

Scope and Sequence  
 ELA - 6th Grade Gen Ed

Unit : "When Zachary Beaver Came to Town" by Kimberly Willis Holt with three-part-project

<b>Online Version:</b>	<a href="https://www.scribd.com/book/182550594/When-Zachary-Beaver-Came-to-Town">https://www.scribd.com/book/182550594/When-Zachary-Beaver-Came-to-Town</a>				
<b>Project pt I:</b>	<i>Students will illustrate, color, and write a caption for a scene in the story. The caption must be at least one paragraph long and the illustration and coloring must cover the entire page; no blank area is permitted to remain on the illustration.</i>				
<b>Project pt II:</b>	<i>Students will define by handwriting in blue or black ink the following literary terms in THEIR OWN WORDS: point of view, setting, irony, protagonist, antagonist, supporting characters, plot, climax, conflict, mood, and inciting force.</i>				
<b>Project pt III:</b>	<i>Students will create a table that lists each of the literary terms that they defined. Students will correctly identify each of the following terms as found in the novel: Who was the protagonist? Antagonist? Supporting characters? What is the plot of the novel? What is the mood? What was the climax of the story? What is the conflict in the novel? What was the inciting force of that conflict? What are three pieces of irony found in the novel? What was the point of the view of the novel? Describe the setting.</i>				
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Use a "Concept Map" graphing organizer to help organize the characters, setting, and plot so far - 20 min
	Google "Scenes of Texas" and review the scenery typically found in Texas; science connection - What is a biome? What is a desert? What type of animals live there? What is the weather typically like there? - 20 min	Discussion: What is "point of view"? What point of view is this novel written in? Define: protagonist, antagonist, support characters, plot, climax; what are each of these in this novel? - 20 min	Discussion: Where is Toby's mom? Who is Toby's best friend? What type of summer is he expecting? What is the setting like? What is Toby's city like (exciting, boring, etc.)? - 20 min	Discussion: Review "point of view"; what is genre? What genre is this novel (fiction, nonfiction, biography)? What features make it that genre? What would need to be changed in the story to change this genre? - 20 min	Discussion: What would classify someone as the main character vs a supporting character? Why is Toby the protagonist? Who is the antagonist? What would happen to the novel if the setting changed? Provide examples - 20 min
	Begin reading aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min
Daily Journal Topic:	What do you expect from this new school year?	How prepared do you think you are for Middle School? Explain why.	What is your favorite class so far this year? Why is that?	Do you like your classes so far this year? Why or why not?	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 5x each	Work on Spelling List - write a sentence with each word	Written Response: How would this book be different if it was written from a different point of view? (ex. 3rd person, omniscient) (min. one paragraph)	None
Spelling List:	Venus Fly Trap, Sri Lanka, Madrid, Springer Spaniel, beaker, radius, Catholic, Constantine, freehand, metronome, obliques, absolutely, worth, husband, dense, ledge, reef, warehouse, sparkling, omitting				
IEP Spelling List:	Venus Fly Trap, Sri Lanka, Madrid, beaker, radius, Catholic, freehand, absolutely, worth, husband, dense, ledge, reef, omitting				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	* Handwriting Book (cursive) - 20 min	Introduce project and the features of it - 15 min
	Watch "Be Real About Your Weight... Because Right Now You're At Your Worst! My 3000-lb Family" on YouTube (6:37 min) and discuss; Drew in the video is roughly the same size as Zachary; What struggles does Drew go through in the video? Is Zachary going through those same issues? - 20 min	Discussion: what is "irony"? Watch "What is verbal irony? - Christopher Warner" on YouTube (3:28 min); How do Toby and Cal spend their summer Saturdays? What is ironic about the people they meet on Saturdays? - 20 min	Students to work in pairs and complete: Create a T-chart of five examples of irony in the novel and what makes it ironic; share examples with the class - 20 min	Teacher will define "inciting force" of a novel (character or event that starts conflict); students work in pairs to answer the following questions: What is the inciting force of the novel? What is the conflict? Students will predict at least three events that they believe may happen in the novel and the reasons why - 20 min	Teacher will define "mood" of the novel (author's emotion they're trying to create in a novel); students in groups of 3 or 4 and answer the following questions: What are three possible moods the author is trying to create? Is the mood changing in Antler through the novel so far? How would we respond to Zachary as a school if he were here? - 20 min
Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	
Daily Journal Topic:	What do you know about the person, Saint Adalbert?	What have you learned about the history of our school?	What was it like for people of this community in the 1960s and 1970s?	How has our community grown over the last twenty years? What do you know about that growth?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: How does the sideshow coming into town change Toby and Cal's lives? (one paragraph)	Written Response: Would you have taken a personal interest in Zachary the way that Toby and Cal did? Why or why not? (one paragraph)	Study for Spelling & Definition Test tomorrow	Work on project

Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	In-class time to work on project - 35 min
	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	
	Discussion: Create a timeline of the novel thus far and discuss the storyline; What is the conflict? What features are building up to the climax? Define foreshadowing and review examples from the novel - 20 min	The Vietnam War creates a conflict for Cal and McKnight family; Watch "U.S. Veteran Describes Fighting in the Vietnam War" on YouTube (3:41 min); How does this war affect the characters in the novel? What other conflicts are found in the novel? - 20 min	As a class, review "protagonist", "antagonist", and "supporting characters"; Students in pairs: Create a Venn Diagram comparing & contrasting two of the following characters: Paulie, Mrs. Wilson, Miss Myrtie Mae, Wayne, Scarlett, or the Sheriff - 20 min	Discussion: Zachary is getting Baptized; students create a KWL about Baptism (3K, 4W) and discuss Baptism as a class; Watch "What Is Baptism?" on YouTube (1:57 min) and discuss; complete 3L's of the KWL - 20 min	Quick Write: What do you know about Baptism? Have you been Baptized? Are you interested in being Baptized? Why or why not? Do you think that Zachary was ready to be Baptized? Why or why not? - 15 min
	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min	Read aloud "When Zachary Beaver Came to Town" - 30 min
Daily Journal Topic:	What do you predict will happen in the novel based upon previous events that we've read?	How does Scarlett feel about Toby? Why do you think this? Do you think her opinion will change in the future?	Why does the judge throw apples at Toby? How do Toby and the judge fix their relationship?	What might you have said to Zachary if you were Toby or Cal and you discovered the books in the back of his trailer?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 5x each	Work on Spelling List - write a sentence with each word	Written Response: Would you have signed your name to the letter to Wayne like Toby did? Or would you have convinced Cal to write back? Describe your reasoning. (one paragraph)	Work on project
Spelling List:	lilac, Germany, Rome, American Eskimo Dog, organism, prism, doctrine, Alexander, composition, earworm, trapezius, theory, states, efforts, nature, chiefs, mention, raccoon, cottage, consider				
IEP Spelling List:	lilac, Germany, Rome, organism, prism, Alexander, earworm, states, efforts, nature, chiefs, mention, raccoon, cottage, consider				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	

Week 4	Students in groups of 3 or 4: Create a concept map of the novel's setting, conflicts, and the characters - 20 min	Finish reading aloud "When Zachary Beaver Came to Town" - 30 min	* All students will take a STAR test for AR on "When Zachary Beaver Came to Town" - 15 min.	In-class time to work on project - 50 min	In-class time to work on project; must be finished by the end of class today - 75 min
	Read aloud "When Zachary Beaver Came to Town" - 30 min	Students in pairs: Do you think that Zachary will write Toby? Why or why not? Will Toby's mother be happy to see him? Or will Toby interrupt her plans to be a singer? Would you have helped Scarlett and Juan get back together? Why or why not? - 20 min	In-class time to work on project - 45 min		
Daily Journal Topic:	Think back to the segment of "My 600-lb Life" that we watched and what the Sheriff learned about Zachary's mother. How did Zachary become so large? Why do you think this?	Would you have attended Wayne's funeral? Why or why not?	Did you like the ending of the novel? Why or why not?	What would you have changed about the novel? Why would you change that?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next two pages in your "Vocabulary Workshop" book	Complete the next two pages in your "Vocabulary Workshop" book	Study for Spelling & Definition Test tomorrow; project due tomorrow at the end of class	None

Unit: "Walk Two Moons" by Sharon Creech with Google Slides project

<b>Online Version:</b>	<a href="http://schools.misd.org/upload/page/0716/wtm%20print%20edition.pdf">http://schools.misd.org/upload/page/0716/wtm%20print%20edition.pdf</a>				
<b>There are two options that you may choose from to complete this project. You only need to complete ONE option for this project requirement.</b>					
<b>Extra Credit:</b>	<b>Complete both options IN FULL for extra credit and submit to your teacher by the required due date!</b>				
<b>Project Option 1:</b>	<b>There are two parts of this project... Pt. I - Identify three characteristics of a good marriage and explain why you think each of those three components are important to a healthy marriage; Pt. II - Explain why, in your opinion, whether or not the Winterbottoms, Sal's parents, and Grandparents Hiddle have a good marriage based upon your three chosen characteristics; Project MUST have a minimum of 15-slides, MUST be completed in Google Slides, and MUST be emailed to teacher upon completion.</b>				
<b>Project Option 2:</b>	<b>"Walk Two Moons" is essentially about hope, and learning to find hope in the most desperate situations. Find five distinct areas in the novel that relate to hope and the characters finding hope. Describe each situation and present your argument as to why it is an example of finding hope in a difficult situation. Project MUST have a minimum of 15-slides, MUST be completed in Google Slides, and MUST be emailed to teacher upon completion.</b>				
<b>Timeline:</b>	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.

Week 5	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 6x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	As a class, use a "Story Comparison" Graphic Organizer to compare Sal and Phoebe - 20 min
	Google Euclid, Ohio, and show students images of the city and relationship to our school; Use Google Maps to show them the prospective route to Idaho (Rt. 80 or Rt. 90); show images of Idaho on Google - 20 min	Discussion: Where is Sal's mother at the beginning of the story? Why did Sal's father tear down the wall? Who is Phoebe? Who is Margaret?	Students in pairs to answer the following questions: Describe Phoebe. What is her home life like? Why does she think that Sal is brave? Why does she think that Margaret could have killed her husband? - 15 min	Students in groups of 3 or 4: Use a Venn diagram to compare Sal and Phoebe's relationship with each of their parents; need three distinct statements about each person and three comparative statements (nine total comments) - 20 min	Discussion: Make a table showing each adult in the story and the hidden problems he or she seems to have; include Mr. & Mrs. Winterbottom, Sal, Phoebe, Margaret, & Sal's father - 20 min
	Begin reading aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min
Daily Journal Topic:	What does "Umoja" mean to you? How can you promote this?	What are some activities that you and your family do together?	Describe Sal's relationship with her grandparents. How do her grandparents feel about each other? How do you know?	What "needs" do Sal and Phoebe fulfill for each other?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 6x each	Work on Spelling List - write a sentence with each word	Complete the next two pages in your "Handwriting" book for tomorrow	None
Spelling List:	catnip, Algeria, Tripoli, airedale, physics, kappa, enlightenment, Aristotle, concentric, repertoire, rhomboid, practical, orientation, national, letters, military, desserts, communist, married, square				
IEP Spelling List:	catnip, Algeria, physics, kappa, concentric, rhomboid, practical, orientation, national, letters, military, married, square				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"typingclub.com" (practice keyboarding) - 20 min	"typingclub.com" (practice keyboarding) - 20 min	* Handwriting Book (cursive) - 20 min	Introduce project and features of it - 15 min

Week 6	Discussion: Review literary terms - irony, plot, antag., protag., climax, setting, point of view; identify each of these at make predictions for the future in the novel - 20 min	Teacher to create a story line to review the novel so far; students in pairs & answer: Who rings Phoebe's doorbell in Chapter Eight? Who do you think he is? Describe how Phoebe reacts to him. What new details do we get about Sal's mother's trip to Lewiston in Chapter Seven? - 20 min	Students in groups of 3 or 4 & answer: Describe what kind of mothers you think Mrs. Winterbottom and Chanhassen Hiddle are; how does Gram describe what it takes to be a good mother? What do you think it means to be a good mother? Share with class - 20 min	Quick Write: Students will select at random one of the following topics and will write their thoughts in a timed response; Option #1 - Do you think that Sal's parents had a good marriage? Why or why not? Option #2 - Do Phoebe's parents have a good marriage? Why or why not? Option #3 - Do Sal's grandparents have a good marriage? Why or why not? - 15 min	Discussion: What are some good reasons that couples break up? What are some less valid reasons that some couples break up? Do you think that Sal's mother left her family for a valid reason? What was that reason? - 20 min
	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 40 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min
Daily Journal Topic:	What does Sal sense about Phoebe's mother? Why?	What do you think happened to Sal's mother? How is Phoebe's mystery similar to Sal's?	Why do you think Phoebe's mother is upset, even before the news about the "potential lunatic"? What is her main conflict?	Do you think that Mrs. Winterbottom enjoys being a mother? Why or why not?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Create a timeline of at least six events in the story so far in the correct order; due tomorrow	Written Response: Describe why you think Sal's mother thought she was not good enough to be a Hiddle (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on Project
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 7x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 7x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 7x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	

Week 7	Students in pairs: Make a T-chart about the problems in the Winterbottom's marriage on the left and indicate if you think it can be worked out on the right; have at least five reasons - 20 min	Discussion: What is foreshadowing? What are three examples of foreshadowing in the novel (water moccasin bite, singing tree, whispering in Ch. 15 & 16)? - 20 min	Divide the class in half and appoint two "teachers" for each half, answer the following questions and teachers must ensure appropriate responses: Discuss why you think Sal's father never gets angry. Why might this have strained his relationship with Sal's mother? Why do you think Sal's mother felt so inferior to Sal's father? - 20 min	Presume that we are reaching the climax of the novel; Define the following literary terms - Rising action, falling action, climax; As a class, identify and discuss three "rising actions" in the story? - 20 min	In-class time to work on your Google Slides project; must have a minimum of 15 slides - 45 minutes
	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min
Daily Journal Topic:	How has Mr. and Mrs. Winterbottom's reluctance to express their true feelings to each other affected their marriage? Explain your reasoning.	Describe what you think are the traits of an ideal marriage. According to your definition, which couple in the novel comes closest to having an ideal marriage, and why?	Why has Sal started to blame herself for her mother leaving? Why do you think Sal's mother left?	Why does Sugar say that she feels "rotten" in comparison to Sal's father?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 7x each	Work on Spelling List - write a sentence with each word	Complete the next two pages in your "Handwriting" book for tomorrow	Work on Project
Spelling List:	marigold, Panama, Cairo, basset hound, particle, integers, Eucharist, Galileo, contour, octave, pectoral, humane, costumes, remember, smartest, cereal, expect, worst, existence, photosynthesis				
IEP Spelling List:	marigold, Panama, Cairo, particle, integers, Eucharist, octave, pectoral, humane, costumes, remember, smartest, expect, worst,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Think of a time when you judged someone prematurely. In what way did you "walk two moons in their moccasins"? - 15 min

Week 8	Students in groups of 3 or 4: Create a Venn Diagram of Sal and Phoebe (nine total ways) - 20 min	Discussion: The Five Stages of Grief; Watch "Teen Titans Go 5 stages of grief" on YouTube (1:43 min) and relate the stages to Sal and Phoebe; what stage is each in now? How did they exhibit previous stages? What will they show next? - 20 min	Students in pairs: Make a T-chart listing five significant ways that Sal has changed on the left, and what triggered those changes on the right. Be prepared to share your discussion with the class. - 20 min	Discussion: How does Sal feel about Ben? Vice versa? How does Sal feel when Ben is near her? When did Ben write his journal entry? Why did Ben say that he liked the other girl? Does this mean that his feelings for Sal do not mean as much? Describe how Sal reacts when Mr. Birkway reads Sal's journal. How does Ben react? Why do they feel that way? - 20 min	Students in groups of 3 or 4: How has Sal's view of Mrs. Cadaver changed and why. Explain what happened to Margaret's husband. How has this drawn Sal's father to Margaret? What is Sal's father seeking from his relationship with Margaret? How does this relate to the title of the novel? - 20 min
	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min
Daily Journal Topic:	What did Sal do to prove to her father that her mother was coming back? What did Phoebe do that was similar?	What obstacles are preventing Sal from accepting the fact that her mother is not coming home?	Describe how Mr. Birkway could have handled the journals differently, even if he wanted to share some of the thoughts in them.	How have Sal & Ben shown that they are more mature than most thirteen-year-olds? In what ways are they immature?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: Describe what Sal sees Mr. and Mrs. Finney do on the roof. Why is this important to the story? (one paragraph)	Written Response: Explain why you think Gram and Gramps insist on stopping at all the same spots that Sal's mother did. What do they expect Sal to gain from this trip? (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on Project
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 8x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 8x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 8x each, use in a sentence) - 20 min.	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min
	Discussion: Do you think that there will be any consequences to Phoebe and Sal's decision to call Sergeant Bickle's house? Why do you think so? Discuss why it is important to both Sal and Phoebe to solve the mystery of "Mike the Lunatic." - 20 min	Students in pairs: Make a list of at least five relationships in the story. Explain how each has evolved throughout the story. Be sure to use specific examples from the novel. - 20 min	Discussion: How did the author build suspense in Phoebe's story? What were some of the major conflicts? How did Phoebe create a conflict with Margaret and Mike? What was her main conflict with her mother? Why did she feel closer to her father? - 20 min	Discussion: Why do you think the sheriff takes Sal to her mother's grave? What does Sal gain by seeing the grave in person? o you think that Sal ever thought that her mother was dead? Why do you think she needed to see the grave for herself? - 20 min	In-class time to work on your Google Slides project; must have a minimum of 15 slides - 45 minutes

	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	Read aloud "Walk Two Moons" by Sharon Creech - 30 min	* Handwriting Book (cursive) - 20 min	
Daily Journal Topic:	Explain in what way Sal's trip with her grandparents relates to the title of the novel. In what way are they walking in Sal's mother's shoes?	Do you think there is an actual connection between Mike Bickle and Mrs. Winterbottom's disappearance? Why or why not?	How did Sal feel about her mother at the beginning of the story? What new information has she gained that has changed her opinion?	What does Sal ask the sheriff to tell her? Why is she now ready to hear this story? What is different about Sal's attitude?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 8x each	Work on Spelling List - write a sentence with each word	Complete the next two pages in your "Handwriting" book for tomorrow	Work on Project
Spelling List:	cyclamen, Sudan, Zanzibar, Boston terrier, pipette, interest, fanatic, Shakespeare, convention, audio, spinalis, aptitude, teammate, therefore, research, horse, constant, bicycle, doing, aware				
IEP Spelling List:	Sudan, Zanzibar, interest, fanatic, convention, audio, teammate, therefore, research, horse, constant, bicycle, doing, aware				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	* Handwriting Book (cursive) - 20 min	Present Google Slides projects to the class - 70 min
	Finish reading aloud "Walk Two Moons" by Sharon Creech - 30 min	* All students will take a STAR test for AR on "Walk Two Moons" - 15 min.	Quick Write: How would you change the ending of the novel? Why would you change what you changed? - 20 min	In-class time to work on Google Slides projects; due tomorrow! - 55 min	
	Students in pairs: Work together to determine how Sal finds the strength to comfort Gramps at the end of Chapter Forty-Three. How have Gram and Gramps given Sal hope? Do you think that Sal will be able to stay hopeful about her future when she gets home to her father? Why or why not? - 20 min	In-class time to work on Google Slides projects - 30 min	In-class time to work on Google Slides projects - 30 min		
Daily Journal Topic:	Why do both Sal and Phoebe keep so many objects that remind them of their mothers?	How has Gram's death affected everyone? Why do you believe this?	Describe what Sal has realized about the purpose behind her trip to Idaho with her grandparents.	Describe what you think is the most important lesson that Sal learned in the story.	No journal today

Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next three pages in "Vocabulary Workshop" book for tomorrow	Complete the next three pages in "Vocabulary Workshop" book for tomorrow	Study for Spelling & Definition Test Tomorrow; project due tomorrow	None
-----------------	---	--	--	---	------

Unit: "Wonder" by R. J. Palacio with two-part project

***This is available as an eBook for FREE at "[http://www.concordmuseum.org/assets/Geesey\\_Cynthia\\_Wonder.pdf](http://www.concordmuseum.org/assets/Geesey_Cynthia_Wonder.pdf)"***

<b>Project Pt I:</b>	<b><i>Use a Venn Diagram to compare August's first day of school to your first day of school; find three distinct statements about August, three about you, and three similarities</i></b>				
<b>Project Pt II:</b>	<b><i>Using Google Docs to write your essay, compare and contrast yourself to August in at least five ways. Consider his family, friends, family structure, experiences at school, and difficulties. Each described comparison should be its own paragraph and your essay should include an opening and closing paragraph. Essay MUST be written in Times New Roman font, size 12-font, and double-spaced. Email to your teacher when completed.</i></b>				
<b>Timeline:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 11</b>	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	Review genres and discuss what genre this book is (fiction); review literary terms from previous units; Google the background on the author and why she wrote this novel - 20 min	Discussion: Why would August and Jack be protagonists in the novel? At first, who are the antagonists in the novel? Who has the most conflict with other students at the beginning of the novel? How does Jack become a protagonist? - 20 min	Students in pairs and share with class: Create a three-column chart to list the conflicts caused by Julian and his cronies; first column (who made the problem), second column (what was the problem), third column (how it was handled) - 20 min	Students in groups of 3 or 4 and share: Why doesn't August believe he is an ordinary kid? What about August is different from other people? What does August do that most other kids his age do? In those ways, would he be considered ordinary? What does August believe makes him extraordinary? - 20 min	Use a concept map graphic organizer to analyze the author's choice to tell the story in first person with several different narrators and how that impacted the plot. - 20 min
	Begin reading aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min

Daily Journal Topic:	What does the word "wonder" mean to you? How can this word be used differently? Ex. To wonder about something, to be wonderful, a wonder of the world...	Can there be more than one protagonist or antagonist in a novel? Why or why not?	How does point of view limit what a reader sees or hears of what is going on in a story? What pronouns would be used in a story told from a first person point of view?	If a blind person met August, would he think August was ordinary or extraordinary? Why do you think that?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 9x each	Work on Spelling List - write a sentence with each word	Written Response: Did you ever react to something in a way that you had immediately regretted, knew was wrong, or were embarrassed about? What did you do? How would you have changed it? (one paragraph)	None
Spelling List:	lilies, Spain, Timbuktu, greyhound, paleontology, sine, fasting, Mozart, cubism, melograph, aorta, summer, cannon, civic, anxious, expensive, choose, entertainment, audience, muscular				
IEP Spelling List:	lilies, Spain, greyhound, sine, fasting, Mozart, cubism, melograph, aorta, summer, cannon, civic, choose, muscular				
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 12	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"typingclub.com" (practice keyboarding) - 20 min	"typingclub.com" (practice keyboarding) - 20 min	* Handwriting Book (cursive) - 20 min	Introduce project and features of it - 15 min
	Discussion: Use an "Idea Wheel" graphic organizer to cite strong evidence from what is said in the text (and what is inferred to support the idea) that in many ways, August is an ordinary kid. - 20 min	Divide the class in half with student/teacher for each half; ask & answer: Who are August's really good friends? Who is his best friend? How do his friends treat him? How long have they known one other? Does that make a difference in how they view and treat August? Which friend does August see the most? Why is that a bit odd? - 20 min	Students in pairs: Does having Mr. Tushman instruct several children to treat August nicely help protect him? How is August like a lamb about to be butchered at lunch time? What other incidents does August approach calmly not knowing something bad or unpleasant is going to happen? - 20 min	Students in groups of 3 or 4 and share as a class: Use a Venn diagram to compare how Via saw August before and after her visit with her grandmother; three distinct ways before, three distinct ways after, three ways similar (nine total ways) - 20 min	Discussion: Use a T-Chart to list and compare reasons why people THINK Summer spends time with August (on the left) vs why Summer DOES spend time with August (on the right) - 20 min
	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min

Daily Journal Topic:	Use a T-chart to list August's friends before he attended school. On one side of the chart, list the child's name and on the other side of the chart, shows things they did together.	Use a "Concept Map" graphic organizer and precise words, phrases, details, and imagery to show August's relationships with his friends.	Who is the sun in Via's galaxy? How do she and her parents circle the sun? How do extended family members circle the sun?	In what ways was Via's family like a galaxy? Why are the planets falling out of alignment?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: Who were some of August's more casual friends? How was his relationship with them different from his relationship with Christopher, Zack, and Alex? (one paragraph)	Written Response: How does the incident at Halloween make it seem like August is a lamb about to be slaughtered? (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on Project
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 13	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 9x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	Students in pairs: Use a Venn diagram to compare how Summer felt about being invited verses how she felt once she was at the party (nine total statements) - 20 min	Students in groups of 3 or 4: How does Jack respond when his mother tells him what Mr. Tushman wants? How does Jack know August? How does Jack feel about the first time that he meet August? Is the shame he feels enough to have him say yes to Mr. Tushman? - 20 min	Discussion: What does August do when Jack tries to talk to him in Part IV? How does Jack feel about the brush off? What clue did Summer give for the break in the relationship? How long does it take Jack to realize what he did wrong? What does Jack like about August? Why does he feel bad when August won't speak with him? - 20 min	Discussion: How do Olivia's parents treat Justin? What do they discuss over dinner? Why is Justin not used to all the attention? What has he told Olivia's parents that his parents don't know and have never asked? How does he describe Olivia's family? How does he describe his family? - 20 min	Students in pairs: Why doesn't Olivia want her parents to know about the play? How many times when she was young would someone come for one playdate? How many kids in high school know about August? Why does Olivia not want a lot of kids to know about her brother? Does Olivia hate her brother? - 20 min
	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Read aloud "Wonder" by R. J. Palacio - 30 min	Finish reading aloud "Wonder" by R. J. Palacio - 30 min
Daily Journal Topic:	Why do you think that Summer left the party early? Why do you think this?	How was Jack internally conflicted by Mr. Tushman's request to show August around the school? How would you feel if you were Jack?	Describe in one paragraph the relationship between Jack and Julian. Provide examples to show your understanding.	In your opinion, are Justin's parents over-protective? Why or why not?	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 9x each	Work on Spelling List - write a sentence with each word	Use a Venn diagram to compare and contrast Justin's relationship with his family and how it differed from Olivia's relationship with her family (nine total ways).	Work on Project
Spelling List:	tickseed, Tanzania, Mombasa, cocker spaniel, molecule, magnitude, Gabriel, Bolivar, curator, acoustics, deltoid, security, everything, longer, garage, nearby, invite, ourselves, forward, reaction				
IEP Spelling List:	tickseed, Mombasa, molecule, magnitude, Gabriel, Bolivar, deltoid, security, everything, longer, garage, invite, reaction				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 14	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	* Handwriting Book (cursive) - 20 min	In-class time to work on project; due at the end of class today - 70 min
	* All students will take a STAR test for AR on "Wonder" - 15 min.	Students in pairs: Use a T-chart to list the different school events August has attended and how each event made him feel - 20 min	Discussion: Use a "Cause and Effect" graphic organizer to examine why August was so reluctant to get hearing aids and why he decided they weren't so bad after all - 20 min	Discussion: Use a "Fact and Opinion" chart graphic organizer to indicate why August is a wonder to his family, friends, teachers/administrators, and students in his class - 20 min	
	In-class time to work on project - 40 min	In-class time to work on project - 30 min	In-class time to work on project - 30 min	In-class time to work on project - 30 min	
Daily Journal Topic:	Why does Justin agree that the universe was not kind to August? Why does he compare the universe to a lottery?	Why does August compare the eyes of the attendees of the science fair to a compass and himself to the North Pole? Why doesn't he like school events with parents?	Write a diagnosis like a vet would for what was wrong with Daisy.	Who has changed - Miranda or Via - and why don't they speak anymore? Provide evidence for your statement.	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Create a list of at least three reasons why Miranda did not appear in the play on Opening Night.	Written Response: Why would most people he knows consider August a wonder? (one paragraph)	Study for Spelling & Definition Test Tomorrow; project due tomorrow	None

Unit: "Charlotte's Web" by E. B. White with project

**Online Version:** [https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte\\_s\\_Web\\_.pdf](https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte_s_Web_.pdf)

**Project Theme:** Students will choose ONE OF THE THREE following options to complete in full:

**Extra Credit:** Complete TWO OF THE THREE following options in full to receive extra credit.

**Option #1:** Write a letter to your local Congressman advocating for tougher laws to protect animals and animals' rights. Include pets and farm animals in your response. Your letter MUST be at least five paragraphs long, including an introductory paragraph, three supporting evidence paragraphs, and one closing paragraph. Do not print your last name (only your first name); these will be mailed to Congress!

**Option #2:** Illustrate, color, and write a one-paragraph caption for a scene from the novel. No "white space" may remain, it must be completely colored. The drawing must be done to the best of your ability or it will need to be redone. The paragraph must contain a minimum of six well-written sentences with proper grammar, capitalization, and spelling. The sentences in the paragraph must describe the scene that you illustrated.

**Option #3:** Rewrite the ending of the novel assuming that ALL CHARACTERS survive at the end of the story. How would this change the ending of the novel? How would it set up future novels in a series? Your rewritten ending must be at least two pages long and answer the two previously asked questions. Your rewritten ending must provide closure to the story and cannot end on an open note or with a cliff-hanger.

**Spelling Word Format:** flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words

**Timeline:** Monday Tuesday Wednesday Thursday Friday

Week 15	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min
	Students in groups of 3 or 4, students will discuss then debate as a class this topic: Do you think it is morally right for humans to slaughter animals for food, fur, sport (basically for fun), and other uses? Or do animals have a right to life the same way that we do? Prepare your argument the first day, debate the second day - 20 min		Students in pairs: Use a Venn Daigram to compare & Contrast Mr. and Mrs. Arable as parents, including their approach to their children, how they interact with Fern, how they view the truth, etc. - 20 min	Individually: Use a T-chart to compare Mr. Arable's responsibilities to his family and Fern's responsibilities to Wilbur; discuss as a class - 20 min	Discussion: Make a "Flow Chart" graphic organizer of the places that Wilber has lived; provide reasons why he has moved; draw conclusions for these reasons; make a prediction for a future possible location - 20 min

<b>Daily Journal Topic:</b>	Do you think it is right for humans to slaughter animals for food, fur, and other uses? Why or why not?	The smallest animal in a litter that is born is called the runt. Do you think the runt deserves to die just because they're small? Why or why not?	The theme of this novel is "responsibility for others' needs". How has that theme already appeared twice in this novel?	Write a description of Wilbur's behavior, noting particularly how his actions are directed by outside influences.	No journal today
-----------------------------	---	--	---	---	------------------

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 10x each	Work on Spelling List - write a sentence with each word	Written Response: Think about a time in your life when you had to deal with changes that moved you either physically or emotionally. How was it similar to Wilber? (one paragraph)	None
Spelling List:	glory-of-the-snow, Bolivia, Pueblo, Great Dane, radiology, parabola, heresy, Newton, surrealism, contrafact, triceps, gasoline, bowling, quizzes, young, rescue, perseverance, hasten, ointment, buffaloes				
IEP Spelling List:	glory-of-the-snow, Bolivia, Great Dane, parabola, Newton, triceps, gasoline, bowling, young, rescue, hasten, ointment,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 16	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" - 20 min.	"Vocabulary Workshop" - 20 min.	* Handwriting Book (cursive) - 20 min	Introduce and review the project requirements - 15 min
	Discussion: What is freedom? Do animals have a right to freedom? Do you think that pets or farm animals desire freedom? Or are they reliant on humans? - 20 min	Students in pairs: Create a "Concept Map" of Wilber's interactions with the goose, the lamb, and Templeton; answer in your maps: are they Wilber's friend? Are they similar to Wilber emotionally? Are they a good playmate for him? - 20 min	Students in groups of 3 or 4: Create a T-chart of the benefits and drawbacks of living near/with spiders, pets, and farm animals; review with the class - 20 min	Discussion: Review irony; what is ironic in Wilber's disgust of Charlotte eating bugs? Review foreshadowing; how does the goose foreshadow events? Make a prediction how may Charlotte may shape Wilber's emotions and future - 20 min	Discussion: Review literary terms from yesterday's journal as a class; What further predictions can you make? What characters in the novel do you think may die? Why? How is time a factor in this novel? - 20 min
	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min
Daily Journal Topic:	Is the goose a good or bad influence on Wilber? Why do you believe that way?	Mr. Zuckerman calls Wilber a "good pig". What criteria do you think he bases this upon? What would make a "bad pig" according to Mr. Zuckerman?	Charlotte is mentioned in the title, but doesn't appear until Chapter Five. Should the novel be called something different? Or does it matter?	Identify who in the novel applies as the following literary terms: protagonist, antagonist, supporting characters, conflict, plot, and point of view.	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Study for Spelling & Definition Test Tomorrow	Work on project
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				

Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 17	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	In-class time to work on project - 25 min	Students in groups of 3 or 4 and share responses: Make a concept map of the animals in the barn; How do they interact with eachother? Describe their relationship with eachother; How do they rely on eachother? Are they friends/foes of eachother? - 20 min	Students in pairs: Use a "Compare and Contrast" graphing organizer to study Charlotte and Tempelton; how are they similar? How are they different? What issues do they share? - 20 min	Discussion: Review Fern's relationship with the animals; how do they treat her (specifically the sheep)? Can/should their relationship continue as it is? What is Fern's main motive in being at the barn so often? - 20 min	In-class time to work on project - 25 min
	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min
Daily Journal Topic:	How has the setting changed in this novel? How has the changing setting effected the story?	Why do the barn animals tolerate Templeton if they feel so poorly about him? Which animals are friends or foes of him?	What do Charlotte and Wilber each gain from eachother by having a friendship with eachother?	Explain what Mr. Arable means when he says that his and Mrs. Arable's ears may not be as sharp as Fern's. Consider the differences between how a child and an adult might perceive the world.	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 10x each	Work on Spelling List - write a sentence with each word	Written Response: What genre would you classify "Charlotte's Web"? Provide your reasoning for your selection.	Work on project
Spelling List:	gardenia, Venezuela, Cholula, malamute, seismology, mensuration, Hinduism, Tolstoy, diptych, cross-beat, biceps, another, fishing, turtleneck, volleyball, progress, bigger, subtle, generally, spring				
IEP Spelling List:	Cholula, malamute, Hinduism, Tolstoy, cross-beat, biceps, another, fishing, turtleneck, volleyball, progress, bigger, subtle, spring				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min

Week 18	* In-class spelling bee to review words - 15 min.	"typingclub.com" (practice keyboarding) - 20 min	"typingclub.com" (practice keyboarding) - 20 min	* Handwriting Book (cursive) - 20 min	* All students will take a STAR test for AR on "Wonder" - 15 min.
	In-class time to work on project - 25 min	Students in pairs: Create a Venn Diagram comparing & contrasting Mr. Zuckerman's views of Wilber vs. Charlotte's views of Wilber; how are they different? How are they similar? Share with the class - 20 min	Discussion: What is "onomatopoeia"? Examples include "moo", "Baaa", and "cluck"; Students will individually create a list of ten examples of onomatopoeia, then review with the class; relate to the novel - 20 min	Discussion: When Charlotte dies, she is by herself; how is this opposite of the way that she lived her life? Describe the rising action, climax, and falling action from the fair - 20 min	In-class time to complete your project; due today at the end of class - 50 min
	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Read aloud "Charlotte's Web" by E. B. White - 30 min	Finish read aloud "Charlotte's Web" by E. B. White - 30 min	
Daily Journal Topic:	How does Templeton saving Charlotte becoming a turning point in the novel?	How does the scene with the exploding egg motivate Charlotte to start trying to save Wilber?	Dr. Dorian describes the "miracles of nature." Create a list of three things that he would find "miracles" from the novel.	Written Response: If Charlotte was a person, what would she be like? Would she be well-educated? Snobby? Would she be condescending or genuinely helpful?	
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Work on Project	Written Response: How is Uncle the antagonist of the novel? What other person or concept could also be the antagonist? (one paragraph)	Study for Spelling & Definition Test Tomorrow; project due tomorrow!	None

Unit : "Through my Eyes" by Ruby Bridges with two mini-projects

<b>Project #1:</b>	<b><i>Students will use Google Docs to write a minimum of a two-page essay to compare and contrast the novel "Ruby Bridges: Through my Eyes" to the Disney-version movie of her story entitled "Ruby Bridges". Writing MUST be written in Times New Roman, 12-font, and double-spaced. You must make three comparisons and describe each comparison in detail. You must also make three contrasts to the story and describe each in detail. When complete, email your essay to your teacher.</i></b>				
<b>Project #2:</b>	<b><i>Students will read the poem "As I Grew Older" by Langston Hughes. Students will use the online presentation software "Prezi" (www.prezi.com) to create a minimum of six slide presentation of the poem and how it relates to them. They must describe how the poem relates to them to display their understanding and relation to the poem. Students will present their Prezi to the class in a speech and describe their relation to the poem in their speech.</i></b>				
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday

Week 19	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 11x each, use in a sentence) - 30 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 30 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 30 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	Google "William Frantz Public School in New Orleans, Louisiana" to show images of the school; discuss how the building looks similar and different than our school; discuss thoughts on it being named a landmark, then almost being demolished, and now being a charter school - 20 min	Watch "Visiting the Classroom Where Ruby Bridges Made History" on YouTube (3:12 min) and discuss; how do you think that Ruby feels about seeing the classroom updated now? How do you think this experience effected Ruby? - 20 min	Students in pairs: Use a T-chart to compare your first day of school to Ruby's; note similarities based upon Ruby's thoughts? How did Ruby's innocence help make this process easier? - 20 min	Watch "Civil Rights - Ruby Bridges" on YouTube (2:35 min) and discuss; What did Ruby learn from her experience? How did her teacher make Ruby's experience better? How did that teacher help change a negative situation into a positive one? - 20 min	Students in pairs, discuss and share: How did Ruby's mom make her situation easier? Ms. Henry came to New Orleans from Boston, how do you think that made this situation easier for Ruby? Why was Ruby the only child in the room? - 20 min
	Begin reading the novel "Through my Eyes" by Ruby Bridges - 20 min.	Read the novel "Through my Eyes" by Ruby Bridges - 20 min.	Read the novel "Through my Eyes" by Ruby Bridges - 20 min.	Read the novel "Through my Eyes" by Ruby Bridges - 20 min.	Complete reading the novel "Through my Eyes" by Ruby Bridges - 20 min.
Daily Journal Topic:	What do you know about life in the 1960s in the Southern USA? Can you provide any details?	What do you know about life in Cleveland in the 1960s? Can you provide any details?	Write about a time when you were brave but didn't realize it until afterwards. How was it similar to Ruby?	Do you think that you could have walked through the lines of people like Ruby did? Why or why not?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 11x each	Work on Spelling List - write a sentence with each word	Written Response: Write about a time that you made someone's experience better when it was difficult for them. How was it similar to Ms. Henry helping Ruby? (one paragraph)	None
Spelling List:	magnolia, France, Warsaw, corgi, telescope, vector, homily, Edison, daguerreotype, descant, brachialis, radios, building, community, cuffs, staggered, chorus, tornadoes, foreign				
IEP Spelling List:	magnolia, France, Warsaw, corgi, telescope, vector, homily, Edison, building, community, cuffs, chorus, tornadoes, foreign				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	* Handwriting Book (cursive) - 20 min	Introduce project and the features of it - 15 min

Week 20	Teacher to provide and discuss permission slips to watch "Ruby Bridges"; some scenes show disintegration - 10 min	* All students will take a STAR test for AR on "Through my Eyes" by Ruby Bridges - 15 min.	Watch "Ruby Bridges" movie on either YouTube (1:30:03) or Amazon - 50 minutes; discuss scenes and connect to story afterwards	Watch "Ruby Bridges" movie on either YouTube (1:30:03) or Amazon - 50 minutes; discuss scenes and connect to story afterwards	In-class time to work on your project - 25 min
	(Part I of III) Illustrate, color, and write a one paragraph caption for one scene from "Ruby Bridges: Through my Eyes"; caption MUST have proper grammar, spelling, and punctuation; no white space may remain, color the entire page - 45 min	(Part II of III) Illustrate, color, and write a one paragraph caption for one scene from "Ruby Bridges: Through my Eyes"; caption MUST have proper grammar, spelling, and punctuation; no white space may remain, color the entire page - 40 min			(Part III of III) Complete your illustration, coloring, and caption for one scene from "Ruby Bridges: Through my Eyes"; MUST be complete by the end of class today - 25 min
Daily Journal Topic:	Watch "Civil rights icon meets marshal who protected her" on YouTube (2:30); how did this man help change disintegration forever?	What is "Nia" from Religion class? How does Ruby Bridges display "Nia"?	Create a T-Chart to compare Saint Bernadette to Ruby Bridges in at least four ways.	Create a "Concept Map" of the novel "Ruby Bridges: Through my Eyes" with at least seven meaningful bubbles	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: How can you display "Nia" in your home, school, and community? (one paragraph)	Written Response: If this situation occurred in Cleveland in the 1960s, do you think it would have been different or the same? Why do you think this?	Study for Spelling & Definition Test Tomorrow	Work on Google Docs project
"Theme for English B" online:	<a href="https://www.poetryfoundation.org/poems/47880/theme-for-english-b">https://www.poetryfoundation.org/poems/47880/theme-for-english-b</a>				
"As I Grew Older" online:	<a href="https://allpoetry.com/As-I-Grew-Older">https://allpoetry.com/As-I-Grew-Older</a>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min

Week 21	Watch "Civil Rights Movement for Kids: Brown vs Board of Education (Black History)" on YouTube (3:00 min) and discuss; as a class, create a list of ways that this court case helped end segregation and integrate schools; was "separate but equal" fair? Why would some people want to maintain that law? - 20 min	Watch "Brown v. Board of Education   Homework Help from the Bill of Rights Institute" on YouTube (4:08 min) and discuss; Use a "Cause and Effect" graphic organizer to outline how this court case led to Ruby Bridges' story a few years later - 20 min	As a class, read "THEME FOR ENGLISH B" by Langston Hughes; what is the speaker trying to accomplish in this writing? Do all poems have to rhyme? The author speaks about "what is true" being different for others, what does he mean? What does the author mean by "So will my page be colored that I write?" - 20 min	Individually, students will complete "THEME FOR ENGLISH 6th GRADE" (30 min) and read aloud to the class (10 min) - 40 total min	Teacher will show students Prezi (www.prezi.com) and provide the second project; students will make a Prezi about "As I Grew Older" and how it applies to them - 20 min
	Students in pairs, then share with class: what laws would you add / remove for schools? Create a T-chart, on the left are four laws that you would change for all schools; on the right are four laws that you agree are good and should be kept in all schools; share with class with complete - 30 min	Quick Write: Write a poem or a song about either Ruby Bridges, segregation, or Brown vs Board of Education"; poem or song MUST be school-appropriate and MUST be at least ten lines long; share with the class; discuss each others comments and what they highlight as important from the lessons - 30 min	Watch ""Theme for English B" Langston Hughes" on YouTube (2:54 min) and discuss; students will individually attempt to write a similar poem entitled "THEME FOR ENGLISH 6th GRADE" by reviewing the words from Hughes' poem - 30 min	As a class, read "As I Grew Older" by Langston Hughes; what is the author trying to draw connections to? What is the author pointing out between races of people? What is the theme of this poem? What symbols does Hughes use in this poem? - 15 min	In-class time to work on your Ruby Bridges Google Docs project or your "As I Grew Older" Prezi - 30 min
Daily Journal Topic:	Did you enjoy watching "Ruby Bridges" better than reading the novel? Why or why not?	Write down everything that you remember from "Brown vs. Board of Education" that we studied yesterday	Watch "Meet Dred Scott for Black History Month: featured Cartoon for Kids with Dred Scott (Black History) on YouTube (3:01 min); what do you think about this case and decision?	How was Dred Scott a pioneer in the fight against racism?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 11x each	Work on Spelling List - write a sentence with each word	Think about the poem "As I Grew Older". How does it relate to you?	Work on either Google Docs or Prezi project
Spelling List:	mugworts, Portugal, Lagos, bulldog, volcanology, octahedron, icon, Mandela, documentary, piano, plantaris, brokenhearted, banquet, appetizer, speak, erupt, stood, journey, kneeling, catsup				
IEP Spelling List:	mugworts, Lagos, bulldog, volcanology, icon, Mandela, piano, banquet, speak, erupt, stood, journey, kneeling, catsup				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" book - 20 min	"Vocabulary Workshop" book - 20 min	* Handwriting Book (cursive) - 20 min	

Week 22	In-class time to work on either the Google Docs project or Prezi - 60 min	In-class time to work on either the Google Docs project or Prezi - 50 min	In-class time to work on either the Google Docs project or Prezi - 50 min	Students in pairs: Create a "Concept Map" correcting connecting together Ruby Bridges, Brown v. Board, Dred Scott, "As I Grew Older", and "Theme for English B"; must be completed NEATLY as these will be hung up - 30 min	Students present their Prezi to the class; Google Docs project MUST be emailed the teacher today by the end of class - 70 min
				In-class time to work on either the Google Docs project or Prezi - 25 min	
Daily Journal Topic:	What do you think that Ruby Bridges would say about "As I Grew Older"? Why would she say that?	How does Dred Scott relate to "As I Grew Older"? Think of at least two ways.	In your opinion, how may "Brown" from " <i>Brown vs Board of Education</i> " feel about the poem "As I Grew Older"? Why do you feel that way?	Create a Venn Diagram comparing & contrasting in six total ways Ruby Bridges vs either Dred Scott or Langston Hughes as pioneers against racism	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Study for Spelling & Definition Test Tomorrow; finish both mini-projects, due tomorrow	None

Unit: "The Diary of a Young Girl" by Anne Frank with project

<b>Online Version:</b>	<a href="http://www.rhetorik.ch/Aktuell/16/02_13/frank_diary.pdf">http://www.rhetorik.ch/Aktuell/16/02_13/frank_diary.pdf</a>				
<b>Project:</b>	<i>Keep a diary of your life's events and what you do each day for two weeks, including weekends. Write at least two paragraphs each day - one paragraph should be about what you did at school and the other should be about what you did at home. On the weekends, write two paragraphs about your time at home. Your diary should mimic Anne's diary in that you should include actions, thoughts, emotions, and problems. Be specific! It is better to include more information than leave content out to better connect your understanding and appreciation of the novel.</i>				
<b>Spelling Word Format:</b>	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
<b>Timeline:</b>	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min

Week 23	Google the images of a Star of David, Jews being rounded up in WWII, and of the expansion of Germany in WWII; explain how all Jews in this expansion were put to death because they were Jewish - 20 min	Watch "Tour of the Secret Annex" on YouTube (4:36 min) and discuss; Teacher Led Discussion: As a class, make a T-chart of the rules that Jews had to follow under Nazi rule (on the left) and whether they were fair rules to follow (on the right) - 20 min	Individually, students will create their family tree as far back as they can remember (include siblings); discuss as a class what a family means to you and if they understand Anne's feeling of being "alone"; why does Anne feel alone? - 20 min	Discussion: Talk about the idea of maturity, what it means, and what a mature person acts like (10 min); students in pairs and discuss: in what ways is Anne mature? Is she more mature than girls in present day? Why or why not? (10 min) - 20 total minutes	Discussion: close your eyes and imagine if you had to go into hiding right now; would the items that you have at home suffice for the next five years? (10 min); Divide students into groups of 3 or 4 and share: what item(s) would you miss the most if you had to go into hiding right now for the next five years? (10 min) - 20 total minutes
	Begin reading the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.
Daily Journal Topic:	What do you know about Jewish people and their customs? What do you know about World War Two (WWII)?	What is your favorite holiday? Why is it your favorite?	What gifts did you receive on your birthday at Anne's age? What did you do for your birthday?	What are your goals for when you grow up? Do you have occupational goals? Or personal goals?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 12x each	Work on Spelling List - write a sentence with each word	Write a letter to yourself ten years from now; what personal and occupational goals will you hope to have accomplished by then? (minimum one paragraph)	Written Response: write about a time that was a difficult change in your life. How did you adapt? What changes did you make? (one paragraph)
Spelling List:	baneberries, Japan, Ouidah, shih tzu, virologist, oblique, Incarnation, Eisenhower, draftsman, gig, flexor, thunderstorm, knack, remembering, vague, harmony, doubt, liberate, linger, minute				
IEP Spelling List:	baneberries, Japan, Incarnation, draftsman, gig, flexor, thunderstorm, knack, remembering, harmony, doubt, liberate, linger, minute				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 24	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"typingclub.com" (practice keyboarding) - 20 min	"typingclub.com" (practice keyboarding) - 20 min	* Handwriting Book (cursive) - 20 min	Introduce project and the features of it - 15 min
	Students in pairs: Use a T-chart to create a list of all places in your home that are private (on the left) and if you could live without them (on the right); share with class, relate back to Anne's family living in one room together for five years - 20 min	Discussion: Define the idea of nationality and what it means to be an American. Using a "Concept Map", list the advantages and disadvantages of living in our country - 20 min	Students in groups of 3 or 4, discuss and share: list the complaints of each of the occupants of the secret hiding place in the novel. How are these complaints handled and how are they avoided? - 20 min	Students in pairs, discuss and share: Use a "Steps in a Problem" graphic organizer to review the sausage making scene. Evaluate if it was a good idea or bad idea; Could people downstairs or in the street notice them? Could noise or odors attract attention to them? - 20 min	Quick Write: Imagine that you are one of the characters in the novel; who are you? How would you feel? What are your difficulties? What hobbies may you take up to pass the time? - 20 min

	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.
Daily Journal Topic:	What is something that you take for granted at your home? Why do you think that you take it for granted?	List as many nationalities or countries as you can think of.	How can your moods and emotions effect illness and those around you that are ill?	How do you handle stress in your own life? What coping skills do you use?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Students will draw the layout of their own bedroom, just as the book includes a layout for Anne's family. This layout can also include the various levels of their home and who sleeps where.	Written Response: Imagine that you just found out that you have measles (like Mr. Frank). Simulate in writing how it could have spread today: write down the names of all of the people that you came into physical contact with today. Those people you would have infected.	Study for Spelling & Definition Test Tomorrow	Work on project
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 25	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 12x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	Students in groups of 3 or 4: discuss the card system that Margot and Anne used; Was this a good way to encourage learning? What else would you suggest (remembering that supplies were limited) to promote learning? - 20 min	Individually: students will write about an argument that they had with their parents, but they must do it in THIRD PERSON similar to how Anne did so with Dussel; share with the class - 20 min	Students in pairs, share and discuss: Do you think Anne would have been depressed if she was not in hiding? Does her history seem to indicate that she is a depressed person or not? Give examples of the argument with which you agree - 20 min	Discussion: Teacher lead - Anne makes friends with Peter; Anne's dreams and symbolism of them; Adults keep retelling stories, how is this valuable to the situation? - 20 min	Divide the class in half with one student acting as the teacher for each group, discuss and answer the following: Can emotions be good or bad? Is there a line that an emotion crosses and becomes something negative or are all emotions positive and thus somehow useful? If there was an emotion that you could completely suppress, which one would it be? Why? - 20 min
	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.

Daily Journal Topic:	List the things you would do if you had two more additional hours in the day (and they couldn't talk, watch TV, or listen to music).	Was Anne's anger towards Dussel warranted? Did Mr. Frank need to intervene? Was there a better way to handle this?	How might depression effect someone? Include as many details and life-altering events as possible.	Make a "Concept Map" of your friends; make additional bubbles to link their friends together and add other people that may be their friends but not yours too	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 12x each	Work on Spelling List - write a sentence with each word	Make a list of everyday objects and symbols that hold special significance to the world	Work on project
Spelling List:	black-eyed susan, Iraq, Kabul, husky, zoology, slope, Koran, Mother Teresa, van Gogh, decet, gastrocnemius, hula, student, immediately, effective, sense, because, sandwich, perform, literal				
IEP Spelling List:	Iraq, Kabul, husky, slope, Koran, Mother Teresa, van Gogh, hula, student, sense, because, sandwich, perform, literal				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 26	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min	"No Red Ink" - 20 min	* Handwriting Book (cursive) - 20 min	* All students will take a STAR test for AR on "Diary of a Young Girl" by Anne Frank - 15 min.
	Divide the class into two groups with one student acting as the teacher for each group; debate the following: Does having hope help in negative situations? How can people maintain their hope? Wouldn't it just be easier to give up? Is someone a bad person for giving up hope or a realistic one? Can love really conquer all? - 20 min	Students in pairs, discuss and share: Think of the burglar breaking into the Annex; how could Anne's family make it more safe? Is their Annex safe enough? What does paranoia make you do? How could we make our school more safe? - 20 min	Discussion: Is Anne being unfair to Margot? Is Margot being unfair to Anne? Why would two sisters fight even though they're in a life or death situation? Is sibling rivalry itself immature and impractical? What value might sibling rivalry have? - 20 min	Discussion: Anne announces that she wants to publish her diary; is this right? What about people's privacy that she speaks of in her diary? What about the Van Daan family? Peter accidentally leaves the door locked and Kraler is angry at him; some accidents are harmless, will this one be? - 20 min	Watch "THE SHORT LIFE OF ANNE FRANK History Discovery Biography (full documentary)" on YouTube (36:39 min but stop it at 27:52 min) and discuss - 35 min
Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Read the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Finish reading the novel "The Diary of a Young Girl" by Anne Frank - 30 min.	Quick Write: After watching this video, how do you feel about Anne? Otto, her father, being the only survivor? Otto's pain of knowing his family is dead? The Nazi party and their quest to kill all Jews? - 20 min	
Daily Journal Topic:	Do you think crying would have helped Anne feel better? Could she have cried without making a noise?	Be specific! What can happen to your body if you're eating less and less each day? Relate to Anne's family.	Write a ten-line poem about what upsets you the most in your life.	If Anne received a letter from her father (similar to how she wrote him an angry one), how do you think she would have handled it? Why do you think that?	No journal today

Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: What does love give to those in love? Can love die? How does love change the world for those in love? Does this mean that love can change the entire world?	Written Response: Why do you think the world remained "silent" regarding the treatment of the Jews? What could they have done? How might that have helped the Jews? (one paragraph)	Study for Spelling & Definition Test Tomorrow; finish project, due tomorrow!	None
-----------------	---	---	---	--	------

Unit: "Forged by Fire" by Sharon Draper

<b>Online Version:</b>	<a href="http://sawyerela.weebly.com/uploads/5/8/8/1/5881058/forged_by_fire_hazelwood_high_-_sharon_m_draper.pdf">http://sawyerela.weebly.com/uploads/5/8/8/1/5881058/forged_by_fire_hazelwood_high_-_sharon_m_draper.pdf</a>				
<b>Parents to sign a permission slip to read this book due to mature content; drug abuse, physical / sexual abuse of a minor, living in poverty</b>					
Spelling Word Format:	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 27	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min
	Discussion: What is the setting of this novel? Who are the characters so far? What predictions do you have based upon what we've read? What conflicts do you see or predict? - 20 min	Students in pairs, Use a "Cause and Effect" graphic organizer to analyze one of the instances of abuse from Monique to Gerald; share results with the class - 20 min	Students in groups of 3 or 4, share and discuss: create a chart with three columns of all of the people that abused Gerald (left), their reasons for doing it (center), and how Gerald feels about it (right) - 20 min	Divide the class in half with two students acting as teachers to answer the following questions: Why was Monique arrested? What does this say about her mothering skills? What has led her to think this way? Do you think she is validated in these opinions? Why or why not? How does Gerald respond to this event? - 20 min	Quick Write: Do you think that Monique truly loved Gerald? Why or why not? Provide evidence as to your decision. - 20 min
	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.

Daily Journal Topic:	How does mental, emotional, or physical abuse effect someone? What are some potential ramifications in the future from the abuse?	Gerald says that he came to associate abuse with love after being brutally beat by his mother. Why do you think he feels this way? Is this normal?	Describe Gerald's personality. Describe his relationship with his mother.	Identify the following literary terms as found in this novel - protagonist, antagonist, rising action, supporting characters, and conflict	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 13x each	Work on Spelling List - write a sentence with each word	Written Response: Do you have any family members that you haven't seen in a long time? If so, how may you react to seeing them for the first time in awhile? (one paragraph)	None
Spelling List:	basket of gold, Saudi Arabia, Damascus, labrador retriever, thermometer, cylinder, laity, Martin Luther King, drypoint, tarantella, soleus, report, examine, cowboy, basis, financial, enlighten, administration, tomatoes, approach				
IEP Spelling List:	basket of gold, Damascus, thermometer, cylinder, Martin Luther King, report, examine, cowboy, basis, financial, enlighten, approach				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 28	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" book - 20 min	"Vocabulary Workshop" book - 20 min	* Handwriting Book (cursive) - 20 min	Individually: Create a "Concept Map" of the characters and the various conflicts surrounding them so far - 15 min
	Students in pairs: Use a Venn Diagram to compare and contrast Aunt Queen and Monique; provide three ways distinct about each and three ways that they're similar (nine total ways) - 20 min	Students in groups of 3 or 4, share and discuss: Create a plot line of the story so far; include the various conflicts and rising actions for each, setting, and characters (support, protag., antag.) - 20 min	Discussion: what foreshadowing may there be with Jordan and Gerald? Or with Monique and Aunt Queen? What other situations can you find? - 20 min	Students in pairs: Would you rather live at home without lights (power) or without water? Relate to Gerald; how does this situation make him feel? What does he do about it? What would you do about it? - 20 min	Divide the class into two groups with a student acting as teacher for each group; answer these questions: How was Aunt Queen able to afford Gerald's new bike? What do you think about Aunt Queen wanting to adopt Angel? Discuss the family's current living conditions. Why could this novel not have taken place in another setting? - 20 min
Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.
Daily Journal Topic:	What do you think Gerald means when he says that the things that make him happy make all people happy?	Create a character sketch for one member of Gerald's family (or Gerald).	Why does Aunt Queen command the respect that she does? Why do you think this?	How do you think living in poverty effects Gerald?	No journal today

Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Study for Spelling & Definition Test Tomorrow	None
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 29	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 13x each, use in a sentence) - 20 min.	Handwriting (cursive) - 20 min	Students in pairs: Mr. Washington testifies at the trial and supports Gerald and Angel the whole way. What does this mean for this case? Why is he a good witness for Angel's abuse? Why was he involved? Where does Mr. Washington get this information? How will this change the believability of it? - 20 min
	Students in pairs: Angel tells Gerald how afraid she is of Jordan and suggests that he has been inappropriately touching her. Why was this so upsetting to her? Why did she not tell someone about this sooner? What does this say about her character? What does this indicate about her upbringing? Why would this have happened to such a small girl? Why do you think Gerald was the only one she was willing to tell about this? - 20 min	Discussion: As a class, create a T-chart listing the characters in the novel on the left side and their thoughts on sexuality (specifically abuse) on the right side; discuss responses - 20 min	Students in groups of 3 or 4, share and discuss: Use a "Cause and Effect" graphic organizer to examine the relationships surrounding Gerald, Angel, Jordan, and Monique - 20 min	Divide the class in half with two students acting as teachers to answer the following questions: Is Gerald right to break Angel's bed? Is Gerald right to lie to his mother and father to protect Angel? How has Gerald changed throughout the novel? Are there any laws that you think should be over-turned to make the world a better place? - 20 min	Discussion: Gerald does chores daily at home and well in school; he feels that it is his duty. Why is this so important to him? What kind of things has he done to fulfill this duty? How will he feel if he cannot complete this task? What kind of things can the other family members do that would help Gerald fulfill this duty? What does this sense of duty say about his personality? - 20 min
	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.
Daily Journal Topic:	Aunt Queen dies. Make at least two predictions how this will effect Gerald.	Create a list of at least six total pros and cons of Gerald trying to protect Angel from Jordan and Monique.	Use a Venn Diagram to compare and contrast Gerald and Jordan; nine total statements	Why do you believe that Jordan "has little to no" respect for women? How do you think he became like this?	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 13x each	Work on Spelling List - write a sentence with each word	Written Response: What foreshadowing do you think may involve Jordan? What are some signs that indicate this? (one paragraph)	None
Spelling List:	viper's-bugloss, India, Jericho, German Shepherd, Petri dish, Pythagorean Theorem, liturgy, Queen Elizabeth II, embroidery, refrain, tongue, union, collection, hymn, knitting, biggest, story, stereos, truth, saying				
IEP Spelling List:	India, Jericho, Petri dish, liturgy, Queen Elizabeth II, refrain, union, collection, hymn, biggest, story, stereos, truth, saying				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 30	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"typingclub.com" (practice keyboarding) - 20 min	"typingclub.com" (practice keyboarding) - 20 min	* Handwriting Book (cursive) - 20 min	* All students will take a STAR test for AR on "Forged by Fire" by Sharon Draper- 15 min.
	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Read the novel "Forged by Fire" by Sharon Draper - 30 min.	Finish reading the novel "Forged by Fire" by Sharon Draper - 30 min.	Individual Essay Theme: Rewrite the ending of the novel as if Jordan survived the fire. How would this change the ending? What events could possibly happen next? Would he be any different than before? Write at least one page of what you think could happen if Jordan survived - 50 min
	Discussion: Use a "Cause and Effect" graphic organizer to trace Monique's return to drug use; how do you feel about this? Is she validated in her drug use? - 20 min	Students in pairs, Gerald claims that Angel's life would be easier if she weren't so beautiful; Does this surprise you? Why or why not? Do you think this is true? Why would Gerald feel so negatively about his sister's beauty? What does this say about his character? What does this say about society? - 20 min	Discussion: Why would the Jordan choose to leave children to die in a fire? What does it symbolize? What does the burning building signify? What does this event foreshadow for the future of the plot? How does this scene make you feel? What clues were there in the book that this might happen? - 20 min	Discussion: Do you think Jordan's ending is a fitting ending for him? Why or why not? Angel is not afraid of Jordan at the end of the book.. Why is this? What does this show about Angel's life? The plot twists when Tiger jumps into the ambulance. Is this expected? What does this symbolize? - 20 min	
Daily Journal Topic:	How is Rob a good friend to Gerald? Discuss at least three ways.	How does being a member of a team promote friendship? Relate to Gerald and Rob.	The theme of fire comes up again at the end of the novel. Predict at least two things that you think may happen next. Provide details with your predictions.	Why do you think the novel is titled "Forged by Fire"? What does this symbolize?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: What are some things that Gerald does to show that he wants to be a good member of the team? (one paragraph)	Written Response: What are two things that were foreshadowed in this novel that came true? Why do you say this? (one paragraph)	Study for Spelling & Definition Test Tomorrow!	None

Unit: "Hatchet" by Gary Paulsen with Powtoon project

<b>Online Version:</b>	<a href="https://scotland.k12.mo.us/view/637.pdf">https://scotland.k12.mo.us/view/637.pdf</a>				
<b>Project Theme:</b>	<i>Brian has several situations in which he could use professional assistance to help him. He needs familial help, medical help, general safety assistance, and protection against nature. In this project, you will research an agency that provides help on a full-time basis to people. You will then relate this company back to Brian and how this company could have helped Brian had he known about them.</i>				
<b>Project Requirements:</b>	<i>You will need to research about the agency the following material: What types of people do they specifically help? What help do they specifically provide? Are they are health, family counseling, or safety and maintenance agency? How many people do they help per year? Does this agency have any locations in Cleveland to help people in our neighborhood? Are they a Christian organization (if so, how do you know? if not, how do you know?)? What are three good works that they have done in the last year to help people in need? You will then state how this agency (based upon what they do to help people) could have helped Brian throughout the novel in a MINIMUM of three ways. Be specific in stating how they could have helped Brian with clear examples and reasoning.</i>				
<b>Powtoon Requirements:</b>	<i>You will create a Powtoon demonstration on the online website "www.powtoon.com". You MUST have a minimum of 15 slides and it is recommended that you create one slide per requirement to help create a flow through the presentation. Assuming that you follow that format, you should have three slides dedicated to how this agency could have helped Brian in three different ways (one slide each). Include at least five photos, including a logo of the agency in your Powtoon presentation. Students will present their information to the class when the project is due. Presentation should be a minimum of two minutes in length.</i>				
<b>Project Agencies to Choose From:</b>	<i>Doctors Without Borders, Catholic Relief Services, Salvation Army of America, Human Rights Watch, Child Aid, Habitat for Humanity, Red Cross, Food and Agriculture Organization of the United Nations, Save the Children, The Borgen Project, The World Bank, World Food Programme, World Wide Fund for Nature, World Health Organization, Food for the Poor, Help the Helpless, Mercy Ships, Nelson Mandela Foundation,</i>				
<b>Spelling Word Format:</b>	flower/plant, country, ancient city/civilization, type of dog, science word, math word, religion word, historical person, art word, music word, muscles, grade-level words				
<b>Timeline:</b>	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Quick Write: Write a school-appropriate short story correctly using your spelling words from this week. Underline each word as you use it. You MUST use at least ten words correctly - 20 min

Week 31	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Setting - Google images of New York City and Northern Canada, specifically around a lake; Google images of small planes; discuss this as the setting - 20 min	Discussion: How realistic is it that Brian can land the plane? What are the signs of a heart attack? In your opinion, which area was the best place for Brian to land (lake, beach, plains, forest)? - 20 min	Watch "Hands Only CPR Video - Live Training Version" on YouTube (2:06 min) and discuss what to do if someone has a heart attack; students in pairs, answer and share - what if Brian could have shaved the pilot? How would that have changed his situation initially, assuming he still crashed? - 20 min	Students in pairs: Use a "Timeline" graphic organizer to map out the story thus far; review as a class - 20 min
	Discussion: Review from the reading the characters, setting, and initial conflict; who is the protag.? Antag.? - 20 min	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.
Daily Journal Topic:	What would you do if you were stranded by yourself for 54 days in the wilderness? Do you think that you'd survive? Why or why not?	Brian experiences many emotions at once in the first Chapter. Write about Brian's feelings that he endures.	Brian witnesses his mother's infidelity. How does this make him feel? How does he express these feelings?	Brian holds onto the "Talk" button of the 2-way radio too long and misses the possibility of someone responding appropriately to his calls. Assume that he used the radio correctly, how could this have helped him?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 14x each	Work on Spelling List - write a sentence with each word	Written Response: If you had to choose, would you rather be homeless in New York City for 54 days or lost in Northern Canada for 54 days? Why do you feel this way?	None
Spelling List:	Heart of Jesus, New Zealand, Beirut, boxer, mineralogy, quintuple, Messiah, Dalai Lama, enamel, dynamics, pharynx, finely, record, bomb, permanent, addition, defense, principle, dignified, barricade				
IEP Spelling List:	Heart of Jesus, New Zealand, boxer, Messiah, enamel, dynamics, record, bomb, addition, defense, principle, dignified,				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"No Red Ink" - 20 min	"No Red Ink" - 20 min	* Handwriting Book (cursive) - 20 min	Introduce project & the features of it - 15 min

Week 32	Discussion: Teacher to use three volunteers to simulate the plane crashing. Three students will stand on chairs and each will drop one item from the same height (6' high); students will answer: Which item landed first? Why did it land first? What was stopping the other items from moving as fast as the other object? What does the object that landed first have that the other two do not have? How does this relate to Brian in the plane? - 20 min	Discussion: Watch "The Only Way to Survive In a Sinking Car" on YouTube (4:38 min) and discuss; relate this to Brian; he did several things incorrect, what were they? How did Brian's natural instincts take over? What is "fight or flight"? - 20 min	Students in pairs, answer and discuss: Imagine that you are Brian and the only items you have available to you are a small pocketknife, digital watch, sunglasses, Chapstick, handkerchief, necklace, and a sweater. How would these items be used? Do they have more than one use each? What could they be used for? - 20 min	Students in groups of 3 or 4, answer and share: What was the purpose of the shelter? What kind of skills would it take to make one? How did Brian know how to do it? Would you know how to do it? What other options may there have been to use? - 20 min	Divide the class in half with one student acting as a teacher for each half, answer and share: How did Brian co-exist with the animals? What could he have been done better? How did Brian's actions affect his relationship with the animals? How should you respond if you see a bear? What actions might provoke a bear to attack? - 20 min
	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.
Daily Journal Topic:	How do you think it would feel to be in an airplane and begin to descend without any control over what will happen next?	Brian has a keen sense of sight. Provide two examples of how Brian's sense of sight is on display.	Watch "The Basics of Freshwater: Crash Course Kids 14.1" on YouTube (4:16 min); why is freshwater important to our survival?	Should Brian have set up shelter and waited to be rescued? Or should he have headed south, looking for help or a city? Why do you think this?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Written Response: Brian needs to protect himself from insects. Think of and describe two things that Brian could have done to protect himself from mosquitos (one paragraph)	Written Response: How could Brian protect himself from bears or a pack of wolves with the items that he has? (one paragraph)	Study for Spelling & Definition Test Tomorrow	Work on project
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Review the week's content of the story and help draw connections for students as needed - 10 min.
	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 14x each, use in a sentence) - 20 min.	* Handwriting Book (cursive) - 20 min	Finish reading the novel "Hatchet" by Gary Paulsen - 30 min.

Week 33	Discussion: Review Brian's situation with the porcupine; Why did Brian panic? Discuss characteristics of a porcupine. Why did the porcupine hit Brian? Was it dangerous? What would have happened if Brian could not remove the quills? - 20 min	Divide the class in half and one student simulates the teacher for each group, answer and share: Which animal lays eggs and which gives birth to live young - bears, wolves, turtles, birds, skunk, porcupines, and fish; Why do dead trees burn better than living ones? How does Brian prior knowledge of science help him in this situation? - 20 min	Students in pairs, answer and share: use a Venn Diagram to compare & contrast Brian's feelings towards the North Woods when he first arrived verses later in the novel - 20 min	Students in groups of 3 or 4, answer and share: Consider the following ancient tools, how have they been improved over time: bow and arrow, fire for light, fire to cook, hatchet to cut, plow, flint and rock combo to start fire, and spear; discuss each and be able to share how Brian used each in the novel - 20 min	Discussion: Brian learns about preservation and it's importance; How does Brian preserve the food he caught/obtained? How does Brian appreciate the nature around him eventually? How does Brian preserve "hope" after the plane flies over but doesn't see him? - 20 min
	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Read the novel "Hatchet" by Gary Paulsen - 30 min.	Students in pairs: Using a "Timeline" graphic organizer, create a timeline of events of the story from the beginning to the end - 20 min
Daily Journal Topic:	Imagine that you were in the dream, not Terry or Brian's father, trying to tell Brian about a fire. How would you have done so?	Write about a time that you were alone and needed to fend for yourself, even if it was for a few hours at home. How did you manage?	Brian finally begins to appreciate the beauty of the lake and surrounding woods. How did it change his attitude?	What is "trial and error"? How did Brian use "trial and error" to be successful in the North Woods?	No journal today
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 14x each	Work on Spelling List - write a sentence with each word	Written Response: List three items in your home that Brian did not have in the North Woods. What simpler versions of these items did he have? How are they different? What specific invention makes them different?	Work on project
Spelling List:	Bloodroots, Yeman, Istanbul, pointer, observatory, reciprocal, martyr, Pope John Paul II, façade, chord, esophagus, illustrate, exhaustion, dwell, cheese, times, descend, cent, manner, coach				
IEP Spelling List:	Bloodroots, Yeman, Istanbul, pointer, martyr, Pope John Paul II, illustrate, dwell, cheese, times, cent, manner, coach				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 34	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	* Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	* In-class spelling bee to review words - 15 min.	"Vocabulary Workshop" book - 20 min	"Vocabulary Workshop" book - 20 min	* Handwriting Book (cursive) - 20 min	Discussion: Brian became more confident as he realized he could do more than he ever realized. Name the events that caused Brian to accomplish new things - 15 min

WEEK 31	Quick Write: Write an essay comparing & contrasting Brian to Anne Frank in at least two ways (four total comparisons) - 20 min	Using a "Cause and Effect" graphic organizer, outline how Brian changed throughout the novel and the reasons for that change - 20 min	Using a "Concept Map" graphic organizer, outline the story based upon Brian's character, the setting, and the conflicts within the novel - 20 min	In-class time to work on PowToon project - 50 min	In-class time to work on PowToon project - 50 min
	* All students will take a STAR test for AR on "Hatchet" by Gary Paulsen- 15 min.	In-class time to work on PowToon project - 30 min	In-class time to work on PowToon project - 30 min		
Daily Journal Topic:	Write a paragraph explaining the importance of Brian keeping track of his days and accomplishments.	Brian placed his shelter against a rock surface; how did this help him throughout the novel?	Brian watched documentaries for enjoyment; how did this help prepare him for his situation in the North Woods?	How does watching clips from YouTube videos in class help you to understand topics better from a novel or unit?	No journal today
Daily Homework:	Work on Spelling List - Finish what you haven't completed yet	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Complete the next three pages in your "Vocabulary Workshop" book for tomorrow	Study for Spelling & Definition Test Tomorrow	Work on project
"The Selfish Giant" online:	<a href="https://americanliterature.com/author/oscar-wilde/short-story/the-selfish-giant">https://americanliterature.com/author/oscar-wilde/short-story/the-selfish-giant</a>				
"Hearts and Hands" online:	<a href="https://americanliterature.com/author/o-henry/short-story/hearts-and-hands">https://americanliterature.com/author/o-henry/short-story/hearts-and-hands</a>				
"The Dreamer" online:	<a href="https://americanliterature.com/author/hh-munro-saki/short-story/the-dreamer">https://americanliterature.com/author/hh-munro-saki/short-story/the-dreamer</a>				
Timeline:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 35	* Journal Time - 10 min	* Journal Time - 10 min	In-class time to work on PowToon - 25 min	* Journal Time - 10 min	Present PowToon projects - 85
	Using a "Plot Structure" graphic organizer, describe the story line of the novel including the features requested - 20 min	"typingclub.com" (practice keyboarding) - 20 min	"typingclub.com" (practice keyboarding) - 20 min	* Handwriting Book (cursive) - 20 min	
		Read "The Selfish Giant" by Oscar Wilde - 20 min	Read "Hearts and Hands" by O. Henry - 15 min	Read "The Dreamer" by H. H. Munro (SAKI) - 20 min	

	In-class time to work on PowToon project - 50 min	Discussion: There is a hidden meaning in this story, what is it? What moral message is being expressed? What could the author be saying in this story? Create a story line including the climax, conflict, protag., and antag. - 20 min	Discussion: Review irony, this story has a twist at the end! Who is really the marshall and who is the prisoner? Make a T-chart outlining thoughts (left) vs. reality (right) in the story; do you think Miss Fairchild knows the truth? - 20 min	Discussion: review irony; as a class, use a Venn Diagram to compare and contrast "The Dreamer" with "Hearts and Hands"; how are they similar in relation to irony? Why does Adela trust Cyprion? What foreshadowing occurs in this story? Where is Cyprion at times when Adela is looking for him? Why do you think Cyprion does this to Adela? - 30 min	min
Daily Journal Topic:	What eventually saved Brian? Why was this so contrary to his efforts? What was he doing instead?	Imagine being Brian going back to school after this trip; how would you describe this to your friends?	No journal today	What relationship do you think Miss Fairchild and Easton had "back east"? Who is the ambassador that she is referring to?	No journal today
Daily Homework:	Work on project	Written Response: Who is the child that the Giant loved? Who does the Giant symbolize in this story? What do the Hail, Snow, Frost, and Winter symbolize? What do the other children symbolize?	Written Response: How would "Hearts and Hands" have ended differently if Miss Fairchild knew that Easton was really the prisoner? (one paragraph)	Finish project, due tomorrow!	None