

Scope and Sequence  
 ELA - 5th Grade Gen Ed

Unit : "Holes" by Louis Sachar with project

<b>Online Version:</b>	<a href="http://www.hayatschool.com/kuwait/articles/Holes_by_Louis_Sachar1.pdf">http://www.hayatschool.com/kuwait/articles/Holes_by_Louis_Sachar1.pdf</a>				
<b>Project Theme:</b>	<i>Using poster board, students will illustrate one of the two options below. They will only choose ONE OPTION to complete. Students are to complete all parts of the assigned project in full and turn the project into the Teacher by the due date or when complete, whichever comes first. Students will work on this project individually.</i>				
<b>Option I:</b>	<i>Students will illustrate, color, and write a one-paragraph description of FIVE characters from the story "Holes". There should be one paragraph for EACH character and each illustration is to be fully colored to the student's best effort. Each character description should relate directly to the character with valid information from the story discussing what the character's role was and their outcome by the end of the story.</i>				
<b>Option II:</b>	<i>Students will illustrate, color, and write a one-paragraph description of FIVE symbols from the story "Holes". These can be aspects of symbolism taken from the story or items found while digging. Students should discuss what the symbolism is of the item, how it relates to the story, how it impacted the characters in the story, and a brief statement of how the story would be different if this item was NOT in the story.</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Discussion: what are alliteration and metaphors? Teacher to review and provide examples - 15 min
	Discussion: as a class explain the superstitions that are most commonly used in society; Have the students speculate on explanation as to why these superstitions have become well known; using their Chromebooks, students to pick a superstition and research its origin; Explain why it is still used in society and how it has changed over the years - 25 min	Students in pairs, create a list of three characters from the book; explain in what ways the character's nickname is good for that character and in what ways the nickname misrepresents the person; discuss as a class; how can nicknames be offensive even if they're liked by the person who has that nickname? Examples include "Fats" Domino, "Goose" Gossage, and "Shoeless Joe" Jackson - 25 min	Discussion: why does Stanley say he is having fun at camp when he really is not? Mini-Debate: Does Stanley write the letters only for his mother's benefit, or does Stanley write them for himself as well? What does Stanley get out of it? What would you do if you were Stanley? Review and share thoughts as a class - 25 min	Discussion: what are hierarchies? How can they be helpful? How can they be damaging? Students in pairs, review the basic hierarchies in this story, such as the ones used by the boys in Tent D; What does the author want to convey with the use of the hierarchy that the boys have themselves designed? In what other ways could the author have given the same effect? What hierarchies are there in our school? Discuss as a class - 25 min	Students in groups of 3 or 4, as a group students will find seven examples of alliteration and three examples of metaphors in the story so far; share and discuss as a class; Teacher to assist by going to each group to assist as needed - 25 min
	Begin reading aloud "Holes" by Louis Sachar - 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 - 20 min	Read aloud "Holes" by Louis Sachar - 20 min

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	People often write about things that have happened to them that were frightening or scary. In what ways can this be helpful for them? Is that what Stanley is doing?	Create three metaphors on your own that relate to anything that you're familiar with; due tomorrow!
Daily Journal Topic:	What is one thing that you are looking forward to in this school year? Why is that?	What are superstitions? What is one thing that you may be superstitious about?	In what ways are the boys at Camp Green Lake shown cruel punishment?	Why does Stanley write that he is having a good time when he is really not?	No journal today
Spelling List:	rough, grudge, stunt, thumb, once, another, does, trouble, cousin, began, oxygen, copy, very, until, umpire, sudden, which, city, afraid, explain, payment, sleigh, laid, raise, straight				
IEP Spelling List:	grudge, stunt, thumb, once, another, does, trouble, cousin, began, oxygen, copy, very,				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	As a class, create a "Concept Map" reviewing each of the characters and their role in the story; students to come to the board to assist - 20 min
	Discussion: Stanley appears to be a good kid. For what reasons does he fantasize about the boys in Tent D beating up Stanley's school bully? What does this say about Stanley? Teacher to create a T-Chart of ways that Stanley seems to be a good kid (left) and how he may not be (right); review together as a class - 25 min	Students in pairs, create a list of ways that Stanley shows he is thinking ahead and using his head in the story? In what ways is it clear that he is a kid and doesn't always make the smartest move? Think of three situations where strategy and planning are key; share and discuss together as a class - 25 min	Individually using Google Docs, students will select ten items in the classroom; they CANNOT PICK OTHER STUDENTS; they will then use adjectives (descriptive words) to describe each of the ten items; try to have THREE words for EACH ITEM; share with your Teacher when complete and discuss as a class; relate to the author's use of descriptive words in the story - 25 min	Students in pairs, students to create a list of places in the story where race was an issue; In what way would the story have changed had race not been an issue? In what ways does the author show the differences in the boys' skin color? In what ways has race shaped our country? Discuss as a class - 25 min	Discussion: discuss the power of a person's name; Stanley realizes "K.B" could mean Kate Barlow; Could the lipstick have had something else on it that would have meant as much to Stanley as Kate's initial's or name? How do people's names reflect who they are? Students to go to the following website "www.names.org/" to enter their name to learn its meaning; share with the class - 25 min
	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Share the website "www.names.org" with your family and look up the meaning of their names too! This is just for fun
Daily Journal Topic:	What are some things that you do to try to "fit in" with others? How does Stanley and Zero do it?	Speculate how things would have went different had Stanley chose to take his find directly to the warden and bypassed X-Ray	Write a paragraph about something you enjoy using at least three adjectives per sentence to describe that item; this may be harder than it sounds!	How is race an issue at times in the story "Holes"?	No journal today

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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 3	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* 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 - 20 min	Discussion: What is onomatopoeia? Teacher to provide examples from the story "Holes"; students in pairs, think of other examples in general and share with the class - 20 min
	Discussion: Debate Kate's justification in killing the sheriff, what Sam's killing justified? Students in pairs, create a list of problems that arise when students attempt to take justice into their own hands; List examples that have happened throughout the story; Discuss the outcome of not informing people properly of dangers and law/rule breaking; share with the class - 25 min	Divide the class in half, then divide each half further into groups of 3 or 4, one half of the students will use a Venn Diagram to compare & contrast Linda Miller and Trout Walker; the other half will use a Venn Diagram to compare & contrast Zero and Stanley; have at least two statements per section (six total statements); share and review as a class; Teacher to assist as needed - 25 min	Discussion: what is foreshadowing? How is foreshadowing like finding or recognizing a clue in a story? As a class, locate areas of foreshadowing that were already found; look back to earlier chapters to recognize and make connections; students to individually make predictions as to what will happen by the end of the story; share as a class and discuss - 25 min	Discussion: Review the different symbols found in the story (ex. The holes, water, onions, lizards, lipstick, fish fossil, or the nicknames); teacher to create a "Concept Map" of the symbols with students coming to the board to assist; discuss the various symbols and their meaning; ask students if they'd eat onions if it was the only option to survive? What could the holes represent? The fish fossil could symbolize many things, discuss as a class - 25 min	As a class, complete a "Plot Line" graphic organizer; Teacher to introduce the terms: Exposition, Conflict, Rising Action, Climax, Falling Action, Exposition; students to practice placing events from the story into each particular area of the "Plot Line" graphic organizer; review as a class and discuss for understanding - 25 min
	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Read aloud "Holes" by Louis Sachar - 20 min	Finish reading aloud "Holes" by Louis Sachar - 20 min	Teacher to introduce project and review requirements; students to begin working on project in class - 20 min
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	If you could rewrite the ending of "Holes", how would you change it? Why?	Work on your "Holes" project; it is due in one week!
Daily Journal Topic:	In what ways do flashbacks add to the plot and story "Holes"? Are they helpful or confusing? Why?	What motive does Mr. Pendanski have for pretending to be nice to the children? What does his nickname "Mom" suggest is the response of the children?	What was it that finally made Zero and Stanley stand up for themselves? Did it show weakness or strength?	What was the most important piece or pieces of foreshadowing in the story?	No journal today
Spelling List:	lilac, Germany, Rome, American Eskimo Dog, organism, prism, doctrine, Alexander, composition, earworm, trapezius, freight, height, they, favorite, April, able, radio, station, relation, daybreak, trace, fifteen, referee, eager				
IEP Spelling List:	height, they, favorite, April, able, radio, station, relation, daybreak, trace, fifteen, referee, eager				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 4	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 practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Students to take AR or similar test/quiz on "Holes" - 20 min.	In-class time to work on your "Holes" project; it is due tomorrow! - 65 min
	In-class time to work on your "Holes" Project; it is due in five days - 50 min	Students in pairs, use a "Cause and Effect" graphic organizer to help outline the outcomes of three events in the story and what caused them to happen; share with the class and discuss - 20 min	In-class time to work on your "Holes" Project; it is due in three days - 45 min	Students in pairs, Teacher to provide eight events from "Holes" to the students; students to place them in the correct order using a "Sequence" graphic organizer; review and discuss as a class - 20 min	
		In-class time to work on your "Holes" project; it is due in four days - 30 min		In-class time to work on your "Holes" project; it is due in two days - 30 min	
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in five days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Finish your "Holes" project if it is not complete; due tomorrow!
Daily Journal Topic:	The setting in "Holes" is described in great detail; provide examples of the setting while the boys escape	How does Stanley eventually come to sympathize with Zero?	How is "Holes" suspenseful? Remember that suspense does not mean "fearful" or "scary"	Did you enjoy reading "Holes"? Why or why not?	No journal today

Unit: "Bunnacula: A Rabbit-Tale of Mystery" by James Howe with project

**At this time, there is NO ONLINE VERSION available; however, a great supplemental is found here:  
<http://alicechristie.org/workshops/imagine/bunnacula-whole-packet.pdf>**

<b>Creative Writing Project:</b>	<i>Students will read the story "Bunnacula" aloud in class. Then they will imagine that the story continues an additional six months into a second, new novel. Students will write that story and illustrate/color pictures for it. Students will use Google Docs to write their information, then when complete and approved by the Teacher, they will print out their stories and illustrate/color images on each page. Students will have a minimum of TEN pages written on to tell the continued story of Harold, Chester, Bunnacula, and the Monroe family after the events of "Bunnacula". Finally, when completed students will visit a first-grade classroom to verbally describe the events of "Bunnacula" to another child and read their version of the continued story to them. Stories invented by students MUST be school appropriate and may not continue gore or extreme violence in accordance with Christian school atmosphere.</i>				
<b>Extra Credit Assignment:</b>	<i>For extra credit, in addition to and not in replacement of the creative writing project, students may read either "Howliday Inn" or "The Celery Stalks at Midnight" and complete a book report on either of those stories. Those stories are actual versions of continuations of "Bunnacula" as written by James Howe. Students to speak with their Teacher as to the requirements of the book report prior to completing it.</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 5	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 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 - 20 min	Students in pairs, using a "Cause and Effect" diagram students will explain Chester's reasons for being concerned about Bunnacula; review and share as a class - 20 min
	Students to individually create a list of their prior knowledge of vampires; write as many things as you can think of; share and discuss with the class; Teacher to discuss leaches, lampreys, and chupacabras as blood-sucking animals; students to use their Chromebooks to look them up and discuss together - 25 min	Discussion: Teacher to review Bunnacula's arrival to the Monroe house; do Harold and Chester make him feel welcomed? Have you ever been new to a school or home? Who helped to welcome you? Why do you think Bunnacula is most active at night? Is Chester correct to be worried about his actions? Why or why not? - 25 min	Teacher to introduce the terms: protagonist, antagonist, main characters, supporting characters, and theme; students in pairs, work together to identify each of these terms as they apply to the story; review together as a class, there may be more than one correct answer in responses - 25 min	Students to individually research the country Romania, specifically the region of Transylvania; students to find five facts about this region to share; Teacher to explain that is the area of the world where the stories of vampire originated; relate to Bunnacula, how may the odd language on the note be important? What elements of truth may there be in the story "Bunnacula" in relation to the vampire saga in Transylvania? - 25 min	Students in pairs, using a Venn Diagram compare & contrast Harold and Chester; write three statements for each section (nine total statements); discuss and share thoughts with the class - 25 min
	Begin reading aloud "Bunnacula" by James Howe - 20 min	Read aloud "Bunnacula" by James Howe - 20 min	Read aloud "Bunnacula" by James Howe - 20 min	Read aloud "Bunnacula" by James Howe - 20 min	Read aloud "Bunnacula" by James Howe - 20 min
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	Do you believe in vampires, werewolves, and other monsters? Why or why not?	Do you believe in unicorns, fairies, elves, and other fairy tales? Why or why not?
Daily Journal Topic:	Did you attend the Halloween Dance last year? Or Trunk 'n' Treat? If so, did you have fun?	Describe the Monroe's house; what is the setting of "Bunnacula" like so far?	In your opinion, is Chester paranoid about Bunnacula or is he being cautious about the new animal in the home? Why do you think that?	What traits of a vampire does Bunnacula display?	No journal today
Spelling List:	catnip, Algeria, Tripoli, airedale, physics, kappa, enlightenment, Aristotle, concentric, repertoire, rhomboid, easily, ready, please ecology, maybe, been, only, universe, future, communicate, beautiful, unusual, cute, cube,				
IEP Spelling List:	unusual, cute, cube, ready, please, ecology, maybe, been, only, universe, future,				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Read aloud "Bunnacula" by James Howe - 20 min	Finish reading aloud "Bunnacula" by James Howe - 20 min

Week 6	Students in groups of 3 or 4, discuss things that you are afraid of; why are you afraid of them? What specifically worries you about those things? Make a T-chart comparing some of the fears discussed (left) to Chester's fears regarding Bunnacula (right); how do they relate? Discuss as a class - 25 min	Teacher to lead the creation of a "Concept Map" for the class; include the characters, setting, and conflict; students to assist in the process by coming forward to assist; review the terms protagonist, antagonist, and theme at this time - 25 min	Teacher to provide eight scenes or events from the story so far; students to INDIVIDUALLY place them in order from first to last; share thoughts and review as a class; students to predict what events will happen next in the story and why - 25 min	As a class, complete a "Plot Line" graphic organizer; Teacher to introduce the terms: Exposition, Conflict, Rising Action, Climax, Falling Action, Exposition; students to practice placing events from the story into each particular area of the "Plot Line" graphic organizer; review as a class and discuss for understanding - 25 min	Illustrate, color, and write a caption for one scene from "Bunnacula"; student caption should be written with correct grammar and punctuation and provide knowledge of the scene; the chosen scene is to be a meaningful event, not a random situation, displaying knowledge of the story; full-coloring and best effort required - 45 min
	Read aloud "Bunnacula" by James Howe - 20 min	Read aloud "Bunnacula" by James Howe - 20 min	Read aloud "Bunnacula" by James Howe - 20 min	Handwriting Book - 20 min	
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	If the story of Bunnacula were to continue for another six months, what would happen to each of the characters in that time?
Daily Journal Topic:	Why do you think the vegetables that hang from the trees were white? What specifically would have happened to them?	How does Harold feel about Bunnacula? How would YOU feel about Bunnacula if you were Harold?	What elements of the story "Bunnacula" are created to resemble a vampire or monster movie? How is this book "scary"?	If you were Bunnacula, would you be afraid of Chester? Why or why not?	No journal today
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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 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.	Handwriting Book - 20 min	

Week 7	Students to take AR or a similar test on "Bunnacula" by James Howe - 20 min	Watch "WLS Channel 7-ABC Weekend Specials-"Bunnacula,the Vampire Rabbit" (Complete Broadcast,10/29/1983)" on YouTube (29:14 min) and discuss how this movie is similar and different from the book; students to take notes while they watch discussing the differences - 40 min	Teacher to review the concept of theme; what is the theme of "Bunnacula"? Students in pairs, using a "Main Ideas & Supporting Ideas" graphic organizer outline the theme of this story as well as underlying events/themes that supporting that statement; share with the class - 25 min	(Part I of II) Teacher to introduce poems and haikus; Teacher to provide simple poetry to the class (Google Images has dozens of examples); students to read the poems aloud and reflect upon them; using Google Docs students will write their own poem or haiku about the story "Bunnacula"; must be at least four lines long; students may share with the class if they choose - 25 min	(Part II of II) Students to finish their poem or haikus about Bunnacula; they may share with the class if they would like - 20 min
	Teacher to introduce "Bunnacula Book" Project and the requirements; students to have in-class time to begin working on it - 30 min	In-class time to work on "Bunnacula Book" Project - 10 min	In-class time to work on "Bunnacula Book" Project - 25 min	In-class time to work on "Bunnacula Book" Project - 25 min	In-class time to work on "Bunnacula Book" Project - 40 min
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	How would the story "Bunnacula" be different if he were a unicorn-bunny? Think of five ways that story would change	List five vegetables currently at your house; rate from 0-10 (0=easy, 10=hard) how difficult it would be to suck all juices from each of them; why did you rate each vegetable this score?
Daily Journal Topic:	If you could change the ending of "Bunnacula", how would you alter it?	Did you enjoy the story "Bunnacula"? Why or why not?	Do you think that the Monroes believed that Bunnacula was a vampire bunny? Why or why not?	At the end of the story, Bunnacula is taken to a vet; why do you think that the vet did not notice that Bunnacula was a vampire?	No journal today
Spelling List:	marigold, Panama, Cairo, basset hound, particle, integers, Eucharist, Galileo, contour, octave, pectoral, adventure, cinquain, proverb, trait, stress, salutation, prose, lyric. Limerick, haiku, fuel, characterization, context, drama				
IEP Spelling List:	proverb, trait, stress, salutation, prose, lyric, adventure, octave, marigold, context, drama				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Students to share their "Bunnacula Book" stories with others in the class - 20 min

Week 8	Teacher to introduce and review personification with examples; how are Chester and Harold personified in "Bunnacula"? Why do you think the rabbit Bunnacula is not personified as much as the dog and cat? - 20 min	(Part I of III) Students in groups of 3 or 4, using Google Sheets students will list each character in the story (1st column), whether they were a main or supporting character (2nd column), if they were the protagonist, antagonist, or neither (3rd column), and how they change throughout the story (4th column); Teacher to assist as needed - 20 min	(Part II of III) Students in groups of 3 or 4, using Google Sheets students will list each character in the story (1st column), whether they were a main or supporting character (2nd column), if they were the protagonist, antagonist, or neither (3rd column), and how they change throughout the story (4th column); Teacher to assist as needed - 20 min	(Part III of III) Students in groups of 3 or 4, using Google Sheets students will list each character in the story (1st column), whether they were a main or supporting character (2nd column), if they were the protagonist, antagonist, or neither (3rd column), and how they change throughout the story (4th column); Teacher to assist as needed - 20 min	Students to go to a 1st Grade Classroom to read their story to the children; students will tell the children about Bunnacula first, then read their story to them - 40 min
	In-class time to work on "Bunnacula Book" Project - 35 min	In-class time to work on "Bunnacula Book" Project - 30 min	In-class time to work on "Bunnacula Book" Project - 30 min	In-class time to work on "Bunnacula Book" Project - 30 min	
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	None
Daily Journal Topic:	Why do you think the author chose a vampire-bunny instead of a different animal (such as a dog, gerbil, or fish)?	Make a T-Chart comparing the Monroe house at the beginning and end of "Bunnacula"; how is it different at the end?	How do you think Bunnacula ended up on the movie theatre seat at the beginning of the story?	What would have happened if the Monroes did not take Bunnacula home from the movie theatre? What would have happened to him?	No journal today

Unit: "Because of Winn Dixie" by Kate DiCamillo with project

<b>Comparative Essay Project:</b>	<b><i>Students will read aloud the two stories "Bunnacula" and "Because of Winn Dixie". Students will use Google Docs to write a comparative essay following the 1-3-1 style of essay writing comparing and contrasting these two stories with each other. The first paragraph in the 1-3-1 format is an introductory paragraph, the "3" in the 1-3-1 format are three paragraphs for the body of the essay, and the last "1" is the conclusion paragraph. Student essays should be longer than one page in length and should be written as 12-font, Times New Roman, double-spaced, and in complete sentences with proper grammar and punctuation. Share with your Teacher when complete or by the due date, whichever comes first.</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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 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 - 20 min	Read aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min

Week 9	Begin reading aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min	Read aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min	Teacher to use a T-Chart to note all of the differences and similarities of the children in the class (ex. Boys v. girls, tall v. short, or red/gold/black shirt worn); analyze and discuss the similarities; students to assist and openly discuss - 20 min	Teacher to provide three random objects to the class; students to create lists of adjectives that describe all three; review lists aloud; Teacher to assist students in creating sentences in Google Docs from their lists - 15 min	As a class, discuss ways that Winn-Dixie provides Opal with the courage to do things she might previously have not done; as a class Teacher to elect a student-leader to come to the board to make a "Concept Map" outlining these differences; class to work together to complete and discuss - 20 min
	Discussion: as a class discuss the idea that the theme of loneliness is the key to understanding the underlying developments throughout the book; discuss how you would feel if you brought home a dog that you found wreaking havoc in a grocery store; Create a list of what this might impact at your home; what would you say if you were Opal bringing the dog home for the first time - 25 min	Divide the class in half then additionally arrange students into pairs; one half of the class will use a "Fish Bone" graphic organizer to analyze the characters in the book so far; the other half of the class will make a list of six events that have occurred so far and connect them to each other in the proper order noting the importance of each event on a scale of 0-10 (0=low, 10=high); share results and discuss as a class - 25 min	Students in pairs, use a T-Chart to make a list of all characters in "Bunnicula" (left) and "Winn Dixie" (right); what similarities do you notice between the two lists of characters? Write notes below your T-Chart discussing what you notice; share results with the class - 25 min	Using the T-charts from the previous lesson, students will INDIVIDUALLY write sentences about the similarities noticed so far in the characters between "Bunnicula" and "Winn Dixie"; students will then collaborate with their partner from the previous lesson to peer-edit and review your sentences; openly share and discuss writing results and notations aloud as a class - 30 min	As a class, make a list of ways that Bunnicula effected Chester, Harold, and the Monroe family; compare that list to the "Concept Map" that was just created about "Winn Dixie" and how he has helped Opal and her father; discuss openly as a class the ways that each major character has directly effected the other characters - 20 min
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	Students will perfect three sentences discussing the similarities between "Winn Dixie" and "Bunnicula"; due tomorrow!	Write two sentences about how Bunnicula effected the other characters in that story, as well as two sentences how Winn Dixie has effected the characters in this story (four total sentences)
Daily Journal Topic:	Has there ever been a something that you have been so enthusiastic about that you were willing to pursue it at any cost? If so, what was it and what did you do?	Evaluate the effects Winn-Dixie had on the grocery store to make a prediction as to what kind of pet he will make for Opal and the Preacher	What do you think would have happened if the Preacher said that the dog could not stay with them in the story? Why?	What are two ways that Winn-Dixie has helped Opal and her father's relationship?	No journal today
Spelling List:	cyclamen, Sudan, Zanzibar, Boston terrier, pipette, interest, fanatic, Shakespeare, convention, audio, spinalis, entertain, euphemism, imperative, interrogative, pamphlet, repetition, source, symbolism, usage, variable, claim, schedule, root, pitch				
IEP Spelling List:	repetition, source, symbolism, usage, variable, claim, schedule, root, pitch, audio, fanatic, pipette				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 15 min

Week 10	Read aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min	"No Red Ink" - 20 min.	Read aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min	Handwriting Book - 20 min	Read aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min
	Discussion: Who is Miss Franny? Why does she let Winn Dixie in the library? How does the story change when Amanda enters the library? Why is that? Compare Amanda's entry into the story to the discovery of the white vegetables in Bunnica; how did adding another character or event change the flow of the story? - 20 min	Students in pairs, create a list of five things that you would say about yourself to someone that you've never met before; share those statements with each other and discuss why each statement is important; Students to use Google Docs to write those five statements into sentences about themselves; share with the class and discuss - 30 min	Discussion: Create a list of events which could be considered life changing in the story (ex. Opal having to move, Winn-Dixie being saved, or Otis going to jail); as a class, use a "Cause and Effect" graphic organizer to outline the reasons for each situation discussed; students to practice writing the cause and effect of the events discussed in sentences in Google Docs - 30 min	Students to INDIVIDUALLY write a step-by-step list of how to brush your teeth; start at the very first step! Don't share lists until instructed and include every detail you can think of; students to read lists aloud and discuss what steps were missed; students in pairs, work together to write your lists in Google Docs into a paragraph; peer edit your writing to assist each other - 35 min	As a class, complete a "Plot Line" graphic organizer; Teacher to introduce the terms: Exposition, Conflict, Rising Action, Climax, Falling Action, Exposition; students to practice placing events from the story into each particular area of the "Plot Line" graphic organizer; review as a class and discuss for understanding - 25 min
	In-class spelling bee practice using this week's spelling words - 15 min	In a similar activity, students will INDIVIDUALLY practice introducing a reader to the stories "Bunnica" and "Winn Dixie" in one paragraph; complete this in Google Docs and share with the Teacher - 20 min	"No Red Ink" - 20 min.	Students in pairs, review the introductory paragraph that you wrote two previous lessons ago; what changes do you want to make? Show your paragraph to your partner for a peer edit review - 15 min	Teacher to introduce the "Winn Dixie Comparative Essay" project and the requirements; students to begin working on it - 20 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	In only four sentences, write a summary of the story so far; due tomorrow!
Daily Journal Topic:	Why does Opal talk to God about the children she has seen and met in town? Why is Opal lonely?	Who do you think Otis is and why do you think he is working in a pet store?	Why did Opal continue into Gloria's yard after the boys told her that she was a witch? Provide support for your statement.	Use a T-Chart to discuss how Opal (left) and Gloria (right) are similar to each other	No journal today
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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* Spelling Words (Definitions, 10x each, use in a sentence) - 20 min.	Read aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min	Finish reading aloud "Because of Winn Dixie" by Kate DiCamillo - 20 min	Studentst to take AR or similar test on "Because of Winn Dixie" - 20 min	Teacher to assist students in ideas for writing their Introductory, Body, and Conclusion paragraphs; do not give answers, just ideas and discuss - 20 min

Week 11	Students in pairs to assist each other; using THREE "Main Ideas & Supporting Ideas" graphic organizers, students will write three things about themselves as well as three supporting statements about each of those three things (each statement has three supporting statements = 12 total statements); student pairs to discuss the statements with each other for assistance; share with the class if you choose - 30 min	Mini-debate: Should Otis have ever gone to jail? Why or why not? If he committed a crime, should he have gone to jail whether it was for a just reason or not? Will Otis ever interact positively with people (or the police) again? Why or why not? Students to discuss and debate their view points on this matter as it relates to the story; When the debate is finalized, Teacher to make the connect to Bunnicula being scared of Chester and not wanting to interact with Harold after Chester's actions - 25 min	Students in groups of 3 or 4, write a list of three events that happen at the end of the story; then discuss how each event was important to the story and the outcome; share your lists and event outcomes with the class; INDIVIDUALLY students will practice writing these three events into sentences (and ultimately one paragraph) using Google Docs; share with the Teacher when complete - 30 min	Students will reflect upon one event in their life that was important to them; using Google Docs students will write three statements about that event and how it ended; students may share this event with the class if they choose; Teacher to discuss the previous school year and how it ended, what are three statements that can be made about that? Students to practice writing this information from lists and statements into sentences and paragraphs - 30 min	In-class time to work on your "Winn Dixie" Comparative Essay Project - 40 min
	Using Google Docs, students will INDIVIDUALLY write those twelve statements into sentences about themselves; share with the class if you choose - 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 - 20 min	
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	Did you enjoy reading the story "Because of Winn Dixie"? Why or why not?	Work on your "Winn Dixie" Comparative Essay Project!
Daily Journal Topic:	Compare the lives of Littmus and Opal in three ways	Should Otis have gone to jail for his action? Why or why not?	How do you believe Opal will react to bad things happening? Why do you think that?	How was suspense created when Winn Dixie went missing? How were the characters concerned?	No journal today
Spelling List:	lilies, Spain, Timbuktu, greyhound, paleontology, sine, fasting, Mozart, cubism, melograph, aorta, mystery, diagram, imperative, earthquake, countdown, candlestick, barefoot, bathrobe, classroom, fingernail, roommate, dashboard, overdue, breakfast				
IEP Spelling List:	Lilies, Spain, sine, fasting, cubism, aorta, mystery, diagram, overdue, breakfast, classroom, barefoot, bathrobe				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	

Week 12	Students in pairs, use a Venn Diagram to compare & contrast "Winn Dixie" and "Bunnacula"; students to have three statements for each section (nine total statements); share and discuss as a class - 25 min	In-class time to work on "Winn Dixie Comparative Essay Project" - 50 min	Students in pairs, using a "Sequence" graphic organizer outline at least five major events in order for "Winn Dixie" and "Bunnacula"; share your findings with the class; how do they both compare & contrast from each other? - 30 min	In-class time to work on "Winn Dixie Comparative Essay Project" - 50 min	In-class time to work on your "Winn Dixie" Comparative Essay Project - 60 min
	In-class time to work on the "Winn Dixie" Comparative Essay Project - 30 min		In-class time to work on the "Winn Dixie" Comparative Essay Project - 20 min		
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Finish your "Winn Dixie" Comparative Essay Project if it is not already; due tomorrow!
Daily Journal Topic:	What concerns do you have about writing the comparative essay project?	Why do you think that loneliness is a recurring theme in "Winn Dixie"?	Why do you think that Winn Dixie was at Gloria's house instead of Opal's house?	How do you think Opal would have been different if her mother was in the story?	No journal today

Unit: "The Best Christmas Pageant Ever" by Barbara Robinson with Social Justice project

<b>Online Version:</b>	<a href="https://www.playscripts.com/resources/BCPE_perusal.pdf">https://www.playscripts.com/resources/BCPE_perusal.pdf</a>				
<b>Project Theme:</b>	<b><i>Students will read the story and complete the adjoining class material. Then students will complete one Social Justice-related project per day to help to spread the cheer of Christmas to those in the community. Different events occur daily and participation is required for full-credit.</i></b>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 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 - 20 min	Read aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min
	Begin to read aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min	Read aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min	Read aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min	Read aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min	Teacher to discuss similes, metaphors, and hyperboles; provide examples of each and relate to concepts in the story - 15 min

Week 13	Discussion: Review the five stages within a plot development arc (or "Plot Line Diagram"); What is the purpose of each one? What setting has the author created? Who appears to be the Main Character? Is there a noticable protagonist & antagonist yet? If so, who are they? Students to list each character so far and write three adjectives describing each one in the story; share with the class - 25 min	Discussion: Teacher to introduce "point of view"; what point of view is this story written in? What proper term is given to someone telling the story in a novel (Narrator)? Describe the other types of point of view including omniscient; Teacher to discuss allusions; students in pairs, locate and make a list of allusions in the story; share with the class - 25 min	Divide the class in half, then divide each half into pairs; one pair will review the story so far looking for examples of the theme "judgment" while the other half reviews the story looking for examples of the theme "compassion"; student pairs to create a list of whichever theme they are assigned to look for; when complete, Teacher to review and discuss aloud with the class - 25 min	Discussion: What does it mean when people say that laughter is the best medicine? Or that it is important to see the humor in every situations? What is the relationship between laughter and pain? What serious subjects are present within the novel and how would the tone change if there were no comedy in the story? How does the author use humor in the novel? What different types of comedy are used and to what effect? - 25 min	Students in pairs, use Google Sheets to create a column of similies (1st column), metaphors (2nd column), and hyperboles (3rd column) found in the story; discuss and share examples as a class; Teacher to review and assist as needed; share your sheet with Teacher at the end of the lesson - 25 min
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	Based on what you know so far, who do you think will emerge at the end of the novel as a more compassionate character than than at the beginning? Why is that?	How are the Herdmans not like a traditional family? At the same time, how are they JUST LIKE a traditional family?
Daily Journal Topic:	What are the five stages in a "Plot Line Diagram"?	What statements have already been made in the story that make you think the narrator is poor?	Provide at least two examples of allusions	Describe three different types of point of view; which point of view is this story written in?	No journal today
Spelling List:	tickseed, Tanzania, Mombasa, cocker spaniel, molecule, magnitude, Gabriel, Bolivar, curator, acoustics, deltoid, shipwreck, tombstone, wildlife, guardrail, suitcase, surfboard, tiptoe, lighthouse, chairperson, brazen, mighty, conquer, fame, Greek				
IEP Spelling List:	tickseed, magnitude, Gabriel, curator, deltoid, shipwreck, tombstone, suitcase, surfboard, tiptoe, lighthouse, brazen, mighty				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	Teacher to introduce the Social Justice Project that coincides with this story; indicate that each day a different thing will be done to spread Christmas cheer to the community - 10 mi

Week 14	<p>Discussion: Teacher to introduce the three types of conflict in literature (man v. man, man v. nature, man v. self); teacher to provide examples of each type and discuss the previous stories that we read this year; which type of conflict did each story have? What type of conflict is this story? How do you know? - 25 min</p>	<p>Discussion: Teacher to review foreshadowing; discuss the following quotes and what they foreshadowed: "I figured Imogene didn't care much about the Christmas pageant. But I was wrong", Mother replies that the ladies will not bother them, adding, "You won't even know we're here", and "Mother was wrong--everybody in that end of town knew we were there before the evening was over"; how does each of these quotes indicate that something much larger is coming? What do you predict that may be? - 25 min</p>	<p>Students in pairs, locate at least ten sets of symbols in this story; create a list using Google Sheets indicating the item / symbol (1st column) and what it represented (2nd column); Share your thoughts with the class and discuss; share your spreadsheet with the Teacher when completed - 25 min</p>	<p>Students in groups of 3 or 4, discuss the ending of the story; as a group answer the following: How does the ending of the story link back to its beginning? What effect does the author want the ending to have on the reader? Do you think the ending is effective? Why or why not? In what ways do you think the author would like to see us change our behaviors after reading the text? Do you think you would try? Why or why not? Share your thoughts with the class and discuss - 25 min</p>	<p>Students in pairs, create a "Concept Map" outlining the major events in the story and how they came about; include what characters are linked to the events; the middle or top bubble should be the Christmas Pageant and the bubbles off of it should be the events that came from or coincided with the Christmas Pageant; share your maps and discuss with the class - 25 min</p>
	<p>Read aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min</p>	<p>Finish reading aloud "The Best Christmas Pageant Ever" by Barbara Robinson - 20 min</p>	<p>Students in pairs, Teacher to provide ten random events from the story; students to place them in the correct order using a "Sequence" graphic organizer; students to share thoughts with the class and discuss; review as a class when complete - 25 min</p>	<p>Students in groups of 3 or 4, using a "Cause and Effect" graphic organizer discuss how the ending of the story came to be; what events caused the ending to occur as it did? Why? Share and discuss your thoughts with the class - 25 min</p>	<p>Teacher to bring in large rocks (fist-sized) for each child; students to paint each rock a different color or multiple colors; when rocks are dry, students will write in permanent marker or paint gently a positive message (Jesus Saves, Merry Christmas, Thinking of You) on the rock to give to someone as a gift - 30 min</p>
Daily Homework:	<p>Finish all spelling words work that you haven't completed yet; due in four days!</p>	<p>Complete the next two pages in "Grammar Workshop"; due tomorrow!</p>	<p>Complete the next two pages in "Grammar Workshop"; due tomorrow!</p>	<p>Study for your spelling &amp; definition test tomorrow!</p>	<p>Create a list of five nice things that you can do for your mother or family over Christmas Vacation</p>
Daily Journal Topic:	<p>What do you feel is the main conflict in the story? Why is that?</p>	<p>What types of symbols (or symbolism) are found in this story?</p>	<p>Did you enjoy reading "The Best Christmas Pageant Ever"? Why or why not?</p>	<p>How would you have changed the ending of "The Best Christmas Pageant Ever"?</p>	<p>No journal today</p>
Spelling Word Format:	<p>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</p>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p>Journal Time - 10 min</p>	<p>Journal Time - 10 min</p>	<p>Journal Time - 10 min</p>	<p>Journal Time - 10 min</p>	<p>Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min</p>
	<p>* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.</p>	<p>* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.</p>	<p>* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.</p>	<p>Handwriting Book - 20 min</p>	<p>Students will wish "Merry Christmas" to active duty military</p>

Week 15	Teacher to provide students with Christmas-themed Pictures that are detailed (yet not TOO much detail) wishing a Merry Christmas; students will color and mount the image on different colored construction paper; Teacher will take completed work to Retirement homes in the community to spread Holiday Cheer to residents - 35 min	Students to create, color, and illustrate Christmas cards for the children at Ronald McDonald House; students are to write a message to them about being strong, never giving up, and remaining positive, as well as Merry Christmas and spreading Holiday Cheer; cards are meant to be Holiday-based but also positive and uplifting; Teacher to arrange for delivery - 35 min	Students to trace their hand and color / design creatively on the image; write a "Thank you" message on your hand to first responders in hospitals; Teacher to glue the finished hands around a message written on poster board of "Hand in Hand We Serve the Lord" and "Merry Christmas"; Teacher to bring the poster to Cleveland Clinic - 35 min	Students to use their Chromebooks to go to the following website "https://youthworks.com/blog/25-christmas-gifts-that-do-justice-in-the-world/" and explore at least three of the different websites about how you can help others; students to select three sites that they would like to explore and then go to that website; students to write notes in Google Docs about each of the three explored websites and their involvement could help others in the world; discuss as a class your thoughts about different sites and why you chose the sites that you did - 35 min	veterans via a YouTube video; each student in the class will write a few notes of what they'd like to say on notebook paper first; Teacher to record each student individually as they say "Merry Christmas" and a special message to active duty military personel; Teacher to compile the individual clips into a YouTube video with accompanying Christmas music or themes playing throughout (our Technology Coordinator can assist if needed); Teacher to provide the YouTube link to Mr. Smith when completed to share with active duty service men and women - 45 min
	Reflection to be written in Google Docs and submitted to Teacher: what are other ways that you can reach out to shut-ins, elderly, and disabled people? How did this activity help you to listen to Jesus' call to help them in your heart? - 15 min	Reflection to be written in Google Docs and submitted to Teacher: what can we do for other sick children in the world? How would you like to help Ronald McDonald House more in the future? How did this activity help you to listen to Jesus' call to help them in your heart? - 15 min	Reflection to be written in Google Docs and submitted to Teacher: what are other ways that you can thank those in the medical and service industry in this complicated times? How did this activity help you to listen to Jesus' call to help them in your heart? - 15 min	Reflection to be written in Google Docs and submitted to Teacher: how likely are you to follow through in exploring these sites more in the future? How will you share this information with others? How did this activity help you to listen to Jesus' call to help them in your heart? - 15 min	Reflection to be written in Google Docs and submitted to Teacher: how does this activity help you to think of others during the holidays? Why should we always remember and thank others for the sacrifices they make in our lives? How did this activity help you to listen to Jesus' call to help them in your heart? - 15 min
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	Talk with a parent today about the three websites that you explored; ask your parent if you can donate or help others in this site (or a different one) this Christmas	Discuss with your parents the activity from today and show them the link when available
Daily Journal Topic:	"The Best Christmas Pageant Ever" is a man versus man conflict; write how it would have been different if it were a man versus nature conflict	Does your family have any Christmas traditions or special things that you do at Christmas? If so, what are they?	What is your favorite part about Christmas?	Write down everything that you remember about the religious story of Christmas, including how and why it happened	No journal today
Spelling List:	glory-of-the-snow, Bolivia, Pueblo, Great Dane, radiology, parabola, heresy, Newton, surrealism, contrafact, triceps, harbor, beacon, astride, torch, limb, expression, equation, evaluate, pattern, equivalent, inequality, operations, relationship, forms				
IEP Spelling List	glory-of-the-snow, parabola, heresy, triceps, harbor, beacon, torch, limb, expression, pattern, operations, relationship, forms				

Unit : "Maniac Magee" by Jerry Spinelli with Google Slides project

<b>Project Theme:</b>	<i>Students will relate Maniac Magee to the City of Cleveland. Students will relate the actions of the characters to several more infamous locations in the Greater Cleveland area. Students will conduct creative writing for each location but also must research the location a bit to know how to appropriately respond. Project requirements are listed below:</i>				
<b>Project Requirements:</b>	<i>Students will research the four locations or events listed below. For each location or event, they must list five interesting facts about the situation. Then, students will conduct creative writing in the capacity that they will imagine that the main characters from Maniac Magee are at this event or location. The characters will "time travel" or be "plucked from the story" and dropped into our world to experience these events or people! How will the characters respond to the actual event or location? How may they interact with the people at the event or the place in general? Would the characters enjoy meeting the people, visiting the location, or experiencing the situation? If yes, why would they like it based upon their character profile in the novel? If not, why would they not enjoy if based upon their character profile in the novel? Students may write a short story about the character interacting in each situation to demonstrate their feelings and interactions. Each interaction at each place is to be a minimum of two handwritten paragraphs.</i>				
<b>Project Locations or Events:</b>	<i>1. Karamu House - How would the characters feel about a visit to this location, considering the VAST HISTORY of this center?</i>				
	<i>2. Martin Luther King, Jr.'s visits to Cleveland - How would the characters feel about visiting Antioch Baptist Church to see MLK speak, Mount Pleasant to hear him talk, or his rally at Olivet Baptist Church? MLK, Jr. was in Cleveland nine recorded times in planned visits!</i>				
	<i>3. Euclid Beach Park - There used to be FIVE AMUSEMENT PARKS in the City of Cleveland! How would the characters of this novel feel about visiting this famous amusement park and the rides here?</i>				
	<i>4. Leo's Casino - Why was this business so important to Cleveland for decades? How did it effect the culture and progress of African-American culture in Cleveland? Who were some of the acts that performed here? How would the characters feel about visiting here?</i>				
<b>Google Slides Integration:</b>	<i>Students will use Google Slides to present their information about the four events or locations; students may ask questions in their presentations using quiz, polls, and other question types. The Google Slides integration is to be a minimum of thirteen slides with one slide as the opening slide and (recommended) three slides per topic.</i>				
<b>Creative Writing:</b>	<i>Students will write a short story or brief description about the integration of a character from Maniac Magee into the four events or locations. Student writing should be handwritten and on notebook paper. A minimum of two paragraphs must be utilized to describe the character interaction and a short story is recommended to complete this. Any character from the book may be used but a main character is recommended.</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Read aloud "Maniac Magee" by Jerry Spinelli - 20 min
	Begin reading aloud "Maniac Magee" by Jerry Spinelli - 20 min	Read aloud "Maniac Magee" by Jerry Spinelli - 20 min	Read aloud "Maniac Magee" by Jerry Spinelli - 20 min	Read aloud "Maniac Magee" by Jerry Spinelli - 20 min	Teacher to introduce the Google Slides and Cleveland History Project - 20 min

Week 16	Discussion: What are the realistic events that take place? What are the non-realistic events that take place? The text states that Jeffrey was born into a normal household; does this make the novel's genre realistic? What about the strangeness of the relationship between the aunt and uncle? - 20 min	Discussion - Where is Jeffrey when he meets Amanda? Does Jeffrey seem to care that he is in an all-black neighborhood? Would most kids or people feel uncomfortable in a neighborhood outside of their race? Does Amanda seem to care that Jeffrey is there? What is Amanda carrying? Why is she carrying a suitcase? Do most kids of age twelve carry suitcases full of books? - 20 min	Discussion - Have four students sit in the front of the room. Have each describe a backyard that they know. Do any of them have a neighborhood yard like the Finsterwalds? What is that backyard like? How do the kids in your neighborhood act similarly to the kids in the novel in regard to that house? Do any of you know the owners of the house? Do the kids in the East End know the Finsterwalds? How does not knowing the owner lead to the fear? - 25 min	Discussion - What is a protagonist? If it is the main character who has a goal to accomplish, then how is Jeffrey the protagonist? What has Jeffrey done so far in Two Mills? What does he do at the strike out? What other feats has he accomplished? Is his goal to become popular, find friends, a home, or to become part of a black neighborhood? Is he the main character or is it someone else? - 20 min	Discussion: Role play with three or four students acting as members of the Cobras; the class will question those students with the following questions and other appropriate ones that they think of: Who is the leader of the gang? Why does the gang want to hurt Maniac? What does the gang plan to do to Maniac? How far do they follow him? Why don't they follow him further? - 25 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Written Response: Why won't kids go in the Finsterwalds' yard? What happens to Arnold Jones? Who saves him? Why is Jeffrey not afraid? (one paragraph)
Daily Journal Topic:	Do you believe in magic? Or possibly that it once existed but does not anymore? Why or why not?	What is the point of view of "Maniac Magee"? What clues are in the story that help you to know this?	Has the fact that Maniac's parents died suddenly created a phenomena? Why might the author want to add magic to the novel?	What type of conflict is this story (man v. man, man v. nature, or man v. self)? What clues in the story help you to know this?	No journal today
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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 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 - 20 min	In-class time to work on your Google Slides and Cleveland History Project - 20 min

Week 17	Discussion: How are Mars Bar and Amanda similar? Create a T-chart comparing them and review each others' strengths and weaknesses; what traits are similar? What character development is seen in these characters so far in the story? - 20 min	Discussion - Have three or four students go to the front of the room to role-play as Maniac; ask about the changes in his life since he has moved in with the Beales; What chores do you do around the house? What do you do for Hester and Lester? What about the neighborhood kids? - 25 min	Discussion - What is the previous knowledge that students have concerning racial prejudice in the United States? What happened prior to the sixties but after slavery was over? How did Martin Luther King change American society? How were blacks viewed as they began moving into white neighborhoods, white schools? How does the old man in the novel symbolize the feelings of the majority of black people? Of white people? - 25 min	Discussion - Where does Cobble's Knot originate? How does Mr. Cobble use the knot? What is Amanda trying to prove with the knot? Who comes to watch the untying of the knot? How does the audience change? Is Maniac successful? How does the knot add to the magical realism of the novel? - 25 min	Discussion - What is a symbol? What is Hector Street a symbol of? How is it a symbol? If it is a symbol of prejudice, can it be a symbol of something else? How is prejudice about fear? What do the blacks in Two Mills fear? What do the whites fear? What does Maniac fear after the knot is untied? How does the encyclopedia come into play? - 20 min
	Read aloud "Maniac Magee" by Jerry Spinelli - 30 min	Students in Literacy Circles, read aloud "Maniac Magee" by Jerry Spinelli - 25 min	Read aloud "Maniac Magee" by Jerry Spinelli - 25 min	Students in Literacy Circles, read aloud "Maniac Magee" by Jerry Spinelli - 25 min	Read aloud "Maniac Magee" by Jerry Spinelli - 20 min
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	Written Response: What fear does the Cobras carry? Why are they afraid? Does Maniac carry the same fear? Why or why not? (one paragraph)	Work on your Google Slides & Cleveland History Project
Daily Journal Topic:	How do you feel about the relationship that is growing between Amanda and Maniac? Between Maniac and Mars Bar?	Speculate whether the Beale household remains a good place for Maniac? Why or why not?	How does Amanda feel about the way Maniac reacts to the old man's decree?	What do you think is the symbolism in Mr. Cobble's Knot?	No journal today
Spelling List:	gardenia, Venezuela, Cholula, malamute, seismology, mensuration, Hinduism, Tolstoy, diptych, cross-beat, biceps, variable, circuit, electromagnet, resistor, electron, consumer, demand, costs, economy, specialization, trade, competition, barter, export				
IEP Spelling List	malamute, Hinduism, cross-beat, biceps, variable, circuit, resistor, electron, consumer, demand, costs, economy, trade, export				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	

Week 18	Discussion - Name the three places that Maniac has lived (Aunt and Uncle's house, the Beales', with Grayson) since his parents died. Write all three on a T-chart; Students to compare each place based upon: physical type of home, people involved, schooling, love, kindness, chores, and money; What has each home done for Maniac? Which home was best? Which was worst? How have all three changed Maniac's life? - 25 min	Discussion - What makes a holiday great? Have each student in the room respond. Tally the answers between family, food, and presents. What types of presents are the best? How is Thanksgiving the best for Maniac and for Grayson? How is Christmas the best? What do they share? What foods do they share? What gifts do they give each other? How are these gifts special? - 25 min	Students in pairs, create a Venn Diagram comparing and contrasting Maniac BEFORE and the death of Grayson verses AFTER the death of Grayson; how is Maniac a different character? Think of three statements or characteristics about Maniac for each section (how he was before his death, after his death, and how he is the same regardless); one Venn Diagram per group, share with the class when complete. 25 min	Discussion - What are the feats that Maniac performs? How does he feel about doing them? What does the performance of the feats do for Russell and Piper? What is Maniac trying to accomplish with the feats? Will he accomplish the task of making Russell and Piper better kids? - 25 min	In-class time to work on your Google Slides and Cleveland History Project - 45 min
	Read aloud "Maniac Magee" by Jerry Spinelli - 30 min	Students in Literacy Circles, read aloud "Maniac Magee" by Jerry Spinelli - 30 min	Read aloud "Maniac Magee" by Jerry Spinelli - 30 min	Students in Literacy Circles, read aloud "Maniac Magee" by Jerry Spinelli - 30 min	
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Work on your Google Slides & Cleveland History Project
Daily Journal Topic:	How has Grayson given Maniac a home materialistically and emotionally?	In detail, describe how Grayson and Maniac spend their entire Christmas Day	How do you feel when Grayson dies? Why do you think the author had him die?	Is it fate or coincidence that Maniac goes back to Two Mills after meeting the boys in the cabin?	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 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 Book - 20 min	

Week 19	Discussion - When Maniac returns to the West End, how do Piper and Russell greet him? What do they think had happened to him? Why do they think the black people would kill him? What does Maniac discover being built at the McNab home? What does this answer say about stereotyping? - 25 min	Discussion - What do you think of Maniac walking away from Russell when he is in trouble and might even die? Where does Mars Bar find Maniac after the Russell incident? How do Mars Bar and Maniac begin a relationship again at the end of the story? When they first start running, what is it like? How long do they run without speaking? As the weeks passed, what changes about their run? What is happening to the conflict between the boys? - 30 min	In-class time to work on your Google Slides and Cleveland History Project - 30 min	In-class time to work on your Google Slides and Cleveland History Project - 50 min	Field Trip to Western Reserve Historical Society in Cleveland; visit and ride the Euclid Beach Carousel; learn about the history of Cleveland and our people; call (216) 721-5722 ext. 1502 to schedule; \$10.00 per child, MUST pack lunch; it is recommended to schedule either the "Urban Childhood" or "Carl & Lewis Stokes Making History" program
	Students in Literacy Circles, read aloud "Maniac Magee" by Jerry Spinelli - 20 min	Finish reading aloud "Maniac Magee" by Jerry Spinelli - 20 min	Students to take an AR or similar test on "Maniac Magee" - 20 min		
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	Prepare for your field trip tomorrow to the Western Reserve Historical Society	How did the field trip today help you to understand more about Cleveland's history?
Daily Journal Topic:	In a paragraph, respond to this quote from the novel: "Now there was no room that Maniac could stand in the middle of and feel clean. Now there was something else in the house, and it smelled worse than garbage and turds."	How has Maniac brought white people and black people together in the novel?	What did you like about the book? Which was your favorite character? Why? Which conflict was not resolved the way you would have wanted it to be? What life lesson did you learn?	If you could change the ending to "Maniac Magee", how would you do it? Why would you change it?	No journal today
Spelling List:	magnolia, France, Warsaw, corgi, telescope, vector, homily, Edison, daguerreotype, descant, brachialis, climate, express, increase, mammal, surface, gaze, teaspoon, simply, further, noisy, poem, gesture, heroes, squawk, bough				
IEP Spelling List:	France, corgi, vector, homily, climate, express, mammal, gaze, simply, noisy, poem, gesture, heroes, squawk, bough				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	

Week 20	In-class time to work on your Google Slides and Cleveland History Project - 50 min	Students in pairs, use a "Cause and Effect" graphic organizer to outline how Maniac brought people together in the story; share with the class when complete - 25 min	In-class time to work on your Google Slides and Cleveland History Project - 50 min	Students in pairs, create a "Plot Line" graphic organizer to outline the Exposition, Rising Action, Climax, Falling Action, and Resolution of the story "Maniac Magee"; include information about the setting and theme; share with the class when complete - 25 min	Present Google Slides presentations today - 65 min
		In-class time to work on your Google Slides and Cleveland History Project - 25 min		In-class time to work on your Google Slides and Cleveland History Project; due tomorrow! - 25 min	
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	None
Daily Journal Topic:	What did you like best about the field trip in the previous lesson?	How do you think that Maniac would relate to Euclid Beach Park? Why?	How do you think that Maniac would relate to Dr. Martin Luther King visiting our city? Why is that?	How do you think that Maniac would relate to visiting Karamu House? Why is that?	No journal today

Unit: Harlem Renaissance - Brief History and Influence

"My People" online:	<a href="https://allpoetry.com/poem/8495469-My-People-by-Langston-Hughes">https://allpoetry.com/poem/8495469-My-People-by-Langston-Hughes</a>
"Let America be America Again" online:	<a href="https://poets.org/poem/let-america-be-america-again">https://poets.org/poem/let-america-be-america-again</a>
"Still I Rise" online:	<a href="https://www.poetryfoundation.org/poems/46446/still-i-rise">https://www.poetryfoundation.org/poems/46446/still-i-rise</a>
"Caged Bird" online:	<a href="https://www.poetryfoundation.org/poems/48989/caged-bird">https://www.poetryfoundation.org/poems/48989/caged-bird</a>
"We Real Cool" online:	<a href="https://www.poetryfoundation.org/poetrymagazine/poems/28112/we-real-cool">https://www.poetryfoundation.org/poetrymagazine/poems/28112/we-real-cool</a>
"Won't You Celebrate with Me?" online:	<a href="https://www.poetryfoundation.org/poems/50974/wont-you-celebrate-with-me">https://www.poetryfoundation.org/poems/50974/wont-you-celebrate-with-me</a>

"We Should Make a Documentary About Spades" online:	<a href="https://poets.org/poem/we-should-make-documentary-about-spades">https://poets.org/poem/we-should-make-documentary-about-spades</a>					
"Hurricane" online:	<a href="https://poets.org/poem/hurricane-0">https://poets.org/poem/hurricane-0</a>					
"Lift Every Voice and Sing" online:	<a href="https://www.poetryfoundation.org/poems/46549/lift-every-voice-and-sing">https://www.poetryfoundation.org/poems/46549/lift-every-voice-and-sing</a>					
"Harlem: A Poem" online:	<a href="https://teachingenglishlanguagearts.com/wp-content/uploads/2013/07/Harlem-Poem-by-Walter-Dean-Myers.pdf">https://teachingenglishlanguagearts.com/wp-content/uploads/2013/07/Harlem-Poem-by-Walter-Dean-Myers.pdf</a>					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"	
Week 21	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 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 - 20 min	Discussion: Discuss the social, political, & economic climate of the USA in the 1920s and 1930s; Students to compare and contrast the relationships of blacks and whites at this time; what created the differences? What factors influenced the Great Migration of African Americans from the South to the North and Midwest? Why are the Arts an effective means to express history, frustrations, and hopes for the future? Give recent examples - 20 min	
	Watch "Langston Hughes & the Harlem Renaissance: Crash Course Literature 215" on YouTube (11:32 min) and discuss who Langston Hughes was and his importance to the Harlem Renaissance; discuss his writing and styles that he used 20 min	Watch "The Evolution Of Maya Angelou   NowThis" on YouTube (6:14 min) and discuss who Maya Angelou was; how do you think the hardships in her life changed her? How did she rise above them - 15 min	Watch "Gwendolyn Brooks Documentary (APLAC Project)" on YouTube (6:24 min) and discuss her life accomplishments; how old was she when she first published her work? What did she focus her attention and energy to as a child? - 15 min	Divide the class into four groups; teacher will provide each group with one poem written by each of the four authors that were discussed this week; DO NOT TELL THE STUDENTS WHO WROTE THEM; students will read them together and discuss writing styles, content, and intent; students will share who they think wrote their poem with the class; what did they like or dislike about each poem? - 20 min		
	Read "My People" and "Let America be America Again" by Langston Hughes; discuss the poems and have open dialogue as to their meaning - 30 min.	Read "Still I Rise" and "Caged Bird" by Maya Angelou; discuss the meanings of the poems, the verbiage used, and the metaphors to life then & today - 35 min.	Read "We Real Cool" by Gwendolyn Brooks and "Won't You Celebrate with Me?" by Lucille Clifton; how do they say similar messages? Compare & contrast; open discussion - 35 min.	Read "We Should Make a Documentary about Spades" by Terrance Hayes and "Hurricane" by Yona Harvey; compare how both make connections to life with metaphors; open dialogue - 30 min.	Read "Lift Every Voice and Sing" by James Weldon Johnson and "Harlem: A Poem" by Walter Dean Myers ; compare & contrast each as telling stories of Black History in two distinct ways; underline all of the places and locations mentioned in both poems, circle the people mentioned; why do you think that Harlem became a social and cultural center for African-Americans? - 40 min.	

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	Compare the different poems that we've read so far; which do you like most? Which do you like the least? Why?	Why do you think that "Lift Every Heart and Sing" is such an important song?
Daily Journal Topic:	What you know about life in the Southern US in the 1960s?	What does "My People" by Langston Hughes mean to you?	What does "Still I Rise" by Maya Angelou mean to you?	Which poem that we've read so far do you enjoy the most? Why is that?	No journal today
Spelling List:	mugworts, Portugal, Lagos, bulldog, volcanology, octahedron, icon, Mandela, documentary, piano, plantaris, solar, grief, hyphen, spaghetti, pressure, sailor, listening, recently, quote, myth, rumor, safety, wrestle, rehearse				
IEP Spelling List:	bulldog, icon, documentary, piano, solar, grief, hyphen, pressure, recently, myth, rumor, safety, wrestle				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 20 min
	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	Students will present their Google Slides group project from the previous two lessons; one spokesperson per group to present - 30 min
	Watch "History Brief: The Harlem Renaissance" on YouTube (3:21 min) and discuss how the Harlem Renaissance created a transformation about African-Americans in this region; students in pairs, using your Chromebooks review this video again and write five notes about how the Harlem Renaissance influenced people, changed opinions, and advanced African-American culture; share this lists with the class - 25 min	Students to reflect and reread as desired the poems that were read in the previous lessons; students will attempt to recreate a similar theme of an author that they liked and write a poem in that style; there is no set requirement other than to creatively try; share with the class as desired when complete - 30 min	Divide the students into four groups, each group will research one of the four following Harlem Renaissance people: WEB du Bois, Marcus Garvey, Zora Neale Hurston, and Aaron Douglas; students are to use Chromebooks to conduct research and Google Slides to present this information; students should decide who will conduct research whereas others will type the information and present it; students are to work together to complete this assignment; students should locate six important facts about this person and one photo of them for their Google Slides Presentation - 50 min	Students will continue working in the same groups as the previous lesson; students will also research one of the following people to add to their previous notes: Langston Hughes, Josephine Baker, Paul Robeson, and James Weldon Johnson; continue researching information in the same manner as the previous lesson format; students will locate six important facts about this person and one photograph of them to include; the total presentation will include twelve facts and two photos - 50 min	Students to go online and locate paintings of artwork created during the Harlem Renaissance; students may select two pieces of artwork, print it out, and mount it on construction paper; neatly print the name of the author and title of the work on a notecard; students to display their work in the hallways of the campus; on the back of each piece of artwork write a paragraph as to why you selected this piece - 30 min
	Students in groups of 3 or 4, compare your lists of ways that the Harlem Renaissance influenced others; work together to create a "Concept Map" of how it influenced dress, opinion, writing, music, and thought; share your "Concept Maps" with the class - 25 min	Students to go to the following website " <a href="http://www.history.com/topics/roaring-twenties/harlem-renaissance">www.history.com/topics/roaring-twenties/harlem-renaissance</a> " to read more about the Harlem Renaissance, specifically WEB du Bois, Marcus Garvey, Zora Neale Hurston, and Aaron Douglas; discuss them and other famous people and their contributions to society - 20 min			

Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	None
Daily Journal Topic:	What do you know about the Harlem Renaissance? Try to list all that you know so far	Do you think that you could write poetry like the Harlem Renaissance authors? Why or why not?	In what way would you have rather participated in the Harlem Renaissance, as an actor, writer, singer, or philosopher? Why is that?	Name two facts about the important Harlem Renaissance person that you researched in the prior lesson	No journal today

Unit : "Freak the Mighty" by Rodman Philbrick with project; includes either a podcast or Powtoon presentation

<b>Online Version:</b>	<a href="http://sparkersclass.weebly.com/uploads/1/9/5/6/19568499/the-full-book-of-freaky-the-mighty-input_usborne.pdf">http://sparkersclass.weebly.com/uploads/1/9/5/6/19568499/the-full-book-of-freaky-the-mighty-input_usborne.pdf</a>				
<b>Project Theme:</b>	<i>Assign each student one of the topics below. It is likely that you will have two to three students doing the same topics. Students assigned to the same topics COULD work together to complete the assignments if they choose.</i>				
<b>Project Options:</b>	<i>Thomas Malory, (King) Arthur, Camelot, Excalibur, Lady of the Lake, Mordred, Guenevere, Gawaine, The Round Table, Lancelot, Galahad, Quest for the Holy Grail</i>				
<b>Project Breakdown:</b>	<i>Each person (or group) will complete the required items on their assignment sheets (Tasks of the Quest), which include researching the topic, completing a written assignment, creating and presenting a Powtoon (or podcast if you would like the EXTRA CREDIT) presentation, appropriately decorating the "shield", creating a song or poem about "Freak the Mighty".</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* Spelling Words (Definitions, 15x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 15x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 15x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	As a class, create a "Concept Map" discussing the characters, setting, and plot of the story; Teacher to lead outline but students to participate and add to it as lesson progress - 20 min

Week 23	Teacher to provide a KWL chart to conduct a KWL lesson; K- Have students think for a few minutes about what they Know about knights? What did knights face? Why were they important? What were they known for? W-Students tell you What they would like to know about the lives of knights from the medieval times- discuss answers with them; Teacher to use Google Images after the KW part of the KWL to show images of Knights (ex. Knights Templar, Winged Hussars, or Teutonic Knights); discuss thoughts of appearance together and review - 25 min	Students in groups of 3 or 4, Discuss ways in which you deal with or cope with new experiences and new challenges (such as meeting new people or doing something you have never done before); What methods do you use to cope with something that is out of your comfort zone? How do you calm yourself down when facing unknowns? What is good about the unknown? Why is it important to face uncertainties and step away from things that you are comfortable with? How is what you typically do similar or different from what Max does? Share thoughts as a class - 25 min	Discussion: As a class review "conflict" both in a story and in your lives; Teacher to review the different types of literary conflict (man v. man, man v. self, man v. nature); Students in pairs, Identify the different kinds of conflict that have happened in the text to this point; What are the external conflicts described in the text? Why are they external? What category do they fall under? Identify the internal conflicts from the text to this point, why are they internal? Who was facing that internal conflict? Share your thoughts and discuss as a class - 25 min	Discussion: Teacher to ask students to define "fear"; What is fear? Where does fear come from? Students to share thoughts on what it is specifically and where in your body it comes from; Discuss the student's fears; Why do they exist? Where do they come from? What can fear do to a person? Is Gwen's fear of Max realistic? Why or why not? Discuss as a class and share thoughts as comfortable - 25 min	Students in pairs, using Google Slides create a table outlining the following information about the characters Max, Kevin, Gwen, Grim, Gram, Killer Kane, and Tony D: what physical features DO YOU ASSOCIATE with each of the characters? eye color, hair color, height, weight, clothing they would wear, what classes or extra-curriculars they would be involved in, or other characteristics; there may or may not be a correct answer based upon the story so opinions and stereotypes are welcomed; share and discuss as a class; share spreadsheet with the Teacher when complete - 30 min
	Begin reading aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 15x each	Work on Spelling List - write a sentence with each word	How do you think Max feels about his similarity to his father? Limited information is given by Max sometimes, why do you think that is?	Summarize a time when you were the victim of a false assumption or stereotype; Describe how you felt and if you can relate to how Max feels based upon his thoughts depicted in the text
Daily Journal Topic:	What do you know about Knights, fighting in armour, and the stories about that time period?	What is the point of view of this story? What clues are in the story that help you to know this?	Complete the "L" portion of the KWL from two classes ago; what have your "Learned" about knights?	What type of conflict is this story (man v. man, man v. nature, or man v. self)? What clues in the story help you to know this?	No journal today
Spelling List:	baneberries, Japan, Ouidah, shih tzu, virologist, oblique, Incarnation, Eisenhower, draftsman, gig, flexor, governor, rural, jealous headache, grateful, separate, partial, scarcely, whose, ambulance, temperature, scientific, hangar, emergency				
IEP Spelling List:	Japan, draftsman, gig, flexor, rural, headache, grateful, partial, whose, temperature, hangar, emergency				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 15 min

Week 24	In-class spelling bee practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min
	Students in pairs, discuss and answer the following: What preconceptions do you have about size? In what aspects is size important? Have you ever been intimidated by the size of something? How do you think that Max felt about Kevin the first time he saw him - in relation to his size? How do you think Kevin felt about Max in relation to his size? How can the size of someone generate a stereotype about them? Share and discuss your thoughts as a class - 25 min	Students in groups of 3 or 4, using a "Cause and Effect" graphic organizer answer and complete the following for three events or people in the story: What was the change? What triggered the change? What exactly changed? Why was the change important? Who was responsible for the change? Who did the change affect? Share and discuss as a class - 25 min	Students in pairs, reenact the scene from the opening of Chapter Nine; students must make it from one side of the room to the other using only verbal cues from their partner; Blindfold one students from the pair and let them lead the other across the "dangerous bridge"; afterwards, switch students and reverse the walk; students to discuss how they felt, what complications arose from having their sight taken away, and if they were able to visualize the path? Share thoughts and relate together as a class - 25 min	Discussion: Discuss the quest Kevin describes to Max; Max questions Kevin's quest in Chapters 9 & 10, what questions does he ask? Are these realistic questions? What do you think the answers would be if Max was to actually ask Kevin? Why is it important to ask questions when facing an unknown? What do you think Kevin's answers would have been? - 25 min	Discussion: What can you learn about first sight introductions? How does the setting of the Tenements add to the descriptions of both Loretta and Iggy? What specific details, either given by the setting or from Max's description of the people that live in the Tenements, bring about fear for Max and Kevin? Can you understand their feelings regarding Loretta and Iggy? Which character do you think was described as more frightening? Why is that? - 25 min
	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Teacher to introduce the project requirements and provide in-class time to begin working - 20 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	What is the purpose of a nickname? What are both positive and negative effects of a nickname?
Daily Journal Topic:	Think of a time when the size of something that you saw was intimidating; how did you feel? How did you react to it? Why?	What is bullying? What different types of bullying are there? Why do you think bullying exists?	Describe a time when you had to be courageous. In what ways is it similar to what Max has had to face in the text so far?	What is a secret? When is a secret no longer a secret?	No journal today
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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* Spelling Words (Definitions, 16x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 16x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 16x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	In-class time to work on project - 40 min

Week 25	Students in groups of 3 or 4, research a superstition using your Chromebook; Teacher to assist to various groups one of the following: the real story behind Friday the 13th, wishing upon a shooting star, why four-leaved clovers are good luck, or why black cats are bad luck; students to research this and take notes; present your findings to the class; how does Max feel about Friday the 13th? Discuss as a class - 25 min	Students in pairs, discuss the following and share as a class: what does it take to be a good father? What is curious about Killer Kane's attempts to become a father figure for Max now? What has he done to support any of Max's thoughts about him up to this point? What specifically does Kane do to make Max uncomfortable and not feel like a son should feel about his father? Share thoughts as a class - 25 min	Discussion: What is foreshadowing? What is the purpose of foreshadowing? Students in pairs, locate three examples of foreshadowing from the text and share; what does Kevin's trip to the hospital foreshadow about him? How do you believe Max will respond to this? Share examples and discuss as a class - 25 min	Discussion: Ponder the phrase "I used to wonder exactly what Hell looked like" by Max's father as they entered the abandoned basement apartment; what do you picture it looking like? What does the phrase "in Hell" mean? When have you ever thought you were "in Hell"? What do you think each of these characters would classify as "in Hell": Grim, Gram, Kevin, Max, Max's father, Gwen, Loretta, and Iggy; discuss as a class - 25 min	Teacher to provide eight random events from "Freak the Mighty" to the class; Students in pairs, using a "Sequence" graphic organizer place eight random events from the story in the correct order; discuss and review as a class - 20 min
	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Read aloud "Freak the Mighty" by Rodman Philbrick - 25 min	Finish reading aloud "Freak the Mighty" by Rodman Philbrick - 25 min	In-class time to work on project - 25 min	
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 16x each	Work on Spelling List - write a sentence with each word	Max must deal with the loss of Kevin; what makes some "losses" easier than others? Why is that?	Work on project; it is due in one week!
Daily Journal Topic:	What superstitions do you know of or believe in?	Discuss a time when you knew there was a possibility that something bad could happen; how does that relate to Grim's preparation for Killer Kane?	What makes something someone says trustworthy or not? Do you trust Killer Kane? Why or why not?	What do you believe is the moral of the story, "Freak the Mighty"? What did you learn in the reading of this story?	No journal today
Spelling List:	black-eyed susan, Iraq, Kabul, husky, zoology, slope, Koran, Mother Teresa, van Gogh, decet, gastrocnemius, inquire, marriage, sword, sentence, museum, excellent, ingredient, comfortable, especially, league, ancient, nationality, patient, vault				
IEP Spelling List:	black-eyed susan, husky, slope, decet, marriage, sword, sentence, museum, ancient, patient, vault				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	Students in pairs, using a "Cause and Effect" graphic organizer outline three events that changed Max throughout the story; share and discuss your thoughts with the class - 25 min

Week 26	Individually, students will use Google Docs to write a letter to Max offering sympathy to him for his friend Kevin's death; students to show empathy for Max's feelings and provide personal reflections to the situation - 20 min	In-class time to work on project - 50 min	Students in pairs, using a "Plot Line" graphic organizer students will outline the Exposition, Rising Action, Climax, Falling Action, Resolution, and Theme of the story; students will identify who the protagonist and antagonist are and their role in the plot; share with the class and discuss - 25 min	In-class time to work on project - 50 min	In-class time to work on project - 40 min
	In-class time to work on project - 35 min		In-class time to work on project - 25 min		
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Finish your project; due tomorrow!
Daily Journal Topic:	Grim tells Max, "Things will make a lot more sense when you finish growing up"; what do you think this means?	In Chapters 16-19, Max's father repeatedly lies to Max; why is telling the truth important?	In Chapter 15, Grim calls Kevin a genius; what do you think it means to be "smart"? Or "intelligent"? What is the difference?	Consider the phrase, "Friday the Thirteenth was just a pile of baloney"; how is that statement both true and false in this story?	No journal today

Unit: "Hunger Games" by Suzanne Collins with project

<b>Online Version:</b>	<a href="http://thefreenovelsread.com/the-hunger-games/-chapter-one-136042">http://thefreenovelsread.com/the-hunger-games/-chapter-one-136042</a>
<b>Project Theme:</b>	<b><i>Students will work in groups of three or four to complete this project; each group is required to complete ALL FOUR parts of this project. Students will choose how to best complete the four parts and which student is responsible for each part. All portions are required and students will receive the same grade for completion of the project, not completion of their portion. It is important to work together and notify the Teacher of any issues in group work IMMEDIATELY. This is due on the completion date or when the work is finished, whichever comes sooner.</i></b>
<b>Part I:</b>	<b><i>Students will illustrate, color, and label ONE of the following three options: 1. What does the arena look like? How do you image it appears in relation to seating, the Gamemakers, and any other obstacles. Include features from in the book and complete any missing information 2. What does District 12 look like based upon the descriptions in the text? What features do you also imagine there? Include Katriss' home and other citizen's homes. 3. What do the Tracker Jackers, Mutts, and Jabberjays look like in your opinion? What color are they? Include an illustration of a person to demonstrate how large they are. Include any features on their bodies that may be important (fins, spikes, horns, etc).</i></b>
<b>Part II:</b>	<b><i>The story "Hunger Games" has a powerful anti-violence and anti-war message. Each major character evaluates their actions, shows misery, and reviews the physical consequences of their actions. In a one-page essay that is written in Google Docs as 12-font, Times New Roman, and double-spaced, students will write a persuasive essay advocating for another child to read this story. Students should explain how this story is both "anti-violence" and "anti-war" although it uses both to express this message. Persuade another student to read this story based upon these requirements. Provide examples and solid reasoning to support your stance.</i></b>

<b>Part III:</b>	<i>Students will use Google Sheets to think of six major situations in the story "Hunger Games" that could have gone a different way (such as a death, battle, reaping, or other major scene). What would happen if these six events went differently? In the first column, write the list of six events that you chose in separate blocks. In the second column, write the specific outcome of each of these events similar to a "Cause and Effect" diagram. In the third column write how each of the five situations could have gone differently, what could have happened in that scene, and create a POSSIBLE additional outcome. In the fourth column, write how that changing event would have changed the outcome of the story. An example is outlined below:</i>				
<b>Example Part III:</b>	<i>Event: Katriss is collected by the hovercraft from District 12 during the reaping scene.</i>	<i>Outcome: Katriss is required to participate in the games and forced to attack others for both food and survival.</i>	<i>Possible Different Outcome: Katriss could have escaped the hovercraft reaping and stayed in District 12. Instead the hovercraft could have taken someone else (such as Prim) and Katriss could have been left at home with her mother.</i>	<i>Possible new outcome: Katriss dies of starvation in District 12, Prim becomes a celebrated warrior with Peeta, and District 12 is given food as a reward for their winning.</i>	
<b>Part IV:</b>	<i>Students will illustrate, color, and label TEN items from the story that are symbolic. Then, in Google Docs, they will type in 12-font, Times New Roman, and double-spaced how each of those TEN items is a symbol of something that happens or foreshadows in the future of the story. Descriptions of symbolism should be very clear as to what the item represents and the symbolism should connect directly to the story. These can be a little opinionated but symbols should be clearly tied to the story and events in the story.</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	Begin reading aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Handwriting Book - 20 min	Students in pairs, using a Venn Diagram compare & contrast District 12 versus the Capitol; think of three ways that they're similar and different; share with the class when complete - 20 min
	Discussion: Teacher to discuss with students the structure of the novel; Who is the narrating character? What is the point of view? Review the types of point of view; Discuss the authors use of verb tense, what does this tell you about the novel and the action within it? Discuss the narrating character and how her experiences impact the story? What does the setting appear to be like? Where on Earth could you picture a place like this? Discuss as a class - 25 min	Students in groups of 3 or 4, students to use Google Sheets to make a list of the characteristics of Panem; name each of the districts and keep track of what industry each district specializes in for future reference; How has life in District Twelve effected Katniss Everdeen? Share your thoughts and information with the class - 25 min	Students in pairs, discuss Katniss' orders to her mother; what has caused this anger? Do you think it is justified? Why or why not? What do you think this anger says about Katniss? How would you feel about the situation that you would be going into if you were Katniss? Each group to present their conclusions to the class for discussion; some thoughts will hopefully be very different which should lead to extended discuss and debate - 25 min	Divide the class into three groups: one group that works individually, one group that works in pairs, and one group that works together with the Teacher; as assigned, define symbolism; what does the visit from the mayor's daughter and the visit from the baker symbolize? What does the mockingjay and the cookies symbolize? Think of one more example of symbolism in the story to share; discuss and review as a class - 25 min	Discussion: Teacher to use a T-Chart to review the differences between Katniss and those people in the Capitol (dress, excess living, spoiled life); Teacher to Google images of people living in poverty; discuss the images of the people and how they may compare to life in District 12; how can students relate to some of these photos? As a class, compare and contrast the excesses of the Capitol with modern excess and fashions - 25 min

	Spelling Words (Definitions, 17x each, use in a sentence) - 20 min.	Spelling Words (Definitions, 17x each, use in a sentence) - 20 min.	Spelling Words (Definitions, 17x each, use in a sentence) - 20 min.	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 17x each	Work on Spelling List - write a sentence with each word	Discuss how Haymitch has been effected by the Hunger Games	What message may the author be trying to say about poverty and the excess living found in the Capitol?
Daily Journal Topic:	What do you know about this story that we are about to read? Have you seen the movie or read any of the books before?	What is the point of view of this story? What clues are in the story that help you to know this?	What is the reaping? How may it provide the conflict in this story?	What type of conflict is this story (man v. man, man v. nature, or man v. self)? What clues in the story help you to know this?	No journal today
Spelling List:	basket of gold, Saudi Arabia, Damascus, labrador retriever, thermometer, cylinder, laity, Martin Luther King, drypoint, tarantella, soleus, honorable, struggling, intermission, acquire, vacuum, persuade, mechanic, requirement, accidentally, performance, disastrous, scissors, vegetable, appearance				
IEP Spelling List:	basket of gold, thermometer, cylinder, laity, tarantella, honorable, acquire, vacuum, mechanic, requirement, disastrous				
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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Students in pairs, use a "Cause and Effect" graphic organizer to outline how Katniss came to be at this point in the story; how could one event being different have changed her outcome so far? Discuss as a class - 20 min

Week 28	Students in pairs, discuss the cruelties of the government in Panem including the Hunger Games and the Avox; Discuss what life must be like for these people and what led them to commit their crimes in the first place; what crime must the girl have committed to be hunted down by the hovercraft? How does seeing this girl again impact Katniss? Discuss as a class and share your thoughts - 25 min	Discussion: What is social hierarchy? What social hierarchy has been presented in the novel thus far? Discuss the differences between the twelve districts; where does District 12 fall in the social hierarchy of the people combined in these districts? How has this social hierarchy effected the expectations for Katniss and Peeta in the Hunger Games? - 25 min	Students in groups of 3 or 4, discuss Haymitch's strategy for Katniss and Peeta to act like close friends; discuss the point of the strategy and how it might unfold as the story develops; Discuss how Katniss responds to this strategy, what does this say about her as a character? Discuss Peeta's reaction, how might this foreshadow events yet to come? Share and discuss your thoughts as a class - 25 min	Discussion: Katniss performs individually for the Gamemakers, but they do not pay attention; she becomes annoyed and shoots the apple out of the mouth of their roasted pig; what symbolism is displayed here? What symbolism is displayed in her presentation? Discuss her fit of anger, what does this say about Katniss? How could this impact Katniss' ability to get sponsors? Why are they important to the tribute in the Hunger Games? - 25 min	Discussion: Teacher to discuss foreshadowing; how may Katniss' ability to hunt help her in the arena? How may her emotional outbursts effect her ability to survive? Who is Gale? Compare Katniss' and Peeta's abilities to survive the Hunger Games versus the other tributes; students to make predictions about the story at this point and share - 25 min
	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	How does Katniss feel about her own actions with the Gamemakers? Why is that?
Daily Journal Topic:	What does Katniss' and Peeta's outfits symbolize as they ride in the opening ceremonies? What other symbolism so you notice in these ceremonies?	What social divisions exist between the people of District 12 and the people of the Seam?	Discuss Katniss' mother; how could her growing up in town and the death of Katniss' father effected her?	How do the tributes impact the play in the arena when the Hunger Games begin?	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* Spelling Words (Definitions, 18x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 18x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 18x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	Students in pairs, Teacher to provide eight random events from the story; students to work to put them in order using a "Sequence" graphic organizer; share and review as a class - 20 min

Week 29	Discussion: Discuss Katniss' reaction to Peeta's announcement; Why does she become so angry? Is she really upset about Peeta's making her look weak or is there something else bothering Katniss? Is Haymitch right about Peeta making her desirable in the eyes of the audience and potential sponsors? How do you think Peeta will die honorably? What does "die honorably" mean exactly? - 25 min	Students in pairs, create a "Concept Map" comparing and contrasting two characters from the novel; discuss what foreshadowing may be involved with them; make a prediction about what will happen with EACH character in your map; student pairs must include either Katniss or Peeta in their map; share and discuss with the class - 25 min	Students in groups of 3 or 4, discuss the following: Haymitch tells Katniss NOT to obtain a weapon, why do you think this? Discuss the new setting of the arena; what advantages and hardships are there? Why may the Careers want to kill Peeta? Why may they be tracking down Katniss? Share thoughts with the class and discuss - 25 min	Discussion: Katniss is injured when Gamemakers introduce fire balls into the arena; how do the Gamemakers control the Hunger Games? What are their intentions? How does the introduction of fire balls foreshadow future events? Katniss is in a tree but is surrounded by the Careers, why do you think she tells them where she is? Discuss the evolving relationship with the Careers; who is Rue? - 25 min	Discussion: Katniss knocks a nest of tracker jackers onto the Careers. Discuss what these creatures are and what their sting can do to a victim. Discuss Katniss' actions and how it could help or harm her attempts to be the victor of the Hunger Games. Discuss Katniss' decision not to warn Peeta before taking action against the Careers and what this means to her relationship with him? Share thoughts and discuss - 20 min
	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 20 min
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 18x each	Work on Spelling List - write a sentence with each word	Assume that you were Katniss; would you have told the Careers where you were or stay hidden? Why is that?	The Hunger Games are both futuristic and ancient; discuss the weapons and obstacles that the alliances face; how are they both futuristic and ancient?
Daily Journal Topic:	Use a rating scale of 0-10 to evaluate Katniss' and Peeta's chance of survival; why do you give them this score?	Why do you think Peeta joined the Careers? How would this help him? How does this effect Katniss?	Create a T-chart outlining the hardships and advantages of the new arena setting	Evaluate Haymitch's intentions with Katniss; is he being cruel or is it something else altogether? If so, what?	No journal today
Spelling List:	viper's-bugloss, India, Jericho, German Shepherd, Petri dish, Pythagorean Theorem, liturgy, Queen Elizabeth II, embroidery, refrain, tongue, studios, descendant, systematic, audience, violence, unbelievable, separately, lightning, unsuccessful, independence, variety, encyclopedia, immediate, strengthen				
IEP Spelling List:	India, Jericho, German Shepherd, refrain, tongue, studios, lightning, unsuccessful, variety, immediate, strengthen				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	As a class, use a "Main Ideas & Supporting Ideas" graphic organizer to outline the story at this point; review and discuss the different potential themes of the story and support for each of them - 20 min

Week 30	Students in pairs, Teacher to assign each student in the class a character from the book at random (names drawn from a jar, so to speak); students in pairs will discuss the relationship that their two assigned characters have including their alliances, how they react with each other, a predicted plan of survival for both characters, and what will happen to both characters by the end of the games; share and discuss with the class - 25 min	Discussion: Review Katniss' decision to destroy the Careers food supply; why would this be effective in gaining an advantage? How does this action foreshadow future events? How does Rue's separation from Katniss foreshadow Rue's future? Was Cato justified in killing the boy from District Three? Why or why not? Why is this action considered murder and not part of the games? - 25 min	Students in groups of 3 or 4, discuss symbolism in the death of Rue as well as this point in the story; Things to discuss include: Katniss covers Rue in flowers even though she knows that this will not be shown on television, the flowers will be disposed of before Rue is returned to her family, why Katniss puts the flowers on Rue, what the flowers mean to Katniss, Katniss receiving a loaf of bread from District Eleven; share and review thoughts as a class - 25 min	Divide the class into three groups: one group that works in pairs, while the other two groups work as large groups; Teacher to float between each; each group to discuss and evaluate: Katniss' discovery of Peeta infected, what does this foreshadow? What does the actual infection foreshadow? Discuss how Katniss showers Peeta with affection due to Haymitch's suggestions prior to the games; Evaluate the changing relationship between Peeta and Katniss; share and discuss thoughts as a class - 25 min	Discussion: Review how Peeta and Katniss bond over stories of home; do you think the bond between Peeta and Katniss is a blossoming love or just for the games? Why doesn't Peeta want Katniss to go to the feast? What are three possible outcomes of the feast? Discuss the medication Haymitch sends to Katniss to put Peeta to sleep; do you think Haymitch wants Katniss to go to the feast? Why or why not? - 25 min
	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Write three reasons why EITHER Katniss should go to the feast or why she should not go to the feast
Daily Journal Topic:	Evaluate Katniss' decision to have Rue be in an alliance with her; why is this both good and bad?	Discuss what will happen if Katniss and Rue are the last two to survive and the problem this poses for Katniss	Create a list of three things that the Careers may do now without their large supply of food; discuss with the class	Discuss the rule changes in the games at this point; Peeta can become Katniss' ally. Do you think this will happen? Why or why not?	No journal today
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:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	Read aloud "Hunger Games" by Suzanne Collins - 25 min	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Finish reading aloud "Hunger Games" by Suzanne Collins - 20 min

Week 31	Students in pairs, discuss what motivates people to do things (think of three things that motivate people); now as a pair evaluate: why does Katniss go to the feast? Why does Clove attack Katniss, but even further, why does Clove torture Katniss? Why does Thresh let Katniss live? What do you predict will happen in the final chapters? Review as a class and discuss - 25 min	Discussion: Katniss and Peeta do several things for the audience (kiss, hold hands, take care of each others wounds); what are your thoughts about this? Are any of these instances genuine? How is this similar to acting in a movie? Do you think that many celebrities have successful marriages? What could inhibit them from having successful relationships? - 25 min	Students in pairs, use a "Concept Map" to analyze each of the following characters: Peeta, Katniss, Foxface, Thresh, and Cato; how is each character interacting with each other and what their motivation to do so? What is the predicted future for each character? Share and discuss with the class - 25 min	Discussion: The Gamemakers have played a huge role in this story; as a class, use a "Cause and Effect" graphic organizer to outline how they forced Katniss and Peeta to the lake to find Cato; students in pairs, locate two other instances in this story in which the Gamemakers have influenced the game; use a "Cause and Effect" graphic organizer to diagram these two events, share and discuss aloud with the class - 25 min	Divide the class into three large groups, each group will discuss one of the three following topics: 1. Discuss Katniss' confusion over her feelings for Gale 2. How rebelling against the Gamemakers caused trouble and good for Katniss and Peeta 3. The final attack by the mutts on Cato, Katniss, and Peeta; each group to discuss the importance of these events in the story; how would the story be different if these events changed even slightly; discuss as a class together - 25 min
	Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Read aloud "Hunger Games" by Suzanne Collins - 25 min	Handwriting Book - 20 min	Quick Write: using Google Docs, rewrite the ending of this story; how would you change the ending? Why would you change the ending in this way? - 15 min
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 19x each	Work on Spelling List - write a sentence with each word	The Gamemakers are repeatedly interfering with the games; is this fair to the contestants? Why or why not?	Make a table to compare and contrast the mutts to the tracker jackers and the jabberjays in three ways
Daily Journal Topic:	Discuss the reasons why Katniss decides to go to the feast; what do you think will happen?	Why do you think this story is titled "Hunger Games"? What reasons support this title?	Katniss learns that Thresh is dead, why is she both happy and sad about this?	Foxface does from eating the berries; how is this ironic?	No journal today
Spelling List:	Heart of Jesus, New Zealand, Beirut, boxer, mineralogy, quintuple, Messiah, Dalai Lama, enamel, dynamics, pharynx, noticeable operational, acknowledgement, desperately, courageous, restaurant, unmistakable, recyclable, exaggerate, convenience, preferable, millionaire, rhythmic, mischievous				
IEP Spelling List:	Heart of Jesus, boxer, enamel, operational, restaurant, recyclable, preferable, unmistakable, rhythmic				
Movie Permission Slip:	<b><i>In conjunction with this story about anti-war and anti-violence, we will watch the movie "Selma" about Martin Luther King, Jr. and his peaceful protest march from Selma to Montgomery; permission slip needed because this movie is rated "PG-13". Movie is 128 minutes and can be found on several free sites or played on DVD video.</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 20 min

Week 32	In-class spelling bee practice using this week's spelling words - 15 min	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Students in pairs, students will use two separate Venn Diagrams to compare & contrast any TWO of the FOUR following pairs of characters: Katniss and Gale, Katniss and Prim, Katniss and Haymitch, Katniss and her mother; refer to the text as needed; share and discuss thoughts as a class - 30 min
	Students in pairs, using a "Plot Line" graphic organizer students will outline the Exposition, Rising Action, Climax, Falling Action, Resolution, and Theme of the story; students will identify who the protagonist and antagonist are and their role in the plot; share with the class and discuss - 25 min	Divide the class into three groups, Teacher to select three major scenes from the story; Teacher to assign each group ONE SCENE to discuss; students are to discuss why their assigned scene is the most important or critical to the story and why; share thoughts and discuss as a class - 25 min	In-class time to work on Four-Part Project - 50 min	In-class time to work on Four-Part Project - 50 min	
	Teacher to introduce the project and review requirements; students to have in-class time to begin work - 30 min	In-class time to work on Four-Part Project - 25 min			
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Work on Four-Part project; due in one week!
Daily Journal Topic:	How would this story have been different if you did not know Katniss' thoughts and emotions in it? What if the story only told the events; how would your opinion of her possibly change?	Why did the Hunger Games start? What are their purpose?	How is Panem similar and different from our own world?	What is Gale's role in the Hunger Games? How does his relationship with Katniss add to or take away from the plot?	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students will find the synonym, antonym, or homonym of ten of this week's spelling words - 20 min
	* Spelling Words (Definitions, 20x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 20x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 20x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	In conjunction with reading the "Hunger

Week 33	Students in pairs, discuss reasons for forming an alliance in Hunger Games; why could this both help and hurt you? Evaluate reasons for why you would want to join one or stay alone; discuss as a class and share thoughts - 25 min	In-class time to work on Four-Part Project - 50 min	Students in pairs, use a "Cause and Effect" graphic organizer to outline how Rue's death essentially propelled the plot; how did Rue dying engage Katniss to fight? What do you think would have happened if Rue was alive at the end with Katniss? Share and discuss as a class - 25 min	In-class time to work on Four-Part Project - 50 min	Games", students will create posters advocating against violence and demanding an end to crime in our city; students are to make them on 1/2 sheet of poster board with one half-sheet per child; messages should be similar to "Stop the Violence", "Stop Crime in My Neighborhood", and "End the Hatred Today"; posters are to be colorful and easy to see; while making posters, students to watch "Martin Luther King Leads Civil Protests in Alabama -1965" on YouTube (7:32 min) and "March from Selma to Montgomery   American Freedom Stories   Biography" on YouTube (4:12 min) - 40 min
	In-class time to work on Four-Part Project - 25 min		In-class time to work on Four-Part Project - 25 min		Students will stand outside of our school holding the signs that were just created, advocating for change peacefully and appropriately - 20 min
Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 20x each	Work on Spelling List - write a sentence with each word	Finish Four-Part Project; it is due tomorrow!	Bring in your "Selma" permission slip if you don't have it turned in yet
Daily Journal Topic:	Using a T-Chart, evaluate the pros and cons of forming an alliance in the Hunger Games	Why do you think the rules were changed in the 74th Hunger Games? Should they have been allowed to change them after 74 years? Why or why not?	Discuss the different outfits Cinna puts Katniss in; why might he make the decisions he does?	Explore the character of Effie Trinket. How can she be described? What are her motivations?	No journal today
Spelling List:	Bloodroots, Yeman, Istanbul, pointer, observatory, reciprocal, martyr, Pope John Paul II, façade, chord, esophagus, suspicious, flamboyant, longevity, colonel, acquaintance, bankruptcy, achievement, adolescent, sophomore, questionnaire, superintendent, accommodate, vaccinate, psychology, miscellaneous, chrysanthemum				
IEP Spelling List:	Bloodroots, Yeman, pointer, martyr, Pope John Paul II, chord, bankruptcy, adolescent, superintendent, vaccinate, psychology				

Unit: Poetry Slam

<b>"Poetry Slam" Details:</b>	<b><i>In reflecting upon the Harlem Renaissance, the Civil Rights Movement, and our ever-changing world, we will host "Poetry Slam". Students will watch "Selma", read various African-American poetic works, learn about integration difficulties, and review previous material on the Harlem Renaissance. Students will then write and perform their own poetic and artistic works for a group of people. This may include dance, poetry, song, rap, art, and other school-appropriate means of cultural expression.</i></b>
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"Poetry Means the World to Me" online:	<a href="https://www.commonlit.org/texts/poetry-means-the-world-to-me">https://www.commonlit.org/texts/poetry-means-the-world-to-me</a>				
"Mother to Son" online:	<a href="https://www.commonlit.org/texts/mother-to-son">https://www.commonlit.org/texts/mother-to-son</a>				
"Dancing Towards Dreams" online:	<a href="https://www.commonlit.org/texts/dancing-towards-dreams">https://www.commonlit.org/texts/dancing-towards-dreams</a>				
"Marian's Revolution" online:	<a href="https://www.commonlit.org/texts/marian-s-revolution">https://www.commonlit.org/texts/marian-s-revolution</a>				
"The Many and The Few" online:	<a href="https://www.commonlit.org/texts/the-many-and-the-few">https://www.commonlit.org/texts/the-many-and-the-few</a>				
"Who is Katherine Johnson" online:	<a href="https://www.commonlit.org/texts/who-is-katherine-johnson">https://www.commonlit.org/texts/who-is-katherine-johnson</a>				
"Tuskegee Airmen" online:	<a href="https://www.commonlit.org/en/texts/tuskegee-airmen">https://www.commonlit.org/en/texts/tuskegee-airmen</a>				
"Caged Bird" online:	<a href="https://www.poetryoutloud.org/poem/caged-bird/">https://www.poetryoutloud.org/poem/caged-bird/</a>				
"Sympathy" online:	<a href="https://www.poetryfoundation.org/poems/46459/sympathy-56d22658afbc0">https://www.poetryfoundation.org/poems/46459/sympathy-56d22658afbc0</a>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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 practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"No Red Ink" - 20 min.	Handwriting Book - 20 min	Watch "The Harlem Renaissance" on YouTube (3:02 min) and discuss how this movement developed a surge in African-American art, music, and theatre - 10 min

Week 34	Students to watch "Selma" (Rated PG-13, 128 min, starring David Oyelowo); discuss key scenes and depictions - 40 min	Students to watch "Selma" (Rated PG-13, 128 min, starring David Oyelowo); discuss key scenes and depictions - 45 min	Students to watch "Selma" (Rated PG-13, 128 min, starring David Oyelowo); discuss key scenes and depictions - 35 min	Read aloud "Poetry Means the World to Me" by Tony Medina; what do you think the author is trying to state? Review the rhyming pattern and technique, what pentameter does it follow? Teacher to help students find the pattern in rhymes, syllables, and word count to understand - 15 min	Read aloud "Dancing Towards Dreams" by Sara Matson; what challenges did Misty face? Teacher to Google Image photos of Misty and watch "Misty Copeland Dances Romeo + Juliet, Tchaikovsky Pas de Deux & White Swan at Vail Dance 2015" on YouTube (1:58 min); other than the text, what struggles do you Misty faced? If she was alive in 1925 Harlem, how may her role and achievements have been different? - 15 min
	Teacher to discuss the scenes from the movie so far and generate a conversation about why these actions were necessary; students to partake and respond as applicable - 15 min		Teacher to discuss the scenes from the movie so far and generate a conversation about why these actions were necessary; students to partake and respond as applicable - 15 min	Read aloud "Mother to Son" by Langston Hughes; compare "Poetry Means the World to Me" to this poem in subject, not content; "Poetry" is meant to be about Langston Hughes, does the author portray that? What does "Mother to Son" indicate to you? Do you think this is a true parental representation? Teacher to review pentameter again and analyze the word flow, how do these two poems compare? Students to practice writing poetry using similar pentameters as Hughes and Medina; share with the class if desired - 30 min	Students in pairs, read together "Marian's Revolution" by Sudipta Bardhan-Quallen; use a T-Chart to compare the struggles of Marian to Misty; how did the struggle evolve or change over 75-80 years? Why do you think Marian was popular yet also discriminated against? Share thoughts with the class (25 min); as a class, create a "Concept Map" outlining the struggles of MLK, Jr. in the movie "Selma" with Misty and Marian; what similarities and conflicts do you observe? - 40 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Work on Poetry Slam project; due in one week!
Daily Journal Topic:	Teacher to introduce and discuss the "Poetry Slam" project	How is Martin Luther King, Jr. demonstrating that non-violence is most effective way to create change?	Why do you think that Martin Luther King, Jr. was so respected?	How is a non-violent protest a more effective way to protest than doing so violently?	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min
	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Vocabulary Workshop - 20 min.	Students to share any "Poetry Slam" content that they'd like to provide (NOT REQUIRED); Teacher and studnets to NICELY and APPROPRIATELY review - 15 min	

Week 35	Teacher to ask students what they know about Rosa Parks, ask them why her actions were so important for Civil Rights; students to brainstorm three reasons why her actions lead to positive change; read aloud "The Many and The Few" by J. Patrick Lewis; discuss the pentameter and message of the poem; what is the message of the poem versus the historical story? - 20 min	Ask students what NASA is and how it has effected our world over the last 75 years; students to picture a scientist in their head, write down five adjectives that describe this person; now read aloud "Who is Katherine Johnson?" by NASA and discuss how she was a trailblazer in this field; students to reflect on her achievements and how they can follow in her footsteps in the future - 20 min	Teacher to ask students what they know about WWII and the Blackjacks logo for our school; why is the Blackjacks such an important feature both historically and culturally? Who were the Tuskegee Airmen? How were they similar to the Blackjacks? Read aloud "Tuskegee Airmen" by Jessica McBirney; review the pentameter and the message; compare & contrast to the Blackjacks sailors and historical significance - 20 min	Students to read aloud "Caged Bird" by Maya Angelou and "Sympathy" by Paul Lawrence Dunbar; as a class students will compare and contrast the two poems to eachother using a T-Chart; Teacher to review similarities and display how the students' poems for "Poetry Slam" may contain similar artistic statements - 20 min	Students to perform their "Poetry Slam" projects; each child to present their ideas, creative expression, and materials; as time permits, students to reflect and POSITIVELY discuss each other's works - 60 min
	In-class time to work on "Poetry Slam" - 30 min	In-class time to work on "Poetry Slam" - 30 min	In-class time to work on "Poetry Slam" - 30 min	In-class time to work on "Poetry Slam" - 35 min	
Daily Homework:	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Complete the next three pages in "Vocabulary Workshop"; due tomorrow!	Work on your "Poetry Slam" materials, due in two days	Work on your "Poetry Slam" materials, due tomorrow!	None
Daily Journal Topic:	If today's popular musicians were around in the Harlem Renaissance, do you think that they would have been respected? Why or why not?	For Poetry Slam, are you doing a poem, rap, or performance? Why did you make this choice?	Complete the next two pages in "Grammar Workshop"	Complete the next two pages in "Grammar Workshop"	What was your favorite part of this school year? Why is that?