Week 1, Lesson 1: Adaptation; Introduction to The Cay

Objective: Students will be able to
- Use details from readings and maps to draw and analyze conclusions
- Infer meaning and make predictions based upon images and readings

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: students will discuss predictions based on the cover image
- Journaling: students will write and support conclusions based on the text they read
- Open-mind portrait for Phillip OR Mrs. Enright OR Mr. Enright OR Timothy (Lesson 2)

Materials:
- “What’s My Island?” Activity handouts
- The Cay
- Journals

Activities:
- Lesson will begin with students completing pg. 247 in their BRB. (10-15 min).
- Teacher will review and discuss pg. 247 with students, and discuss the concept of drawing conclusions based on given information/details. (5-10 min).
- Teacher will introduce the “What’s My Island” activity, divide students into groups (by table), and assign a reporter for each group.
- Teacher will hand out first island handout to each group.
  - Based on the information given, they must decide upon where they want to live.
  - Teacher will make it clear that she will not answer any questions about the island at any point during the activity.
- Groups will confer about where they want to live (10 min).
- Teacher will ask the reporter of each group to come up and place a dot on where their group decided to live on the class island handout, and to explain the group’s thinking (10 min).
- Teacher will hand out second island handout, and ask groups to discuss/decide whether or not they want to change where they will live based on the new information given.
- Groups will confer (10 min).
- Teacher will ask reporter from each group to erase/change where they’d placed their group on the class island handout if necessary, and to explain their thinking (10 min).
- Teacher will hand out third island handout, and ask groups to discuss/decide whether or not they want to change their location next.
- Groups will confer (10 min).
- Groups will change their location if necessary on the class island sheet and explain their thinking.
- Students will discuss at large their reasoning for where they would want to live on this island, and why. (10-15 min)
  - What kinds of things did they think about when deciding where to live?
  - What aspects of the island (water, landform, vegetation) were more important to them when making these decisions? Why?
  - What were some questions they had as they were deciding?
    - Look for: Are we the only ones on the island? Is there a way to get off the island? Are we trying to rebuild a society or just survive until we are found?
- Teacher will introduce the first Essential Understanding to the class, and introduce The Cay by Theodore Taylor, and explain that some of the questions and decisions that the class was faced with during the island activity are reflected in this novel, in which the main characters must adapt based on what they are given.
- Teacher will hand out books and ask students to look closely at the cover image and to read the summary in the back. Students will answer the following questions in their journal (10-15min):
  - What kind of predictions can we make, based upon the image?
  - What sort of things can we infer, based on the summary?
Week 1, Lesson 2: Adaptation; The Cay

Objectives: Students will be able to
- Identify relevant questions to ask before, during, and after reading
- Make inferences about characters and settings based on textual evidence

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: students will discuss questions based on the cover image
- Marginalia/Journals: Students will write questions on Post-It Notes as they read, and then later organize them in their journal in the double-entry format.
- Open-mind portrait for Phillip OR Mrs. Enright OR Mr. Enright OR Timothy

Materials:
- BRB
- Journals
- Handouts of MLK’s “I Have a Dream” speech
- Youtube: http://www.youtube.com/watch?v=PbUtL_0vAJk
- Post-It Notes
- The Cay
- Open-Mind Portrait handouts (or blank sheets of paper)

Activities:
- Students will complete pg. ___ in their BRB
- Teacher will review pg. ___ in the BRB
- Students will respond to the following question in their journals (10-15min):
  - What does the word “prejudice” mean to you?
  - In what ways does prejudice affect our lives?
- Students will share their thoughts with a partner (picked by popsicle sticks)
- The class will discuss this question and the word “prejudice” (15min)
  - Teacher will create a web on the board.
- Teacher will remind the class that they had made some predictions and drawn conclusions based on the cover and the summary.
- Now that we’ve made some predictions about what we think might happen in the novel and knowing what we know so far, do we have any questions about what this book might be about?
  - Teacher will introduce the five Ws and H: Who, What, When, Where, Why, and How, and explain that by using these words, we can formulate thoughtful questions as we read the book.
  - Teacher will reintroduce the idea of using post-it notes to document our questions and reactions as we read, and model how this will fit into a double-entry journal format. (quote from passage on left, question/comment on the right)
    - Demonstrate by folding blank sheet of paper in half/on board
  - Teacher will ask: Why might it be important for us to question things as we read the book?
  - Teacher will model by asking: What is a “cay”?
  - Class will discuss what a cay might be and how we could find the answer (possibly before looking it up)
  - Why were they torpedoed?
- Teacher will read chapter 1 out loud (15min)
  - Remind students to be using their Five Ws to formulate questions as they follow along
- Teacher will stop at the end of chapter one and ask students to share questions.
- Students will read chapter 2 independently, following along using questions. As they finish, they will be asked to fill out their double-journal entry (write quote and pg. # on the left, put sticky with comment/question on the right)

- Teacher will introduce Mind Portrait Activity
  - A mind portrait is a way of drawing and evaluating conclusions about a character
  - Teacher will show example
  - On one side, students will draw the physical facial characteristics of a character they've chosen (Phillip OR Mrs. Enright OR Mr. Enright).
  - On the other side, students will use words and symbols to represent the inner workings of the character, such as:
    - What does your character like? What does he/she dislike?
    - How does your character feel about other characters in the book?
    - How does your character relate to the other characters in the book?
    - What worries your character the most? What makes him/her happy? Sad?
    - What does your character do for a living? For fun?

- Ending Activity:
  - Teacher will show video of Dr. King’s Speech (as much as time permits)
    - Incorporate writing: How are elements of Dr. King’s speech persuasive? Who is his audience?
  - Students will respond/react to the following quote in their journals in a paragraph:
    - “To Dr. King’s dream, which can only come true if the very young know and understand.” (April 1968, Laguna Beach). (Dedication of The Cay)
      - Who is Dr. King? What was his dream?
      - Why is it important that “the young know and understand” this dream?
      - How might we make this dream come true?

**Homework:** BRB pg. 247
Week 1, Lesson 3: Adaptation; The Cay

Objectives: Students will be able to
- Identify relevant questions to ask before, during, and after reading
- Make inferences about characters and settings based on textual evidence
- Use graphics to organize and summarize details from a text

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Journal entry: students will write a paragraph from another character’s point of view.
- Journaling: Students will use post-it notes to question and make inferences as they read/discuss these findings in their journals.
- Discussion: students will discuss questions about chapters 3 and 4
- Cause/Effect graphic organizers

Materials:
- Cause/Effect handouts
- Journals
- Blindfolds (if possible)

Activities:
- Students will complete pg. 253 in BRB
- Teacher will review pg. 253 in BRB
- Introductory Activity: Experiencing Blindness
  o Teacher will introduce activity and explain that the objective is to guide a partner around the room as safely as possible – but without any talking!
  o Students will pair up into partners (of their own choice), and will decide who is Partner A and who is Partner B.
  o Partner B will be blindfolded first (or will close their eyes first)
  o Partner A will silently lead Partner B to various points in the room (2-3min)
  o Partner A will guide Partner B to pick up ONE thing in the room, feel it, and then put it back.
  o Partners will return to their original starting point, and Partner B will discuss what they thought they may have picked up, based on what they remember. (30sec – 1min)
  o Partners will switch – Partner A will then be blind, and repeat the process (2-3min).
- Class will gather as a whole and discuss the activity
  o What was it like, not being able to see?
  o What made it hard? Did it make anything easier?
  o Were you able to fully trust your partner?
  o Did not being able to talk to them make it harder or easier? Why/why not?
  o Teacher will connect this activity to foreshadowing of Phillip’s sight issues as the book progresses.
- Students will read chapters 3 and 4 independently (20-25min) – they will use their post-it notes to question and make conclusions as they read.
- Teacher will hand out discussion questions for chapters 3 and 4 at each table group.
  o Although Phillip has been taught to call adults “mister,” he called the black man “Timothy.” Timothy, on the other hand, addressed Phillip as “young bahss.” What did this tell you about the relationship between the two ethnic groups on the island of Curaçao?
  o Why do you think Phillip directed his anger towards his mother and Timothy? Do you think those reasons make it acceptable for him to react in that way?
- Groups will discuss each of the questions at length. Each group will have a moderator, a recorder, and a reporter. (20min)
- The moderator will guide and moderate discussions by making sure everybody has a chance to speak, and that discussions are respectful and on topic.
- The recorder will be in charge of writing down any relevant and important ideas that arise from the discussions.
- The reporter will report their group's ideas and findings to the class in the larger discussion.

Class will come back and discuss these questions as a whole (10 min)
- Teacher will introduce Cause/Effect organizer.
  - Why would we want to use one of these types of organizers? How could it help us understand the story?
- Teacher will model the use of the organizer for the class
- Students will work with partners to discuss and complete their Cause/Effect organizer.
- If finished: SSR

**Homework:** Read chapters 5 and 6. Be sure to be sticky-noting as you read!
Week 1, Lesson 3 (2): Adaptation; The Cay

Objectives: Students will be able to
- Identify relevant questions to ask before, during, and after reading
- Make inferences about characters and settings based on textual evidence
- Understand historical information about the setting and connect it to the events
- Connect fictional reading to informational text

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Journaling: Students will reflect further on the theme of prejudice
- Students will use post-it notes to question and make inferences as they read, and discuss these findings in their journals.
- Discussion: Groups will work together to decide the ways in which informational reading can connect with fictional text

Materials:
- BRB (Big Red Book)
- Journals
- Handouts of MLK’s “I Have a Dream” speech
- Youtube: http://www.youtube.com/watch?v=PbUtL_0vAJk
- www.Curaçao.com
- Curaçao handouts
- Post-It Notes
- The Cay
- Open-Mind Portrait handouts (or blank sheets of paper)

Activities:
- Students will complete pg. 250 in their BRB (Big Red Book).
- Teacher will review pg. 247 and 250 in the BRB
- Teacher will show video of Dr. King’s Speech (as much as time permits)
  - Incorporate writing: How are elements of Dr. King’s speech persuasive? Who is his audience?
- Students will respond/react to the following quote in their journals in a paragraph:
  - “To Dr. King’s dream, which can only come true if the very young know and understand.” (April 1968, Laguna Beach). (Dedication of The Cay)
    - Who is Dr. King? What was his dream?
    - Why is it important that “the young know and understand” this dream?
    - How might we make this dream come true?
- Class will share reflections with each other, and then together as a whole.
- Teacher will then ask students to review what happened in the previous chapter(s) of The Cay. (Teacher will write this as a list on the board). Look for:
  - The German submarines are bombing the Caribbean Islands
  - Phillip lives on Curaçao, an island in the Caribbean with his mother and father
  - His father works long hours in a factory (making aviation oil)
  - His mother does not like the Caribbean (Why?) and wants to go back to Virginia
  - Phillip’s father is worried about the war
- Teacher will then remark that we were bombarded with a lot of information in the first chapter.
  - Why is the author doing that? How will giving all this information help us?
  - It might be useful to go further and try to further our understanding of this information on our own as well.
- Teacher will find Curaçao on Google maps, and its relation to Virginia and the U.S.
- Teacher will introduce [www.Curaçao.com](http://www.Curaçao.com)
- Class will read the persuasive beginning page together (Curaçao Differences, handout) → students will read aloud
  - Teacher will tie in elements of persuasive writing
    - Do we want to go to the island now that we have read this? What elements of this piece are persuading us?
- Teacher will divide kids into groups (by table) and hand out one informational piece about different aspects of Curaçao
  - Students will discuss the following in groups:
    - What do you find really interesting about Curaçao?
    - What more do you want to know?
    - How do you think this aspect of Curaçao relates to what we read yesterday, and particularly to Phillip?
- Each group will do a quick presentation of their ideas.
- Students will then read chapter 2 independently.
- If finished, students will begin working on Open-Mind Portraits (to be continued in next lesson).

**Homework:**
- Read either chapter 2 OR chapter 3.
Week 1, Lesson 4: Adaptation; The Cay

Objectives: Students will be able to
- Identify relevant questions to ask before, during, and after reading
- Make inferences about characters and settings based on textual evidence
- Use graphics to organize and summarize details from a text

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Journal entry: students will write a paragraph from another character’s point of view.
- Journaling: Students will use post-it notes to question and make inferences as they read/discuss these findings in their journals.
- Open-Mind Portraits of Phillip OR Mr. Enright OR Mrs. Enright

Materials:
- Open-Mind Portrait handouts
- Journals
- The Cay

Activities:
- Teacher will ask students to think of one of the three characters main we’ve met in the first two chapters of The Cay.
- Students will answer the following questions about that character in their journals (9:45-10):
  - What does your character like? What does he/she dislike?
  - How does your character feel about other characters in the book?
  - What worries your character the most? What makes him/her happy? Sad?
- Teacher will put directions for Open-Mind Portraits on the board, and explain the activity (10-10:07)
  - Each student will get two handouts. On handout 1, students will use words and symbols to represent details from the book that reveal their character’s personality.
  - On handout 2, students will draw a picture of their character’s physical features, paying close attention to what their character’s overall personality might be (nervous, patriotic, selfish, etc)
- Teacher will put students into groups based on who picked which character
- Students will discuss their ideas and thoughts about their character with each other (10:07-10:15)
- Teacher will ask students to share from each group (tell me one thing somebody else in your group said that you hadn’t thought of before) (10:15-10:25)
  - Teacher will write student responses on the board (Differentiation: Teacher will highlight key ideas for visual learners)
  - Teacher will ask students to write down any new ideas they have for their character as she writes on the board
- Students will complete Open-Mind Portraits (10:25 – 10:45)
- Students will bring portraits to the rug, along with journals and their copies of The Cay
- Teacher will clearly outline expectations – that they will be writing down conclusions and question on their sticky notes.
- Teacher will also tell students to put a sticky down where they found the author using figurative language – such as a metaphor, or a simile (teacher will ask students what these are, to be sure they understand) as she reads.
- Teacher will read chapter 3 aloud (10:50-11:10)
- Teacher will ask students to answer the following questions in their journals (11:10-11:20):
  - “My mother was very calm, not at all like she was at home. She talked quietly while she got dressed, telling me to tie my shoes, and be certain to carry my wool sweater, and to put on my leather jacket. Her
hands were not shaking” (pg 29). If this is true, what can we say about how Phillip’s mother is like when she IS at home?

- Although Phillip has been taught to call adults “mister,” he called the black man “Timothy.” Timothy, on the other hand, addressed Phillip as “young bahss.” What did this tell you about the relationship between the two ethnic groups on the island of Curaçao?

- At the end of the chapter, Phillip decides to blame his mother for his current situation. Do you think it’s right for him to do so? Why or why not?

- Students will share responses with each other (11:20-11:25)
- Students will share responses with the class (11:25-11:30)
Week 2, Lesson 1: Adaptation; The Cay

Objective: Students will be able to
- Recall and use details from text to make a broad statement or inference that applies to many examples (generalize)
- Make predictions about the plot based upon what they’ve read so far
- Identify the author’s purpose of a text
- Apply conventions of grammar, such as subject and object pronouns, antecedents, prefixes and suffixes
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: the events of chapters 1-3, make one or two specific generalizations about what they’ve read so far
- Weekly Test
- Journals: Students will write down predictions in their journals

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Activities:
- Students will complete BRB pg. 253, Endings (10:00-10:15)
- Teacher will review pg. 253 and answer questions (10:15-10:20)
- Teacher will finish reading chapter 3 aloud (10:20-10:25)
- Teacher will introduce the concept of generalization (pg. 47c)
- Teacher will ask students to recall some inferences, or generalizations, that they had made about the character Henrik last week (10:25-10:28)
- What are some generalizations we can make about Timothy?
  o Students will write down one generalization they have about Timothy and record it in their double-journal entry. Be sure to back it up with details from the text! How does your generalization make sense? (10:28-10:33)
  o Students will share their generalization with the person across from them. Does their partner agree? Disagree? (10:33-10:35)
- Teacher will ask the class to share their generalizations (10:35-10:40)
- Teacher will ask students if they think they can make any predictions
- Students will write down predictions in their journals (10:40-10:45)

Homework:
- Students will complete BRB pg. 258
Week 2, Lesson 2: Adaptation; The Cay

Objective: Students will be able to
- Recall and use details from text to make a broad statement or inference that applies to many examples (generalize)
- Make predictions about the plot based upon what they've read so far
- Identify the author's purpose of a text
- Apply conventions of grammar, such as subject and object pronouns, antecedents, prefixes and suffixes
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: the events of chapters 1-3, make one or two specific generalizations about what they've read so far
- Flex Groups: Teacher will meet with students in groups to check comprehension and understanding of skills
- Weekly Test: Students will demonstrate their understanding of comprehension skills given various readings.
- Literature Circles

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Activities:
- Teacher will review BRB pg. 253 (from homework) (9:00-9:05)
- Students will turn to a partner and share their generalizations about Timothy and Phillip (9:05-9:10)
- Students will share generalizations with the class (9:10-9:15)
- Teacher will meet with flex groups. Meanwhile:
  o Students will be given a role within a Literature Circle
  o Students will work independently on what their role requires, and record in their journals (9:15 – 9:30):
    ▪ Discussion Director – come up with three or four questions to share in your Circle, and think about how you would like to run the discussion.
    ▪ Summarizer – Summarize the events of chapters 1-3. Include major events, important characters, setting (time and place!), and conflicts.
    ▪ Look for special words in the story, words that are unfamiliar. Mark these words with a post-it note. In your groups, you will try to use the context to understand what that word might mean. They should be words that you feel are important to the story!
    ▪ Passage Presenter – find a few special sections (1-2 paragraphs) that you will read aloud to your group. It could be a section that you found funny, scary, sad, interesting, surprising, or one that you thought was confusing and want to discuss with the group.
    ▪ Connector – make connections between your book and your world. These connections can be in your own life, things that happen at school, other people or other problems, other times and places, or other books and stories.
  o Students will discuss what Chapters 1-3 in their lit circles, using their roles as guides (9:30-9:45/50)
- If finished, students will continue with SSR, either The Cay or an independent book.

Homework:
- Read chapter 4 of The Cay
- BRB pg. 261
Week 2, Lesson 3: Adaptation; The Cay

Objective: Students will be able to
- Recall and use details from text to make a broad statement or inference that applies to many examples (generalize)
- Make predictions about the plot based upon what they've read so far
- Identify the author's purpose of a text
- Apply conventions of grammar, such as subject and object pronouns, antecedents, prefixes and suffixes
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: Students will engage in a discussion involving the conflict and events of the story so far
- Journals: Students will write a letter from the point of view of one of the characters.
- Cause/Effect graphic organizer: students will use a cause/effect web to

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Activities:
- Students will complete BRB pg. 257 (11:00-11:10)
- Teacher will review BRB pgs. 257 and 261 (11:10-11:15)
- Teacher will introduce the concepts of conflict and resolution (11:15-11:20)
  - Can there be more than one conflict in a story?
- Students will reflect on the different conflicts and events in the story by writing a letter from the point of view of one of the main characters to another character in the story. If there is time, students will share their letters with the class. (11:20-11:30)

Homework:
- BRB pg. 262
Week 3, Lesson 1: Adaptation; The Cay

Objective: Students will be able to
- Illustrate and diagram different aspects of the text using graphic sources, such as webs and charts.
- Identify the author’s purpose
- Understand homophones and use them in writing
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: Students will engage in a discussion involving the conflict and events of the story so far
- Journals: Students will write a letter from the point of view of one of the characters.
- Cause/Effect graphic organizer: students will use a cause/effect web to organize the events of the story

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Student Activities:
- Teacher will explain that homophones are words that sound alike, but have different meanings and are spelled differently, and ask for any possible examples. (9:45-9:50)
- Students will participate in a spelling pretest in homophones (9:50-10:00)
- Teacher will read chapter 6 of The Cay out loud. (10:00 – 10:15)
- Students will answer the following questions in their journals (10:15-10:25):
  o “In the early morning (I knew it was early because the air was still cool and there was dampness on the boards of the raft), I heard Timo shout, ‘There’s an island’, true.’ ...
    ▪ Looking at this passage, what senses do you think Phillip have to rely on, now that he is blind?
    ▪ What kind of language and word choice does the author use to demonstrate the urgency of the situation?
  o Do you think Timothy and Phillip would have a better chance of being rescued from the raft or from the island? Why?
- Class will discuss the questions together. (10:25-10:35)
- Teacher will introduce the letter-writing activity.
  o A lot has happened to Phillip since he last saw his parents or his friend Henrik – and a lot of new conflicts have developed. If he were to write a letter to his mother, his father, or Henrik, what would he say? How would he explain to them what’s happened since they last saw each other? What would he ask them?
- Teacher will brainstorm with the class, using a web, the kinds of things Phillip would include in a letter (10:35-10:55).
- Students will write a letter from Phillip’s point of view (10:55-11:15).
- Students will share their letters (11:15-11:20)
- Teacher will give students their Lit Circle job for tomorrow
- SSR chapter 7 (11:20-11:30)

Homework:
- Read ch. 7, and complete your Lit Circle job in your reading comps!
Week 3, Lesson 2: Adaptation; The Cay

Objective: Students will be able to
- Illustrate and diagram different aspects of the text using graphic sources, such as webs and charts.
- Identify the author’s purpose
- Understand homophones and use them in writing
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: Students will engage in a discussion involving the conflict and events of the story so far
- Journals: Students will write a letter from the point of view of one of the characters.
- Cause/Effect graphic organizer: students will use a cause/effect web to organize the events of the story

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Student Activities:
- In this lesson, teacher will meet with guided reading groups, in which she will read the book Changing for Survival: Bird Adaptations (9:00-9:30).
  - Teacher will introduce the book and ask students to make predictions, based on titles, headings and pictures.
  - Why would the author(s) want to write such a book?
  - Why might we want to read this book? (Set purpose!)
  - Teacher and students will create a K.W.L chart in their reading journals, and ask why we might want to use a graphic organizer, like a chart, while reading (to aid comprehension, to organize our thoughts/understanding).
    - What do we know about birds?
    - What do we want to know about birds?
  - Teacher and students will read book aloud together. Teacher will remind students to write down things they learn about birds in the last column (Learned)
  - After Reading:
    - What are some things we've learned about birds?
    - What is the main idea of what we've read so far? How do we know that’s the main idea?
    - Use comp questions on pg. 80
- Meanwhile, other students will be meeting in their Literature Circle groups to discuss chapters 7 (9:00-9:30):
  - Students will be given a role within a Literature Circle:
    - Group 1: Molly (D.D), Alex (P.P), Seamus (Con), Sophia (Sum), Colin (W.W)
    - Group 2: Nolan (D.D), Alayna (W.W), Shane (Con), Najah (Sum), Henry (P.P)
    - Group 3: Hunter (D.D), Brandon (Sum), Zoe (P.P), Maeve (Con), Abigail (W.W)
    - Group 4: Max (D.D), Peter (P.P), Liz (W.W), Hendrick (P.P), Zach (Sum), Kevin (Con)
  - Class will come together to have a discussion about what has been working in Lit Circles, what could be improved (9:30-9:40)
  - Class will discuss some of the questions and passages they discussed in their groups (9:40-9:50)

Homework:
- BRB pg. 275
- Read chapter 8
Week 3, Lesson 3: Adaptation; The Cay

Objective: Students will be able to
- Illustrate and diagram different aspects of the text using graphic sources, such as webs and charts.
- Identify the author’s purpose
- Understand homophones and use them in writing
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: Students will engage in a discussion involving the conflict and events of the story so far
- Journals: Students will write a letter from the point of view of one of the characters.
- Conflict Chart: Students will discuss the different conflicts that are now present in the book, using a graphic aid.
- Cause/Effect graphic organizer: students will use a cause/effect web to organize the events of the story

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Student Activities:
- Students will complete a context clues sheet relating to chapters 7 and 8, and answer the questions at the bottom (with a partner?) (9:45-10:00)
- Students will then reflect on the following questions in their journals (10:00-10:15)
  - Why do you think Phillip harbored feelings of resentment toward Timothy?
  - Do you think Timothy should have told Phillip about the unlikelihood of being rescued?
  - Phillip felt dependant upon Timothy even as he felt superior to him. What two events revealed Phillip’s conflicting feelings?
- Class will discuss the journal questions together (10:15-10:25)
- Teacher will introduce the idea of conflict, and discuss its meaning (10:25-10:30)
  - Today we’ll be talking about conflict. What does conflict mean?
  - Can there be different types of conflict? (Can you have different problems in your life?)
  - What are some conflicts the characters in The Cay face? With each other? With their surroundings?
- With a partner or in their Lit Circles, students will complete the Conflict chart (Learning Links pg. 14), and then discuss the two questions at the bottom of the page. (10:30-10:45)
- Students will reflect on the questions they discussed in their journals (10:45-11:00)
  - Write about how these three kinds of conflicts have existed in your life. If possible, tell whether the conflicts have been resolved.
  - Write about a time when you were dependant upon another person. Describe the situation and convey your feelings about the dependency. If you cannot think of such a time, write about a situation in which you think you would have to depend on somebody else. How do you think you would react?
- Students will think about description and language. Class will brainstorm together the types of descriptors the author used in the chapters, especially to describe the island and the hut Timothy built. (11:00-11:10)
- Using the descriptions found in Chapters 7 and 8, they will draw a picture of the cay where Timothy and Phillip were marooned, and include a sketch of the hut Timothy has built. (11:10-11:30)
- If time permits, class will begin thinking about cause and effect.
  - What is cause and effect? How can we determine what a cause is and what its effect is?

Homework: Read chapter 9. Think about a major conflict that arises in Chapter 9. What kind of conflict was it (person/person, person/self, person/nature)? What was its cause? Do you think it was resolved? If so, how?
Week 3, Lesson 4: Adaptation; The Cay

Objectives: Students will be able to
- Illustrate and diagram different aspects of the text using graphic sources, such as webs and charts.
- Identify the author’s purpose
- Understand homophones and use them in writing
- Categorize elements of a story, such as conflict, climax, and resolution

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Discussion: Students will engage in a discussion involving the conflict and events of the story so far
- Journals: Students will write a letter from the point of view of one of the characters.
- Conflict Chart: Students will discuss the different conflicts that are now present in the book, using a graphic aid.
- Cause/Effect graphic organizer: students will use a cause/effect web to organize the events of the story

Materials:
- The Cay
- Journals
- BRB (Big Red Book)

Student Activities
- Students will answer the following questions in their journals (9:45-10:00):
  o At the end of chapter 9, Phillip realizes, “I had begun to change.” In what ways has Phillip started to change? What do you think brought about this change?
  o Why do you think that Timothy was trying to make Phillip more independent?
- Students will discuss the journal questions with a partner, as well as a major conflict they found in chapter 9 (10:00-10:15)
- Class will discuss the journal questions together, as well as the major conflict(s) of the chapter (10:15 – 10:20).
  o What was the conflict? What made it a conflict?
- Class will then move into a discussion about cause and effect (10:20-10:30)
  o What caused this conflict?
  o Did this conflict, in turn, create another effect? If so, what effect?
- With a partner, students will fill out a cause/effect graphic organizer for chapters 1-9. They may either pick one event or chapter to focus on, or events from multiple chapters in the book → hand in to inbox! (10:30-10:45)
- With that same partner, students will read chapter 10 aloud with each other. At the end of every page, alternating partners will stop and “say something” – either ask a question, make a comment, or take note of any figurative language they find (10:45-11:10).
- Students will come back together and reflect as a class on the changes and increasing maturity that are happening to Phillip as revealed by his thoughts and conversations with Timothy (11:10-11:15).
  o In chapter 10 Phillip talks about his parents. Timothy talks about his childhood. Phillip tells Timothy that his mother does not like black people and asks him why.
- Ending activity: students will reflect in their journals:
  o Write about an experience in your life that enabled you to say, “I have changed.” You may write it as a dialogue between yourself and Phillip or yourself and Timothy, or as a narrative and present your ideas in the way Phillip presents his thoughts (11:15-11:30).
Week 4, Lesson 1: Adaptation; The Cay; Harris Burdick

Objectives: Students will be able to
- Generalize: Recall and use details from text to make a broad statement or inference that applies to many examples
- Story Structure: Identify elements of a story such as rising action, conflict, climax, resolution
  - Writing: create narratives and poetry that employ these elements.
- Unfamiliar Vocabulary (Context Clues): Infer the meanings of unfamiliar words using context clues.
- Identify the author’s purpose
  - Writing: generate their own purpose for writing a narrative and a poem.
- Main Idea and Details: Identify the important idea(s) of a text, and find details in the text that support that idea
- Identify elements of a poem, such as rhyme, rhythm, phrasing, figurative language
  - Writing: Create a poem using the different aspects of poetry

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Writing: students will write one story and one poem using a prompt from The Mysteries of Harris Burdick
- Literature Circles: Students will complete jobs that unpack the structure and narrative of The Cay
  Journals: students will write daily in their journals about the narrative of The Cay, as well as to make generalizations and identify the author’s purpose. They will also use journals to brainstorm their own writing.
- Graphic organizers (Cause/Effect; Story Map): Students will use the ideas of cause and effect to unpack the story structure of The Cay, as well as to create a story using a story map or a plot diagram.

Activities (Reading)
- 9:45-10:00: In their journals, students will write down their own definitions of a list of given words from The Cay using context clues. (When finished, they can go back to last week’s vocab sheet and complete it)
- 10:00-10:20: In their lit circles, students will receive slip of paper with a possible conversation that could occur. (Conversations sheet). They will work together to create a 3-5 minute scene in which Was it resolved? How?
- 10:20-10:35/40: Students will perform their scene for the class, and discuss whether or not there was a conflict. Was it resolved? How?
- 10:40-10:45: As a class, students will reflect on their conversations. Was there a conflict? If yes, what kind of conflict was it? Did you decide to resolve it? If so, how?

Activities (Writing)
- 10:45-11:00: Teacher will read and discuss The Mysteries of Harris Burdick
  - What do you notice about the picture?
  - What do you notice about the prompt?
- 11:00-11:20: Class will discuss the elements of a narrative.
  - What is a narrative?
  - Plot: rising action, conflict, climax, falling action, resolution
  - Character
  - What about The Cay makes it a story?
  - What should we think about when writing our own narrative?
- 11:20-11:30 Students will complete two Story Charts using The Cay

Homework:
- Read chapter 10. Make one generalization about Timothy’s life OR Phillip’s life. (Remember, a generalization is a broad statement that applies to many examples!). Do your Lit Circle job. (Summarizer will also identify a conflict/resolution)
Week 4, Lesson 2: Adaptation; The Cay; Harris Burdick

Objectives: Students will be able to
- Generalize: Recall and use details from text to make a broad statement or inference that applies to many examples
- Story Structure: Identify elements of a story such as rising action, conflict, climax, resolution
  o Writing: create narratives and poetry that employ these elements.
- Unfamiliar Vocabulary (Context Clues): Infer the meanings of unfamiliar words using context clues.
- Identify the author’s purpose
  o Writing: generate their own purpose for writing a narrative and a poem.
- Main Idea and Details: Identify the important idea(s) of a text, and find details in the text that support that idea
- Identify elements of a poem, such as rhyme, rhythm, phrasing, figurative language
  o Writing: Create a poem using the different aspects of poetry

Essential Understandings:
- Adaptation and change is important to survival and growth.
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Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Writing: students will write one story and one poem using a prompt from The Mysteries of Harris Burdick
- Literature Circles: Students will complete jobs that unpack the structure and narrative of The Cay
  Journals: students will write daily in their journals about the narrative of The Cay, as well as to make generalizations and identify the author’s purpose. They will also use journals to brainstorm their own writing.
- Graphic organizers (Cause/Effect; Story Map): Students will use the ideas of cause and effect to unpack the story structure of The Cay, as well as to create a story using a story map or a plot diagram.

Activities (Reading – 9:00-9:30):
- 9:00-9:10: Class will discuss the generalizations they made about Timothy’s life or Phillip’s life.
  o What makes their statement a good generalization?
  o Does the class think it’s faulty or valid?
- 9:10-9:30: Students will meet in their Lit Circles to discuss chapters 9 and 10.

Activities (Writing – 9:30-9:50)
- 9:30-9:35: Class will read and discuss the poem “Mummy Slept Late and Dad Made Breakfast” by John Ciardi together (in lit circles?).
- 9:35-9:40 Students will discuss the poem together.
  o What makes this a poem?
  o What does this poem make you feel? What are your reactions?
  ▪ How does the poem give you those feelings? (What kind of sensory details does the author use?)
  o Does this poem have a story? What is the story?
- 9:40-9:50: Students will begin drafting either their story or a poem based on a picture from Harris Burdick.

If time: Class will read the poem “This Is Just to Say” by William Carlos Williams together and discuss
- What makes this a poem?
- What is the story of the poem?

Homework:
- Read chapter 11 and rewrite it as a narrative poem. What are the important ideas you need to express in your poem?
Week 4, Lesson 3: Adaptation; The Cay; Harris Burdick

Objectives: Students will be able to
- Generalize: Recall and use details from text to make a broad statement or inference that applies to many examples
- Story Structure: Identify elements of a story such as rising action, conflict, climax, resolution
  o Writing: create narratives and poetry that employ these elements.
- Unfamiliar Vocabulary (Context Clues): Infer the meanings of unfamiliar words using context clues.
- Identify the author’s purpose
  o Writing: generate their own purpose for writing a narrative and a poem.
- Main Idea and Details: Identify the important idea(s) of a text, and find details in the text that support that idea
- Identify elements of a poem, such as rhyme, rhythm, phrasing, figurative language
  o Writing: Create a poem using the different aspects of poetry

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Writing: students will write one story and one poem using a prompt from The Mysteries of Harris Burdick
- Literature Circles: Students will complete jobs that unpack the structure and narrative of The Cay
  Journals: students will write daily in their journals about the narrative of The Cay, as well as to make generalizations and identify the author’s purpose. They will also use journals to brainstorm their own writing.
- Graphic organizers (Cause/Effect; Story Map): Students will use the ideas of cause and effect to unpack the story structure of The Cay, as well as to create a story using a story map or a plot diagram.

Activities (Reading 9:45-10:35)
- 9:45-9:55: Students will share the poems they wrote for homework
- 9:55-10:05: Barometer Activity: Teacher will give strong agree/disagree statements (generalizations?) about The Cay, and students will take a stance on those questions.
  o What statements did you agree with? Disagree with?
  o Was it harder to agree with some more than others? Why do you think that was?
- 10:05-10:20: Students will discuss Cause and Effect
  o What is Cause? What is Effect?
  o Can an effect also be a cause for a new effect? How so?
- 10:20-10:25: Class will discuss a major event in The Cay. Why did it happen? (What was its cause? Could there be more than one?)
- 10:30-10:40: Students will use a graphic organizer to think of some major events of the story, and how they were caused. When finished, they will share their organizer with a partner, or continue brainstorming for their own story.

Activities (Writing)
- 10:40-11:00: Students will use a graphic organizer to think about a major event for their story.
  o What will its causes be?
  o What will its effects be?
  o Could those effects possible cause another event?
- 11:00-11:20: Students will continue brainstorming for their narrative.
  o Who are the characters in your story?
  o What is the major conflict (it could be the same as your major event, or an effect from your major event...)?
  o How will it be caused?
  o Will it be resolved? If so, how?
- 11:20-11:30: Students will complete a story map for their story. (hand-in to inbox!)
Homework: Read chapter 12, do your lit circle job!
Week 4, Lesson 3: Adaptation; The Cay; Harris Burdick

Objectives: Students will be able to
- Generalize: Recall and use details from text to make a broad statement or inference that applies to many examples
- Story Structure: Identify elements of a story such as rising action, conflict, climax, resolution
  o Writing: create narratives and poetry that employ these elements.
- Unfamiliar Vocabulary (Context Clues): Infer the meanings of unfamiliar words using context clues.
- Identify the author’s purpose
  o Writing: generate their own purpose for writing a narrative and a poem.
- Main Idea and Details: Identify the important idea(s) of a text, and find details in the text that support that idea
- Identify elements of a poem, such as rhyme, rhythm, phrasing, figurative language
  o Writing: Create a poem using the different aspects of poetry

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Writing: students will write one story and one poem using a prompt from The Mysteries of Harris Burdick
- Literature Circles: Students will complete jobs that unpack the structure and narrative of The Cay
- Journals: students will write daily in their journals about the narrative of The Cay, as well as to make generalizations and identify the author’s purpose. They will also use journals to brainstorm their own writing.
- Graphic organizers (Cause/Effect; Story Map): Students will use the ideas of cause and effect to unpack the story structure of The Cay, as well as to create a story using a story map or a plot diagram.

Activities (Reading/Writing (9:45-10:30)
- 9:45-9:55: Teacher will explain peer conferencing, and hand out Peer Conferencing sheets
  o Teacher will model use of the self-assessment sheet (1st Conferencing sheet)
  o Teacher will then model use of the peer-assessment sheet (2nd Conferencing sheet)
  o Teacher will remind students that they are not to write on each other’s writing – rather, the writer should take their conferencing partner’s comments into consideration when doing their own revisions (to be done with blue/black pen).
- 9:55-10:05: Students will complete 1st Conferencing sheet.
- 10:05-10:25: Students will work with partners to read each others’ stories/poems, and fill out 2nd Conferencing sheet.
- 10:25-10:30: Students will share revisions they have made or are thinking about making
Week 5, Lesson 1: Adaptation; The Cay; Harris Burdick

Objectives (Reading): Students will be able to
- Theme: Identify the theme of a text and support their answers with details from the story
  - Writing: Students will create and decide upon themes for a class play
- Story Structure: Identify elements of a story such as rising action, conflict, climax, resolution
  - Writing: create narratives, poetry, and a class play that employ these elements
- Main Idea and Details: Identify the important idea(s) of a text, and find details in the text that support that idea
- Identify elements of a poem, such as rhyme, rhythm, phrasing, and figurative and descriptive language.
  - Writing: Create a poem using the different aspects of poetry

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Writing: Students will revise and finish their narratives and their poems from The Mysteries of Harris Burdick
- Writing: Students will brainstorm and begin drafting a class play, based on a prompt from The Mysteries of Harris Burdick
- Journals: Students will answer questions and brainstorm for their own writing within their reading and writing journals.

Activities (Theme):
- 9:50-10:00: Students will watch The One Man Band (http://www.youtube.com/watch?v=M7M438ICCIE)
- 10:00-10:10: Students will discuss The One Man Band
  - What’s happening in the story? What is the conflict?
  - What could a major idea or important topic be?
  - What is the life lesson we could pull about this topic?
- 10:10-10:15: Students will watch Angry Birds
- 10:15-10:25: Students will discuss the theme of Angry Birds
- 10:25-10:30: Students will watch Gerri’s Game (http://www.youtube.com/watch?v=1m7dcbIKvlw)
  - What’s happening in the clip? Is there a conflict?
  - What could a major idea or important topic be?
  - What is a life lesson we could pull about this topic?

Activities (Poetry) (On rug?):
- 10:30-10:40: Teacher will model alliteration using tongue twisters, and discuss them with the class.
  - What do you notice about the tongue twister I just said?
  - Why is it a tongue twister?
  - Why might an author or a poet use alliteration?
  - What kind of different sounds can you make with letters?
- 10:40-10:50: In their reading comps, students will write their own tongue twisters and share
- 10:50-10:55: Teacher will read Jabberwocky out loud, telling students to pay particular attention to sound.
- 10:55: Students will call out words that they did not recognize.
- 10:55-11:00: With a partner, students will discuss what the meanings of these words might mean.
- 11:00-11:10: Class will discuss the poem together.
  - Who are the characters in this poem?
  - What are these characters doing? (What is happening in the poem?)
  - Is there a conflict? Is there more than one? What are they?
  - Are the conflicts resolved? How?
- 11:10-11:20: Teacher will read chapter 14 out loud.
- 11:20-11:30: With a partner, Students will play the Who, What, When, Where game (Lit Unit pg 27)
Homework:
- Students will read chapter 15.
- Students will think about possible themes of one of the following books (write in reading comp; chosen during MW):
  - The Cay
  - The Mysterious Benedict Society series
  - The Harry Potter series
  - The Percy Jackson series
  - The Diary of a Wimpy Kid series
Week 5, Lesson 2: Adaptation; The Cay; Harris Burdick

Objectives (Reading): Students will be able to
- Theme: Identify the theme of a text and support their answers with details from the story
  - Writing: Students will create and decide upon themes for a class play
- Story Structure: Identify elements of a story such as rising action, conflict, climax, resolution
  - Writing: create narratives, poetry, and a class play that employ these elements
- Main Idea and Details: Identify the important idea(s) of a text, and find details in the text that support that idea
- Identify elements of a poem, such as rhyme, rhythm, phrasing, and figurative and descriptive language.
  - Writing: Create a poem using the different aspects of poetry

Essential Understandings:
- Adaptation and change is important to survival and growth.
- Prejudice is blinding and harmful to everyone, and limits society’s ability to grow.

Key Questions:
- How do people adapt to difficult situations?
- In what ways can people be prejudiced?
- How might prejudice be harmful and limiting?

Assessment:
- Writing: Students will revise and finish their narratives and their poems from The Mysteries of Harris Burdick
- Writing: Students will brainstorm and begin drafting a class play, based on a prompt from The Mysteries of Harris
  Burdick
- Journals: Students will answer questions and brainstorm for their own writing within their reading and writing
  journals.

Activities (The Cay):
- 9:50-10:00: Students will answer journal questions about chs. 14 and 15.
  - How did Timothy know that a storm was coming? What did he do to prepare for the storm?
  - Upon realizing that Timothy had died, what do you think Phillip meant when he said, “There are times
    when you are beyond tears”?
- 10:00-10:05: Students will discuss the journal questions with a partner
- 10:05-10:10: Class will discuss the journal questions together. (How did you feel when you found out that
  Timothy had died? What do you think will happen to Phillip?)
- 10:10-10:15: Teacher will hand-out and look at the modeled examples in the Stormy Weather word-web activity.
- 10:15-10:25: Students will complete the Stormy Weather activity
- 10:25-10:30: Class will discuss some figurative language they found to discuss the descriptions they found for the
  word-web activity.

Activities (Poetry)
- 10:30: Teacher will explain Poetry Jigsaw activity.
  - Around the room there are four poems: “Where the Sidewalk Ends” by Shel Silverstein, “Instructions” by
  - You will have 10 minutes at each station to read the poem, discuss the questions that are there. Jot
    down the answer to the questions in your reading comp.
  - I will let you know when to move on to the next poem.
- 10:30-11:10: (10min per station): Students will complete Jigsaw Poem activity
- 11:10-11:15: Class will discuss activity
  - Which poem was your favorite? Why?
- 11:15-11:30: Students will get into groups based on the outside book they picked for hw to discuss themes.
  - What do you think one of the possible themes of your book was? Why do you think so?
- When finished, students can continue working on their Harris Burdick story or poem.

Homework:
- Read chapter 16.
- Bring one SSR book, in case you have time after the PSSAs. We will be discussing these outside books in class as well! (Don’t worry, you don’t have to write anything down.)
- Be well-rested, eat a good breakfast. =)
The Cay Final Project: Graphic Novel

Objectives: Students will
- Demonstrate the ability to make generalizations about characters.
- Demonstrate an understanding of narrative elements, such as beginning, middle, end, conflict, climax, and resolution.
- Demonstrate an understanding of sensory details and figurative language, and translate it into a visual medium.
- Identify important ideas, and support their choices with details from the text.

Assessment:
- Students will create a class graphic novel adaptation of The Cay

Activities:
- Teacher will read the beginning of The Lightning Thief, by Rick Riordan
- Teacher will then show/read the first few pages of The Lightning Thief: The Graphic Novel
  o What do you notice about the graphic novel?
  o What’s different about the text?
  o What are some things the artist/writer of the graphic novel chose to leave out?
  o What are some ways the illustrator of the graphic novel help us get into the main character’s shoes?
  o What do you notice about the layout?
- In groups, students will brainstorm 1-3 important events for each chapter in their section – make sure to write down the reasons why you chose that event!
- They will also make a “cast of characters” page for a given character, to put in the beginning of our graphic novel.
- Groups:
  o Chs. 1-5, Phillip: Maeve, Hendrick, Colin, Peter, Zach
  o Chs. 6-10, Mr. Enright: Brandon, Molly, Sophia, Hunter, Alex
  o Chs. 11-14, Mrs. Enright: Nolan, Alayna, Zoe, Abigail, Kevin, Max
  o Chs. 15-19, Timothy: Liz, Seamus, Shane, Najah, Henry
- Each group will be given a minimum of six pages for their section.
  o one page for the given characters, one for each chapter. They can use more if needed!
- Students will decide on the important events for their sections, and outline the layout.
  o Which events do you feel are the most important in your given chapters?
  o How do you think those events should be portrayed?
  o How will you transition from one event to the next?
- Students will divide the sections they’ve outlined amongst themselves, so that each person is illustrating/writing one event or chapter, and/or a character.
- Students will do a final, neat page (or pages) for the final class graphic novel.