

Lesson Plan

A Screaming Kind of Day

By Rachna Gilmore

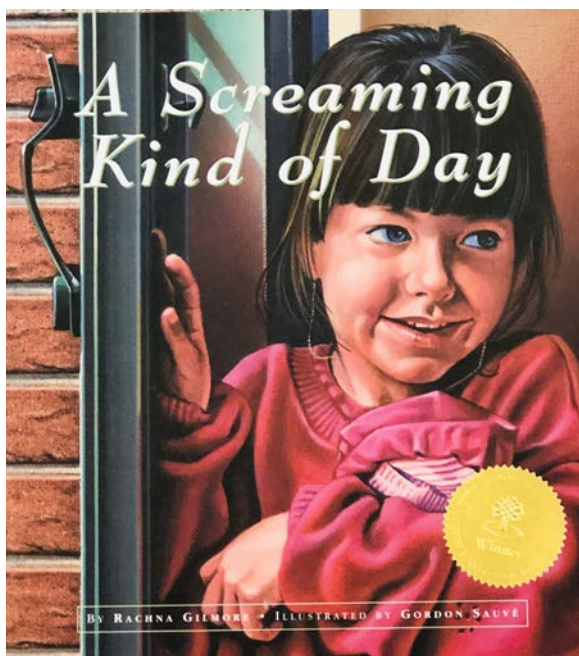
Illustrated by Gordon Sauvé

Lesson: The frustration of not being understood and feeling left 'outside' of things around us.

Curriculum Connection: Language Arts

Grade Level: Grades 3 - 5

Time: Approximately 50 minutes



Lesson Snapshot

The lesson will invite students to read the beautifully illustrated *A Screaming Kind of Day* and discover that Scully's inability to hear is not her problem at all. For much of the book, in fact, it's her solution to the problem, which consists of a nasty brother, a fed-up mother, and a very bad day. Students can explore how people with hearing loss not only experience a strong spirit of mischief and rebellion, but a sense of being misunderstood - just like anyone who has hearing within normal limits. Scully's self-acceptance is an unspoken message to the reader while she shares her experience of isolation.

About the Book

Scully, a young girl with a hearing loss, wants to play outside in the rain, away from her brother Leo and her busy mother. She loves to feel the sensation of the rain running over her face. After escaping briefly to the wet green trees outside, she is grounded and not allowed to leave the house for a day. As evening approaches, Scully and her mother are able to share a special moment together watching the stars. No hearing required.

Success Criteria

Use any co-created success criteria that would be relevant during your guided reading lessons. Or you can generate new criteria based on your Learning Goals for the lesson as guided by your Course Outlines or Long-Range Plans.

Curriculum Expectations

See side-by-side Selected Reading Expectations Chart for each grade level.

Materials

- 5 copies of *A Screaming Kind of Day*
- iPad or laptop
- Chart paper or definition copies, markers, glue sticks, sticky notes, pencils, 'Placemats'

Lesson Details

BEFORE READING

1. Share the Learning Goal for today's lesson and develop Success Criteria.

2. Most students will recognize descriptive writing when they read it. For example compare "Her smile to me was a sunset!" to "Her smile was beautiful."

Rich, descriptive language helps zoom in on a topic. Writers often use figurative language to help amplify their thoughts by taking simple statements and 'dressing them up' in more fancy clothes! Figurative language helps writing go beyond the actual meaning of words.

Here are some examples you can share with students:

- This coffee shop is an ice box! (**Metaphor**)
- She's drowning in a sea of grief. (**Metaphor**)
- She's happy as a clam. (**Simile**)
- I move fast like a cheetah on the Serengeti. (**Simile**)
- The sea lashed out in anger at the ships, unwilling to tolerate another battle. (**Personification**)
- The sky misses the sun at night. (**Personification**)
- I've told you a million times to clean your room! (**Hyperbole**)
- Her head was spinning from all the new information. (**Hyperbole**)
- She was living her life in chains. (**Symbolism**—*Chains are a symbol of oppression of entrapment.*)
- When she saw the dove soar high above her home, she knew the worst was over. (**Symbolism**—*Doves are a symbol of peace and hope.*)

You may wish to record these terms or definitions on chart paper for reference (ie 'During Reading' Activity #3) or have definitions photocopied on slips of paper to be glued into the space provided in the 'Before Reading' section of the Student Workbook.

As alternative: Create a 'Placemat' for examples written on sticky notes to be placed as they are discovered.

3. Ask students if they have ever argued with their siblings in front of their parents. What happened? How did their parents react? Were there consequences? How does it feel when you're fighting with a sibling? Or when you get in trouble?

4. Can students describe a time when they felt left out? Or perhaps they didn't have all the information about was going on around them. What was happening? Was it with friends or adults? How did it make them feel?

5. Can students describe a time when they felt misunderstood by their parents? What were the circumstances? Did their

parents eventually 'come around' or did they realize they were understood eventually? Why does it seem like parents don't understand children?

DURING READING

1. The **Watch For New Vocabulary** section in the Student Workbook is a place for students to record new terms before or during reading. Students can record unfamiliar words on sticky notes or write them directly into the space provided.

Assign routine 'Word Work' activities your students are familiar with using the new terms from the text as you cycle through your literacy centres or reading program schedule.

Possible new vocabulary from the text: yanks, heavier, whooshing, napkin, headache, vein, throbbing, forehead, shivery, slump, temper, bursting, porcupine, rumbles, spaghetti, silky, lavender, flutter.

2. Using your selected reading strategy(s) or explicit reading instruction for each group, read through the book with students, making anecdotal notes on a document for tracking and assessment purposes.

The Student Workbook has **Decoding, Comprehension** or **Expanding Meaning** charts. During your lesson, have students record what strategies they are using to help them become more strategic and effective readers.

3. As students read, have them record any examples of figurative language on sticky notes. These can be added to your "Placemat" or class chart.

AFTER READING

1. Assign students to write a summary using the pages of the 'Summary Section' in the Student Workbook. (See examples provided for both fiction and non-fiction, or use anchor charts your students are currently using for this skill.) Sticker "Badges" can be given after students complete their summary. **Your classroom kit provided a sheet of sticker badges/student (each book has a specific badge.)**

2. Have students go back through the book to find evidence of when 'trouble is being caused' between Scully and the Leo. Who seems to be instigating trouble most often?

3. Have students discuss the descriptive language examples on page 12 ("I love the rain, the way the green sings with the rain.") and page 20 ("...let my arms listen to the rain shaking the earth.")

FOLLOW-UP ACTIVITIES

1. Have students draft a response to ReadAble’s Twitter campaign #CanYouImagine for each book. You can choose to collect student responses and make posts yourself, or if students have access to your class Twitter account, can make the post according to your classroom policy. Feel free to take pictures of your students engaging with each title.

2. Have students watch two videos located in the ‘Other Stories’ section of the website.

The first is a 2 minute video titled “**Super Bowl Sunday Pepsi Commercial at Bob’s House**”–a behind the scenes look at making a silent commercial in stark contrast to a very noisy sporting event starring actors who are Deaf and use sign language. The second video is the actual commercial **Super Bowl Commercial Using Deaf Actors: 60 seconds**.

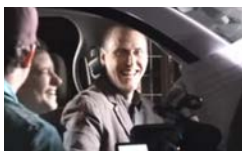
3. Have students research to learn more about hearing loss. A helpful link geared for students can be found in the ‘Other Stories’ called **How The Ears Work**.

4. Have students research if all people with hearing loss use sign language? Do some use oral language? Can some people hear some sounds?

For an example of a music video using ASL (American Sign Language) go to **We’re Going to Be Friends: DPAN music video** on ‘Other Stories.’

Students can research other disabilities connected to our five senses, such as Blind Low Vision, and contrast some of the barriers. There are many interesting Blind and Low Vision videos in the ‘Other Stories’ section.

THE READABLEFEST WEBSITE LINKS TO “OTHER STORIES”



**Super Bowl Sunday
Pepsi Commercial
at Bob’s House**



**Super Bowl Commercial
Using Deaf Actors:
60 seconds**



**How The Ears
Work**



**We’re Going to Be
Friends: DPAN
music video**