

Good Enough

Can wearing the right shirt bring Dori happiness?

About the Story

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to analyze a fictional character and a poem, then write an original poem from the character's point of view

Key Skills:

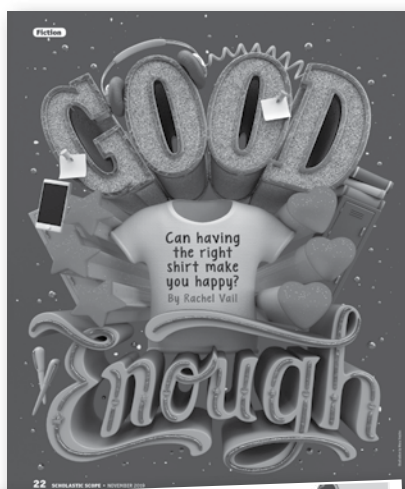
inference, structure, making connections, motive, character, theme

Essential Questions:

- What makes us happy?
- What makes an object important?
- How does wanting approval from others affect our choices?

Standards:

The text and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at scope.scholastic.com.

Audio:

- Story
- Poem

Literature Connections: Ideas for connecting to curricular texts

Skill Builders to print or project:

- Close Reading and Critical Thinking
- Analyzing Poetry: "Ode to My Shoes"
- Preparing to Write: Ode to a Shirt
- Quiz*
- **Core Skills Workout:** Inference
- **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
- Contest Entry Form
- * Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Theme Anticipation Guide

(5 minutes, activity sheet online)

- Project the **Theme Anticipation Guide**. As students come in, have them write down whether they agree or disagree with each statement.
- Take a quick poll for each statement. Ask volunteers to briefly explain their responses.

2 Reading and Discussing the Story

(30 minutes, activity sheet online)

- Read the story once through as a class.
- Divide students into groups to read the story again, pausing to discuss the close-reading questions that appear in the margins. Have students write their answers in the margins or on the **Close-Reading Questions** handout.

Answers to Close-Reading Questions

1. Inference (p. 23) *Dori is upset while everyone else is joyful. You can tell that Dori is upset from the fact that she was crying alone in the bathroom. A few lines later she says she doesn't trust herself to speak. In other words, she believes that if she speaks, she will say something that will reveal she is unhappy.*

2. Structure (p. 23) *Chronologically, the first section takes place in the middle of the story.*

3. Inference (p. 23) *This line tells the reader that Dori's mom is on her feet a lot —perhaps because she works long hours.*

4. Making Connections (p. 25)
Answers will vary.

5. Motive (p. 25) *Dori says she doesn't want an Orion shirt because she knows her parents can't afford to buy one. She doesn't want them to spend a lot of money on a shirt when there are other things her family needs more, and she doesn't want her parents to feel bad that they can't buy her what she wants for her birthday.*

6. Inference (p. 25) *No. You can infer from the fact that Dori is daydreaming about what it would be like to wear an Orion shirt that she does care about what she wears.*

7. Character (p. 26) *Dori avoids looking at others because she doesn't want them to know how she is truly feeling.*

8. Inference (p. 26) *You can infer from the author's use of the word "taunted" that Carleen knows that the shirt is a knockoff and is teasing Dori about it.*

9. Theme (p. 26) *Dori means that the shirt may be a fake Orion, but Dori's mom's love for her is real, and that is what really matters.*

- Come together as a class and discuss the critical-thinking questions.

Critical-Thinking Questions

(15 minutes, activity sheet online)

On page 24, Dori's Mom asks, "They're 'the thing'?" What does she mean? What's "the thing" at your school right now? Does this story make you view it differently? Dori's Mom is asking if Orion shirts are the hottest new trend—that is, a popular item that everyone seems to have or want. Answers will vary as to whether the story has affected students' views.

On page 24, Dori says that the girls in the A group scare her a little. Why do you think this is? *Dori might be a little scared*

of the girls in the A group because they seem so different from her. Maybe she feels like she can't relate to them, or maybe she worries that they will make fun of her for not being like them.

Dori says the girls in the A group are “never really outwardly mean.” What does she mean? Is not being outwardly mean

different from being kind? *Dori may mean that she senses the girls have judgmental or mean thoughts but don't say them aloud. Students may say that if you are kind, you aren't simply holding back your unkind thoughts—you feel warmth and concern for others in your heart and act on those feelings.*

Why might the author have chosen stars and hearts as the logos on the two shirts?

The author might have chosen stars for the logo on the Orion shirt because stars are flashy and are used to mark something as important; Dori sees the Orion shirt—or rather, the sense of belonging, approval, and admiration she thinks the Orion shirt will bring her—as something important. Perhaps the author chose the hearts

as the logo on the knockoff shirt to represent Dori's mother's love.

How does Dori change over the course of the story? *At the beginning of the story, Dori feels shame because she doesn't have a real Orion shirt, though she is careful not to reveal these feelings to her family. By the end of the story, Dori has gained confidence and perspective. She realizes that she has what really matters: a family that loves her.*

3 Reading and Discussing the Poem

(20 minutes, activity sheet online)

- Play the audio version of “Ode to My Shoes” a few times as students follow along in their magazines.
- In small groups or as a class, have students complete the **Analyzing Poetry** activity.

4 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Ode to a Shirt**. This activity will prepare them for the prompt on page 27. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Write a note from Dori to her mom explaining how the shirt helped her learn what she values most. Write your note as a well-organized paragraph and use details from the story.

For Advanced Readers

In a well-organized essay, explain how an item of clothing can be meaningful. Include ideas from the story, the poem, and one other source—fiction, nonfiction, or your own experience.

For Graphic Novelists

Retell the story of “Good Enough” in the form of a graphic novel. Be true to the characters—to how they speak, behave, and interact with each other.

For Creative Writers

Write the next scene of “Good Enough”—the conversation Dori and Mom have that afternoon after school. Be sure each character speaks and behaves in a way that is consistent with the story.