The Reformed Vampire Support Group

6th Grade Language Arts

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for

Dr. Sherry

**Rationale:**

Throughout this unit I will be teaching my 6th grade students three lessons which correspond to the novel *The Reformed Vampire Support Group*. After completing the novel my students will engage in lessons and activities which answer a bigger question. I want my students to take away from this novel many insights on the main idea of a support group. *The Reformed Vampire Support Group* is based on a teenage vampire named Nina. While Nina and her vampire friendly support system track down the killer of one of their closest friends, the group overcomes obstacles along the way. The novel portrays the meaning of friendship and the power that friendship can have on individuals, as well as vampires. I want my students to understand that power and realize a support group isn’t just the cliché group members sitting around a circle discussing their problems. A support group can come from family, friend’s even teachers. A support group can give a deeper meaning than what young adults are used to seeing on television. This novel also represents characters who are looked at differently than others, werewolf’s and vampires to be exact. I want my students to grasp the concept that it is okay to be different throughout life, that there is nothing wrong with individuality. Sometimes we all just need our own little support group to get through.

**Plan of Attack:**

Before determining which book to use for our literature circles, each teacher was given surveys to examine. Each survey was group according to interest. My group consisted of Miguel, Damien, Draven and Callie. After reading through the survey’s completed by my group members I determined that my students would best enjoy a mystery novel. After searching online through Amazon and Best Sellers of 2011 I chose four books that I felt were suitable as well as enjoyable by my students. After pitching each book with a short summary to my group, a unanimous vote determined we would read and discuss *The Reformed Vampire Support Group* by Catherine Jinks.

After meeting with my group, the cooperating teacher Mrs. Hinks, informed me that my group contained lower level reading students. She also acknowledged that one of my group members Callie became homeschooled. Although this put a minor block in my road to discussing the novel, I was able to revise and adjust my planning. My students continued to read the book while listening to the audio version on iPods.

**The Big Question:**

* **What is a Support Group in your eyes?**

**Goals:**

1)To help my students understand that there is a deeper meaning to the term “support group”.

2) I want to open the eyes of my students and help them realize that in life it is okay to be different. There are many “different” protagonists in most popular novels.

3) I want my students to use their knowledge and creativity to create their own version of a support group after learning from the in class novel.

**UNIT:** The Reformed Vampire Support Group **DATE: 4/19/12**

**LESSON:** Creative Fiction Writing **TIME LENGTH: 45 Minutes**

**MOTIVATIONAL DEVICE:** In the beginning of class, students will be given visual and listening device to demonstrate a specific type of writing. The students will watch a short movie clip known as *Twilight* to show the use of creative fictional stories relating to our in class novel *The Reformed Vampire Support Group*.

**INSTRUCTIONAL OBJECTIVES:**

1. Given a video clip, known as *Twilight* the students will identify (write) the protagonist of a fictional story, with no more than one error.
2. Provided with a text known as *The Reformed Vampire Support Group*, students will vocally describe the differences of a setting and plot of a fictional piece, with 80% accuracy.

**MATERIALS NEEDED:** I will provide a novel known as *The Reformed Vampire Support Group*. I will also use passages from the novel copied onto separate paper to use during my lesson.

**TECHNOLOGY NEEDED:** I will use an overhead projector, chalkboard and auditory devices.

**RESOURCES USED:**

Jinks, C. (2009). *The reformed vampire support group*. Houghton Mifflin Harcourt

**LESSON TYPE (Pedagogy):** Lecture

**LESSON OUTLINE:**

1. Introduction (4 minutes)
2. Starting the lesson I will use the overhead projector to show a short movie trailer known as *Twilight*.
3. By doing so I will gain the students interest and attention before I begin to teach.
4. After the clip I will engage the students by asking open ended questions.
   1. “What did you think of this movie?”
   2. “Is this clip familiar to anyone?”
   3. “Is this movie fictional?”
   4. “This movie is based off of a fictional creative story.” Then I will proceed to my lesson.
5. Describing a fictional story (10 minutes)

**A.** “Here is an example of a short fictional story.”

**1.** I will ask the students to take out their novels.

**2.** Each student will receive a passage from the novel.

**3.** As a class the story will be read aloud.

**4.** “Who would like to volunteer to read the first paragraph?”

**5.** I will call on different volunteers to read the story.

**B.** After the story is read aloud I will turn to the chalkboard.

**C.** “What do you think the purpose of the story is?”

1. I will write ideas on the board, given by calling on non-volunteers.
2. “Who do you think the story is about?”
3. “Who is the narrator?”

**III.** Fundamental terms of a fictional story (20 minutes)

1. Next I will use the chalkboard to demonstrate the key fundamental terms of a short story.
2. Along with the chalkboard, I will pass out term sheets which include each fundamental and its definition.
3. The terms will include; theme, plot, setting, crisis, protagonist and antagonist.

**1.** I will begin by discussing the theme and plot of a story.

**2. “**The term theme is used to describe the main idea of a story, or meaning behind it.”

**3.** “A plot is a chain of events, such as a plan beneath the story.”

**B.**  After giving the students a minute or so to grasp these ideas I will continue with the terms setting and character.

**1.** “The setting in a story is the environment in which the story takes place, including objects surrounding it.”

**2.** “A crisis in a story has the moment of the highest intensity, right before a decision is to be made to determine the story’s outcome.”

**C.** Finally I will finish defining the terms with the protagonist and antagonist of a story.

**1.** “The protagonist is the central character, who the story is about.”

**2.** “An antagonist is the opposing force whom the protagonist has conflict with. The protagonist can be another character, the environment or another object.”

**IV.** Interpretation of handout (5 minutes)

**A.**  After I discuss the list of terms I will ask the students to relate the terms to the handout of a fictional story.

**1.** “What is the theme of the story?” (The main idea or meaning.)

**2.** Pause to let the students think.

**3.** I will then call on a student.

**4.** “Is the plot behind the story clear and understandable? Yes or no?” (A chain of events, or plan.)

**B.** Giving the students a few minutes to discuss I will continue with the next two terms.

**1.** “Where and when is the setting in the story?” (Where the story takes place.)

**2.** Pause to let the students think.

**3.** I will call on a student.

**4.** “Was there a crisis?” (The highest moment of intensity.)

**C.**  I will listen to their answers and provide feedback before continuing.

**1.** “Who is the protagonist in this story?” (Who the story is about, the main character.)

**2.** “Is there an antagonist involved? If not a human is there any other?” (The opposing force that the protagonist struggles with.)

**V.** Summary (3 minutes)

1. “Now that we have read a short fictional story you should be aware of the key terms that will be involved.”
2. “Every story consists of a theme and a plot.”
3. “The theme is used to give a meaning behind the story while the plot is just a series of actions portrayed by a character.”
4. “A story will always contain a setting, where the story takes place.”
5. “Each fictional story should have a crisis that the character undergoes.”
6. “The crisis can be either positive or negative.”
7. “There will always be a protagonist and in most cases an antagonist.”
8. “The protagonist is the main character while the antagonist is the struggle which the main character deals with.”
9. “These terms are the most important fundamentals of a creative fictional story.”

**CLOSURE:** I will close by ask four students what they learned new today. (3 minutes.)

**FORMATIVE ASSESSMENTS:** As a ticket out the door each student will write on a slip of paper the meaning of a protagonist and antagonist of a fictional story. Each slip of paper will be collected on their way out of the class.

**UNIT:** The Reformed Vampire Support Group **DATE:** 4/19/12

**LESSON:** Debate **TIME LENGTH:** 45 Minutes

**MOTIVATIONAL DEVICE:**

At the start of class I will ask my students a few simple questions. “What is the difference between a werewolf and a vampire?” “What makes each one unique?” “In *The Reformed Vampire Support Group* are these characters looked at as *different*?”

**INSTRUCTIONAL OBJECTIVES:**

1. Students will research facts about mythical creatures known as werewolves and vampires, stating ten facts with no errors.
2. Students will write ten pros and ten cons for each mythical creature with no more than one error.

**MATERIALS NEEDED:** I will give handouts explaining the procedures of a debate. Students may also use their novels to use for evidence if necessary.

**TECHNOLOGY NEEDED:** I will be using the chalkboard and smart board to clarify the teams during the debate.

**LESSON TYPE (Pedagogy):** Discovery Learning

**LESSON OUTLINE:**

1. Introduction (5 minutes)
2. “How many of you have ever been picked on or bullied for being different?”
3. “Who did you turn to when you needed a friend?”
   1. “In the novel we read as a class the werewolves and vampires are looked at a different for being creatures other than humans.”
   2. “The vampires were able to use each other for support during their struggles in life. Who did the werewolves turn to?”
   3. “A support group is a group of individuals who gather to help one another during a time of need.”
   4. “Many of you may find one another as your own support groups, similar to our novel.”
4. Explanation (5 minutes)

**A.** Explaining independent research.

**1. “**The class will be split into two teams; vampires and werewolves.”

**2. “**Each team will have time to research facts and myths about their designated creature.”

**3.** “As a group each team will collaborate ten pros and ten cons about the creature that help support the idea that your assigned individual should have its own support group.”

**4.** “What makes the vampires special enough to have a support group?”

**5.** “Why should werewolves have their own support group?”

**6.** “What makes each of these creatures unique?”

**B.** Explaining debate

**1.** “Both teams will then debate on the idea of their creature having a support group.”

**2.** “Each team must have reasons to argue against the other team.”

1. Independent Research (15 Minutes)

**A.** At this time of the lesson each group will take time to research myths and facts about their assigned creature.

**1.** Werewolves

**2.**  Vampires

**B.** I will take time to offer my assistance if needed.

**1.** “How is this group doing?”

**2.** “Can you access your materials alright?”

**C.** When the time is up I will ask the groups to assemble into teams.

**1.** “Please finish with your main points groups.”

**2.** “Gather with your groups on the designated area of the classroom.”

1. Debate (15 Minutes)

**A.** At this point I will give each group the opportunity to debate against the other.

**1.** “Vampires, why should you creature have the benefits of using a support group?”

**2.** “Werewolves, what is your argument against the vampires?”

**B.**  I will listen to each group debate before continuing.

**1.** “Vampires, please give another reason why your creature should have this benefit.”

**2.** “Werewolves, why should your creature receive the benefit of a support group?”

**C.** I will take this time to close up the debate.

**1.** “Werewolves please give your final argument.”

**2.** “Vampires, please make your final statement.”

1. Summary (5 Minutes)

**A.** I will take this time to summarize the lesson.

**CLOSURE:**

**A.** As a class I will describe the purpose of this lesson.

**1.** “The reason for this debate is to show each of you that everyone is unique in the world. Each of us face our own struggles as we grow. Sometimes we all need our own little support group whether that be a friend, a family member or even a teacher.”

**FORMATIVE ASSESSMENTS:**

Each student will write five pros and five cons about their assigned creature to hand in.**UNIT:**  The Reformed Vampire Support Group **DATE:** 4/19/12

**LESSON:** Nonfiction Writing **TIME LENGTH:** 45 Minutes

**MOTIVATIONAL DEVICE:** “How many of you have ever written a story about yourself? How many of you have a favorite nonfiction story?”

**INSTRUCTIONAL OBJECTIVES:**

1. Students will be able to state (verbally) the parts of a nonfiction piece with no more than two errors.
2. Given a source of nonfiction writing, the student will describe the purpose of an informative piece with no more than one error.

**MATERIALS NEEDED:**

I will provide handouts to the students showing an image of the three parts of nonfiction writing in an essay. I will provide books and resources which helps support their research in the library section of the classroom

**TECHNOLOGY NEEDED:** I will use an overhead projector to teach the parts of an informative essay. Students will also use computers to help support their research topics.

**LESSON TYPE (Pedagogy):** Lecture

**LESSON OUTLINE:**

1. Introduction (5 Minutes)
2. “Informative essays are used to provide information about a specific topic.”
3. “In many times they are used to describe an idea.”
4. “Informative essays help explains something most readers won’t know or are unfamiliar with, by presenting a latest topic, defining a complex term, and contains reliable up to date facts.”
5. Lecture (20 Minutes)

**A.** I will give each student a picture handout labeling the parts of an informative essay and begin with the introduction.

**1.**  “The first part of an informative essay is the introduction.”

**2.** “The introduction gains the attention of your readers”

**3.** “The introduction briefly states the purpose of your essay”

**B.** Next I will continue with the body of an informative essay.

**1.** “The body of an informative essay normally contains three paragraphs or more.”

**2.** “The body is the foundation of your essay”

**3.** “The body contains information and facts that help support your topic.”

**C.** Finally I will end with the conclusion.

1. “The conclusion of an essay ties your whole paper together.”
2. “The conclusion is a shorter summary of all your main points.”
3. “The conclusion leaves readers with an ending.”
4. Independent Research (15 Minutes)

**A.** Students will take time to research a particular idea (crisis) of their own with teacher approval.

**1.** “Each of you will create an individual idea or problem.”

**2.** “These problems can be fictional or nonfictional.”

**3.** “You may use the computers to help come up with your ideas.”

**B.**  Students will use this creative idea to create their own version of a support group.

**1.** “Your ideas will be used as a support group similar to the in class novel *The Reformed Vampire Support Group.*”

Summary (5 Minutes)

1. “Now you are all aware of the parts of an informative essay.”

**1.** “Each essay includes an introduction.”

**2.** “Essays contain a body to help support your topic.”

**3.** “Informative essays end with a conclusion.”

**CLOSURE:**

1. “For homework each of you will create an informative essay that helps support your topic or idea of a support group.”

**1.** “The essay must include all parts of an informative essay.”

**2.** “The topic or idea must be approved first.”

**3.** “The essay must be no more than three pages long.”

**FORMATIVE ASSESSMENTS:**

**1.** Students will turn in their informative essays the next day in class.

**Summative Assessment:**

Each student will create a five page short story of their own, relating to their idea of a support group. The story must include their original idea, as well as a protagonist, antagonist, theme, plot, setting and crisis. The story should describe their idea of a support group and the purpose of having a support group. Students will be graded by a rubric based off of the criteria, not creativity. This fictional story ties together all three of the lessons related to the novel *The Reformed Vampire Support Group*.