

Grade 5: **Unit 5**

Ninth Ward: **Whole Class Novel Seminars**

Seminar 2: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Rhodes characterizes Lanesha, Mama Ya-Ya, and their relationship. They understand Lanesha’s point of view on her family.

Seminar 2:

***Ninth Ward*: “Sunday” and “Monday” (pages 1–25)**

Do Now — 5 minutes

- Show an exemplary Exit Ticket from the previous Seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling that today, they will begin reading *Ninth Ward* by Jewell Parker Rhodes, a work of historical fiction chronicling a 12-year-old’s experience surviving poverty and Hurricane Katrina.

Read and Discuss 1 — 20 minutes

Read:

- **Play Audiobook (Chapter 1, 00:00:15–00:16:50):** “Sunday,” pages 1–15 (stop at page break).

Discuss:

- Scholars discuss the following questions in pairs: What does “Sunday” reveal about Lanesha? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Rhodes characterize the relationship between Lanesha and Mama Ya-Ya?

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- “Sunday” and “Monday,” pages 15–25

Discuss:

- Scholars discuss the following question in pairs: How does Lanesha feel about her “Uptown family”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *What do TaShon and Lanesha have in common?*

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on “Sunday” and “Monday,” why does the word “fortitude” appeal to Lanesha”? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Ninth Ward*: “Tuesday,” pages 27–46.

Seminar 3: Whole Class Novel

What Does Success Look Like?

Scholars analyze character behaviors to articulate the effect of the coming storm on Lanesha, Mama Ya-Ya, and other residents of the Ninth Ward. They also understand how Rhodes shifts the mood in “Wednesday.”

Seminar 3:

Ninth Ward: “Wednesday” and “Thursday” (pages 47–79)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Get scholars excited to read about Lanesha making an unexpected new friend at school. Tell scholars they should think about how the characters are behaving because the storm is coming.

Read and Discuss 1 — 40 minutes

Read:

- **Play Audiobook (Chapter 4, first 13 minutes, 10 seconds):**
“Wednesday,” pages 47–57.

Discuss:

- Scholars discuss the following question in pairs: What is different about Mama Ya-Ya on pages 50 and 51? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *Why does Lanesha say, “I steel my heart. I won’t get hurt” (page 57)? What do these words reveal about Lanesha?*

Read:

- **Play Audiobook (Chapter 4, 13 minutes, 10 seconds to 25 minutes):**
“Wednesday,” pages 58–67.

Discuss:

Scholars discuss the following question in pairs: How are the people in Lanesha's neighborhood acting? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes**Write an essay of no more than 200 words:**

- What does Lanesha mean when she says, "I can't see it. But that doesn't mean it doesn't exist"? (page 65) Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes**Independent Reading (15 minutes):**

- "Thursday," pages 69–79

Discuss:

- Scholars discuss the following question in pairs: Why is Mama Ya-Ya worried about the coming storm? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *Why is Lanesha concerned when she visits Miss Johnson?*

Exit Ticket — 8 minutes**Write an essay of no more than 200 words:**

How is the coming storm affecting the people of the Ninth Ward? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 4: Whole Class Novel

What Does Success Look Like?

Scholars examine the changes in the neighborhood and characters as the storm approaches. Scholars analyze the author’s argument about the definition of family through Lanesha’s relationships with Mama Ya-Ya and TaShon.

Seminar 4:

Ninth Ward: “Friday” and “Saturday” (pages 81–98)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Get scholars excited to read about how the residents of the Ninth Ward prepare for the storm. Tell scholars they should think about how this storm is affecting everyone, even the ghosts.

Read and Discuss 1 — 40 minutes

Read:

- **Play Audiobook (Chapter 6, first 7 minutes, 36 seconds):** “Friday,” pages 81–86.

Discuss:

- Scholars discuss the following question in pairs: Why does Lanesha feel “more anxious” because she looked up the definition of unfathomable? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *How does Rhodes convey Lanesha’s feelings in “Friday?”*

Read:

- **Read Aloud (5 minutes):** “Saturday,” pages 87–89.

Discuss:

- Scholars discuss the following question in pairs: What does Mama Ya-Ya mean when she says, “Don’t feed the storm”? (page 89). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How do the chapters “Friday” and “Saturday” develop the relationship between Lanesha and Mama Ya-Ya? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (15 minutes):

- “Saturday,” pages 90–98

Discuss:

- Scholars discuss the following question in pairs: Why don’t Mama Ya-Ya and Lanesha evacuate their home? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *On page 95, Lanesha says, “TaShon squeezes me so tight I can barely breathe. We are kin.” How does this develop our understanding of Lanesha’s definition of family in the novel?*

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What is Rhodes’s argument about the definition of family in “Friday” and “Saturday”? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Ninth Ward*: “Still Saturday,” pages 99–108.

Seminar 5: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Lanesha continues to mature in “Sunday” and “Still Sunday.” They understand that Rhodes includes details about Lanesha’s preparations for the storm to illustrate her coming of age in the face of adversity.

Seminar 5:

Ninth Ward: “Sunday” and “Still Sunday” (pages 109–137)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.

- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Get scholars excited to read about Lanesha preparing for and experiencing Hurricane Katrina. Tell scholars they should think about how Mama Ya-Ya is preparing for the storm.

Read and Discuss 1 — 40 minutes

Read:

- **Play Audiobook (Chapter 9, first 12 minutes, 1 second):** “Sunday,” pages 109–115 (stop at page break).

Discuss:

- Scholars discuss the following question in pairs: What does Lanesha think “quiet before the storm” means (pages 111–112)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *On page 114, Lanesha says, “I’m thinking Mama Ya-Ya can’t afford for me to be a child no more.” What does this reveal about Lanesha?*

Read:

- **Read Aloud:** “Sunday” and “Still Sunday,” pages 115–124 (stop at page break).

Discuss:

- Scholars discuss the following question in pairs: Why does Lanesha “want to crush the entire neighborhood in [her] arms” (page 122)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How does the chapter “Sunday” develop Lanesha as a character? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (15 minutes):

- “Still Sunday,” pages 124–137

Discuss:

- Scholars discuss the following question in pairs: How does Lanesha’s neighborhood change over the chapter “Still Sunday”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *How does Rhodes convey the power of the storm in “Still Sunday”?*

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How do the chapters “Sunday” and “Still Sunday” develop our understanding of the theme of coming of age in the novel? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 6: Whole Class Novel

What Does Success Look Like?

Through examining the conversation between Mama Ya-Ya and Lanesha, scholars understand that Mama Ya-Ya wants Lanesha to continue being strong and Lanesha’s subsequent “bittersweet” feelings. Scholars also analyze how Lanesha and TaShon demonstrate fortitude in “Monday.”

Seminar 6:

***Ninth Ward*: “Monday” (pages 139–152)**

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Get scholars excited to read about TaShon’s return! Tell scholars they should think about whether it seems like the storm is over.

Read and Discuss 1 — 30 minutes

Read:

- **Play Audiobook (Chapter 11, first 2 minutes, 20 seconds):** “Monday,” pages 139–141 (stop at page break).

Discuss:

- Scholars discuss the following question in pairs: Why does Lanesha feel “proud but worried at the same time” (page 141)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *How does Rhodes indicate that the worst isn’t over?*

Read:

- **Read Aloud:** “Monday,” pages 141–145 (stop at page break).

Discuss:

- Scholars discuss the following question in pairs: What does Mama Ya-Ya want Lanesha to realize about herself as they talk on pages 141–143? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How does “bittersweet” convey what Lanesha is feeling (page 145)? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 35 minutes

Independent Reading (15 minutes):

- “Monday,” pages 145–152

Discuss:

- Scholars discuss the following question in pairs: What differences does Lanesha notice in TaShon? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *TaShon says, “I told the white lady that your house, Mama Ya-Ya’s, was home” (page 152). What does this reveal about TaShon’s definition of family?*

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How do TaShon and Lanesha demonstrate fortitude in “Monday”? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 7: Whole Class Novel

What Does Success Look Like?

Scholars analyze changes in Lanesha and understand how she handles the adversity of the rising water and Mama Ya-Ya's death. They articulate how TaShon and Lanesha escape from the attic and how this relates to the symbolism of a butterfly.

Seminar 7:

***Ninth Ward*: “Still Monday” and “Monday Isn’t Over” (pages 153–187)**

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Get scholars excited to read about how Lanesha, TaShon, Spot, and Mama Ya-Ya end up in the attic. Tell scholars they should think about Lanesha's reactions to challenges.

Read and Discuss 1 — 40 minutes

Read:

- **Play Audiobook (Chapter 12, first 21 minutes, 11 seconds):** “Still Monday,” pages 153–169 (stop at page break).

Discuss:

- Scholars discuss the following questions in pairs: How does Lanesha respond to the rising water in the house? What does this reveal about her character? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *How does Rhodes build suspense in the chapter?*

Read:

- **Read Aloud:** “Still Monday,” pages 169–179 (start at page break).

Discuss:

- **Scholars discuss the following question in pairs:** What do pages 166–167 reveal about Lanesha and Mama Ya-Ya? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How does the chapter “Still Monday” show a transformation in Lanesha? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (15 minutes):

- “Monday Isn’t Over,” pages 181–187

Discuss:

- Scholars discuss the following question in pairs: “How do TaShon and Lanesha work together to escape the attic? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *How does Lanesha’s escape from the attic connect to the symbol of a butterfly repeated in the novel’s first chapter and on page 171?*

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Lanesha show fortitude in “Still Monday” and “Monday Isn’t Over?” Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 8: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Lanesha’s actions in the final chapter illustrate her strength and maturity. They understand Rhodes’s concluding messages about fortitude and coming of age in the face of adversity.

Seminar 8:

Ninth Ward: “Tuesday” (pages 189–217)

Do Now — 5 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Get scholars excited to read about how Lanesha and TaShon fight for survival in *Ninth Ward*. Tell scholars they should think about the strength Lanesha exhibits while on the roof.

Read and Discuss 1 — 20 minutes

Read:

- **Read Aloud (15 minutes):** “Tuesday,” pages 189–203.

Discuss:

- Scholars discuss the following question in pairs: How does Lanesha exhibit strength and maturity on the roof? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *Why would “Fortitude” be a good name for this chapter?*

Read and Discuss 2 — 15 minutes

Independent Reading (10 minutes):

- “Tuesday,” pages 204–217

Discuss:

- Scholars discuss the following question in pairs: How has Lanesha proven that she is “butterfly strong”? (page 217). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: *What is significant about the ghost of Lanesha’s mother setting her free?*

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What does Lanesha mean when she says, “I’ve been born to a new life”? (page 217) Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You’ve reached the end of Literature Unit 5: *Ninth Ward*!

As a result of teaching this unit, you as the teacher have:

- Built your scholars’ passion for great literature by helping them analyze *Ninth Ward*.
- Built your scholars’ ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Notice interesting language and structures used by an author and explain how these choices support the big idea.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had reading *Ninth Ward* and making connections to other texts.

Reflect on your successes and stretches, as well as those of your scholars. Look at your Fountas & Pinnell results. Have your scholars grown as readers over the last month? During this unit, your scholars should move from a Level V to a Level W. This is always a tricky jump for scholars and they can easily get stuck, making little to no growth. In order to move to a Level W, scholars must begin to identify classical motifs such as “the quest” in addition to encountering multidimensional themes that can be understood on many levels. Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck at level V or below. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!