of the whole book. You are going to be very careful to include only the most important events; the summary should be only eight to twelve sentences long.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like third-grade writing.

### Introduce the Synthesis Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Synthesis Summary Frame

Introduction	<p><i>The book _____ by _____ tells _____.</i></p> <p>The introduction should broadly tell what the whole book is about.</p>
Body	<p>Tell all of the <b>most</b> important events from the book. Include <b>limited</b> detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i>  <i>First, next, after that, in the end,</i>  <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author's message. Use concluding words such as:</p> <p><i>In conclusion,</i>  <i>All in all,</i>  <i>As you can see,</i>  <i>It is true,</i>  <i>I am thinking,</i>  <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

## Synthesis Summary (Sample):

The book *Maniac Magee* by Jerry Spinelli tells about a boy named Maniac Magee who becomes a legend in the town of Two Mills for his amazing feats. In the book, Maniac brings a racially divided town together by showing kindness and love to others.

In the beginning, Maniac Magee's parents die and he goes to live with his Aunt Dot and Uncle Dan. Maniac is so miserable at his aunt and uncle's house that he decides to run away.

First, he stays with the Beales in the East End of Two Mills. He loves living with the Beales, but the other people in the town don't like him living there. They think white people belong in the West End.

Next, Maniac lives in the baseball equipment room at the park. He becomes friends with an old man named Grayson who used to play minor league baseball. Just after Christmas, Grayson dies.

After that, Maniac lives in the West End with the McNabs. The McNabs are afraid the people in the East End will attack them. They build a pillbox to defend their property. Maniac wants to teach them that black people are no different than white people. Maniac accepts Russell and Piper's dare to go into the East End, and even invites Mars Bar to Piper's birthday party.

In the end, Mars Bar saves Russell's life. As you can see, Maniac teaches the town of Two Mills how important it is to love your neighbor.

## Mini-Lessons

**In these lessons...**your students will be practicing expository writing in the form of a letter to a neighbor. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

### Learning Targets:

Write an expository piece (W 2)

- Letter to a neighbor

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall and gather information from the text (W 8)

Write for an extended period of time (W 10)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Present ideas (SL 3, 4)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

## **Teach:**

*Today I am going to teach you...*

...that good readers write in order to share their thinking about a book with someone else.

Today we will be starting a formal writing project. We will be writing letters to a neighbor convincing him or her to help us gather items or money to support a community service.

This letter is an expository writing piece that is persuasive and encourages the recipient to participate.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

### **Introduce the Letter to a Neighbor Frame.**

## **Scaffold:**

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing onto loose-leaf paper.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## **Share-out:**

(Have students share their writing with their partners or the class.)

## Letter to a Neighbor Frame

We have been learning about how helping people in the community is a way we show love for our neighbors. The book *Maniac Magee*, by Jerry Spinelli, encourages us to be good Samaritans. There are several ways we can be good Samaritans in our community and help others who are in need.

- Book Drive
- Food Drive
- Clothing Drive
- Other

As a class, let's think about how we might like to help our community. Then, we will write letters to our neighbors asking for their help to show love to our community.

Paragraph 1 (Introduction)	<p>Dear Neighbor,</p> <p>My name is _____ and I go to school at _____.</p> <p>My class just finished reading the book _____, by _____.</p> <p>This book taught me _____ _____ _____.</p>
Paragraph 2	<p>Did you know that people in our community _____ _____?</p> <p>(Details) _____ _____ _____ _____ _____.</p>
Paragraph 3	<p>I encourage you to be a good Samaritan by _____ _____.</p> <p>Your donation will help _____ _____.</p> <p>(Details) _____ _____ _____ _____ _____.</p>

Paragraph 4	Helping people in your community will make you feel _____. I helped my community when _____. _____. I felt _____ because _____. _____.
Paragraph 5 (Conclusion)	<ul style="list-style-type: none"> <li>• Tell the person thank you.</li> <li>• Conclude and sign your name!</li> </ul>

## Letter to a Neighbor (Sample):

Dear Neighbor,

My name is \_\_\_\_\_ and I go to school at \_\_\_\_\_ Elementary. My class just finished reading the book *Maniac Magee* by Jerry Spinelli. This book taught me to be a good Samaritan and help people in the community who are in need.

Did you know that many people in our community do not have food to eat? In America, 17 million kids go to bed hungry every night. Food banks need extra donations in the summertime because kids are not in school. They have to eat breakfast and lunch at home.

I encourage you to be a good Samaritan by donating food to the local food bank. Your donation will help children have enough to eat this summer. You can donate canned tuna, peanut butter, cereal, juice boxes, canned fruit, or canned vegetables.

Helping people in our community will make you feel happy! I helped my community when I collected coins on Halloween. The money helped give kids in other countries medicine. I felt good because now kids in other countries won't be sick.

Thank you for helping the community! I hope you will feel happy about being a good Samaritan.

Sincerely,

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	



re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

## Vocabulary: Making Connections

Target Word:

# racially divided

Context:

“Back in those days, the town was pretty much divided.  
The East End was blacks, the West End was whites.” (p. 12)

“ ‘You got your own kind. It’s how you wanted it. Let’s keep it that way. NOW MOVE ON.  
Your kind’s waitin’ ’—he flung his finger westward—‘up there.’ ” (racially divided is inferred, p. 61)

**What it is...**

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**What it is not...**

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**I’d probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I’ll remember this word by connecting it to:**

**(word, phrase, sketch)**