

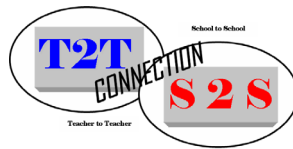
# “What’s the Buzz?”



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## 2010 - 2011 IDEA CATALOG OF EXCELLENCE

### PROGRAM OVERVIEW

“What’s the Buzz?” is a school wide book club. “What’s the Buzz?” is a yearlong program that covers a wide range of language arts and life skill objectives. Some learning objectives for this program are: students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. Students use spoken, written, and visual language to accomplish their own purposes. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

All students, staff, teachers, secretaries, custodians, nurses, & lunchroom workers participated in reading the same book in order to help our students learn to love reading, develop an atmosphere of unity, and to teach why perseverance is so important in life. During peer class the teachers read aloud the novel, *We Beat The Street-How a Friendship Pact Led to Success* by Drs. Sampson Davis, George Jenkins, and Rameck Hunt with Sharon M. Draper.

Prior to reading the book, a team of teachers developed a plan to build excitement about what was coming. Posters with inspirational quotes were placed all around campus giving clues to try to get the students engaged in predicting what was about to happen. Each quote was somehow related to the topic of the book. Quotes such as “Street, What Street?” “Get Some Intensive Care” “The More You Learn, The More You Earn” were used.

On the day before the reading was to begin, we had a kick-off party where teachers all wore attire from their school alumni. Some wore attire from their high school or college while others wore a cap and gowns to show the students the levels of education. Videos were played to intrigue the students throughout the day, and finally at the end of the day the introduction was read to all students. From this point on each Peer class teacher read aloud a section of the book following the schedule provided. Other staff members were encouraged to talk to the students about what happened in the book during that week’s selection.

Throughout the duration of reading the book, a variety of learning activities/ lessons took place. Guest readers were invited from the community to read chapters to the students. Each week FCAT stem questions would be announced and the students would have

a chance to win prizes if their name was drawn and they were able to answer the question.

Approximately 594 students in grades 6-8th participated in the school wide book club. A total of 65 staff members participated and an unknown exact number of parents. The students for the most part are self-motivators and enjoy school. The student’s abilities range from significantly below level to at or above grade level in reading.

### OVERALL VALUE

The “What’s the Buzz?” project is a priceless addition to our schools curriculum. Seeing the students excited to find out the next title or to share an exciting part in the story has fired up other students like I have never seen before. They are eager to share their thoughts on why certain things have happened in the story not only with their friends but with others in different grade levels. They are able to back up their ideas by recalling phrases and incidents from the story. Students are also sharing their beliefs and feelings: they want others to understand why they would react in a certain way if the same thing had happened to them.

This project has brought together students from different learning abilities, grade levels, social standings, ethnic

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backgrounds, and peer grouping to place them all as equals. Many of these students would not have had anything to do with each other if they had not had the chance to interact the way they did in “*What’s the Buzz?*” meetings.

I would strongly recommend this program to any school. I feel that having a school unite in reading has helped make connections with students that were not open before.

This project has also connected the students and staff like never before. Through the school wide book club, the parents & staff were able to see their student light up about a book like never before. Seeing them light up about reading was one of the most rewarding experiences of all.

## ■ LESSON PLAN TITLES

- 1 What’s the Buzz
- 2 Guest Readers
- 3 Classroom Read Aloud & Engagement

Other lessons/portions of Language Arts content can be adapted into these lesson plans to create a larger unit of the program.

## ■ MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follow lesson plan.

## ■ ABOUT THE DEVELOPERS

Vicki Herndon has a Bachelor of Science in Elementary Education from Warner Southern College. She earned her ESOL endorsement in 2009 and was named Polk County Middle School Reading Teacher of the Year. She has taught 6th grade reading for 4 years and various elementary grades 8 years prior.

Currently she is serving as a reading teacher as well as reading department chair at Jewett Academy Middle.

Kay Earls is a graduate of Warner Southern College and has been teaching for 7 years. She has been a reading teacher at Jewett Academy Middle for three years, the last two teaching intensive reading exclusively. She has completed the Reading endorsement and ESOL endorsements which greatly aid this endeavor and is currently pursuing a master’s degree in Secondary Reading Education.

Prior to teaching middle school she worked four years in Title I elementary schools teaching fourth and fifth grade students.





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## Lesson Plan No 1: What’s the Buzz



### ■ SUBJECTS COVERED

Reading/Language Arts/Art

### ■ GRADES

Six - Eight

### ■ PURPOSE

To spark the interest of the students and prompt them to be inquisitive regarding the mystery activity.

### ■ OBJECTIVES

- Students will become familiar with key phrases related to the schoolwide reading selection.
- Students will become interested in the “buzz” around the school regarding the activities.
- Students will make themed posters to be placed around the school campus.

### ■ MATERIALS

- Poster Board
- Markers, Rulers
- Tape (for posting the items)
- other craft materials as desired.

### ■ SUNSHINE STATE STANDARDS

#### *Language Arts:*

LA.7.1.6.6 - distinguish denotative and connotative meanings of words

LA.7.1.7.1 - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

#### *Fine Arts:*

#### *Skill and Techniques*

1. The student understands and applies media, techniques, and processes.

VA.A.1.3.1 the student uses two dimensional and three dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.

VA.A.1.3.2. the student uses refinement and control in handling tools and materials in a safe and responsible manner.

VA.A.1.3.3. the student creates two dimensional and three dimensional works of art that reflect competency and craftsmanship.

#### *Creation and Communication*

1. The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

VA.B.1.3.1. the student knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.

VA.B.1.3.4 the student knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

### ■ DIRECTIONS

- Students are given some key phrases for which they are to create posters. The background is not explained in any detail as they will need to participate in the “buzz” with the rest of the student body.
- Art Themes: Key phrases may include, “We Beat the Street”, “Street, What Street?”, or “Intensive Care”, and also art themes which portray medical fields or higher education.
- Encourage students to display creativity in their artwork around the information they have been provided.
- Students will hang the posters around the campus.
- Administration will encourage the “buzz” to begin by prompting students with questions during announcements.

### ■ EVALUATION/ASSESSMENT

Teachers and staff will ask at least 5 students a day questions about posters.

#### **Example questions:**

To what street are the posters referring?

Why do some of them have medical pictures on them?

I wonder what the “buzz” is all about.

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## Lesson Plan No 2: Classroom Reading Aloud and Engagement



### ■ **SUBJECTS COVERED**

Reading/Language Arts

### ■ **GRADES**

Six - Eight, but easily adaptable to any grade level depending on the book choice

### ■ **PURPOSE**

To comprehend the message of the book, *We Beat the Street* (Friendship can be vital to your success or failure; make positive friendship decisions and be supportive of each others success.) and also to build the school community of support and care for each other.

### ■ **OBJECTIVES**

- Students will actively listen to the teacher or guest speaker read.
- Students will make connections to the literature being presented.
- Students will actively participate in whole group discussions.
- Students will actively participate in small group discussions.
- Students will demonstrate positive application of the “message” to our school community environment.
- Students will respond to FCAT Stem Questions to demonstrate comprehension and extended thinking.
- Students will take the Accelerated Reading test to demonstrate comprehension.

### ■ **MATERIALS**

- Book *We Beat the Street*
- FCAT Stem Questions (see additional worksheet)

### ■ **SUNSHINE STATE STANDARDS**

#### *Language Arts:*

LA.7.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.

LA.7.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

LA.7.1.6.3 - use context clues to determine meanings of unfamiliar words;

LA.7.1.6.6 - distinguish denotative and connotative meanings of words

LA.7.1.7.1 - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.7.1.7.2 - analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;

LA.7.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.7.1.7.4 - identify cause-and-effect relationships in text

LA.7.1.7.5 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

LA.7.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### ■ **DIRECTIONS**

Teacher will read aloud the selections as grouped below each week. (PEER class)

If you have strong readers, offer the opportunity to let them read aloud on occasion, but remember that the rest of the class must be able to comprehend from the fluency rate.

Week 1: Intro. - Chptr 5 (43 pgs.)

Week 2: Chptr 6 - Chptr 10 (38 pgs.)

Week 3: Chptr 11 - Chptr 15 (46 pgs.)

Week 4: Chptr 16 - Chptr 19 (33 pgs.)

Week 5: Chptr 20 - Conclusion (24 pgs.)

- Teacher divides students into small groups and assigns discussion points as guided by class discussions and student interest. Students then summarize their small group discussion to three key points to be brought back to whole group discussion. (Key vocabulary and figurative language can also be discussed).
- Administrators will present the FCAT Stem Questions at a variety of locations to keep students engaged in the schoolwide effort. Suggested locations include morning/afternoon announcements, Schoolwide morning TV show, during lunch groups, or posted in written format on a main bulletin board and students submit written answers into a drop box for a random prize drawing.

### ■ **EVALUATION**

Students take accelerated Reader test  
Teacher uses rubric to grade students independent reading involvement (see rubric)

### ■ **EXTENSION OPPORTUNITY**

Facebook Group “*What’s the Buzz*” can be created to keep the kids talking about the book and its meaning. Suggest posting a notation to the group that it is a school based discussion group and appropriate comments/protocol are expected. Inappropriate activity will not be tolerated.



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## Lesson Plan No 3: Guest Readers



### ■ SUBJECTS COVERED

Reading

### ■ GRADES

Six - Eight

### ■ PURPOSE

To involve the community in the schoolwide activity, by bringing in guest speakers to whom the students will relate.

### ■ OBJECTIVES

- Students will actively listen to the guest speaker read a selection from the book.
- Students will make connections to the guest speaker as their background is presented.

### ■ MATERIALS

- Book *We Beat the Street*
- Videotaping Equipment
- Media Outlet to present the videotape schoolwide.

### ■ SUNSHINE STATE STANDARDS

#### *Language Arts:*

LA.7.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text

LA.7.1.6.6 - distinguish denotative and connotative meanings of words

LA.7.5.2.1 - use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic

LA.7.5.2.2 - analyze persuasive techniques in both formal and informal speech

### ■ DIRECTIONS

- Arrange guest speakers as desired. (Suggest at least one each week to maintain interest level.)
- Present the guest speaker with a copy of the material they will be presenting prior to their recording date for practice and familiarity.
- Record the guest speaker. (They should introduce themselves with some background so the students can begin the connection process. Then they will read their assigned Chapter. Finally, they will speak briefly about how the items of that chapter may be significant to their own life or what it meant to them, etc.)
- Students will watch the guest speaker via the media outlet selected for school-wide use. (PEER classes).

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## Lesson Plans Materials Budget



### Materials Budget

SUPPLIER	ITEM DESCRIPTION	COST	QUANTITY	TOTAL COST	
Book Source	<i>We Beat the Street</i> novel by Drs. Davis, Jenkins, & Hunt	\$4.89	76	\$371.64	
McDonalds	Gift cards	\$5.00	20	\$100.00	
Wal-Mart	Gift Cards	\$5.00	20	\$100.00	
	Blank DVD-R	\$34.88	1	\$34.88	
	Scotch packing tape	\$12.88	2	\$25.76	
	Crayola markers 48 count	\$20.00	1	\$20.00	
Office Depot	Poster board pk 10	\$5.99	5	\$29.95	
	Colored Xerox paper	\$7.99	6	\$47.94	
	White Xerox paper	\$9.88	2	\$19.76	
				<b>Subtotal</b>	\$789.93
Teacher <u><i>Vicki Herndon</i></u>				<b>Tax if applicable</b>	10.00
Teacher <u><i>Kay Earls</i></u>				<b>Shipping if applicable</b>	N/A
School: <u><i>Jewett Academy Middle</i></u>				<b>TOTAL BUDGET AMOUNT</b>	<b>\$799.93</b>



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## Rubric



### *Independent Reading Rubric*

	1 – No Progress	2 – Minimal Progress	3 – Good Progress	4 – Excellent Progress
Participation in Accelerated Reader Program	Less than 5 AR Points or AR Test Scores under 70%	At least 5 AR Points or AR Test Scores under 80% Mostly Easy Books	At least 10 AR Points and AR Test Scores above 80% Mostly Just Right Books	At least 15 AR Points and AR Test Scores above 90% Mostly Just Right and Challenging Books
Amount of Non-AR Reading	No reading other than AR Books	1 – 3 Easy Selections	3 – 5 Just Right Selections	More than 5 Just Right/Challenging Selections
Reading Variety (Different Genres, Magazines, Newspapers, etc.)	No Variety in Reading Materials	At Least 2 Different Kinds of Reading Material	3 – 4 Different Kinds of Reading Material	5 or More Different Kinds of Reading Material
Amount of Reading at Home	Less than 1 hour of Reading at Home per week	At least 1 hour Reading at Home (per week)	At least 2 hours Reading at Home (per week) Home Reading Log completed properly	At least 3 hours Reading at Home (per week) Home Reading Log completed properly



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## Additional Information



### *FCAT Stem Questions*

*We Beat the Street*

*How a Friendship Pact Led to Success*

*By The Three Doctors*

*Dr. Sampson Davis, Dr. George Jenkins, and Dr. Rameck Hunt*

#### *Chapter 1 Sampson*

Explain the author’s intent in Chapter 1 of “We Beat the Streets” when writing “Kids learned early that walking with an air of being in control was necessary for survival”.

What two words best describe Sampson’s mom?

#### *Chapter 2 Rameck*

What is the essential message of chapter two, “Oh Man, You’re in Trouble Again!”

What does the author mean by saying the floors were scuffed?

Why does Rameck want to go back to the public school?

How is Rameck different than Sampson?

#### *Chapter 3 George*

In chapter 3 what does the author imply by saying, “Isn’t that school in the ghetto?”

How did Miss Johnson’s comments contribute to the development of the story?

What caused the woman to say, “But they are so well behaved”?

What lesson can be learned from this chapter?

How would you describe the author’s attitude toward education?

#### *Chapter 4 Sampson*

What statement best describes the moral/lesson of chapter #4?

What word best describes Sampson at this point in the story?

#### *Chapter 5 Rameck*

What caused Rameck to ask his “Ma” for money?

How does Rameck persuade his “Ma” to give him the money he needs?

How do you think he felt when he wasn’t able to use the money to pay for school?

#### *Chapter 6 George*

What two words best describe Dr. Thomas?

Read the following quote from the article, “Sometimes the smallest, most insignificant events in life can develop into something large, important, and life-changing. Look for those moments and grab on to the possibilities.” What does this phrase reveal about George’s opinion of the situation?

#### *Chapter 7 Sampson*

What choice could Sampson have made to change the outcome of this chapter?

How are Eddie & Sampson similar?

What advantage does Sampson have over Eddie?

#### *Chapter 8 Sampson & George*

How does Sampson’s mom compare the students at Dayton Street Elementary to the students at University High?

In this text, ‘on the other side of Sampson sat a tall, lanky kid with braces’, what does “lanky” mean?

#### *Chapter 9 Rameck*

What is the main conflict in chapter #9?

What does the phrase “you can pick your friends but you can’t pick your family” mean to Rameck?

#### *Chapter 10 Sampson*

What do Sampson, Rameck & George have in common according to the second paragraph of chapter 10?

How do Sampson’s responsibilities affect how he reacts to selling drugs?

#### *Chapter 11 Rameck*

What’s a lesson Rameck learned in chapter 11?

Why did the authors’ begin the chapter with “Yo man, what’s up with this class?”

List the series of incidents within the chapter that indicated Rameck’s anger?

What caused the instructor to say, “Don’t expel him”? Do you agree with her decision? Why or why not?



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## Additional Information



### *Graph I of Fluency Scores*

#### *Chapter 12 Eleventh Grade*

How does George’s attitude change from the beginning to the end of the chapter?

In the chapter, what does SAT mean?

Complete this sentence. The authors’ want the readers to think about...?

#### *Chapter 13 Rameck*

How does Rameck change from the beginning to the end of this chapter?

The author wants the reader to think about...?

What is the moral of this chapter?

#### *Chapter 14 Sampson*

In this text what does plea agreement mean?

What do you think would have happened if Sampson had not been arrested?

How would you best describe the authors’ attitude toward education?

#### *Chapter 15 End of High School*

Which sentences give the best summary of this chapter?

What are the authors’ attitudes toward commitment?

#### *Chapter 16 Pre-college Program*

At the end of Chapter 15, Dr. George Jenkins refers to “strengthening the pact”; what pact is he referring to?

Do you have someone in your life with whom you can make a pact like George, Rameck and Sampson have done?

What was the program at Seton Hall like? How did the program hold the three doctors accountable for their success?

#### *Chapter 17 Freshman-College*

On page 137, George comments that he feels “like a rock in a snowstorm”. To what is that statement referring?

How did the incident where Rameck lost his temper and assaulted another student change Rameck’s life? What did he learn about people?

What was the outcome of Rameck’s life change? How did his encounter with the law lead to community involvement?

#### *Chapter 18 The Rap Years*

Infer what happened to the demo tape that P.S., Rameck and George gave to the VP at Bad Boy Records?

What two factors changed the rap career plans? What did George and Sampson say to Rameck?

What does the statement George makes about rap, “Music is the decoration. Medicine is the solid foundation.” mean?

#### *Chapter 19 End of College*

What are some of the reasons “Sam” gives for not wanting to be a doctor? What is really behind his being unsure of continuing Medical School?

Why was it so difficult for Rameck and Sampson to become doctors? What peer pressures or societal pressures did they both experience? Pg. 160

What’s one reaction people express as a result of repressing feelings of fear and inadequacy?

#### *Chapter 20 Rameck Medical School*

Infer what Rameck was afraid of from the sentence on pg. 161 stating that Rameck always “drove carefully and within the speed limit when driving late at night.”

DWB implies racial profiling. Since Sept. 11, 2001 what other types of racial profiling or stereotyping have been occurring?

#### *Chapter 21 Sampson Medical School*

What is meant by the title “Sometimes you gotta fail in order to succeed”?

Why was Sampson so excited about the opening in Emergency Medicine at Newark Beth Israel Hospital?

#### *Chapter 22 Graduation from Medical School*

What is meant by “Individually, their roads had held impossible obstacles.”?

### *CONCLUSION*

**What are the top three lessons you’ll remember from having read this book?**