Title: The Whipping Boy

Subject Matter Emphasis and Level: 5th Grade

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Brief Description of the Lesson/Unit:
This unit will focus on The Whipping Boy by Sid Fleischman. This Newbery winning book is about an orphan named Jemmy. As the whipping boy Jemmy must take whipping for the royal heir, Prince Brat. Jemmy plans to run away from the castle. Unfortunately, Prince Brat beats him to it, and takes Jemmy along.

SD Reading Content Standards:

- 5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.
- 5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text.
- 5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension.
- 5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message.
- 5.R.3.1 Students are able to question and compare literary selections from the perspective of various cultures and time periods.
- 5.R.4.1 Students are able to locate and determine the importance of information for use in study and research.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   - Experience and relationships influence identity
   - Character Traits
   - Themes
   - Observations
   - Point of view
   - Compare and Contrast
   - Figurative language

2. What essential questions will guide this unit and focus teaching/learning?
   - What makes a friend?
   - Are you thankful for all that you have?
   - Do you think that someone else should be punished for something that you did?
   - Do you appreciate those who help you?

3. What key knowledge and skills will students acquire as a result of this unit?
   - The relationship between friends
   - The difference between right and wrong (in the story)
   - How language effects a story
   - How a experience can change a person

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   - Figurative language
   - Adventures

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:
   a. Literature circle discussions
   b. Role-playing
   c. Mapping
   d. Scene sketching
   e. Think-pair-share
f. Projects

**Other Evidence:**
*Quizzes, Tests, Prompts, Work Samples (summarized):*
- Worksheets
- Multiple choice quizzes
- Writing prompts (based on need and interest)
- Graphic Organizers

*Unprompted Evidence: (observations, dialogues, etc.)*
- Observations
- Application
- Empathy
- Dialogues

**Student Self-Assessment**
- Double entry journal
- Quick writes

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**Stage 3: Plan Learning Experiences and Instruction**

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**
- Vocabulary
- Journaling
- Active Reading
- Responding
- Advertisements
- Poems
- Interview
- Letters
- Newspaper stories
- Lost posters
- Make a shield and sword
- Castle cake
- Mock Stained Glass
- Pomander Ball

**Materials & Resources (technology & print):**
- 10 copies of The Whipping Boy by Sid Fleischman
- The Whipping Boy student and teacher copies
- Internet connections
- The Whipping Boy video
- The Whipping Boy Cassette
- Related readings on the different themes of the book

**Management:**
- 3 chapters a week
- Journaling for every chapter
- Responding in Portfolio when required
- 1 major project a week (students choice)

**Support Services and Special Teacher Notes:**
NONE

**Extensions and Adaptation:**
Adapt when needed
Extend with more of Sid Fleischman’s Books

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**Stage 4: Plan Differentiation**

2. **What differentiated instruction strategies are being used in this lesson/unit?**

**Differentiated Process:**
1. Independent Reading
2. Individual/Partner projects
3. Activities
4. Responding
5. Journaling
6. Sharing
7. Assessing

**Differentiated Content:**
The students will be able to choose between the different types of projects available. The readings will all be the same (modified when needed) but the differentiation comes when it is time to apply what they have learned. Some of the
students may choose a project that lasts for the majority of the book while another
student may choose a project that he/she can complete each week.

**Differentiated Product:** The differentiated product will look both alike and
different. You will find that each student has learned the same enduring
understandings but in many different ways. Examples:
- Advertisements, Poems, Interviews, Letters to the King, Newspaper
  Stories, Lost posters, Public Service Announcements, Write a
  biography, Develop a brochure, and Hold a press conference.