

Grade 5: **Unit 6**

Locomotion: **Whole Class Novel Seminars**

Seminar 2: Whole Class Novel

What Does Success Look Like?

Scholars begin to understand Lonnie as a character by paying close attention to Woodson’s use of descriptive language. Scholars also analyze Woodson’s poems to learn how Lonnie copes with the loss of his parents.

Seminar 2: *Locomotion*: Pages 1–25

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. 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

- Tell scholars that today, they will begin reading *Locomotion*, the story of a young boy who writes poetry to help him recover from losing his parents in a fire.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Sections 1–6, 00:02–00:31):** Pages 1–9

Discuss:

- Scholars discuss the following question in pairs: What have we learned so far about Lonnie? 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 Woodson’s use of figurative language, including similes and metaphors, contribute to your understanding of Lonnie?

Read:

- **Play Audiobook (Sections 7–11, 00:00–00:37):** Pages 10–17

Discuss:

- Scholars discuss the following question in pairs: How has Lonnie changed after moving in with Miss Edna? 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 the description of Miss Edna in “First” help you better understand Lonnie’s message in “Poem Book”?

Write — 10 minutes

Write an essay of no more than 200 words:

- In “Line Break Poem,” Lonnie writes that “Ms. Marcus/ says/ line breaks help/ us figure out/ what matters/ to the poet” (page 4). Based on the first few poems, what matters to the poet Lonnie? 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 — 20 minutes

Independent Reading (10 minutes):

- Pages 18–25

Discuss:

- Scholars discuss the following question in pairs: What have you learned about Lonnie’s parents? 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 does Lonnie mean when he writes, “That stupid fire couldn’t take all of them” (page 19)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why does Lonnie write poetry about his family? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 3: Whole Class Novel

What Does Success Look Like?

Scholars continue to explore Lonnie’s grief and Woodson’s argument about the power of the writing process. Scholars also develop their understanding of Lonnie through learning about his relationships with other people.

Seminar 3: *Locomotion*: Pages 26–41

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. 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

- Tell scholars that today they will learn more about Lonnie’s relationships with others and Woodson’s message about loss.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Sections 18–20, 00:00–01:29):** Pages 26–30

Discuss:

- Scholars discuss the following question in pairs: In “Me, Eric, Lamont & Angel,” why does Lonnie decide not to share the images in his head of the fire with his friends? 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: Given that Lonnie is writing down his thoughts and feelings following the loss of his parents, what might Woodson be arguing about the process of writing?

Read:

- **Play Audiobook (Sections 21–22, 00:00–00:59):** Pages 31–33

Discuss:

- Scholars discuss the following question in pairs: What does the poem “December 9th” reveal about Lonnie? 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: Woodson includes a number of different types of poetry (haiku, letter poem, free verse, etc.). Why does she vary the way in which Lonnie expresses his ideas?

Write — 10 minutes

Write an essay of no more than 200 words:

- In “December 9th,” Miss Edna says, “It’s been four years .../ How long will he carry this burden?” (page 31). How does Lonnie attempt to handle the burden? 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 — 20 minutes

Independent Reading (10 minutes):

- Pages 34–41

Discuss:

- Scholars discuss the following questions in pairs: What is Woodson’s message in “Sometimes Poem”? Why does Woodson include the poem at this point in the narrative? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: How do the ideas presented in “War Poem” build upon the ideas in “Sometimes Poem”?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Lonnie characterize Miss Edna? 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 discuss Lonnie’s relationship with his sister, Lili, and uncover Woodson’s message about the importance of relationships and family. Scholars also observe that sometimes Lonnie finds it challenging to express and share his feelings.

Seminar 4: *Locomotion*: Pages 42–61

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. 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

- Tell scholars that today’s reading will reveal more about Lonnie’s relationship with his little sister, Lili.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Sections 29–30, 00:00–04:37):** Pages 42–48

Discuss:

- Scholars discuss the following question in pairs: What do we learn about Lonnie and Lili in “Visiting”? 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 the description of Lili’s “new mama” compare with Lonnie’s descriptions of Miss Edna (page 44)?

Read:

- **Play Audiobook (Section 31, 00:00–01:39):** Pages 49–50

Discuss:

- Scholars discuss the following question in pairs: Why does Lonnie write the “Just Nothing Poem”? 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 the mood in “Just Nothing Poem” compare with the mood in “Visiting”?

Write — 10 minutes

Write an essay of no more than 200 words:

- Why does Lonnie agree to “go looking for [God]” in the poem “Visiting” (page 48)? 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 — 20 minutes

Independent Reading (10 minutes):

- Pages 51–61

Discuss:

- Scholars discuss the following question in pairs: What does Lonnie mean when he writes, “Some days I hate poetry” (page 54)? 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 the mood of “Hey Dog”? How does Woodson create this mood? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- When Ms. Marcus wants to see Lonnie’s poems, why does he write: “No Way/ Some things just your own” (page 59)? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 5: Whole Class Novel

What Does Success Look Like?

Scholars continue to uncover how Lonnie views the act of writing and how he copes with pain. They analyze Woodson’s language and recognize shifts in tone.

Seminar 5: *Locomotion*: Pages 62–77

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. 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

- Tell scholars that today they will discuss how Lonnie processes grief as he copes with the loss of his parents.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Sections 38–39, 00:00–03:30):** Pages 62–66

Discuss:

- Scholars discuss the following question in pairs: How do Lonnie and his classmates react to the news of Eric’s illness? 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: Lonnie often comments on the act of writing poetry. What do we learn about Lonnie’s opinion on writing poetry in “Poetry Poem”?

Read:

- **Play Audiobook (Section 40, 00:00–03:31):** Pages 67–69

Discuss:

- Scholars discuss the following question in pairs: What do we learn about Ms. Marcus in the poem “Lamont”? 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 else do we learn about Lonnie’s opinion on writing poetry in “Lamont”? How do his classmates view poetry writing?

Write — 10 minutes

Write an essay of no more than 200 words:

- After Lonnie learns that Eric is sick, he describes how he tries not to think about Eric, but that his “throat feels all choky though anyway” (page 65). Why does Lonnie react this way? 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 — 20 minutes

Independent Reading (10 minutes):

- Pages 70–77

Discuss:

- Scholars respond to the following question in pairs: Why does Lonnie continue to describe God throughout “Lili’s New Mama’s House”? 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 Woodson’s language reveal that Lonnie is beginning to change?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- In the poem “Church,” Lonnie writes the word “HOPE” on his hand. Why does he do this? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 6: Whole Class Novel

What Does Success Look Like?

Scholars understand how Lonnie continues to grow. They use this understanding to articulate Woodson’s big ideas about the process of grieving and recovering from loss.

Seminar 6: *Locomotion*: Pages 78–100

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. 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 and discussion by telling scholars that they will analyze the conclusion of Lonnie’s narrative.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Sections 48–53, 00:14–00:36):** Pages 78–85

Discuss:

- Scholars respond to the following question in pairs: What does “Teacher of the Year” reveal about Lonnie? 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 Lonnie’s willingness to share his poetry show that he is changing?

Read:

- **Play Audiobook (Sections, 54–57 00:00–01:03):** Pages 86–92

Discuss:

- Scholars discuss the following question in pairs: What do the poems “The Fire” and “Almost Summer Sky” reveal about Lonnie? 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: Ms. Marcus told Lonnie to “Write about a perfect moment” (page 88). How does the poem “Almost Summer Sky” reflect a perfect moment for Lonnie?

Write — 10 minutes

Write an essay of no more than 200 words:

- What does the poem “Rodney” reveal about Woodson’s message regarding the importance of family? 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 — 20 minutes

Independent Reading (10 minutes):

- Pages 93–100

Discuss:

- Scholars discuss the following question in pairs: How has poetry changed Lonnie? 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: Pay attention to Lonnie’s descriptions of his relationships with Rodney and Lili in the poem “June.” In these poems, what does Woodson argue about the role of family?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How has poetry helped Lonnie cope with loss? Justify your argument with at least **two** concrete pieces of evidence from the text.