



Summary

The year is 1960. Amari Johnson has lived in the same Boston neighborhood for as long as she can remember. When her dad gets a new job in the South, Amari’s world turns upside down. She encounters racism like never before. She wants to be a part of a more accepting America. Will Amari make friends in her new town? Will she ever get to help make changes for people like herself?

Guided Reading Level	Lexile Level	Total Word Count
S	830L	

Standards:

Common Core Language Arts

- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary	
Dialogue Details Descriptive vocabulary	Plot Asking questions Summarizing Compare/Contrast	Reading for context clues Self-monitoring	adequate cardiologist chagrin chided curtly indignant	integrated pathetic prestigious procrastinate sarcastically segregated

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **A Time for Change** – Introduce **A Time for Change** by looking at the cover photo and starting a discussion about racism/ Civil Rights Movement.

Suggested questions to facilitate introduction:

 - Looking at the cover, what do you think this story is going to be about?
 - What do you know about racism? Explain.
 - What do you know about the Civil Rights Movement? Explain.
3. Skimming and Scanning **A Time for Change** – Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

 - Turn to pages 93-96. Why was this information included in the book? How will it help you?
 - On page 17, look at the word naysayer. Does reading the entire paragraph help you determine the meaning of the word? Which other words in the paragraph help you determine the meaning?
 - While skimming and scanning, think about what genre the book might be.
4. Reading **A Time for Change** – Students read independently or with a partner.
5. After reading **A Time for Change** – Open the conversation with a question that relates to the comprehension strategy of asking questions, plot, or summarizing. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

 - When and where does the story take place?
 - Compare Amari’s life in Boston to her life in Raleigh.
 - What happens to Amari on her first day at her new school?
 - Why does the Johnson family go to the lunch counter in Greensboro?

Suggested after reading lesson focus prompts:

 - I noticed (student’s name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
 - What did you do to help you understand unfamiliar words?
6. After Reading Application for **A Time for Change** – Have students compare and contrast Amari’s life in 1960 to their life today by completing the Venn Diagram reproducible.

NAME: _____

DATE: _____

Directions:

Use the Venn diagram to compare and contrast two concepts, people, places, objects, or ideas.

1. Label each circle with the name of the concept.
2. Place the different characteristics on the outside area of the circles.
3. Place the similarities in the overlapping areas.

