



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Izzy, Willy-Nilly

based on the book by

Cynthia Voigt

Written by

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A FEW NOTES ABOUT THE AUTHOR
Cynthia Voigt

VOIGT, CYNTHIA (born 1942), U.S. author, born on February 25, 1942, in Boston, Mass. Voigt writes fiction for children and young adults. She has been praised for her strong characterizations and for her careful style of writing.

Voigt studied at Smith College, receiving a B. A. in 1963, and taught high school English in Maryland from 1965 to 1967. She taught at The Key School in Annapolis beginning in 1968 and was chairman of the English department from 1971 to 1979. From 1981 she taught part time and continued as department chairman. Her first novel, *Homecoming* (1981), was nominated for an American Book Award. Other novels included *Tell Me If The Lovers Are Losers* (1982), which told the story of several girls of widely different backgrounds who learn from one another as they form a volleyball team in college; *Dacey's Song* (1982), which won a Newbery Medal; and *The Calendar Papers* (1983). *Homecoming* and *Dacey's Song* tell of a young girl named Dacey and her siblings.

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INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Izzy, Willy-Nilly*. It includes 22 lessons, supported by extra resource materials.

The introductory lesson offers students an opportunity to reflect upon the causes and effects of peer pressure, an important issue addressed in the book. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The reading assignments are approximately 30 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The study guide questions are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The vocabulary work is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a vocabulary review lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a group theme project in this unit. Student groups research a selected disability and apply what they learned toward the creation of a school-based accessibility checklist. The checklist raises awareness of the challenges people with disabilities face.

There are three writing assignments in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In the first assignment, students must evaluate the pros and cons of a decision the main character must address. Students write persuasive letters to encourage the character to select their stated positions. The second writing assignment asks students to consider the future of selected characters by writing an epilogue for the book. In the third assignment, students write to inform others of ways to help the main character assimilate and succeed.

There is a nonfiction reading assignment that also ties in with the group assignment. Students must read nonfiction articles, books, etc. to gather information about living with disabilities.

The review lesson pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The unit test comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional support materials included with this unit. The Unit Resource Materials section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of bulletin board ideas which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys are located directly after the reproducible student materials throughout the unit. The Vocabulary Resource Materials section includes similar worksheets and games to reinforce the vocabulary words.

The level of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES – *Izzy, Willy-Nilly*

1. Through reading Voigt’s *Izzy, Willy-Nilly*, students will consider the consequences of peer pressure.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will become aware of the challenges people with disabilities face.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Izzy, Willy-Nilly* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET – *Izzy, Willy-Nilly*

Date Assigned	Chapters Assigned	Completion Date
	1-2	
	3-4	
	5-6	
	7-8	
	9-10	
	11-12	
	13-14	
	15-17	
	18-19	
	20-22	

UNIT OUTLINE – *Izzy, Willy-Nilly*

1 Introduction	2 Thank You Unit Materials	3 PVR Ch 1-2	4 ?s 1-2 PVR Ch 3-4	5 ?s 3-4 Writing #1 PV 5-6
6 Vocab 5-6 Read 5-6	7 ?s 5-6 PVR Ch 7-8 Project Intro	8 ?s 7-8 Living With Disabilities PVR 9-10	9 Quiz 1-10 ?s 9-10 PVR Ch 11-12	10 ?s 11-12 Disabilities Act PVR Ch 13-14
11 ?s 13-14 Disabling Diseases PVR Ch 15-17	12 ?s 15-17 Research Reports PVR 18-19	13 ?s 18-19 School Evaluation PVR 20-22	14 ?s 20-22 Writing #2	15 Extra Discussion ?s
16 Extra Discussion ?z	17 Vocabulary Review	18 Writing #3	19 Unit Review	20 Unit Test

Key: P = Preview Study Questions V = Vocabulary Work R= Read

LESSON ONE

Objectives

1. To introduce students to the book *Izzy, Willy-Nilly*
2. To relate the book to students own lives
3. To make students stop and think about what it means to have a disability

Activity 1 and Notes

Is there someone in your school or community who has been affected by a drunk driver? If you don't know of anyone personally, contact your local MADD chapter to help with this introductory activity. Find a person or some people who are willing to come into your classroom to talk with your students about their experiences. Invite them to bring pictures. The point is to show students real, live people who have been affected by drunk drivers, and what it has meant in their lives. This, in an attempt to introduce students to *Izzy, Will-Nilly* but also to bring home to students the importance of not drinking and driving.

Introduce your guests and give them the opportunity to share their experiences. Allow time for your students to ask questions or share their own experiences that might be relevant.

Be sure to get the contact information (names & addresses) from your guests.

Activity 2

If time remains after your speakers have made their presentations and your students have shared their experiences, students should jot down their impressions: things they heard that impressed them or touched them in some way, and their reactions to those things. If there is no time remaining, students should do this for homework.

WRITING ASSIGNMENT #1 *Izzy, Willy-Nilly*
Writing To Persuade

PROMPT

Izzy's life has changed forever. In addition to facing the loss of her leg, she must also address the tragic details of the accident. To complicate matters, Izzy's best friend, Suzy, seems more concerned about Marco than Izzy. Your assignment is to write a letter to Izzy that either: persuades Izzy to tell the truth about the night of the accident **OR** convinces Izzy to remain silent.

PREWRITING

Since Izzy is your intended audience, brainstorm a list of ways to influence her. Think about Izzy's friends and family. If she tells the truth, how would they react to her? Would relationships change? How would she be treated at school? Specifically, what would happen to Marco and the others at the party?

What might happen as a result of not telling the truth? Would it prevent further complications in her life? Would the secret become too difficult to keep? Might she inadvertently hurt others?

DRAFTING

Begin your letter by stating your position in the first paragraph. The body of the letter should include reasons to support your position. The final paragraph/closing should restate your strongest persuasive points to leave a lasting impression.

PROOFREADING

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.