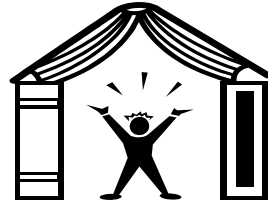


Healthy Reading Grades 9-12

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Healthy Reading Grades 9-12

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Healthy Reading Grades 9-12

Introduction



This publication represents an effort by the Alaska Department of Education & Early Development to support secondary teachers across the State of Alaska in delivering what is too often “the full plate curriculum.” It follows similar projects, called *Healthy Reading Grades 2-4* and *Healthy Reading: Grades 5-8*, which have been very well received by various schools and regions.

This resource is an attempt to ease the pressure being brought to bear on teachers, particularly as a result of legislation mandating state Standards-based Assessments and the HSGQE exam. “*Healthy Reading: Grades 9-12*” is one effort of many, to assist teachers to “teach to the standards” while connecting what is taught to student interests, motivation and concerns.

“Sometimes I think high school is one long hazing activity: if you are tough enough to survive this, they’ll let you become an adult. I hope it’s worth it.”

-From Speak

What *Healthy Reading: Grades 9 – 12* Is:

Healthy Reading: Grades 9 – 12 is a fusion of Alaska’s Skills for A Healthy Life Content Standards, the Reading and Writing Performance Standards/Grade Level Expectations (PS/GLEs), and the state Standards-based Assessments for secondary grades.

Healthy Reading at these particular grade levels is intended to address the array of health issues that emerge naturally as children grow and develop. The major causes of death in adolescence are the result of life choices and risky behaviors. Students informed about health issues are better able to obtain information, set goals and develop plans to guard their health. In the health arena students can connect reading and writing skills with relevant life thinking skills.

What *Healthy Reading: Grades 9 – 12* Is Not:

Healthy Reading: Grades 9-12 is not another curriculum guide, as these are already provided at the local district level. It is not another kit, as there are ample commercial and teacher made kits to meet current needs. It is not a “fail proof” way to justify to administrators or school boards that teachers are “teaching standards” in health. Rather, we hope that it is a timely resource that can give you another way to address Alaska’s Skills for a Healthy Life as you are teaching and encouraging reading and writing—one of the primary activities in any Alaskan classroom.

Healthy Reading: Grades 9-12 books were not categorized with the idea that they be handed to a particular student or students for a specific, health-related situation (although such circumstances do indeed arise in the course of a school year).

We have tried to suggest books that would be used for reading instruction in grades 9 – 12, also knowing that some of them might be selected for enrichment or pleasure reading. Finally, we have included a literature unit that was created by teachers in the Anchorage School District.

INTERESTING WEB SITES

- ❖ Children’s Literature Web Guide:
[Hwww.acs.ucalgary.ca/~dkbrown/H](http://www.acs.ucalgary.ca/~dkbrown/H)
- ❖ Rank & sort books by reading level according to difficulty of vocabulary, etc. Excellent resource for current young adult literature: www.lexile.com
- ❖ Carol Hurst (Children’s Literature Web Site):
[Hwww.carolhurst.com/H](http://www.carolhurst.com/H)

The aim of this project is not to cover all health related topics, nor address the specific needs of every adolescent, but rather to address health topics that are major causes of morbidity and mortality in young adults, statewide health concerns, and those topics most frequently asked about by adolescent students. The purpose of *Healthy Reading: Grades 9 – 12* is to stimulate thinking and dialogue among students, parents, teachers, community members and other support services personnel, in order to support the healthy development of Alaska’s youth.



Many of the topics covered in this kit are sensitive in nature. Although we don’t believe that any of the issues addressed within these pieces of literature are inappropriate, some may be too advanced for certain students. The selection and assignment of these books are determinations you, as the classroom teacher, will need to make.

Please pre-read all books before you assign them to your students. If you feel that additional community health agency materials would be helpful additions to the reading or unit of study, seek these materials out ahead of time, for your review. It is our advice that you also check with your building/district administration to determine your local policies surrounding sensitive health topics. Communicating with parents and guardians is also advisable (see our Sample Letters to Parents section of this kit for further information.) Many of our students already deal with sensitive issues. If we are aware of these concerns, we are better able to address issues as they may arise in the classroom.

Controversial and Sensitive Topics

Why teach about controversial or sensitive issues?

Students can learn an important range of skills, such as accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion. Students can also clarify their emotions and values and learn to think for themselves.

Some teachers are nervous about approaching sensitive issues within a classroom setting. They fear that a student may ask a question that they don’t know the answer to or may be uncomfortable answering. They fear an angry parent may contact them about a health unit they are teaching. They fear a student will ask a “sensitive” question outside of the scope of the unit.

So how do you get “prepared” to teach health-related issues?

Know your content & define your resources - You may not be the expert on all areas, so it is important to identify the “experts” around you, both within your district or school and in your community. Make sure you are familiar with your district curriculum as well as the district resources available. If you are utilizing a literature approach, make sure you are familiar with the books or pieces of literature.

Know your comfort level - Prepare yourself for answering questions in a classroom setting. How will you handle extreme or offensive opinions or questions? How will you handle debates? Identify your personal areas of discomfort – develop automatic responses to student questions that respect your personal boundaries. Be aware of the need to manage your own opinions and personal beliefs within the context of your teaching practices.

Know your state, district and school policies – Be sure you are aware if your district has specific rules regarding parental notification, permission/opt-out for health related discussions. Check to see if your principal wishes to be contacted prior to certain units of instruction. Make sure you understand your responsibilities as a mandated reporter of child abuse and neglect and how this will affect your response to student disclosures.

Know your referral systems and supports– Know whether your school has a counselor available to assist your efforts. Know what other community mental health services may be available for referral and support.

Know when to introduce topics -Developing trust takes time. Conversations around sensitive topical areas may best be accomplished when sufficient time has passed and relationships are beginning to form.

So what are the steps that need to be taken to be prepared to facilitate discussions on sensitive topics?

Involve teachers, parents, and administrators so there are no surprises.

Establish classroom guidelines/rules for students, such as:

- Treat each other with courtesy and respect
- Listen carefully
- Allow others to speak without interruption
- Be supportive of others – no name-calling or put-downs
- No question is stupid or wrong
- Students have the right to pass during any discussion that involves personal opinion, feelings or experiences

Teachers should establish their guidelines/ground rules for facilitating discussions, such as:

- Notify students of their responsibility to report any disclosures related to child abuse/neglect (AS 47.17.020) or instances where the physical safety of the student or safety of others is in question.
- Avoid telling students what to do, but instead ask questions. Help students discover for themselves.
- Avoid judging students' attitudes.
- Put together a "question box" for sensitive questions that students may feel uncomfortable voicing publicly.
- Be aware of the Alaska state law related to formal and/or informal surveys inquiring into personal or private family affairs of students (AS 14.03.110)

Think about how you will respond to student questions and concerns, taking into consideration:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

Think about how you will handle potential student disclosure

- Listen carefully; ask clarifying questions
- Praise the student for telling about concerns
- Validate student's perceptions
- Refer to the student's family if appropriate

What are helpful hints for answering those tough-to-answer questions?

Answer every question as best as you can

- Admit when you don't know something
- Provide factual information and correct misinformation

Give affirmations

- "Thanks for asking..."
- "That is a good question, can you tell me more about what you'd like to know?"

Listen to their concerns & consider every question to be a valid question

- "Sounds like you have a real concern, can you tell me more about what's on your mind?"

Respond in third person

- "What might a person do if they needed help?"

Address feelings that may arise from questions

- “I’m a bit uncomfortable with this discussion about ____”
- “We all are embarrassed sometimes, but it is important to talk about ____”

Identify the value/belief component of questions

- “This question relates to personal decisions and will vary from person to person, so I can’t give you a definite answer. It’s best for you to get all the information so you can talk with your __ (family, clergy, health providers, friends, etc.)”

Helpful hints for using Healthy Reading materials

Don’t feel you have to be an expert on the actual health topics covered by the books - such as cutting, depression, teenage sex, drug & alcohol addiction etc. – focus on the content connections to your class:

- Discuss the traits of the characters in the book that help them through rough times.
- Discuss the challenges that the main characters in the book face.
- Identify what protective factors (positive influences) the main characters have.
- Identify what risk factors (negative influences) the main characters have.
- Identify the main people or resources in the story that help buffer various challenging situations.
- Discuss other possible healthy solutions for situations faced in the story.
- Hypothesize other ways the story could have ended.

Other places you can go for further information and health resources

- ❖ Positive Youth Development - [Hhttp://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu)H
- ❖ Social Development Model – [Hhttp://staff.washington.edu/sdrg](http://staff.washington.edu/sdrg)H
- ❖ Protective/Risk Factors - Hawkins and Catalano - [Hhttp://www.preview.channing-bete.com/CTC/5558OJ_RandP.pdf](http://www.preview.channing-bete.com/CTC/5558OJ_RandP.pdf)H
- ❖ Asset Development - [Hhttp://www.search-institute.org](http://www.search-institute.org)H
- ❖ Brain Development - [Hhttp://www.brainconnection.com](http://www.brainconnection.com)H
- ❖ Resiliency - [Hhttp://www.wested.org](http://www.wested.org)H

The Alaska Association of School Boards has provided the following questions that you may wish to consider when looking at sensitive topics:

- Is the issue related to the course of study and does it provide opportunities for critical thinking, developing tolerance, and understanding conflicting points of view?
- Does the issue have a meaningful relationship to matters of concern to the students?
- Is the available information about the issue sufficient to allow alternative points of view to be discussed and evaluated on a factual basis?
- Are all sides of the issue given a proper hearing using established facts as primary evidence?
- Does the teacher use his/her position to forward his/her own religious, political, economic or social bias? The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
- Does the issue have points of view that can be understood and defined by the students?
- Does the discussion reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation?
- Does the oral or written material violate state or federal law?
- Is discussion of the issue instigated by the students or by the established curriculum, or a source outside of the school?



Healthy Reading: Grades 9-12 is grounded in the recognition that a **BALANCED READING PROGRAM** (see diagram on next page) should be the goal for every secondary classroom. A balanced program has many instructional components, including use of the following:

⇒ **READ ALOUD**

-Children are read to, from quality literature, on a daily basis.

⇒ **SHARED READING**

-Children are regularly invited to join in for reading poetry, charts and posters, journal entries, self-authored books, etc.

⇒ **GUIDED READING**

-Teachers provide reading instruction to children at their instructional reading level, and teach strategies appropriate to their students' individual needs.

⇒ **INDEPENDENT READING**

-Children are given time each day to select books to read for pleasure and information.

⇒ **CONTENT READING**

-Reading strategies are taught during all subject areas, with an emphasis on comprehension.

A balanced reading program models respect for diversity in that both oral and written information and literature of many types and cultures are used.

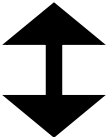
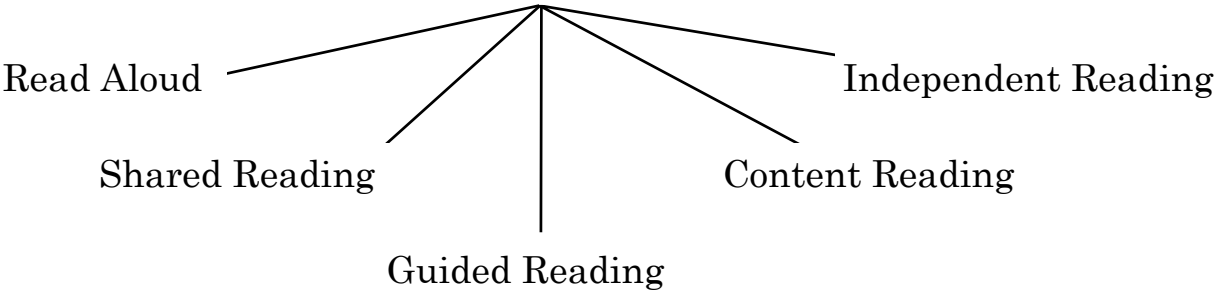


In the list of recommendations we included several books with the unique character of Alaska in mind, including:

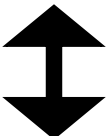
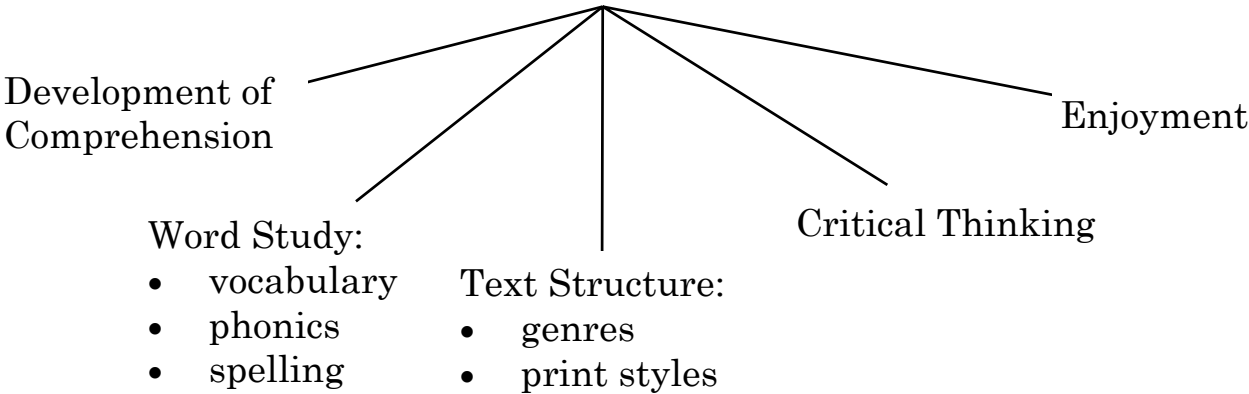
- *Into the Wild*
- *The Winter Walk*
- *Balto and the Great Race*

A BALANCED READING PROGRAM

AVENUES OF INSTRUCTION



IN ORDER TO FOCUS ON



AND BECOMING LIVELY, LIFE-LONG READERS

Healthy Reading Grades 9-12 Notes to Teachers & Librarians



Books for the Library/Media Center

Your library/media center may receive some new books as a result of a project sponsored by the Alaska Department of Education & Early Development. YOU can make it happen by teaming with a classroom teacher to get the ball rolling.

Here's how it can work:

Healthy Reading: Grades 9-12 will provide a sample set of books for select teachers in Alaska. Participating teachers are intended to address and teach the **Skills for A Healthy Life Standards** by using trade books for guided reading instruction and literacy circles. Teachers then **donate** the books to the library/media center collection so other teachers and students can also use the books.

Many of Alaska's children need assistance in learning ways to become healthy adults with healthy lives. The annotations of books and the chart of alignment can lend a hand to your collection development. Teachers and library specialists can collectively choose books for reading instruction and pleasure reading that will enhance the healthy perspectives of Alaskan students.

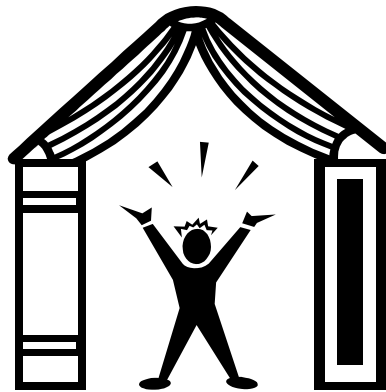
This packet contains three annotated lists of books for the target audience of ninth, tenth, eleventh and twelfth grade readers. These lists contain titles from past **Battle of the Books (BOTB)** lists for grades 9-12, and some older titles that may already be in your library that relate to health issues but have never appeared on the BOTB lists. We've labeled these **Other Recommended Books**. The third category, **Books On Our Shelf**, has other titles that may be new to some Alaska school libraries.

In our research we have come across a few reference tools that librarians and teachers might find worthy additions in the never-ending search for selecting the right book for the right student. A couple worth mentioning are:

- Even in tight money times, Newbery books are purchased by many districts; so, many of our selections are Newbery medal or honor books. A resource about these books is *Newberys and the Net: Thematic Technology Connections* by Lamb and Smith.
- Annette Lamb (of *Newberys and the Net*) and Larry Johnson have an exciting website that is billed as a site for life-long learners. Try www.eduScapes.com.

- *Teen Genreflecting* by Diana Tixier Herald is a reference work for collection development and a reader's advisory tool. This volume offers suggestions for ways in which libraries can market to teens, online resources, bibliographies and genre lists and more.

We hope teachers and librarian/media specialists will team up to order books and add to collections so more students can benefit from the new acquisitions. Teachers participating in this project can acquire additional books from the Department by completing the Healthy Reading evaluations. We also encourage librarian/media specialists to team up with teachers of grades 9-12 to suggest additional titles, give feedback to the Department of Education & Early Development, and coincidentally improve your library/media center collections.



Healthy Reading Grades 9-12 Targeted Standards

Targeted Alaska Health Standards



Given the comprehensive nature of the Skills for A Healthy Life Standards, and the fact that they were developed for grades K-12, we have selected from the key elements under the four standards those that are most appropriate for grades 9-12. We also tried to eliminate any repetitions that may seem to occur in the key elements. For example, the mention of Resolving Conflicts may be listed more than once in the standards themselves, but we chose which of them seemed most applicable for instruction or emphasis at these grades.

The coding of the books on the Chart of Alignment, which connects books with standards, are made with reference to those select Key Elements listed below. For the complete list of Key Elements, please visit our website at www.eed.state.ak.us/ContentStandards/lifeskills.html. This selection was *not* meant to exclude discussion or instruction relating to any health issue if you, as the teacher, find that it is a timely and important thing for your students to discuss or study.

In the list below and in the Chart of Alignment, we highlight the “key words” as much as possible to make for quick, easy reading.

Skills for A Healthy Life



Standard A

A student should be able to acquire **A CORE KNOWLEDGE** related to well-being.

- 1) Understand how the **human body** is affected by behaviors related to:
 - **eating habits**
 - **personal hygiene**
 - **safety**
 - **physical fitness**
 - **harmful substances**
 - **environmental conditions**
- 2) Understand and identify the **causes, preventions and treatments** for:
 - **diseases**
 - **injuries**
 - **disorders**
 - **addictions**

- 3) Recognize **patterns of abuse** directed at self or others and understand how to break these patterns.
- 4) Use knowledge and skills related to **physical fitness, consumer health and career choices** to contribute to well-being.
- 5) Understand the physical and behavioral characteristics of **human sexual development** and maturity.
- 6) Understand the ongoing life changes throughout the **life span** and healthful responses to these changes.

Standard B

A student should be able to demonstrate responsibility for his/her **WELL-BEING**.

- 1) Demonstrate an ability to **make responsible decisions** by discriminating among risks and by identifying consequences.
- 2) Demonstrate a **variety of communication skills** that contribute to well being.
- 3) Assess the effects of **culture, heritage, and traditions** on personal well-being.
- 4) Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities and cultures.
(Self-Image)

Standard C

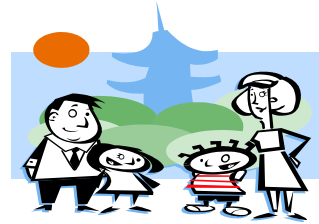
A student should understand how well-being is affected by **RELATIONSHIPS** with others.

- 1) **Resolve conflicts** responsibly.
- 2) **Communicate** effectively within relationships.
- 3) Evaluate how **similarities and differences** among individuals contribute to relationships.

- 4) Understand how **respect** for the rights of self and others contributes to relationships.
- 5) Understand how **attitude and behavior** affect the well-being of self and others.

Standard D

A student should be able to contribute to the well-being of **FAMILIES AND COMMUNITIES**.



- 1) Take **responsible actions** to create safe and healthy environments.
- 2) Describe how **public policy** affects the well-being of families and communities.
- 3) Identify and evaluate the roles and influences of **public and private organizations** that contribute to the well-being of communities.
- 4) Describe how **volunteer service** at all ages can enhance community well-being.

Comprehensive Health Education Topics

The Chart of Alignment included in this packet will indicate not only what Alaska State Health Standards are addressed within the referenced reading materials; but also what general Comprehensive Health Topics are covered.

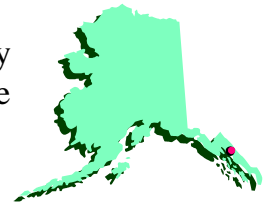
Alaska Reading Standards

The Alaska Performance Standards/Grade Level Expectations (PSGLE's) are aligned to the Alaska Content Standards. PSGLE's are statements that define what all students should know and be able to do at the end of a given grade level. Each Performance Standard/Grade Level Expectation is meant to further define a content standard. There is a progression of specificity; the content standards represent broad statements, while PSGLE's are more specific. The Alaska Performance Standards/Grade Level Expectations have been developed for grades 3 -10 in reading, writing, and mathematics.

The PSGLE's are intended to provide a road map for the development of assessment items as well as the basis upon which school districts refine, align, and develop curricula. The content described by the PSGLE's does not represent the entire curriculum for a grade or course, nor does it represent the final word on the content that is presented. The PSGLE's indicate core content to be mastered by the end of a given grade. Content can be added and enriched as appropriate for a district program, school, or student. It may be necessary to introduce some skills at an earlier grade in order for students to achieve mastery at a given level. Similarly, skills will need to be maintained after mastery has occurred at a given grade level.

The PSGLE's can be found in the *Content and Performance Standards Booklet* that each teacher received from the Department of Education and Early Development. They can also be found on the web at: www.eed.state.ak.us/tls/assessment/GLEHome.html.

We highly encourage you to integrate reading instruction with listening, speaking, and writing instruction on the premise that they are inextricably bound to each other in life, and so in learning. The Reading Performance Standards/Grade Level Expectations can be downloaded from the State Alaska Department of Education & Early Development website at: <http://www.eed.state.ak.us/> or please call 907-465-2800 to request one.



The recommendations for books contained in this kit came from many sources and from veteran teachers' suggestions. Some may be new to you, some are award-winning books you may already use, and some are from the "Battle of the Books" listings. We listed "Battle Books" because they are most likely to be currently available in Alaskan schools, in multiple sets. How they will be used is your domain. Again, please remember to check with your district office to determine any policy your school district may employ surrounding the discussion of sensitive issues and topics.

The titles described here may work well for individual reading or small or large group instruction. We resisted the urge to put a specific grade designation on most of them for several reasons. First, many of the titles mentioned have already been used successfully in secondary Alaskan classrooms, with small groups of students. Second, matching the reader to the text is dependent on the range of abilities and background experiences, and the amount of classroom support that is available to readers who need extra help. Some books may be both easy and challenging for the designated grade levels, reflecting the range of reading abilities in any given Alaskan classroom.

Healthy Reading Grades 9-12 Annotated Book List



The annotated book list contains titles from past **Battle of the Books (BOTB)** lists for grades 9-12, and some older titles that may already be in your library that relate to health issues but have never appeared on the BOTB lists. We've labeled these **Other Recommended Books**. The third category, **Books On Our Shelf**, has recent titles that may be new to some Alaska school libraries.

The books in each category are listed here in alphabetical order by title. In the Chart of Alignment the titles are grouped alphabetically. As always, the reading ability of the individual student or group should dictate the reading selection level. Teachers will want to read the books before assigning sections.

H.S. Battle of the Books- Annotated Book List

A Walk to Remember - Sparks, Nicholas ISBN: 0446608955 (256 pages)

Every April, when the wind smells of both the sea and lilacs, Landon Carter remembers 1958, his last year at Beaufort High. Landon had dated a girl or two, and even once sworn he'd been in love. Certainly the last person he thought he would fall for was Jamie, the shy, almost ethereal daughter of the town's Baptist minister...Jamie, who was destined to show him the depths of the human heart and joy and pain of living.

Into the Wild -Krakauer, Jon ISBN: 0385486804 (224 pages)

A young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, a moose hunter found his decomposed body...

One Child - Hayden, Torey ISBN: 0380542625 (336 pages)

Six-year-old Sheila had been abandoned by her mother on a highway when she was four. A survivor of horrific abuse, she never spoke, never cried, and was placed in a class for severely retarded children after committing an atrocious act of violence against another child. Everyone thought Sheila was beyond salvation except her teacher, Troy Hayden. With patience, skill, and abiding love, she fought long and hard to release a haunted little girl from her secret nightmare-and nurture the spark of genius she recognized trapped within Sheila's silence. This is the remarkable story of their journey together-an odyssey of hope, courage, and inspiring devotion that opened the heart and mind of one lost child to a new world of discovery and joy.

Tangerine - Bloor, Edward ISBN: 0439286034 (304 pages)

Paul Fisher's older brother is a high school football star, but to Paul he is no hero. Paul's own game is soccer, which he plays even though he has to wear thick glasses because of a mysterious eye injury. When the Fishers move to Tangerine, Florida, Paul tries to make sense of things. But it's not easy. In Tangerine, underground fires burn for years and lightning strikes the same practice field every day. Strange things happen here all the time, but nothing is stranger than the secrets Paul discovers about his brother, his new group of friends, and his own dangerous past.

The Winter Walk - Outwater Cox, Loretta ISBN: 0882405748 (222 pages)

The year is 1892. An Inupiat Eskimo mother finds herself far from the village at winter camp. And now her husband has died. Although Qutuuq (coo-took) is far along in pregnancy, and her children are only seven and nine, the little family sets out toward the Bering Sea coast. Weak from effort and starvation, they plod along each bend in the frozen river until Qutuuq goes into labor. Certain that her own death is imminent, the woman makes a decision that will haunt her forever. Likewise, this powerful narrative will haunt readers long after they close the book.

how they can change lives in ways he never dared to hope for. He comes to realize that there's a time to stop running and take a stand.

Dancing Naked – Hrdlitschka, Shelley ISBN: 1551432102 (249 pages)

A few months before her seventeenth birthday, Kia discovers that she is pregnant and decides that she can't go along with her boyfriend's desire to abort. Throughout the book, the teen matures and begins to understand that giving birth and raising a baby are two different things. She struggles with the decision of whether to keep the baby or to choose loving parents who can give the infant a life he/she deserves.

The First Part Last – Johnson, Angela ISBN: 0689849230 (144 pages)

Bobby is your classic urban teenage boy-impulsive, eager, restless. On his sixteenth birthday he gets some news from his girlfriend, Nia, which changes his life forever. She is pregnant. Bobby is going to be a father. Suddenly things like school and house parties and hanging with friends no longer seem important as they are replaced by visits to Nia's obstetrician and a social worker who says that the only way for Nia and Bobby to lead a normal life is to put their baby up for adoption.



Forged by Fire - Draper, Sharon M. ISBN: 0689818513 (160 pages)

When his loving aunt dies, Gerald suddenly is thrust into a new home filled with anger and abuse. A brutal stepfather with a flaming temper and an evil secret makes Gerald miserable, and the only light in his grim life is Angel, his young stepsister. Gerald and Angel grow close as he strives to protect her from Jordan, his abusive stepfather, and from their substance addicted mother. But Gerald learns, painfully, that his past can't be extinguished, and that he must be strong enough to face Jordan in a final confrontation, once and for all...

Keesha's House – Frost, Helen ISBN: 0-374-34064-1 (128 pages)

Keesha has found a safe place to live, and other kids gravitate to her house when they just can't make it on their own. They are Stephie – pregnant, trying to make the right decisions for herself and those she cares about; Jason – Stephie's boyfriend, torn between his responsibility to Stephie and the baby and the promise of a college basketball career; Dontay – in foster care while his parents are in prison, feeling unwanted both inside and outside the system; Carmen – arrested on a DUI charge, waiting in a juvenile detention center for a judge to hear her case; Harris – disowned by his father after disclosing that he's gay, living in his car, and taking care of

himself; Katie – angry at her mother’s loyalty to an abusive stepfather, losing herself in long hours of work and school.

Kissing Doorknobs- Spencer Hesser, Terry ISBN: 0-385-32329-8 (149 pages)

From early on, Tara Sullivan had her worries. As a kindergartner, she lived in terror that something bad would happen to her mother while she was away at school. In grade school, Tara cried and panicked during fire drills. For years she was plagued by anxieties, but she managed to behave like an almost normal girl. Then, when she was eleven, it happened. Tara heard the phrase that changed her life: Step on a crack, break your mother’s back. Before Tara knew what was happening, she was counting the cracks in the sidewalk everywhere she went.

Over time, Tara’s “quirks” changed and multiplied. To calm herself, she arranged her meals carefully, chatted with troll dolls, and recited prayers over and over. She didn’t like behaving so oddly; she only knew she had to if she wanted to feel better.

Tara’s troubles only got worse when, one day, she developed a new ritual: She kissed her fingers and touched a doorknob...

Learning to Swim- Turner, Ann ISBN: 0-439-15309-3 (113 pages)

Ann Turner’s memories of a family summer vacation keep coming back "like a skunk dog / on the porch / whining to get in." For Turner, telling her story to the world is what sets that skunk dog running. Divided into three sections, "sailing," "sinking," and "swimming," the book chronicles a holiday trip through the eyes of a very young girl--small enough to use a pink swimming ring in Dresser's Pond, play dress-up, and run races. It's Kevin, an older boy from down the street, with the "hands that grab," who takes her upstairs under the pretense of reading to her ("a secret time for us / and never, ever tell"), and she doesn't even know she can say no. In seemingly simple language, Turner walks us through the little girl's forever-altered world, past the place where the truth comes out and healing can begin.

My Sister’s Keeper - Picoult, Jodi ISBN: 0743454537 (448 pages)

Anna is not sick, but she might as well be. By age thirteen, she has undergone countless surgeries, transfusions, and shots so that her older sister, Kate, can somehow fight the leukemia that has plagued her since childhood. The product of preimplantation genetic diagnosis, Anna was

conceived as a bone marrow match for Kate a life and a role she has never challenged... until now. Like most teenagers, Anna is beginning to question who she truly is. But unlike most teenagers, she has always been defined in terms of her sister-and so Anna makes a decision that for most would be unthinkable, a decision that will tear her family apart and perhaps have fatal consequences for the sister she loves.

Secret Life of Bees, The - Kidd, Sue ISBN: 0142001740 (336 pages)

Set in South Carolina in 1964, *The Secret Life of Bees* tells the story of Lily Owens, whose life has been shaped by the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted black "stand-in mother," Rosaleen, insults three of the deepest racists in town, Lily decides to spring them both free. They escape to Tiburon, South Carolina- a town that holds the secret to her mother's past. Taken in by an eccentric trio of black beekeeping sisters, Lily is introduced to their mesmerizing world of bees and honey, and the Black Madonna.

Sisterhood of the Traveling Pants - Brashares, Ann ISBN: 0385730586 (336 pages)

As four lifelong friends prepare to split up for the summer, they discover that the second-hand jeans look good on all of them, despite their different physiques. They promise to rotate the jeans among them and, upon their reunion at summer's end, record their favorite adventures on the pant legs. These magical pants serve as a substitute friend for each girl as she is tested that summer, from Carmen, who goes to visit her father only to find out he's engaged to a woman with two teenage kids, to Tibby, who befriends a precocious 12-year-old cancer victim. Even though they are separated for most of the summer, the friends communicate their love and understanding for one another.

The Skin I'm In - Flake, Sharon G. ISBN: 0786813075 (176 pages)

So begins the story of Maleeka Madison, a child burdened with the low self-esteem that many black girls face when they are darker skinned. When Maleeka lays eyes on her new teacher, Miss Saunders, she encounters someone who, she feels, is worse off than she is. Miss Saunders's skin, which is blotched with a rare skin condition, comes to serve as a mirror to Maleeka's struggle. Miss Saunders is tough-she doesn't stand for the snickers and the shouts that her students hurl at her. But can Maleeka stand up to tough-talking Charlese? Will she ever accept Caleb's friendship, the

unconditional acceptance he's been showing her from the get go? And how can she ever learn to love the skin she's in?

Stop Pretending: What Happened When My Big Sister Went Crazy – Sones, Sonya ISBN: 0-064-46218-8 (160 pages)

It happens just like that, in the blink of an eye. An older sister has a mental breakdown and has to be hospitalized. A younger sister is left behind to cope with a family torn apart by grief and friends who turn their backs on her. But worst of all is the loss of her big sister, her confidante, her best friend, who has gone someplace no one can reach.

In the tradition of *The Bell Jar*, *I Never Promised You a Rose Garden*, and *Lisa, Bright and Dark* comes this haunting first book told in poems, and based on the true story of the author's life.

Stuck in Neutral- Trueman, Terry ISBN: 0064472132 (128 pages)

Fourteen-year-old Shawn McDaniel loves the taste of smoked oysters and his mother's gentle hugs. Unfortunately, it's impossible for Shawn to feed himself or to hug his mom back. Shawn has cerebral palsy, a condition he has had since birth that has robbed him of all muscle control. He can't walk, talk, or even focus his eyes on his own. But despite all these handicaps, despite the frustration of not being able to communicate, Shawn is still happy to be alive: "Somehow all the things I think about and remember turn to joy... favorite movies... pinecones... chocolate pudding... the scent of Comet in a stainless steel sink.... Life can be great, even for me. Even for me." That is why he panics when he begins to suspect that his father is thinking of killing him. Shawn knows that his father is trying to be kind; he imagines that his son's life is an endless torment. His dad has no idea of the rich life that Shawn lives inside his head. And Shawn, helpless and mute, has no way of telling him.

Books On Our Shelf - Annotated Book List

Bottled Up- Murray, Jaye ISBN: 0-14-240240-0 (220 pages)



Pip's desperate to escape his life-he's been skipping classes, drinking, getting high...anything and everything to avoid his smug teachers, his sweet but needy little brother, and his home life. Now he's been busted by Principal Giraldi, and given an ultimatum: either he shows up for all his

classes and sees a counselor after school, or he's expelled. Pip's freaked out; not because he might get kicked out of school but by the thought that Giraldi might call his father. Pip will do anything to avoid his father.

Breathing Under Water - Flinn, Alex ISBN: 0-06-029198-2 (263 pages)

Sent to counseling for hitting his girlfriend, Caitlin, and ordered to keep a journal, sixteen-year-old Nick recounts his relationship with Caitlin, examines his controlling behavior and anger, and describes living with his abusive father.

Cut - McCormick, Patricia ISBN: 0-439-32459-9 (151 pages)

Callie cuts herself. Never too deep, never to die, but enough to feel the pain, enough to feel the scream inside. Now she is at Sea Pines, a "residential treatment facility" filled with girls struggling with problems of their own. Callie doesn't want to have anything to do with them. She doesn't want to have anything to do with anyone. She won't even speak. But Callie can only stay silent for so long...

Fat Kid Rules the World – Going, K.L. ISBN: 0399239901 (187 pages)

Troy Billings is seventeen, 296 pounds, friendless, utterly miserable, and about to step off the subway platform in front of an oncoming train. Until he meets Curt MacCrae, an emaciated, semi-homeless, high school dropout guitar genius, the stuff of which Lower East Side punk rock legends are made. Never mind that Troy's dad thinks Curt's a drug addict, and Troy's brother thinks Troy's the biggest (literally) loser in Manhattan. Soon, Curt's recruited Troy as his new drummer-despite the fact that Troy can't play the drums. Together, Curt and Troy will change the world of punk, and Troy's own life, forever.

Ghost Boy- Hossack, Sylvie ISBN: 0-440-41668-X (326 Pages)

Harold Kline is an albino-an outcast. Folks stare and taunt, calling him Ghost Boy. So when the circus comes to town, Harold runs off to join it.

Full of colorful performers, the circus seems like the answer to Harold's loneliness. He's eager to meet the Cannibal King, a sideshow attraction who's an albino too. Harold is touched that Princess Minikin and the Fossil Man, two other sideshow curiosities, embrace him like a son. He's in love with Flip, the beguiling horse trainer, and awed by the all-knowing Gypsy Magda. Most of all, Harold is proud of training the elephants, and of

earning respect and a sense of normalcy. Even at the circus, though, two groups exist- the freaks and everyone else.

Harold straddles the two groups. But before he can find a place to call home, Harold must recognize the truth beneath what seem apparent... Also see the Walt Disney Video title: Powder (1995, PG-13)

Give a Boy a Gun - Strasser, Todd ISBN: 0-689-84893-5 (208 pages)

For as long as they can remember, Brendan and Gary have been mercilessly teased and harassed by the jocks who rule Middletown High. But not anymore. Stealing a small arsenal of guns from a neighbor, they take their classmates hostage at a school dance. In the panic of this desperate situation, it soon becomes clear that only one thing matters to Brendan and Gary: revenge.

Green Mango Magic - Hossack, Sylvie ISBN: 0-380-79601-5 (116 pages)

Set in Hawaii this book depicts rural Hawaiian life well. Maile lives with her grandmother, since Mama died and her father and brother left their home. A new friend from the mainland moves nearby - a friend who was treated for cancer and lost all her hair. Maile tries to heal her friend and her strained relationships with family members. She discovers how to make things right again through exploring aspects of her culture.

Hanging on to Max- Bechard, Margaret ISBN: 0-689-86268-7 (204 pages)

It's Sam Pettigrew's last year of high school. And he's spending it figuring out how, at age seventeen, he is supposed to care for his baby son, Max. Max wasn't part of the plan. But he's here now, and Sam is attending an alternative high school with other teen parents like himself. Talk about a wake-up call. But Sam is determined to make it work, to show everyone-his dad, his new girlfriend, himself-that he has what it takes to be a good dad. Trading footballs for diaper bags and college brochures for feeding schedules, Sam gives fatherhood his best shot. Only no one told him it would be this hard. What if his best isn't good enough?

Hope Was Here - Bauer, Joan ISBN: 0-399-23142-0 (186 pages)

Hope is a 16-year-old girl who has taken a strong name because "hope is just about the best thing a person can have." When you've finished this book you'll be able to run a first-rate diner and a small town campaign for mayor. Optimism and humor abound in this book, one of the many strong

characters to admire has leukemia and demonstrates great courage in the way he lives and makes a difference in Hope's life and his community.

Joey Pigza Loses Control - Gantos, Jack ISBN: 0-8037-2897-2 (196 pages)

Joey, an ADHD special ed student, is about to spend six weeks with his dad, a recovering alcoholic, and grandma, a heavy smoker with emphysema. Mom has mixed feelings since her ex-husband is just like Joey, only bigger. Baseball may be the path to bring Joey and his dad together until Joey's dad starts drinking heavily again and flushes Joey's meds down the toilet. Joey is a character many students will recognize.

Memories of Summer - White, Ruth ISBN: 0-440-22921-9 (135 pages)

It's 1955 when thirteen-year-old Lyric moves with her father and her older sister, Summer, from a small Virginia town to the big industrial city of Flint, Michigan. Summer has always been a little odd, but shortly after the move, she starts talking to imaginary people and having frightening episodes of paranoia. When she slips into schizophrenia, the devoted Lyric can no longer reach her.

Lyric loves her sister but is torn between the need to take constant care of Summer and her desire to enjoy her own youth. Soon a decision must be made that will affect both sisters' lives forever.

Monster- Myers, Dean ISBN: 0-8037-2897-2 (281 pages)

"Monster" is what the prosecutor called 16-year-old Steve Harmon for his supposed role in the fatal shooting of a convenience store owner. But was Steve really the lookout who gave the "all clear" to the murderer, or was he just in the wrong place at the wrong time? In this innovative novel by Walter Dean Myers, the reader becomes both juror and witness during the trial of Steve's life. To calm his nerves as he sits in the courtroom, aspiring filmmaker Steve chronicles the proceedings in movie script format. Interspersed throughout his screenplay are journal writings that provide insight into Steve's life before the murder and his feelings about being held in prison during the trial. "They take away your shoelaces and your belt so you can't kill yourself no matter how bad it is. I guess making you live is part of the punishment."

Prep - Coburn, Jake ISBN: 0-525-47135-9 (182 pages)

Nick, Prep's protagonist, is trying to leave his former self— a prep-school

hoodlum intent on reputation racing— behind for a future less vicious and more meaningful. When the younger brother of his sole confidant, Kris— a girl whose love he aspires for but as yet has not sought— becomes the target of one of the most vicious gangs in the area, Nick gets pulled back into his old culture of reckless partying and gangland posturing to protect him. The society he had left behind was dangerous but exciting as well; the portrayal of the fast and furious lifestyles is presented with a certain allure, and as Nick is tempted to return to his old ways, so might some readers view them in a flattering light.

Prep features an unexpected world of upper-crust prep-school teenagers whose hedonistic lives are fueled by the quest for street credentials, a reputation built upon substance use excess, sexual conquest, and a proclivity for physical violence. The siren song that threatens to pull Nick away from a more healthy future can be heard in our own halls and streets; for some students this will be an engaging way to face the music and judge it on its merits.

Running Out of Time - Haddix, Margaret Peterson **ISBN: 0-689-80084-3** (184 pages)

When a diphtheria epidemic hits her 1840 village, thirteen-year-old Jessie discovers it is actually a 1996 tourist site under unseen observation by heartless scientists, and it's up to Jessie to escape the village and save the lives of the dying children.

Silent to the Bone - Konigsburg, E.L. **ISBN: 0-6898-3602-3** (269 pages)

Thirteen-year-old Branwell Zamborska falls mute in the middle of a 911 phone call made after his baby sister is discovered to be unresponsive. Branwell's friend Connor is the only person who can communicate with Branwell to uncover the secret of what really happened to baby Nikki. Branwell's inability to speak makes Connor's search for the truth much more difficult.

Skin Game - Kettlewell, Caroline **ISBN: 0-312-20011-0** (178 pages)

This poignant and powerful memoir tracks the history of a 12 year-old girl as she begins her 20+-year struggle with cutting, anorexia, and sexual promiscuity. It contains poetic, seductive, and graphic descriptions of self-mutilation with razor blades, knives, and glass. By the end of this story Kettlewell has conquered some of her demons and is on the road to recovery.

Someone Like You – Dessen, Sarah ISBN: 0-14-130269-0 (281 pages)

Halley and Scarlett have been friends for years. People know Scarlett as the popular, flamboyant one; Halley's just the quiet sidekick, but she doesn't mind. The two of them balance each other perfectly – until the beginning of their junior year. Then, Scarlett's boyfriend Michael is killed in a motorcycle accident; soon afterward, she learns that she is carrying his baby. For the first time, Scarlett really needs Halley. Their friendship may bend under the weight, but it'll never break – because a true friendship is a promise you keep forever.

Speak - Anderson, Laurie Halse ISBN: 0-14-131088-X (198 pages)

Melinda starts her first day of high school as an outcast. All her old friends refuse to speak to her or taunt her with names. She is the one who called the cops at a summer party. Melinda moves through the year afraid and refuses to speak to most people. Late in the school year she reveals that she was raped at the party and she finds her voice again.

Staying Fat for Sarah Byrnes – Crutcher, Chris ISBN: 0-06-009489-3 (295 pages)

Sarah Byrnes and Eric have been friends for years. When they were children, his fat and her terrible scars made them both outcasts. Later, although swimming slimmed Eric, she stayed his closet friend. Now Sarah Byrnes the smartest, toughest person Eric has ever known sits silent in a hospital. Eric must uncover the terrible secret she is hiding, before its dark currents pull them both under.

Turnabout – Haddix, Margaret Peterson ISBN: 0-689-84037-3 (223 pages)

In the year 2000 Melly and Anny Beth were old and ready to die. But when offered the chance to be young again by participating in a top-secret experiment called Project Turnabout, they agreed. They received injections that made them grow younger, and it seemed like a miracle. But when the injections that were supposed to stop the unaging process turned out to be deadly, Melly and Anny Beth decided to run for their lives.

Now it is 2085. Melly and Anny Beth are teenagers. They have no idea what will happen once they are babies again, but they do know they will

soon be too young to take care of themselves. They need to find someone to help them before time runs out, once and for all...

Whale Talk – Crutcher, Chris ISBN: 0-440-22938-3 (220 pages)

There's bad news and good news about the Cutter High School swim team. The bad news is that they don't have a pool. The good news is that only one of them can swim anyway.

A group of misfits brought together by T.J. Jones, the cutter All Night Mermen struggle to find their places in a school that has no place for them. T.J. is convinced that a varsity letter jacket – unattainable for most, exclusive, revered, the symbol (as far as T.J. is concerned) of all that is screwed up at Cutter High – will be an effective tool. He's right. He's also wrong. Still, it's always the quest that counts. And the bus on which the Mermen travel to swim meets soon becomes the space where they gradually allow themselves to talk, to fit, to grow.

Together they'll fight for dignity in a world where tragedy and comedy dance side by side, where a moment's inattention can bring lifelong heartache, and where true acceptance is the only prescription for what ails us.

Whirligig - Fleischman, Paul ISBN:0-440-22835-2 (133 pages)

New to town, Brent Bishop longs to stroll around school with the popular Brianna on his arm. But when Brianna begs him at a party full of schoolmates to stop hounding her, Brent's hopes are shattered. Trying to escape his humiliation, he attempts to destroy himself in a car crash and ends up killing Lea, an innocent teen unfortunate enough to cross his path.

Lea's mother asks one thing of Brent: that he create four whirligigs from a picture of Lea and set them up at the four corners of the United States. Lea's mother believes that by spreading the joy that whirligigs gave Lea as a child, Brent will keep Lea's spirit alive.

And so Brent goes off with an unlimited bus ticket and the tools he needs to memorialize Lea. On his journey, he rediscovers his own love of life, and begins to realize how- like the pieces that form the intricate whirligigs- people come together to affect each other in surprising ways.

You Remind Me of You - Corrigan, Eireann ISBN: 0-439-29771-0 (123 pages)

You Remind Me of You is a compelling memoir offering a dark window into the anatomy the author's afflicted adolescence. Corrigan's evocative and conversational free-verse poems, 63 of them tied into 123 pages, project the insecurity that fed her anorexia and the co-dependent relationship she embarked upon; these two topics provide the defining elements of her adolescence and this volume. The focus on her vulnerable and self-destructive mindset threatens to anchor the reader in melancholy or despair, but periodic glimpses of glee and contentment pulls the reader through to the end, when it becomes apparent that despite all the damage, Eireann Corrigan has faced her demons, lived to tell about it, and is on to better things.

Book Recommendations		State Standards																				Comprehensive Health Topics																		
		A: Core Knowledge										B: Well -Being				C: Relationships			D: Family & Community																					
		Eating Habits	Physical Fitness	Personal Hygiene	Harmful Substances	Safety	Environmental Conditions	Addictions	Patterns of Abuse	Diseases	Disorders	Injuries	Consumer Health	Career Choices	Sexual Development	Life Span	Responsible Decision Making	Communication Skills	Culture, Heritage, Traditions	Self Image	Resolving Conflict	Similarities & Differences	Respect	Attitude & Behavior	Responsible Actions	Public Policy	Public/Private Organizations	Volunteer Service	Drug Prevention	Community Health	Consumer Health	Environmental Health	Injury Prevention	Nutrition	Physical Activity	Personal Health	Family living & Sexuality	Tobacco Prevention		
1	Annie's Baby			X	X	X		X	X				X	X	X	X	X		X			X			X										X	X		X	X	
2	Bottled Up				X	X		X	X			X			X	X	X		X	X	X	X	X	X				X						X			X	X	X	
3	Breathing Under Water				X	X		X			X	X			X	X		X	X	X	X	X	X																X	
4	Catalyst		X			X						X	X	X	X	X		X	X	X	X	X	X				X									X	X	X		
5	Comfort					X		X	X		X		X	X		X	X	X	X	X		X																X		
6	Cut					X					X					X	X		X																	X	X			
7	Dancing Naked												X	X	X			X	X	X	X	X	X			X											X		X	
8	Fat Kid Rules the World	X	X	X	X	X					X					X			X		X								X									X		
9	First Part Last, The												X	X	X							X	X	X													X	X		
10	Forged by Fire				X	X		X	X				X	X	X	X	X	X	X	X	X	X	X	X				X	X									X		
11	Ghost Boy							X			X	X	X			X	X	X	X	X	X	X	X															X		
12	Give a Boy a Gun					X		X								X	X	X	X	X	X	X	X												X					
13	Green Mango Magic	X						X					X			X	X	X	X	X	X																	X		

Books On Our Shelf

Battle of the Books

Other Recommended Books

Book Recommendations		State Standards																				Comprehensive Health Topics																
		A: Core Knowledge											B: Well -Being				C: Relationships			D: Family & Community																		
		Eating Habits	Physical Fitness	Personal Hygiene	Harmful Substances	Safety	Environmental Conditions	Addictions	Patterns of Abuse	Diseases	Disorders	Injuries	Consumer Health	Career Choices	Sexual Development	Life Span	Responsible Decision Making	Communication Skills	Culture, Heritage, Traditions	Self Image	Resolving Conflict	Similarities & Differences	Respect	Attitude & Behavior	Responsible Actions	Public Policy	Public/Private Organizations	Volunteer Service	Drug Prevention	Community Health	Consumer Health	Environmental Health	Injury Prevention	Nutrition	Physical Activity	Personal Health	Family living & Sexuality	Tobacco Prevention
14	Hanging on to Max				X								X	X	X																						X	
15	Hope Was Here	X			X			X		X		X	X	X	X	X		X		X	X	X	X	X		X	X								X	X	X	X
16	Into the Wild	X		X	X	X										X				X			X											X	X	X	X	
17	Joey Pigza Loses Control		X	X	X	X			X	X	X	X	X			X	X			X		X		X	X	X		X				X	X	X	X	X	X	
18	Keesha's House				X	X	X	X								X					X			X											X	X		
19	Kissing Doorknobs	X			X			X		X				X					X	X	X		X												X	X		
20	Learning to Swim: A Memoir							X						X	X	X		X		X			X											X	X			
21	Memories of Summer	X	X	X		X		X	X	X				X	X		X	X		X		X	X													X		
22	Monster				X	X				X			X	X	X	X	X		X	X	X	X	X	X	X	X	X								X	X		
23	My Sister's Keeper							X						X	X	X		X		X	X	X		X	X											X		
24	One Child					X		X	X								X		X	X	X	X	X	X	X				X						X			
25	Prep				X	X		X	X		X		X		X	X	X	X	X	X	X	X	X	X				X				X			X	X		
26	Running Out of Time			X		X	X		X		X		X		X	X					X			X					X	X					X	X		
27	Secret Life of Bees, The	X				X		X	X						X	X	X					X		X	X											X		

Books On Our Shelf

Battle of the Books

Other Recommended Books

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28	Silent to the Bone				X					X			X		X	X							X														X		
29	Sisterhood of the Traveling Pants							X					X	X	X	X	X	X	X	X	X	X	X															X	
30	Skin Game	X			X	X			X	X			X	X	X			X				X												X		X	X		
31	Skin I'm In, The				X	X										X	X		X	X	X	X														X			
32	Someone Like You									X			X	X	X	X			X					X											X	X			
33	Speak		X		X	X		X							X	X		X	X	X			X	X												X	X		
34	Staying Fat for Sarah Byrnes	X	X		X		X			X			X		X	X		X	X				X			X							X	X	X				
35	Stop Pretending: What Happened When My Big Sister Went Crazy							X	X						X	X		X			X	X		X									X		X	X			
36	Stuck in Neutral							X	X				X	X	X			X			X			X											X	X			
37	Tangerine				X	X	X		X						X	X		X	X	X	X	X	X	X												X			
38	Turnabout				X								X	X				X			X			X			X												
39	Walk to Remember, A							X	X					X	X	X		X			X	X	X	X												X	X		
40	Whale Talk	X	X	X	X	X	X	X		X					X	X	X	X	X	X	X	X	X													X	X		
41	Whirligig				X					X					X			X					X	X				X									X		
42	Winter Walk, The				X	X		X							X		X		X			X												X		X			
43	You Remind Me of You	X	X	X	X		X		X	X			X		X	X	X	X			X		X												X		X		

Books On Our Shelf

Battle of the Books

Other Recommended Books

Healthy Reading Grades 9-12
Sample Letter to Parents

Sample Letter To Send Home To Parents



Dear Parents and Students,

Welcome back to school! I am looking forward to a great year (semester) of working and learning together. I hope one thing both students and parents will remember is that we are all full partners in educational experiences. I look forward to getting to know all of you.

Throughout the year we will focus on good health habits and attitudes among the many other academic areas of study. This year (semester) I am fortunate to be participating in a project with the Alaska Department of Education & Early Development. We have received books to use in reading instruction in our classroom and then to add to our school library. Besides being books that will help students become better, lifelong readers, they will also help to teach the Alaska Health Standards, called *Skills for A Healthy Life*. I would welcome your ideas and look forward to any comments you might have as your student tells you about what he/she is learning in school in relation to these books. I also appreciate whatever you can do to encourage your child to learn more about good health habits and attitudes.

The first book (student name) is reading is (book title) _____ . We will relate this book to the following health standards:

- ⇒
- ⇒
- ⇒
- ⇒

Thank you for your interest at home, and for doing whatever you can to help your son/daughter to develop healthy behaviors.

Sincerely,

Healthy Reading Grades 9-12

Lesson Plan

Sample Lesson Plan For:

Staying Fat for Sarah Byrnes

By Chris Crutcher

Created by Francine Bennett-Jackson
and Sonnet Farrell, 2004

Unit Theme: Responsible Decision Making

Essential Question: Should you keep a secret, no matter what the consequences?

Text: Staying Fat for Sarah Byrnes by Chris Crutcher

ISBN # 0-06-009489-3

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Timing of the Lesson within the Unit: This specific lesson is intended to occur after the reading of chapters 1-7. Elements of fiction and a review of State health standards will have already been reviewed, addressed, and taught prior to this lesson.

Knowledge (content standard) and/or skill (performance standard) addressed:

- AK Health Standard A1: Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors
- AK Health Standard B1: Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.
- AK Writing Standard W4.2: Demonstrate understanding of elements of discourse when completing expressive, persuasive, research-based, informational, or analytic writing assignments.
- AK Reading Standard R4.2: Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information.

Pre-assessment: Which standards do they know (prior knowledge) and which standard as stated above require introduction or practice?

Since this lesson is specifically written for the first seven chapters, review the basic elements of summary (R4.2) with the following prompt: Somebody (or something)... wanted (or did)... but (the twist or turn in action)... so (the resolution or continuing action) ...

1. Transfer of Knowledge: connecting prior knowledge, academic or social, to this lesson

Collect as many examples of advice columns as possible for review by the class. Through interactive discussion, note the similarities and differences in writing craft and counseling style.

2. How will I introduce this lesson? What is your hook?

Start class by reading a good example of an advice column (e.g., Parade Magazine, Eight magazine, Dear Abby), which relates to secret-keeping, half-truths, deception, and consequences. Do not read the response at this time. Place it in a sealed envelope to be read later in the lesson. Invite students to discuss possible characteristics and motivations of the writer in groups of three for three minutes. Focus on why the writer feels compelled to keep the secret, tell the half-truth, or create a deception? Share whole group and note on the board or overhead the key characteristics.

3. How will I model an exploration of the essential question, concept, activity or skill for my students?

As a class, students will brainstorm possible scenarios of instances when people have felt obligated to keep a secret or to reveal it.

- Explore the circumstances and characteristics of the main character in one of the possible scenarios.
- Share the *Mapping Activity for Letter Writing* template with students via the overhead.
- Explore together the problem, causes, effects and possible solutions as you record them on the overhead.
- Present a rubric for correct format for a friendly letter that includes clearly stated advice with 2 or 3 possible solutions and the rationale or justification for the recommended solution.

4. What will students do as guided practice?

In their small groups students will select one of the student-generated scenarios and begin to discuss the rubric while the teacher moves among the groups offering advice and assistance.

5. How will students practice independently or demonstrate this skill or concept?

Each student will write his/her own Dear Abby problem in question form independently. They will demonstrate proficiency/mastery through writing the causes, effects, and possible solutions to the stated problems. They will also synthesize the advice or solution to the problem detailing the rationale for the selection of one solution over another in friendly letter format on a separate sheet of paper.

Options:

- Individual students write both the problem and its solution and advice.
- Students write a problem, causes and effects and exchange with another student who will then write the possible solutions and the formalized advice to the writer (*Dear Torn-up in Toledo... or Distressed in Dillingham...*) in friendly letter format.

6. Which critical thinking skills have I addressed?

Evaluation of a problem and analysis of a solution

7. How will I differentiate this lesson for all students?





- Allow for peer group support
- Allow for peer-reviewed research on related adolescent teen issues
- Allow for creation of a newspaper layout for a publishable advice column
- Allow students to use computers to accomplish written requirements

8. Closure: How does this lesson anticipate the next? Where do we go from here?

Re-address the essential question in whole group discussion. What has been learned about keeping secrets regardless of the consequences?

Collect the letters and evaluate them using the rubric as presented during the modeling section of this lesson.

**In the final analysis,
a health literate person is one who:**

-  Can think things through and make healthy choices in solving his/her own problems
-  Is responsible and makes choices that benefit him/herself and others
-  Is in charge of his/her own learning
-  Can use communication skills in clear and respectful ways

We appreciate your effort to ensure that all young Alaskans do indeed become health literate and contributing citizens to our state.

