

Scope and Sequence  
 ELA - 5th Grade STREAM

Unit : "Danny the Champion of the World" by Roald Dahl with project

<b>Online Version</b>	<a href="http://bigben-club.com/wp-content/uploads/Danny_the_Champion_of_the_World_-_Roald_Dahl.pdf">http://bigben-club.com/wp-content/uploads/Danny the Champion of the World - Roald Dahl.pdf</a>				
<b>Project Theme:</b>	<i>Students will use Google Slides to correctly identify the following parts of literary text as found in the story "Danny, the Champion of the World": setting, main characters, narrator, point of view, plot, conflict, climax, rising action, falling action, resolution, exposition, protagonist, antagonist, and plot line. Requirements below as follows:</i>				
<b>Project Breakdown:</b>	<i>Students will use Google Slides to present each of the required parts of literary text. Each required part should be presented on one slide each, so minimum of fifteen slides is required (the fourteen requirements plus an Introduction Slide). Students should define each required part of literary text and correctly provide an example from the story to display knowledge of that corresponding requirement. Students should use at least one example of clip art in their presentation, as well as a creative background, slide transitions, and at least three different slide layouts.</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 to go to "Vocabulary.com" to practice on their account - 20 min
	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 5x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	As a class, use a "Concept Map" graphic organizer to help organize the characters, setting, and plot so far - 20 min
	Google "the world in 1975", clicking on "Images", "News", and "Videos"; preview before you show children! Discuss what the world was like at this time as it is the setting; compare and contrasts how the world was similar yet different to today - 20 min	Discussion: Who is the main character of the story? What information is related about this character? Is the narrator of this novel involved in the action of the story? In what tense is the story related? How does having a first-person narrator limit the information that the reader receives? How does it expand what information a reader receives? - 20 min	Discussion: As a class, discuss the setting that is established in the opening of the novel. When does this novel take place? What clues in the text indicate the time period to the reader? In what country does Danny live? Is the location urban or rural? What is Danny's home like? How is it unique? - 20 min	Students in groups of 3 or 4, answer and discuss: examine Danny's relationship with his father. Why does Danny admire his father to the level that he does? What is unique about their relationship? Discuss Danny's father's secret life, how does Danny feel about this? Create and share with the class character bios for Danny and William - 20 min	Students in pairs, answer and discuss: How is "The Horse-hair Stopper" described? What materials are needed for this technique? Why do poachers not use guns, according to Danny's father? What is "The Sticky Hat" and how is it achieved? Do these methods sound viable to you? Why or why not? - 20 min
	Begin reading aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 20 min
<b>Daily Journal Topic:</b>	What do you expect from this new school year?	Do you like your homeroom so far? Why or why not?	What is your favorite class so far this year? Why?	Which character in "Danny, Champion of the World" do you relate to most? Why?	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 5x each	Work on Spelling List - write a sentence with each word	Written Response: Relate the story from Danny's father's perspective; how may it be different? (one paragraph)	Written Response: why is the setting important in this novel? Do you think this novel could be set elsewhere? If so, why? (one paragraph)
Spelling List:	able, achieve, acoustics, action, activity, advertisement, aftermath, afternoon, afterthought, anoint, apartment, apparel, appear, appliance, appoint, approve, attack, attend, awkward, baker, banker, beginner, believe, bomb, border				
IEP Spelling List:	able, action, activity, aftermath, afternoon, afterthought, anoint, attack, attend, baker, banker, bomb				
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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.
	Students in pairs, answer and discuss: create a T-chart to compare & contrast the "grown-ups" in your life verses those in the novel; make comparisons and note differences; share with the class - 20 min	Discussion: As a class, define symbolism and imagery in literature. What is Mr. Hazell's face said to be as pink as in Chapter 6? How does this simile help you create an image of the character? What similes and metaphors are used to describe Danny's father? What does Mr. Hazell represent to Danny? What does he represent to you as a reader? - 20 min	Discussion: What are the three main types of conflict (Man against Man, Man against Nature, and Man against Self)? How do these types appear in the novel? What internal (Man against Self) conflicts does Danny face when he realizes his father is missing? What conflicts does Danny face in reaching his father? - 20 min	Students in groups of 3 or 4, answer and discuss: analyze the conflict Danny faces when he passes the police officer on the road. What would happen if Danny were caught by the police? How does Danny avoid being caught? How does Danny cope with fear? Would you cope in the same way? Why or why not? - 20 min	Discussion: As a class, define foreshadowing and "red herrings". Create a T-chart listing the elements of foreshadowing and "red herrings" that students believe exist in the story; why do you feel that way? What clues exist to lead you in that route? - 20 min
	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Students in Literacy Circles, read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Teacher to introduce project and requirements; then read aloud as a class "Danny, Champion of the World" by Roald Dahl - 25 min
Daily Journal Topic:	How do you feel about poaching? Should it be illegal or permitted? Why?	List five words that describe Danny; why do you feel these words apply to him?	How would you feel if your parents vanished for hours and you thought that they were missing? How would Danny feel?	Write three similes or metaphors to describe Danny, Mr. Hazell, or William	No journal today

Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Written Response: what do the colors of Danny's home symbolize? What does the caravan symbolize? (one paragraph)	Written Response: Think of one conflict in your life; which type of the three is it? How can you overcome it? (one paragraph)	Study for Spelling & Definition Test tomorrow.	Work on project
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 to go to "Vocabulary.com" to practice on their account - 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	Students in pairs, use a "Venn Diagram" to compare and contrast two characters in the story thus far; students must have three statements for each segment (nine total statements) - 20 min
	Discussion: What is irony? Examine irony as it applies to Danny's plan for poaching the pheasants at Hazell's Wood. What type of irony applies to this plan? Find an example of situational irony; What purpose does this example serve? Does it increase tension? Does it create comic relief? - 20 min	Students in pairs, answer and discuss: review and list traits for the following characters - Mr. Snoddy, Captain Lancaster, Miss Birdseye, and Mr. Corrado. Describe Danny's relationship with each of them; share with the class 20 min	Students in pairs, answer and share: How do Danny and his father escape detection by the keeper when throwing the raisins? What conflicts do they face as they retreat? How does Danny's father take charge of the situation when they encounter Rabbetts? Does this resolve the conflict? Why or why not? - 20 min	Discussion: Review the character of Charlie Kinch; What is Charlie's profession? What is Charlie's backstory and history with Danny's father? How does Charlie react when he sees the poaching haul that Danny and his father have gotten? Why does Charlie help Danny and his father? What is promised to Charlie in return for his services? - 20 min	Students in groups of 3 or 4, answer and discuss: How does the author use imagery in describing William's personality and attitude following the successful hunt? How does William equate danger with fun? Does Danny feel the same way? - 20 min
	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Students in Literacy Circles, read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Read aloud "Danny, Champion of the World" by Roald Dahl - 30 min	Finish reading aloud "Danny, Champion of the World" by Roald Dahl - 30 min
Daily Journal Topic:	How do you think the loss of Danny's mother has impacted him? Why?	Write a paragraph from Danny's father's point-of-view about Danny; how is your relationship? What do you like to do together? Etc.	How does Danny reveal his fears to the reader of the story? What are his fears?	Create a "Plot Line" of the novel; list events that fit each area so far	No journal today

Daily Homework:	Work on Spelling List - look up definitions of each word	Work on Spelling List - Write each word 6x each	Work on Spelling List - write a sentence with each word	Written Response: discuss Danny's discovery of Mr. Snoddy's secret. What is the secret? Whom does Danny tell about the secret? (one paragraph)	Work on project	
Spelling List:	boundary, breakfast, delight, detrimental, devotion, disappear, discover, disguise, dishonest, distance, disuse, dominant, eager, education, eighth, empty, encourage, entertain, equal, exactly, excel, exert, exhale, exist, fjord					
IEP Spelling List:	breakfast, delight, devotion, discover disguise, distance, disuse, education, empty, entertain, equal, excel, exert, exist					
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	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.	
	Students in pairs, complete and share: complete a "Cause and Effect" graphic organizer regarding Danny and one experience in the novel; how does this relate to the climax, rising action, and falling action? - 20 min	(Part I of II) Illustrate, color, and write a one-paragraph caption for two characters from Danny's school AND what you believe his school looks like based upon his description; illustrate to the best of your ability, fully-color your images - 30 min	(Part II of II) Illustrate, color, and write a one-paragraph caption for two characters from Danny's school AND what you believe his school looks like based upon his description; illustrate to the best of your ability, fully-color your images - 30 min	Students in pairs, create a "Concept Map" of all characters in the novel linking them together; each map MUST HAVE at least twelve bubbles; present your maps to the class - 30 min	In-class time to work on your project; it is DUE TODAY and all projects must be submitted to your teacher by the end of class - 50 min	
	In-class time to work on your project - 40 min	In-class time to work on your project - 30 min	In-class time to work on your project - 30 min	In-class time to work on your project - 30 min		
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!	
Daily Journal Topic:	What does Danny believe will happen when they meet Rabbetts? Is he correct?	Review the underground network of poachers in the novel. Who is involved? Why are they involved? How are they involved?	What does it mean that the different townspeople, including the Reverend and the police sergeant, are involved in poaching?	What does the oven that Danny's father wants to buy symbolize? What does the freezer represent?	No journal today	

Unit: "The Canterville Ghost" by Oscar Wilde with project

<b>Online Version:</b>	<a href="https://freeditorial.com/en/books/the-canterville-ghost">https://freeditorial.com/en/books/the-canterville-ghost</a>				
<b>Project Theme:</b>	<i>Students will write a short story that is preferably based-upon a Halloween theme. It does NOT need to be scary but should be based upon Halloween, Fall, or a mystery. Students will read their story to younger students in the ELC so the story should not include any themes that are inappropriate for school or younger children.</i>				
<b>Project Requirements:</b>	<i>Students will handwrite at first and then type in Google Docs a short story based-upon Halloween, Fall/Autumn, or a mystery in general. The story should be a minimum of six pages in length and must be written as double-spaced, Times New Roman, and 20-font in Google Docs. Students must illustrate and color a depiction of a scene from their story on four pages, meaning that four pages will be half-writing and half-picture while the other two pages are all writing. Blood and gore may NOT be a part of the story and school-appropriate, Christian themes are required (the story does not have to focus upon Christianity, just that it has to be appropriate for a Christian school). Students will conduct at least two peer-edit sessions with other students in which they will review eachother's work and provide suggestions; suggestions must be nicely stated, positive, and beneficial to storyline building.</i>				
<b>Timeline:</b>	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 to go to "Vocabulary.com" to practice on their account - 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	As a class, use a "Concept Map" graphic organizer to help organize the characters, setting, and plot so far - 20 min
	Teacher to Google images of rural England to create a visual setting of the short story; how are the photos similar to Northeast Ohio? How are they different? - 20 min	Students in groups of 3 or 4: assign each group one of the characters so far in this short story; Have each group write a prediction about what they think will happen in this book to their assigned character due to the foreshadowed events talked about in this chapter; share with the class and discuss - 30 min	Discussion: students to make a list of all the things that are motivating factors in this plot. When finished, have them write about who each of these motivating factors are affecting in the book. Share with the class. What kinds of things are motivating these characters? Are all of these things good? Are some of them not needed? Which ones do you think will be the most significant motivating factors? - 20 min	Students in groups of 3 or 4, skim the novel to find all of the elements that are confusing the ghost at this time, going into hiding, his lost power, his new tenants, etc. Write these items down and answer why this element would be so confusing to the ghost at this time. Have each group present their information and discuss which item caused the most confusion - 20 min	Students in groups of 3 or 4, assign each group one of the different settings in the short story; discuss the elements of each setting and why it is important; discuss the ghost's secret room; why are the different settings important to the plot? Share your ideas with the class - 25 min

	Begin reading aloud "The Canterville Ghost" by Oscar Wilde; review the part where Lord Canterville tries to dissuade Mr. Otis from purchasing Canterville Chase. Have the students write a short prediction about what this statement could be foreshadowing. Do you believe there is really a ghost haunting the house? Why or why not? What evidence is there in the scene to support your belief? Allow some volunteers to read their ideas - 30 min	Read aloud "The Canterville Ghost" by Oscar Wilde; Read aloud with the class the part where the family enjoys their drive up to their new home. Discuss this with the class. What do you think will happen if there really is a ghost in the house? What possible reasons does Mr. Otis have for not fearing or believing in the ghost? What are the possible consequences of these feelings of the family? Where will this branch of the plot go? - 30 min	Read aloud "The Canterville Ghost" by Oscar Wilde; pause at times to discuss each character and come up with their main motivation in the book. What are they doing? Why are they doing it? - 30 min	Read aloud "The Canterville Ghost" by Oscar Wilde; Reread aloud with the class the part where the ghost gets angry when Mr. Otis is not afraid of him. Have the students write a personal narrative of what the ghost is thinking at this time. What is he feeling? Why is he upset about this reaction? Why would this be so important to him? What is it about this situation that is so odd to the ghost? Why does he value fear so much? How does he feel about this strange response? - 30 min	Read aloud "The Canterville Ghost" by Oscar Wilde; students to write down what are the three most significant events so far from this book; would they be so touching if they weren't in this setting? Why or why not? What does this setting add or take away from this event? - 30 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	Written Response: Why do you think Mr. Otis is able to stay so calm when confronting a real ghost? What does this say about his character? How would you have responded to this situation? (one paragraph)	Written Response: What message do you think that the author is trying to send by the Otis family staying calm around the ghost? Why do you think that? (one paragraph)
Daily Journal Topic:	What does "Umoja" mean to you? How can you promote this?	Do you think that Mr. Otis come to like England more than America? Why or why not?	Why does Mrs. Umney feel so scared when showing the Otis' the house? How does she feel about the nonchalant response of the Otis family?	What does "self-image" mean to you? How does this relate to "The Canterville Ghost"?	No journal today
Spelling List:	extravagant, facility, famous, faucet, lawyer, leather, level, linen, locket, lumber, magic, manageable, management, mayor, meanwhile, medallion, medicinal, melon, memorable, mention, metal, meter, mightily, minister, mitten				
IEP Spelling List:	famous, faucet, lawyer, level, linen, locket, lumber, magic, mayor, metal, meter, minister, mitten				
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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.

Week 6	<p>Discussion: the ghost says that he considers himself "an artist of fear"; students to write a short essay about how they feel about this strange and macabre statement. How does this make you feel? Do you think it is true? Why or why not? Share your thoughts with the class - 25 min</p>	<p>Discussion: Read aloud with the class the part where the ghost feels intense shame about being teased by the twins. Discuss this with the class. Why is the ghost so embarrassed about this? What does he do? How do the twins bring about these embarrassing feelings in the ghost? Do you think he is happy about being embarrassed so often? What does he do about the embarrassment? What would you do? - 30 min</p>	<p>Discussion: Read aloud with the class the part where the ghost tries to put on the suit of armor, but gets badly bruised knees because it is too heavy for him. Have the students write a personal narrative from the perspective of someone present during this scene. How must this have appeared? How would an Otis family member feel verses someone who doesn't live there? - 25 min</p>	<p>Discussion: Have the students create a list of all the things that they repeat on a regular basis. Students to share their list; How many things do we do by pure repetition? How does this affect our lives? What things would we miss if not for repetition? What are the possible downfalls of living repetitive lives? Why are we, as humans, so prone to repetition? - 25 min</p>	<p>Split the class into six groups. Assign each group one of the following questions, Who? What? When? Where? Why? How? Each group to answer their assigned question as it pertains to the ghost. Who is he? What is his purpose? When does he live? Where does he come from? Why is he here? How does he have all this knowledge? Students to use the text to support their answers. Students to present their questions and answers - 25 min</p>
	<p>Read aloud "The Canterville Ghost" by Oscar Wilde; review the past haunting victims that the ghost mentions; what elements did each victim have that allowed this to happen? How did the ghost provoke their fear? Students to make a list of the reasons for provoking fear that the ghost lists and rank them in order from highest to lowest; why are these important to the ghost? - 30 min</p>	<p>Read aloud "The Canterville Ghost" by Oscar Wilde; review the horrible events that happen in the book (car crash, house fire, hospital stay, etc.); How do people deal with stress? How do the coping techniques change? Why do they change? What role does hope play in facing our trials? What happens when we let go of despair and give in to despair? - 30 min</p>	<p>Read aloud "The Canterville Ghost" by Oscar Wilde"; reread the part where the ghost catches a cold from the water jug poured on him by the twins. Why would a ghost be able to catch a cold? Why is this an interesting part of the book? What does he do about this cold? What does this say about his character? How does he catch a cold in the first place? How do you think his personality could make his recovery time easier? - 30 min</p>	<p>Finish reading aloud "The Canterville Ghost" by Oscar Wilde; students to create a plot line (aka story line) about the novel; what is the exposition, rising action, climax, falling action, and resolution? Who are the antagonists and protagonists? - 30 min</p>	<p>Read aloud the part where the ghost talks about all the changes he has made in his routine since the Otis family has moved into his house. Write each element of change he listed on the board. Divide the class into groups and assign each group one of these elements. Each group to discuss this change and whether or not it is a good change; Present their information while citing ideas from the story - 30 min</p>
Daily Homework:	<p>Finish all spelling words work that you haven't completed yet; due in four days!</p>	<p>Practice "No Red Ink" online tonight for 20 minutes</p>	<p>Complete the next two pages in "Vocabulary Workshop"; due tomorrow!</p>	<p>Study for your spelling &amp; definition test tomorrow!</p>	<p>Complete the next two pages in "Grammar Workshop"; due tomorrow!</p>
Daily Journal Topic:	<p>Think of the ghost not being able to scare the Otis family. Have you ever gone from being peaceful and calm to dramatic and outraged? Share an example</p>	<p>The ghost was afraid of a fake ghost! How is this ironic?</p>	<p>Recall how the ghost is depressed that he cannot scare the Otis family. How would this make you feel if you were the ghost?</p>	<p>The ghost mentions that there is good and bad to be found in the repetition in our lives; how do you feel about that statement? Why?</p>	<p>No journal today</p>
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 to go to "Vocabulary.com" to practice on their account - 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	Create a "Concept Map" graphic organizer of your own story that you are personally writing - 20 min

Week 7	Watch "The Canterville Ghost 1974" on YouTube (51:34 min) and discuss: the story is portrayed by English actors who have accents but fits the setting and theme very well; how does the story align to the movie? - 50 min	In-class time to work on your project (write, illustrate, and color your own Halloween story as described in the requirements above, make sure that it meets the specifications for reading to the younger children!) Teacher to provide suggestions and assist as needed - 50 min	In-class time to work on your project (write, illustrate, and color your own Halloween story as described in the requirements above, make sure that it meets the specifications for reading to the younger children!) Teacher to provide suggestions and assist as needed - 50 min	In-class time to work on your project (write, illustrate, and color your own Halloween story as described in the requirements above, make sure that it meets the specifications for reading to the younger children!) Teacher to provide suggestions and assist as needed - 50 min	In-class time to work on your project (write, illustrate, and color your own Halloween story as described in the requirements above, make sure that it meets the specifications for reading to the younger children!) Teacher to provide suggestions and assist as needed - 50 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	Written Response: Why is "The Canterville Ghost" different than most ghost stories? Refer to at least three examples from the story (one paragraph)	Written Response: How would you have reacted to the ghost using Virginia's paints to look like a bloodstain? Would you have been mad? Frightened? Sad? Why?
Daily Journal Topic:	Did you enjoy reading "The Canterville Ghost"? Why or why not?	The Otis family went through some dramatic changes in the recent months; write about one of these changes.	The ghost says that "life is awful and wonderful". Is this possible? Why or why not?	The ghost and Virginia are similar in many ways. List at least three ways that they are similar to each other	No journal today
Spelling List:	money, motor, mountain, music, nature, neither, reduce, reduction, reign, reply, retrieve, reward, route, sable, scene, scent, section, shoulder, significance, similar, simplicity, sleight, socket, soup, speedy, wharf				
IEP Spelling List:	money, motor, music, nature, reduce, reply, reward, route, scene, scent, section, socket, soup, speedy				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 8	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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.
	Students in pairs, create a Venn Diagram comparing and contrasting two of the characters in the story (Virginia and the ghost, or Mr. Otis and the ghost would be good to use); share your results with the class - 25 min	In-class time to work on your project (write, illustrate, and color your own Halloween story as described in the requirements above, make	Students in pairs, use a T-chart to compare Virginia's compassion that that of others in the novel; share results with the class; what can we do as a school to be more compassionate? - 25 min	Discussion: what is symbolism? As a class, create a list of symbols found in "The Canterville Ghost" and discuss them (ex. The twins, bloodstain, jewels, Mr. Otis, Lord Canterville); how does symbolism add messages to a story? How did it add to this story? - 25 min	A theme of this novel is "The Dual Nature of Man", or that man is both good and bad; engage in a class debate - Is mankind both good and bad? Can you be only good or only bad? Students to form sides and debate this topic appropriately; use the novel as a reference; teacher to monitor - 30 min

	Peer editing: students to provide their written short stories to others in their class to read and discuss; peers are to discuss grammar errors, sentence errors, and areas of unclarity; students are to make corrections and update as necessary - 25 min	requirements above, make sure that it meets the specifications for reading to the younger children!) - 50 min	Peer Editing: a different student than last time should read your short story; student should make polite and constructive comments; return the story to the appropriate person and make adjustments as needed - 25 min	In-class time to work on your project (write, illustrate, and color your own Halloween story as described in the requirements above, make sure that it meets the specifications for reading to the younger children!) - 25 min	Finish your project! It is due tomorrow, we will walk to the ELC to read our short stories to a younger classroom; teacher to schedule this with another class prior to arrival - 15 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	Why does Virginia help the ghost go to the "Garden of Death"? How is this compassionate? Why does this surprise Mr. Otis?	What does Virginia have to gain by trying to help the ghost? What does she stand to lose?	How does the ghost feel about the American background of the Otis family? Why does he feel this way?	Mrs. Otis expresses her negative opinion of people from lower social ranks than herself; how do you feel about this statement?	No journal today

Unit: Poetry

"Poetry is an Egg with a Horse Inside" Article:	<a href="https://www.poetryfoundation.org/articles/70277/poetry-is-an-egg-with-a-horse-inside">https://www.poetryfoundation.org/articles/70277/poetry-is-an-egg-with-a-horse-inside</a>				
"My Doggy Ate My Essay" online:	<a href="https://www.poetryfoundation.org/poems/145936/my-doggy-ate-my-essay">https://www.poetryfoundation.org/poems/145936/my-doggy-ate-my-essay</a>				
"Explore Poems" Website:	<a href="https://www.poetryfoundation.org/poems/browse#page=1&amp;sort_by=recently_added&amp;filter_poetry_children=1">https://www.poetryfoundation.org/poems/browse#page=1&amp;sort_by=recently_added&amp;filter_poetry_children=1</a>				
"The Silliest Teacher in School" online:	<a href="https://www.poetryfoundation.org/poems/145940/the-silliest-teacher-in-school">https://www.poetryfoundation.org/poems/145940/the-silliest-teacher-in-school</a>				
"The Letter A" online:	<a href="https://www.poetryfoundation.org/poems/145937/the-letter-a">https://www.poetryfoundation.org/poems/145937/the-letter-a</a>				
"Alliteration for Kids" Website:	<a href="https://examples.yourdictionary.com/alliteration-examples-for-kids.html">https://examples.yourdictionary.com/alliteration-examples-for-kids.html</a>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 9	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students to go to "Vocabulary.com" to practice on their account - 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	Teacher to Google Image "Where the Sidewalk Ends Poems PDF" to view images of Shel Silverstein's poems with comedic illustrations; as a class read aloud several silly poems and review their images; Teacher to ensure that students are viewing CLEAN poems by Shel Silverstein (he also wrote some dark and inappropriate poems as he aged); students to share favorites with the class - 20 min	
	As a class, read aloud "Poetry is an Egg with a Horse Inside" online; discuss what you think that phrase means; Teacher to review similes and metaphors; Discuss as a class some of the various poems in the article and their meanings - 30 min	Read "My Doggy Ate My Essay" aloud; discuss the rhyming patterns in the poem; Teacher to introduce the word pentameter and how rhyming patterns work; demonstrate that "ABBACABBA" is one of the most common types; what pattern is "My Doggy Ate My Essay"? - 25 min	Read aloud "The Silliest Teacher in School"; what is the pentameter? Students in pairs, try rewriting this poem with a different pentameter such as "ABBA" or "ABAB"; students to share their rewritten versions of this poem with the class - 25 min	Teacher to introduce the term Alliteration; provide examples of several words using alliteration, then students to practice; read aloud "The Letter A" and review the alliteration in this poem; discuss how the alliteration puts on emphasis on certain words - 20 min		
	Students in pairs, practice writing five similes and five metaphors apiece; share your ideas with the class and discuss the creative juices as they flow - 20 min	Students in pairs, using your Chromebooks go to the "Explore Poems" website and practice analyzing pentameter; share poems as a class and the pentameter for them - 25 min	Students to practice INDIVIDUALLY writing poems in both "ABCB" and "ABAB" pentameter; share your poems with the class - 25 min	As a class, go to the "Alliteration for Kids" website and review the examples of tongue twisters; students to create their own tongue twisters and share with the class - 20 min	Students to create their own silly poem with illustration similar to Shel Silverstein on computer paper; mount on construction paper and post in the school building - 40 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	Write a two stanza poem using "ABCA" pentameter	Write a one stanza poem in "ABCA" pentameter using alliteration	
Daily Journal Topic:	What is poetry? Provide your own definition	What is the difference between a simile and a metaphor? Provide examples	Write a simple poem using "ABAB" pentameter	Write a simple poem using "ABCA" pentameter	No journal today	
Spelling List:	square, squirrel, staff, stolen, stranger, stroll, subject, suit, breathe, brightly, burglar, cabbage, cable, calculator, calendar, capital, caption, carpenter, ceiling, cemetery, channel, circle, climb, clothe, colony					
IEP Spelling List:	square, staff, stolen, stroll, subject, suit, burglar, cable, capital, caption, cemetery, circle, climb, colony					
Dr. Suess Poem Examples Online:	<a href="https://www.warrencountyschools.org/userfiles/2602/my%20files/dr.%20seuss%20poems.pdf?id=514005">https://www.warrencountyschools.org/userfiles/2602/my%20files/dr.%20seuss%20poems.pdf?id=514005</a>					
"Green Eggs and Ham" online:	<a href="http://vignette3.wikia.nocookie.net/seuss/images/3/33/Dr._Seuss_-_Green_Eggs_and_Ham.pdf/revision/latest?cb=20150829111835">http://vignette3.wikia.nocookie.net/seuss/images/3/33/Dr._Seuss_-_Green_Eggs_and_Ham.pdf/revision/latest?cb=20150829111835</a>					

"Family Friendly Poems" online:	<a href="https://www.familyfriendpoems.com/poems/children/">https://www.familyfriendpoems.com/poems/children/</a>				
"Cambridge University" word jumble article:	<a href="https://www.treehugger.com/why-your-brain-can-read-jumbled-letters-4864305#:~:text=%22It%20deesn't%20mttaer%20in,the%20wrod%20as%20a%20wlohe.%22">https://www.treehugger.com/why-your-brain-can-read-jumbled-letters-4864305#:~:text=%22It%20deesn't%20mttaer%20in,the%20wrod%20as%20a%20wlohe.%22</a>				
"All Nursery Rhymes" online:	<a href="https://allnurseryrhymes.com/">https://allnurseryrhymes.com/</a>				
"Mother to Son" by Langston Hughes:	<a href="https://www.poetryfoundation.org/poems/47559/mother-to-son">https://www.poetryfoundation.org/poems/47559/mother-to-son</a>				
"Dear Mama" by 2Pac:	<a href="https://genius.com/2pac-dear-mama-lyrics">https://genius.com/2pac-dear-mama-lyrics</a>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 10 min.
	As a class, go to "Dr. Suess Poem Examples" online; read several exerpts aloud; what type of pentameter is frequently used? How often do you see alliteration in Dr. Suess' writing? Compare what Dr. Suess did verses other authors we've read; what sets his work apart from the others? - 25 min	Teacher to discuss how some poems are meant to be funny, what effect may this have on the reader? As a class go to "Family Friendly Poems" and read aloud "Sick" by Shel Silverstein and "The Day the Teacher Farted" by Emma Briody; Teacher to use a T-chart to compare these poems overall to review their use of pentameter, alliteration, and funny sounding words - 20 min	Students to go to the "Family Friendly Poems" website and read various poems as they select; students to write notes as to which poems they enjoy and why; students to share the poems as a class and why they enjoyed each particular poem - 20 min	As a class, read aloud "Mother to Son" by Langston Hughes and the lyrics to "Dear Mama" by 2Pac; students in pairs, use a T-chart to compare the two materials and discuss how "tacks and splinters" in Hughes' poem are similar to 2Pac's statements of his mother's struggles; as a class discuss, can you relate to either of these works? Why or why not? - 30 min	Teacher to display acrostic poems; use Google Images for examples of Acrostic poems for students to review and read; Students to use their Chromebooks for further review - 20 min

	Either go online or use a traditional book, students to read aloud "Green Eggs and Ham" by Dr. Seuss; Students will analyze as they read the story the pentameter and alliteration used; what style does Dr. Seuss use and how is his use of alliteration easily seen throughout the majority of the story? 25 min	As a class, go to the "Cambridge University Word Jumble Article" and read how your brain operates in regards to reading; now read aloud "Englsh is a Pane" by Alan Balter and discuss; how does this poem relate to the Cambridge University article? Students to practice writing their own phrases similar to this material and share with others - 30 min	Students in pairs, go to "All Nursery Rhymes" and read through the various different nursery rhymes; as a class, read aloud and discuss what is the pentameter for "London Bridge", "Itsy Bitsy Spider", and "Twinkle, Twinkle, Little Star"? How are nursery rhymes different yet similar to other poems that we've read? - 25 min	Students to try to write a poem about someone in their family; preferably a nice poem similar to either of these that we read in class; provide this poem to that person tonight as a small thank you gift - 20 min	Students to create their own acrostic poem with an illustrate and colored image; review additional acrostics online for examples; in-class time to work on this, due tomorrow if not completed in class today - 30 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	How many books written by Dr. Seuss can you think of?	In your opinion, was Dr. Seuss a good author? Consider his repeated use of pentameter and alliteration over an entire book	How are nursey rhymes similar to poems? How are they different?	How are songs similar to poems? How is rap similar to poetry?	No journal today

Unit: "Harry Potter and the Philosopher's Stone" by J.K. Rowling with project

<b>Project Theme:</b>	<b><i>Continuing with the theme of reading a fantasy novel, students will write their own fantasy novel in a similar style to the Harry Potter story and series. Students' writing may be similar to the story but should not copy it or seek to duplicate the features in full. Student stories may include themselves or be about someone else. Stories may be pure-fantasy with made-up worlds or include combinations of our world and a crossover into another world.</i></b>				
<b>Project Requirements:</b>	<b><i>Students' stories should be a minimum of eight pages in length with three full-pages of illustrations or six pages of half-writing/half-illustrations. Stories should be fantasy-based and could include magic, dragons, ogres, heroes &amp; villians, unicorns, pegasus horses, warlocks, dwarfs, and other mythical creatures. Students may write in any point of view they choose (1st, 2nd, or 3rd) and stories may not include inappropriate topics for a Christian school. Stories should be hand-written on notebook paper or written in Google Docs and printed out in order to create the illustrations in the appropriate places.</i></b>				
<b><i>This is available as an eBook for FREE on Sora, or at "<a href="http://www.bookscool.com/en/harrypotter.php">www.bookscool.com/en/harrypotter.php</a>"</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 to go to "Vocabulary.com" to practice on their account - 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	* Review the week's content of the story and help draw connections for students as needed - 10 min.

Week 11	Begin reading "Harry Potter and the Philosopher's Stone" by J.K. Rowling - 30 min	Discussion: Is honesty always best? Are there times when an event is so horrific that a person is healthier to deny it or suppress it? What are the eventual consequences of that suppression or denial? How might the body react to denial? The mind? The emotions? What could happen if a denied or suppressed event should suddenly come to the surface? - 20 min	(Part I of III) Class debate with the theme "Denial is only used by cowards who do not want to face an unpleasant situation"; divide the students in half with time to prepare their argument today; debate will take place in two days - 20 min	(Part II of III) Time to prepare your argument for the "denial debate"; one student on each team should provide an intro statement, one should be the closing argument, and the remaining students should be the supporting statements - 30 min	(Part III of III) A brief segment to prepare (10 min), then debate the topic of denial and its use in unpleasant situations (30 min) - 40 total min
	Discussion: Could Harry Potter and the Sorcerer's Stone have been set anywhere? How does the setting make this a unique story? How do the people in Harry Potter's world differ from the students' world? How does the setting affect the characters? The plot? - 20 min	Read "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	Read "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	Read "Harry Potter and Philosopher's Stone" by J.K. Rowling - 20 min	Read "Harry Potter and Philosopher's Stone" by J.K. Rowling - 10 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	Written Response: How is jealousy harmful? Is jealousy always a bad thing? How can a person who is jealous deal with the emotion? (one paragraph)	Written Response: Explain how this statement can be true - "Jealousy is not necessarily a negative emotion." (one paragraph)
Daily Journal Topic:	What do you know about this book or any of the Harry Potter series?	Describe the setting of Harry Potter so far. How do you anticipate it to change?	How is Mr. Dursley's denial of what he sees around him helpful to him? How is it harmful? Why might Mr. Dursley deny magic exists when he actually knew a wizard and a witch?	Locate three situations from the novel involving jealousy and formulate a healthy solution to each situation.	No journal today
Spelling List:	comfort, comical, coming, competition, concern, condition, confirm, conscious, constant, construct, creator, creature, crouton, feather, feature, fertile, fiction, forever, fragile, friction, frugal, fruit, fuel, galley, grateful				
IEP Spelling List:	comfort, coming, concern, condition, confirm, constant, construct, creator, creature, fiction, forever, fruit, galley				
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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.

Week 12	Discussion: What is visual, auditory, olfactory, gustatory, tactile and motion imagery? (Use your Chromebooks to look these words up if needed) How does the author (J.K. Rowling) use these tools to create a world that contains "unreal" events, objects, or beings? How is the imagery used so the reader will accept the story as real? - 20 min	Students in groups of 3 or 4, students should talk about their best friend and what that person means to them. If the student feels comfortable, they should also share how the friends met and any difficult times the friends may have been through together. Include in the discussion what the group thinks the friendship between Harry and Ron is based on - 20 min	Discussion: Introduce dialogue to the students and how writers use it in books. Ask the students to choose a character from Harry Potter and the Sorcerer's Stone and isolate the character's dialogue. They should look at the dialogue and see what it says about that character. How does the character speak? What does the character say? How does Rowling use dialogue in this book? Is the dialogue realistic? - 20 min	Discussion: What is a bully? Why do bullies exist? What should students do about a bully? How should schools handle incidents of bullying? What is different in the emotional make-up of a bully compared to a person who does not bully? Are bullies insecure? Do bullies feel inadequate or inferior? Relate your discussion to Draco Malfoy and his friends - 20 min	Teacher to discuss with the class - what is the genre "fantasy"? What characterizes it that way? Teacher to introduce the project and permit students time to begin working on it - 20 min
	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	In Literacy Circles of 3 or 4 students, read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 25 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	Define "friendship". Think of a character from the story that meets your definition of a "friend"	Create a Concept Map of the characters in the story, specifically noting Harry's friends and relationships	Share a story about a difficult change you had to make in your life. How was it similar to Harry's?	Is the dialogue in the story similar to what we use in the real world? Why or why not? Do you think that they may use this dialogue somewhere else in the world?	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 to go to "Vocabulary.com" to practice on their account - 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	* Review the week's content of the story and help draw connections for students as needed - 10 min.

Week 13	In groups of 3 or 4, students will make a list of character traits they consider negative or positive; Decide what kinds of flaws are acceptable in a protagonist, and what is not. Which traits make most people like a character? What traits make most people dislike a character? How do Harry Potter, Ron Weasley, Hermione Granger, Neville Longbottom, Draco Malfoy, Albus Dumbledore, Snape, Quirrell, McGonagall, Hagrid, Uncle Vernon, Aunt Petunia, Dudley, and Voldemort fit into the list? - 30 min	Discussion: What is evidence? Besides criminal evidence, what other kinds of evidence are there? What is circumstantial evidence? How can circumstantial evidence be misinterpreted? How can false evidence harm someone? How might Harry, Hermione, and Ron be misinterpreting the evidence they believe they have against Snape? - 20 min	Students in pairs, list two or three themes that you believe exist in the story; share these with the class; discuss as a class the following: Can readers see themes the author perhaps does not intend? How does one decide on what a theme for a particular book might be? Can a theme be accidental? - 30 min	Students in groups of 3 or 4, think of the "Mirror of Erised" before answering these questions: What is obsession? Can obsession for one thing blind you to other possibilities? Is obsession necessary when striving for a very difficult goal? Why might Harry be obsessed with his parents? Would it be good for Harry to go to the mirror every night? How might Harry's obsession with his parents harm him? - 30 min	Students in groups of 3 or 4, discuss why the author uses symbols instead of just discussing the idea in a straightforward manner; how does the symbolism make the message more meaningful? Would the symbols used represent the same ideas to a person of another culture? How universal are symbols? Groups will present their ideas to the class - 30 min
	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 20 min	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 30 min	In Literacy Circles of 3 or 4 students, read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 20 min	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 20 min	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 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	Work on your Fantasy project	Work on your Fantasy project
Daily Journal Topic:	In your opinion, what should Harry, Hermione, and Ron be considering when they begin to think Snape is doing dark magic or out to steal the stone?	Could Snape be guilty of plotting to murder Harry Potter? Why or why not?	What are some of the common themes a reader may encounter in literature (for example, the idea that honesty is eventually rewarded, or that the bad guy will be caught, or that the family is more important than any other bond)?	Define "suspense". How does suspense differ between a <i>thriller</i> and a <i>murder mystery</i> ?	No journal today
Spelling List:	group, guard, guardian, guest, guide, guitar, handle, health, heart, heavily, helmet, holy, hoping, household, idea, increase, industry, invention, nickel, option, overrule, pardon, partner, passenger, perfect				
IEP Spelling List:	group, guest, guide, health, heart, heavily, helmet, holy, idea, nickel, option, pardon, perfect				
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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.

Week 14	Discussion: When Draco and Harry encounter Voldemort drinking the blood of the unicorn, Draco runs and Harry does not; What are values? How are they learned? How do they differ between cultures? Why do different countries have different values? Are Harry's values good ones? What about Draco Malfoy? Can values be immoral? How did Harry learn such good values when his aunt and uncle do not seem to have good values? Can good or bad values be instinctive? - 25 min	Discussion: What is courage? How are Ron, Harry, and Hermione courageous? How do they show courage in the encounters with the riddles, the three-headed-dog, and the chess game? Think of two or three situations that the students encounter, how would Ron, Harry, and Hermione react in those instances? - 25 min	Students in pairs, create a "Plot Line Graphic Organizer" of the story so far; what is the exposition, rising action, climax, falling action, and resolution? Identify the protagonist, antagonist, and supporting characters; Teacher to circle to each pair to assist and review as a class as needed; Share with the class when complete and discuss - 25 min	Using Chromebooks, play "Kahoot!" about the story that you just read; go to <a href="http://www.kahoot.com">www.kahoot.com</a> and sign in; click "Discover" and type in the name <i>Harry Potter and the Philosopher's Stone</i> ; select the option that has 40 questions - 25 min	In-class time to work on your "Fantasy Book" project - 45 min
	Read aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 25 min	Finish reading aloud "Harry Potter and Philosopher's Stone" by J.K. Rowling - 25 min	In-class time to work on your "Fantasy Book" project - 25 min	In-class time to work on your "Fantasy Book" project - 25 min	
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	What types of conflict are in this book (man vs. man, man vs. nature, man vs self, etc)? How are they demonstrated?	Make a T-chart comparing Harry and Draco; what traits do they both share?	What message do you think the author is trying to send about Harry in this book?	How would you rate this story out of five stars (five is the best, three is medium, one star is poor)? Why do you give that rating?	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students to go to "Vocabulary.com" to practice on their account - 20 min
	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 11x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	Students to share their stories as they are currently with other students to peer-edit and discuss progress; students to appropriately provide meaning suggestions and assistance for better writing - 30 min
	In-class time for students to work on the "Fantasy Story Project" - 50 min	In-class time for students to work on the "Fantasy Story Project" - 50 min	In-class time for students to work on the "Fantasy Story Project" - 50 min	In-class time for students to work on the "Fantasy Story Project" - 50 min	In-class time for students to work on the "Fantasy Story Project" - 30 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	Finish your fantasy story project; it is due tomorrow!	Complete "Fantasy Story Project"; it is due tomorrow!
Daily Journal Topic:	If you could change the ending of "Harry Potter and the Philosopher's Stone", how would you change it?	Do you think that Harry Potter is brave? Why or why not?	Did you ever see the "Harry Potter" movies? If so, was the book similar to the movie? How so? If not, do you think that you ever will? Why or why not?	What parts of the "Harry Potter" story were realistic? Which parts were not realistic?	No journal today
Spelling List:	perhaps, personal, pickle, picture, plantation, plastic, pleasure, pocket, police, pollution, popular, precious, preferred, prejudice, prepay, preschool, proceed, produce, professor, pronounce, propel, property, protect, supply, supporter				
IEP Spelling List	perhaps, pickle, plastic, pocket, police, popular, prepay, proceed, propel, protect, supply				

Unit: "The Best Christmas Pageant Ever" by Barbara Robinson with 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 assignments. Then, students will act out the story as a play with several students taking part in the play. Students may use the script to read along. Ultimately, the main goal is to perform this play in the church for our younger students. Regardless, rehearsals and performances can be held in the church; students may dress up if the Teacher decides and EACH CHILD should have a role in the production of the play in some way.</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	Spelling & Definition Test Today - 15 min
	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 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 16	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; Techer 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:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	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
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 to go to "Vocabulary.com" to practice on their account - 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	

Week 17	<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>Watch "The Best Christmas Pageant Ever (1983)-Full" on YouTube (48:05 min) and discuss how the made-for-TV production of this story was similar and different than the book; why do you think TV producers change the story at times? What changes may you have made? - 50 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>As a class, discuss how this story can be made into a play; students to discuss roles and how to make this story into a play that can be performed for younger students on campus; students to brainstorm as a class - 10 min</p>
Daily Homework:	<p>Work on Spelling List - look up definitions of each word</p>	<p>Work on Spelling List - Write each word 12x each</p>	<p>Work on Spelling List - write a sentence with each word</p>	<p>Which person in "The Best Christmas Pageant Ever" do you relate to most? Why?</p>	<p>Think about which role you could best play in our class production of this story</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 List:	<p>sweater, teachable, televise, temper, territory, texture, theater, though, thread, tidal, total, toward, treachery, treatment, triple, useful, vacant, vain, valiant, veil, vein, victory, virtue, visual, volcano</p>				
IEP Spelling List	<p>televise, temper, texture, though, tidal, total, toward, triple, useful, vacant, vain, virtue, volcano</p>				
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 18	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.
	Teacher to discuss the roles for the play and ensure that everyone has a script and job in the play; discuss requirements and challenges of this project - 20 min	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 50 min	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 50 min	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 50 min	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 45 min
	In-class time to prepare for the play about "The Best Christmas Pageant Ever"; to be performed for at least one class of Primary Grade students - 35 min				
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	Have you ever performed in a play or show? If not, are you excited to do so now? Why or why not?	What is your role in the play? How can you make sure that you are prepared for the play?	Do you have any ideas for a costume that you can wear for the play?	In your opinion, how prepared are you for the play next week? Why is that?	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 19	Journal Time - 10 min	Final preparation time for the play - 20 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	Present the play of the story "The Best Christmas Pageant Ever" to a class of Primary Grade students in the church - 60 min
	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 50 min	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 50 min	In-class time to prepare for the play on "The Best Christmas Pagaent Ever"; to be performed in the church, students may go there to rehearse and practice their lines - 50 min	Students to go to "Vocabulary.com" to practice on their account - 20 min Preparation time for the play tomorrow for a group of Primary Grade students - 30 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 the play tomorrow!	None
Daily Journal Topic:	Is this project easier or more difficult than other projects that you've worked on this year? Why is that?	Are you memorizing your lines for the play? Or do you plan to read them? Why is that?	How prepared do you think you are for the play in two days? Why is that?	What last minute adjustments do you need to make for the play tomorrow?	No journal today
Spelling List:	wealth, weather, weird, currency, curtain, customer, cycle, damage, decay, decide, define, jealous, junction, junior, kindness, kitten, laborer, lamb, language, provide, quartet, railway, reason, receive				
IEP Spelling List:	weather, customer, cycle, decay, decide, define, junction, kindness, kitten, lamb, provide, quartet, railway				

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 20	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.	"Vocabulary Workshop" - 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:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	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
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 to go to "Vocabulary.com" to practice on their account - 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	"Grammar Workshop" - 20 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 quickly review their materials prior to their presentation; discuss and review as needed - 10 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 "www.history.com/topics/roaring-twenties/harlem-renaissance" 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			Students will present their Google Slides group project from the previous two lessons; one spokesperson per group to present - 30 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	Complete any research needed for your presentation tomorrow! Mentally prepare to present	Complete the next two pages in "Grammar Workshop"; due tomorrow!

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
Spelling List:	recess, recitation, record, wilderness, windy, wren, wring, wrist, writer, abolish, absence, accident, adequate, admissible, adopt, advantage, adventure, adverb, advisor, ailment, alchemy, algebra, aluminum, ancient, appreciate				
IEP Spelling List:	record, windy, wrist, abolish, adopt, advantage, adverb, algebra, appreciate				
"Poker" online:	<a href="https://americanliterature.com/author/nora-zeale-hurston/short-story/poker">https://americanliterature.com/author/nora-zeale-hurston/short-story/poker</a>				
"The Boy and The Bayonet" online:	<a href="https://americanliterature.com/author/paul-laurence-dunbar/short-story/the-boy-and-the-bayonet">https://americanliterature.com/author/paul-laurence-dunbar/short-story/the-boy-and-the-bayonet</a>				
"A Carnival Jangle" online:	<a href="https://americanliterature.com/author/alice-dunbar-nelson/short-story/a-carnival-jangle">https://americanliterature.com/author/alice-dunbar-nelson/short-story/a-carnival-jangle</a>				
"Suubi" online:	<a href="http://africanwriterstrust.org/wp-content/uploads/2013/03/suubi.pdf">http://africanwriterstrust.org/wp-content/uploads/2013/03/suubi.pdf</a>				
"Desiree's Baby" online:	<a href="https://americanliterature.com/author/kate-chopin/short-story/desirees-baby">https://americanliterature.com/author/kate-chopin/short-story/desirees-baby</a>				
Mini-Project Breakdown:	<b>Students will imagine themselves as a Harlem Renaissance poet, author, dancer, or musician. Students will illustrate, color, and write a caption for a scene of themselves working as famous person during the Harlem Renaissance. Students will write at least one poem or song, or create one dance or short story to coincide with this activity. Students to invent a dance may record the dance done at home and submit to the Teacher; songs, short stories, and poems are to be completed in Google Docs and shared with the Teacher. Illustrations should be of the student partaking in a scene during this time period while living in Harlem, New York. Students to share with the class as time permits.</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 - 15 min
	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.

Week 22	Read aloud "Poker" by Nora Zeale Hurston; discuss the setting, plot line, protagonist, and antagonist of the story; review the theme of the story and Hurston's writing style; Teacher to discuss this ideas as part of the mini-project - 25 min	Read aloud "The Boy and The Bayonet" by Paul Laurence Dunbar; students in pairs, use a Venn Diagram to compare & contrast "Poker" against "The Boy and The Bayonet"; students to think of three statements for each section; share and discuss with the class - 30 min	Read aloud "A Carnival Jangle" by Alice Dunbar-Nelson; Teacher to show images of New Orleans and the Carnival (Mardi Gras) being held there; as a class, use a Concept Map to outline what occurred in the story; who was murdered? Why were they attacked? What event covered up this murder? - 25 min	Students in pairs, select one of the different stories or poems from "Suubi"; read the material to yourselves and discuss its meaning; as a class, share your different items that you read and the meaning behind the stories or poems; why are these helpful in inspiring you to write? How are these poems different than others you've read? Look at the names of the authors, where do you think they may have come from? Share and discuss with the class thoughts and ideas - 25 min	Students in pairs, read to yourselves "Desiree's Baby" by Kate Chopin; discuss the meaning of the story including the protagonist, antagonist, setting, and plot line; share thoughts with the class and review the moral theme of the story - 30 min
	In-class time to work on the "Harlem Renaissance Mini-Project" - 30 min	In-class time to work on the "Harlem Renaissance Mini-Project" - 20 min	In-class time to work on the "Harlem Renaissance Mini-Project" - 25 min	In-class time to work on the "Harlem Renaissance Mini-Project" - 25 min	In-class time to work on the "Harlem Renaissance Mini-Project" - 15 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete "Harlem Renaissance Mini-Project"; it is due tomorrow!
Daily Journal Topic:	Teacher to introduce the mini-project about inventing yourself as a famous Harlem Renaissance person	In your opinion, does Cleveland have a thriving art and music scene? Why or why not?	What do you think could be done to create a "Cleveland Renaissance" of art and music in our city?	Do you think that you are given enough of a chance to develop your artistic and creative thoughts? Why or why not?	No journal today

Unit : "Bud, not Buddy" by Christopher Paul Curtis with Google Slides project

<b>Online Version:</b>	<a href="https://pdfs.semanticscholar.org/38d2/48118d5759c33e6541ddc7432f1976f6fff0.pdf">https://pdfs.semanticscholar.org/38d2/48118d5759c33e6541ddc7432f1976f6fff0.pdf</a>
<b>Project Theme:</b>	<b><i>Students will complete TWO OF THE FIVE following options in conjuncture with reading "Bud Not Buddy". Students must complete any two of the five following options that they select in full according to the requirements by the due date or when they are finished, which ever comes first. Students will present their information in Google Slides with a minimum of five slides per Option, for a total of ten slides minimum.</i></b>
<b>Option 1:</b>	<b><i>Students will research the Great Depression. How did it effect the people in the United States? What is believed to have caused it? How many peoples lost their jobs? What was the unemployment rate? What did many people do for work? What are three facts about the Great Depression? What was it like in Cleveland during the Great Depression? How was it different than our current US Recession?</i></b>

<b>Option 2:</b>	<i>Students will research foster care in the United States. Why do many families explore foster care for adding children to their homes? What are three benefits and three drawbacks to foster care? How is foster care good for the child involved? What do you think can be done to make the foster care system more safe for children involved? How does this relate to Bud? How would he adjust in Cleveland's foster care system?</i>				
<b>Option 3:</b>	<i>Students will assume that Ms. Thomas and Mr. Calloway are part of the Harlem Renaissance. Research at least three great musical performers from this time period and discuss how each of those three performers were similar to Ms. Thomas and Mr. Calloway based upon the information in the reading.</i>				
<b>Option 4:</b>	<i>Bud is bullied by Todd and, in many ways, the Amos Family. Students will research bullying in the United States and provide statistics about the effects of bullying on other children in the USA. Students will answer the following: what are the major types of bullying? What do most children do when they are bullied? What type of bullying is most-common in the USA today? What are the most-common reasons for bullying? Where does most bullying occur? What is the reason that most bullies provide for bullying?</i>				
<b>Option 5:</b>	<i>Students will research jazz music. How is this type of music distinct to the United States? Where did it originate? What culture of people are credited with inventing jazz music? How popular is jazz music today compared to other types of music? What are three major jazz musicians from the Big Band Era? What types of dance are associated with jazz music? What are three cities in the USA known for jazz music?</i>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
<b>Week 23</b>	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students to go to "Vocabulary.com" to practice on their account - 20 min
	Begin reading aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 25 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Handwriting Book - 20 min	Teacher to review the story so far; who is the protagonist? Antagonist? What is the setting? What type of conflict appears thus far? - 15 min
	Teacher to lead a discussion using a T-Chart of the Great Depression as represented in the video and book so far versus events occurring today; review Point of View (1st person, 2nd person, 3rd person) and how the story would be different if written from a different POV; students in pairs, choose a paragraph at random and discuss how the story would change if written in a different POV; share with the class - 30 min	Students in pairs, revisit the scene where Bud finds his mother dead; students to rewrite this scene in a different point of view to include details or elements that wouldn't be provided in the book's current point of view; share your thoughts as a class and discuss - 25 min	Students in groups of 3 or 4, discuss how Bud is treated badly by the Amos family; how does Todd deceive Bud? What do you think are Todd's motives for his actions? How does Todd go against Bud's "Rules and Things" list? Discuss thoughts as a class and share - 25 min	Discussion: What is hypocrisy? What are examples of hypocrisy found in the world today? Students in pairs, locate three examples of hypocrisy in the novel; discuss what this hypocrisy could be foreshadowing in the story; share your thoughts with the class - 25 min	Divide the class into three groups: one will work individually, one will work in pairs, and one will work as one large group; use a "Cause and Effect" graphic organizer to outline Bud's interactions with at least person (ex. Todd, the Amos Family, etc) so far; Teacher to circle to each group to assist; discuss as a class - 25 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.	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 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	Compare your life growing up to Bud's challenges; how is it similar and different?	How may Bud's situation in this story be different if his mother had not died? Think of three ways
Daily Journal Topic:	Watch "The Great Depression - 5 Minute History Lesson" on YouTube (5:14 min); what was the Great Depression? How did it change the USA at the time?	Is this story written in first person or third person point of view? How do you know? Provide examples of your knowledge	What is deception? What does it mean to deceive someone?	What are three reasons why the Amos family may want to take in a foster child?	No journal today
Spelling List:	approval, arise, ascend, associate, athlete, attorney, audible, autumn, awful, bachelor, banjo, crept, crutch, crystal, crystallize, daylight, debris, decade, defeat, defender, delicate, delivery, deny, deposit, descent				
IEP Spelling List:	arise, associate, awful, banjo, crept, crutch, crystal, defeat, defender, delicate, deny, deposit				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 24	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	In-class spelling bee practice using this week's spelling words - 15 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	"Grammar Workshop" - 15 min.
	Students in pairs, compare & contrast Todd and Bud in three ways for each section (nine total statements); share your thoughts with the class; review the scene where Bud pours water on Todd, what is his reaction? What would you have predicted that Todd would do? What may this be expressing about Todd in the story? - 30 min	Discussion: how do you summarize what the main ideas of chapters or sections of writing are? What are the main ideas of each chapter read so far? What are supporting statements for this? As a class, use a "Main Ideas & Supporting Statements" graphic organizer to summarize each chapter thus far - 30 min	Teacher to review similies and metaphors; create examples relative to the story (Bud is wise like an old man); students in pairs, locate three similies and metaphors within the story; if you cannot find any, create three of your own; share with the class and discuss - 30 min	As a class, review each of the following characters and their positive attributes: Bud, Todd, Mr. and Mrs. Amos, the Mother in the adoptive family at the shelter, and Bud's mother; students in groups of 3 or 4, use a "Concept Map" to link these characters together, what positive elements does each person have that helps Bud? Review as a class - 30 min	Teacher to provide students with eight different events from the story at random; students will try to place them in the correct order; students will pair-up to compare ideas and discuss; using a "Sequence" graphic organizer, correctly align the events and share with the class - 30 min
	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!

Daily Journal Topic:	Do you think that Bud is mature in his decision making? Why or why not?	What is inside Bud's suitcase? Why are these items important?	Why is the character's name "Bud" and not "Buddy"?	Write a simile and a metaphor to describe Bud and Todd	No journal today
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 25	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students to go to "Vocabulary.com" to practice on their account - 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	Teacher to review the events of the story so far; what is the plot of this story? What conflicts does Bud face? What is the theme of this story so far? - 15 min
	Students to individually create a chart with three columns; students to make a flow chart in each column of what they think will happen to Bud in Chicago (left), to Bugs in the story (middle), and the Amos family (right); each flow chart should have two events for what they predict will happen in each column; share thoughts as a class and discuss - 30 min	Discussion: review how the author includes many different events within one chapter (ex. information about Bugs, the cardboard jungle, Bud's first kiss, the information about the train, etc.); Teacher to use a "Sequence" graphic organizer to assist in placing events in the correct location; students to assist in the process and discuss - 25 min	Teacher to review different forms of bullying; students to provide feedback about each; students in pairs, review the reading so far to find elements of physical bullying, verbal bullying, and social bullying of others in the story; students to create a list of each; share as a class and discuss how the bullying can be overcome; why is bullying wrong and hurtful? - 30 min	Students to individually create a T-Chart outlining major events in their lives (left) and major events in Bud's life (right); how are there some comparisons? How did you (the students) make it through the difficult times? How is Bud doing it? How does Bud stay positive through his trials? Students to share connections if they are comfortable - 25 min	Teacher to divide the class into two groups; one group will compare & contrast Lefty to the Amos Family's father; the other group will try to answer why Kim and Scott are so nosy and questioning Bud; students to create a list, use a T-Chart, a Venn Diagram, or whatever method they choose; discuss and share thoughts as a class - 25 min
	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 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	What are three events that you feel are "life changing"? How would you respond to them? How would Bud respond to them?	Why does Bud tell Kim and Scott partial truths about his father?
Daily Journal Topic:	Think of some of the bad luck that Bud has had; how has he found goodness in at least three of these areas?	Do you think the author includes too many details when writing one chapter? Why or why not?	Why would Bud have a flashback about Billy when he is in the library, a place he claims to feel safe?	What are three events that are bad luck for Bud? How does he make it through them okay?	No journal today
Spelling List:	desecration, desert, desire, dessert, destination, detach, detail, directory, disapprove, discuss, dismiss, display, division, imbalance, imitate, immigrant, immovable, immune, impatient, import, impossible, impress, infinite, innocent, inquire				
IEP Spelling List:	desert, detach, directory, discuss, dismiss, display, imitate, immune, import, impossible, impress, innocent				

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 26	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	Finish reading aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min
	Discussion: what are clichés? Teacher to provide a few basic clichés to the students (ex. "Time heals all wounds", "Don't put all your eggs in one basket"); how does the cliché "When one door closes a window opens" relate to Bud? What other clichés can you think of that relate to this story? What is symbolism? What symbols are there in this story? - 25 min	Teacher to discuss the difference between fact and opinion; use the extinction of dinosaurs as an example; what are facts or opinions are their extinction? students in pairs, using a "Fact vs. Opinion" graphic organizer outline information Bud has learned about the various band members, his father, and Miss Thomas; try to have five facts and five opinions; share outlines with the class and discuss - 30 min	Students to individually and silently select one character from the story "Bud, Not Buddy"; students will write five sentences as spoken by that character in the first person point of view; students will read their written lines (sentences) aloud individually while other students try to guess which character the other students wrote about; Teacher to review how point of view can influence the story - 25 min	Teacher to divide the class into three groups; each group will discuss one of the following three assigned topics: why Bud can let go of his old suitcase without much difficulty, how Bud must feel about being given a nickname, or why Bud has decided to give Mr. Calloway time to come around; students to write notes about their thoughts; share and discuss as a class; Teacher to assist as needed - 30 min	Discussion: In the end of the novel, several things come together because of Miss Thomas; what are three ways that Miss Thomas helps to provide closure to the story? Why does Bud feel that he will be okay with his current situation? How do the rocks in the glove compartment make the connection between Bud and Calloway? Why is Mr. Calloway crying in the room of "the dead girl"? Why does Bud decide to play the saxophone? - 25 min
	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 25 min	Read aloud "Bud, Not Buddy" by Christopher Paul Curtis - 20 min	"Grammar Workshop" - 20 min.
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	Explain the behaviors of Lefty and Bud throughout their trip together	What are clichés? What is an example of a cliché that relates to "Bud, Not Buddy"?	Discuss why Bud is able to so easily see things in a new light and let go of the past so rapidly	Mr. Calloway is Bud's grandfather; are you surprised by this? Why or why not?	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 to go to "Vocabulary.com" to practice on their account - 20 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.	Handwriting Book - 20 min	

Week 27	Students in pairs, use a "Plot Line" graphic organizer to identify the key points in the novel including the deposition, rising action, and climax; what foreshadowing can be noted along the way? Note the main and supporting characters; share with the class - 20 min	(Part I of II) Students to write a poem or haiku about "Bud, Not Buddy"; the poem or haiku can be about the story itself, a character, a scene, or the theme of the story; students will identify the pentameter of their written poem - 20 min	(Part II of II) Students will read their poem or haiku about "Bud, Not Buddy" to the class; other students will politely provide feedback about each other's writing - 20 min	In-class time to work on "Bud, Not Buddy Google Slides Project" - 50 min	Students will illustrate, color, and write a caption for their favorite scene from "Bud, Not Buddy"; caption to include details and knowledge from the story including events, people, and content - 40 min
	In-class time to work on "Bud, Not Buddy Google Slides Project" - 30 min	In-class time to work on "Bud, Not Buddy Google Slides Project" - 30 min	In-class time to work on "Bud, Not Buddy Google Slides Project" - 30 min		In-class time to work on "Bud, Not Buddy Google Slides Project" - 20 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	Work on "Bud, Not Buddy Google Slide Project"; due in one week	Work on "Bud, Not Buddy Google Slide Project"; due in one week
Daily Journal Topic:	How would you have changed the ending to "Bud, Not Buddy" if you could?	Did you enjoy reading "Bud, Not Buddy"? Why or why not?	If "Bud, Not Buddy" was one chapter longer, what do you think would have happened? Why is that?	How would the ending have been different if Mr. Calloway was Bud's father, not his grandfather? Why is that?	No journal today
Spelling List:	instead, introduce, irresistible, janitor, jeopardy, judgment, knack, knead, knives, lacquer, larynx, limestone, manila, manufacturer, medicine, punish, pursue, quartet, quiver, raccoon, release, rely, requirement, research, resist				
IEP Spelling List:	instead, janitor, knack, knead, limestone, medicine, punish, pursue, raccoon, rely, research, resist				
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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.

Week 28	(Part I of III) Students will use graph paper to create a crossword puzzle with clues about information from "Bud, Not Buddy"; students will write their own clues and select the content from the reading - 25 min	(Part II of III) Students will work on their crossword puzzle of "Bud, Not Buddy"; students to create clues and answer blocks from information that they choose from the story; students to share work with other tomorrow - 20 min	(Part III of III) Students to complete their crossword puzzles based upon "Bud, Not Buddy"; students to verify correct spelling, answers, and clues matching up correctly with each appropriate block - 20 min	Students to play "Kahoot!" about "Bud, Not Buddy"; Teacher to lead the game, approved versions include the following Kahoot games: (Bud Not Buddy, 20 questions, 20 seconds) or (Bud, Not Buddy Review, 25 questions, 20 seconds); review and discuss when complete - 20 min	Present Google Slides Project of two of the five options associated with reading "Bud, Not Buddy" - 30 min
	In-class time to work on "Bud, Not Buddy Google Slides Project"; it is due in four days! - 30 min	In-class time to work on "Bud, Not Buddy Google Slides Project"; it is due in three days! - 30 min	In-class time to work on "Bud, Not Buddy Google Slides Project"; it is due in two days! - 30 min	In-class time to work on "Bud, Not Buddy Google Slides Project"; it is due tomorrow! - 30 min	Students to trade crossword puzzles from this week with another student in class; complete each other's puzzle by solving clues; discuss and share results when complete - 15 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	Which two options did you select for the "Bud, Not Buddy" project? Why did you select them?	If you could create a different title for the story "Bud, Not Buddy", what would you rename the story? Why?	Have you ever listened to jazz music? If so, did you enjoy it? If not, why haven't you given it a chance?	What, if any, problems have you run into with your "Bud, Not Buddy" project?	No journal today

Unit: "The Phantom Tollbooth" by Norton Juster

<b>Online Version:</b>	<a href="https://mrkingrocks.com/files/phantom.pdf">https://mrkingrocks.com/files/phantom.pdf</a>				
<b>Master Class Website:</b>	<a href="https://www.masterclass.com/articles/complete-guide-to-point-of-view-in-writing-definitions-and-examples#what-is-narrative-point-of-view">https://www.masterclass.com/articles/complete-guide-to-point-of-view-in-writing-definitions-and-examples#what-is-narrative-point-of-view</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	Students to go to "Vocabulary.com" to practice on their account - 20 min
	Begin reading aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Handwriting Book - 20 min	Teacher to review the story so far including the protagonist, antagonist, setting, and theme; students to review and ask questions as needed - 15 min

Week 29	Teacher to review point of view; what is the difference between 3rd person Omniscient versus 3rd person Limited? How can you tell the difference when reading? Students to go to the "Master Class Website" (link found above) to review reading and writing in the different styles of 3rd Person - 25 min	Discussion: What are dialog tags (ex. Milo said, she yelped)? Teacher to refer to the sentences in which the writer uses "shouted Milo" and "grunted Tock." What impact do these and similar words as dialog tags have? Would the sentences have been equally effective with "Milo said?" Students in pairs, find ten examples of dialog tags and change them to different terms, how does this change the story? Review as a class - 25 min	Students in groups of 3 or 4, describe Milo at the beginning of the story; What are his main traits? Ask students if they ever feel/act/ behave that way? Invent a character to insert into the story so far; how can this character relate to the others in the story? Whose place would they take at timese in the story? Share and discuss your thoughts as a class - 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; Teacher to travel to each group to assist as needed; answer the following: find ten words in the story so far that are either foreign (or new) to you, appear to be invented, or may have a hidden meaning; students to create this list and review in their groups when complete; share and discuss as a class - 25 min	Discussion: The entire kingdom is dealing with the loss of Rhyme and Reason as well as some type of problem; students to volunteer characters from the story and review each characters individual problems in the story; Why does Milo appear to be the only one trying to fix things? Is there a symbolism to this? Teacher to outline the difficulties of the characters and the symbolism in these struggles - 25 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.	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 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	What is the symbolism of Rhyme and Reason in the story?	What are three predictions that you have for the characters in this story?
Daily Journal Topic:	What does it mean to say something is a "play on words"? Give an example of this concept	Write one paragraph about any animal living in a jungle in either 3rd person Omniscient or Limited; exchange papers with a classmate to practice seeing the difference	What appears to be the theme for this story so far? Why do you believe that?	List three words from the book so far that you're not familiar with; reread them in the sentence. Could they have a hidden meaning?	No journal today
Spelling List:	resource, salmon, saucer, saucy, sculptor, senator, sentence, serious, service, silhouette, skillet, sleuth, solo, solve, somersault, soprano, source, barbecue, baritone, basin, bauble, belittle, blanket, blonde, blouse				
IEP Spelling List:	salmon, saucy, senator, serious, service, skillet, solo, solve, source, basin, belittle, blanket, blonde				
<b>Run on Sentences Website:</b>	<a href="https://edu.gcfglobal.org/en/grammar/runon-sentences/1/">https://edu.gcfglobal.org/en/grammar/runon-sentences/1/</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

Week 30	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.
	Teacher to read a scene from the story that hasn't been read aloud yet; students to sketch quickly (two minutes only) what details they remember from the scene; students to discuss their sketches; Teacher to review what was read again versus the illustrations; how did drawings compare & contrast? Why do you believe that occurred? - 25 min	Teacher and students to go to the "Run on Sentences Website" and review examples of run-ons and sentences lacking punctuation; students in pairs, select a paragraph from the story and review how the story changes without punctuation; students to practice reading a paragraph to their paired member as a run-on; discuss difficulties and confusion - 30 min	Students in groups of 3 or 4, locate ten examples of alliteration in the story (ex. perilous pitfalls); students to discuss the meaning behind the alliteration that they selected; share with the class and discuss the meaning behind the phrases - 25 min	Divide the class into three groups; each group will be further divided into pairs that will use a Venn Diagram to compare & contrast one of the assigned items or characters: Digitopolis and Dictionopolis, King Azaz and the Mathemagician, or the Soundkeeper and Dr. Dissonance; Share thoughts with the class and discuss relationships of characters and places - 30 min	Students in pairs, Alec Bings has a different point of view on two fronts - he's taller than Milo and can see through things; students to discuss the pros and cons of viewing things from Alec's perspective; what are your thoughts on Alec? What generally happens when two people of different cultures come into contact with each other? What can be done to lessen the impact? Discuss as a class and review - 25 min
	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud in Literacy Circles "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min
Daily Homework:	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
Daily Journal Topic:	Look carefully at one of the pictures in this story, then reread the description of the scene carefully; how does the description and image compare & contrast?	Why is punctuation important in reading a story? How does the loss of punctuation change some writing?	What is alliteration? Provide an example of alliteration	Use a T-Chart to outline the difference between any two items or characters in the story	No journal today
<b>Homonym Game Website:</b>	<b><a href="https://www.englishclub.com/esl-games/pronunciation/matching-homophones.htm">https://www.englishclub.com/esl-games/pronunciation/matching-homophones.htm</a></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	Students to go to "Vocabulary.com" to practice on their account - 20 min
	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	* Spelling Words (Definitions, 19x each, use in a sentence) - 20 min.	Handwriting Book - 20 min	Finish reading aloud "The Phantom Tollbooth" by Norton Juster - 20 min

Week 31	Discussion: What is the significance of the name King Azaz the Unabridged? What about The Mathemagician? Did students understand the names when they first saw them? Do the names fit the two brothers? Why or why not? Compare those to "Tick" and "Tock"; discuss other characters and their names / meanings as well - 25 min	As a class, read aloud the description of Chroma as he leads the orchestra in the sunrise and sunset; how do the different words used demonstrate meaning? Students in pairs, review this scene as well as the list made to describe the classroom; what does each word described truly mean or indicate? Is there a different meaning or indicator to the words on your lists? How do words have different meanings? - 30 min	Teacher to discuss homonyms and homographs with examples; students to individually go to the "Homonym Game Website" and practice playing; as a class, discuss what homonyms have been noticed in the story? Students to write three sentences including words with homonyms (two will be properly used and one will be incorrect); share sentences with other classmates to locate the incorrect word use; review and discuss as a class - 30 min	Teacher to review capitalization and how it is used in the story, specifically in Chapter 18; Why are Rhyme and Reason capitalized? What is DESTINATION written in all caps? Students to skim through the chapter, create a list of words that are capitalized that usually would not be capitalized/ Why are they capitalized? Is it necessary that Rhyme and Reason be capitalized? Discuss as a class - 30 min	Discussion: While the major quest lies ahead, Milo closes out many scenes as he goes; students in groups of 3 or 4, Teacher to assign a scene from the story; how does Milo close out the assigned scene? Why do you think the story is written in scenes with opening and closure to them? Would you prefer to know the ending to a story or let your imagination finish it? Discuss as a class; Teacher to introduce project and provide in-class time to work - 40 min
	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud in Literacy Circles "The Phantom Tollbooth" by Norton Juster - 20 min	Read aloud "The Phantom Tollbooth" by Norton Juster - 20 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	How do you think text messaging would fit into the story "The Phantom Tollbooth"? Why is that?	Could Milo have learned the many lessons without traveling to the various scenes? Why or why not?
Daily Journal Topic:	What is Milo's main objective? Is this a difficult task?	Think of ten words to describe your classroom; keep this list out for today's activity.	What is Milo being persuaded of? In this story, is the persuasion obvious or subtle?	What is a homonym? Provide three examples with their matching pair	No journal today
Spelling List:	bonnet, button, buyer, cabinet, cafeteria, calligraphy, camouflage, carburetor, cement, centigram, character, civilian, clinch, coarse, coffee, colander, cologne, common, conscience, contemporary, dormitory, duet, earnest, echo, edible				
IEP Spelling List:	bonnet, button, buyer, cabinet, cafeteria, cement, centigram, clinch, coffee, common, duet, echo, edible				
Movie Permission Slip:	<b><i>In conjunction with our studies about civil rights and the Harlem Renaissance, 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>				
Homonym Mini-Project:	<b><i>Students will use computer paper or poster board to illustrate, color, and correctly label TWENTY-FIVE different homonyms. Students will illustrate a picture of both versions of the homonym, color that picture, and correctly spell both versions as a caption of the homonym. This practice will be completed for TWENTY-FIVE different homonyms. Students should use the Internet to research examples if needed. Illustrations are to be of their best ability and the entire image is to be colored.</i></b>				

<b>Chapter Book Choice Activity:</b>	<b><i>Students will read a chapter book of their choice! Students may use a traditional book or an online book, but the book must be finished in entirety. Students will then complete a book report on the chapter book that they read including identify the protagonist, antagonist, supporting characters, the conflict, the type of conflict, the point of view, and a written description of the plot according to a plot line diagram. This will be completed as a hand-written, one-page essay, written in blue or black ink, single-spaced, and on wide-ruled paper.</i></b>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
<b>Week 32</b>	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.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 min	"Grammar Workshop" - 20 min.
	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed - 35 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed - 30 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed - 30 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed - 30 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed - 25 min
	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min
<b>Daily Homework:</b>	Finish all spelling words work that you haven't completed yet; due in four days!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
<b>Daily Journal Topic:</b>	Who was the protagonist and the antagonist in "The Phantom Tollbooth"? How do you know this to be true?	Name three characters in the story that your selected for you "Chapter Book Choice" project; what is their role?	What is the setting of your story in your chosen book in the "Chapter Book Choice" project?	What is the point of view in your chosen book in the "Chapter Book Choice" project? How do you know?	No journal today
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
<b>Week 33</b>	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Students to go to "Vocabulary.com" to practice on their account - 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-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed; due today at the end of class! - 40 min
	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed; due in four days! - 30 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed; due in three days! - 30 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed; due in two days! - 30 min	In-class time to work on the "Homonym Mini-Project"; Teacher to assist as needed; due tomorrow! - 30 min	
	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min	Student "Chapter Book Choice" reading activity and book report - 20 min	Complete student "Chapter Book Choice" reading activity and book report - 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	"Chapter Book Choice" reading is due tomorrow at the end of class!	Write your book report on the "Chapter Book Choice" book that you selected; due tomorrow!
Daily Journal Topic:	What is the type of conflict in your chosen story in the "Chapter Book Choice" project? How do you know?	What is the exposition and the rising action in your chosen story in the "Chapter Book Choice" project? How do you know?	What is the theme in your chosen story in the "Chapter Book Choice" project? How do you know?	What is the climax and falling action in your chosen story in the "Chapter Book Choice" project? How do you know?	No journal today
Spelling List:	efficient, election, enormous, enterprise, escapade, mercury, monotonous, naïve, narrative, necessary, notify, obedience, oblige, operation, orchid, steady, subdue, submarine, surgery, survey, paradoxical, pastime, pavilion, perforated, periodical				
IEP Spelling List:	election, enterprise, mercury, narrative, notify, operation, steady, subdue, pastime, perforated				

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>
<b>"Poetry Means the World to Me" online:</b>	<b><i><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></i></b>
<b>"Mother to Son" online:</b>	<b><i><a href="https://www.commonlit.org/texts/mother-to-son">https://www.commonlit.org/texts/mother-to-son</a></i></b>
<b>"Dancing Towards Dreams" online:</b>	<b><i><a href="https://www.commonlit.org/texts/dancing-towards-dreams">https://www.commonlit.org/texts/dancing-towards-dreams</a></i></b>
<b>"Marian's Revolution" online:</b>	<b><i><a href="https://www.commonlit.org/texts/marian-s-revolution">https://www.commonlit.org/texts/marian-s-revolution</a></i></b>
<b>"The Many and The Few" online:</b>	<b><i><a href="https://www.commonlit.org/texts/the-many-and-the-few">https://www.commonlit.org/texts/the-many-and-the-few</a></i></b>

"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"
Week 34	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Journal Time - 10 min	Spelling & Definition Test Today - 15 min
	In-class spelling bee practice using this week's spelling words - 15 min	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 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
	Students to watch "Selma" (Rated PG-13, 128 min, starring David Oyelowo); discuss key scenes and depictions - 40 min	Students to watch "Selma"	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, Tschaikovsky 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	(Rated PG-13, 128 min, starring David Oyelowo); discuss key scenes and depictions - 45 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!	Practice "No Red Ink" online tonight for 20 minutes	Complete the next two pages in "Vocabulary Workshop"; due tomorrow!	Study for your spelling & definition test tomorrow!	Complete the next two pages in "Grammar Workshop"; due tomorrow!
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.	"No Red Ink" - 20 min.	"Vocabulary Workshop" - 20 min.	Handwriting Book - 20 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 each other 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?