The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

The Magic Paper: Week 4 of 4

Unit Overview
This is a 4-week unit in which students learn more about the elements of a fictional story while practicing using context clues and inference skills to comprehend the short The Magic Paper. Learners read the text carefully to help them make inferences. Learners also practice summarizing. Finally, learners participate in academic discussions.

Focus of Week 3
- Reading chapters 10-12 of the novel.
- Using context clues to define vocabulary.
- Making inferences based on clues in the text.
- Siting evidence from the text to support answers.
- Identifying and outlining the plot of a novel.
- Participating in a book club style discussion.
### Lesson Plan

**Activity 1: Review**  
**Description:** Use a paragraph frame to summarize Chapter 9  

**Activity 2: Speaking & Listening/Transitions**  
**Description:** Participate in an academic discussion and revise a statement to make it stronger and clearer  
**Materials/Prep:** write the discussion questions on the board

**Activity 3: Literacy/ Speaking & Listening**  
**Description:** Read Chapter 10 of *The Magic Paper* and answer questions to show general understanding  
**Materials/Prep:** Text: *The Magic Paper*, pp. 60-63

**Activity 4: Literacy/Vocabulary**  
**Description:** Use context clues to define words and phrases in Chapter 10  

**Activity 5: Literacy & Critical Thinking**  
**Description:** Re-read Chapter 10 of *The Magic Paper*, answer questions about key details and make inferences  

**Activity 6: Wrap Up**  
**Description:** Line up and answer wrap up questions  
**Materials/Prep:** write the wrap up questions on the board


Step 1: Context
Ask students if they remember when they read Chapter 9 (last Wednesday—Thursday was review of Chapters 7-9). Tell students that they will write a summary of Chapter 9. Students who were absent will have some time to get started reading.

Students already wrote a summary of Chapter 9 in the Thursday lesson. Instruct students to challenge themselves to write the summary again without looking at the one they wrote last week, and perhaps without looking at Chapter 9 (at least, not much). Another option is to challenge students to write a summary without using the paragraph frame provided.

Step 2: Summary Writing and Review Questions
Pass out The Magic Paper Chapter 10 Study Guide and The Magic Paper, pp. 53-58. Ask students to cover up the After You Read exercise and only complete the review exercises.

Students who were absent can instead begin reading where they left off, as time allows. If a student has not read any of the novel chapters yet, they can read borrowed copies of other students’ chapter summaries.

Step 3: Share summaries
Call on 1-2 students to share their summaries with the class. This will help absent students review what they missed.

Teacher Directions: Activity 2 Speaking & Listening/Transitions –Materials: none

Step 1: Prep
Write the following questions on the board:

- What is “the magic paper” in The Magic Paper? What information in the novel helps you decide what the paper is?
- What are the advantages and disadvantages of borders?

And write these follow up questions on a different part of the board:

Tell me more about ___________.
Why do you think that?

Read the questions aloud. Explain that students should choose one of the questions. They will answer it three times. Each time their answer should be clearer and stronger. Their partners will ask a follow up question to learn more.

Ask students: What does a clear answer sound like? What does an unclear answer sound like? What makes an answer strong (details, examples, reasons, etc.)?
Step 2: Think about the Questions
Students choose a question and take a minute to think about their answers. They may wish to write down some of their thoughts.

Step 3: Make Answers Stronger and Clearer
Assign pairs of students. Students share their answers and ask each other a follow up question.

Assign new pairs. Students repeat their answers, making them clearer and stronger. They ask each other follow up questions.

Assign new pairs a third time. Students repeat their answers, making them even clearer and stronger. They ask each other follow up questions.

Circulate and listen to see if students are adding details and reasons to their ideas. Call on a student to share a strong and clear answer with the whole class.


Step 1: Independent Reading
Write this question on the board and read it aloud: What are three things you remember from Chapter 10? Students will answer it after they read.

Pass out copies of The Magic Paper, pp. 60-63. Note: please collect copies of the novel at the end of class to save paper. Students will continue to read this novel for the rest of the week.

Instruct students to number the paragraphs to help with answering questions about the chapter.

Students read independently. They may underline any other words to look up later. They should push through and keep reading without looking up other words, which is too disruptive and actually interferes with comprehension. The goal is get the main idea.

Students who read quickly may re-read the tenth chapter.

Step 2: Reflect on What You Read
Students turn and tell a partner the three things they each remember, without looking at the text. They could say anything from the chapter they want.

Call on a few students to share what their partners said.

Postpone defining vocabulary for later.

**Step 1: Context**
Explain that instead of looking up all the new words in Chapter 10, today students will look for clues in the text to help them guess what words mean. This is an important skill so they can become faster readers. Reading faster helps improve comprehension. Stopping often makes it difficult to remember everything you read. It is better to look for clues and keep reading.

**Step 2: Find Words and Clues**
Ask students to cover up the multiple choice questions. They should find the text clues *first* before they answer the definition questions. Students search for all the words in the text box at the top of the page in their Chapter 10 study guides. Then the underline all the clues they can find.

If a projector is available, invite students to come to the projector and underline the clues they found. Otherwise, ask students which paragraph numbers they found the clues in and to read the clues aloud.

**Step 3: Define the Words**
Students answer the multiple choice questions to define the words.

The goal is for students to confirm that they found some helpful clues in the text—not to define the words precisely.


**Step 1: Re-Read**
Students read the After You Read instructions and questions. Then they re-read chapter 10.

**Step 2: Critical Thinking Questions**
Students answer the After You Read questions. As you circulate, assist students by helping them find the right page(s) to re-read to help them answer the questions. Make sure the answers are coming from the text and are not personal opinions.

Fast finishers can answer the challenge questions.

Teacher Directions: **Activity 6: Literacy**—Materials: Handout: *The Magic Paper* Chapter 10 Study

**Step 1: Context**
Brainstorm a list of feelings and/or emotions as a class and write the list on the board. Then write this question on the board: *How do people show emotions?*

Each student chooses an emotion and turns to a neighbor share ideas about how people show this emotion.
Step 2: Writing to Show an Emotion

Read the text and instructions in the Chapter 10 study guide in the section “Showing How People Feel in Writing.” Check for understanding.

Students write their descriptions in their study guides. Either pair students up or ask for students to volunteers to read their descriptions of emotions. Other students guess the emotions they described.

Teacher Directions: Activity 7: Wrap Up

Note: Skip this activity if time is running short.

Step 1: Prep

Write the following questions on the board:

Something I learned today was ______________
Something I found interesting today was ____________________
I have questions about ____________________

Read the questions aloud.

Step 2:
Assign every student either the number one or two. Ask all the ones to stand up in a line (standing up at the end of class can re-energize the class). Ask the twos to stand up across from the number ones. Instruct the number ones to answer the first question. Then ask the number twos to answer the same question.

Ask all the number twos to step over to a new partner while the number ones stay in place.

Step 3:
Repeat step 2 above with the next questions on the board, as time allows.
The Magic Paper Chapter 10 Study Guide

**REVIEW CHAPTER 9**
Instructions: Review Chapter 9 of The Magic Paper and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 9 when you write. Use your memory.

Chapter 9 was set in ______________________ (place). It was about ________________ (name) and ____________________ (name). The conflict is

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Then
they  _____________________________________________.

**AFTER YOU READ CHAPTER 10**

**FINDING DEFINITIONS IN THE TEXT**
Writers often give extra information about a word in a text. You can read carefully to find clues about what the words means. Then you can make a guess. You guess does not need to be perfect. A guess can help you understand the text.

Instructions: Find these words in the text and highlight or circle them. Then find the parts of the text that give you more information about the words. Underline these clues. Finally, answer the questions below.

| crowded   | out of sight   | go to such trouble |
| marker    | might as well  | make a living       |

1. What does *crowded* mean in the text?
   a. filled with too many people or things
   b. scared
   c. uncomfortable
   d. small

2. What does *marker* mean in the text?
   a. a pen that makes wide lines
   b. a stick
   c. a sign or object that shows where something is
   d. a wall

3. What does *out of sight* mean in the text?
   a. being in an interesting place
   b. being in a place where no one can see it
   c. looking strange or unusual
   d. quiet
4. What does *might as well* mean in the text?
   a. being kind
   b. being successful
   c. making a suggestion that you think is a great idea
   d. making a suggestion that you are not excited about

5. What does *go to such trouble* mean in the text?
   a. work extra hard
   b. problems or difficulties
   c. feel sick
   d. feel sad

6. What does *make a living* mean in the text?
   a. create something new
   b. use something
   c. build something
   d. do something to earn money

**CAREFULLY READING THE TEXT**

Instructions: Read Chapter 10 again and write the answers to these questions. If you don’t know an answer, read again to find clues in the text.

1. What information does the author write about the border?

2. How does Lupe feel about the border? What information in Chapter 10 tells you how she feels?

3. Why don’t Lupe and Benito listen to the border guard?

4. In paragraph 10 Benito says “There are too many things to ask *why* about.” What is a different way to say this that means the same thing?

5. In paragraph 10 Benito lists a lot of questions. How does he feel? Why?

6. In paragraph 10 Benito says, “We do what we must.” What must Benito and Lupe do? Why?
Challenge questions:
In paragraph 10 Benito says “Things are as they are.” What is a different way to say this that means the same thing?

What do you think will happen to Lupe and Benito? Why?

SHOWING HOW PEOPLE FEEL IN WRITING
Novel writers want readers to know how people in stories feel. They want readers to understand feelings so they can enjoy the story. Writers give clues. They explain character’s actions, thoughts, and facial expressions.

Instructions: Choose an emotion. You will write a paragraph to show this emotion. Remember that you can explain actions, thoughts, and facial expressions to show the emotion. Do not say or write the name of the emotion in your paragraph.

1. Emotion: _______________________

2. Name of the character feeling the emotion __________________________ 

3. Why does this character feel the emotion? ______________________________________
   __________________________________________________________________________

4. Write a paragraph that shows how the character feels. Write about what the character looks like, thinks, and does. Remember—don’t write the name of the emotion in your paragraph.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
### The Magic Paper Unit: Week 4, Tuesday

<table>
<thead>
<tr>
<th>Objectives Learners will be able to...</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• review and summarize the tenth chapter of <em>The Magic Paper</em></td>
<td>Make Student Copies</td>
</tr>
<tr>
<td>• build background knowledge about the 1986 immigration reform law by reading an article</td>
<td>• Text: <em>The Magic Paper</em>, pp. 60-68</td>
</tr>
<tr>
<td>• read the eleventh chapter of <em>The Magic Paper</em></td>
<td>• Handout: 1986 Immigration Reform</td>
</tr>
<tr>
<td>• give examples from a text to support their answers</td>
<td>• Handout: <em>The Magic Paper</em> Chapter 11 Study Guide</td>
</tr>
<tr>
<td>• make connections between the “1986 Immigration Reform” article and chapter 11 of <em>The Magic Paper</em></td>
<td>Single Copy for Teacher Reference</td>
</tr>
<tr>
<td>• write a readers’ response journal</td>
<td>• Handout: <em>The Magic Paper</em> Chapter 10 Study Guide</td>
</tr>
</tbody>
</table>

### Lesson Plan

**Activity 1:** Review  
**Description:** Use a paragraph frame to summarize Chapter 10 and answer true/false questions  

**Activity 2:** Activity 5: Literacy & Critical Thinking  
**Description:** Read and discuss an article about 1986 immigration reform in preparation for reading chapter 11 of *The Magic Paper*  
**Materials/Prep:** Handout: 1986 Immigration Reform

**Activity 3:** Literacy & Listening/speaking  
**Description:** Read Chapter 11 of *The Magic Paper* and answer questions to show general understanding  
**Materials/Prep:** Text: *The Magic Paper*, pp. 65-68

**Activity 4:** Literacy & Critical Thinking  
**Description:** Re-read Chapter 8 of *The Magic Paper*, answer questions about key details, and make inferences  

**Activity 4:** Literacy  
**Description:** Write a readers’ response journal  

**Step 1: Context**
Ask students to share what they studied yesterday by asking what they read about (they read Chapter tenth of *The Magic Paper*). Tell students that they will write a summary of Chapter 10. Students who were absent will have some time to get started reading.

**Step 2: Summary Writing and Review Questions**
Pass out *The Magic Paper Chapter 11 Study Guide* and *The Magic Paper*, pp. 60-63. Ask students to cover up the After You Read exercise and only complete the review exercises.

Students who were absent can begin reading where they left off, as time allows. *If a student has not read any of the novel chapters yet, they can read borrowed copies of other students’ chapter summaries.*

**Step 3: Share summaries**
Call on a couple students to share their summaries with the class. This will help absent students review what they missed.

Teacher Directions: **Activity 2: Literacy & Critical Thinking**–Materials/Prep: Handout: 1986 Immigration Reform

**Step 1: Context**
Ask students what they remember about the law that the characters talk about in *The Magic Paper*. They may wish to turn to page 44 to review. Ask if they know anything about the immigration law that was passed in 1986.

Tell students they will read an article called “1986 Immigration Reform.” What do they think they will read about? (don't define reform yet—it is defined in the article).

Write the following words on the board:
- undocumented
- wages
- mistreated
- legal permanent resident
- Congress

Ask students which words, if any are new to them and briefly define any new words.

**Step 2: Read**
Pass out “1986 Immigration Reform.” Students read independently. Fast readers can read it twice.

Read the questions aloud. Check that students understand the questions.
Step 3: Answer Questions
Students answer the questions. Assist them by helping find the paragraph numbers that will help them answer the questions.

As you read students answers, make note of ones you would like them to share with the class later, especially for questions 5-7.

Fast finishers can compare answers with a partner and help each other add more details (examples, adjectives, reasons) to their answers.

Step 4: Discuss
Call on a couple students to share their answers to questions 5-7 and call on other students to add on to or summarize the first students’ answers.


Step 1: Independent Reading
Write this question on the board and read it aloud: What are three things you remember from Chapter 11? Students will answer it after they read.

Pass out copies of The Magic Paper, pp. 65-68. Note: please collect copies of the novel at the end of class to save paper. Students will finish reading the novel this week.

Students read independently. They may underline words to look up later. They should push through and keep reading without looking up words, which is too disruptive and actually interferes with comprehension. The goal is get the main idea.

Students who read quickly may re-read the eleventh chapter.

Step 2: Reflect on What You Read
Students turn and tell a partner the three things they each remember, without looking at the text. They could say anything form the chapter they want.

Call on a few students to share what their partners said.

Postpone defining vocabulary for later.


Step 1: Re-Read
Students read the After You Read instructions and questions. Then they re-read chapter 8.

Step 2: Critical Thinking Questions
Instruct students to number all the paragraphs. This will help them answer the After You Read questions.
Students answer the After You Read questions. As you circulate, assist students by helping them find the right page(s) to re-read to help them answer the questions. Make sure the answers are coming from the text and are not personal opinions.

Fast finishers can answer the challenge question.


**Step 1: Context**
Explain that students will write their ideas about *The Magic Paper*. Read the instructions and the questions. Clarify that students should choose two or three questions—there is no need to answer all of them.

**Step 2: Write**
If students don’t know what to write, ask them which question they will start with. Help them talk about their ideas first and then guide them to write the things they talked about.

Fast finishers can write about an additional question.

**Step 3: Feedback**
Focus feedback on the meaning of what students write. Ask clarifying questions if something is not clear. Encourage students to add details and examples.

There is no need to share the journal responses with the class. Students may share if they wish, but they may also wish to keep their reactions more private.

Read the student work as a class and elicit feedback from the class. Which ideas do they agree with? Why? Which ideas do they disagree with? Why?
1986 Immigration Reform

(1) Immigration laws in the United States can change. Lawmakers change, or reform, current laws and write new laws to try to solve problems with immigration. The immigration problems are difficult.

(2) From 1946 to 1964 there was a guest worker program. Immigrants came from Mexico to work on farms in the United States. But, the workers were paid low wages and were mistreated. The program ended. But, workers still came from Mexico and other countries in Latin America. The workers came illegally and then farms and businesses hired them illegally.

(3) In 1986 Congress passed a new law to address these problems. The law did two things. First, it allowed 2.7 million undocumented immigrants living in the US to become legal permanent residents. This was called amnesty. Now they could live and work legally in the United States. Second, it required farms and businesses to have employees prove they are legally allowed to work in the United States. New employees must fill out a form to show they are legal residents. The lawmakers wanted employers to stop hiring undocumented workers so people would not come illegally to the US for jobs.

(4) In order to become a legal permanent resident under the new law, people had to prove they lived only in the United States since before 1982. Or, they needed to prove they did seasonal farm work in the US. They also could not have committed any crimes. They needed to show they knew about U.S. history and government and some English. They had to pay a fine.

(5) The law helped many people. Over a million undocumented immigrants became US citizens. Many immigrants got better jobs and then could pay more taxes.

(6) The law did not make a way for more workers to come legally to the United States. More undocumented immigrants came. They left their countries because they could not find jobs, their governments had problems, and because of war. Businesses and farms need workers and they still find ways to hire undocumented immigrants.

(7) Congress tried to write a new immigration law in 2013. They did not agree about the ideas in the law and it did not pass. Immigration problems continue to be difficult.
AFTER YOU READ “1986 IMMIGRATION REFORM”

1. What does the word reform mean in paragraph 1? ________________________________

2. Why did the guest worker program end in 1964? What was wrong with it?
   ____________________________________________________________________________

3. According to the article, why are there so many undocumented immigrants working in the United States?
   ____________________________________________________________________________

4. According to the article, why do farms and businesses hire people who cannot work legally?
   ____________________________________________________________________________

5. How did the law help with immigration problems?
   ____________________________________________________________________________
   ____________________________________________________________________________

6. How did the law not help with immigration problems?
   ____________________________________________________________________________
   ____________________________________________________________________________

7. Paragraphs 1 and 7 say that immigration problems are difficult. What ideas in the text show that this idea is true?
   ____________________________________________________________________________
   ____________________________________________________________________________
**The Magic Paper Chapter 11 Study Guide**

**REVIEW CHAPTER 10**
Instructions: Review Chapter 10 of *The Magic Paper* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 10 when you write. Use your memory.

Chapter 10 was set in _______________________. The characters were ____________________________. The conflict was ____________________________. Lupe and Benito ____________________________. Finally, they ____________________________.

Instructions: Write T if the sentence is true and F if the sentence is false.
1. _____ Benito and Lupe follow the border guard’s instructions in chapter 10.
2. _____ Lupe feels resigned in chapter 10. (*Resigned* means that you stop fighting against something sad or difficult, while still feeling a bit sad.)
3. _____ Benito is resilient in Chapter 10. (*Resilient* means becoming healthy and strong after something bad happens).
4. _____ Chapter 10 explains what the “magic paper” is.
5. _____ The tone, or feeling, in chapter 10 was cheerful.

**AFTER YOU READ CHAPTER 11**
Instructions: Read Chapter 11 again and write the answers to these questions. If you don’t know an answer, read again to find clues in the text.

1. What does “city life” mean in paragraph 1? Why doesn’t Benito like it?

2. What is the law that Lupe talks about in paragraph 3?

3. In paragraph 4 Benito says, “I must leave.” Why must he leave? Use reasons from the novel to explain your answer.

4. What is important to Benito? Use reasons from the novel to explain your answer.
5. What is important to Lupe? Use reasons from the novel to explain your answer.

6. Paragraph 8 says, “Not everyone liked the law.” Why were some people against the law? Use reasons from the article “1986 Immigration Reform” in your answer.

7. What will Lupe have to do to become a legal permanent resident (get a green card)? Use the ideas in the article “1986 Immigration Reform” in your answer.

Challenge Question: There is one more chapter left in The Magic Paper. What do you think will happen in chapter 12? What ideas in the novel help explain your answer?

Readers Response Journal
Instructions: What do you think about Chapter 11? Choose two or three of the questions below and then write your answers.

a. How do you feel after reading Chapter 11?
b. What do you like about The Magic Paper? What do you not like?
c. What is interesting or surprising in The Magic Paper?
d. What does The Magic Paper make you think about?
e. What do you think will happen next in the novel? Why?
The Magic Paper Unit: Week 4, Wednesday

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<tr>
<th>Objectives Learners will be able to...</th>
<th>Materials</th>
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</thead>
</table>
| • review and summarize the eleventh chapter of The Magic Paper  
• read the twelfth chapter of The Magic Paper  
• give examples from a text to support their answers  
• make connections between Chapter 12 and earlier chapters  
• define the elements of a plot by doing a walking dictation exercise | Make Student Copies  
• Text: The Magic Paper, pp. 65-75  
• Handout: The Magic Paper Chapter 12 Study Guide  
Single Copy for Teacher Reference  
• Handout: The Magic Paper Chapter 11 Study Guide  
• Resource: Walking Dictation Sentences |

Lesson Plan

Activity 1: Review
Description: Use a paragraph frame to summarize Chapter 11 and answer true/false questions

Activity 2: Literacy/Vocabulary/Grammar
Description: Students define about key vocabulary words and review past tense forms
Materials/Prep: write key words on the board

Activity 2: Literacy & Listening/speaking
Description: Read Chapter 12 of The Magic Paper and answer questions to show general understanding
Materials/Prep: Text: The Magic Paper, pp. 70-75

Activity 3: Literacy/Critical Thinking
Description: Re-read Chapter 12 of The Magic Paper to answer questions about key details, and to make inferences

Activity 4: Speaking & Listening/Literacy
Description: complete a walking dictation to define plot elements
Materials/Prep: tape The Magic Paper Walking Dictation Sentences on a wall outside the room or in the back of the room

**Step 1: Context**

Ask students to share what they studied yesterday by asking what they read about (they read the eleventh chapter of *The Magic Paper*). Tell students that they will write a summary of Chapter 11. Students who were absent will have some time to get started reading.

**Step 2: Summary Writing and Review Questions**

Pass out *The Magic Paper* Chapter 9 Study Guide and *The Magic Paper*, pp. 65-68. Ask students to cover up the Before You Read exercise and only complete the review exercises.

Students who were absent can instead begin reading where they left off, as time allows. If a student has not read any of the novel chapters yet, they can read borrowed copies of other students’ chapter summaries.

**Step 3: Share summaries**

Call on a couple students to share their summaries with the class. This will help absent students review what they missed.

**Teacher Directions: Activity 2: Literacy/Vocabulary/Grammar** –Materials/Prep: write key words on the board

**Step 1: Prep and Set Context:**

Explain to students that they will review some key words before they read chapter 12. Most of the words may be familiar, so there is no need to write them all down. Write the following words on the board:

- *paper trail*
- *a record*
- *green card*
- *only hope*
- *the best*
- *wish with all your heart*
- *worth its weight in gold*

Read the word aloud and ask students which words are new to them.

**Step 2: Define Key Words**

Briefly define any new words or phrases. If a word or phrase is familiar, ask students to define it, if they can.
Step 3: Review Irregular Past Tense Forms

Write two columns on the board: *Present Tense* and *Past Tense*. Write these verbs in the present tense column.

- hold
- ring
- run
- throw
- tear
- win
- feel

Invite students to come up to the board and write the past tense for the verbs they know. Fill in the ones that students don’t know. Read through the list. Leave the list on the board for students to refer to as they read chapter 12.

Teacher Directions: Activity 3: Literacy & Speaking and Listening – Materials: Text: *The Magic Paper, pp. 70-75*

Step 1: Independent Reading

Write this question on the board and read it aloud: *What are three things you remember from Chapter 12?* Students will answer it after they read.

Pass out copies of *The Magic Paper, pp. 70-75*. Note: please collect copies of the novel at the end of class to save paper.

Students read independently. They may underline words to look up later. They should push through and keep reading without looking up words, which is too disruptive and actually interferes with comprehension. The goal is get the main idea.

Students who read quickly may re-read the twelfth chapter.

Step 2: Reflect on What You Read

Students turn and tell a partner the three things they each remember, without looking at the text. They could say anything from the chapter they want.

Call on a few students to share what their partners said.

Postpone defining vocabulary for later.


Step 1: Re-Read

Students read the instructions and questions. Then they re-read chapter 12.
Step 2: Key Details Questions
Instruct students to number all the paragraphs. This will help them answer the After You Read questions.

Students answer the questions. As you circulate, assist students by helping them find the right page(s) to re-read to help them answer the questions. Make sure the answers are coming from the text and are not personal opinions.

Fast finishers can work on answering the challenge questions at the end of the study guide for Chapter 12.

Step 2: Critical Thinking Questions
After checking the answers to the key detail questions, instruct students to answer the critical thinking questions. Assist students by helping them find the necessary information from the novel. Give them plenty to think about these though provoking questions. They can talk through their answers aloud before writing, if needed.

Fast finishers can work on answering the challenge questions at the end of the study guide for Chapter 12.


Step 1: Prep
Tape the Walking Dictation Sentences on a wall just outside the classroom, or in the back of the room. You may wish to do this during the class break time.

Then, write the following words on the board:
Plot
Introduction
Rising Action
Climax
Falling Action
Conclusion

Read the words aloud and students can repeat them for pronunciation.

Step 2: Context and Instructions
Students will outline the plot of The Magic Paper during tomorrow’s lesson. This activity will define the terms they will use in their outlines.

Explain that students will work in pairs. One student will be a writer and the other will be a reader and speaker. The writers stay in their seats and write in their notebooks. The readers go in the hall and read the sentences. The readers return to their partners and say one of the sentences. The writer can ask for spelling help from the reader. The reader can go back in the hall to check spelling and also if they forget the words.
Model the instructions by being the reader/speaker and asking a student to be a writer. Go in the hall, come back, and dictate to one student.

Assign pairs and ask students to choose roles (writer or reader/speaker). Instruct students to switch roles after they write three sentences.

**Step 3: Walking Dictation**

Students complete the exercise. Remind them to go in the hall as needed. Help them with pronunciation as needed. Also remind them to switch roles after three sentences.

When a pair is finished, they can both go in the hall to check their answers.
The Magic Paper Chapter 12 Study Guide

**Review Chapter 11**
Instructions: Review Chapter 8 of *The Magic Paper* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 8 when you write. Use your memory.

Chapter 11 was set in _______________________ (place) in ______________ (year). It was in ____________’s (name) point of view. The conflict was ___________________________________________ and _______________________________________________________________________________.
The chapter was suspenseful because _____________________________________________________.

Instructions: Write T if the sentence is true and F if the sentence is false.
1. _____ Living near Lupe is the most important thing for Benito.
2. _____ Lupe is more hopeful about the new immigration law than Benito.
3. _____ The 1986 immigration law did not apply to Benito.
4. _____ Lupe is patient in chapter 11.
5. _____ Lupe can call Benito on his cell phone to tell him about the immigration law.

**After You Read Chapter 12**

**Key Details**
Instructions: Read Chapter 12 again and write the answers to these questions. If you don’t know an answer, read again to find clues in the text.

1. What does this mean in paragraph 3?

2. What does it mean in the last sentence of paragraph 4?

3. Why did the author tell the reader on page 41 that Lupe kept a record of the money she sent to Mexico?

4. What does the word mean in paragraph 15?

5. What does it mean in the sentence “This should do it!” in paragraph 17?
CRITICAL THINKING QUESTIONS

6. In paragraph 12 Benito says, “You have some mail!” He has not seen Lupe in a long time. This is the first thing he says to her. Why does he say this? What does he know?

7. What is the “magic paper”? Why is it magical? Use examples from the novel in your answer.

8. The last sentence in The Magic Paper says “she felt safe.” Is this a good last sentence for the novel? Why or why not? Use examples from the novel in your answer.

Challenge Questions

1. Paragraph 15 says, “The money order record had won Lupe her magic paper!” It does not say that the record got her the magic paper. Is won a good word for this sentence? Why or why not? Give examples from the novel in your answer.

2. There is a lot of suspense in chapter 12. The author does not just say that Lupe took her record of money orders to the office and then waited. How does the author make chapter 12 suspenseful? Give examples from the chapter in your answer.
1. A plot is an organized set of events that happen in a novel or story.
2. An introduction in a novel presents the setting and the characters.
3. The rising action is the growing conflicts in a story. Rising action creates suspense.
4. The climax is when the problems in a story are the worst and also the beginning of the solution to the conflict.
5. The falling action is the rest of the solution to the conflicts.
6. The conclusion is what happens after the conflict is solved.
The Magic Paper Unit: Week 4, Thursday

<table>
<thead>
<tr>
<th>Objectives Learners will be able to...</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>• review Chapters 10-12 of The Magic Paper by selecting key events</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td>• review the key events in The Magic Paper by writing an outline of the plot</td>
<td>• Text: The Magic Paper</td>
</tr>
<tr>
<td>• participate in an academic discussion by making comments that contribute the conversation and build on the remarks of others</td>
<td>• Handout: Chapter 12 Review</td>
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<tr>
<td>• reflect on the themes in The Magic Paper by writing a paragraph</td>
<td>• Handout: Sequencing Strips</td>
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<td>• Handout: The Magic Paper Plot</td>
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<td>• Handout: The Magic Paper Discussion Prompts</td>
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<td>• Handout: Discussion Roles (one copy per group of four students)</td>
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Single Copy for Teacher Reference
• Handout: Suggested Key Events in Chapters 10-12

Lesson Plan

Activity 1: Review
Description: Use a paragraph frame to summarize Chapter 12 and review key vocabulary to describe plot

Activity 2: Speaking & Listening/Literacy/Critical Thinking
Description: Review Chapters 10-12 and work in pairs to choose key events
Materials/Prep: Text: The Magic Paper, pp. 70-75, Handout: Sequencing Strips

Activity 3: Literacy/Critical Thinking
Description: outline the key plot elements in The Magic Paper

Activity 4: Speaking & Listening/Transitions
Description: a book club style discussion about the key ideas and themes in The Magic Paper

Activity 5: Writing/Critical Thinking
(If time allows)
Description: write a paragraph about the themes in The Magic Paper

Step 1: Context
Ask students to share what they studied yesterday by asking what they read about (they read the last chapter of The Magic Paper). Tell students that they will write a summary of Chapter 12. Students who were absent will have some time to get caught up.

Step 2: Summary Writing and Review Questions
Pass out Chapter 12 Review handout and The Magic Paper, pp. 70-75. Students write summaries and answer the true/false questions.

Note that the true/false questions review plot vocabulary terms to which the students were introduced in the last activity of the Wednesday lesson. They may wish to refer to the sentences they wrote in their notebooks to help them answer the questions.

If a student has not read any of the novel chapters yet, they can read borrowed copies of other students’ chapter summaries.

Step 3: Share summaries
Call on a couple students to share their summaries with the class. This will help absent students review what they missed.


Step 1: Instructions and Modeling
Students will work in pairs or small groups to select key events from the chapters 10-12 of The Magic Paper. Survey the students to see which chapters they have read. Pair up students that have read the same chapters.

Elicit from students what a key event is. A key event is not a detail. It is an important change in the story. Ask the class what a key even in Chapter 10 was. Then show them how to write that event on one of the sequencing strips. Encourage students to use their own words, rather than copying from the text. If necessary, do another example.

Students who were absent may get caught up on their reading if they only missed a couple chapters, may continue reading chapter summaries, or may observe the pairs in this activity to learn more chapters 10-12.

Step 2: Find and Write Key Events
Give the groups of students copies of the novel, sequencing strips. As you assist students, they may find it helpful to refer to their study guides from this week, which include chapter
summaries. Encourage students to collaborate and come to an agreement before they do any writing.

This activity involves the critical thinking skill of synthesis. You may need to ask prompting questions to help students decide which events are details and which are key events. Students will also need help with combining multiple ideas into one sentence.

Note that students will not cut and scramble the strips and instead will work on creating a plot outline of the novel during this lesson.


Step 1: Instructions and Modeling
Pass out the *The Magic Paper Plot* handout to students and read it aloud. Check for understanding of the plot elements listed in the boxes. If students need help, fill out one of the boxes as a class.

Step 2: Outline the Plot
Students may work independently or in pairs. Pair up new students or students who were frequently absent with students who read most of the novel. This exercise will still give them practice with understanding the parts of a plot.

Step 3: Compare Answers
As students finish, they may share their answers with others. There is some flexibility in the possible answers. Students should give reasons for their answers if they vary.

Teacher Directions: Activity 4: Speaking & Listening/Transitions –Materials/Prep: Handout: *The Magic Paper Discussion Questions*, Handout: *Discussion Roles* (one per group of four students)

Step 1: Prep
Tape one copy of the *Discussion Roles* handout on the board, or project it. Write the following on the board:

- *I think that* ____________
- *Why do you think* ____________?
- *Could you say more about* ____________?
- *I heard* _____ *say* ____________.

Step 2: Instructions and Modeling
Explain that students will discuss their ideas about *The Magic Paper* in groups for students. Each student will have a different job or role. Read the four roles aloud from the *Discussion Roles* handout, pointing to each one (ask a question, answer, follow up question, and summarize). Point to sentence frames on the board and ask which roles should use each frame. They don’t have to use the frames if they have other ideas of what to say.

Demonstrate putting the *Discussion Roles* handout in the middle of a table and rotating it. Explain that after one turn, everyone will change roles and repeat with a new question.
Hold up the *The Magic Paper Discussion Questions* handout and explain that the question asker can ask any question. They don’t have to start with number one and can go in any order.

Note that discussion questions 17-21 don’t require that students have read the novel. Instruct students to ask newer students these questions.

**Step 2: Discussion Groups**

Assign groups of four students and give them the roles handout and the discussion questions. A group of three can combine the roles of question asker and summarizer. Try to group students with similar conversational ability so that one student doesn’t dominate. If you have a lower level group, join that group or stay near them to prompt them to use the sentence frames on the board. As much as possible, let the students facilitate their own conversations—it is excellent practice with independent conversation skills.


Skip this activity if time is running short.

**Step 1 Prep:**

Write the following on the board:

Write a paragraph with your ideas about *The Magic Paper*. Choose one question from your list of discussion questions. Write an introduction sentence to explain your topic. Write three or more sentences with details about your ideas. Write a conclusion sentence. Use as much information from the novel in your answer as you can.

**Step 2: Set the Context and Give Instructions**

Read the instructions aloud and check for understanding. Choose a sample topic as a class and elicit a sample introduction sentence. Talk about a few ideas for the rest of the paragraph as a class. If you decide to write a full example paragraph, erase most of it before students work independently so they won’t simply copy it.

**Step 3: Write**

Students choose topics and write paragraphs. Help students who are stuck with reminders about what people said during the small group discussions. Refer students back *The Magic Paper* text as needed.

Focus feedback on helping students have all the parts that are listed in the instructions and save grammar and spelling corrections for the last step, if time allows for these types of corrections.
Chapter 12 Review

**REVIEW CHAPTER 12**
Instructions: Review Chapter 12 of *The Magic Paper* and then fill in the blanks to write a summary of the chapter. Do not look at Chapter 12 when you write. Use your memory.

Chapter 12 was set in ___________________ (place). It was in ________________’s point of view. She __________________________________________________. Then she __________________________________________________. Finally,

_________________________________________________________________________

Instructions: Write T if the sentence is true and F if the sentence is false.
1. _____ A plot is a set of organized events that happen in a story or novel.
2. _____ An introduction in a story presents the name of the author.
3. _____ The rising action in a novel is when the conflicts are solved.
4. _____ The climax in a novel is when the problems are the worst and then the conflicts begin to be solved.
5. _____ The falling action is when the problems grow.
6. _____ The conclusion is what happens after the conflicts are solved.
Sequencing Strips

Instructions: Choose key events from chapters 10-12 in The Magic Paper. Choose three events for each chapter. Write one sentence to describe each key event in a box below. Talk to your partner to see if you agree before you write. After you finish writing, ask your teacher to check your sentences.
Sequencing Strips: Suggested Key Events for Teacher Reference Only

Chapter 10:
- A border patrol bus takes Lupe and Benito back to Mexico.
- Lupe and Benito walk back to the border to California.
- Benito says, “Things are what they are. We do what we must.”

Chapter 11:
- Benito leaves the city (and Lupe) to do farm work.
- A new law passes, so Benito and Lupe can apply to get green cards.

Chapter 12:
- Lupe applies for a green card and then waits.
- Benito comes back and hands Lupe the letter that says she will get a green card.
- Benito and Lupe share their excitement that they will be able to get good jobs and get married.
1 Introduction
What is the setting and who are the characters?

2 Rising Action
What conflicts happen?

3 Climax
When is the conflict the worst? When is the beginning of the solution?

4 Falling Action
What happens to solve the conflicts?

5 Conclusion
What happens or will happen after the conflicts are solved?
The Magic Paper Discussion Questions

1. What did you like best about this novel?
2. What did you not like about this novel?
3. What question would you ask the author of The Magic Paper?
4. Is The Magic Paper a good title for the novel? Why or why not?
5. What did you learn by studying this novel?
6. Why do you think the author wrote The Magic Paper? What did she want people to think about?
7. How was the idea of trust important in The Magic Paper?
8. How was the idea of resilience important in The Magic Paper?
9. How is the idea of safety important in The Magic Paper?
10. Did Lupe change in the novel? How?
11. Did Benito change in the novel? How?
12. What are some adjectives to describe Benito? Why?
13. What are some adjectives to describe Lupe? Why?
14. What are the biggest conflicts in The Magic Paper?
15. What is the overall tone, or feeling in The Magic Paper? Why?
16. Imagine that The Magic Paper had a different setting. How would the story change?
17. The characters in The Magic Paper make compromises (They agree to do something they don’t want to get something that they do want). Is it important to compromise? Is there a time when people should not compromise?
18. Is there anything in your life that is magic? What is it?
19. How do you know if you can trust someone?
20. People have very strong feelings about immigration laws. What makes them feel so strongly?
21. How is immigration helpful to a country?
1. Choose and ask one question from the list.

2. Answer the question.

3. Ask a follow-up question.

4. Summarize what was said.