

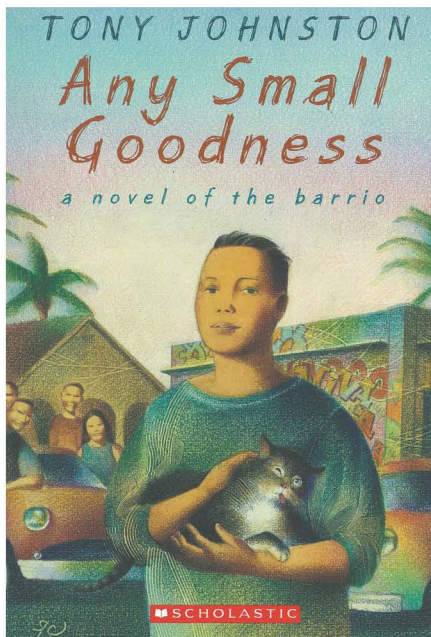
Reading ^{with} Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

Any Small Goodness

A novel by Tony Johnston

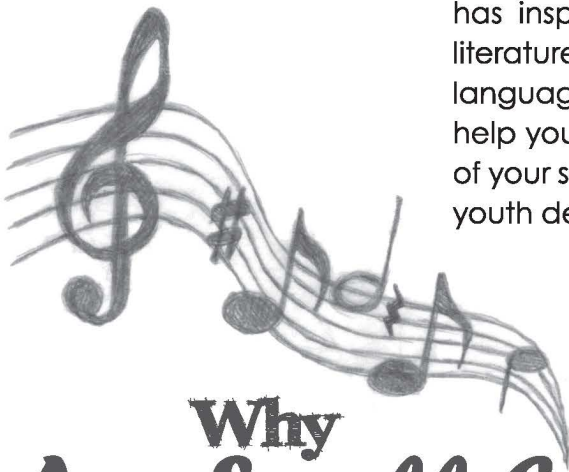


Recommended for:
Grade Levels
4th-5th

A tool to inspire change

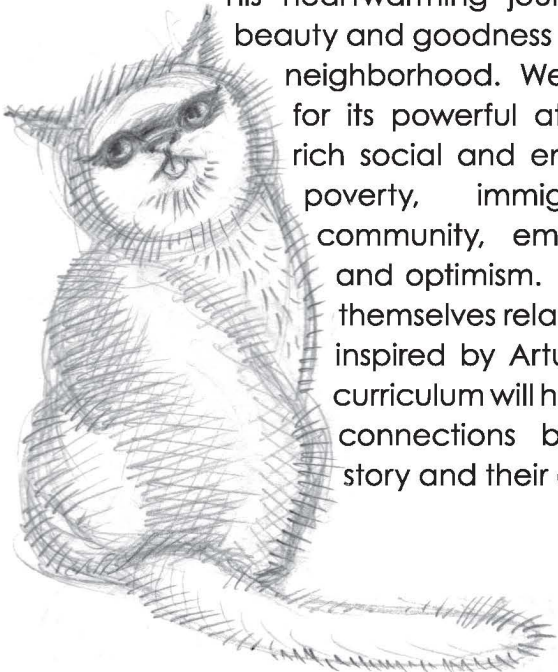
This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!



Why *Any Small Goodness*

Any Small Goodness is the story of a young Mexican-American boy, Arturo Rodriguez, and his heartwarming journey to find the beauty and goodness in his Los Angeles neighborhood. We chose this novel for its powerful attention to some rich social and emotional themes: poverty, immigration, family, community, empathy, kindness, and optimism. Students will find themselves relating to and being inspired by Arturo's journey; this curriculum will help students build connections between Arturo's story and their own.



This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Ten individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

Session 8

pages 104-115



brooding (pg 104):
v., thinking or worrying
persistently about something

scorches (pg 104): v.,
burns, destroys, usually with
heat

stupors (pg 105): n., state
of being slower and less
attentive

prowl (pg 107): v., to
search or roam about, as if
looking for prey

stalking (pg 107): v.,
following or pursuing in
secret

lurch (pg 108): v., to
stagger or move forward in
spurts

skimp (pg 114): v., to not
give a lot of something

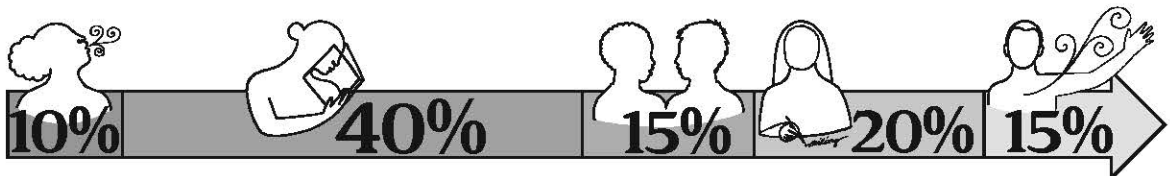
Today's Theme

In today's reading, Arturo is inspired by his father's advice to make good happen in his neighborhood. He takes the initiative to start a crusade to combat the poverty and despair in his barrio. This is a valuable moment to discuss Arturo's **emotional resilience**: instead of giving up on his community, he becomes a force for positive change. Ask your students how they respond when they are feeling hopeless. For Arturo, taking action was the answer. What helps your students bounce back from their moments of feeling disheartened?

Session 7 Recap

Arturo is worried about the gang members attacking Luis. One night, the gang members open fire on the Rodriguez house while everyone is home. They shower the house with bullets and destroy much of the kitchen, including Rosa's beloved lunchbox. Everyone is physically fine, but Arturo wonders if they will ever recover from this, and he wishes he could have shielded Rosa from the experience. The police come, but there isn't much they can do. The next day, Officer Paster brings Rosa a new lunchbox as a gift.

Vocabulary





During Reading

Snoopy-style scarf (pg 107): Snoopy is a popular character from the Charlie Brown comic and cartoon. He is a white and black beagle dog who, when it is cold, wears a red-and-white-striped scarf.

Passover (pg 107): A Jewish holiday based on the Torah story of when God sent plagues to Egypt because the Pharaoh had the Israelites in slavery. The last plague was the death of all the first-born sons, but God told the Israelites to mark their doors with lamb's blood so that death would "pass over" their houses.

modus operandi (pg 109): Latin for "mode of operation"

"groady" (pg 110): slang word for "gross"



Discussion Questions

- How does Arturo feel at school after the gang attack?
- Were you afraid that Arturo was going to seek revenge on the gang members who shot his house?
- What is the name and purpose of Arturo's new gang?
- Why do the police let them go?
- What is the "crime" the Green Needle Gang commits?
- Who is their intended "victim"?
- Would you like to be a part of Arturo's gang? Why or why not?
- How do you think the families feel after being visited by the Green Needle Gang?

INITIATIVE

- Arturo forms his own "gang" in response to the ugliness of the barrio and his desire to support people in his community during the holiday season.

Describe Arturo's gang and their mission.

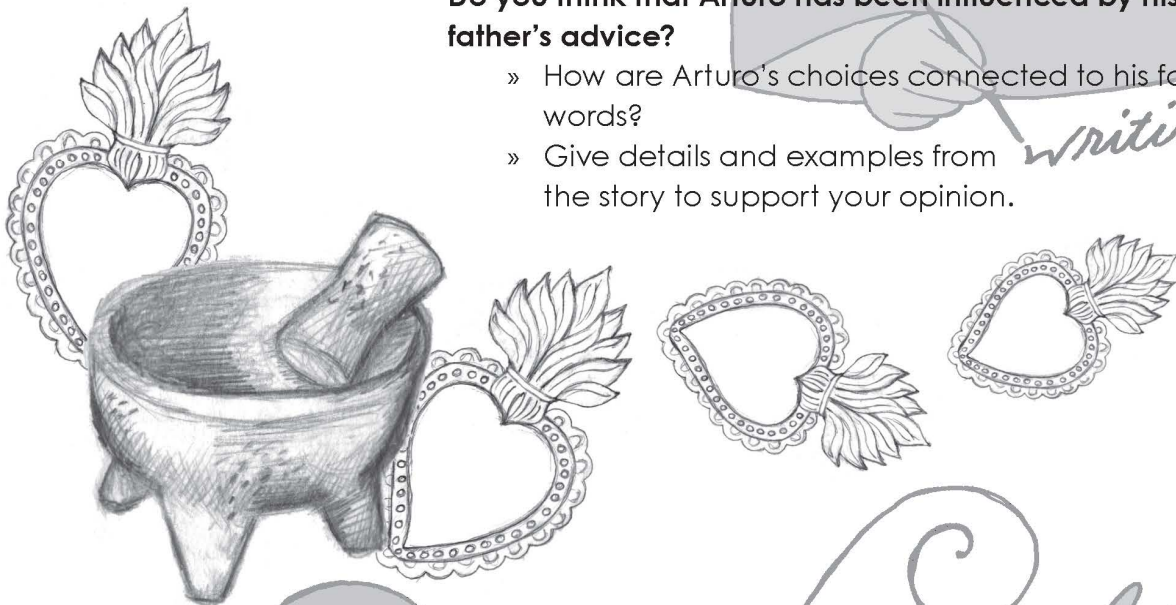
- » If Arturo asked you to join the Green Needle Gang, would you?
- » If you had a gang for good, what would your gang do?
- » Who else would you invite to join your small-goodness-gang?

ADVICE

- Arturo forms his own "gang" that delivers Christmas gifts and food to people who probably can't afford any.

Do you think that Arturo has been influenced by his father's advice?

- » How are Arturo's choices connected to his father's words?
- » Give details and examples from the story to support your opinion.



Extension Activity

Sometimes things in our lives can feel really hard in the moment, but often, these situations get resolved and something positive comes from the experience. In this activity, students will have the opportunity to think about a few examples from the text when something positive comes out of an otherwise difficult situation. They will also be asked to think about how this has been true in their own lives.

Materials:

- » Flip It Handout

Name: _____

From the Book:

example

Difficult Situation: *The cat runs away*

Positive Outcome: *They meet Mr. Love, who becomes their friend. They are also excited to find the cat, and love her even more.*

From the Book:

Difficult Situation:

Positive Outcome:

Difficult Situation:

Positive Outcome:

Difficult Situation:

Positive Outcome:

From My Life:

Difficult Situation:

Positive Outcome:

Difficult Situation:

Positive Outcome:

Difficult Situation:

Positive Outcome:

Sometimes things in our lives can feel really hard in the moment, but often, these situations get resolved and something positive comes from the experience. In this activity think about a few examples from the story when something positive came out of an otherwise difficult situation. Then, you'll get to think about how this has been true in your own life. What positive things have resulted from your own difficult moments?

Flip It

Appendix

Additional Activities

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Get to Know MFI

Moving Forward Institute is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

Our Purpose

At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.

We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.

Training and Professional Development Services

While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.

Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!

Contact Us

Contact us today to learn more about how the Moving Forward Institute can support your students and staff!

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If your students liked *Any Small Goodness* . . .

*...they might love some of our other book selections! We suggest that you check out *Bud, Not Buddy*, *Riding Freedom*, or *One Crazy Summer*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!*