

## Section Two

Chapter 2, 3, 4, 5

### BACKGROUND AGRICULTURAL INFORMATION

#### Wheat as a Commercial Crop

Wheat is one of many plants grown commercially for distribution to processors who will turn its grain into food products and other products. At the following link, display images for students of wheat parts and growth stages (pp. 7-8), wheat grain (pp. 10-11), map of U.S. wheat production (p. 12), and products made from wheat (p. 13).

- <https://nebraskawheat.com/wp-content/uploads/2014/01/WheatFromFieldToFlour.pdf>

### VOCABULARY

**Compiled** – Assemble information from sources (Ch. 5)

**Convoy** – Ship, fleet, group of vehicles etc., accompanied by a protecting escort; Any group of vehicles traveling together (Ch. 5)

**Coveted** – To wish for, especially eagerly (Ch. 4)

**Deet** – A brand of diethyltoluamide (insecticide) (Chs. 2, 4)

**Detachable** – To unfasten and separate, disengage, disunite (Ch. 4)

**Disconcerting** – Upsetting, discomfiting, disturbing to one's composure (Ch. 2)

**Docked** – To cut off the end of, cut short (Ch. 5)

**Extravagant** – Spending money excessively, showy, ostentatious (Ch. 5)

**Logistics** – The detailed planning or organization of large complex operation (Ch. 4)

**Malaria** – Disease, transferred to the human bloodstream by a mosquito, which occupies and destroys red blood cells (Chs. 4, 5)

**Mortgage** – A conveyance of an interest of property as security for the repayment of money borrowed (Ch. 6)

**Paranoid** – Exhibiting undue suspicion or fear (Ch. 4)

**Resignedly** – Submissive, indicative of resignation (Ch. 5)

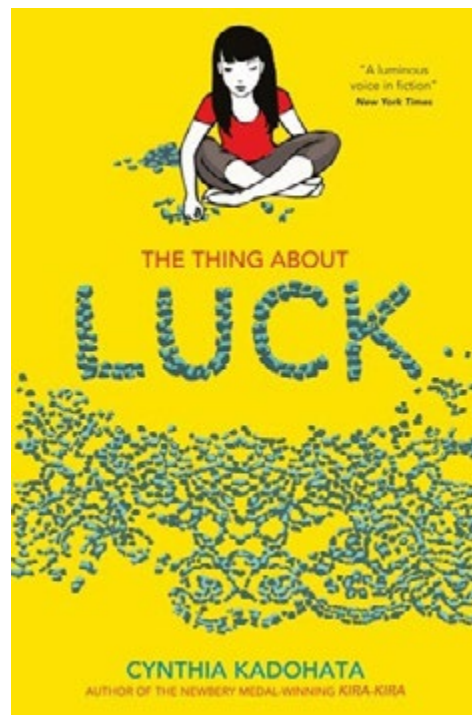
**Sauntered** – To walk with a leisurely gait, stroll (Ch. 4)

**Slathered** – To spread something thickly on (Ch. 4)

**Subsided** – To be quiet, less active (Ch. 5)

**Thermos** – A container lined with an insulating material to keep liquids hot or cold (Ch. 5)

**Voice** – The sound uttered through the mouth of living creatures, especially of human beings in speaking, shouting, singing etc. (Chs. 5, 6)



## INTEREST APPROACH

Watch “Winter Wheat Crop Spotlight” video as a class.

- <https://www.youtube.com/watch?v=PvbMDD1vGpQ>
- Point out an auger (moving grain from combine to grain cart, moving grain from grain cart to semi-trailer), header (on front of combine for cutting wheat stalks).
- Ask students if they have any questions about what they saw.

## PROCEDURE

1. Prior to class, post sheets for Gallery Walk activity.
2. Begin class time by dividing class into groups of 3-5 students. Ask questions about character development in Chapters 2, 3, and 4:
  - a. What new characters did we meet? Share information about them. (Mel, Jenson, Parkers (*p. 42*), Work Crew (*p. 46*))
  - b. What more did we learn about Jaz? (*pp. 18, 20*)
3. **Gallery Walk for Main Ideas.** Pass out sticky notes to each small group to record answers to further discussion questions for Chapters 2, 3, and 4. Explain that students will post the answers to discussion questions around the room or hallway. Then categorize the answers under: Agriculture, Character, Culture/Diversity, and one additional category. Each small group will suggest a category, and the class will vote on which will be the fourth category for the Gallery Walk. Explain that this is an example of analyzing the text for main ideas and supporting with evidence.
4. Invite small groups to discuss questions and identify evidence from the story. Allow two to three minutes per question. Ask students to write individual answers on sticky notes, being prepared to share with others.
  - a. What motivated Summer to try to befriend Jenson in Chapter 3?
  - b. Why did the author include Jiichan’s story on *p. 29*?
  - c. What more have we learned about what it is like to work for custom harvesters?
  - d. What more has Summer shared with us about harvest time on *pp. 36-40*?
5. Invite teams to discuss and suggest another category title which would be relevant to the discussion of the book, one per group. Announce that they will have two minutes to decide on a suggestion to be shared with the class.
6. Ask each group for its suggestion for the fourth main idea category. Write main idea suggestions from each group on a marker board. Ask class to cast votes by walking up to the marker board and placing a sticky note, one per student, by the individual choices.
7. Once votes are cast and counted, announce winning main idea category and write it on the fourth (blank) main idea sheet and post in classroom or hallway.
8. Ask students to take the evidence answers from the small group questions, and post them under the main idea they each believe it supports best. Answers and categorizations will vary.

9. Thank students for their participation and ask to return to their seats.
10. Pass out fresh Thinkmarks. Read aloud Chapter 5.
  - a. Stop at the top of *p. 59*; What kind of ‘trouble’ has Summer made for Obaachan?
  - b. What do we think this book is starting to be about?
  - c. What are some of Mrs. Parker’s character traits?
11. Ask students to turn to *p. 8* in their Working Journal to make a prediction about something they think will happen in the book. Assign reading Chapters 6, 7, and 8 with annotations on Thinkmark.