

Newark Board of Education

ELA Curriculum Grade 10 - Novel Unit



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2021

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Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,
- Culturally Responsive and Sustaining Teaching,
- Equity, and

- Academic Rigor.

The Office of Teaching & Learning affirms the following beliefs:

- We believe in the power and freedom of inquiry, imagination, and joy.
- We believe that all students bring with them valuable knowledge.
- We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.
- We believe that teachers should co-construct curriculum with students.
- We believe that teachers are advocates of students.
- We believe in teaching and learning that is culturally responsive and sustaining.
- We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.
- We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.
- We believe teaching, learning, and curriculum should develop the critical consciousness of learners and asks them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.
- We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.
- We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.
- We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.
- We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.
- We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.
- We believe in the importance of preparing students for college and careers in the twenty-first century.

Statement on Culturally Responsive-Sustaining Education

Through a Culturally Responsive-Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, *Clarity 2020* calls for a “A Rigorous and Relevant Framework for

Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

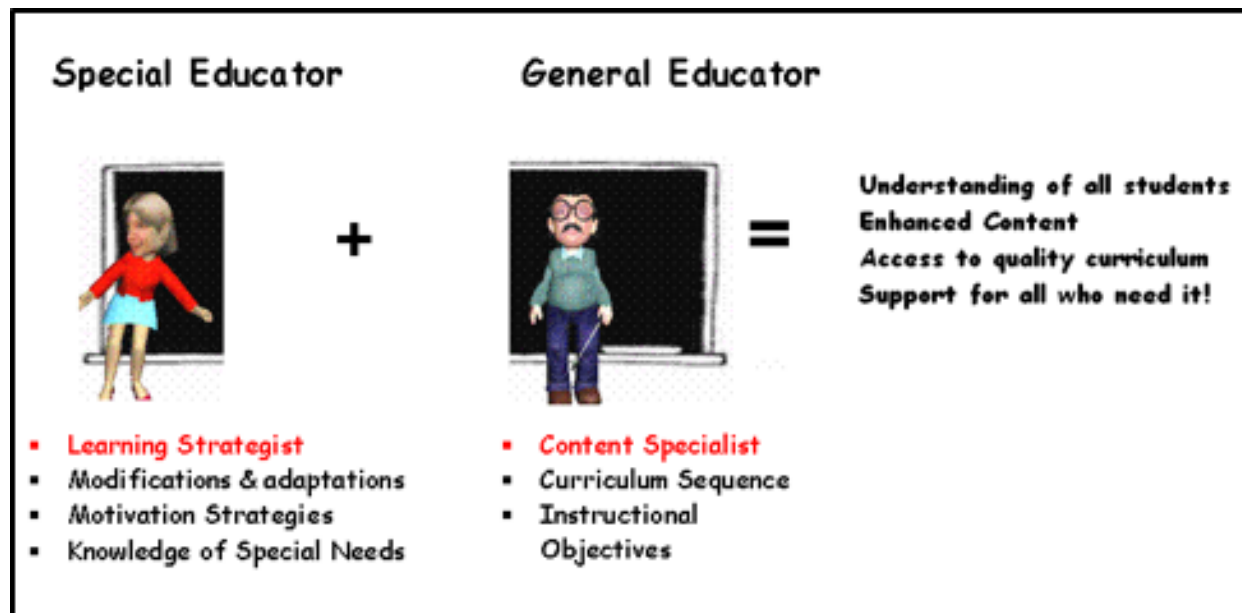
Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

Developing the media literacy, critical consciousness, and civic engagement of students in the twenty-first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive-sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive-Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to a genocide and that the evil period of slavery in the United States exhibited a number of components seen in genocides throughout the centuries. This curricula, project-based and interdisciplinary in nature, spans the content areas and grade levels.

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students At Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans



Co-Teaching Handbook

Co-Teaching Models

One Teach, One Observe: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

Station Teaching: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

Parallel Teaching: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.
- Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.
- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.

- It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

Adaptations

Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation: Expanding student motivation to learn content and acquire skills in English Language Arts can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring: Social Studies and English Language Arts instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

Classroom Organization: The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response: The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

SAMPLE DIFFERENTIATION STRATEGIES AND ACTIVITIES TO ENRICH LEARNING FOR ADVANCED STUDENTS

Anchor Activities: Self-directed specified ongoing activities in which students work independently.

Curriculum Compacting: Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Flexible Grouping: Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities: Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Differentiated Instruction - English Language Learners

English Language Development Standards

ENGLISH LANGUAGE LEARNERS

Instructional Supports:

- Hands-on materials

- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content
- assisted technologies

Preparing students for lessons:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.
4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.
5. Leveraging assisted technologies.

WIDA Language Proficiency Levels

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and

quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

Assessments (including, formative, summative, benchmark, and alternative assessments)

- o *NJSLA* (Grades 5, 8, and 11)
- o Daily Instructional Tasks
- o Culminating Tasks
- o Extended Learning Tasks
- o Entry Tasks
- o Independent Practice
- o Observation
- o Lab Reports
- o Performance tasks
- o Exhibitions and demonstrations
- o Portfolios
- o Journals/Notebooks
- o Teacher-created tests
- o Rubrics
- o Self- and peer-evaluation

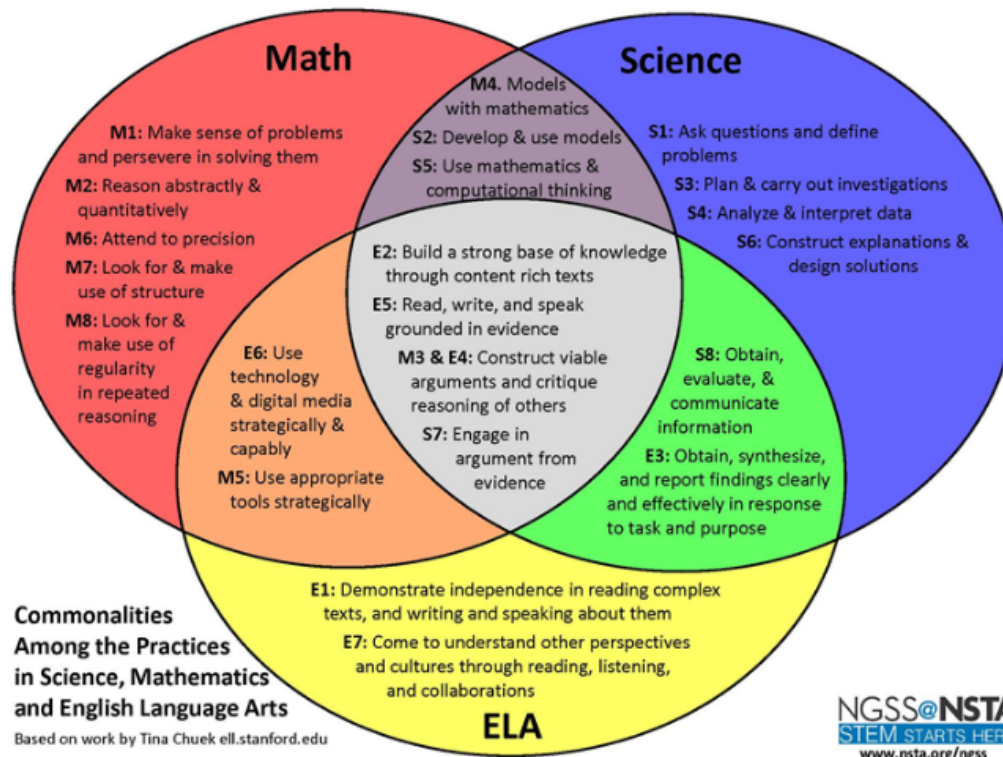
Core Instructional Materials

Houghton Mifflin Harcourt Reading Program

Interdisciplinary Connections

Integrating Language Arts Literacy and Science

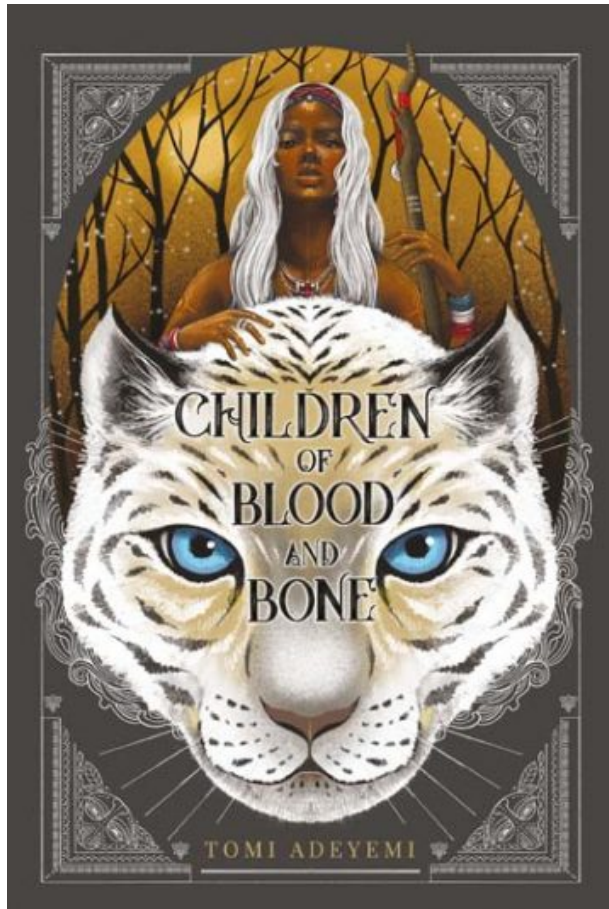
In order to support student learning, teachers need to emphasize the mutual skill sets that occur in two very important and nicely aligned subject areas. Making explicit connections to ELA and Science will help students see the natural relationships to science. The curricular documents call out Science and ELA standards that appear in each unit of study.



Integration of 21st Century Skills

The following standards are addressed within the units:

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



In this 30-day unit, students will read the fantasy fiction novel *Children of Blood and Bone* by Tomi Adeyemi. Over the course of this novel unit, students will consider the themes of how those who rule a society can abuse their power to oppress certain subgroups within that society in order to consolidate their control. They will also be presented with the universal conflict of maturing as an individual where a person has to reconcile the inherent conflict between their responsibilities and duties to their family and their duty to themselves as an individual with their own beliefs and value systems.

Office of Teaching and Learning

Children of Blood and Bone

Unit Plan

Stage 1 – Desired Results		
<p>ASSESSED FOCUS STANDARDS: RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>SUPPORTING STANDARDS: RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9-10.5. Analyze how an author’s choices</p>	<i>Unit Description</i>	
	<p><i>Children of Blood and Bone</i> is a fantasy fictional representation of how those in power can stereotype and oppress others in their society. The novel also details the universal conflict that human beings navigate in determining the boundaries of their duties to their family and their duty to their own beliefs. Students will be analyzing the way that authors develop characters and how that development is also used by the author to develop their themes in a novel.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Students will apply a variety of strategies to critically analyze the use of power. ● Students will show evidence of examining texts critically by citing evidence to support claims in their writing. ● Students will analyze how an author develops characters over the course of a text in order to make inferences about the theme of that text. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How is mythology used by a society? What purpose did it serve? ● What is power? ● How can power be misused? ● How are negative stereotypes used as justification for violence against that group? ● What duties do you have to your family? To your friends? ● Why is fulfilling these duties important? ● How does a person handle a situation where those duties to “family” are in conflict with personal beliefs/values? ● How do authors develop a theme in a novel?
<i>What students will know and be able to do</i>		

<p>concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> ● How to identify different types of Indirect Characterization used by the author to develop characters over the course of a text ● Students will use examples of Indirect Characterization to infer the theme of a text 	<p>SKILLS</p> <ul style="list-style-type: none"> ● How to identify Indirect Characterization ● How to identify Motifs ● How to make an inference about Themes ● How to Close Read a text to find relevant and concise textual evidence
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<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.9-10.6. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CONTENT CONNECTIONS: World History Social Justice Movement</p>		
Stage 2 – Evidence		
SUMMATIVE ASSESSMENT(S)		
<p>TBD but available options are:</p> <p>Short Answer Responses</p> <p>Essays</p> <p>Oral Presentations</p> <p>StoryBoards w/Analysis</p> <p>Podcasts on essay-level topics</p> <p>Socratic Seminars</p> <p>Slide projects demonstrating analysis and synthesis</p>		
PRE-ASSESSMENT		
N/A		

Integration of 21 st Century Skills	Integration of Technology	Career Education
Social-emotional learning as it applies to recognizing racism or government oppression of its citizens	Chromebooks Peardeck Commonlit NoRedInk	

1

Lesson 1: Review Mythology	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time: 1 day
<p>Brief Overview of Lesson: In this lesson students will learn the role of mythology in a culture and how that mythology shapes beliefs and guides choices and actions of its denizens.</p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> Understand the meaning of mythology, its origins and how it shaped the lives of its believers. 		
LESSON FOUNDATION		
Assessed Standards for this lesson	Important content not included in the standards	
Focus Question for this Lesson		
Does anything that resembles ancient mythology exist in the world today?		
Learning Intention	Success Criteria	
<i>I am learning ... the characteristics of myths and how they can be seen in the world today.</i>	<i>I can ... identify and explain an example of mythology that exists in my culture or in society at large.</i>	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		
Feedback (Peer to peer/student to teacher/teacher to student)		
Peer to Peer: Collaborative Discussions as needed Peer to Peer / Teacher to Student: Teacher to Student: Evaluation or scoring of Daily Instructional Task, which in turn will drive the next day's lesson.		

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STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS

Anticipated Student Preconceptions/Misconceptions
--

- Students may not understand that ancient mythology served the role of religion for ancient people
- Students may not understand how mythology shaped the behavior of ancient people

Integrated Accommodations & Modifications
--

English Language Learners/Socio-cultural Implications:

- Vocabulary Guides
- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

Gifted and Talented:

THE LESSON IN ACTION

*Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.
In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to
How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,*

Lesson Opening

Unit Launch- Introduce the Topic: Mythology
Introduce the Topic and Access Prior Knowledge: Let students know they will read texts and view media using mythology as a contextual background that will help us understand character behavior and choices.

- Show the class a Circle Map organizer with the word **Mythology** in the center.

- In their groups, ask the students to come up with a 5 word or less definition for Mythology.
- Allow students to [turn and talk](#) about what they think the definition of mythology is.
- Compile responses on the class Circle Map and discuss with the class to create a uniform definition from their responses.

Build Background Knowledge

- Review the Ten Characteristics of a Myth with the class. [Ten Characteristics of a Myth - Google Docs](#)

Knowledge Focus

- What is the meaning of mythology?
- What purpose did mythology serve for the ancient cultures of the world?
- What has replaced mythology in modern times?

During the Lesson

Viewing, Reading, and Listening:

- Introduce the video [What is Mythology? - YouTube](#) and review the video note taking form. [Video Note Taking Worksheet - Google Docs](#)
- Model for students how to use the Note Taking Form as the video is viewed.
- Genre Study: MultiMedia
 - Point out to students that this video is a general explanation about the myths of the ancient world.
 - The main purpose of this topic is to inform the reader about a topic and that it is not always made easier with film as there is less text.
 - Watch for analysis: the teacher will pause to see which students are answering content as it comes, if too few are writing, the teacher will intervene.
- **Genre Study:** Review that videos often give facts about a topic. Ask students what they expect to learn from watching the selection by previewing the title, heading and subheadings.
- **Set a Purpose:** Prompt students to set a purpose for watching based on the genre and the title. As needed, use this model, *I will watch to analyze the examples and meanings of ancient myths.*

View and Comprehend:

- Have students watch the selection. Have the students fill out the Video Note Taking Worksheet as they view the video.

Engage and Respond:

- Remind students of the Essential Question about mythology. Then have them watch *What is Mythology* to understand the meaning and purpose of ancient mythology.
- Have partners use any of the aforementioned "Talk and Turn" discussion techniques to exchange their ideas to complete the Video Note Taking form.
- Revisit the definition of Mythology compiled by the class earlier and make edits to it. Create a "What is Mythology" anchor chart for the classroom. Have students use Post-Its to add their examples to the chart.
- Remind students to listen actively to their partners, to make pertinent comments and to ask questions, as needed, to clarify information. You may want to have students conduct their discussions during small-group time.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- Students will complete the Daily Instructional Task by giving an example of a myth from their individual cultures, media, modern history or society in general. [Mythology DIT - Google Docs](#)

Lesson 1 Resources

Youtube.com [What is Mythology? - YouTube](#)
 Teacher Made Materials as needed (See above)

Going forward for Lesson Two and beyond:

The book *The Children of Blood and Bone* will be broken up into the following segments for the rest of the planning documents: See the [Pacing Guide - Children of Blood & Bone - Google Sheets](#)

Lesson 2: Tyranny Part 1	<u>Copy and Paste Theme/Topic Here</u> How do Tyrannical Governments Abuse their Power	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will understand the ways that a government can oppress its citizens.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> • What is tyranny? • How does a tyrannical government oppress its citizens? • What are some examples of tyrannical oppression in the world today? 		
LESSON FOUNDATION		
Assessed Standards for this lesson	Important content not included in the standards	
	Reciprocal Teaching Strategy	
Focus Question for this Lesson		
Is the government in the video “2081 Harrison Bergeron” a tyrannical government? Why?		
Learning Intention	Success Criteria	
<i>I am learning ...</i> to identify the traits of a tyrannical, oppressive government	<i>I can ...</i> identify examples of oppressive actions committed by a government or its sanctioned departments.	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		

Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Students do not understand the meaning of tyranny</p> <p>Students do not understand the meaning of oppression</p> <p>Students are not aware of the basic human rights all people should be entitled to</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback <p>Gifted and Talented:</p>

THE LESSON IN ACTION
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p> <p><i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i></p>

Lesson Opening

Unit Launch- Introduce the Topic: Oppression/Tyranny

Introduce the Topic and Access Prior Knowledge: Let students know that *The Children of Blood and Bone* was written by the author to use a fantasy world to show how tyranny and oppression can be used by a government to mistreat a demographic of their citizenry

- Write the phrase “Basic Human Rights” on the board.
- Have each student list as many Basic Human Rights they can think of in their notebook
- Allow students to [turn and talk](#) about what the human rights they were able to come up with
- Compile responses on the board

Build Background Knowledge

- Hand out the United Nations Universal Declaration of Human Rights (1948), [Amnesty Int Simplified-Uni Dec Hum Rts - Google Docs](#), and read through with the class
- Identify how many rights the students were able to identify before reading the article
- Student should place handout into their notebooks

Knowledge Focus

- What are the basic human rights people should have in the world?
- Why would a government deny or restrict those rights for a segment of their population?

During the Lesson

Viewing, Reading, and Listening:

- Give the students the Tyranny and Oppression document; [TYRANNY & OPPRESSION - Google Docs](#)

Read and Comprehend:

- Introduce Reciprocal Teaching Methods to class. Emphasize that these steps are what effective readers do when reading.
- Predict - Students will turn and talk and their tables and make a prediction about what the text will be about.
- Read through the article with the assistance of students. Have students annotate the document with a highlighter as it is being read.
- After the first page review the predictions and confirm if some were true. Emphasize that they don’t need to all come true for this step to be effective.
- Question - Before the examples are given, ask each group to come up with a question.
- Continue reading as a class to the end of the article.
- Clarify - Ask students if there was anything they did not understand in the text. Explain the difference between the clarification of words and ideas and that both are necessary if needed.
- Summarize - Model the summary process for the whole text on a common space (white board/SmartBoard) as a class. Model finding the main points of the text, the intended audience and the purpose.

Engage and Respond:

- Remind students of the United Nations Universal Declaration of Human Rights.
- As they read the article they should identify in the examples given what human rights are being denied the citizens by their leader.
- Students should be able to explain what the right is and what the leader is doing that denies that right to the people of their country

Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> Students will complete the Daily Instructional Task by making a connection between the United Nations UDHR and the actions of the tyrants given in the article. Students will fill out 2 DIT Form Tyranny Connection - Google Docs

Lesson 2 Resources

Teacher Made Materials as needed (See above)

- [Amnesty Int Simplified-Uni Dec Hum Rts - Google Docs](#)
- [TYRANNY & OPPRESSION - Google Docs](#)
- [2 DIT Form Tyranny Connection - Google Docs](#)

Lesson 3: Tyranny Part 2	<u>Copy and Paste Theme/Topic Here</u> <u>How do Tyrannical Governments Abuse their Power</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will understand the ways that a government can oppress its citizens.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> • What is tyranny? • How does a tyrannical government oppress its citizens? • What are some examples of tyrannical oppression in the world today? 		
LESSON FOUNDATION		
Assessed Standards for this lesson	Important content not included in the standards	
Focus Question for this Lesson		
Why is the government in the short story “2081 Harrison Bergeron” a tyrannical government?		
Learning Intention	Success Criteria	
<i>I am learning ...</i> identify the traits of a tyrannical, oppressive government	<i>I can ...</i> identify examples of oppressive actions committed by a government or its sanctioned departments.	
Assessment(s)		

Self-Assessment/Peer Assessment/Teacher Assessment
Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION
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Lesson Opening
<p>Unit Launch- Introduce the Topic: Oppression/Tyranny</p> <p><u>Introduce the Topic and Access Prior Knowledge:</u></p> <p><u>Build Background Knowledge</u></p>

- Review the United Nations UDHR.
- Review Information given in the Tyranny and Oppression handout.
- Return previous day’s DIT to students. Introduce the [Claim -Evidence - Reasoning Frame - Google Sheets](#). Model its use using information given by students from their DIT.

Knowledge Focus

- What are the basic human rights people should have in the world?
- Why would a government deny or restrict those rights for a segment of their population?

During the Lesson

Viewing, Reading, and Listening:

- Preview the setting of 2081 Harrison Bergeron. Charge them with identifying ways that the citizens in the video are oppressed by their government.

View and Comprehend:

- Show the video [2081, The Movie | Watch the Film \(teaching2081.org\)](#) to the students.
- Pause for clarification of student questions if needed. Replay segments if needed.

Engage and Respond:

- Remind students of the United Nations Universal Declaration of Human Rights. Remind them of the Focus Question: “Why is the government in the short story “2081 Harrison Bergeron” a tyrannical government?”
- Have them complete the DIT.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- Students will complete the Daily Instructional Task by identifying one way that the government in Harrison Bergeron oppressed members of their society by filling out the [Claim -Evidence - Reasoning Frame - Google Sheets](#)

Lesson 3 Resources

[2081, The Movie | Watch the Film \(teaching2081.org\)](#) Free to sign up and have access to the full movie (25 Min)

Teacher Made Materials

4

Lesson 4: STEAL Indirect Characterization	<u>Copy and Paste Theme/Topic Here</u> Abuse of Power and Oppression	Estimated Time:
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Brief Overview of Lesson: *In this lesson, students will understand how to identify the author’s use of Indirect Characterization and how to make inferences about the character from it*

What students should know and be able to do to engage in this lesson:

- Direct vs. Indirect Characterization
- STEAL method of analyzing Indirect Characterization

LESSON FOUNDATION

Assessed Standards for this lesson

Important content not included in the standards

Focus Question for this Lesson

How does Kurt Vonnegut use Indirect Characterization in his short story “Harrison Bergeron”?

Learning Intention

I am learning ... to identify an author’s use of Indirect Characterization in a text and how to make inferences about a character using the STEAL method.

Success Criteria

I can ... make inferences about a character by analyzing the author’s use of Indirect Characterization in a piece of text.

Assessment(s)

Self-Assessment/Peer Assessment/Teacher Assessment

Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS

Anticipated Student Preconceptions/Misconceptions

Integrated Accommodations & Modifications

English Language Learners/Socio-cultural Implications:

- Vocabulary Guides
- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

THE LESSON IN ACTION

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Lesson Opening

Introduce the Topic: Indirect Characterization

Introduce the Topic and Access Prior Knowledge: Explain the idea of characterization and how the author can use Direct and Indirect Characterization to develop a character in a story.

Build Background Knowledge

- Give an example of Direct Characterization.
- Give an example of Indirect Characterization.
- Explain the acronym STEAL as it relates to Indirect Characterization
- Use YouTube and show the video [STEAL Characterization - YouTube](#)
- Explain the examples of STEAL given in the video and review the inferences that are made from the examples
- Use the examples given in the video from “The Outsiders” to model how to use the [4 STEAL Analysis Worksheet - Google Docs](#). Students should be able to see this model during the completion of the DIT
- After viewing the video allow students time to turn and discuss any questions or misunderstandings they have about Indirect Characterization and the use of the STEAL Analysis Worksheet
- Circulate and resolve any misunderstandings

Knowledge Focus

- Meaning of STEAL acronym related to Indirect Characterization
- Inferring meaning from examples of Indirect Characterization

During the Lesson

Viewing, Reading, and Listening:

- Review 2081 Harrison Bergeron video from previous class.
- Emphasize which characters had to wear handicaps and the purpose of those handicaps.
- Review morality of the use of those handicaps by the government

Read and Comprehend: Read aloud the short story [Harrison Bergeron by Kurt Vonnegut - Google Docs](#)

- Genre study - Short Story Fiction - Review that short stories usually have one plot line and that takes place in a short period of time.
- Purpose - Students should annotate text to identify examples of Indirect Characterization that illustrate why specific characters were forced to wear the handicapping devices by the Handicapper General

Engage and Respond:

- Remind the students of the Lesson Focus Question: “How does Kurt Vonnegut use Indirect Characterization in his short story “Harrison Bergeron”?”
- Then students will complete the [4 STEAL Analysis Worksheet - Google Docs](#) focusing on one of the following characters: George Bergeron, Hazel Bergeron or Harrison Bergeron.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- Students will complete the Daily Instructional Task by choosing one character, George Bergeron, Hazel Bergeron, or Harrison Bergeron, and describing the character with one sentence on the [4 STEAL Analysis Worksheet - Google Docs](#). Then the students will find evidence to support that claim by completing the form with examples from the text read in class.

Lesson 4 Resources

[Harrison Bergeron by Kurt Vonnegut - Google Docs](#)

[STEAL Characterization - YouTube](#)

[4 STEAL Analysis Worksheet - Google Docs](#)

Teacher Made Materials

5

Lesson 5: <i>Children of Blood and Bone</i> - Chapter 1	Copy and Paste Theme/Topic Here <u>Misuse of Power</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will understand the racial, social and class divisions of the fictional country of Orisha, which is the setting of <u>Children of Blood and Bone</u>. Students will ask questions to clarify information.</i></p> <p>What students should know and be able to do to engage in this lesson:</p>		

- Know the characteristics of a society divided by race
- Know the characteristics of a society divided by economic class
- Novel specific language related to the different classes of people in the country of Orisha

LESSON FOUNDATION

Focus Question for this Lesson

What are the racial and class conflicts in the fictional country of Orisha?

Learning Intention

Students will be able to use the HMH Note and Notice strategy to analyze a text for important literary elements.

Success Criteria

Students will be able to identify the racial conflict occurring in the country of Orisha.

Assessment(s)

Self-Assessment/Peer Assessment/Teacher Assessment

Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS

Anticipated Student Preconceptions/Misconceptions

Mispronunciation of various names of characters, objects and places in the text.

Unknown vocabulary words.

Understanding of Fantasy/Sci-Fi Fiction Genre.

Integrated Accommodations & Modifications

English Language Learners/Socio-cultural Implications:

- Vocabulary Guides
- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids

- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

THE LESSON IN ACTION

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Lesson Opening

Do Now: Introduce the vocabulary list for Chapters 1-4 [Children of B & B Ch. 1-4 Vocabulary - Google Docs](#). Students will be given time to complete the tasks listed during lessons that end with the Literary Stations. For a class of 24 students there would need to be duplicate stations for each one so that the class could be split into half then each half split into 4 groups of 3 that will rotate through each of the four stations, one of which is Vocabulary Mastery using the current assigned vocabulary list.

Review each of the activities the students need to complete in their notebooks. If Chromebooks are unavailable, review the use of a hard copy dictionary with the students focusing on the task of finding synonyms and antonyms.

During the Lesson

Mini Lesson: HMH Note & Notice Strategy for text analysis: Distribute [Signposts HMH Notice & Note - Google Sheets](#) sheet. This sheet should be placed into the student's notebook and saved as a reference for future use. Explain each of the Signposts on the form and use Chapter 1 of the novel to illustrate how to identify the Signpost and how to note and record it using the [Signposts Note Page - Google Sheets](#). These sheets will be used to complete the Short Answer frame paragraphs used as some of the Daily Instructional Tasks.

Whole Group Read: Chapter 1 - Zelig

- Ensure each student has the Signpost Note Page, something to write with and a highlighter for text annotation. The estimated time for reading this chapter aloud as a Whole Group is 25 minutes. Limit time spent on the Do Now and Mini Lesson as these can be revisited.
- Focus on the Memory Moment that occurs on pages 14-16. This will help to inform students about the conflict ongoing in Orisha as part of the setting.
- After finishing the chapter, ask students for the Signposts they identified

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- Post the Focus Question: "What is the racial and class conflict going on in the country of Orisha?"
- Students will complete the Daily Instructional Task by answering the question using the [Exit Ticket - Summarize - Google Docs](#).
- Remind the students to only focus on the parts of the chapter that are relevant to answering the question.

Homework: Students should read Chapter 2 that night and complete the Exit Ticket Summary for Chapter 2 on Google Classroom [HW Exit Ticket - Ch 2 - Google Docs](#) - “What are the “Stocks” and how do Zelig and her family plan on keeping Zelig out of them?”
Emphasize to the students that it is only 25 minutes of work and it will be one of the few long homework assignments for the unit.

Lesson 5 Resources

Copy of The Children of Blood and Bone
[Children of B & B Ch. 1-4 Vocabulary - Google Docs](#)
[Signposts Worksheet - Google Sheets](#)
[Signposts Note Page - Google Sheets](#)
[Exit Ticket - Summarize - Google Docs](#)
 Teacher Made Materials

6

Lesson 6: The Children of Blood and Bone - Chapter 3	Copy and Paste Theme/Topic Here <u>STEAL Characterization Analysis/Literary Circles</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to use the STEAL method of Indirect Characterization to analyze the character of Amari and her attitudes towards the conflict of Orisha.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • STEAL method of Characterization and how to identify examples in the text 		
LESSON FOUNDATION		
Focus Question for this Lesson		
What are Amari’s attitudes towards the diviners of Orisha and the conflict in general?		
Learning Intention	Success Criteria	
Students will be able to use the STEAL Indirect Characterization to analyze the character of Amari and her attitudes towards diviners and the conflict of Orisha.	Students will be able to predict what Amari will do or what will happen to her in the story.	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		

Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS

Anticipated Student Preconceptions/Misconceptions
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<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>

Integrated Accommodations & Modifications
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<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION

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Lesson Opening

<p>Do Now: Ask students to share their responses to the Chapter 2 homework. Model summarizing by compiling an accurate summary using the students' responses.</p>
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During the Lesson
<p>Mini Lesson: Review STEAL Indirect Characterization Strategy for text analysis: Have students take out the STEAL Indirect Characterization form that was given to them in Lesson 4. Have extra copies on hand for those that lost it. Review the categories and how to use the STEAL Analysis Worksheet - Google Docs</p> <p>Whole Group Read: Chapter 3 - Amari (estimated to be 20 minutes)</p> <ul style="list-style-type: none"> Ensure each student has the STEAL Analysis Worksheet. Teachers should model for the students how to use the form, focusing on the “Effect on Others” category using the relationship between Amari and her mother at the Royal Banquet. <p>Mini Lesson Literary Circles: Assign students in 4-5 person groups depending on the size of the class. Assign each student a role: Discussion Director; Literary Luminary; Clarifier; Summarizer; Predictor. The Literary Circle roles will embrace the Reciprocal Teaching methodology in their assignments. Begin by distributing the Literary Circles Role Forms - Google Docs forms. Review the responsibilities of each role with the whole class. Answer questions and clarify any misunderstandings. Expect to have to model roles in the individual groups.</p> <p>Literary Circles: Focus - the character of Amari and her attitudes towards the murder of Binta, her father and the oppression of diviners. Students will fill out their respective Literary Circle Role forms. Discussion recording can be skipped until students are more comfortable with the format of the Literary Circle. Circulate and redirect students and model roles as needed.</p>
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> Students should complete Exit Ticket - Prediction - Google Docs for the character of Amari in their Literary Circles before the end of the period. With the detailed summary from the Summarizer, students will predict what will happen to or what decision the character will make based on the summary. <p>Homework: Students should read Chapter 4 that night and complete the Exit Ticket Prediction for Chapter 4 on Google Classroom HW Exit Ticket - Ch 4 - Google Docs “Will Zelig help the “cloaked, amber girl” who is asking Zelig to help her escape the guards?” Emphasize to the students that it is only 25 minutes of work and it will be one of the few long homework assignments for the unit.</p>

Lesson 6 Resources

Copy of *Children of Blood and Bone*
[STEAL Analysis Worksheet - Google Docs](#)
[Literary Circles Role Forms - Google Docs](#)
[Exit Ticket - Prediction - Google Docs](#)
[HW Exit Ticket - Ch 4 - Google Docs](#)
 Teacher Made Materials

7

Lesson 7: <i>Children of Blood and Bone</i> - Chapters 5/6	<u>Copy and Paste Theme/Topic Here</u> STEAL Characterization Analysis/Literary Circles	Estimated Time:
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Brief Overview of Lesson: <i>In this lesson, students will learn to use the STEAL method of Indirect Characterization to analyze the character of Amari and her attitudes towards the conflict of Orisha.</i>	
What students should know and be able to do to engage in this lesson: <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • STEAL method of Characterization and how to identify examples in the text 	
LESSON FOUNDATION	
Focus Question for this Lesson	
How does the diviner mythology of Zelig and the mythology King Saran has taught Inan shape how they see the world?	
Learning Intention	Success Criteria
Students will be able to identify examples of Indirect Characterization in Chapters 5 & 6 and make inferences about a character from those examples.	Students will successfully conduct Literary Circle research and record their end discussion.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
Mispronunciation of various names of characters, objects and places in the text. Unknown vocabulary words. Understanding of Fantasy/Sci-Fi Fiction Genre.	
Integrated Accommodations & Modifications	
English Language Learners/Socio-cultural Implications: <ul style="list-style-type: none"> • Vocabulary Guides • Visual Aids • Provide audio recording to accompany written text/poetic text • Verbal instructions 	

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

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How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,*

Lesson Opening

Do Now: Ask students to share their responses to the Chapter 4 homework. Model predicting by evaluating responses for relevancy using the students' responses.

During the Lesson

Mini Lesson: Review STEAL Indirect Characterization Strategy for text analysis: Have students take out the STEAL Indirect Characterization form that was given to them in Lesson 4. Have extra copies on hand for those that lost it. Review the categories and how to use the [STEAL Analysis Worksheet - Google Docs](#)

Whole Group Read: Chapters 5 & 6 - Zelig/Inan (estimated to be 20 minutes)

- Ensure each student has the STEAL Analysis Worksheet. Teachers should model for the students how to use the form, focusing on the "Again and Again" section. Use the actions of the guards and the captain during the escape and explain how the author is using the characters to show the reader the actions and brutality of a police state or oppressive society.
- Redirect students to highlight the novel as it is read for examples of Indirect Characterization for use on the form and the Literary Circles

Mini Lesson: Review Literary Circle Procedures and Roles

- Review the responsibilities of each role with the whole class. Answer questions and clarify any misunderstandings. Expect to have to model roles in the individual groups.

Literary Circles: Focus - the characters of Zelig and Inan

- Students will fill out their respective Literary Circle Role forms. Discussion questions should focus on one character or the other.
 - Zelig - What do her actions tell us about her/What do her thoughts tell us about the importance of her mythology/New Conflicts?
 - Inan - What do his thoughts tell us about his family, his father? What is his reaction to the final moment with Zelig as she escapes?
- Students should complete the recording process before the end of class.

Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> At the end of the Literary Circle time, groups should follow the instruction and record their Circle Discussion; Literary Circle Procedures - Google Docs. Focus should be on only 2 questions to ensure there is enough time to complete the recording. Alert groups when there is only 10 minutes left in class so they can begin the recording process. <p>Homework: Students should read Chapter 7 that night and complete the Exit Ticket Prediction for Chapter 7 on Google Classroom HW Exit Ticket - Ch 7 - Google Docs. Emphasize to the students that it is only 15 minutes of work.</p>

Lesson 7 Resources

[STEAL Analysis Worksheet - Google Docs](#)

[Literary Circle Procedures - Google Docs](#).

[Literary Circles Role Forms - Google Docs](#)

Teacher Made Material

8

Lesson 8: Children of Blood and Bone - Chapters 8/9	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to Note & Notice Signposts to make inferences from examples of Indirect Characterization.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> Note & Notice Signposts, their meaning and their importance to a story and the development of characters Changes in POV within the novel focusing on both sides of the conflict STEAL method of Characterization and how to identify examples in the text 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How are the actions taken by King Saran in the past and the present oppressive and unjust to the diviner people of Orisha?		
Learning Intention	Success Criteria	
Students will be able to identify examples of Indirect Characterization in Chapters 8 & 9 and make inferences about a character and the setting from those examples.	Students will successfully complete a Signpost Analysis form to identify elements of the text that depict the violent oppression of the diviner people by the government of King Saran?	
Assessment(s)		

Self-Assessment/Peer Assessment/Teacher Assessment
Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p> <p><i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i></p>
Lesson Opening

<p>Do Now: Ask students to share their responses to the Chapter 7 homework. Model predicting by evaluating responses for relevancy using the students' responses.</p>
<p>During the Lesson</p>
<p>Mini Lesson: Review Note & Notice Signposts</p> <p>Whole Group Read: Chapters 8 & 9 - Inan/Zelie (estimated to be 22 minutes)</p> <ul style="list-style-type: none"> • Distribute the STEAL Analysis Worksheet - Google Docs and review the procedures for filling it out • Redirect students to highlight the novel as it is read for examples of Indirect Characterization for use on the form and the Jigsaw activity <p>Small Groups: Jigsaw Analysis of Chapters 8 & 9</p> <ul style="list-style-type: none"> • Students disperse into their groups. • Assign each group Chapter 8 Inan or Chapter 9 Zelie. Lower level groups should get Chapter 8 due to the nature of the analysis and the length of the chapter. • Groups will focus on one Signpost from the Note & Notice list and use that lens to analyze the elements of the chapter. <ul style="list-style-type: none"> ○ Chapter 8 - Memory Moment (father/King Saran) - STEAL elements of Inan's thoughts and his father's speech should be identified and noted. These elements can be used to summarize the history of Orisha and the rise of the oppressive government, their beliefs about magic, and their viewpoint on all diviners. ○ Chapter 9 - Aha Moment - Zelie reacting to Mama Agbe's reveal; Tough Questions - Zelie reacting to Mama Agbe's interpretation of the conjured vision
<p>Lesson Closing</p>
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> • As they analyze the text they have been assigned, each group should document their findings on Signposts Analysis - Google Sheets to turn in on exiting the class. <p>Homework: Students should read Chapter 10 & 11 that night and complete the Exit Ticket HW Exit Ticket - Ch 10 & 11 - Google Docs on Google Classroom. Emphasize to the students that it is only 20 minutes of work.</p>

Lesson 8 Resources

9

<p>Lesson 9: <i>Children of Blood and Bone</i> - Chapters 12/13</p>	<p><u>Copy and Paste Theme/Topic Here</u></p>	<p>Estimated Time:</p>
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to use STEAL method to identify examples of Indirect Characterization and make inferences about character development in a novel.</i></p>		

What students should know and be able to do to engage in this lesson: <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • STEAL method of Characterization and how to identify examples in the text 	
LESSON FOUNDATION	
Focus Question for this Lesson	
How does the author develop the characters of Zelig and Amari and their relationship?	
Learning Intention	Success Criteria
Students will be able to identify examples of Indirect Characterization in Chapters 12 & 13 and make inferences about the development of the characters from those examples.	Students will successfully complete a CER frame paragraph using relevant textual evidence and an explanation of their reasoning focusing on how the relationship between Zelig and Amari is changing.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
Mispronunciation of various names of characters, objects and places in the text. Unknown vocabulary words. Understanding of Fantasy/Sci-Fi Fiction Genre.	
Integrated Accommodations & Modifications	
English Language Learners/Socio-cultural Implications: <ul style="list-style-type: none"> • Vocabulary Guides • Visual Aids • Provide audio recording to accompany written text/poetic text • Verbal instructions Special Needs: <ul style="list-style-type: none"> • Pre-Reading Notes • Anchor Charts for language usage and new vocabulary • Reading Graphic Organizers 	

- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

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Lesson Opening

Do Now: Ask students to share their responses to the Chapter 10/11 homework. Model predicting by evaluating responses for relevancy using the students' responses.

During the Lesson

Mini Lesson: Review STEAL, worksheets and examples

Whole Group Read: Chapters 12 & 13 - Zelig/Zelig (estimated to be 29 minutes)

- Distribute the [STEAL Analysis Worksheet - Google Docs](#) and review the procedures for filling it out
- Redirect students to highlight the novel as it is read for examples of Indirect Characterization for use on CER form

Student Independent Work:

- Review the Claim-Evidence-Reasoning Frame worksheet.
- Students will focus on Zelig's thoughts, speech and actions in these chapters.
- Students will complete the [Claim -Evidence - Reasoning Frame - Google Sheets](#) answering the question, "How has the relationship between Zelig and Amari changed in this section?"
- To save class time teachers can make a copy of the worksheets and fill in any relevant information that students would normally copy onto the page for themselves, such as the questions and the focus points.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- Students will complete the [Claim -Evidence - Reasoning Frame - Google Sheets](#) answering the question, "How has the relationship between Zelig and Amari changed in this section?"

Homework: Students should read Chapter 14 that night and complete the Exit Ticket on Google Classroom [HW Exit Ticket - Ch 14 - Google Docs](#). Emphasize to the students that it is only 10 minutes of work.

Lesson 9 Resources

10

Lesson 10: <i>Children of Blood and Bone</i> - Chapters 15-16	<u>Copy and Paste Theme/Topic Here</u> <u>Types of Conflicts</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to use STEAL method to identify the different types of conflict (External/Internal) that characters deal with over the course of a story.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> ● Changes in POV within the novel focusing on both sides of the conflict ● STEAL method of Characterization and how to identify examples in the text ● Types of conflict in fictional novels 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does the author use Indirect Characterization to inform the reader about the Internal Conflicts suffered by Amari and Inan?		
Learning Intention	Success Criteria	
Students will be able to identify examples of Indirect Characterization in Chapters 15 & 16 and identify the type of conflict the characters are dealing with.	Students will successfully complete a STEAL Analysis worksheet and complete a Claim Evidence Reasoning Frame Paragraph explaining the Internal conflict that Amari or Inan are dealing with individually.	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		
Feedback (Peer to peer/student to teacher/teacher to student)		

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>

Integrated Accommodations & Modifications

English Language Learners/Socio-cultural Implications:

- Vocabulary Guides
- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

THE LESSON IN ACTION

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Lesson Opening

Do Now: Ask students to share their responses to the Chapter 14 homework. Model summarizing by compiling an effective summary using the students' responses. This can be done on the SmartBoard or on a white board.

During the Lesson

Mini Lesson: Types of Conflicts

Review the literary element of Conflict by viewing [What are the Types of Literary Conflict? - YouTube](#). Pause video after the examples are given for each type and ask students to suggest other examples that may fit the description. When students feel competent with that category, move on. At the end of the video, emphasize to the class that there will be Internal and External conflicts that are affecting the characters of Amari and Inan.

Whole Group Read: Chapters 15-16 - Amari/Inan (estimated to be 21 minutes)

- Redirect students to highlight the novel as it is read for examples of Indirect Characterization for use on the for.
- Distribute a copy of the [STEAL Analysis Worksheet - Google Docs](#)
- Instruct students to use the form to identify types of Indirect Characterization they find in the text that informs us about any conflict the character of the chapter is dealing with. Give each student a copy of [Types of Conflict - Google Docs](#) handout to use as a reference for the lesson. They should save this in their notebooks.

<p>Student Independent Work: Focus - the characters of Amari and Inan and the Internal and External conflicts they are facing.</p> <ul style="list-style-type: none"> Students will fill out STEAL Analysis Worksheet for each character staying only in Chapters 15 & 16
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> Students will complete the Claim -Evidence - Reasoning Frame - Google Sheets for the question; “What are the Conflicts that Amari/Inan (choose one character) is currently facing in the novel?” Students will need to copy the question from the whiteboard or SmartBoard or you can make a copy and edit the document and put the question in ahead of time and save it specifically for these chapters. <p>Homework: Students should read Chapter 17 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 17 - Google Docs. Emphasize to the students that it is only 7 minutes of work.</p>

Lesson 10 Resources

- [STEAL Analysis Worksheet - Google Docs](#)
- [Types of Conflict - Google Docs](#)
- [Claim -Evidence - Reasoning Frame - Google Sheet](#)

11

Lesson 11: <i>Children of Blood and Bone</i> - Chapters 18	<u>Copy and Paste Theme/Topic Here</u> Literary Circles	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to use STEAL method to identify the different types of conflict (External/Internal) that characters deal with over the course of a story.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> Changes in POV within the novel focusing on both sides of the conflict STEAL method of Characterization and how to identify examples in the text Roles in a Literary Circle How to conduct a group discussion 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How has Zelig’s role in saving magic in Orisha changed? Why has it changed?		
Learning Intention	Success Criteria	
Students will be able to identify examples of Indirect Characterization in Chapters 18 and be able to explain how that informs the reader of the ongoing development of the characters in the text.	Students will successfully complete a Literary Circle discussion and record it using Vocaroo.com.	

Assessment(s)
Self-Assessment/Peer Assessment/Teacher Assessment
Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION
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Lesson Opening

<p>Do Now: Ask students to share their responses to the Chapter 17 homework. Clarify the answer by using the students' responses and having the class verify those that are accurate and those that are missing some information. This can be done on the SmartBoard or on a white board.</p>
<p>During the Lesson</p> <p>Whole Group Read: Chapter 18 - Zelig (estimated to be 23 minutes)</p> <ul style="list-style-type: none"> ● Redirect students to highlight the novel as it is read for examples of Indirect Characterization for use on the form. ● Distribute a copy of the STEAL Analysis Worksheet - Google Docs ● Instruct students to use the form to identify types of Indirect Characterization they find in the text shows changes in the character of Zelig. <p>Literary Circles: Focus - the character of Zelig. Things change dramatically for her in this chapter so questions for discussion should be easy to come by.</p> <ul style="list-style-type: none"> ● Students will fill out their respective Literary Circle Role forms. Discussion questions should focus on the new developments in plot, character and conflict as related to Zelig and documented on their STEAL worksheet. ● Students should complete the recording process before the end of class.
<p>Lesson Closing</p> <p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> ● At the end of the Literary Circle time, groups should follow the instruction and record their Circle Discussion; Literary Circle Procedures - Google Docs. Focus should be on only 2 questions to ensure there is enough time to complete the recording. ● Alert groups when there is only 10 minutes left in class so they can begin the recording process. <p>Homework: Students should read Chapters 19 & 20 that night and complete the HW Exit Ticket - Ch 19 & 20 - Google Docs Exit Ticket on Google Classroom. Emphasize to the students that it is only 22 minutes of work.</p>

Lesson 11 Resources

Chromebooks

[STEAL Analysis Worksheet - Google Docs](#)

[Types of Conflict - Google Docs](#)

[Literary Circle Procedures - Google Docs.](#)

12

<p>Lesson 12: <i>Children of Blood and Bone</i> - Chapters 21/22</p>	<p><u>Copy and Paste Theme/Topic Here</u> <u>Power used to oppress people</u></p>	<p>Estimated Time:</p>
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to use STEAL method to identify the different types of conflict (External/Internal) that characters deal with over the course of a story.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> ● Changes in POV within the novel focusing on both sides of the conflict ● STEAL method of Characterization and how to identify examples in the text ● Types of conflict in fictional novels 		

LESSON FOUNDATION	
Focus Question for this Lesson	
How are the beliefs changing (or being reinforced) as Amari and Inan see more of the world of Orisha and the aftermath of the action/decisions of their father King Saran?	
Learning Intention	Success Criteria
Students will be able to identify examples of Indirect Characterization in Chapters 21 & 22 and identify the type of conflict the characters are dealing with.	Students will successfully complete a STEAL Analysis worksheet and complete a Claim Evidence Reasoning Frame Paragraph explaining the Internal conflict that Amari or Inan are dealing with individually and how this relates to the theme of Duty to Family vs Self.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides

- Alternative Assessments
- Oral or Taped Feedback

THE LESSON IN ACTION

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Lesson Opening

Do Now: Ask students to share their responses to the Chapter 19 & 20 homework. Model summarizing by compiling the students responses and adding context and removing irrelevant information. This can be done on the SmartBoard or on a white board.

During the Lesson

Whole Group Read: Chapters 21 & 22 - Inan/Amari (estimated to be 23 minutes)

- Redirect students to highlight the novel as it is read for examples of Note & Notice Signpost for use on the Analysis form.
- Review use of the Signpost Analysis form.

Small Groups: Jigsaw Analysis of Chapters 21 & 22

- Students disperse into their groups.
- Assign each group Chapter 21 Inan or Chapter 22 Amari. Lower level groups should get Chapter 21 due to the nature of the analysis and the length of the chapter.
- Groups will focus on one Signpost from the Note & Notice list and use that lens to analyze the elements of the chapter.
- Chapter 21 - Focus = Changes in the Inner Conflict of Inan
- Chapter 22 - Focus = Theme Development (Abuse of Power in Oppressive Societies) seen through Amari's experiences in Ibeji

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- After reading; students should complete the [Signposts Analysis - Google Sheets](#) for one of the chapters
- Assign groups according to ability; use Chapter 21 for any struggling students
 - Chapter 21 = Focus: Changes in the Inner Conflict of Inan and how it connects to the theme of Duty to Family vs Self.
 - Chapter 22 = Focus: Amari's experiences reflecting the theme of Duty to Family vs Self (the guilt she carries about her father's actions as king)
 - Each group will answer it's focus question from above on a [Exit Ticket - Summarize - Google Docs](#) to turn in before exiting class

Homework: Students should read Chapters 23 & 24 that night and complete the Exit Ticket on Google Classroom [HW Exit Ticket - Ch 23 & 24 - Google Docs](#). Emphasize to the students that it is only 18 minutes of work.

Lesson 12 Resources

[Signposts Analysis - Google Sheets](#)

13

Lesson 13: Children of Blood and Bone - Chapters 25	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to use STEAL method to identify the different types of conflict (External/Internal) that characters deal with over the course of a story.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> ● Changes in POV within the novel focusing on both sides of the conflict ● STEAL method of Characterization and how to identify examples in the text ● Types of conflict in fictional novels 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How has the responsibility of restoring magic and saving all of the diviners of Orisha affected Zelig?		
Learning Intention	Success Criteria	
Students will be able to identify examples of Indirect Characterization in Chapters 25 and identify the type of conflict the characters are dealing with.	Students will successfully complete a STEAL Analysis worksheet and complete a Claim Evidence Reasoning Frame Paragraph explaining the Internal conflict that Amari or Inan are dealing with individually.	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		
Feedback (Peer to peer/student to teacher/teacher to student)		

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides

- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

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Lesson Opening

Do Now:

During the Lesson

Whole Group Read: Chapters 25 Zelig (estimated to be 15 minutes)

- Distribute the [STEAL Analysis Worksheet - Google Docs](#)
- Redirect students to highlight the novel as it is read for examples of STEAL Indirect Characterization for use on the Analysis form.
- Have them focus on the Thoughts and Speech of the character Zelig.

Literary Circles: Focus - the Inner Conflict of the character of Zelig. Things change dramatically for her in this chapter so questions for discussion should be easy to come by.

- Students will fill out their respective Literary Circle Role forms. Discussion questions should focus on the new developments in plot, character and conflict as related to Zelig and documented on their STEAL worksheet. Task students with identifying connections in this text to the theme of Duty to Family vs Self.
- Students should complete the recording process before the end of class.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- At the end of the Literary Circle time, groups should follow the instruction and record their Circle Discussion; [Literary Circle Procedures - Google Docs](#). Focus should be on only 2 questions to ensure there is enough time to complete the recording.
- Alert groups when there is only 10 minutes left in class so they can begin the recording process.

Homework: Students should read Chapter 26 that night and complete the Exit Ticket on Google Classroom [HW Exit Ticket - Ch 26 - Google Docs](#). Emphasize to the students that it is only 22 minutes of work.

Lesson 13 Resources

14

Lesson 14: <i>Children of Blood and Bone</i> - Chapters 27-32	<u>Copy and Paste Theme/Topic Here</u> <u>Identifying Mood in text</u>	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will learn to identify the mood of a passage of text and how the author uses word choices to help define and emphasize that mood.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Difference between Tone and Mood • Impact of the author’s word choices on a passage of text • Types of conflict in fictional novels 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does the author create the mood of stress and chaos during the arena battle scene in this section of text?		
Learning Intention	Success Criteria	
Students will be able to identify the mood of a passage of text and the word choices of the author that help to create that mood.	Students will successfully complete a CER Frame analyzing how the intense mood is created in Chapter 27-32.	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		
Feedback (Peer to peer/student to teacher/teacher to student)		

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
Mispronunciation of various names of characters, objects and places in the text. Unknown vocabulary words.

Understanding of Fantasy/Sci-Fi Fiction Genre.
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

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Lesson Opening
<p>Do Now: Teach Mood</p> <ul style="list-style-type: none"> ● Explain the difference between Tone and Mood ● Show the video What's the Mood? - YouTube ● Pause the video during the examples to point out word choice used to create the mood and to discuss the discussion points brought up in the video.
During the Lesson
<p>Whole Group Read: Chapters 27-32 Amari/Amari/Zelie/Amari/Zelie/Amari (estimated to be 24 minutes)</p> <ul style="list-style-type: none"> ● Distribute the Signposts Analysis - Google Sheets and review its use. ● Redirect students to highlight the novel as it is read for examples of Signposts for use on the Analysis form. ● Have them focus on the Thoughts and Speech of the character Zelie. <p>Student Independent Writing</p> <ul style="list-style-type: none"> ● Students will be given the C-E-R Frame to complete. ● Students will be answering the question: “How does the author create a mood of stress and chaos in Chapters 27-32?”

Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> After reviewing how the mood is created in each chapter as a class, students will complete a Claim Evidence Reasoning Frame paragraph to answer the question: “How does the author create a mood of stress and chaos in Chapters 27-32?” <p>Homework: Students should read Chapter 33 & 34 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 33 & 34 - Google Docs. Emphasize to the students that it is only 18 minutes of work.</p>

Lesson 14 Resources

[What's the Mood? - YouTube](#)

15

Lesson 15: <i>Children of Blood and Bone</i> - Chapters 35-39	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to identify Note and Notice Signposts to help them analyze changes to the characters and conflict in a passage of text.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> Changes in POV within the novel focusing on both sides of the conflict Categories of Note and Notice Signposts Types of conflict in fictional novels 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does the magic inside of Inan change him in this section of the text, Chapters 35-39?		
Learning Intention	Success Criteria	
Students will be able to identify examples of Note & Notice Signposts and make inferences about a character and the conflicts from those examples.	Students will successfully complete a Signpost Analysis form to identify elements of the text that depict changes in the development of the character of Inan.	
Assessment(s)		
Self-Assessment/Peer Assessment/Teacher Assessment		
Feedback (Peer to peer/student to teacher/teacher to student)		

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions

Mispronunciation of various names of characters, objects and places in the text.

Unknown vocabulary words.

Understanding of Fantasy/Sci-Fi Fiction Genre.

Integrated Accommodations & Modifications

English Language Learners/Socio-cultural Implications:

- Vocabulary Guides
- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

THE LESSON IN ACTION

Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.

In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to

How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,

Lesson Opening

Do Now: Review Conflict

- Instruct students to take out their Conflict Types handout and review External & Internal Conflicts
- List the characters Zelie, Inan and Amari on the whiteboard/SmartBoard
- Lead class in discussion of identifying possible conflicts these characters have at this point in the text and identify the type.
- Review the Focus Question and tell them to pay attention to the conflicts of those characters

During the Lesson

<p>Whole Group Read: Chapters 35-39 Inan/Zelie/Amari/Zelie/Inan (estimated to be 27 minutes)</p> <ul style="list-style-type: none"> • Distribute the Signposts Analysis - Google Sheets and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight the novel as it is read for examples of Signposts for use on the Analysis form. • Have them focus on the Thoughts and Speech of the characters of Inan and Amari and how these can be used to explain them dealing with their Duty to their Family (Religion/King) vs Duty to what they feel/believe. <p>Student Independent Work</p> <ul style="list-style-type: none"> • After reading students will use their annotated examples of Signposts to complete the form.
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> • Students will use their completed Signpost Analysis form to complete the 3-2-1 Exit Ticket Ch. 35-39 - Google Docs before exiting the room in response to the reading for the day. <p>Homework: Students should read Chapter 40 & 41 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 40 & 41 - Google Docs . Emphasize to the students that it is only 12 minutes of work.</p>

Lesson 15 Resources

[Signposts Analysis - Google Sheets](#)

[3-2-1 Exit Ticket - Google Docs](#)

16

Lesson 16: <i>Children of Blood and Bone</i> - Chapters 42-44	<u>Copy and Paste Theme/Topic Here</u> Abuse of Power and Oppression	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops a theme in a passage of text.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Indirect Characterization • Themes of <i>Children of Blood and Bone</i> 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does the author develop the theme of Abuse of Power and Oppression through the character of Zelie, Inan or Amari?		
Learning Intention	Success Criteria	

Students will be able to identify examples of Indirect Characterization and will be able to use those examples to explain the theme.	Students will successfully complete a Claim Evidence Reasoning form to identify elements of the text that show the development of the theme of Abuse of Power: Oppression.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p> <p><i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i></p>
Lesson Opening

<p>Do Now: Review Themes</p> <ul style="list-style-type: none"> ● Review the themes of the conflict of Duty to Family vs Self and what the Duty to Family (Religion/Authority/Beliefs) looks like for the characters of Zelig, Inan and Amari. ● Review the themes of Abuse of Power: Oppression and how the regime of King Saran has used his power to oppress the diviner people of the Orisha ● Students should be able to offer examples that can be elaborated on to ensure understanding of these themes moving forward.
<p>During the Lesson</p> <p>Whole Group Read: Chapters 42-44 Amari/Inan/Zelig (estimated to be 25 minutes)</p> <ul style="list-style-type: none"> ● Distribute the STEAL Analysis Worksheet - Google Docs and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. ● Redirect students to highlight Chapter 44 in the novel as it is read for examples of Signposts for use on the Analysis form. ● Have them focus on the Thoughts and Speech of the characters of Zelig. <p>Small Group Work</p> <ul style="list-style-type: none"> ● After reading students will convene in their groups and Close Read pages 311-313. ● Students will focus on identifying examples of STEAL that connect to or illustrate the theme of the Abuse of Power: Oppression.
<p>Lesson Closing</p> <p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> ● Students will use their completed STEAL Analysis form to complete the Claim -Evidence - Reasoning Frame - Google Sheets before exiting the room in response to the reading for the day. <p>Homework: Students should read Chapter 45 & 46 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 45 & 46 - Google Docs. Emphasize to the students that it is only 12 minutes of work.</p>

Lesson 16 Resources

17

Lesson 17: <i>Children of Blood and Bone</i> - Chapters 47-50	<u>Copy and Paste Theme/Topic Here</u> Duty to Family vs Self	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops themes in a text.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> ● Changes in POV within the novel focusing on both sides of the conflict ● Categories of Indirect Characterization ● Themes of Children of Blood and Bone: Duty to Family & Self and Abuse of Power: Oppression 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How do Inan and Amari struggle with the conflict of their duty to their family/king and their duty to what they believe themselves?		

Learning Intention	Success Criteria
Students will be able to identify examples of Indirect Characterization using the STEAL method and then use those examples as evidence to support a claim about the development of theme in a novel.	Students will be able to participate in a small group discussion to identify and evaluate textual passages that illustrate the conflict characters have between their Duty to Family (Authority/King) and their Duty to themselves and what they believe.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p>

<i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i>
Lesson Opening
Do Now: Ask students to share their responses to the Chapter 45 &46 homework. Model summarizing by compiling the students responses and adding context and removing irrelevant information. This can be done on the SmartBoard or on a white board.
During the Lesson
<p>Whole Group Read: Chapters 47-50 Inan/Zelie/Amari/Inan (estimated to be 22 minutes)</p> <ul style="list-style-type: none"> • Distribute the STEAL Analysis Worksheet - Google Docs and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight in the novel as it is read for examples of STEAL for use as evidence in their Lit Circle Discussion. • Have them focus on the Thoughts and Speech of the characters of Inan and Amari and the theme of Duty to Family vs Self. <p>Literary Circles: Focus - What is the inner conflict suffered by Inan and Amari in this section and how does it show their conflict with their Duty to Family?</p> <ul style="list-style-type: none"> • Students will fill out their respective Literary Circle Role forms. Discussion questions should focus on the new developments in plot, character and conflict as related to Zelie and documented on their STEAL worksheet. • Students should complete the recording process before the end of class.
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> • At the end of the Literary Circle time, groups should follow the instruction and record their Circle Discussion; Literary Circle Procedures - Google Docs. Focus should be on only 2 questions to ensure there is enough time to complete the recording. • Alert groups when there is only 10 minutes left in class so they can begin the recording process. <p>Homework: Students should read Chapter 51 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 51 - Google Docs. Emphasize to the students that it is only 20 minutes of work.</p>

Lesson 17 Resources

18

Lesson 18: <i>Children of Blood and Bone</i> - Chapters 52-54	<u>Copy and Paste Theme/Topic Here</u> <u>CER Writing Assessment</u>	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops characters in a text.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Indirect Characterization • Characters of the novel 		
LESSON FOUNDATION		

Focus Question for this Lesson	
Has Inan really rejected the beliefs, teachings and actions of his father and now supports the maji, or is he just lying to everyone while waiting for the best time to betray them, like Tzain believes?	
Learning Intention	Success Criteria
Students will be able to identify examples of Indirect Characterization using the STEAL method and then use those examples as evidence to support a claim about the development of a character in a novel.	Students will be able to complete a timed Claim Evidence Reasoning quiz in response to the focus question supporting their claim with relevant textual evidence and logical reasoning.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION

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Lesson Opening

Do Now: Review how to write a Claim Evidence Reasoning short answer response.

- Review the terms Claim Evidence and Reasoning and reference previous responses and feedback given on the CER Frames the students have completed thus far.
- Show the [Claim, Evidence, and Reasoning, Oh My! - YouTube](#) video and pause as needed to emphasize or explain.

During the Lesson

Whole Group Read: Chapters 52-54 Amari/Zelie/Inan (estimated to be 20 minutes)

- Distribute the [STEAL Analysis Worksheet - Google Docs](#) and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time.
- Redirect students to highlight in the novel as it is read for examples of STEAL for use as evidence in their CER.
- Have them focus on the Thoughts and Speech of the character of Inan and how the other characters react to or think about him.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

Timed Claim Evidence Reasoning Response (15 min)

- Give each student a copy of [CER Ch 52-55 Children of B & B - Google Docs](#), rubric is embedded in the document.
- Review the prompt and start the timer
- Clarify and redirect as needed

Homework: Students should read Chapter 55 that night and complete the Exit Ticket on Google Classroom [HW Exit Ticket - Ch 55 - Google Docs](#).
 Emphasize to the students that it is only 12 minutes of work.

Lesson 18 Resources

19

Lesson 19: <i>Children of Blood and Bone</i> - Chapters 56-58	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops characters in a text.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> ● Changes in POV within the novel focusing on both sides of the conflict ● Categories of Indirect Characterization ● Characters of the novel 		

LESSON FOUNDATION

Focus Question for this Lesson

How are the relationships between Zelig and Inan/Tzain and Amari changing in this section?

Learning Intention

Students will be able to identify examples of Indirect Characterization using the STEAL method and then use those examples as evidence to support a claim about the development of a character in a novel.

Success Criteria

Students will be able to complete a STEAL Analysis of the text to support claims made about character development.

Assessment(s)

Self-Assessment/Peer Assessment/Teacher Assessment

Feedback (Peer to peer/student to teacher/teacher to student)

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS

Anticipated Student Preconceptions/Misconceptions

Mispronunciation of various names of characters, objects and places in the text.

Unknown vocabulary words.

Understanding of Fantasy/Sci-Fi Fiction Genre.

Integrated Accommodations & Modifications

English Language Learners/Socio-cultural Implications:

- Vocabulary Guides
- Visual Aids
- Provide audio recording to accompany written text/poetic text
- Verbal instructions

Special Needs:

- Pre-Reading Notes
- Anchor Charts for language usage and new vocabulary
- Reading Graphic Organizers
- Visual Aids
- Peer Assistance
- Vocabulary Guides
- Alternative Assessments
- Oral or Taped Feedback

THE LESSON IN ACTION

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 How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,*

Lesson Opening

Do Now: Ask students to share their responses to the Chapter 55 homework. Compile the students' responses, adding context and removing irrelevant information needed. This can be done on the SmartBoard or on a white board.

During the Lesson

Whole Group Read: Chapters 56-58 Zelig/Amari/Inan (estimated to be 22 minutes)

- Distribute the [STEAL Analysis Worksheet - Google Docs](#) and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time.
- Redirect students to highlight in the novel as it is read for examples of STEAL.
- Have them focus on anything that shows the reader the dynamic changes in the relationships between the characters.

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- When students finish the STEAL analysis have them complete the [3-2-1 Exit Ticket Ch 56-58 - Google Docs](#)

Homework: Students should read Chapters 59 & 60 that night and complete the Exit Ticket on Google Classroom [HW Exit Ticket - Ch 59 & 60 - Google Docs](#). Emphasize to the students that it is only 20 minutes of work.

Lesson 19 Resources

[STEAL Analysis Worksheet - Google Docs](#)

[3-2-1 Exit Ticket Ch 56-58 - Google Docs](#)

20

Lesson 20: <i>Children of Blood and Bone</i> - Chapters 61-63	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops characters in a text.</i>		
What students should know and be able to do to engage in this lesson: <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Indirect Characterization • Characters of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		

Whose side is Inan REALLY on, King Saran's, his father, or Zelig's, the magic users?	
Learning Intention	Success Criteria
Students will use Indirect Characterization to analyze the changes in a dynamic character.	Students will be able to use examples of Indirect Characterization from a text to make an inference about a character and support that inference with relevant and concise textual evidence.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
Mispronunciation of various names of characters, objects and places in the text. Unknown vocabulary words. Understanding of Fantasy/Sci-Fi Fiction Genre.	
Integrated Accommodations & Modifications	
English Language Learners/Socio-cultural Implications: <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions Special Needs: <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning. In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i>	

<i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i>
Lesson Opening
Do Now: Ask students to share their responses to the Chapter 59-60 homework. Compile the students' responses, adding context and removing irrelevant information needed. This can be done on the SmartBoard or on a white board. Emphasize Inan's thoughts on magic.
During the Lesson
Whole Group Read: Chapters 61-63 Zelig/Amari/Zelig (estimated to be 30 minutes) <ul style="list-style-type: none"> • Distribute the STEAL Evidence Tracker - Google Sheets and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight in the novel as it is read for examples of Indirect Characterization. • Have them focus on anything that gives clues to the changes in the character of Inan.
Lesson Closing
Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?) <ul style="list-style-type: none"> • When students finish the STEAL tracker have them complete the 3-2-1 Exit Ticket Ch. 61-63 - Google Docs • Students should turn in Exit Ticket before leaving class Homework: Students should read Chapters 64 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 64 - Google Docs . Emphasize to the students that it is only 12 minutes of work.

Lesson 20 Resources

[STEAL Evidence Tracker - Google Sheets](#)
[3-2-1 Exit Ticket Ch. 61-63 - Google Docs](#)

21

Lesson 21: <i>Children of Blood and Bone</i> - Chapters 65-67	<u>Copy and Paste Theme/Topic Here</u> Types of Conflict	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Note & Notice Signposts to help them analyze how the author develops themes in a text.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Note & Notice Signposts • Conflicts of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does Inan's Inner Conflict serve to illustrate for the reader the theme of Duty to Family vs Duty to Self?		
Learning Intention	Success Criteria	

Students will use HMH Note and Notice Signposts to identify the Inner Conflict of the character Inan and how that conflict connects to the theme of Duty to Family vs Duty to Self?	Students will be able to use examples of Signposts from a text to make an inference about Theme Development and support that inference with evidence from the text.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p> <p><i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i></p>	
Lesson Opening	

Do Now: Ask students to share their responses to the Chapter 64 homework. Compile the predictions about Inan’s possible actions and leave them on the board while reading.
During the Lesson
<p>Whole Group Read: Chapters 65-67 Amari/Inan/Inan (estimated to be 24 minutes)</p> <ul style="list-style-type: none"> • Distribute the Signposts Analysis - Google Sheets and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight in the novel as it is read for examples of Note & Notice Signposts. • Have them focus on anything that gives clues to the intentions of the character of Inan. • Highlight the examples of Abuse of Power: Oppression found in Chapter 65. <p>Student Independent Work:</p> <ul style="list-style-type: none"> • Students will use the Signposts Analysis to complete the CER Frame for the Focus Question.
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> • Students will use the Signposts Analysis to complete the CER Frame CER Frame Ch 65-67 - Google Sheets, for the Focus Question: “How does Inan’s Inner Conflict show the reader the theme of Duty to Family vs Duty to Self?” <p>Homework: Students should read Chapters 68 & 69 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 68 & 69 - Google Docs. Emphasize to the students that it is only 12 minutes of work.</p>

Lesson 21 Resources

[Signposts Analysis - Google Sheets](#)

[CER Frame Ch 65-67 - Google Sheets](#)

22

Lesson 22: <i>Children of Blood and Bone</i> - Chapters 70-72	<u>Copy and Paste Theme/Topic Here</u>	Estimated Time:
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops characters in a text.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Indirect Characterization • Characters of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How has Zelig been affected by the torture she suffered at the directions of King Saran?		
Learning Intention	Success Criteria	

Students will identify examples of Indirect Characterization using the STEAL method and will use those examples to make inferences about the development of characters in a novel.	Students will be able to use examples of STEAL to make inferences about the development of a character in a text.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p> <p><i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i></p>	
Lesson Opening	

Do Now: Ask students to share their responses to the Chapter 68 & 69 homework. Compile the predictions about Inan’s possible actions and leave them on the board while reading.
During the Lesson
Whole Group Read: Chapters 70-72 Zelig/Zelig/Zelig (estimated to be 30 minutes) <ul style="list-style-type: none"> • Distribute the STEAL Analysis Worksheet - Google Docs and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight in the novel as it is read for examples of STEAL Indirect Characterization. • Students should fill out the form as they read. Pause reading briefly as needed.
Lesson Closing
Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?) <ul style="list-style-type: none"> • Students will complete the 3-2-1 Exit Ticket CH 70-72 - Google Docs before exiting the class noting the changes in the characters in this section. Homework: Students should read Chapters 73 & 74 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 73 & 74 - Google Docs Docs . Emphasize to the students that it is only 20 minutes of work.

Lesson 22 Resources

[STEAL Analysis Worksheet - Google Docs](#)

[3-2-1 Exit Ticket CH 70-72 - Google Docs](#)

23

Lesson 23: Children of Blood and Bone - Chapters 75-78	<u>Copy and Paste Theme/Topic Here</u> <u>Indirect Characterization</u>	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops characters in a text.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Indirect Characterization • Characters of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does Zelig deal with the doubts she has about herself, her abilities and the plan to bring magic back to Orisha?		
Learning Intention	Success Criteria	

Students will identify examples of Indirect Characterization using the STEAL method and will use those examples to make inferences about the development of characters in a novel.	Students will be able to use examples of STEAL to make inferences about the development of a character in a text.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i></p> <p><i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p> <p><i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i></p>	
Lesson Opening	

Do Now: Ask students to share their responses to the Chapter 68 & 69 homework. Compile the predictions about Inan’s possible actions and leave them on the board while reading.
During the Lesson
<p>Whole Group Read: Chapters 75-78 Zelig/Amari/Zelig/Zelig (estimated to be 26 minutes)</p> <ul style="list-style-type: none"> • Distribute the STEAL Analysis Worksheet - Google Docs and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight in the novel as it is read for examples of STEAL Indirect Characterization. • Students should fill out the form as they read. Pause reading briefly as needed. <p>Small Group Work</p> <ul style="list-style-type: none"> • In their groups students will discuss the focus question and the results they were able to record on the STEAL Analysis worksheet. • Group members can clarify and evaluate the responses for accuracy and effect in answering the focus question.
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> • Students will complete the STEAL Evidence Tracker - Google Sheets before exiting the class in response to the Focus Question “How does Zelig deal with the doubts she has about herself, her abilities and the plan to bring magic back to Orisha?”. <p>Homework: Students should read Chapters 79 & 80 that night and complete the Exit Ticket on Google Classroom HW Exit Ticket - Ch 79 & 80 - Google DocsDocs. Emphasize to the students that it is only 15 minutes of work.</p>

Lesson 23 Resources

[STEAL Analysis Worksheet - Google Docs](#)

24

Lesson 24: <i>Children of Blood and Bone</i> - Chapters 81-Epilogue	<u>Copy and Paste Theme/Topic Here</u> <u>Indirect Characterization</u>	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will learn to identify examples of Indirect Characterization to help them analyze how the author develops themes in a text.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> • Changes in POV within the novel focusing on both sides of the conflict • Categories of Indirect Characterization • Themes of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		

How are the Speech, Thoughts, Effect on Others and Actions of the characters Zelig, Inan, Amari & Tzain used in these chapters to show the reader the theme of Duty to Family vs Duty to Self?	
Learning Intention	Success Criteria
Students will identify examples of Indirect Characterization using the STEAL method and will use those examples to make inferences about the development of themes in a novel.	Students will be able to use examples of STEAL to make inferences about the development of a theme in a text and will support those inferences with relevant and concise evidence from the text.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Mispronunciation of various names of characters, objects and places in the text.</p> <p>Unknown vocabulary words.</p> <p>Understanding of Fantasy/Sci-Fi Fiction Genre.</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning.</i>	

<i>In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i>
Lesson Opening
Do Now: Ask students to share their responses to the death of Baba in Chapter 80 and how that might influence Zelig? Be brief to leave time for the DIT (Writing)
During the Lesson
<p>Whole Group Read: Chapters 81 to Epilogue (estimated to be 26 minutes)</p> <ul style="list-style-type: none"> • Distribute the STEAL Evidence Tracker - Google Sheets and have the students copy down the Focus Question or copy the doc and fill in the question for them to save time. • Redirect students to highlight in the novel as it is read for examples of STEAL Indirect Characterization. • Students should fill out the form as they read. Pause reading briefly as needed.
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> • Students use the STEAL Evidence Tracker - Google Sheets to complete the Claim -Evidence - Reasoning Frame Ch 81 - Epilogue - Google Sheets

Lesson 24 Resources

[STEAL Evidence Tracker - Google Sheets](#)

[Claim -Evidence - Reasoning Frame Ch 81 - Epilogue - Google Sheets](#)

25

Lesson 25: <i>Children of Blood and Bone</i> Unit	Copy and Paste Theme/Topic Here	Estimated Time:
Assessment: Literary Analysis Essay	Literary Theme Analysis Essay	
Brief Overview of Lesson: <i>In this lesson, students will learn to develop and write an introductory paragraph to a literary analysis essay.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> • Essay Format • Definition of the terms Hook, Connector and Thesis • Themes of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does the author develop the theme of Abuse of Power through Oppression of a People/Resolving the Duty to Family versus the Duty to Yourself in the novel <i>The Children of Blood and Bone</i> .		

Learning Intention	Success Criteria
Students will write an introductory paragraph to their Theme Analysis essay using the Hook-Connect-Thesis model.	Students will write the Introductory paragraph using the Hook-Connect-Thesis format.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
Students may not know how to write a hook or a thesis statement Students will not know the formula of an introduction paragraph and that the thesis statement is always last	
Integrated Accommodations & Modifications	
English Language Learners/Socio-cultural Implications: <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions Special Needs: <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning. In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i>	
Lesson Opening	

<p>Do Now: Ask students to share their knowledge of writing an Introduction to an essay. Compile their accurate responses on the whiteboard/SmartBoard. Use this information to make connections to the Hook-Connector-Thesis format.</p>
<p>During the Lesson</p> <p>Whole Group Instruction: Review the Writing an Introduction - Google Docs handout.</p> <ul style="list-style-type: none"> ● Distribute the Writing an Introduction - Google Docs handout ● Read through the handout ● List a few themes NOT found in COBB and write them on the board. <p>Small Group Work: (5 min)</p> <ul style="list-style-type: none"> ● Student assemble in their groups to brainstorm examples, anecdotes, quotes or historical examples related to the themes ● Groups should define the role of speaker ● Debrief whole class and list relevant usable responses under the themes on the whiteboard/SmartBoard <p>Pre Writing</p> <ul style="list-style-type: none"> ● Give the students the handout Introduction Organizer - Google Docs ● Students should independently brainstorm the information for their Introduction
<p>Lesson Closing</p> <p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> ● When students complete the organizer they should put the information in the correct order and write the rough draft of their introductory paragraph. ● Students should begin by writing their rough draft in Children of Blood & Bone Unit Assessment - Google Docs on the Google Classroom.

Lesson 25 Resources

[Children of Blood & Bone Unit Assessment - Google Docs](#)
[Introduction Organizer - Google Docs](#)

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<p>Lesson 26: <i>Children of Blood and Bone</i> Unit Assessment: Literary Analysis Essay</p>	<p><u>Copy and Paste Theme/Topic Here</u> <u>Literary Theme Analysis Essay</u></p>	<p>Estimated Time: 2-3 class periods</p>
<p>Brief Overview of Lesson: <i>In this lesson, students will learn to develop and write body paragraphs to a literary analysis essay.</i></p> <p>What students should know and be able to do to engage in this lesson:</p> <ul style="list-style-type: none"> ● Essay Format ● Definition of the terms Claim Evidence Reasoning ● Themes of the novel 		
<p>LESSON FOUNDATION</p>		
<p>Focus Question for this Lesson</p>		

How does Tomi Adeyemi develop the theme of the Abuse of Power through Oppression or Duty to Family versus Duty to Yourself in the novel The Children of Blood and Bone?	
Learning Intention	Success Criteria
Students will develop body paragraphs in support of their Thesis statement in response to the Focus Question.	Students will write the body paragraphs of their Literary Analysis essay.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Students do not know the formula of a body paragraph</p> <p>Students will not know how to choose appropriate evidence</p> <p>Students will pick the “easiest” quote</p> <p>Students do not know how to cite evidence correctly</p> <p>Their warrants/analysis just says “This proves ...<u>(the theme)</u>”</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION

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 How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,*

Lesson Opening

Do Now: Ask students to access/take out the Signpost Analysis and STEAL Evidence Tracker worksheets completed earlier in the unit. This should be the source for their search of examples and textual evidence required for the body paragraphs.

During the Lesson

Whole Group Instruction: Review the [Analysis Body Paragraph Frame - Google Sheets](#) handout.

- Distribute the [Analysis Body Paragraph Frame - Google Sheets](#) handout
- Read through the handout
- Explain how to use the Signpost and STEAL forms to find the information needed
- Students are expected to critically evaluate examples from the texts to best fit their essay in support of the text.

Pre Writing

- Give the students the handout [Analysis Body Paragraph Frame - Google Sheets](#)
- Students should independently complete the Frame before writing the rough draft of the body paragraph
- Students should be allowed to do the Frame then the paragraph or all frames then paragraphs according to their individual writing process

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- When students complete the organizer they should put the information in the correct order and write the rough draft of their body paragraph.
- Students should repeat the process until they complete all 3 body paragraphs.
- Students should begin by writing their rough draft in [Children of Blood & Bone Unit Assessment - Google Docs](#) on the Google Classroom.

Lesson 26 Resources

[Analysis Body Paragraph Frame - Google Sheets](#)

27

Lesson 27: <i>Children of Blood and Bone</i> Unit Assessment: Literary Analysis Essay	<u>Copy and Paste Theme/Topic Here</u> Literary Theme Analysis Essay	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will learn to develop a conclusion paragraph to a literary analysis essay.</i>		
What students should know and be able to do to engage in this lesson: <ul style="list-style-type: none"> ● Essay Format ● Conclusion paragraph format ● Themes of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		

How does Tomi Adeyemi develop the theme of the Abuse of Power through Oppression or Duty to Family versus Duty to Yourself in the novel <i>Children of Blood and Bone</i> ?	
Learning Intention	Success Criteria
Students will develop a conclusion paragraph to their Unit Assessment Essay.	Students will write the conclusion paragraph of their Literary Analysis essay.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS
Anticipated Student Preconceptions/Misconceptions
<p>Students do not know the formula of a body paragraph</p> <p>Students will not know how to choose appropriate evidence</p> <p>Students will pick the “easiest” quote</p> <p>Students do not know how to cite evidence correctly</p> <p>Their warrants/analysis just says “This proves ... <u>(the theme)</u>”</p>
Integrated Accommodations & Modifications
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback

THE LESSON IN ACTION

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 How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,*

Lesson Opening

Do Now: Ask students to access/take out the Introduction Organizer they completed earlier.

During the Lesson

Whole Group Instruction: Review the [Conclusion Writing Handout - Google Docs](#) handout.

- Distribute the [Conclusion Writing Handout - Google Docs](#) handout
- Read through the handout
- Explain how to use the Introduction Organizer to find information to reword

Pre Writing

- Give the students the handout [Conclusion Writing Handout - Google Docs](#)
- Students should complete the handout before writing their conclusion

Lesson Closing

Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)

- When students complete the organizer they should put the information in the correct order and write the rough draft of their conclusion paragraph.
- Students should begin by writing their rough draft in [Children of Blood & Bone Unit Assessment - Google Docs](#) on the Google Classroom.

Lesson 27 Resources

[Conclusion Writing Handout - Google Doc](#)

[Children of Blood & Bone Unit Assessment - Google Docs](#)

28

Lesson 27: <i>Children of Blood and Bone</i> Unit Assessment: Literary Analysis Essay	<u>Copy and Paste Theme/Topic Here</u> <u>Peer Review</u>	Estimated Time:
Brief Overview of Lesson: <i>In this lesson, students will peer review a classmate’s essay and return to them.</i>		
What students should know and be able to do to engage in this lesson:		
<ul style="list-style-type: none"> ● Essay Format ● Peer Editing/Review Notation ● Themes of the novel 		
LESSON FOUNDATION		
Focus Question for this Lesson		
How does Tomi Adeyemi develop the theme of the Abuse of Power through Oppression or Duty to Family versus Duty to Yourself in the novel <i>Children of Blood and Bone</i> ?		

Learning Intention	Success Criteria
Students will develop a conclusion paragraph to their Unit Assessment Essay.	Students will write the conclusion paragraph of their Literary Analysis essay.
Assessment(s)	
Self-Assessment/Peer Assessment/Teacher Assessment	
Feedback (Peer to peer/student to teacher/teacher to student)	

STUDENT CONSIDERATIONS - INTEGRATED ACCOMMODATIONS & MODIFICATIONS	
Anticipated Student Preconceptions/Misconceptions	
<p>Students do not know the formula of a body paragraph Students will not know how to choose appropriate evidence Students will pick the “easiest” quote Students do not know how to cite evidence correctly Their warrants/analysis just says “This proves ...<u>(the theme)</u>”</p>	
Integrated Accommodations & Modifications	
<p>English Language Learners/Socio-cultural Implications:</p> <ul style="list-style-type: none"> ● Vocabulary Guides ● Visual Aids ● Provide audio recording to accompany written text/poetic text ● Verbal instructions <p>Special Needs:</p> <ul style="list-style-type: none"> ● Pre-Reading Notes ● Anchor Charts for language usage and new vocabulary ● Reading Graphic Organizers ● Visual Aids ● Peer Assistance ● Vocabulary Guides ● Alternative Assessments ● Oral or Taped Feedback 	

THE LESSON IN ACTION	
<p><i>Lessons are designed to be able to transfer from IN-PERSON to HYBRID to VIRTUAL learning. In-person lessons will include virtual practices which enhance and encourage deep learning with opportunities to</i></p>	

<i>How lessons can be conducted both in person or virtually, how can lessons be enhanced using virtual learning tools,</i>
Lesson Opening
Do Now: Explain the concept of Peer Editing. Distribute and review the Peer Editing Handout - Google Docs
During the Lesson
<p>Whole Group Instruction: Review the Peer Editing Handout - Google Docs handout.</p> <ul style="list-style-type: none"> ● Review the process of Peer Editing. ● Explain the expectations you have of the editor. <p>Small Group</p> <ul style="list-style-type: none"> ● Exchange work within the Small Groups used for the unit. ● When students complete the Peer Editing of the group member’s paper, they should return it and spend a few minutes reviewing the comments with the author.
Lesson Closing
<p>Daily Instructional Task (Direct Instruction, what did I actually impart and send students off into the world with today?)</p> <ul style="list-style-type: none"> ● Before exiting the class the students should complete the 3-2-1 Exit Ticket: Peer Editing - Google Docs to reflect upon the Peer Editing Process

Lesson 28 Resources

[Peer Editing Handout - Google Docs](#)

[3-2-1 Exit Ticket: Peer Editing - Google Docs](#)