Before Reading Activity

Statement of purpose: Read Aloud

A read aloud is effective for initial introductions to many books. You can do the read aloud and ask students to pay attention to certain details to pick out themes, concepts, or relationships between characters. You can help them develop their ability to pick out ideas and critically consider them. It can also help increase student’s interest to continue reading on their own.

For *Wish You Well* the intent of this activity is to help students get to the first tension in the book (the car crash) that will draw them into reading more of it when they have the chance.

Directions

1. On the day you assign the book for reading, read the first two chapters orally to the class.
2. At the end of the second chapter the car crash happens. Several feelings are communicated as Amanda and Lou stare at each other “Betrayal, anger, hatred” (14). Ask students why they think Lou’s eyes portray these feelings.
3. Tell students that they will be watching Lou’s feelings change and evolve through the rest of the novel. Invite them to notice those changes.

Materials: the book
Time: 10-15 minutes

Assessment:

To assess whether the activity was effective ask students the next day to report whether they have read or not.
Wish You Well by David Baldacci
(Paperback, New York, Warner, 2001)
Anticipation Guide

Before Reading Activity

Statement of purpose: Anticipation Guide
An anticipation guide helps to get students critically thinking about topics that will come up in their reading. It will help them to notice the themes you want to focus on during the course.
For Wish You Well, this anticipation guide serves to help student's minds open to different themes and paradigm shifts that Lou will experience in the book.

Directions:

1. Ask students whether they agree or disagree with the following statements.
2. Where you live can drastically change your life.
3. It is better to hope and be wrong than to never hope and occasionally be surprised.
4. Intelligence can only be based on book smarts.
5. The public will always seek justice or what's best for the individuals in their community.
6. Briefly mention that students will observe all of the following ideas in the book that may or may not make them rethink their initial answer.
7. Mention that you will return to these questions at the end of the book.

Materials: Whiteboard/overhead/chalkboard, etc.
Time: 10-15 minutes

Assessment:
The After Reading Activity (Exit Slip) and class discussions will allow the teacher to assess whether students minds are changing and developing with the character.
Do you agree or disagree with the following statements? Why?

1. Where you live can drastically change your life.

2. It is better to hope and be wrong than to never hope and occasionally be surprised.

3. Intelligence can only be based on book smarts.

4. The public will always seek justice or what’s best for the individuals in their community.
During Reading Activity

Statement of purpose: Guest Speaker

The purpose of a guest speaker is to introduce other “teachers” to the classroom. Teachers who students will relate to in a different way they do to you: a friend, a grandparent, a local community member, or leader.

Directions:

1. *Wish You Well* is very much a story in which Lou is learning lessons from those around her- Louisa Mae, Cotton, Eugene, and Diamond Skinner. Invite a guest who can come talk to the students about a theme in the book.
2. Examples might be a Lawyer to talk about Justice, a city safety official to talk about business safety in your own community, a grandparent to talk about their own childhood in a different era

Materials: Guest Speaker(s)
Time: At teacher’s discretion

Assessment:

Ask students what they thought of the guest speaker and what they learned from the speaker. Then analyze there responses and the presentation of the speaker to gather whether the learning succeeded or struggled due to the speakers capabilities, the students interest or possibly disrespect, or other factors.
During Reading Activity

Statement of purpose: Graphic Organizer

A graphic organizer helps students to see textual information in a different way as to make new connections, learn critical thinking, or for any number of other purposes. Graphic organizers come in many shapes and sizes as to meet the needs of the teacher (i.e. webs, lists, timelines, Venn diagrams).

The example below is a modified Venn Diagram. It is meant to help students see that just because there is a protagonist and antagonist, and that we probably all agree with the protagonist, the antagonist still has some good points.

Directions:
1. This activity is to be done during the court case, before the verdict is read. The purpose here is to help them see with and possibly empathize with various characters.
2. Create 5 boxes on the board or on an overhead as seen below.
3. Ask students to fill in underneath each individual what they hope for the verdict to be and why.
4. Then, ask them whether the antagonists have any valid reasons.
5. Ask students to find commonalities between the characters in the middle box.

Materials: Overhead/whiteboard, etc.
Time: 6-8 minutes

Assessment: Based on students ability to fill in the boxes and consider possibilities the teacher will be able to determine their students critical thinking skills.
Wish You Well by David Baldacci  
(Paperback, New York, Warner, 2001)  
Student Book Talk

After Reading Activity

Statement of purpose: Student Book Talk
A book talk can serve many purposes: it can help students share interesting things they learned while reading, it can be directed towards specific topics, it can be for talking about a related topic mentioned in the book but not covered (i.e. in Wish You Well- Hitler, WWII, or FDR) and the list could go on.

The purpose of this book talk is for students to make some connection with the text and share it with others. If they haven’t shared in group settings, this will give them another structured opportunity.

Directions:
1. Before you begin reading the book tell students that they will be doing a book talk at the end of the unit.
2. While reading students should pick one theme that they want to talk about for 3 minutes.
3. Ask each student to pick one passage from the book related to their theme that they want to talk about.
4. Remind them that it is okay that they end up with the same theme and/or passage (not that they should pick it together) but because they will end up with different perspectives to share. Students should also know to respect those perspectives.

Materials: Gradebook
Time: 3-4 Days

Assessment: Two questions: Did the student use a passage from the book to talk about a theme? Did the students share a perspective?
After Reading Activity

Statement of purpose: Exit Slip
An exit slip is a piece of paper or note card on which students report to you about their reading and learning. It is one method by which you can home students accountable for their learning or check for understanding.

Directions: (Note: this is supposed to be paired with the Anticipation Guide that came before reading)
   1. Ask students whether they agree or disagree with the following statements.
      a. Where you live can drastically change your life.
      b. It is better to hope and be wrong than to never hope and occasionally be surprised.
      c. Intelligence can only be based on book smarts.
      d. The public will always seek justice or what’s best for the individuals in their community.
   2. Have them choose one that they feel they had a change of understanding about to write on the card.

Materials: Note cards for students.
Time: 5 minutes

Assessment:
   Did the students do the cards? Do their responses reflect that the students have changed and grown through the reading of the book?
Vocabulary Strategy

Statement of Purpose: Invitation to Imitate

Jeff Anderson suggests that in writing instruction students learn by imitation. Here, is the same principle adjusted for learning vocabulary. By looking at how the author uses the words, looking up the definitions, and then using them on their own students interact with the vocabulary in three different ways.

Directions

1. Give the students the following instructions on the board/overhead:
   a. “In context “reincarnation” and “unforgiving” are use to describe a house. David Baldacci’s *Wish You Well* is so rich in it’s descriptions. The author succeeds at bringing a place to life.”
2. Review the definitions of the word list below together in class. Have students look up and write the definitions on the board.
3. Invite students to use the words to describe an important location in their life- a playground, a home in which they lived, a restaurant they eat at, some special place. to reinforce their understanding of how the language is used.

Reading Segment: Ch. 8-10

To describe a house Baldacci uses the following adjectives.

1. Reincarnation p. 56
2. Unforgiving p.56
3. Unremarkable – p.60
4. Lingering p.64
5. Replenished p. 65
6. Accommodation -72

Materials: None
Time: 20-30 minutes

Assessment:

   Have students turn in the paper. Read them to see whether the students correctly used the vocabulary.
Wish You Well
by David Baldacci
(Paperback, New York, Warner, 2001)
Chalk Talk

Discussion Strategy

Statement of Purpose: Chalk Talk
A chalk talk is to help every student participate in a discussion activity by inviting them to respond on paper to questions and each other. Shy students and vocal students all have the opportunity to voice themselves on paper. Not only do they all have the opportunity but you hold them accountable to participating by requiring a certain number of responses and interactions attached to their initials.

Directions (this is for after Diamond Skinner dies)
1. Before class set up six big sheets of butcher paper around the room. On the pieces of paper write one of the following sentences on each:
   a. How has Lou’s perception of Diamond changed by the time he dies?
   b. For what purpose do you think David Baldacci may have used Diamond’s death?
   c. Spill any emotions that you want to about the scene.
   d. Why do you think Diamond tried to save the dog in the sight of emanate danger?
2. Invite students to go to each paper. Have them each respond directly to two of the questions and then afterwards to four responses other students have made.
3. Remind them that a Chalk Talk is a silent discussion.
4. Once students sit down read some of the comments that seem pertinent and talk about them as a class. Don’t reveal names as to not embarrass students.

Materials: butcher paper(or other large pieces of paper), tape
Time: 30-35 minutes

Assessment:
Assess the quality of the students writings and discussion. Does it reflect what the teacher wants them to learn about the novel?
Free Choice Strategy

Statement of Purpose: Artistic Expression Day
Artistic Expression Day is a classroom strategy that allows students to explore their other abilities in relation to the text so that they use multiple learning types. Arts forms are only limited by what is available and time constraints in the classroom but could include: poetry, music lyrics, music, paintings, drawings, photography, creative writing, movie/animation, etc. Students should include a reflection with their mini project that explains the connection between their Art Expression and the text.

Directions:
1. Invite students to consider the themes of Wish You Well: Justice, Love, Death, Hope, and Determination. Invite them to choose one, several, or all of them to express in some artistic form.
2. Allow them the whole class period minus five minutes to create their expression.
3. In the last five minutes have students write a reflection about what they hoped to accomplish (finished or not) and what they learned or think their contribution adds to the theme.
4. If so desired, invite students to finish their projects for extra credit.

Materials: Any and every creative material the teacher has available: paints, crayons, colored pencils, instruments, computers, etc.
Time: A whole class period.

Assessment:
Does the artistic creation reflect an attempt to convey a theme from the story? Did they do some work? If there are doubts about the first two questions observing the reflections should clear up or confirm doubts.