Lesson Title: Ron's Big Mission

Short Term Goal: The students will employ the SPAWN reading strategy to comprehend *Ron’s Big Mission* by Corinne Naden and analyze how his reactions directly affected the lives of the people in his community.

SLE’s:
- H.6.2.1 Explain the purpose in celebrating national holidays:
- C.5.2.2 Examine the rights and responsibilities that citizens have in a community (e.g., obey laws, voting in elections)

Common Core Standards
- CC.2.RL.3 Describe how characters in a story respond to major events and challenges.
- CC.2.RL.6 Acknowledge differences in the point of view of characters.
- CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RI.2 Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
- CC.2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Materials:
Ron McNair Power Point
*Ron’s Big Mission* by Corinne Naden
Chart paper
“My Hero” Checklist
Learning logs

Direct Explanation:
Two Sessions
Whole Group

What:
The students will employ the SPAWN reading strategy to comprehend *Ron’s Big Mission* and analyze how his reactions directly affected the lives of the people in his community.

Why:
By looking at the life of Ron McNair we can see that even children can do heroic things.
Session One
SPAWN strategy
SPAWN is an acronym taken from the 5 categories of writing options originally introduced by Martin, Martin, and O’Brien in 1984 and reintroduced in 2003 by Brozo. SPAWN is a literacy strategy best employed during reading to allow students to respond to text, taking into account their own experiences. It is especially useful for engaging struggling readers and English language learners.

SPAWN stands for:
S - Special Powers: Students are given the power to change some aspect of the text or topic.
P - Problem Solving: Students are asked to write possible solutions to problems posed.
A - Alternative Viewpoints: Students write about a topic or retell a story from a unique perspective. (In this case we will explore the different viewpoints of the characters.
W - What If?: Students are asked to respond to a change the teacher has introduced in some aspect of the topic or story. (Similar to Special Powers)
N - Next: Students are asked to write in anticipation of what happens next based on the events of the story.

Guided Practice:
Read Ron’s Big Mission stopping along the way to discuss using the SPAWN strategy. Record what the children say on a chart tablet.
- S When the librarian refuses to let Ron check out the book, allow the students to stop and imagine that he had Super powers. What super power would enable him to check out the book or get him out of trouble with the librarian?
- P What would you do in Ron’s place? How would you solve this problem?
- A After the police arrive, stop to discuss the different viewpoints of the characters. What do you think they are thinking? (The librarian might just wish this kid would give up and go home. She’d rather not get involved.)
- W At the end of the story, ask the children what would Ron’s life be like if he hadn’t of stood up for himself?
- N What do you think happened next in Ron’s community?

Apply:
Review Problem/Solution of story. Have students write the problem in the story and how it was solved in their Learning Log. Have them share this with a partner. Next, revisit the chart you completed with the students. Tell them that in the activity you just did they discussed other possible ways to solve the problem that Ron encountered. Have them think about the story and write an alternative ending such as the police arrested him, he decided to get down from the counter and go home, had SUPER HERO powers.
You could also have the students do a writing assignment (problem/solution paragraph). They could write a paragraph that identifies the problem in the story and how it was solved.
Session Two:
Guided Activity:
At this point tell the children that Ron McNair was a real person. He was an ordinary child who did something heroic and grew up to be a very special man. The students will view a power point that tells the rest of Ron McNair’s story. They will check off the characteristics that made him a hero. From the checklist we will determine whether or not he is a true hero.

Apply:
In the “My Thoughts” section of their learning logs students will write about things they or other children they know have done that can be considered heroic such as, protecting a child from being picked on by others.