

Reading Complex Texts		Writing to Texts			Research Project
1 Extended Text	5-9 Short Texts	Routine Writing	3-5 Analyses	2-3 Narratives	1 Research Project
<p>Module 3 Literature</p> <p><i>Walk Two Moons</i> by Sharon Creech (L770) (Guided Text)</p> <p>Genre: Realistic Fiction</p> <p>“Awareness: Judging Others” by Bruce Perry (Independent Text)</p> <p>Unit: Tolerance/ Mythology and Native Americans</p> <p>RL6.10, RI6.10 all</p>	<p>Literature: 2-3 Informational Texts: 1-2</p> <p>Excerpts from <i>Houghton Mifflin Reader</i> Legend and Myth: “The Girl Who Married the Moon” and “How Music was Fetched out of Heaven” Fiction: “Last Summer with Maizon” and Short Story “The Challenge” Poem: “the little horse is newLY” by Cummings “The Tide Rises, the Tide Falls” by Longfellow Myth: “The Legend of Pandora’s Box”</p> <p>Art: Candlestick/Faces Image and Draw Your Soul</p> <p>Articles: “Seneca” from encyclopedia.com http://www.encyclopedia.com/topic/Seneca.aspx “Culture of Seneca Indians” https://www.sni.org/culture/</p> <p>“What is a Tree” and “Types of Trees” on http://www.ecokids.ca/pub/eco_info/topics/forests/index.cfm</p> <p>Map of the United States</p> <p>Seneca Indians Video: https://www.youtube.com/watch?v=-q7YeE2bn0Y</p>	<p>Develop & Convey Understanding</p> <p>10 Essential Text-Dependent Questions Examples: 1. Sal says that behind Phoebe’s story is her own. What does she mean by this? What are some similarities between their stories? What are some differences? Why do you think each of the girls’ mothers believed she had to leave? 2. Sal’s father sometimes tells her she’s “trying to catch fish in the air.” Explain this figure of speech. How does it apply to Sal? 3. Describe the relationship between Sal’s Gram and Gramps. Use examples from the book to illustrate your description. 4. When Sal’s class is asked to draw their souls in fifteen seconds, Sal and Ben draw identical pictures. Why do you think each chooses the symbol of “a circle with a large maple leaf in the center”? What do Sal and Ben have in common that might cause them to see their souls in similar ways? 5. What is Sal’s father’s relationship with Margaret Cadaver? How is it different from what Sal thought it was?</p> <p>RL6.1.1, RI6.1.1 RL6.4.1, RL6.4.2, RL6.4.5</p>	<p>Focus on Informing & Explaining, Arguments</p> <p>Argument Essay: Students will analyze the strengths of the arguments related to don’t judge a man until you’ve walked two moons in his moccasins by the authors of <i>Walk Two Moons</i>, “The Challenge,” and “Awareness: Judging Others.” They will use textual evidence to support their ideas.</p> <p>Literary Analysis (PBA) -RL6.3.1 Story Elements -RL6.2.1, RL6.2.2, 6.5.1 Central Idea/Lesson of Literature -- RL9.1, RL9.2 Comparison of Characters, Settings, or Events -RL6.6.1, RL6.6.2, RL6.6.4 6.W.2 all, 6W6 all</p>	<p>Convey Experiences, Events, and/or Procedures</p> <p>Narrative Story (PBA) -6.W.3 a-e (1. Students will fill out a sequence of events chart for Sal’s journey and then one for Phoebe’s story. 2. Students will create their own “story within a story” using the novel as a model.)</p>	<p>Integrate Knowledge from Sources when Composing</p> <p>Research Project: Students will work in group to research all of the landmarks visited by Sal in the book. They will present their findings.</p> <p>Students will research the origin and history of their own names.. They will select a native American name from www.snowowl.com/swolfNamesandmeanings2.html They will use this info to write an essay.</p> <p>- 6.W.6-10 6W7.1-4, 6.W.8.1-4 SL6.1, 6.2, 6.4</p>

	<p>Prezi: https://prezi.com/zqjaejlilnc/walk-two-moonssals-journey/</p> <p>Moon Phases Powerpoint & Activities</p> <p>Rap https://www.youtube.com/watch?v=79M2ISVZiY4</p> <p>Virtual Tours: Seneca Indians https://www.senecamuseum.org/Exhibits/Virtual-Tour.aspx Mount Rushmore http://www.untraveledroad.com/Mount-Rushmore.htm Yellowstone National Park http://www.nps.gov/yell/photosmultimedia/virtualtours.htm WWII Memorial http://www.halocreatives.com/worltdwar/</p>	<p>Incorporate grammar into writing activities: L.6.1a-e. (pronouns) L.6.2 (punctuation) L.6.4a-d (context clues) L.6.5.a (figurative language) L.6.2 a-b (commas and spelling)</p>			
<p>Response to Reading questions for each Extended Text Cite Sources when using Text-Based Evidence</p>	<p>Poetry Close Reading Informational Text Annotated Notes</p>	<p>Mentor Sentences</p>	<p>Word Study: Greek and Latin Roots; Words in Text; Academic Vocabulary</p>	<p>Gradual Release of Responsibility (Whole Group; Small Group; Pairs)</p>	<p>Rockin' Research Poetry Questions Response to Reading Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis)</p>
		<p>Roots and Affixes Study to Decode unknown words through Paired Reading</p>	<p>Fluency practice through Daily Poetry Assignments Reader's Theater</p>		