



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Acorn People

Ron Jones



READ, WRITE, THINK, DISCUSS AND CONNECT

The Acorn People

Ron Jones

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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Summary

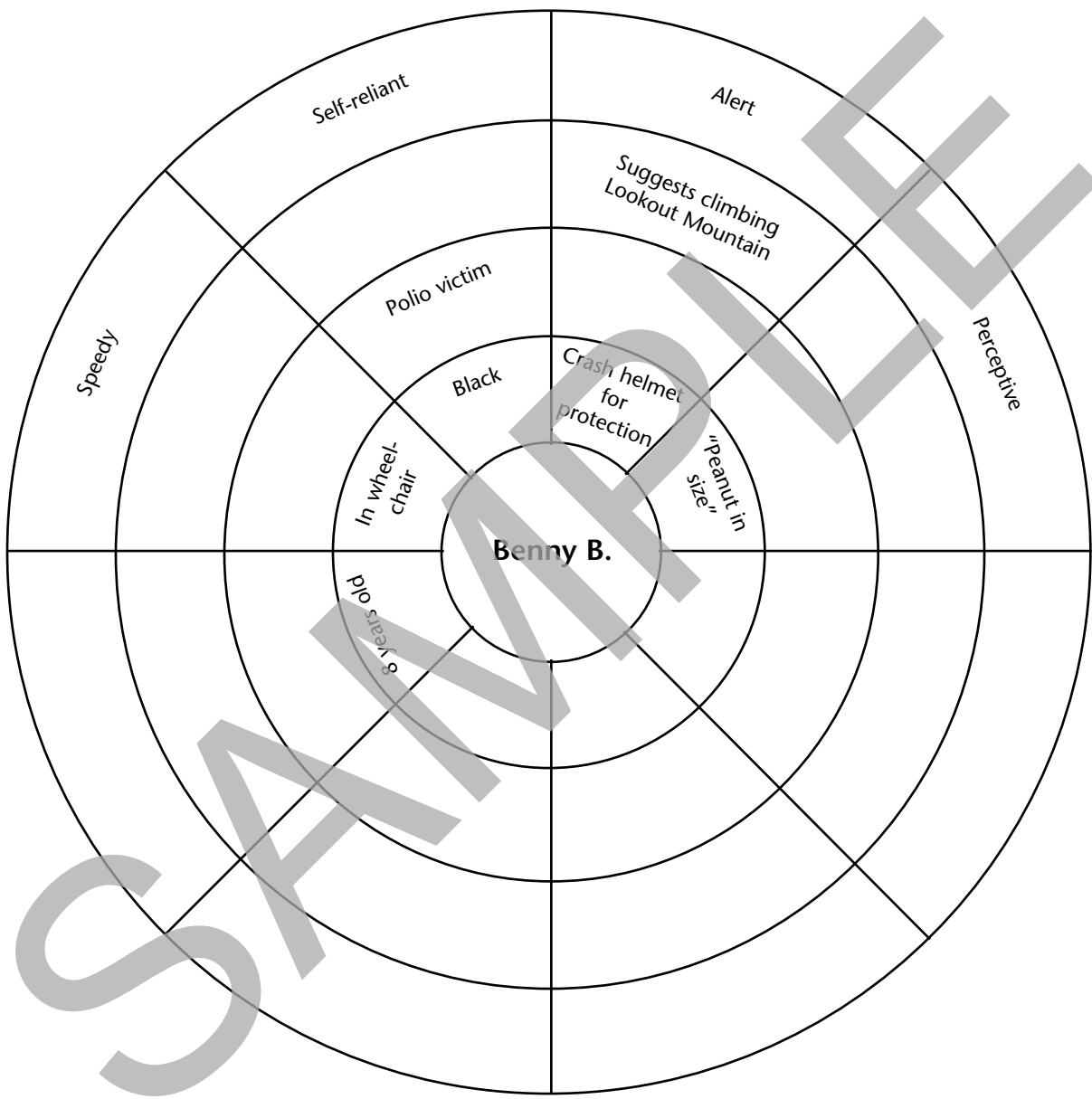
The Acorn People by Ron Jones is an 80 page account of two weeks at Camp Wiggin, a camp for disabled children. Told from the counselor's view, the story tells of five campers who share a cabin with Jones and Dominic Cavelli, the other counselor. Initially questioning his acceptance of the counseling position, Jones grows to love the campers, known as the Acorn People after the acorn necklaces they wear and give away to friends. The story is a bittersweet tale of the adaptation and adjustment the Acorn People must make, as well as their overwhelming similarity to all children.

Initiating Activities

1. What do you know about disabled (or differently-abled) people? Complete a KWL recording your ideas in the K column. Then in the W column, fill in questions you expect to have answered by reading a book about children at a disabled summer camp. The third (L) column is completed after reading the book.

| What I Know | What I Want to Find Out | What I Learned |
|-------------|-------------------------|----------------|
| | | |

2. Conduct a blind trust walk with the class. Students are paired with one partner blindfolded and the other acting as guide for a school walk. After exchanging roles, discuss how the experience made you feel. What are your predictions for the book?
3. What does summer camp mean to you? Record your answers on an attribute web. (See pages 7-8 of this guide.)
4. Look for clues about the book. Where do you find clues about a new book? (*cover, title, length, illustrations, dedication, quotations, and teasers on the cover*)



day 10 (pages 55-64)

Vocabulary

preened 58
perceptibly 63

buffeted 59
cocoon 63

adulation 59
concoctions 63

anxiety 63
pampering 63

Discussion Questions

1. Describe the camp dance. (*pages 55-56*) How was it similar to such dances elsewhere? (*Answers vary. The feelings and motivations were the same even if the actual actions were different.*)
2. What was special about the King and Queen of the dance? (*Mrs. Nelson and Aaron Gerwalski were not the typical King and Queen, but unlikely candidates who were pleased to be chosen.*)
3. Why did Aaron cry after being King? (*Answers vary. He was so pleased to be chosen that his sensitivity and joy were expressed as tears.*)
4. How did the mood of the camp change after the dance? (*Campers began to draw inward as they realized that camp would be over soon.*)
5. What is your opinion of Mr. Bradshaw? (*Answers vary.*)

Supplementary Activities

1. Draw a picture of one of the all-camp scenes—arrival, camp dance, dining hall, labeled camp.
2. Sing some camp songs as well as some songs that Lenny X might have sung.

3 days to go (page 65)

Vocabulary

extravaganza 65

resounding 65

Discussion Question

Why has the style of the chapter titles changed with this short chapter? (*Answers vary.*) Compare Camp Wiggin to vacation or spring break.

Prediction

What will be included in the water ballet extravaganza?

Supplementary Activities

1. How would you organize Camp Wiggin or your class for an “extravaganza”?
2. Compare different plans to organize, listing pluses for each.