

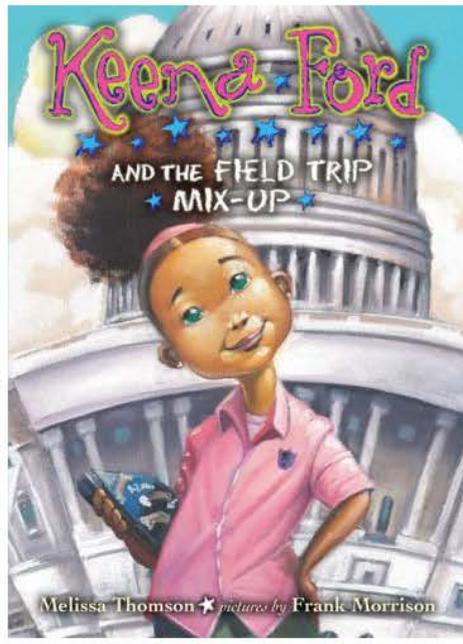
# Reading <sup>with</sup> Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

*Keena Ford and the Field Trip Mix-Up*

A novel by Melissa Thomson



Recommended for:  
Grade Levels  
2nd-3rd

# 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

## Keena Ford and the Field Trip Mix-Up



*Keena Ford and the Field Trip Mix-Up* is the story of a young African-American girl, Keena Ford, and the predicaments she gets into during her school's field trip to the Capitol. We chose this novel for its thoughtful exploration of some important social and emotional themes: bravery, friendship, bullying, empathy, and compassion. Students will find themselves relating to and being inspired by Keena's adventures; this curriculum will help students build connections between Keena'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.
- Seven individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- An assessment to monitor student progress.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-building unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

# Session 1

pages 1-17

## Vocabulary

**thesaurus** (pg 2): n., a book that lists words that mean the same thing

**boring** (pg 5): adj., not interesting  
**mysterious** (pg 8): adj., strange

**delegate** (pg 7): n., elected representative

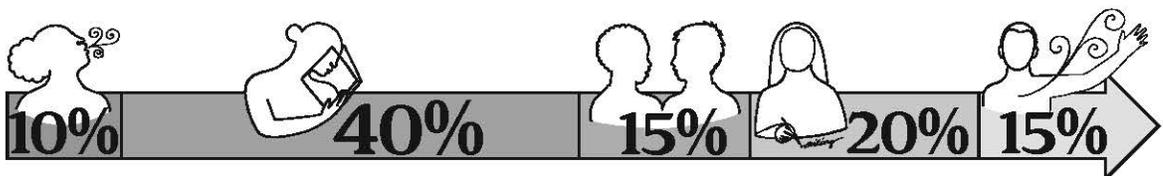
**rhymes** (pg 11): adj., words that sound the same

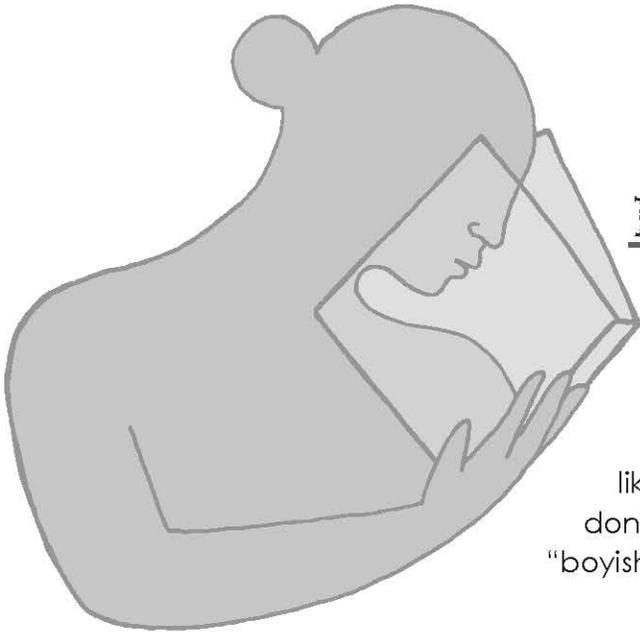
## Today's Theme

Today's theme is **leadership**. Keena is running for student council. When she asks her classmates to vote for her, they have to consider whether she would be a good leader. You can ask students to consider what makes someone a good leader. Ask them to think about the qualities they have that could make them strong leaders, like Keena.

## Story Setup

Keena Ford and the Field Trip Mix Up is Melissa Thomson's second book and is based on her experiences as a second grade teacher. If students have read the first Keena book, Keena Ford and the Second-Grade Mix Up, ask them what they remember about Keena. What are her strengths? What did they like about the last book? You can also ask if any of your students have ever gone on a field trip or have ever visited their elected representative. You may also take the time to introduce information about their Congressional Representative.





## During Reading

**girly-looking** (pg 3): Brian says that Keena's journal is "girly-looking" because it has pictures of clouds, rainbows, and angels. You can remind your students that girls and boys can like the same things or different things, but that girls don't always like "girly" things and boys don't always like "boyish" things.

A stylized, grey-toned illustration of two people's heads in profile, facing each other as if in conversation. A question mark is positioned between them, and a speech bubble shape is at the bottom.

## Discussion Questions

- Why is Keena writing in a new journal?
- Why does Keena decide to run for Student Council?
- What is Keena's slogan on her posters?
- Do you think this is a good slogan? Why?
- Why is Shay mad when she hears Tiffany's speech?
- Why do you think that Tiffany would copy Shay's speech?
- Make a prediction. Who do you think will win the class election?

ENCOURAGEMENT

- Linny gives Keena a thumbs-up sign to help encourage her during her speech.

**What are some ways you can encourage others when they feel nervous?**

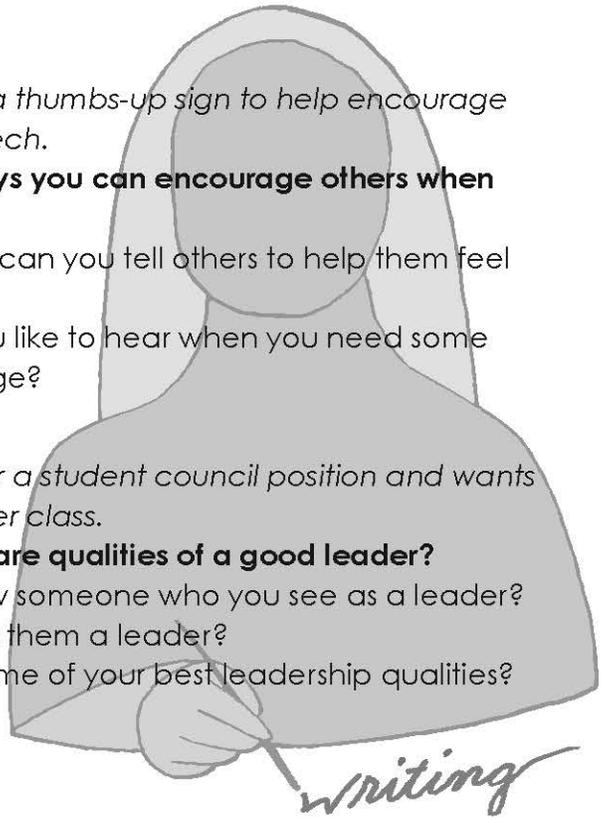
- » What things can you tell others to help them feel confident?
- » What do you like to hear when you need some extra courage?

LEADERSHIP

- Keena is running for a student council position and wants to be a leader in her class.

**What do you think are qualities of a good leader?**

- » Do you know someone who you see as a leader?
- » What makes them a leader?
- » What are some of your best leadership qualities?



Checkpoint

- Students should demonstrate a growing command of the standard written conventions of English.
  - » Use capital letters appropriately: to start sentences, when referencing the book title, and when using proper nouns (like the names of characters or places). Remember to end every sentence with a period as well.
  - » For example, "I can always ask my mom or **Mrs. Anderson** for help."

Extension Activity

Keena is running for student council. Have students imagine that they are running for student council to represent their class. Ask them to think about their best qualities, why should people vote for them, and what strengths would make them a good delegate for the class. Have them fill in the handout and then design their campaign poster. They might have to think hard about a campaign slogan (that maybe even includes a rhyme!).

**Materials:**

- » Vote For Me! Handout

Name: \_\_\_\_\_

**VOTE** ✓

**My Best Qualities:**

1)

2)

3)

**My Strengths:**

1)

2)

3)

Keena is running for student council. Imagine you are running for student council to represent your class. What are your best qualities? Why should people vote for you? What are the strengths that would make you a good delegate for your class? Write these down in the boxes, then design your campaign poster. Think hard to come up with a great campaign slogan (that maybe even includes a rhyme!).

**Vote For Me!**

# Appendix

## *Additional Activities*

### Contents

<b>Linking Quotes</b> .....	<b>48</b>
<b>Venn Diagram</b> .....	<b>49</b>
<b>Symbols</b> .....	<b>50</b>
<b>Real Life Connector</b> .....	<b>51</b>
<b>Connections: <i>Feelings</i></b> .....	<b>52</b>
<b>Despite Our Differences!</b> .....	<b>53</b>
<b>Synonym Finder</b> .....	<b>54</b>
<b>Answer Key</b> .....	<b>55</b>
<b>Student Evaluation</b> .....	<b>56</b>
<b>Teacher Reflection</b> .....	<b>58</b>
<b>About Us</b> .....	<b>59</b>



### 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!*

**Online:** [www.movingforwardinstitute.org](http://www.movingforwardinstitute.org)  
**By Email:** [info@movingforwardinstitute.org](mailto:info@movingforwardinstitute.org)  
**By Phone:** 510-658-4475  
**By Mail:** 1425 Park Ave  
Emeryville, CA 94608

### If your students liked *Keena Ford and the Second-Grade Mix-Up*

...they might love some of our other book selections! We suggest that you check out *Donavan's Word Jar*, or *Keena Ford and the Secret Journal Mix-Up*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!