

## 9.1.1

## Lesson 2

## Introduction

In this lesson, students listen to a masterful reading of pages 229–240 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 2: After a time, your students realize that they must work” to “But you could tell they were pleased”), in which the pack moves from Stage 2 to Stage 3 of lycanthropic culture shock under the supervision of the nuns, and readers learn the name of the narrator, Claudette.

Students analyze how Claudette’s tone develops over the course of Stages 2 and 3. Student learning is assessed via a Quick Write at the end of the lesson: Describe Claudette’s tone in her description of Stages 2 and 3 of lycanthropic culture shock. Cite specific evidence to support your response.

For homework, students continue searching for an appropriate Accountable Independent Reading (AIR) text and prepare for the following lesson by selecting a text.

## Standards

Assessed Standard(s)	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Addressed Standard(s)	
None.	

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Describe Claudette’s tone in her description of Stages 2 and 3 of lycanthropic culture shock. Cite specific textual evidence to support your response.</li> </ul>

**High Performance Response(s)**

A High Performance Response should:

- Identify a specific tone (e.g., Claudette’s tone in her description of Stages 2 and 3 is humorous).
- Cite specific evidence to support their answer (e.g., Claudette’s tone is frequently humorous. For example, when she is partnered with Mirabella for duck feeding she says: “and then who would get blamed for the dark spots of duck blood on our Peter Pan collars? Who would get penalized with negative Skill Points? Exactly” (p. 234). This quote is humorous because Claudette exaggerates her frustration and sense of injustice by using questions, and also because the image of “dark spots of duck blood on ... Peter Pan collars” brings together an everyday image of a school uniform with something unexpected, duck’s blood. Later, in Stage 3, when Jeanette blows her nose on the curtains, Claudette says, “Even [Jeanette’s] mistakes annoyed us—they were always so well intentioned” (p. 239). In doing so, she introduces a note of humor, partly because Jeanette’s actions are comically out of line with the polite behavior that she is trying to show, and partly because being well-intentioned is not something that one usually associates with annoying people).

**Vocabulary****Vocabulary to provide directly (will not include extended instruction)**

- dislocation (n.) – the state of being out of place
- shunned (v.) – avoided deliberately and especially habitually
- etiquette (n.) – conventional requirements for social behavior
- rehabilitations (n.) – the states of being taught to live a normal and productive life

**Vocabulary to teach (may include direct word work and/or questions)**

- None.

**Additional vocabulary to support English Language Learners (to provide directly)**

- None.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>Standards: RL.9-10.4</li> <li>Text: “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell, pp. 229–240</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 5%
3. Masterful Reading	3. 50%
4. Reading and Discussion	4. 25%
5. Quick Write	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.4. In this lesson, students listen to a masterful reading of pp. 229–240 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 2: After a time, your students realize that they must work” to “But you could tell they were pleased”) and analyze how Claudette’s tone develops over the course of Stages 2 and 3. Students engage in evidence-based discussion and complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

5%

Instruct students to talk in pairs about their research into potential AIR texts, and to share the two criteria for AIR texts that they determined for the previous lesson’s homework assignment. Lead a brief share out on student progress in finding a suitable AIR text. Select several students (or student pairs) to share their progress and explain their criteria.

- ▶ Students provide an update on their progress on finding an AIR text and share their criteria for potential AIR texts.

Lead a brief whole-class discussion about methods for choosing AIR and resources to help students.

### Activity 3: Masterful Reading

50%

Have students listen to a masterful reading of pages 229–240 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 2: After a time, your students realize that they must work” to “But you could tell they were pleased”). Instruct students to listen for details that develop the narrator’s tone.

- ▶ Students follow along, reading silently.

Pause after the end of Stage 2 (p. 235, up to “Then I congratulated myself. This was a Stage 3 thought”) to allow students to write down any thoughts or questions they might have in response to the masterful reading so far.

- ▶ Students record thoughts or questions on their copies of the text or in a notebook.

Once students have been given enough time to record their thoughts and questions, complete the masterful reading.

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What is the narrator’s tone in this excerpt?**

- ▶ Students follow along reading silently.
- ① If necessary, remind students that “tone” is the attitude a speaker has towards the subject about which he or she is speaking.”

**Activity 4: Reading and Discussion****25%**

- ① The questions in this section are designed to ensure comprehension of the masterful reading rather than to guide close reading. Students will read and analyze the text in more detail in later lessons.

Instruct students to form pairs. Post or project the questions below for students to discuss.

Instruct student pairs to read pages 229–240 of “St. Lucy’s Home for Girls Raised by Wolves” (from “Stage 2: After a time, your students realize that they must work” to “But you could tell they were pleased”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *dislocation* means “the state of being out of place,” *shunned* means “avoided deliberately and especially habitually,” *etiquette* means “conventional requirements as to social behavior,” and *rehabilitations* means “the states of being taught to live a normal and productive life.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.
  - ▶ Students write the definitions of *dislocation*, *shunned*, *etiquette*, and *rehabilitations* on their copies of the text or in a vocabulary journal.

**What do we learn about the narrator in this excerpt? Use details from the text to support your response.**

- 🗨 Student responses should include:
  - The narrator is a member of the pack, because when she is describing pack activities, she uses the pronoun “we.”
  - The narrator’s name is Claudette. On page 233, Sister Josephine addresses her as “Claudette” and the narrator responds.

**What specific details about their behavior does Russell use to describe Mirabella’s and Jeanette’s places in the pack?**

- 🗨 Student responses may include:

- Russell uses the details of Mirabella’s misbehavior, such as the fact that Mirabella would “rip foamy chunks out of the church pews” (p. 230), or that she “shuck[ed] her plaid jumper in full view of the visiting cardinal” (p. 236), to describe Mirabella’s place as being the misfit of the pack.
- Russell uses the details of Jeanette’s good behavior, such as the fact that Jeanette was the “first among [the pack] to apologize” (p. 232), or that “nobody could do the Sausalito but Jeanette” (p. 238), to describe Jeanette as the best student of the pack.

### How does Claudette describe her place in the pack?

- 🗨️ Claudette states that she was “one of the good girls,” but in the “middle of the pack” (p. 232).

### What tone does Claudette use in her descriptions of Mirabella’s behavior?

- 🗨️ Student responses may include:
  - Claudette’s descriptions reveal her tone as both funny and frustrated. For example, when Claudette gets assigned Mirabella as her duck-feeding partner, she complains by saying, “and then who would get blamed for the dark spots of duck blood on our Peter Pan collars? Who would get penalized with negative Skill Points? Exactly” (p. 234). This creates humor because the questions Claudette uses to address the reader exaggerate her frustration and sense of injustice. Also, the image of a school uniform stained with something as strange as duck’s blood is humorous. Later, she seems both amused and irritated when she is talking about Mirabella’s mistakes: “Mirabella, doing belly flops into compost” (p. 236). Even though Claudette is complaining about Mirabella, her description has a slapstick feel to it, and conjures up a humorous image of Mirabella doing belly flops.
  - Claudette’s tone is kind when she says that she feels a “throb of compassion” (p. 235) for Mirabella when Mirabella is covered in splinters and wants Claudette to lick her wounds. It is clear from her tone that Claudette feels sorry for Mirabella and wants to help her.

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

10%

Instruct students to briefly respond in writing to the following Quick Write prompt:

**Describe Claudette’s tone in her description of Stages 2 and 3 of lycanthropic culture shock. Cite specific evidence to support your response.**

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to look at their text and notes to find evidence, and to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to search for a text for their AIR, and to come to the next lesson having selected a text. Instruct students to begin reading their text if they have found an appropriate one.

- ▶ Students follow along.

## Homework

Continue to search for an appropriate text for Accountable Independent Reading, and come to the next lesson having selected a text. If you have found an appropriate text, begin reading it.