

SAMPLE LESSON SEQUENCE FOR *Choose Your Bully*, Chapter 3

<p>Learning focus: Comprehension: Self-questioning for comprehension: “I wonder/I think” Word Study: similes Vocabulary: <i>research, solution, various, target</i> Fluency: performance reading with Readers’ Theatre</p>	<p>Text: <i>Choose Your Bully</i>, Ch 3: “We Need a Plan”</p>
<p>TEXT INTRODUCTION</p> <p>Preview: <i>“This is a book about two kids, Ling and Richard, who are being bullied by a guy named Chuck. In the section that we’re going to read, Ling and Richard are doing some research to find a solution to their problem.”</i></p> <p>Read p. 18 together to establish context; think aloud, modeling inferences (for example, <i>“I’m wondering why Ling’s pants are wet. I’m inferring that Chuck pushed Ling to the ground and the ground is wet.”</i>)</p> <p>Prior Knowledge: TTYN (<i>Talk to Your Neighbour</i>) What’s the best thing to do if you’re being bullied?</p> <p>Purpose: Today as we read, we’re going to think about what we wonder and what we think the answers to our wonderings are.</p>	
<p>DAY 1</p> <ul style="list-style-type: none"> - Book introduction, read p. 18 aloud while students follow in their texts - Instruct students to put a stop sign at the end of page 20 and read silently to the stop sign, thinking about what they wonder and what they think as they read. - After reading to p. 20: TTYN: <i>What do you wonder? What do you think?</i> (Prompt with questioning if necessary: <i>I wonder if Ling beat Chuck up? I wonder why Ling said, “Aggh!” I wonder why Chuck was eating Richard’s lunch?</i>) - Introduce “how to” list on p. 21. Have students read the list to themselves and invite them to predict the best solution and/or the solution Ling and Richard will choose. - Continue reading silently, with pause points for discussion at the end of page 22 and 25. 	<p>Must-do</p> <p>If the chapter was not completed during the lesson, have students finish reading the chapter to themselves. Provide the “they think/I think” graphic organizer to complete individually or in pairs.</p>

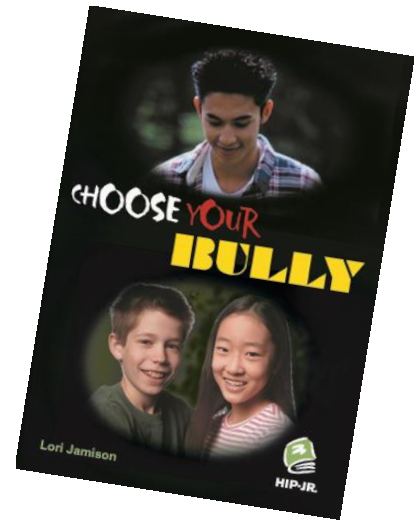
<p>DAY 2</p> <ul style="list-style-type: none"> - Share and discuss must-do responses. Discuss the pros and cons of each “solution”. - Review vocabulary words: <i>target</i> (p.18), <i>research</i> (p.20), <i>solution</i> (p. 21), <i>various</i> (p. 23) <i>target</i>. You may want to have students practice skimming to find each word on the page. Invite students to use the words in the context of the passage. If necessary, provide definitions and examples. - Word study: Similes. Point out the expression “strong as an ox” on page 19 and talk about why authors use similes. Invite students to skim for other examples (p 21 – “nice as a pit bull; p. 23 – “big as a truck”) - Provide students with copies of Readers’ Theatre script, explaining to students that this script summarizes the first two chapters of the book. (It shouldn’t be necessary to teach the nature of a script or how to read it; this should take place at a time other than the small group.) 	<p>Must-do</p> <ul style="list-style-type: none"> - Have students read the script to themselves and consider which role they would like to take. Have them practise reading in preparation for reading aloud.
<p>DAY 3</p> <ul style="list-style-type: none"> - Assign roles and read through the readers’ theatre script once (changing roles as necessary to ensure that every student has a chance to read). - Reread selected portions of the script with pencils and/or highlighters in hand, discussing and marking line by line how the text should be read, where pauses should be made, which words should be emphasized, what expression to use. - Assign roles to prepare for performance for the rest of the class. 	<p>Must-do</p> <p>Practise readers’ theatre to perform at next GR session</p>

Readers' Theater Play : Choose Your Bully

Richard and Ling have been dealing with a bully all year long. Now Ling is mad enough to take him on – herself..

Appropriate grade levels: 3 – 8

Performance time: 4 minutes



The novel in brief: Ling and Richard have a great idea to deal with their school bully – hire a bodyguard. But when their bodyguard starts to bully them too, they have to come up with a better scheme. RL 2.2 IL grades 4-6.

Performing notes: The voices are key to a successful performance. Richard must be scared, Ling forceful and Chuck brutish. All sound effects can be made by the student actors themselves.

Narrator 1 (9 lines)

Narrator 2 (9 lines)

Ling (9 lines)

Richard (5 lines)

Chuck – a bully (11 lines)

Sound effects: footsteps, thumps, laughter

Choose Your Bully – Readers’ Theater

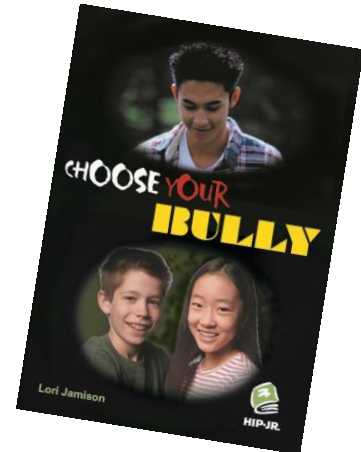
Narrator 1

Narrator 2

Ling

Richard

Chuck – a bully



Sound effects: footsteps, thumps, laughter

NARRATOR 1: An opening section adapted from *Choose Your Bully* by Lori Jamison. Today’s actors are _____

NARRATOR 2: Richard and Ling were walking to school. They were talking about Chuck, the school bully.

LING: You have to stop being a victim, Richard.

RICHARD: So how do I do that?

LING: Stand up for yourself.

RICHARD: Easy for you to say.

LING: Don’t give in like a wuss. Tell Chuck no and just keep saying no.

NARRATOR 1: Richard shook his head, then he looked ahead. There was Chuck, the bully, waiting for them.

(sound effect - footsteps)

CHUCK: Richie Rich, you are right on time. I need some lunch money.

NARRATOR 2: The three of them just stared at each other. Ling could feel all her muscles get tight.

RICHARD: I don’t have any money today.

CHUCK: Yeah, like I really believe that. You’ve got more money than any kid in this town. Now pay up, or get beat up.

NARRATOR 1: Ling tried to stand up for her friend.

LING: Richard said no. And no means no.

CHUCK: Shut up ... Ding-a-Ling. This is between Richie Rich and me. You want to use this sidewalk, you've got to pay the toll. Unless you want to pay the toll for him.

LING: There is no such thing as a toll sidewalk.

CHUCK: I said shut up, Ling.

NARRATOR 2: Chuck turned back to Richard and held out his hand.

CHUCK: Two bucks today, kid.

RICHARD: I ... I don't have two bucks. I've only got fifty cents,

CHUCK: That'll do, for a start.

NARRATOR 1: Richard took off his backpack and began to look for money. That's when Ling got really angry.

LING: Richard, don't give him anything!

CHUCK: Shut up, Ling.

LING: I mean it, Richard. You don't have to pay this jerk. This is robbery. This is theft. I'm going to call the cops.

CHUCK: *(laughing)* With what?

NARRATOR 2: Neither Richard nor Ling had a cell phone. Chuck had broken Richard's cell weeks ago.

NARRATOR 1: Richard found two quarters in his backpack and gave them to Chuck.

CHUCK: I'll take the lunch, too.

RICHARD: Hey, you said ...

NARRATOR 2: That's when Ling lost it. She took off her backpack, holding it by the two shoulder straps.

NARRATOR 1: Then she lifted the backpack and whacked Chuck on his back!

(sound effect – thump!)

NARRATOR 2: And she whacked him again! *(sound effect – thump!)*

NARRATOR 1: For a second, Chuck was too stunned to do much. Then he grabbed Ling's backpack and threw it to the ground. Laughing, he kicked it away.

(sound effect – Chuck laughing)

NARRATOR 2: So Ling came at him with her fists. She got a good hit into his shoulder before Chuck grabbed her hands.

LING: So what now, Chuck? You going to hit a ... girl?

CHUCK: Keep it up and I will.

LING: (mocking him) What a man! (pause) What a jerk!

NARRATOR 1: Then Chuck got angry. Soon he answered Ling's question.

NARRATOR 2: No, Chuck would *not* hit a girl. But he'd sure give a girl one big push.

CHUCK: (grunt)

NARRATOR 1: Ling went flying backwards and landed on her butt.

(*sound effect*)

LING: You jerk!

CHUCK: (laughter)

NARRATOR 2: Chuck picked up Richard's lunch and walked off to school.

NARRATORS 1 and 2: That's when Ling knew that something – something! – had to be done about this.

(Closing music)