Day 1:

Have you ever not realized something and then when you figure it out, you think OHHHHH I get it now or you just realized something? Turn to a neighbor and give an example

Share

!- I just figured it out! I realize now...!!
Today we are going to learn another Signpost that you will learn to look for as you read (just like you know how to look for OMG Contradictions)

This one is called AHA MOMENT.

This is an easy signpost to learn because you've had many Aha moments yourself.

For instance, have you ever walked into a class, seen people looking through their class notes and suddenly REALIZE that you forgot there was a test!? ----AHA MOMENT

Have you ever stopped to look around your room and suddenly REALIZE how messy your room really is. You are suddenly AWARE of something that you didn't know a few minutes before.

These AHA MOMENTS are when we suddenly REALIZE or become AWARE of something that CHANGES our actions/behaviors.
https://youtu.be/lf4Cf9v1ULO?t=2922

Notice and Note: AHA!
When you're reading, the author often gives you clues that the character has come to an important understanding by having the character say something like

"Suddenly I realized" or

"In an instant I knew" or

"It came to me in a flash"

There are several more ways of stating this but they all point to some new understanding the character has finally reached. Those clues are to tell you that this moment is IMPORTANT, and we need to STOP and ask ourselves one question:

!- HOW might this change things?

Knowing the Answer will help you understand the problem or life lesson.
STOP Notice and Note

When you’re reading and suddenly
A character realizes, understands, or
Finally figures something out,
You should stop and ask yourself:

“How might this change things?”

If the character figured out a problem, you probably just
learned about the conflict.
If the character understood a life lesson, you probably
just learned the theme.
I am now passing out an excerpt from *Crash*

This is going to be a text where we can practice together, please write your notes on the paper and you can put it in your literacy binder behind the Aha-! divider to look at again later.

This is a story about a middle-school kid nicknamed Crash who bullies another kid. The kid he bullies is named Penn Webb, and Crash often calls him by his last name. This first scene is from the beginning of the story, page 2 in fact, when the main character, Crash, is outside and see Penn walking down the sidewalk. I will read it aloud and you will follow along with your eyes.
It was a sunny summer day. I was in the front yard digging a hole with my little red shovel. I heard something like whistling. I looked up. It was whistling. It was coming from a funny-looking dorky little runt walking up the sidewalk. Only he wasn't just walking regular. He was walking like he owned the place, both hands in his pockets, sort of swaying lah-dee-dah with each step. Strolling. Strolling and gawking at the houses and whistling a happy little dorky tune like some Sneezy or Snoozy or whatever their names are.

And he wore a button, a big one. It covered about half his chest. Which wasn't that hard since his chest was so scrawny.
So here he comes strolling, whistling, gawking, buttoning, dorking up the sidewalk, onto my sidewalk, my property, and all of a sudden I knew what I had to do, like there was a big announcement coming down from the sky: Don't let him pass.

STOP

"We going to stop here because as I've spotted the phrase "all of a sudden I knew what I had to do," and I realize that the author has given me a clue that the character has suddenly discovered something. When an author shows me that a character has realized something, I want to stop and think about what that means. Spinelli (Author of Crash) then emphasizes the point even more strongly by adding, "like there was a big announcement coming down from the sky." That's another clue in the test that the character has suddenly grown aware of something. Both phrases let me know that the character has grasped something important, and that insight is going to change things.
And then Spinelli tells me what Crash has realized: He can't let that kid pass. When I see a character have an Aha Moment (!), I need to ask myself

HOW might this change things?

I think I know how, or at least I can make a good guess about what he's going to do next. I think he's going to confront this kid he has referred to as "a funny-looking dorky little runt." He's going to make him stop, and he's probably going to do something to humiliate the kid, though I'll have to keep reading to see if that's correct. When authors show us AHA MOMENTS (!) we need to pay attention! Maybe Crash has realized he wants a friend-though since he's been calling him unpleasant names, I really think he's going to bully him some. Now we are going to skip ahead to another part of the book with an AHA MOMENT.
In this next section we find that Crash and Penn are about to compete against each other in a school race. Webb's parents and his great-grandfather, Henry Wilhide Webb III, have come to watch Penn run. Crash is looking at the three of them in the stands, thinking of his own grandfather, Scooter. Until now, Crash has continued to bully Penn. As I read, see if you notice the AHA that Crash has.

The stands were empty. A school bus moved in the distance beyond the football goalpost. Under the crossbar and between the uprights, like in a framed picture, stood three people.

For once, Webb's parents didn't look so od, not compared to the man standing between them. He was shorter than them, and real skinny, like the prairie winds were eroding him away. But he was standing straight and by himself—No cane, no walker, just two legs, Ninety-three years old. Maybe it was the Missouri River mud.
The thought came to me: they would have like each other, Scooter and Henry Wilhide Webb III. Two storytellers. Both from the great flat open spaces, one a prairie of grass, one of water. Both came to watch when no one else was there.

STOP

Did you hear the AHA MOMENT (!)?

When I saw the phrase "the thought came to me," I knew Crash had figured something out, had an AHA MOMENT. Authors use these AHA MOMENTS to show us insight, something the character now understands. Once you spot the AHA MOMENT, think about the question...

HOW might this change things?

Please mark the AHA MOMENT with a ! and jot down your notes as to HOW this might CHANGE things.

You can now share with a partner your thinking.
Let's come back together. Tell me some of the ideas you and your partner shared.

You pointed out that Crash is thinking about how the grandfathers liked each other....Several of you mentioned that it's hard to know what this will mean to Crash. Come of you have said it might mean that if Crash's grandfather might be a friend with Penn's, then maybe Crash could be friendly with Penn. Remember we need to wonder ...

HOW might this change things? What might this show us about the character.

I'll read on now, and you amrk the pace where you spot another text clue that you think might let us know that the character is having an AHA MOMENT with a !. It's still before the race, and Crash is thinking about Penn's great-grandfather
Why exactly was he here? Did he know about me? Did he know his great-grandson could not win the race-off, and so would not run in the Penn Relays?

I wondered if Webb felt safe in his great-grandfather's bed.

The cinder track crunched under my feet. There were five of us in the race: me, Webb, two other seventh graders, and a sixth grader. The coach put us in lanes. Me and Webb were side by side.

Again, he hadn’t said a word to me all day. We milled around behind the starting blocks, nervous, shaking our arms and legs, everything as quiet as if the coach had already said, “Ready.”

The other team members—jumpers, throwers, distance runners—had all stopped their practicing to watch. A single hawk, its wingtips spread like black finders, kited over the school, and suddenly I saw something: a gift. A gift for a great-grandfather from North Dakota, maybe for all great-grandfathers. But the thing was, only one person could give the gift, and it wasn't the great-grandson, not on his fastest day alive. It was me.

I hated it being me. I tried not to see, but everywhere I looked, there it was. The gift.

STOP

This one is a little tricky. Let's look at this paragraph that begins with "the other team members" once more. (reread this paragraph)

On your own, underline the realization Crash has had. What was it?

There it is..."Suddenly I saw something." It's a little hard because you might think he literally saw something. But if you think about it, you realize it means Crash saw something in his mind, saw something he's realized. Now, what question should we ask ourselves when we notice and AHA MOMENT?

(HOW might this change things?) Right down your thoughts and then share with a partner.
HOW might this change things?

Crash has realized that he could give Penn's great-grandfather a gift, and that he is the only one who can because he is the faster runner. Some of us may even think he's going to let Penn Webb win the race.

Let's continue reading to find out. While I read please mark any passages that show you an AHA MOMENT with a!
"Let's go, boys," said the coach.

A voice closer to me said, "Good luck."

It was Webb, sticking out his dorky hand, smiling that old dorky smile of his. No button. I shook his hand, and it occurred to me that because he was always eating my dust, the dumb fishcake had never won a real race and probably didn't know how. And now there wasn't time.

"Don't forget to lean," I told him. His face went blank. The coach called, "Ready."

I got down, feet in the blocks, right knee on the track, thumbs and forefingers on the chalk, eyes straight down—and right then, for the first time in my life, I didn't know if I wanted to win.

"Set."

Knee up, rear up, eyes up.

The coach says the most important thing here is to focus your mind. You are a coiled steel spring, ready to dart our at the sound of the gun. So what comes into my head? Ollie the one-armed octopus. He didn't disappear till the gun went off.
I was behind—not only Webb, but everybody. No problem. Within ten strides I picked up three of them. That left Webb. He was farther ahead of me than usual, but that was because of my rotten start.

At the halfway mark, where I usually passed hi, he was still ahead, and I still didn't know if I wanted to win. I gassed it. The gap closed. I could hear him puffing, like a second set of foot-steps. Cinder flecks from his feet pecked at my shins. I was still behind. The finish line was closing. I kicked in the afterburners. Ten meters from the white string we were shoulder to shoulder, breath to breath, grandson to great grandson, and it felt new, it felt good, not being behind, not being ahead, but being even, and just like that, a half breath from the white string, I knew. There was no time to turn to him. I just barked it out: "Lean!" He leaned, he threw his chest out, he broke the string. He won.

All right. That's the end of this section. I saw you underlining passages as I was reading, phrases or words that showed you AHA MOMENTS Crash had. Take a moment to look at what you marked !, and write how it changed things.

"it occurred to me"- Crash realized Webb didn't know how to win
"for the first time in my life, I didn't know if I wanted to win"- Crash realizes it might not all be about winning
"I knew"- clear indication the character figured something out
This was great thinking about AHA MOMENTS in characters like Crash and Webb. All that thinking came from the close reading you were doing. Let's review what we learned to do today

1. We learned AHA-! clue that authors give us

2. We know to STOP and ask ourselves.. HOW might this change things?

3. When we answer this question we are learning more about the problem, conflict, or life lesson

NOW WHAT?

When you are reading your OWN books be sure to use ! to mark spots where you notice AHA MOMENTS
DAY 2

1. Reread *Crash*

   Use a smart board pen or your finger and write an example of an AHA MOMENT from the text or real life.

   Now what should we ask ourselves?
   What does this help us know?
### Aha Moments

! (A character just realized!!)

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Among the Hidden page145

Introduction: In this scene where Luke, who is in great danger, has been offered false identity papers that may enable him to survive if he's willing to take them. As I read, be looking for the author's text clue to the AHA MOMENT.

Luke remembered how bored he'd felt before meeting Jen, how desperate he'd been to do something-anything! besides read and daydream. He'd been so desperate that he'd risked his life for the change of meeting another third child. Did he want to spend the rest of his life feeling that desperate? Did he want to just....waste it?

But even if he got a fake I.D., what would he do?

The answer was there instantly, as if he'd known it all along and his brain was just waiting for him to come looking.
Esperanza Rising  Which scene contains an AHA MOMENT? page 27, 28, 181

Scene 1 introduction: In this scene, Esperanza, the daughter of a wealthy rancher in Mexico, is opening birthday presents from her father who was recently killed.

Esperanza avoided opening her birthday gifts. Every time she looked at the packages, they remind her of the happy fiesta she was supposed to have. One morning, Mama finally insisted, saying, Papa would have wanted it."

Abuelita handed Esperanza each gift and Esperanza methodically opened them and laid them back on the table. A white purse for Sundays, with a rosary inside from Marisol. A rope of blue beads from Chita. The book, Don Quijote, from Abuelita. A beautiful embroidered dresser scarf from Mama, for someday. Finally, she opened the box she knew was the doll. She couldn't help thinking that it was the last thing Papa would ever give her.

Hands trembling, she lifted the lid and looked inside the box. The doll wore a fine white batiste dress and a white lace mantilla over her black hair. Her porcelain face looked wistfully at Esperanza with enormous eyes.

"Oh, she looks like an angel," said Abuelita, taking her handkerchief from her sleeve and blotting her eyes. Mama said nothing but reached out and touched the doll's face.

Esperanze couldn't talk. Her heart felt so big and hurt so much that it crowded out her voice. She hugged the doll to her chest and walked out of the room, leaving all the other gifts behind.
Scene 2 introduction: In this scene, Esperanza and her mother have fled Mexico and moved to California, where they are now migrant farm workers.

Esperanze was surprised at the simple things she missed about Mama. She missed her way of walking into a room, graceful and regal. She missed watching her hands crocheting, her fingers moving nimble. And most of all, she longed for the sound of Mama's strong and assured laughter.

She put her hands under the faucet, rinsed off the avocado, and patted them dry. They felt better, but still looked red and weathered. She took another avocado, but it half, swung the knife into the pit and putted it from the flesh. She repeated Hortensia's recipe and as she sat for the second time with her hands smothered, she realized that it wouldn't matter how much avocado and glycerine she put on them, they would never look like the hands of a wealthy woman from El Rancho de las Rosas. Because they were the hands of a poor campesina.

Now turn and talk with a neighbor. Which scene or do both have an AHA moment? Why do you think so?
Now I am going to give you all a AHA-! recording form. Use this today while you are reading a book with a partner. Be sure to use post-its if they help you. You should now buddy read with a partner and find, discuss, and record AHA MOMENTS! together. This will then go IN YOUR LITERACY FOLDER BEHIND the AHA! DIVIDER. We will follow up with this practice tomorrow.
Day 2-3
You have 2 choices for working quietly while I start reading groups

1. Work on you narrative PLAN-ONLY the
   1. resolution/how you plan to solve the conflict
   2. rising action of events/smaller conflicts
2. Using post-its and your AHA !/CC-OMG recording form, please silent read and be looking for and recording AHA MOMENTS and CONTRADICTIONS. I will be conferencing with students during this time.

HAVE FUN