

A TEACHING UNIT FOR
Double Dutch
BY SHARON M. DRAPER



ELA Core Plans
Teacher-Written Standards-Based Lesson Plans

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Published by
S & T Publications, LLC
www.sandtpublications.com



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This packet contains samples from our complete teaching unit for *Double Dutch*. The table of contents in this sample packet will allow you to preview the activities and lessons available in our complete unit, which includes handouts for each chapter, tests, and answer keys. [Download your complete teaching unit for *Double Dutch*](#) now, and use these standards-based lesson ideas and handouts year after year.

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Double Dutch Novel Unit

Table of Contents

Chapter Titles.....	4
Chapter 1: Lead/Grabber, Meet the Characters.....	6
Chapter 2: Readers' Theater.....	7
Chapter 3: Conflict.....	8
Chapter 4: Jump Rope Chant.....	9
Chapter 5: Making Inferences and Drawing Conclusions.....	10
Chapter 6: Allusion, Discussion.....	11
Chapter 7: Point of View.....	12
Chapter 8: Theme.....	13
Test on Chapters 1-8.....	14
Chapter 9: Tone.....	16
Chapter 10: The Threatening Tollivers.....	17
Chapter 11: Creating Realistic Characters.....	18
Chapter 12: Characterization.....	19
Chapter 13: Writing Opportunity.....	20
Chapter 14: Foreshadowing, Discussion.....	21
Chapter 15: Situational Irony.....	22
Chapter 16: Writing Opportunity: News Report.....	23
Chapter 17: Brainstorming Predictions.....	24
Test on Chapters 9-17.....	25
Chapter 19: Randy's Missing Father.....	28
Chapter 20: Predictions.....	29
Chapters 21: Writing Opportunity: Comic Strip.....	30
Chapter 22: Compare/Contrast.....	32
Chapter 23: Punctuation Lesson, Figurative Language.....	33
Chapter 24: Discussion, Research Opportunity.....	34
Chapter 25: Stated Theme.....	35
Character Analysis.....	36
Final Test.....	37
Writing Prompts.....	40
Book Review.....	41

The highlighted chapters are free.

Double Dutch Five

Name _____

Date _____

Making Inferences and Drawing Conclusions

Whenever we read something, we are constantly making inferences and drawing conclusions. When you infer something, you figure it out. We do this based on what we already know from our prior knowledge or what we learn from the text.

We can infer that Delia likes Randy. The author does not come out and tell us this, but we figure it out based on the way Delia acts and her thoughts. We infer this.

Complete the following chart to find the passages that help us to infer that Delia likes Randy.

Passage	Page #	Explain why this supports Delia liking Randy.

Original Figurative Language

Throughout this novel, Sharon Draper uses fresh figurative language that has not been overused. Original figurative language compares two things that are different in enough ways so that their similarities, when pointed out, are interesting, unique, and/or surprising.

Look at the following examples of figurative language from this chapter.

- *The tension in the small gym sizzled like dangling electric lines – hot and fiery.* (simile)
- *Misty's strong brown legs darted in and out of the ropes as they turned so fast they were spinning shadows.* (metaphor)
- *The buzzer sounded like a sheep in pain.* (simile)

Try writing your own original example of figurative language. Explain how although different, the two things you compare also have interesting, unique, and/or surprising similarities.

Even though he was often out of town, when Randy's dad had come to a couple of the team's Double Dutch events, Randy had beamed like a lightning bug.

Try rewriting this simile: Randy had beamed like _____.

Double Dutch Six

Name _____

Date _____

An allusion is a reference to a person, a historical event, or a fictional character or story. Writers usually expect the readers to recognize an allusion.

There is an allusion on page fifty -two. "...Look at what Hitler did," she offered.

The novel *Lord of the Flies* that Delia and her class are reading is also an allusion. Be on the lookout for future allusions in this novel.

Discussion

1. "*Sometimes the best way to destroy an enemy is by making friends with him.*" (page 52) Do you agree with Mrs. Parks' statement? Why or why not?

2. Why do you think that Tabu and Titan act the way that they do? Find a passage from the text that can support your opinion.

Double Dutch Seven

Name _____

Date _____

Point of view is the relationship of the narrator or storyteller to the story.

- In a story with first person point of view, the story is told by one of the characters, referred to as "I".
- In a story with a limited third-person point of view, an unseen narrator is telling the story, and this narrator reveals the thoughts of only one character, and refers to that character as "he" or "she".
- In a story with an omniscient point of view, an unseen narrator is telling the story, and the narrator reveals the thoughts of several characters.

Let's examine the point of view in this novel. Go back and look at chapters one through seven, and complete the following questions.

Who is telling the story?

Is the point of view

- First person (A character is telling the story.)
- Third-person limited (An unseen narrator, not a character, is telling the story and this narrator reveals the thoughts and feelings of only one character.)
- Third person omniscient (An unseen narrator- not a character- is telling the story and this narrator reveals the thoughts and feelings of several characters.)

Choose and write some words and phrases that helped you to figure out the point of view of this novel.

Why is this point of view a good one for this story?

Double Dutch Eight

Name _____

Date _____

Theme: the story's central message; a life lesson

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Reread the following passage from page sixty-four.

*As Delia and Yolanda turned the ropes while Misty and Charlene did the doubles routine, Delia watched Misty closely and admired her even more. **Nothing is really as it seems**, she thought as the ropes twisted in her hands.*

The bolded part of this passage is one theme of this novel so far. Complete the following chart to show how this theme relates to several of the characters.

Character	How " <i>Nothing is really as it seems</i> " fits this character.
Delia	
Randy	
Misty	
Miss Benson	
Yolanda	

Can you think of another theme statement that would fit this novel so far?

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