Anna Wiechmann

Performance 5: Individual Unit Plan
ENGL 444 Methods in Teaching 5-12
Dr. Carrie Pfeifer
About This Unit:

This unit was designed to fulfill a performance requirement in an education course for a student pursuing State of Minnesota Teaching Licensure in 5-12 Communication Arts and Literature. This unit is intended for a seventh grade classroom, to be used over a 28 class periods, assumed to be 45 minutes each. The unit is based off of the novel *Walk Two Moons* by Sharon Creech and the State of Minnesota Academic Standards for English Language Arts. Embedded in this unit plan are a series of mini-lessons and a webquest, designed to fulfill other performance requirements for the same course.

Why *Walk Two Moons*?

*Walk Two Moons* is a 280 page novel by Sharon Creech. It is realistic fiction and has a Lexile of 770, with a grade level equivalent of 6.6. Although this novel is on the easy side for most seventh graders, the content and the message presented by the book are critically important and would be neglected if the students had difficulty just getting through the text.

The story is made up of many stories, but focuses primarily on the lives of Phoebe Winterbottom and Salamanca Hiddle, two thirteen year old girls who are both dealing with the consequences of losing their mothers and trying to bring them back home. The book addresses many important topics, including the importance of ancestry and family, love, friendship, the pain of loss and learning to deal with sadness. All of this is wrapped up in an interesting mystery and presents an important lesson about not judging others until you “walk two moons in their moccasins.”

Unit Objectives

1) At the completion of this unit, students will have read and reflected on *Walk Two Moons*.
2) At the completion of this unit, students will be able to distinguish realistic fiction from all other literary genres and explain the three key characteristics of realistic fiction.
3) At the completion of this unit, students will have written a personal narrative.
4) At the completion of this unit, students will be able to explain the elements of a persuasive paragraph.
5) At the completion of this unit, students will have gained experience in writing about literature.
6) At the completion of this unit, students will demonstrate understanding of key elements of public speaking through a multimedia presentation, including the difference between formal and informal speech, the steps in constructing a speech, and overcoming anxiety about public speaking.
7) At the completion of this unit, students will understand and utilize the components of the listening process and skills for diverse types of listening
8) At the completion of this unit, students will understand the ethical responsibilities of both speakers and listeners in a public discourse.
### Daily Overview

<table>
<thead>
<tr>
<th>Date</th>
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<th>Standards Addressed</th>
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| **M** Day 1 | **MINI-LESSON**: Introduce a literary genre.  
- Realistic Fiction | 7.4.3.3, 7.9.1.1, 7.9.2.2, 7.11.6.6 |
| **T** Day 2 | **WEBQUEST**: Prezi: Tracing Sal’s Journey  
- Worksheet | 7.4.1.1, 7.4.3.3, 7.5.1.1, 7.5.2.2, 7.5.3.3, 7.5.8.8, 7.7.1.1, 7.7.4.4, 7.7.7.7, 7.7.9.9, 7.7.10.10 |
| **W** Day 3 | **MINI-LESSON**: Looking at our lives to find personal writing topics.  
*Walk Two Moons* Ch. 1-2  
- Reading Guide  
- Vocab (CH. 1-11) | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.1.1, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| **T** Day 4 | *Walk Two Moons* Ch. 3-4  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.1.1, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| **F** Day 5 | *Walk Two Moons* Ch. 5-6  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.1.1, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
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| **M** Day 6 | *Walk Two Moons* Ch. 7-8  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| **T** Day 7 | *Walk Two Moons* Ch. 9-10  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| **W** Day 8 | *Walk Two Moons* Ch. 11  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| **T** Day 9 | *Walk Two Moons* Formative Quiz #3: Ch. 1-11  
  *Walk Two Moons* Ch. 12  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| **F** Day 10 | *Walk Two Moons* Ch. 13-14  
  ● Reading Guide  
  Vocab (CH. 12-22) | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
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| M Day 11 | **Walk Two Moons** Ch. 15-16  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 12 | **Walk Two Moons** Ch. 17-18  
  ● Reading Guide  
  ● “In the course of a lifetime, what does it matter?” | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| W Day 13 | **Walk Two Moons** Ch. 19-20  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 14 | **Walk Two Moons** Formative Quiz #3: Ch. 12-22  
  **Walk Two Moons** Ch. 21-22  
  ● Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| F Day 15 | **Walk Two Moons** Ch. 23-24  
  ● Reading Guide  
  Pandora’s Box | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
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| M Day 16 | **Walk Two Moons** Ch. 25-26  
- Reading Guide  
Vocab (CH. 23-32)  
Formal vs. Informal Speaking | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 17 | **Walk Two Moons** Ch. 27-28  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| W Day 18 | **Walk Two Moons** Ch. 29-30  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 19 | **MINI-LESSON**: Writing about literature.  
**Walk Two Moons** Ch. 31  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| F Day 20 | **Walk Two Moons Formative Quiz #3**: Ch. 23-31  
**Walk Two Moons** Ch. 32  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10 |
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| M Day 21 | MINI-LESSON: Writing a persuasive paragraph.  
*Walk Two Moons* Ch. 33-34  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 22 | *Walk Two Moons* Ch. 35-36  
- Reading Guide  
Vocab (CH. 34-44) | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| W Day 23 | *Walk Two Moons* Ch. 37-38  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 24 | *Walk Two Moons* Ch. 39-40  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| F Day 25 | *Walk Two Moons* Ch. 41-42  
- Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
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| M Day 26 | *Walk Two Moons Formative Quiz #3: Ch. 32-44*  
  *Walk Two Moons* Ch. 43-44  
  - Reading Guide | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| T Day 27 | *Walk Two Moons*  
  Listening  
  - Components of listening  
  - Responsibilities of listeners  
  - Skills for listening  
  - Barriers to listening | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10, 7.7.2.2, 7.7.3.3, 7.7.4.4, 7.7.5.5, 7.7.10.10 |
| W Day 28 | Assessment  
  *Walk Two Moons* | 7.4.1.1, 7.4.2.2, 7.4.3.3, 7.4.4.4, 7.4.6.6, 7.4.10.10 |
| T Day 29 | Assessment  
  *Walk Two Moons* |  

| F Day 30 | Assessment  
  *Walk Two Moons* |  

Day 1: “Introducing a Literary Genre”

Materials and Resources (including technology):
Copy of “Types of Text” concept map for each student.
I will use Google slides to present the notes on a literary genre.

Standard(s) the Lesson will Address:
7.4.3.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.9.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.11.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective:
(C) At the conclusion of the mini-lesson, students will be able to list at least five types of fiction, including realistic fiction.
(C) At the conclusion of the mini-lesson, students will be able to list three elements of realistic fiction, finding an example of realistic fiction to support their claims.
(P) During the lesson, students will write notes about the content of the lesson.

Vocabulary:
Academic: realistic fiction
Content: genre, subgenre

Anticipatory Set:
Students will come into the classroom and look at the board to discover what they ought to do. The primary task will be to sit down at their desk, write their name and as many specific literary genres as they can think of on the post-it note that I’ve already put on each of their desks. This will be a warm-up activity to get them thinking about what literary genres are and they will have two minutes after the bell rings to complete the activity.

Pre-Assessment Plan (if any):
The sticky notes and the types of text discussion will serve as an informal pre-assessment.

Input: (SCRIPTED)
1. After the students have have two minutes to complete the warm-up ask the students to tally up the literary genres. Ask students what they came up with and as they say them, write them on the
board. It will be easiest for the teacher and the students, if they are written in a chart like the following:

<table>
<thead>
<tr>
<th>Nonfiction</th>
<th>Fiction</th>
<th>Either</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography</td>
<td>Fantasy</td>
<td>Poetry</td>
<td>Short Story</td>
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<tr>
<td>Biography</td>
<td>Fairytale</td>
<td>Drama</td>
<td>Novel</td>
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<tr>
<td>Instruction Manual</td>
<td>Fable</td>
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<td>Article</td>
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<tr>
<td></td>
<td>Myth</td>
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<td>Essay</td>
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<tr>
<td></td>
<td>Tall Tale</td>
<td></td>
<td>Letter</td>
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<tr>
<td></td>
<td>Folk Tale</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Legend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Realistic Fiction</td>
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</tbody>
</table>

2. Point to the fiction column, and ask students what makes all of the subgenres fiction. (They aren’t real/didn’t happen) “Today we’ll be looking at another type of fiction--realistic fiction. The name doesn’t make sense, but a lot of what we read is a part of this genre. Can anyone define realistic fiction?”


4. The following should end up on the board and students will be instructed to take notes.
   - There are THREE key things to remember about realistic fiction:
     - Setting: a real place or could be a real place
     - Plot: the events really could happen
     - Characters: behave as people do in real life
   “So how can we sum all this up?” (It could happen, but it hasn’t.)

5. Go through examples and non-examples. Ask students which stories they have read that they think could fall in these categories. With every book, ask the students if it meets each criteria, one by one. For non-examples use books like *Twilight*, *Harry Potter*, *Snow White*, etc. Work through why they are not realistic fiction, and emphasize that a book needs to meet all three criteria.

6. See “Guided Practice” and “Closure”

**Guided Practice (Formative Assessment):** “On the back of your sticky note, please write one book or story that you believe would be considered realistic fiction and support your claim, by talking about the setting, plot, and characters.” I would look at the students’ responses to see if they had a good handle on the characteristics of realistic fiction.

**Closure: (SCRIPTED)**

We talked about the elements of realistic fiction because the next novel that we will be reading as a class is realistic fiction. It’s called *Walk Two Moons* by Sharon Creech. Tomorrow we will be in the computer lab doing a webquest to introduce us to *Walk Two Moons*. We’ll meet in the media center and then on Wednesday, we’ll start reading. Please make sure that your sticky notes end up on the front table and I’ll see you tomorrow.
Independent Practice/Summative Assessment: No summative assessment because this is an introductory lesson.

Accommodations & differentiation for learners:
Attention/focus issue: While teaching the lesson, I would walk around the room and I would check on these students’ progress with taking notes. If I noticed that they had missed something or gotten distracted, I would place my hand on their paper until they understood why I was doing it and they were back on task.
Learning processing issue: If students had a learning processing issue, I would provide the notes as a handout and include a visual representation of the notes, if the students were more successful with visual media.
Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

Multiple Intelligences Addressed: (P) verbal linguistic, (S) bodily/kinesthetic

Day 2: Pre-Reading Webquest on Walk Two Moons

Materials and Resources (including technology):
Prezi Link: http://prezi.com/jum7n4lzaxx1/?utm_campaign=share&utm_medium=copy&rc=ex0share
Webquest Worksheet: https://docs.google.com/document/d/1L9TRwQjf72WZTRYz4hPuUhBV7MoMBDLBpm4Ft07ThQ8/edit
Sites Consulted: http://walktwomoonswebquest.blogspot.com
https://sites.google.com/site/walktwomoonswebquest/
http://zunal.com/process.php?w=24284

Standard(s) the Lesson will Address: Type out the source, number, and the text of the standard(s) addressed in this lesson
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the
relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

7.9.2.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Objective:
(C) During the webquest, students will read and analyze a digital text to find the answers to the provided questions.
(A) During the webquest, students will evaluate where they would like to travel and why, recording their response on the webquest worksheet.
(P) During the webquest, students will write out their responses to the provided questions, with complete sentences where specified.

Vocabulary:
   Academic: None
   Content: Webquest

Anticipatory Set: Pass out novels. “As I mentioned yesterday tomorrow we will begin our next novel as a class. Walk Two Moons is a novel that is made up of many stories and quiet the journey. Today we’ll be doing a webquest that will help us to know more about the travels of the main character in the novel, Salamanca Tree Hiddle.

Pre-Assessment Plan (if any): No pre-assessment is needed for this lesson.

Input: (SCRIPTED)
About this Webquest:
   I designed this webquest to fulfill another performance requirement for ENGL 444: Secondary Methods in Teaching. This webquest is intended to be a pre-reading activity in a unit based off of the
novel *Walk Two Moons* by Sharon Creech and the *State of Minnesota Academic Standards for English Language Arts*.

**Tracing Sal’s Journey Across America:**

This webquest was designed using Prezi and is intended as an activity for students prior to reading the book. The webquest provides students with links to websites and videos that will allow them to learn about the parts of the country that Sal visits with her grandparents.

**Teacher Notes:**

Teaching this lesson would not require additional research by the teacher. However, it would be useful to double check that all of the links are still active before assigning it to your class. Students will each need to have access to a computer or device by which they can access the Prezi, as well as a paper copy of the accompanying worksheet. This webquest should take a full class period. Through doing this webquest, students will learn about the history of some American cities and monuments, what there is to do in various towns, and about Native American culture. The students will have the opportunity to analyze informational texts online and practice research and writing skills.

1. Students will meet in the Media Center and each student will need a computer of their own, along with the webquest WS.
2. Tell students that they can find the link to the webquest and a digital copy of the worksheet on the classroom website. Remind students of expectations for the worksheet: neatly handwritten or typed; complete sentences where stipulated; and that a paragraph is at least three sentences.
3. Students are to work independently. I would walk around and help them as needed.
4. As students finish the WS, they should turn them in and use any remaining time to begin *Walk Two Moons* or read a novel of their choice.

**Guided Practice (Formative Assessment):**
The webquest WS will serve as a formative assessment. I would review students answers, but grade largely on completion because the majority of the WS is opinion/reflection based.

**Closure: (SCRIPTED)**

“We’ve got about five minutes left in class, so answer the remaining questions on your worksheet and turn it into me. As I mentioned yesterday, we’ll be starting WTM tomorrow. If you want to read the first and second chapter, you may, but we’ll also be reading them in class.”

**Independent Practice/Summative Assessment:** None

**Accommodations & differentiation for learners:**
Attention/focus issues: I would make sure that the seating arrangement kept these students away from the students that would most likely distract them.

Language processing issue: I would modify/simplify the worksheet to have fewer long answer questions so that these students would still be able to complete the worksheet in the allotted time.

Sensory processing issues: If it would be helpful to these students, I would allow them to type their responses, instead of writing them by hand and use their own devices to complete the webquest.

**Multiple Intelligences Addressed:** (P) verbal linguistic, (S) visual/spatial
Day 3: “Looking at our Lives for Personal Writing Topics”

Materials and Resources (including technology):
- S: Copy of WTM
- S: Device/Access to reading guide
- Copies of Vocab Entrance Tickets
- Vocabulary Slides Presentation
- Personal Narrative Brainstorming Handout

Standard(s) the Lesson will Address:
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
7.4.10.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range
7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.
7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objectives:
(C) During the vocabulary portion of the lesson, students will become familiar with some of the challenging vocabulary found in the first several chapters of Walk Two Moons. Completion of this objective will come through a quiz at the end of the unit.
(C) At the conclusion of the lesson, students will be able to identify examples of and explain the following terms in relation to Walk Two Moons: exposition, inciting incident, simile, flashback, and narration.
(C) During this lesson, students will engage with the writing process by brainstorming for a personal narrative.
(C) Students will follow along as I read Ch. 1-2 of WTM.
(C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.
(A) During this lesson, students will reflect on how various events have influenced their lives and identify the most important one, in order to write a personal narrative.
(P) During this lesson, students will write their responses to brainstorming prompts.

Vocabulary:
   Academic: exposition, inciting incident, simile, flashback, narration
   Content: ornery, omnipotent, potential, cinch, gullible

Anticipatory Set:
I would greet students at the door and remind them to look at the board for beginning of class instructions.

Pre-Assessment Plan (if any):
The entrance slips will serve as a pre-assessment for the vocabulary in Ch. 1-11.

Input: (SCRIPTED)
1. When students arrive, the vocab slips will be on the front table. The board will have instructions for the students. They should take a slip and fill it out to the best of their ability. (Not graded, simply pre-assessment) Give students 5 minutes from the bell.
2. Once the five minutes is up, go through the vocabulary slides and let the student know that these words were taken from WTM. (Tell students to not change their answers.) With each word, have one student say the definition in their own words.
3. Read aloud CH. 1-2. (14 minutes)
4. “In these first two chapters, we found out that we are going to hear about two stories. Whose stories are these?” (Phoebe and Sal’s) “Where do we find our stories?” (All around us and in our lives) Provide examples of stories worth telling: travelling to a new place, big games, performances, moving to a new town, etc.
5. Introduce Personal Narrative Assignment and hand out the brainstorming packet. “As we read Sal’s story we are also going to look at how we can go about writing our own. One of the major assignments for this unit is to write a personal narrative. It can be any story you like, but it has to be true and about something important to you. It should end up being a five paragraphs, with at least five sentences per paragraph, but it can certainly be longer”
6. Use what is left of class to allow students to work through the brainstorming worksheet.

Guided Practice (Formative Assessment):
Brainstorming worksheet--some time will be allowed in class, but students are expected to come to class the next day with it finished.

Closure: (SCRIPTED)
“Hopefully, you all made good progress and are finished with the brainstorming process. If you not selected your topic, feel free to ask me, a friend, or your parents or guardians for advice. Either way, I expect you to come into class tomorrow with the worksheet completely filled out.”

Independent Practice/Summative Assessment: None

Accommodations & differentiation for learners:
Attention/focus issue: While teaching the lesson and reading, I would walk around the room, using proximity to keep these students on task. If I noticed that were off task, I would place my hand on their desk until they corrected their behavior.

Language processing issue: If students had a language processing issue, I would provide the notes on the vocabulary terms as a handout and model the brainstorming process.

Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

Multiple Intelligences Addressed: (P) verbal linguistic, (S) intrapersonal

Day 7: “Don’t judge a man until you’ve walked two moons in his moccasins.”

Materials and Resources (including technology):
S: Copy of WTM
S: Device/Access to reading guide
Sticky note on each student’s desk

Standard(s) the Lesson will Address:
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
7.4.10.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range
7.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.
7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objective:
(C) Students will follow along as I read Ch. 9-10 of WTM, reading and comprehending.
(C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.
(A) Through a whole class discussion, the students would reflect on the meaning of the phrase “Don’t judge a man until you’ve walked two moons in his moccasins.”

Vocabulary:
- **Academic**: none
- **Content**: none

Anticipatory Set:
Seven Word Summary: Ch. 7-8. This will be a regular procedure in my classroom. Students will each have a sticky note and have to summarize or write a key point in seven words or fewer on the topic. This will help the students to recall what just happened in the story and get them ready for the next chapters. It will also be a quick way for me to see who read and who did not. Students would have 2 minutes from the bell to write their summary. After the two minutes, each student would read their summary. Then we would settle on one seven word summary as a class.

Pre-Assessment Plan (if any): None

Input: (SCRIPTED)
1. After completing the seven word summary activity, check for completion of the reading guide up through the end of Ch. 8.
2. Go through the questions on the reading guide to ensure that everyone gets the correct answers and has an accurate understanding of the plot so far.
3. Read Ch. 9-10 aloud. (15 minutes)
4. When I get to the line “Don’t judge a man until you’ve walked two moons in his moccasins,” I will write it on the board.
5. Whole class discussion about judging others:
   a. Someone who wears the same clothes to school everyday.
   b. Someone who never has their homework done.
   c. Someone who struggles with socializing.

   We don’t know anyone else’s story, so we can’t judge others based solely on what we see. We should see the best in people and also allow them to make mistakes.

Guided Practice (Formative Assessment):
The reading guide functions as a formative assessment.

Closure: (SCRIPTED)
“We are still learning Phoebe and Sal’s stories, just as we are still learning our classmates’ and teachers’ stories, it’s our job to approach these stories with both interest and understanding.”

Independent Practice/Summative Assessment: None

Accommodations & differentiation for learners:
Attention/focus issue: While reading and during the discussion, I would walk around the room and I would observe whether or not students were on task. If I noticed that they had gotten distracted, I would place my hand on their desk until they were back on task.
Language processing issue: If students had a language processing issue, I would tell them the day before that we would do the seven word summary, so that they could write theirs ahead of time.
Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

**Multiple Intelligences Addressed:** (P) verbal linguistic, (S) intrapersonal

**Day 13: Introduce Public Speaking**

**Materials and Resources (including technology):**
- S: Copy of WTM
- S: Device/Access to reading guide

**Standard(s) the Lesson will Address:**
- 7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- 7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- 7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
- 7.4.10.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range
- 7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.
- 7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Objective:**
- (C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.
- (C) The students will research one of the steps of the speech preparation process and teach it accurately to their peers.

**Vocabulary:**
- **Academic:** none
- **Content:** thesis, outline

**Anticipatory Set:**
“In our novel, the characters get to give a presentation to their class on Greek mythology, and we get to do the same. However, I won’t be limiting you to the stories of a foreign land, several thousand years ago. I’ll let you present on any topic you like.”
Pre-Assessment Plan (if any): none.

Input: (SCRIPTED)
1. Introduce Public Speaking/presentation.
2. Jigsaw:
   a. Split students into ten groups, two or three per group.
   c. Each group will be responsible for learning about their step of the preparing a speech process and teaching it to the rest of the class.
   d. Students will be expected to take notes.
3. Read Ch. 19 and have students read Ch. 20 independently.

Guided Practice (Formative Assessment): none.

Closure: (SCRIPTED)
“One of the major elements of this unit will be a multimedia presentation, so a speech and a prezi or google slides. You can do this speech based on the personal narrative that you are writing or any other topic. So start thinking of ideas. The presentations will begin 3 weeks from today.”

Independent Practice/Summative Assessment:
Summative assessment will take place at the end of the unit through a multimedia presentation.

Accommodations & differentiation for learners:
Attention/focus issue: While teaching the lesson, I would walk around the room and I would check on these students’ progress with taking notes. If I noticed that they had missed something or gotten distracted, I would place my hand on their paper until they understood why I was doing it and they were back on task.
Learning processing issue: If students had a learning processing issue, I would provide the notes as a handout and include a visual representation of the notes, if the students were more successful with visual media.
Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

Multiple Intelligences Addressed: (P) verbal linguistic

Day 16: Formal vs. Informal Speaking
Materials and Resources (including technology):
  S: Copy of WTM
  S: Device/Access to reading guide
  Copies of Vocab Entrance Tickets
  Vocabulary Slides Presentation
Standard(s) the Lesson will Address:
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
7.4.10.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range.
7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.
7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objective:
(C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.

Vocabulary:
  Academic: Language needed by students to do the work in schools.
  Content: Language the students need to learn to apply the content.

Anticipatory Set:

Pre-Assessment Plan (if any):

Input: (SCRIPTED)
1. When students arrive, the vocab slips will be on the front table. The board will have instructions for the students. They should take a slip and fill it out to the best of their ability. (Not graded, simply pre-assessment) Give students 5 minutes from the bell.
2. Once the five minutes is up, go through the vocabulary slides and let the student know that these words were taken from WTM. (Tell students to not change their answers.) With each word, have one student say the definition in their own words.
3. Go through slides presentation. Formal vs. Informal
4. Read Ch. 25-26 aloud.
5. Before students leave, ask them to write down their main take away from the information about formal and informal language.
Guided Practice (Formative Assessment):
Sticky note exit ticket with student takeaways about formal vs. informal speech.

Closure: (SCRIPTED)
"So, as we look at the differences between formal and informal speech, we need to remember that context is key. I expect that your end of the unit presentations will sound very different than your lunch table talk. For tomorrow,

Independent Practice/Summative Assessment:
Understanding of

Accommodations & differentiation for learners:
Attention/focus issue: While teaching the lesson, I would walk around the room and I would check on these students’ progress with taking notes. If I noticed that they had missed something or gotten distracted, I would place my hand on their paper until they understood why I was doing it and they were back on task.

Learning processing issue: If students had a learning processing issue, I would provide the notes as a handout and include a visual representation of the notes, if the students were more successful with visual media.

Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

Multiple Intelligences Addressed: (P) verbal linguistic, musical/rhythmic, visual/spatial, intrapersonal, logical/mathematical, ___interpersonal, bodily/kinesthetic, naturalistic

Day 19: “Writing about Literature

Materials and Resources (including technology):
S: Copy of WTM
S: Device/Access to reading guide
My Resources: http://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail

Standard(s) the Lesson will Address:
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
7.4.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range.

7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

7.7.6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.

7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objective:
(C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.
(C) At the conclusion of the lesson students will demonstrate understanding of the components of a literary analysis by writing a literary analysis of a work of fiction.
**Vocabulary:**

- **Academic:** none
- **Content:** analysis

**Anticipatory Set:**
Give an overview of the daily plan. “So today we’ll be doing an analysis of WTM. Even though an analysis, sounds like a lot of work, it is actually a really important tool for learning. When we reflect on books or have discussions about them, we gain a better understanding of the themes and overall significance of the work. Literary analyses are just a more formal way to find meaning in what we are reading.”

**Pre-Assessment Plan (if any):** None

**Input:** (SCRIPTED)
1. Check Reading Guides. Students should have them filled in through the end of Ch. 30.
2. After checking for completion, go through the answers to Ch. 29 and 30.
3. Mini-lesson on doing a literary analysis. (See below)
4. After completing the mini lesson, when there are about ten minutes left in class give students an option: 1) They can continue working on their literary analysis and they would need to read Ch. 31 at home or 2) I can read Ch. 31 with what is left of class time.

**Literary Analysis:** Go through the process, step by step, first explaining and then modeling, using student input to draft the analysis. After going through the process, have students begin drafting their own analysis of *Walk Two Moons* or another book that they have read in the last month.

1. **Choose a Topic**

Some students need guidance when choosing a topic, but others have ideas that they would like to explore. Topics can be divided into the main literary elements:

- Characters
- Themes
- Literary devices
- Setting
- Narrative

2. **Focus the Topic**

Here is where many students will need to do a lot of brainstorming, outlining, and specific thinking about the element on which they would like to focus.

- The brainstorming process involves mapping out the different aspects of the chosen element.
- Make a choice by narrowing down the selection and focusing the ideas.
- Come up with a question to answer (thesis statement): What do you want to explore about the topic? Why does it stand out to you?
- Answer the "why" question. Instead of letting students simply describe the text, "why" pushes them to analyze and even synthesize. This aspect is vital to student understanding, as most of the time a teacher is able to identify a
relevant thesis related to modern-day issues and concepts. Here is where real-world application, analysis, and synthesis can begin to form in this piece of writing.

3. Gather Textual Evidence

Collecting material to answer or support your question is often a time-consuming stage, because most of the close reading will occur here. It’s important for students to know that they’re allowed to research the topic or text before starting to write. Many students feel that they should not be using Google or Wikipedia to research their texts. Here is where the teacher can have an honest discussion about digital citizenship, and how to tell credible academic sources from non-credible ones.

Show students that close reading and gathering evidence doesn’t have to be a mundane, one-dimensional task.

- **Identify** common themes, repetitions, and patterns.
- **Categorize** elements, tone, and narrative style.
- **Highlight** characterization, setting, and foreshadowing.
- **Label** character types, symbols, and metaphors.

4. Introduce, Evidence, Analyze

Learning through writing and literary analysis happens through stages (see Bloom’s Taxonomy). At this stage of writing, students have already accomplished remembering, understanding, and applying. Next comes analysis.

**Introduce**

Students should introduce their point in one or two clear topic sentences. Next, it’s important to provide evidence that supports the main topic in order to convince the reader of the stated point of view. There are a few ways students can add their evidence.

**Evidence**

- **Quotation:** When providing evidence word for word from a primary or secondary source, students should be reminded to use quotation marks only if the words have not been altered.
- **Summary:** Students summarize a piece of evidence by restating it in a shorter form using their own words.
- **Paraphrase:** Students explain a piece of evidence using their own words.

At this stage, it’s important to use the lesson as a reminder to cite and give credit for words and ideas that belong to others. A conversation with the class about academic honesty is very important to help them understand intellectual property. This conversation will also prepare them for honesty and ethics in the real or academic world.

**Analyze**

This critical stage is often a learning curve for many students. It’s important that the teacher helps them distinguish between descriptive writing and analytical writing. **Descriptive writing** answers the "who," "what," "where," and "how" questions. It often tends to summarize the text. **Analytical writing**, however, answers to the "why" question. When students consider the question, "Why is this point important?", it pushes them beyond mere description into ideas that are convincing, argumentative, and defend a position.

5. Conclusion

A strong conclusion outlines the main ideas of the essay, but it also works to provide a solution to a real-life problem. Students can focus on concluding with what they hope to get out of their analysis, or provide closure to the topic. Most importantly, students should seize the conclusion as an opportunity to provide their own opinion and reflection about their process of
analyzing the text. The self-reflection here would be a vital key for teachers to assess the writing process and a great opportunity to provide essential feedback to the student.

**Guided Practice (Formative Assessment):**
As I explain the process, the students and I will do shared writing of the analysis.

**Closure: (SCRIPTED)**
“We should approach literary analyses the same way that we approach any writing: prewriting/planning, drafting, revising, editing, and presenting/publishing. We got a lot of work done on stage one and two and we’ll have time in the coming days to continue working on this analysis. So, as we are reading keep your eyes open for details and events that will help support the argument of your literary analysis.”

**Independent Practice/Summative Assessment:**
Students will use the writing process to develop a literary analysis of a book that they have read, either on their own or with the class, over a period of several days. Grading would be done using the following rubric.

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations</th>
<th>Partially Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong> is narrowly focused and relevant to the literary work.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Claims are well supported</strong> with at least 3 examples/types of evidence.</td>
<td></td>
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</tr>
<tr>
<td><strong>Evidence of high-order thinking skills.</strong></td>
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</tr>
<tr>
<td><strong>Mechanics/Conventions</strong> align with Standard English.</td>
<td></td>
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</tr>
</tbody>
</table>

**Accommodations & differentiation for learners:**
Attention/focus issue: While teaching the lesson, I would walk around the room and I would check on these students’ progress with taking notes. If I noticed that they had missed something or gotten distracted, I would place my hand on their paper until they understood why I was doing it and they were back on task.

Learning processing issue: If students had a learning processing issue, I would provide the notes as a handout and include a visual representation of the notes, if the students were more successful with visual media.

Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer
to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

**Multiple Intelligences Addressed:** (P) verbal linguistic

**Day 21: “Writing a Persuasive Paragraph”**

**Materials and Resources (including technology):**
- S: Copy of WTM
- S: Device/Access to reading guide
- Persuasive Paragraph WS

**Standard(s) the Lesson will Address:**

7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.

7.4.10.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range.

7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

7.7.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing.
7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives:
(C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.
(C) At the conclusion of the lesson, students will be able to explain the acronym OREO in relation to writing a persuasive paragraph.
(C) Students will write an effective persuasive paragraph, based off of the model provided in class.
(C) While writing a persuasive paragraph, students will include at least 3 reasons and specific examples to support their arguments.

Vocabulary:
Academic: none
Content: persuasive

Anticipatory Set:
“How do we get want we want?” Talk about students, parents, teachers, politicians. “We use words. We try to persuade people. Today we are going to look at how we can persuade people in our writing.”

Pre-Assessment Plan (if any): none

Input: (SCRIPTED)
1. Check completion of guided reading and go over the questions.
2. Explain the purpose of persuasive writing and the situations when it can be used.
3. Go through the OREO template to do a shared writing of a persuasive paragraph.
   a. OPINION: Every seventh grade class should read the novel *Walk Two Moons*.
   b. REASONS and EXAMPLES: (Ask the class) It’s interesting, the characters are relatable, it addresses many important themes, etc.
4. Pass out the WS and have students brainstorm ideas with a partner.
5. Students should fill out template and get it approved by the teacher before writing their paragraph.
6. If there is time, continue reading WTM aloud.
Guided Practice (Formative Assessment): none.

Closure: (SCRIPTED)
“I’m glad that we got to take a closer look at how we persuade through writing. For tomorrow, you should have finished your persuasive paragraph, which by my count, will need to have at least eight sentences.

Independent Practice/Summative Assessment:
Students will plan and write a persuasive paragraph, using the structure of the OREO graphic organizer.

Accommodations & differentiation for learners:
Attention/focus issue: While teaching and during the independent work time, I would walk around the room and I would observe whether or not students were on task. If I noticed that they had gotten distracted, I would place my hand on their desk until they were back on task.
Language processing issue: I would check in with these students during the independent work time to make sure that they understood the assignment.
Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

Multiple Intelligences Addressed: (P) verbal linguistic

Days 27: Listening
Materials and Resources (including technology):
S: Copy of WTM
S: Device/Access to reading guide
Plot Pyramid WS (2 copies per student)

Standard(s) the Lesson will Address:
7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
7.4.10.10 By the end of the year, read and comprehend literature and other texts including short stories, dramas, and poems, in the grade 6-8 text complexity band proficiently and independently. With appropriate scaffolding for texts at the high end of the range.
7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.9.3.3 Delineate a speaker's argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Objectives:
(C) During the lesson, students will reflect on and analyze WTM, by completing the reading guide questions.
(C) At the conclusion of this lesson, students will demonstrate an understanding of the elements of plot by identifying them in WTM.
(C) At the conclusion of this lesson, students will understand the components of active listening and demonstrate their understanding by being respectful and responsible listeners while their peers are presenting.
(A) Through a class discussion, students will reflect on why we read WTM and how we can apply it to our lives.

Vocabulary:
   Academic: Language needed by students to do the work in schools.
   Content: Language the students need to learn to apply the content.

Anticipatory Set:
“Yesterday we wrapped up reading WTM. Today, we’ll go over what’s left of the reading guide and work through a plot pyramid on the story. Why do you think that I had each of you grab two copies of the plot pyramid WS?” (This story had two different stories in it)

Pre-Assessment Plan (if any): none

Input: (SCRIPTED)
1. Completion check for reading guide and overview answers. (5 minutes)
2. Work through the plot pyramid WS as a class to find the following: protagonist, narrator, exposition, inciting incident, climax, resolution, denouement, conflicts (multiple). Each student will need two WS, because there are two plots: Phoebe’s and Sal’s. (20 minutes)
3. Final thoughts on Walk Two Moons discussion.
4. Go over the components of active listening. (10 minutes)
   a. Pay special attention to attending, because of presentations beginning the next day.

Guided Practice (Formative Assessment):
Reading guide will be turned into be graded for completion, because all answers were discussed in class.

Closure: (SCRIPTED)
“The reason that we went over the components of active listening today, is so that tomorrow you can model good active listening. We’ll be starting presentations and the following people should be ready to present tomorrow... Make sure that you share your Google Slides presentation with me tonight, so that we can get going right away tomorrow.”

Independent Practice/Summative Assessment: none

Accommodations & differentiation for learners:
Attention/focus issue: While reading and during the discussion, I would walk around the room and I would observe whether or not students were on task. If I noticed that they had gotten distracted, I would place my hand on their desk until they were back on task.
Language processing issue: If students had a language processing issue, I would provide them with written notes about the components of active listening.

Sensory processing issue: It would depend on the type of sensory issue, but some bigger picture accommodations that I could make would involve my seating arrangement, keeping these students closer to my desk or farther away from distracting noises, making sure that their seats fit them well, and having a system in place for these students to take sensory breaks as needed.

**Multiple Intelligences Addressed:** (P) verbal linguistic (S) interpersonal

**Day 28-30: Summative Assessment**

**Materials and Resources (including technology):**
Students will use my computer to bring up the visuals for their presentation.

- Peer Review Sheets
- Rubric

**Standard(s) the Lesson will Address:**
7.9.2.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.9.3.3 Delineate a speaker's argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.9.4.4 Present claims and findings, respect intellectual properties, emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.9.5.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
7.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
7.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Objective:**
(C) Students will demonstrate an understanding of the steps of constructing a speech by giving a multimedia presentation on a topic of their choice.
(C) Students will demonstrate an understanding of the difference between formal and informal speech by giving a multimedia presentation using formal language.
(C) While their peer presents, students will utilize the components of listening to be a respectful and responsible audience and complete a peer review sheet.

**Vocabulary:**
- **Academic:** none
- **Content:** none
Anticipatory Set:
“Welcome to presentation day! We’ll follow the order that I posted on the classroom website for the presentations, unless someone wants to volunteer to go first.

Pre-Assessment Plan (if any): none

Input: (SCRIPTED)
1. Review the elements of listening and what good listening should look like.
2. Pass out the peer review forms.
   a. Students are to be respectful and helpful with their feedback.
   b. I will sum up all of the student feedback and include it when I return the graded rubric, but the student feedback will not affect the grade.
3. Students will present for the rest of the class period.

Guided Practice (Formative Assessment): none

Closure: (SCRIPTED)
Thank everyone who presented. Give a reminder to the students who be presenting the next day.

Independent Practice/Summative Assessment:
Student presentations to be graded by the following rubric.

Accommodations & differentiation for learners:
Attention/focus issue: While reading and during the discussion, I would walk around the room and I would observe whether or not students were on task. If I noticed that they had gotten distracted, I would place my hand on their desk until they were back on task.
Language processing issue: I would practice with these students individually prior to presenting to the group and modify the expected presentation length.
Sensory processing issue: It would depend on the severity of sensory issue, but I could allow these students to present to me individually, rather than to the class, or modify the expected presentation length.

Multiple Intelligences Addressed: (P) verbal linguistic, (S) visual/spatial