CREATING AN ENGAGING, READING CURRICULUM FOR FIFTH GRADE

by

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Content Reviewers: Molly Peterson and Dan Besonen
Throughout my first two years of teaching, I have struggled to find the appropriate resources to effectively reach my students. In particular, my district had a significant amount of resources available to teach with, but I found it difficult to organize a cohesive unit and meet Minnesota State Standards. As an educator, it is a personal goal to develop students who are lifelong readers. As a result, I found I was scrambling each school day to effectively meet this goal. This led me to starting my final masters courses and needing to come up with a research focus question. I knew I wanted to make an impact on my everyday teaching life to make me a better educator for my students I see each day. After much consideration I developed a research focus question: What is the most effective literacy curriculum for developing adolescents?

While answering this research question, I learned a lot about developing adolescents and the progression of literacy. I discovered the importance of the development of autonomy and critical thinking skills for positive adolescent development. I also learned how much positive peer interactions influence adolescents. For literacy, I found the whole novel approach most conducive to engagement in the adolescent classroom because students are invested in learning about characters over time. After completing my research on adolescent literacy, I found the most impactful capstone project to complete included three novel unit plans that are easy to use in the everyday classroom.

The setting for this project was a small rural K-12 school district in Minnesota. The school is divided into three separate schools under one entity. The three schools include an elementary, middle, and high school. Middle school student demographics of the 340 students enrolled include, 94.7% White-non Hispanic, 3.5% two or more Races, 0.9% Hispanic, 0.6% Asian, and 0.3% American Indian/Alaskan Natives. According to the Minnesota Department of Education’s research site, 55.6% of students received free/reduced lunches during the year of the
study. The percentage of students in the district’s middle school who qualified for Special Education services was 17.1% of the population. The percentage of students who qualified for English Language Learner services was 0.9% of the population. These demographics have remained stable from year to year. An important factor to consider for this district is the access to technology. Google Chromebooks are provided one-to-one for each student in the fifth grade for the first time during the 2017-2018 school year.

My curriculum is developed based on the Understanding by Design (UbD model). The three stages of the UbD model include long term goals, essential questions, and the knowledge and skills students need to acquire. The main goal of the curriculum was to be an easily accessible guide fifth grade teachers can follow throughout classroom discussion and activities. Within the curriculum, I have included a teacher curriculum UbD layout. The layout includes focus skills for the entire unit, focus skills for daily lessons, Minnesota State Standards covered in each lesson, pages that are read each day, discussion focus questions, and daily activities. Another part of the curriculum includes the vocabulary teacher guide, vocabulary quizzes, and daily activities.

I hope this curriculum guide will be helpful to educators that are able to use it by providing an organized sequence of activities that increases the amount of student accountability over time. Its main purpose is to design life long readers and provide educators with engaging lessons for adolescents.
# Bridge to Terabithia Unit Plan

**Time Length:** Approx. 20 days

**Focus Skills for Novel:**
- Character traits/Motivation
- Story Structure
- Impact of Setting on Characters
- Prediction of Characters Actions
- Theme
- Mood

Standards Throughout Whole Unit: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

<table>
<thead>
<tr>
<th>Book/Pages</th>
<th>Focus/Discussion points</th>
<th>Activities</th>
<th>Standard</th>
</tr>
</thead>
</table>
| Mentor Text on Visualization - “Pictures from Our Vacation” by Lynne Rae Perkins | -Read the Mentor Text without showing Pictures  
-Ask students to draw an illustration for the book- do they have connections?  
-Reread the Mentor Text showing the pictures  
-Relate to Bridge to Terabithia:  
-Have you ever created an imaginary world?  
-What makes a good friend? | “Pictures from Our Vacation” Mentor Text  
Visualization Activity- Predictions- Appendix B  
Show Movie Trailer and Make Predictions on Bridge to Terabithia  
Journal Prompt in Reading Notebook- Make a list of your top 10 traits of a good friend | 5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| Chapter 1- Jesse Oliver Aarons, Jr. | -What have we learned about Jesse Oliver Aarons, Jr.?  
-Does Jess have a good relationship with his siblings? | -Introduction to Vocabulary-clabber, falter, grit, hypocritical, muddled, pandemonium, regally, siege, primly- write definitions in Reading Notebook (Vocabulary Guide Appendix A) | 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Chapter 2 - Leslie Burke | -What have we learned about Leslie Burke?  
-Does Jess’s dad give Jess the attention he needs? | -Comprehension Questions ch. 1-2 Sheet (Appendix C) | 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
|--------------------------|----------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|
| Chapter 3 - The Fastest Kids in the Fifth Grade **Run outside at the Track | -Who won the first race?  
-How did the boys react when Leslie won?  
-What did Jess do on his way home from school? Why? | -Run outside on the track--give students the opportunity to race to find the “Fastest Kid in the Fifth Grade” | 5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Mentor Text on Conflict-“Fiona’s Luck” by Teresa Bateman -Chapter 1-3 Vocabulary Quiz | -Introduction to the four types of conflict: man vs. man, man vs. nature, man vs. self, and man vs. society  
-Read the Mentor Text “Fiona’s Luck” and identify the different types of conflict in the story | -Types of Conflict Graphic Organizer (Appendix D)  
-Chapter 1-3 Vocabulary Quiz (Appendix A) | 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| Chapter 4 - Rulers of Terabithia Comparing Setting of Creek with Terabithia (Ongoing) | -Why does Jess like Miss Edmunds?  
-Why do Jess and Leslie avoid each other at school?  
-How does Jess | -Comprehension Questions ch. 3-4 Discussion in Groups (Appendix E)  
-Introduction to Comparison of Settings (Lark Creek vs. Terabithia World) (Appendix | 5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
5.1.4.4 Determine |
| Chapter 5- The Giant Killers | -What did Jess and Leslie promise May Belle?  
-How did the imaginary play in the “Holly Trees” compare to Terabithia?  
-What does it mean to have an “Underface”?  
-How do Jess and Leslie show each other their underface while staying hidden from the rest of the world? | -“Holly Trees” from CommonLit  
-“Underface”: from CommonLit  
-Discuss and Annotate Poetry- Symbolism and Figurative Language and Mood- practice “marking up” the poetry | 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
5.1.9.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| -Who is Prince Terrian?  
-How did Jess feel about Christmas?  
-How does the Southern dialect impact the story? | -Comprehension Questions Chapter 5-6 Sheet (Appendix G)  
-Dialect Across America Video https://www.youtube.com/watch?v=FiNsyXHBZak | 5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
5.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
   b. Compare and contrast the varieties of English |
<table>
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<tr>
<th>Chapter 7- The Golden Room</th>
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<tr>
<td>Character Change Activity-Janice Avery</td>
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<tr>
<td>-Why was Jess jealous of Mr. Burke?</td>
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<td>-What happened to Janice Avery at school?</td>
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<td>-What was Jess and Leslie’s reaction?</td>
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<tr>
<td>-Journal Prompt in Reading Notebook: Character Change-Why did the author include the scene on Janice Avery? Does your opinion on Janice change what you think of her? Have you ever met someone like Janice?</td>
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<tr>
<td>-Introduction to Vocabulary-students - prospectors, garish, sacred, shrill, wheedling, complacent, vile- write definitions in Reading Notebook (Appendix A)</td>
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<td>5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<td>5.1.6.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
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<th>Part 1 Formative Assessment</th>
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<td>Chapter 4-6 Vocabulary Quiz</td>
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<tr>
<td>Part 1 Formative Assessment (Appendix H)</td>
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<tr>
<td>Chapter 4-6 Vocabulary Quiz (Appendix A)</td>
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<tr>
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| (e.g., dialects, registers) used in stories, dramas, or poems. |
| Chapter 8- Easter Discuss Foreshadowing | -Why does the Aarons family only go to church on Easter?  
-Why did Leslie want to go to church with Jess?  
-Why was Jess’s mom worried about Leslie going with the family to church?  
-Explain foreshadowing.  
-How was the creek described? | -Comprehension Questions Chapter 7-8 Sheet (Appendix I) | 5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| --- | --- | --- | --- |
| Chapter 9- The Evil Spell Chapter 7-9 Vocabulary Quiz Journal Prompt- The Perfect Day | -Why did Jess feel like he was not worthy of being King of Terabithia?  
-What did Jess decide to tell Leslie?  
-Why did he hardly sleep for the rest of the night? | Journal Prompt in Reading Notebook- Look at the Title for the Next Chapter “The Perfect Day”- Describe your perfect day. What would you do?  
Chapter 7-9 Vocabulary Quiz (Appendix A) | 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| Mentor text on Foreshadowing “Owl Moon” by Jane Yolen Chapter 10- The Perfect Day | -Read Mentor Text “Owl Moon” by Jane Yolen and discuss foreshadowing- what could be foreshadowed in Bridge to | -Introduction to Vocabulary- flank, intently, leaden, piteously, procession, solemn, traitorous, smothering- write definitions in Reading Notebook (Appendix A)  
-Comprehension Questions | 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
5.1.1.1 Quote accurately from a text when |
<p>| Chapter 11- No! | -Describe Jess’s reaction when he is told Leslie has died. -Grief Discussion -Do all people respond to grief in the same way? -What are some coping skills we can try when we are dealing with grief? | -5 Stages of Grief Discussion <a href="https://www.youtube.com/watch?v=r0VajbpCno">https://www.youtube.com/watch?v=r0VajbpCno</a> -Journal Prompt in Reading Notebook- how do you respond to grief? Do you react similar to Jesse? What do you think he is feeling? | 5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure |
| Chapter 12- Stranded | -Why do you think Jess hasn’t cried yet? -Why was Jess angry at Leslie? -What did he throw into the river? -Why did Bill come up to the house? -What question does Jess ask his father? | -Comprehension Questions ch. 11-12 Sheet (Appendix K) | 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Chapter 13- Building the Bridge | -Why do you believe Jess built Bridge to Terabithia Imagery Sheet (Appendix L) | | 5.1.2.2 Determine a theme of a story, drama, or poem |</p>
<table>
<thead>
<tr>
<th>Chapter 10-13 Vocabulary Quiz</th>
<th>Imagery- Draw a depiction of what you believe the Bridge to Terabithia Looks Like</th>
<th>Discuss Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-How has Jess changed throughout the novel?</td>
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<td></td>
<td>-What are the main themes in Bridge to Terabithia?</td>
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<td></td>
<td>-Chapter 10-13 Vocabulary Quiz (Appendix A)</td>
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<tr>
<th>Summative Assessment</th>
<th>Summative Assessment (Appendix M)</th>
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<tr>
<td></td>
<td>5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
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<td>5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
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<td></td>
<td>5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
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</table>

<p>| Book Project- Story Structure | Book Project Focus Skills: Summary, Sequence of Events, Compare | Students will create a Google Slides project in groups of 2-3. They will present the projects to the class when | 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |</p>
<table>
<thead>
<tr>
<th>Book Project- Story Structure</th>
<th>Book Project Focus Skills: Summary, Sequence of Events, Compare and Contrast Characters, Theme, Conflict, Personal Perspective</th>
<th>-Students will create a Google Slides project in groups of 2-3 -They will present the projects to the class when finished.</th>
<th>Rubric for Project (Appendix N)</th>
</tr>
</thead>
</table>

5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.1.6.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

5.8.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
### Book Project - Story Structure

**Focus Skills:**
- Summary, Sequence of Events, Compare and Contrast Characters, Theme, Conflict, Personal Perspective

**Rubric for Project (Appendix N)**

- Students will create a Google Slides project in groups of 2-3
- They will present the projects to the class when finished.

**5.1.2.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**5.1.3.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**5.1.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**5.1.6.6** Describe how a narrator’s or speaker’s point of view influences how events are described.

**5.8.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<table>
<thead>
<tr>
<th>Bridge to Terabithia Movie- Compare and Contrast</th>
<th>Compare and Contrast Key Events in the Book with the Movie</th>
<th>Bridge to Terabithia Movie-Compare and Contrast Sheet (Appendix O)</th>
</tr>
</thead>
</table>

5.1.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Bridge to Terabithia Vocabulary Guide

Section 1: Chapter 1-3  Give students’ definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
  - Clabber
  - Falter
  - Grit
  - Hypocritical
  - Muddled
  - Pandemonium
  - Regally
  - Siege
  - Primly

**Quiz to be given at the end of the Section

Section 2: Chapter 4-6  Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
  - Speculation
  - Foundling
  - Lolling
  - Noble
  - Vain
  - Consolidated
  - Revenge
  - Reckon

**Quiz to be given at the end of the Section

Section 3: Chapter 7-9  Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
  - Prospectors
  - Garish
  - Sacred
  - Shrill
  - Wheedling
  - Complacent
  - Vile

**Quiz to be given at the end of the Section

Section 4: Chapter 10-13  Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
  - Flank
  - Intently
  - Leaden
  - Piteously
• Procession
• Solemn
• Traitorous
• Smothering

**Quiz to be given at the end of the Section**
Section 1: Chapter 1-3 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. It took _____________ for pioneers to get through the cold winters.

2. Even though the mother had told her children to be on their best behavior with the babysitter, _________________ broke loose the minute she left.

3. The girl _________________ sat in her best dress at church.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________________________________________

5. __________________________________________________________________________

Vocabulary Word Bank

- Clabber
- Falter
- Grit
- Hypocritical
- Muddled
- Pandemonium
- Regally
- Siege
- Primly
Section 2: Chapter 4-6 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The dog looked happy with his long pink tongue _____________ out of the side of his mouth.

2. The ________________ knight was able to rescue the princess from the fire breathing dragon.

3. He took ________________ on his brother after he stole his favorite toy.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. ____________________________________________________________

5. ____________________________________________________________

Vocabulary Word Bank

- Speculation
- Foundling
- Lolling
- Noble
- Vain
- Consolidated
- Revenge
- Reckon
Section 3: Chapter 7-9 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The young child had a ________________ scream in the grocery store after not getting the candy she wanted.

2. My wealthy aunt likes to wear _______________ jewelry to the store.

3. There was something ____________ about the trust between the two people.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Vocabulary Word Bank

- Prospectors
- Garish
- Sacred
- Shriil
- Wheedling
- Complacent
- Vile
Section 4: Chapter 10-13 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The student was __________________ working on her historical fiction paper.

2. The _______________ sky made everything dark and depressing.

3. At her grandmother’s funeral, Lori’s emotions were quiet and ________________.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________________________________________

___________________________________________________________________________

5. __________________________________________________________________________

___________________________________________________________________________

Vocabulary Word Bank

- Flank
- Intently
- Leaden
- Piteously
- Procession
- Solemn
- Traitorous
- Smothering
Appendix B

Name________________________

Visualization- “Pictures from Our Vacation”

Have you ever created an imaginary world? If so, describe it.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Based on the movie trailer and the front cover of the novel Bridge to Terabithia, what do you predict this novel will be about?

____________________________________________________________________
____________________________________________________________________
Appendix C

Name____________________

Bridge to Terabithia
Comprehension Chapter 1-2

1. Describe Jess using three descriptive character traits

______________  ________________  ________________

2. Jess wakes up early in the morning throughout the summer. Why?

______________________________________________________________________________

______________________________________________________________________________

3. Why does Jess want May Belle to be the one to tell their father about
his running skills?

______________________________________________________________________________

______________________________________________________________________________

4. Why does Jess feel lonely?

______________________________________________________________________________

______________________________________________________________________________

5. What is Jess’s first impression of Leslie? Do you think this will change
over the course of the novel?

______________________________________________________________________________
6. Make one connection to a character in Bridge to Terabithia so far.
# Types of Conflict - Fiona’s Luck

<table>
<thead>
<tr>
<th>Man vs. Man</th>
<th>Man vs. Nature</th>
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<tbody>
<tr>
<td><strong>Definition:</strong></td>
<td><strong>Definition:</strong></td>
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<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>Man vs. Self</td>
<td>Man vs. Society</td>
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<tr>
<td>Definition:</td>
<td>Definition:</td>
</tr>
<tr>
<td>Example:</td>
<td>Example:</td>
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Bridge to Terabithia Discussion Questions Chapter 3-4

**Discuss in Small Groups**

1. In what ways is Leslie different from other students? How do they treat her?

2. Describe the imaginary world of Terabithia. Why is this place so important to Jess and Leslie?

3. How do Jess and Leslie become friends? How are they similar? How are they different?

4. Describe the conflicts so far in Bridge to Terabithia. Reminder: Man vs. Man, Man vs. Self, Man vs. Nature, and Man vs. Society

5. Imagine you are the author of Bridge to Terabithia. Explain why you decided that Leslie would win the race.
## Setting Comparison

**Write down words and phrases from the text that describe each world (be sure to include page numbers)**

<table>
<thead>
<tr>
<th>Lark Creek</th>
<th>Terabithia</th>
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Bridge to Terabithia
Comprehension Chapter 5-6

1. Why did Jess tell May Belle to stop talking about the Twinkies on the bus? Why did May Belle think he was jealous?

___________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

2. What did Jess and Leslie do to get back at Janice Avery? Did it work?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

3. Explain how Leslie is able to prevent Mrs. Pierce from discovering Jess is in the classroom.

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

4. Why did Jess try to like his Christmas present from his father?

____________________________________________________________

____________________________________________________________
5. What did the author mean when she said, “It felt like Christmas again. (p. 64).

___________________________________________________________

____________________________________________________________

____________________________________________________________

6. If you were Jess and Leslie, would you have reacted to the situation with Janice the same way? What would you have done differently? Do you think Janice knows it was them?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________
Bridge to Terabithia Formative Assessment (ch. 1-6)

1. Write Two Character Traits to Describe Jess.
   ___________________________  ___________________________

2. Write Two Character Traits to Describe Leslie.
   ___________________________  ___________________________

3. How did Jess react to Leslie being the “fastest kid in the 5th grade”. Did this surprise you?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. How did Jess and Leslie get back at Janice Avery after Janice stole May Belle’s Twinkies?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

5. What did Jess get Leslie for Christmas?
   ________________________________________________________________

6. What did Leslie get Jess for Christmas?
   ___________________________

7. Describe the imaginary world of Terabithia. Then, draw a picture of what you visualize.
Appendix I

Name______________________

Bridge to Terabithia
Comprehension Chapter 7-8

1. How does Jess feel at the Burke’s house? How is this different than his own house?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. What new information did we discover about Janice Avery? Does this change your opinion of her?

____________________________________________________________________________________
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3. What advice did Leslie give Janice Avery? Do you think this was good advice?

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4. Explain why Jess’s sisters cannot wear new clothes to church this Easter.

____________________________________________________________________________________

5. Did Leslie enjoy going to church? How did she describe the church service?

____________________________________________________________________________________
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6. Predict what you think will happen next in the story. Do you think the author is trying to tell us something?

____________________________________________________________________________________
____________________________________________________________________________________
Bridge to Terabithia Discussion Questions Chapter 9-10
**Discuss in Small Groups**

1. Summarize what happens on the “Perfect Day”. What makes the day perfect?

2. How did the title of the chapter “Perfect Day” prepare you for what was going to happen?

3. Why did Jess avoid telling his mother about where he was going?

4. Chapter 9 is titled “The Evil Spell”. Why do you think it was titled that?

5. Why did Jess wake up in the middle of the night?

6. Describe the scene in the kitchen when Jess returns.
Bridge to Terabithia
Comprehension Chapter 11-12

1. How does Leslie’s death change Jess’s relationship with his father? Why?

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2. Why is it significant that everyone gathered in the Golden Room to mourn Leslie? Think about how she described it in Chapter 7.

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3. There are many conflicts in the novel Bridge to Terabithia. List one type of conflict present in chapter 11-12 and explain why you chose that type.

____________________________________________________________
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____________________________________________________________

4. What did Jess throw into the river after Leslie’s death? Why?

____________________________________________________________

5. What is the author’s mood in chapter 11-12?

____________________________________________________________
____________________________________________________________

6. Create one HIGH LEVEL question from chapter 11-12. Write a possible answer to your question.
Question:

____________________________________________________________
Possible Answer:

____________________________________________________________
Imagery- Bridge to Terabithia

What do you believe the bridge to Terabithia looks like?
**In your picture, write a MAIN THEME from the novel
Bridge to Terabithia Final Assessment

**Directions:** Use the word bank to fill in the character that best fits the character quote.

1. “Momma, you promised me and Brenda we could go to Millsburg for school shopping”. _________________________
2. “She stole my Twinkies!... “You gotta beat her up into a million pieces!” __________________________
3. “Jesse Oliver Aarons, Jr., if you can stop playing with those fool cars long enough to milk the cow, I’d be most appreciative. Miss Bessie don’t take no holiday, even if you do.” __________________________
4. “I told Janice about not having a TV and everyone laughing. I told her I understood what it was like to have everyone think I was weird.” __________________________
5. “When my husband died… people kept telling me not to cry, kept trying to make me forget.”-- “This morning when I came in, someone had already taken out her desk.” __________________________
6. “Everybody gets scared sometimes, May Belle. You don’t have to be ashamed.” __________________________

Word Bank
Jess   Leslie   Mr. Aarons   May Belle   Mrs. Myers   Ellie
Directions: Fill in the blank with two DESCRIPTIVE character traits that best fit the character in the novel

1. Jesse Oliver Aarons Jr.

____________________________  _______________________________

2. Leslie Burke

____________________________  _______________________________

3. Mrs. Myers

____________________________  _______________________________

4. Janice Avery

____________________________  _______________________________

5. Choose one of the character above and explain in detail why you chose the two character traits. (ex. I choose creative for Leslie Burke because………)

__________________________________________________________________

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__________________________________________________________________
**Directions:** Put the following events in chronological order by putting a number next to when each event happened. (For example: you would put a number 1 next to the first event, a 2 next to the second…) 

1. Janice Avery steals May Belle’s Twinkies  
2. Leslie attends church at Easter with the Burkes  
3. Leslie wins the 5th grade race  
4. Jess goes to the Smithsonian with Miss Edmunds  
5. Jess and Leslie find the magical world of Terabithia  
6. Jess practices to win the 5th grade race all summer long  
7. Jess builds a bridge to Terabithia  
8. Jess gives Leslie Prince Terrien for Christmas

**Directions:** Answer the following short essay questions using complete sentences. Rewrite the question into your answer. (2 points each) 

1. Describe the imaginary world of Terabithia. Why was this place so important to Jess and Leslie?

   ____________________________________________  
   ____________________________________________  
   ____________________________________________

2. There are many conflicts in Bridge to Terabithia. Choose one type of conflict and describe it. (Man vs. Man, Man vs. Society, Man vs. Nature, Man vs. Self) 

   ____________________________________________  
   ____________________________________________  
   ____________________________________________

   ____________________________________________
3. Grief can be a very difficult thing for many people. How did Jess react to Leslie’s death? How does Jess overcome his grief?

__________________________________________________________________

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4. One of the themes of this book was “friendship”. What are two examples from the text that support this theme?

__________________________________________________________________

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5. Jess is a very dynamic (changing) character. How does Jess change over the course of the novel? Provide 2 examples.

__________________________________________________________________

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Bridge to Terabithia Google Slides Project
Rubric

Total Points: /25

1. Write a Summary /3
- Write a detailed summary of the novel—remember to only include key details.

2. Sequence Events /5
- Include 10 MAIN events in the novel and sequence them.

3. Compare and Contrast Jess and Leslie /4
- Identify at least 2 similarities and 2 differences between the two characters. Discuss how this impacts the story.

4. Identify the Themes in the Novel and Why /3

5. Conflicts /4
- Identify an example of each of the different types of conflict

6. Personal Perspective ___/2
- Write about how Jesse’s perspectives impacted the main events in the book

7. Creativity ___/4
- Include Color and Pictures
Compare and Contrast Bridge to Terabithia Novel with Movie

1. Think about the setting in the novel Bridge to Terabithia. How was the movie different than the novel based on how you imagined it?

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2. Think of a part of the novel that was not in the movie. Give three reasons why they did not include this part in the movie.

• Part:
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

• Reason #1:
  __________________________________________________________________________
  __________________________________________________________________________

• Reason #2:
  __________________________________________________________________________
  __________________________________________________________________________

• Reason #3:
  __________________________________________________________________________
  __________________________________________________________________________
3. Which did you prefer-- the novel or the movie-- and **WHY**?

_________________________________________________________________

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_________________________________________________________________
# Wonder Unit Plan

**Time Length:** Approx. 40 days

## Focus Skills for Novel:
- Character traits/Motivation
- Point of View
- Story Structure
- Theme

Standards Throughout Whole Unit: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

<table>
<thead>
<tr>
<th><strong>Book/Pages</strong></th>
<th><strong>Focus/ Discussion points</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Standard</strong></th>
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<tbody>
<tr>
<td><strong>Mentor Text</strong>-“The Day the Crayons Quit” by Drew Daywalt- Relate point of view to the novel Wonder</td>
<td>-How does point of view impact events in a story?</td>
<td>-”The Day the Crayons Quit” by Drew Daywalt Text  -Point of View Sheet- (Source: Ms. Jordan Reads)</td>
<td>5.1.6.6 - Describe how a narrator's or speaker's point of view influences how events are described</td>
</tr>
<tr>
<td><strong>Pre-Reading</strong> -Discuss what it feels like to be different?</td>
<td>-What is the cause of Treacher Collins Syndrome? -What is the effect on people with Treacher Collins Syndrome?</td>
<td>-Pre-Reading Discussion- Journal Prompt in Reading Notebook- How does it feel to be different?  -”About Treacher Collins Syndrome” by CommonLit Article</td>
<td>5.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text  2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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Discuss Part 1 Quote “Fate Smiled and Destiny Laughed as she Came to My Cradle” -Natalie Merchant

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Ordinary p. 3 - Driving p. 10</th>
<th>-What are your first impressions of August? -Why do you think the author included humor in the chapter “How I Came to Life?”</th>
<th>-Introduction to Vocabulary- petrified, anomalies, hysterical, flounder, hindsight, incubator, obnoxious, schlep- write definition in Reading Notebook- Appendix A -Comprehension Paired Questions from Free to Teach on TpT</th>
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<td>5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<tr>
<td>Chapters</td>
<td>Paging Mr. Tushman p. 15 - The Performance Space p. 27</td>
<td>-Put yourself in August’s shoes- what would it be like to enter a new school? -What are your impressions on Charlotte, Julian, and Jack?</td>
<td>-Comprehension Paired Questions from Free to Teach on TpT</td>
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<tr>
<td>Chapters</td>
<td>The Deal p. 31 - Around the Room p. 41</td>
<td>-Why do you think August still wanted to go to school after the school tour? -How are the student’s reacting when August goes to school on the first day?</td>
<td>-Comprehension Paired Questions from Free to Teach on TpT</td>
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<td>Lamb to the Slaughter p. 43- Choose Kind p. 45</td>
<td>-What is the meaning behind “Lamb to the</td>
<td>-Comprehension Paired Questions from Free to Teach on TpT -Section 1 Part 1 Vocabulary Quiz- Appendix A</td>
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<td>5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</td>
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<td>Chapters Lunch p. 49 - Wake Me Up When September Ends p. 61</td>
<td>Why do you think Summer asked to sit by August? - What does August’s response of “Beauty and the Beast” mean? - How has August’s first month of school gone?</td>
<td>Introduction to Vocabulary - deformed, precept, enchanted, straggle, contagious, phobia, aversion, mutant - Appendix A</td>
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<tr>
<td>Chapters Jack Will p. 63 - The Cheese Touch p. 71</td>
<td>Why did August respond “This is AFTER plastic surgery”? Was Jack’s response appropriate? - How would you react if no one planned on coming to your birthday?</td>
<td>Comprehension Paired Questions from Free to Teach on TpT</td>
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<td>- Precept Activity</td>
<td>Slaughter? - What does the September precept mean to you?</td>
<td>Precept Reading Notebook Response (What does “When Given the Choice Between Being Right or Being Kind, Choose Kind. mean to you?”)</td>
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</table>

5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<table>
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<tr>
<th>the October precept mean to you? -The cheese touch is a form of bullying. What would you do if something similar happened in our school?</th>
<th>5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors</th>
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<tbody>
<tr>
<td>Chapter Costumes p. 73- Names p. 79 -Section 1 Part 2 Vocabulary Quiz</td>
<td>-Comprehension paired questions from Free to Teach on TpT Section 1 Part 2 Vocabulary Quiz- Appendix A</td>
</tr>
<tr>
<td>-What happened during Halloween? -Why did Auggie feel betrayed? -Why did Auggie lie about feeling sick?</td>
<td>5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors</td>
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<tr>
<td>Mentor Text “Chrysanthemum” by Kevin Henkes - Character Traits Wonder Character Traits - Part 1 Formative Assessment</td>
<td>Chrysanthemum Character Traits Sheet- Appendix B -Begin Wonder Character Traits Packet- Start with August and Jack from Free to Teach on TpT Part 1 Formative Assessment- Appendix C</td>
</tr>
<tr>
<td>-Internal Character Traits vs. External Character Traits -Focus on DESCRIPTIVE Character Traits vs. “Good” “Bad”</td>
<td>5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<tr>
<td>Discuss Part 2 Quote “For Above the World Planet Earth is blue and there’s Nothing I Can Do”. -David Bowie</td>
<td>-Resource for Discussion <a href="https://www.youtube.com/watch?v=KaOC9danxNo">https://www.youtube.com/watch?v=KaOC9danxNo</a> -Introduction to Vocabulary-vividly, disproportionately,</td>
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<tr>
<td>Chapter A Tour of the Galaxy p. 82- August Through the Peephole p. 88</td>
<td>Wonder Character Traits</td>
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<tr>
<td>Chapter High School p. 91- Breakfast p. 100</td>
<td>Wonder Character Traits- Keep Packets to review character traits at the end of the novel</td>
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<td>Chapter Genetics 101 p. 103- The Punnett Square p. 105</td>
<td>Punnett Square Activity</td>
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<td>Chapters Out with the Old p. 107-Time to Think p. 114</td>
<td>- Section 2 Vocabulary Quiz</td>
</tr>
<tr>
<td>Discuss Part 3 “You are Beautiful No Matter What they Say…” - Christina Aguilera</td>
<td>-Why do you think the author chose the song “Beautiful” as an introduction to the section on Summer? -What was the plague? How did Summer react? -How are Summer and August similar? (different from other kids at school)</td>
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<td>Chapter Weird Kids p. 119-Warning this Kid is Rated R p. 127</td>
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<td>Chapter The Egyptian Tomb p. 131</td>
<td>-Why did Summer whisper “Bleeding Scream” to Jack? -Do you believe he will understand? -Why are people willing to act horrifically in</td>
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<tr>
<td>Chapter</td>
<td>Question</td>
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<tr>
<td>Part 2-3 Formative Assessment</td>
<td>-Why do you think the author chose the quote from The Little Prince as an introduction to the section on Jack?</td>
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<tr>
<td>Section 3 Vocabulary Quiz</td>
<td>-Did Jack want to introduce August to Beecher Prep? Why?</td>
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<td>-Why did Jack change his mind?</td>
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<tr>
<td>Discuss Part 4- “Now here is my secret. It is very simple. It is only with one’s heart that one can see clearly. What is essential is invisible to the eye.” - The Little Prince</td>
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<td>Chapter The Call p. 134- Why I Changed my Mind p. 139</td>
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<td>-Comprehension paired questions from Free to Teach on TpT</td>
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<td>Chapters Four Things p. 142- In Science p. 151</td>
<td>-What were the four things about August Jack wanted people to know?</td>
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<td>-Why did Jack feel he messed up?</td>
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<td>-Why was Jack embarrassed about going to Private School?</td>
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<td>-What did Jack finally understand?</td>
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<td>-Comprehension paired questions from Free to Teach on TpT</td>
<td>-Precept Reading Notebook Response (What does “Fortune favors the bold” mean to you?)</td>
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<td>-Introduction to Vocabulary-essential, sympathetic, lecture, inkling, retrospect, stringent, inclusion- Appendix A</td>
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<td>Chapters Partner’s p. 153- Letters, Emails, Facebook, Texts p.</td>
<td>-Why did Jack punch Julian?</td>
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<td>-Comprehension paired questions from Free to Teach on TpT</td>
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<td>160</td>
<td>-What was the principal’s response? -Would you have done the same thing? -Why do you thin the author included the text messages?</td>
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<tr>
<td>Chapter Back from Winter Break p. 168-Sides p. 177</td>
<td>-What was Jack’s experience when he returned from Winter Break? -What was the “War”? -Why do you think there was sides?</td>
</tr>
<tr>
<td>Mentor Text- Each Kindness by Jacqueline Woodson- focus on Point of View</td>
<td>-Why did Mia leave school? How did the Main Character react to this? -Why did Jack go to August’s house? -How did Jack feel when August introduced Jack to Via? -Who is the Boyfriend?</td>
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<tr>
<td>Section 4-5 Formative Assessment</td>
<td>-Why did the author choose the Shakespeare quote for the section on August?</td>
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<td>Discuss Part 6- “What a Piece of Work is a Man!” - Shakespeare</td>
<td>-How did the author react to meeting August?</td>
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<tr>
<td>Chapter North Pole p.</td>
<td>-Comprehension paired questions from Free to Teach on TpT</td>
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<td>Section 5 Vocabulary Quiz</td>
<td>-What was the symbolism of the Ladybug?</td>
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<td>Chapter Ladybug p. 194- The Universe p. 204</td>
<td>-What do you think Via wished for?</td>
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<td>-What was the interaction between Jack and Justin like at the bus stop?</td>
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<td>-What is the symbolism of the bird?</td>
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<td>206- Hearing Brightly p. 214</td>
<td>science fair go for August? -What was August’s joke? Do you think it was funny? -How did August react to his hearing aids?</td>
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<td>Chapter Via’s Secret p. 216- Heaven p. 226</td>
<td>-What was Via’s secret? -What changed the mood of the night?</td>
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<td>Chapter Understudy p. 228-The Ending p. 231</td>
<td>-What did August ask his dad not to call him? Why? -Was Via an understudy? Why? -How was the play?</td>
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<td>Section 6 Vocabulary Quiz</td>
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<td>Discuss Part 7- “I forgot that I might see so many Beautiful Things…” -Andain Chapter Camp Lies p. 236- Extraordinary but No One There to See p. 243</td>
<td>-Why did the author choose the the Andain quote for Miranda’s section? -Why is the chapter titled Camp Lies? Would you also be embarrassed? -Why did Miranda get</td>
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<td>Chapter The Performance p. 246-After the Show p. 247</td>
<td>the play director to switch plays? -Why did Miranda fake sick? -Comprehension paired questions from Free to Teach on TpT Section 7 Vocabulary Quiz Appendix A Character Traits Packet from Free to Teach on TpT</td>
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<tr>
<td>Discuss Part 8-“You’re going to reach the sky. Fly…Beautiful Child.”-Eurythmics Chapter The Fifth Grade Nature Retreat p. 250- The Fairgrounds p. 259</td>
<td>-Was August nervous for the retreat? Why? -What was August known for? -What did August leave for his mom when leaving for the retreat? What does this show? Discussion Resource- <a href="http://mrwreads.blogspot.com/2012/03/wonder-part-eight-august.html">http://mrwreads.blogspot.com/2012/03/wonder-part-eight-august.html</a> -Comprehension paired questions from Free to Teach on TpT -Introduction to Vocabulary-recess, detached, incantation, spritzed, ginormous, courteous, reimburse, symbolism revelation Appendix A</td>
</tr>
<tr>
<td>Section 7 Vocabulary Quiz Wonder Character Traits- focus on character change</td>
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<tr>
<td>5.1.6.6 - Describe how a narrator's or speaker's point of view influences how events are described 5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<tr>
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<td>Be Kind to Nature</td>
<td>p. 261</td>
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<td>The Emperor’s Guard</td>
<td>p. 271</td>
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<tr>
<td>- Review Types of Point of View and Complete Task Cards</td>
<td>-What happened in the woods?</td>
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<td>Sleep</td>
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<td>The Drop Off</td>
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<td>Story Map Setting, Main Characters, Rising Action, Climax, Falling Action, Resolution</td>
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<td>Take Your Seats</td>
<td>-What happened to the astronaut helmet?</td>
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<td>Summative Assessment</td>
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<tr>
<td>Yearbook Project</td>
<td></td>
</tr>
</tbody>
</table>
| Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) | (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) from Teaching with a Mountain View | view influences how events are described  
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
|---|---|---|
| Yearbook Project-Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) | Yearbook Project- Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) from Teaching with a Mountain View | 5.1.6.6 - Describe how a narrator's or speaker's point of view influences how events are described  
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| Yearbook Project-Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) | Yearbook Project- Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) from Teaching with a Mountain View | 5.1.6.6 - Describe how a narrator's or speaker's point of view influences how events are described  
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| Yearbook Project-Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) | Yearbook Project- Cover Page (theme), Inside (4 main events with description), Back Cover (notes for 4 characters to August), Insert (2 notes from August to 2 characters) from Teaching with a Mountain View | 5.1.6.6 - Describe how a narrator's or speaker's point of view influences how events are described  
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| Watch Wonder Movie- Compare and Contrast Movie to Novel | -Compare and Contrast Sheet-Appendix G | 5.1.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
Wonder Vocabulary Guide

Section 1 Part 1 - Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
- Petrified
- Anomalies
- Hysterical
- Flounder
- Hindsight
- Incubator
- Obnoxious
- Schlep

**Quiz to be given at the end of the Section

Section 1 Part 2 - Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
- Deformed
- Precept
- Enchanted
- Straggle
- Contagious
- Phobia
- Aversion
- Mutant

**Quiz to be given at the end of the Section

Section 2 - Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
- Vividly
- Disproportionately
- Catastrophe
- Deflect
- Prude
- Meticulously
- Exasperated
- Inherited
- Gene
- Diverse

**Quiz to be given at the end of the Section

Section 3 - Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
• Plague
• Merged
• Accused
• Expression
• Biracial
• Exhibit
• Artifacts

**Quiz to be given at the end of the Section**

Section 4- Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
• Essential
• Sympathetic
• Lecture
• Inkling
• Retrospect
• Stringent
• Inclusion

**Quiz to be given at the end of the Section**

Section 5- Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
• Abnormality
• Immaculate
• Geneticist
• Baroque
• Fluke
• Manic
• Spitefully
• Fragile

**Quiz to be given at the end of the Section**

Section 6- Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
• Molecule
• Diorama
• Majority
• Pathetic
• taciturn
• Understudy
• Ovation
• Suffocate

**Quiz to be given at the end of the Section**

Section 7- Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks
- Divorce
- Semester
- Bittersweet
- Mayhem
- Euphoric

**Quiz to be given at the end of the Section**

Section 8- Give students definitions using personal preference format (Smartboard, Google Slides, etc.) and have them copy the words into their Reading Notebooks

- Retreat
- Detached
- Incantation
- Spritzed
- Ginormous
- Courteous
- Reimburse
- Symbolism
- Revelation

**Quiz to be given at the end of the Section**
Name ____________________

Section 1 Part 1 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The young boy was ____________________ after seeing the vicious dog.

2. In _______________, she realized she should have studied for the test.

3. The egg had to be placed in an ________________ until it was ready to hatch.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Vocabulary Word Bank

- Petrified
- Anomalies
- Hysterical
- Flounder
- Hindsight
- Incubator
- Obnoxious
- Schlep
Section 1 Part 2 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. She had a ______________ of snakes and was afraid to go outside.

2. The illness was ______________ and almost all of the students were sick.

3. He was known to ___________ and was frequently late to class.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Vocabulary Word Bank

- Deformed
- Precept
- Enchanted
- Straggle
- Contagious
- Phobia
- Aversion
- Mutant
Name ____________________

Section 2 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. I can ____________ remember seeing the beautiful sunset.

2. Mrs. Peterson _______________ formed this months seating chart.

3. Laura _____________ her mother’s brown eyes and her father’s large hands.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

5. ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

Vocabulary Word Bank

- Vividly
- Disproportionately
- Catastrophe
- Deflect
- Prude
- Meticulously
- Exasperated
- Inherited
- Gene
- Diverse
Section 3 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. Mrs. Huus had an excited ______________ on her face after her student’s aced the test.

2. Larry _____________ his neighbor of stealing his shovel.

3. The two teams ____________________ to create one large team.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. ________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

5. ________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Vocabulary Word Bank
- Plague
- Merged
- Accused
- Expression
- Biracial
- Exhibit
- Artifacts
Section 4 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The teacher was ________________ to the student who forgot their homework after being sick for a week.

2. The mother gave her son a ________________ after he left his dirty socks on the floor for a month.

3. Alex wouldn’t look at Sarah, which was her first _____________ that something was wrong.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. ______________________________________________________________________________________

5. ______________________________________________________________________________________

Vocabulary Word Bank

- Essential
- Sympathetic
- Lecture
- Inkling
- Retrospect
- Stringent
- Inclusion
Section 5 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The room was _______________ and her bed was always made.

2. She studied genes for a living, her job was a _________________.

3. The vase was very ____________ and people were asked to be careful with it.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. 

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. 

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Vocabulary Word Bank

- Abnormality
- Immaculate
- Geneticist
- Baroque
- Fluke
- Manic
- Spitefully
- Fragile
Section 6 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The ______________ of fifth graders are 10 or 11 years old.

2. The two siblings could not be more different, one was loud and obnoxious, the other so ______________ and calm.

3. The students were asked to create a ______________ of a MN Ecosystem.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. 

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. 

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Vocabulary Word Bank

- Molecule
- Diorama
- Majority
- Pathetic
- Taciturn
- Understudy
- Ovation
- Suffocate
Section 7 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. The _______________ is over and we only have half of the school year left.

2. The child was _______________ to know tomorrow is Christmas!

3. The stadium was _______________ after the Vikings lost.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Vocabulary Word Bank

- Divorce
- Semester
- Bittersweet
- Mayhem
- Euphoric
Section 8 Vocabulary Quiz

Fill in the correct vocabulary word into the sentence.

1. Please be _______________ of classmates when lining up for lunch.
2. She _______________ the room of air freshener after taking out the garbage.
3. The grizzly bear was _______________ and appeared larger than the oak tree.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Vocabulary Word Bank

- Retreat
- Detached
- Incantation
- Spritzed
- Ginormous
- Courteous
- Reimburse
- Symbolism
- Revelation
# Chrysanthemum Graphic Organizer

<table>
<thead>
<tr>
<th>Character</th>
<th>Traits</th>
<th>Evidence</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
Wonder Section 1 Assessment

1. Why did August not attend school?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Why do you think the author included the humor in the first few chapters? (“farting nurse” “Mr. Tushman”)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Who were the three students that gave August the school tour? Place an X by the character who asked August “What’s the deal with your face?”

____________________  _____________________  ___________________

4. Why was the quote “lamb to the slaughter” used so frequently in the first few chapters?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. What did August and Summer nickname their lunch table?

__________________________________________________________________________
6. How did August’s first month of school go for him? List 3 events—in sequential order

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. What was the cheese touch?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. What did August plan on being for Halloween?

______________________________________________________________________________

9. What did he ACTUALLY go to school as for Halloween?

______________________________________________________________________________

10. What happened on Halloween that would affect August and Jack’s relationship? Did you expect this to happen?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________
11. List 2 character traits to describe August. Find 2 quotes from the text (include page numbers) to provide text evidence of this trait.

1. __________________
   1. __________________
   2. __________________
   2. __________________
Wonder Section 2-3 Assessment

1. How did Via describe August? Give three specific examples.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. Why was Via’s experience of high school not as she expected?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

3. Who did Via used to have a close relationship with?
   _______________________________________________________

4. Why was Via going to stay home on Halloween? How did this day change because of August?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

5. Why did Summer leave the Halloween Party early?
   _______________________________________________________

6. Why did August think Mr. Tushman asked Summer to be friends with him?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

Name ____________________
7. What two words did Summer say to Jack to help him understand why August was upset with him?

8. How did the point of view change in section 2 and 3? Do you feel differently about Via or Summer?

9. List 2 character traits to describe Via. Find 2 quotes from the text (include page numbers) to provide text evidence of this trait.

1. __________________
   1. __________________

2. __________________
   1. __________________
**Text Messaging Assignment**

Choose one character from the novel *Wonder* and write a minimum of five text messages describing different events throughout the book so far as though the character is communicating either with one specific character or several different characters from Beecher Prep. Be prepared to present your text messages to the class to determine how effectively your messages suggest the identity of the sender as well as the situation, purpose, and audience.

Additional requirements: 100 characters minimum for each text, with a maximum of 160 characters. You MUST use appropriate language for school.

The character who is texting is:

<table>
<thead>
<tr>
<th>Situation/Purpose (Who is sending the message? What is the purpose?)</th>
<th>Audience (Who is the message going to?)</th>
<th>Text Message (What does the text message say?)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Wonder Section 4-5 Assessment

1. Why did Jack not want to give August the school tour?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. Why do you think Jack said “Tushman made him hang with Auggie” to Julian if he actually likes hanging out with him?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. What did Jack “take” from Miles at Skeleton Hill?
   ______________________________________________________

4. Why did Jack punch Julian in science? Would you have done the same thing?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

5. What did Julian’s mom photoshop August out of?
   ______________________________________________________

6. Why were there sides when the students returned from Christmas break?
7. Do you think Via likes Jack after meeting for the first time? Do you think she is hesitant for August to be friends with him again?

8. Who is Justin?

9. What did Via decide not to tell her parent’s about?

10. What do you think Via wished for with the lady bug? Why?

11. List 2 character traits to describe Jack. Find 2 quotes from the text (include page numbers) to provide text evidence of this trait.

   1. ____________________
      1. ____________________

   2.____________________
2. __________________
   1.
   2.
Compare and Contrast Wonder Novel with Movie

1. List 6 Things that are **SIMILAR** in both the novel Wonder and movie Wonder.
   
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________

2. List 6 Things that are **DIFFERENT** in both the novel Wonder and movie Wonder.

   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________
   • ____________________________________________________________________________

3. Which did you prefer-- the novel or the movie-- and **WHY**?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Independent Novel Unit Plan
Time Length: Approx. 15 days

Focus Skills for Novel:
Character traits/Motivation
Story Structure
Vocabulary
Prediction and Inference
Theme

Standards Throughout Whole Unit: 5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
5.3.0.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<table>
<thead>
<tr>
<th>Book/Pages</th>
<th>Focus/Discussion points</th>
<th>Activities</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Independent Novel Unit</td>
<td>-What genre interests you based on novels we have read this year? Why?</td>
<td>-Share Independent Novel Expectations and Predictions Sheet- Appendix A</td>
<td>5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>Go to Library/Classroom Library to Select Novels</td>
<td>-What are some reading comprehension skills we will be practicing?</td>
<td>-Give students time to find novels and read in their novel</td>
<td>a. Self-select texts for personal enjoyment, interest, and academic tasks.</td>
</tr>
<tr>
<td>Independent Novel Expectations and Predictions Sheet</td>
<td>-What will be words you will look for during the vocabulary assignment?</td>
<td>-Vocabulary Assignment Introduction- Appendix B</td>
<td>5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>Introduction to Vocabulary Assignment</td>
<td>-What is the definition of setting? What are descriptions you will use when describing the setting?</td>
<td>-Writing Prompt in Reading Notebook- Describe the genre of your novel. How do you know it is this genre? AND Describe the setting of your novel. Use DESCRIPTIVE</td>
<td>a. Self-select texts for personal enjoyment, interest, and academic tasks.</td>
</tr>
<tr>
<td>Read 1st Section in Independent Novel</td>
<td>-What is genre? -How can we decipher genre?</td>
<td></td>
<td>5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama,</td>
</tr>
<tr>
<td>Section</td>
<td>Activity</td>
<td>Page Reference</td>
<td>Standard</td>
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<td>2nd</td>
<td>Connections</td>
<td>Appendix C</td>
<td>5.1.4.4</td>
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<td>3rd</td>
<td>Visualization</td>
<td>Appendix D</td>
<td>5.1.4.4</td>
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<tr>
<td>4th</td>
<td>Review Types of Questions</td>
<td>Appendix E</td>
<td>5.1.4.4</td>
</tr>
<tr>
<td>5th</td>
<td>Review Types of Conflict</td>
<td>-</td>
<td>5.1.4.4</td>
</tr>
<tr>
<td>Independent Novel Vocabulary (ongoing)</td>
<td>(man vs. man, man vs. society, man vs. nature, man vs. self) -Review Rising Action -What are the conflicts that have occurred so far in your story?</td>
<td>Reading Notebook-Describe the conflicts in your novel so far. What types of conflict are there? <strong>AND</strong> Describe rising action in your story…</td>
<td><strong>-Study Island Reading</strong> phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>Read 6th Section in Independent Novel Vocabulary (ongoing)</td>
<td>-Review importance of DESCRIPTIVE character traits -Discuss types of characters in a story (major, minor, dynamic, static, protagonist, antagonist) -Compare and Contrast Characters</td>
<td>- Compare and Contrast Characters Sheet-Appendix F</td>
<td><strong>-Study Island Reading</strong> 5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
</tr>
<tr>
<td>Read 7th Section in Independent Novel Vocabulary (ongoing)</td>
<td>-Review Summarizing (Somebody...Wanted... But… So, etc.)</td>
<td>-Summarize Sheet-Appendix G</td>
<td><strong>-Study Island Reading</strong> 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. a. Self-select texts for personal enjoyment, interest, and academic tasks</td>
</tr>
<tr>
<td>Summarize</td>
<td><strong>-Study Island Reading</strong> 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. a. Self-select texts for personal enjoyment, interest, and academic tasks</td>
<td>5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</td>
</tr>
</tbody>
</table>
| Read 8th Section in Independent Novel | -What are some influential quotes in your novel so far (review the influential quotes from previous novels Wonder Bridge to Terabithia) | -Influential- Appendix H Quotes Sheet -Study Island Reading | 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
a. Self -select texts for personal enjoyment, interest, and academic tasks  
5.1.6.6 Describe how a narrator’s or speaker’s point of view influences how events are described. |
| Read 9th Section in Independent Novel | -What are the types of point of view (1st, 2nd, 3rd limited, 3rd omniscient)  
-What point of view is your story written in? | -Writing Prompt in Reading Notebook- Describe what type of point of view your independent novel is written in. Why do you think the author chose to write from this point of view? What other perspective could the author have taken? -Study Island Reading | 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
a. Self -select texts for personal enjoyment, interest, and academic tasks  
5.1.6.6 Describe how a narrator’s or speaker’s point of view influences how events are described. |
| Read 10th Section in Independent Novel | -What non-fiction topic would pair well with your independent novel? Why? | -Non-Fiction Text Pairing Sheet- Appendix I -Study Island Reading | 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
a. Self -select texts for personal enjoyment, interest, and academic tasks  
5.2.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
<p>| Read 11th Section in Independent Novel | -Review Elements of Story Structure- | -Story Structure Sheet from Daily Teaching | 5.1.4.4 Determine the meaning of words and phrases as they are used |</p>
<table>
<thead>
<tr>
<th>Vocabulary (ongoing)</th>
<th>Characters, Setting, Conflict, Resolution, Rising Action, Falling Action, Theme</th>
<th>tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story Structure</strong></td>
<td></td>
<td>-Study Island Reading</td>
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<tr>
<td>Read 12th Section in Independent Novel</td>
<td>-Review Themes in our previous Novels -What is the theme of your independent novel? -Review Sequence of Events</td>
<td>-Theme and Sequence of Events Timeline Sheet- Appendix J</td>
</tr>
<tr>
<td>Vocabulary (ongoing)</td>
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<td>-Study Island Reading</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
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<td><strong>Timeline</strong></td>
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<tr>
<td><strong>Turn in on-going Vocabulary Assignment</strong></td>
<td>-Discuss Models we have used for Vocabulary Tests and Summative Tests this School Year -Show Examples of Test Options</td>
<td>-Create your Own Test Sheet- Appendix K</td>
</tr>
<tr>
<td>Create your Own Test and Vocabulary Test</td>
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</tbody>
</table>

5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

a. Self-select texts for personal enjoyment, interest, and academic tasks.

5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
| Create your Own Test and Vocabulary Test | -Discuss Models we have used for Vocabulary Tests and Summative Tests this School Year  
-Show Examples of Test Options | -Create your Own Test Sheet- Appendix K | similes.  
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem  
5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text  
5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
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| Book Club Project | -Students will choose a Book Club Project Choice and complete the requirements  
-When finished, students will present project | -Book Club Project Sheet- Appendix L | 5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem  
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| Book Club Project | -Students will choose a Book Club Project Choice and complete the requirements  
-When finished, students will present project | -Book Club Project Sheet- Appendix L | 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text  
5.8.4.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace. | 5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem  
5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text  
5.8.4.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace. |
Independent Novel Unit Expectations

For the last unit of the school year we will allow students to choose their own novel to practice all of the reading comprehension strategies we have been working on. You will be expected to choose a novel between 150-200 pages (if longer, you WILL be expected to read at home). Each day you will be assigned various assignments to pair with your independent novel. Your grade will be based on participation and completion of daily assignments.

My book is: _______________________________________________________

The author of my book is: ___________________________________________

I got my book from (home, library, classroom library): __________________

Teacher Initials: _____________

Based on the cover and what I INFER, I think this book will be about:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Reading Log Plan

How many pages are in my self-selected novel: ________________
We have 12 class periods to read our novels (divide your # of pages by 12):
_______________________________________________________________
Reading Day 1 I should finish p. _________________

Reading Day 2 I should finish p. _________________

Reading Day 3 I should finish p. _________________

Reading Day 4 I should finish p. _________________
Please sign this contract that acknowledges your responsibility to keep up with the reading and assignments
Independent Novel Vocabulary Assignment

For your vocabulary study during the independent novel unit:
Choose **10 words** used in the novel that are unfamiliar. Record the definition (make sure to double check context) and compose an original sentence using that same context. Make **SURE** to list the page number with each vocabulary word.

Vocabulary Word #1 __________________ page #: ____________
Definition:
____________________________________________________________
____________________________________________________________
Context Sentence:
____________________________________________________________
____________________________________________________________
Vocabulary Word #2 __________________ page #: __________
Definition:
____________________________________________________________
____________________________________________________________
Context Sentence:
____________________________________________________________
Vocabulary Word #3 __________________ page #: __________
Definition:
____________________________________________________________
____________________________________________________________
Context Sentence:
____________________________________________________________
Vocabulary Word #4 __________________ page #: __________
Context Sentence:

Vocabulary Word #9 ______________________  page #: __________
Definition:

Context Sentence:

Vocabulary Word #10 ______________________  page #: __________
Definition:

Context Sentence:
<table>
<thead>
<tr>
<th>What the Text Says....</th>
<th>Text to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Text to Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Text to World</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Student Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What specific phrases or quotes did the author include to make you visualize this scene? Include **at least 2** specific examples.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
<table>
<thead>
<tr>
<th>Question Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right There Question</td>
</tr>
<tr>
<td>Think and Search Question</td>
</tr>
<tr>
<td>Author and Me Question</td>
</tr>
<tr>
<td>On My Own Question</td>
</tr>
<tr>
<td>Student Choice</td>
</tr>
</tbody>
</table>
Questioning Stems to Help….

**QAR Question Stems**

### In the Book

<table>
<thead>
<tr>
<th>Right There</th>
<th>Think &amp; Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did...</td>
<td>How do you...</td>
</tr>
<tr>
<td>Who did...</td>
<td>What happened to...</td>
</tr>
<tr>
<td>How many...</td>
<td>How long did...</td>
</tr>
<tr>
<td>What was...</td>
<td>What time did...</td>
</tr>
<tr>
<td>Who are...</td>
<td>What happened before...</td>
</tr>
<tr>
<td>When did...</td>
<td>What happened after...</td>
</tr>
<tr>
<td>What does...</td>
<td>How would you describe...</td>
</tr>
<tr>
<td>What kind...</td>
<td>What examples...</td>
</tr>
<tr>
<td>Who is...</td>
<td>Where did...</td>
</tr>
<tr>
<td>What is...</td>
<td>How do you make...</td>
</tr>
<tr>
<td>Where is...</td>
<td>Why does...</td>
</tr>
<tr>
<td>Name...</td>
<td>Explain...</td>
</tr>
<tr>
<td>List...</td>
<td>Compare...</td>
</tr>
</tbody>
</table>

### In My Head

<table>
<thead>
<tr>
<th>Author &amp; Me</th>
<th>On My Own</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree with...</td>
<td>Have you ever...</td>
</tr>
<tr>
<td>Why did the main character...</td>
<td>What are the reasons that...</td>
</tr>
<tr>
<td>What did they mean by...</td>
<td>If you could...</td>
</tr>
<tr>
<td>How did she/he feel when...</td>
<td>If you were going to...</td>
</tr>
<tr>
<td>Give the reasons why...</td>
<td>What are the pros &amp; cons of...</td>
</tr>
<tr>
<td>What do you think...</td>
<td>Do you know anyone who...</td>
</tr>
<tr>
<td>What if...</td>
<td>How do you feel about...</td>
</tr>
<tr>
<td>What do you think will happen...</td>
<td>What is your favorite...why...</td>
</tr>
<tr>
<td>What did the author mean by...</td>
<td>What do you do when...</td>
</tr>
<tr>
<td>What did the character learn about...</td>
<td>What can be exciting about...</td>
</tr>
<tr>
<td></td>
<td>What do you already know about...</td>
</tr>
<tr>
<td></td>
<td>What would you do if...</td>
</tr>
</tbody>
</table>
Name ____________________

Compare and Contrast Characters Independent Novel Study

Identify Major Characters-
________________________________________________________________________

Identify Minor Characters-
________________________________________________________________________

Identify Protagonist- ______________________________
Identify Antagonist- ______________________________

Identify Static Characters-
________________________________________________________________________

Identify Dynamic Characters-
________________________________________________________________________

Choose 2 characters that are significant in your Independent novel.

1. Describe this character using characteristics:

2. Describe this character using characteristics:
Using descriptive characteristics, compare and contrast the 2 characters
**Need at least three characteristics in each column**

<table>
<thead>
<tr>
<th>Character #1 __________________________</th>
<th>Similarities</th>
<th>Character #2 __________________________</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Character #1: 
- **Differences**
- **Similarities**

Character #2: 
- **Differences**
- **Similarities**
Appendix G

Name __________________

Summarize Independent Novel Study

1. Write a summary for the section of the text you read today. Remember to only include the important pieces (Somebody… Wanted… But…. So…. Then….)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. Do you enjoy your book so far? Why or why not?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Appendix H

Name _______________

Influential Quotes Independent Novel Study

Identify 3 influential quotes from your independent novel. Record each quote identically from your novel and include the page number. Then discuss why you believe this quote is important.

1. Quote:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Page Number: ______________

Why do you think this quote is important:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Quote:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Page Number: ______________

Why do you think this quote is important:

________________________________________________________________________
3. Quote:

Page Number: ______________

Why do you think this quote is important:
Nonfiction Text Pairing Independent Novel Unit

Imagine you are a teacher that is teaching your independent novel to a group of 5th graders. What would be a nonfiction topic that would pair well with your novel?

______________________________________

Using your Chromebook, find a nonfiction article about this topic that students would be asked to read. Make sure it is appropriate for 5th graders. Websites that will be helpful include: Readworks, Newsela, and CommonLit. The article is titled:

____________________________________________________________

Source: _____________________________________________________

After reading the entirety of the article, what is the main idea?

____________________________________________________________

____________________________________________________________

Is there anything that helps you better understand your independent novel?

____________________________________________________________

____________________________________________________________

____________________________________________________________
Appendix J

Name ____________________

Theme and Sequence of Events Independent Novel Study

1. Identify the MAIN theme in your independent novel:

____________________________________________________________________________

2. Why do you think the author chose this theme:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

3. Is there a secondary theme in your independent novel? If yes, what is it?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

****Identify 10 significant events in your independent novel. Place them in order on the timeline on the next page. You must include:
- Rising Action
- Conflict (Star the Conflict on the Timeline)
- Resolution (Place an X by the Resolution on the Timeline)
Create Your Own Vocabulary and Summative Test
Part A: Create your Own Vocabulary Test

Using your 10 vocabulary words, create a 5 question Vocabulary Assessment a teacher would use to assess his or her students. Use your Chromebook to create this assessment. You will email the assessment to your teacher when it is completed. You may use whatever format you would like, as long as you are assessing vocabulary. An example from a previous quiz you have taken is here:

Fill in the correct vocabulary word into the sentence.
1. The student was __________________ working on her historical fiction paper.
2. The _________________ sky made everything dark and depressing.
3. At her grandmother’s funeral, Lori’s emotions were quiet and _________________.

Using the remaining vocabulary words create your own sentences. Underline your vocabulary word used.

4. __________________________________________________________
   ______

5. __________________________________________________________
   ______

Vocabulary Word Bank
  • Flank
  • Intently
  • Leaden
  • Piteously
  • Procession
  • Solemn
  • Traitorous
  • Smothering
Part B: Create your Own Summative Assessment

Using your reading strategies and skills, create a 15 question Summative Assessment a teacher would use to assess his or her students. Use your Chromebook to create this assessment. You will email the assessment to your teacher when it is completed. You may use whatever format you would like, as long as you are assessing reading skills we have been working on. Your teacher will have print outs of all of the assessments we have taken this year to help you. **REMINDER: You ONLY NEED 15 Questions.**
Book Club Project Independent Novel Study

**Choose ONE choice to complete your project**

Choices:

1. Create a full-page colorful map of the main setting of the story. Include five events from the story and a map key.

2. Write a full-page letter to one of the characters in your novel that gives your character advice, asks questions, describes your favorite part, makes connections, and tells what part you liked most.

3. Write a full-page letter to the author sharing your overall opinion of the novel. Include what your favorite parts were and who your favorite characters were. Explain to the author what you would have done differently if you were the author.

4. Create a colorful full-page 8-square comic strip/storyboard of the novel. The first box should have the title and author. The next 7 boxes should illustrate seven main scenes in order from start to finish. Each box needs a short, 1-2 sentence caption or dialogue bubbles to represent the character’s speaking parts.

5. Create a Facebook profile page for one of the characters in the book (on a piece of paper, not online). It should include the standard information that would be found on a profile page.

6. Create a full-page colorful characterization chart for one of the characters from the novel. Each box should illustrate or explain one of the following areas: a) physical description b) character’s personal thoughts, words and feelings c) other character’s thoughts, feelings, or words d) actions e) setting f) relationships with others.
7. Write a one-page newspaper article critical review of the novel.
8. Create a brochure that provides a tour of the main setting of the novel. Include pictures and descriptions of main character and key events.
9. Using a camera, take three original pictures and write an explanation for each photo as to why it could be included in the novel and at which part in the novel it would go with.
10. Create a new cover/jacket for the book, including illustrations, a summary, title, and author. It should cover the front and back of the book as well as half of the inside front and back covers.
11. Find three songs that would fit well with the novel. Write an explanation for each song as to why it could be included in the novel and at which part in the novel it would go with.

Ideas for projects came from:
Bibliography

Wonder Novel Study Resources


Independent Novel Study Resources
