

**A Partnership for Reading *Dangerous Minds*:
IEP Students and Education Majors Help Each Other Learn**

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The presenters describe a partnership between advanced-level IEP students and Elementary Education majors in reading, journaling about, and discussing the book *Dangerous Minds* in weekly meetings over the course of a semester. They will explain the process involved and describe the benefits for each group of students

A. Introductions

B. Statement of the Problem

C. Purposes for Collaboration

D. Project Participants and Courses

E. The Process

F. Reflections on the Project

G. Implications

H. Q & A

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Dangerous Minds Handout for pp. 8-15

Summary

Ch. 1: My Dog Ate It (Part II)

- Raul begins to do his own homework and achieves results.
- Raul wins an award and has an unexpected problem.
- Raul is invited to a free dinner at a restaurant and almost doesn't go.

Vocabulary Notes

p. 8 alien Caucasian planet of Parkmont: this is a humorous way of referring to the high school; the Hispanic boys are brought by bus to Parkmont High School, which is located in a neighborhood where mostly white people live. It is like going to another planet for these boys.

p. 8 "new leaf": from the expression *to turn over a new leaf*, which means to have a new beginning

p. 8 scapegoat: the innocent one who is blamed and punished for what others did

Dictionary Activity

Use your *Cambridge Dictionary of American English* to explain what this sentence means.

p. 14 "Too bad you pigged out, homey"

Reading Questions

1. Why did Raul do so poorly in his studies before?

2. How did Raul's new academic achievement affect him and his friends?

Dangerous Minds Double Entry Journal

p. 169

“You can’t have that many good grades.”

Bud (a teacher) insisted. “why...?”. It diminishes the value. There are unhappy thing between Bud and Ms. Johnson. Bud thinks Ms. Johnson can’t all of students pass her class, because it will make “A” don’t mean anything. In his opinion, every good grade should be balanced by a bad grade. He said Ms. Johnson let all of students passed her class only for students will love her. Ms. Johnson felt very angry and she thinks her students work hard and they should pass the class.

pp. 260-261

“I can’t see anything, is like a white wall. But I feel something, is something strong and deep. That is that I want to tell you and thank you for all. For gave me your time and taught me all that I know in English. Thank you.”

Ms. Johnson felt bad and tired. So she doesn’t want to be a teacher. At that moment, Ms. Johnson found some journal about her students. Those made her have faith to teach his students again. It is the reason why Ms. Johnson still wants to be a teacher. She did lots of things for her students, but the results are bad. But in this journal, we can know her student love her, care about her and thank her. Maybe at that moment, Ms. Johnson though that I do it for what? For my students and now they know about that. So I don’t care about other person’s opinion. Because of this journal, it saved a good teacher. So from this story, I know thanks and love the person who love and help you.

Keeping a Double-Entry Reading Journal

The reading journal is an important part of the learning experience in this class.

1. Divide a piece of paper in half vertically, either with a fold or by drawing a line down the middle.
2. On the LEFT side of the paper, COPY passages from the assigned book that are of interest to you. Choose one or more sentences to copy. Write the page number(s) of each passage and then copy the passage EXACTLY.
3. On the RIGHT side of the paper, FREE WRITE your reaction to the passage. Why did you select it? You may ask questions about it, give your opinion, tell how you think it fits in the story, tell a related story from your own life, or write anything else that you want to about that passage. Write your ideas freely.
4. Free write about 150 words for each class session. We will use the journal entries as the basis for discussion and for language learning.

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