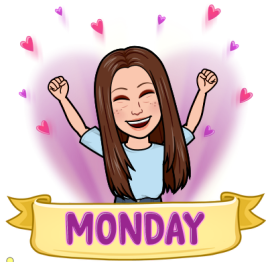


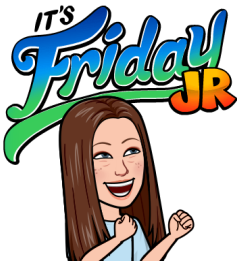
Mrs. Boatner's Upcoming ELA Assignments

Please note that these assignments are subject to change. I adjust assignments as I see the needs of the students in class. I will make any changes to this document as well as informing the students in class.

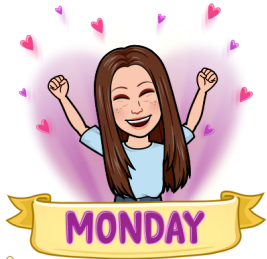
For extra literacy support, students may work on their Lexia at home.

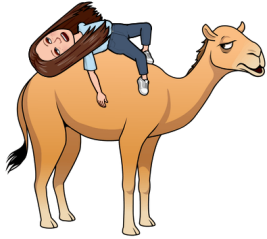
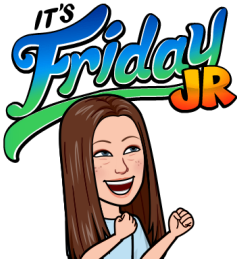
Bud, Not Buddy

10/27-10/31	Today we will:	You will need:
	★ CWT Typing	★
TUESDAY 	★ Set the Context for <i>Bud, Not Buddy</i>	★ Stop Sign Question Handout
	<i>Bud, Not Buddy</i> Section 1. Lesson 1. ★ In this lesson, students will view Childhood Lost: An Overview of the Great Depression, to build their knowledge about how the Great Depression impacted	★ Pages 1-2 ★ Page 27 ★ Learning Log Handout

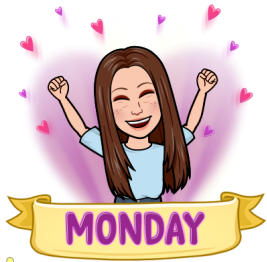
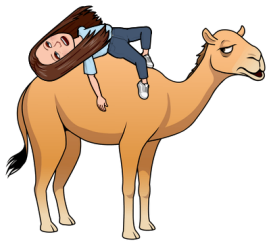
	the lives of children. Students will also read “Children & the Great Depression” to gain an understanding of how these years of economic uncertainty affected the lives of millions of families. ★ Students will participate in a 2-Corner Discussion to answer the question: Did the Great Depression strengthen or weaken family bonds?	
	Section 1. Lesson 2. ★ In this lesson, students will read the article, “A Bit of Stress May Help Young People Build Resilience,” to build their understanding of the way stress impacts people and how this information relates to children growing up during the Great Depression.	★ Pages 3-5 ★ Page 29 ★ Learning Log Handout

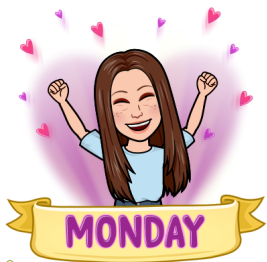
	★ Field Trip	★
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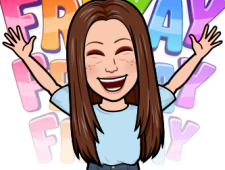
11/3-11/7	Today we will:	You will need:
	Section 1. Lesson 3. ★ In this lesson, students will read the foreword of <i>Bud, Not Buddy</i> to understand why the author believes so many people are interested in the text. Students will read and analyze Chapters 1 and 2 and complete the first section of the culminating task tool.	★
TUESDAY 	Section 1. Lesson 4. ★ In this lesson, students will read Chapters 3 and 4 from <i>Bud, Not Buddy</i> and begin tracing the challenges Bud faces in the chapters. Students will determine how Bud’s “rules for survival”	★

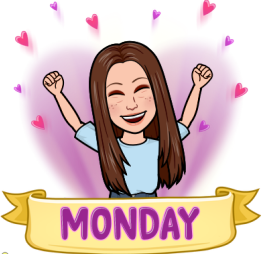
	guide him through his journey.	
	Section 1. Lesson 5. ★ In this lesson, students will read Chapter 5 from <i>Bud, Not Buddy</i> and respond to questions to express their understanding. Students will prepare for and engage in a discussion. This is the section diagnostic.	★
	★	★
	★	★

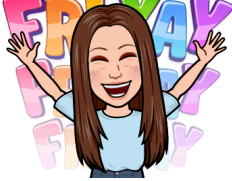
11/10-11/14	Today we will:	You will need:
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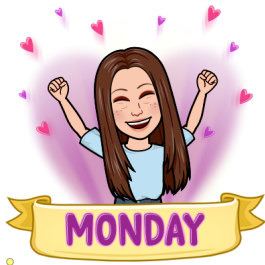
	Student vs. Staff Kickball Tournament	
TUESDAY 	NO SCHOOL	
		
		

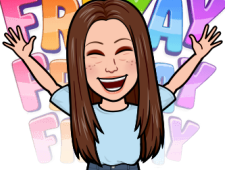
11/17-11/21	Today we will:	You will need:
	Thanksgiving Lunch	

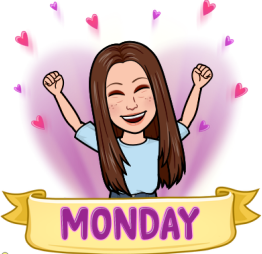
TUESDAY 	★	★
		★
IT'S Friday JR 	★	★
FRI-YAY 	★	★

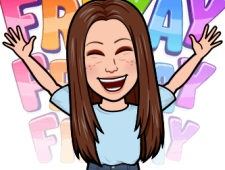
11/24-11/28	Today we will:	You will need:
	Thanksgiving	Break

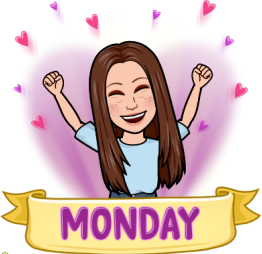
TUESDAY 	Thanksgiving	Break
	Thanksgiving	Break
IT'S Friday JR 	Thanksgiving	Break
FRI-YAY 	Thanksgiving	Break

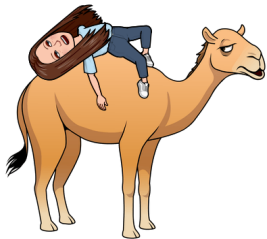
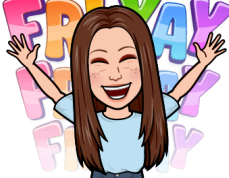
12/1-12/5	Today we will:	You will need:
	★	★

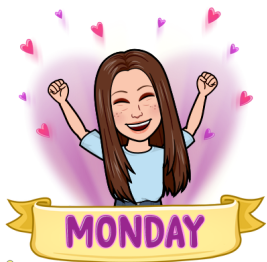
TUESDAY 	★	★
		
IT'S Friday JR 	★	★
FRI-YAY 	★	★

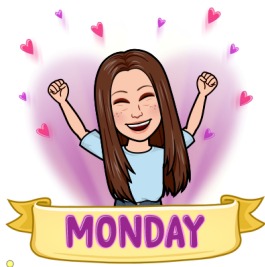
12/8-12/12	Today we will:	You will need:
	★	★

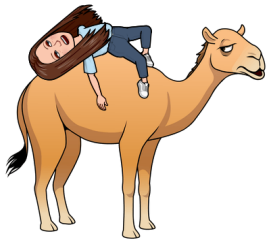
TUESDAY 	★	★
	★	★
IT'S Friday JR 	★	★
FRI-YAY 	★	★

12/15-12/19	Today we will:	You will need:
		★

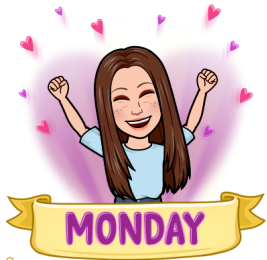
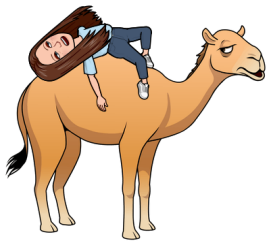
TUESDAY 	★	★
	★	★
IT'S Friday JR 	★	★
FRI-YAY 	★	★

12/22-12/26	Today we will:	You will need:
	Christmas	Break

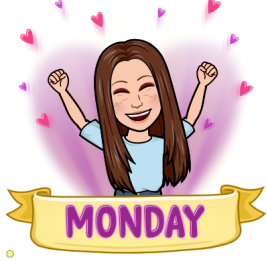
12/29-1/2	Today we will:	You will need:
	Christmas	Break

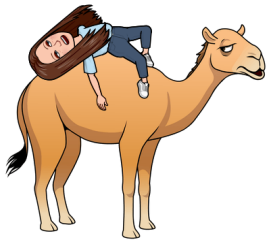
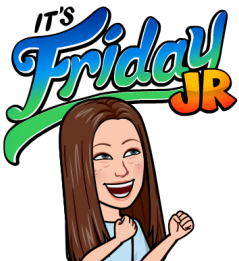
TUESDAY 	Christmas	Break
	Christmas	Break
IT'S Friday JR 	Christmas	Break
FRI-YAY 	Christmas	Break

1/5-1/9	Today we will:	You will need:
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	★	★
TUESDAY 	★	★
	★	★
IT'S Friday JR 		
FRI-YAY 		

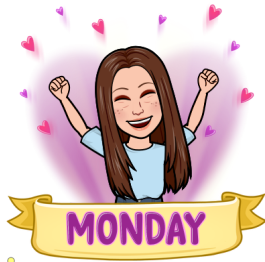
Esperanza Rising

9/15-9/19	Today we will:	You will need:
	Section 3. Lesson 1. ★ In this lesson, students read “Okies” by Bill Ganziel and “USDA Photographer Rescues Destitute Farm Workers” by Gwen Gilbert to learn more about the conditions of migrant workers during the time period of Esperanza Rising. Students also consider the central ideas of each text and what they teach us about the setting in the novel.	★ Pages 23-27 ★ Worksheet
TUESDAY 	Section 3. Lesson 2. ★ In this lesson, students reread excerpts from “Okies” by Bill Ganziel and “USDA Photographer Rescues Destitute Farm Workers” by Gwen Gilbert to compare and contrast how two texts introduce and	★ Pages 23-27 ★ Worksheet

	develop similar topics and central ideas. Students explain the similarities and differences in a well-developed paragraph, using evidence from each text to support their analysis.	
	Section 3. Lesson 3. ★ In this lesson, students read “Losing Livie,” “Migrants,” and “Wild Boy of the Road” from <i>Out of the Dust</i> by Karen Hesse. Students consider how the author uses descriptive detail and sensory language to convey the experiences of the characters.	★ <i>Out of the Dust</i> (pages 8-9, 58-59, and 160-161) ★ Worksheet
	Section 3. Lesson 4. ★ In this lesson, students read Chapter 8 of <i>Esperanza Rising</i> to understand how new challenges impact Esperanza and other characters.	★ <i>Esperanza Rising</i> (pages 139-157) ★ Worksheet

	Students analyze the author's use of sensory language and explain how the author's word choice helps the reader understand how Esperanza is feeling.	
	Section 3. Lesson 5. ★ In this lesson, students read Chapter 9 of <i>Esperanza Rising</i> to determine how Esperanza's character has changed since the beginning of the novel as a result of the challenges she has faced. Students consider how the author uses narrative techniques to develop Esperanza's thoughts and feelings.	★ <i>Esperanza Rising</i> (pages 158-178) ★ Vocabulary List (page 64) ★ Worksheet

9/22-9/26	Today we will:	You will need:
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Section 3. Lesson 6.

- ★ In this lesson, students will analyze two model narrative excerpts from the anchor text *Esperanza Rising* to consider the effectiveness with which the author develops characters using dialogue. Students will analyze how the author punctuates dialogue correctly and how the author uses sensory details and descriptions to show, not tell about character's experiences.

- ★ *Esperanza Rising* pages 153-154 and pages 162-164)
- ★ handout

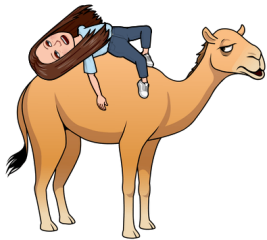
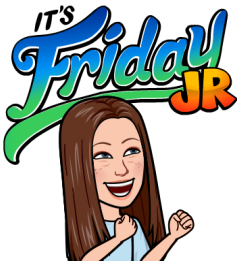
TUESDAY



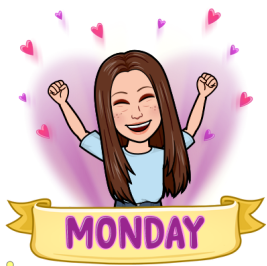
Section 3. Lesson 7.

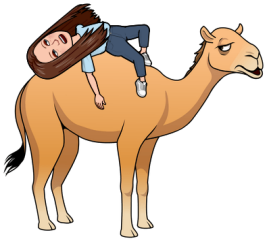
- ★ In this lesson, students will write a narrative that addresses all parts of the section diagnostic prompt: Imagine that *Esperanza* was able to make a phone call to Abuelita to describe what has happened to Mama. The narrative should begin by describing

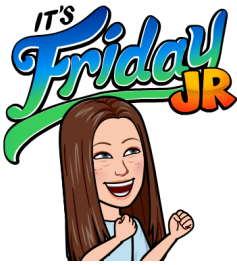
- ★ *Esperanza Rising* (chapters 8-9)
- ★ Handout
- ★ chromebook

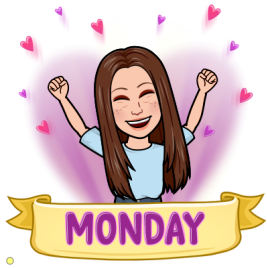
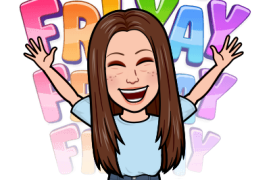
	what Abuelita was doing before the phone rang and end with Abuelita's reaction to the news she just received. It should also include dialogue that Esperanza and Abuelita would share in their conversation.	
	★ Section 3 Assessment (chapters 8-9)	★
	Section 4. Lesson 1. ★ In this lesson, students will read Chapter 10 of <i>Esperanza Rising</i> to understand how an author uses narrative techniques to develop characters. Students also analyze Esperanza's thoughts, words, and actions to determine how she has changed from the beginning of the novel and the lessons she has been learning.	★ <i>Esperanza Rising</i> (pages 179-198) ★ handout

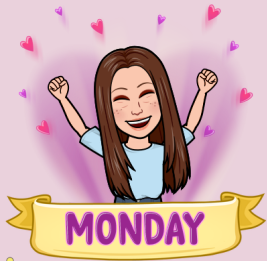
	Section 4. Lesson 2. ★ In this lesson, students read Chapter 11 of <i>Esperanza Rising</i> to deepen their understanding of how authors use narrative techniques to develop characters. Students analyze characters' thoughts, words, and actions and consider how characters respond to new challenges. Students evaluate the choices of characters in the text and support their thinking with evidence.	★ <i>Esperanza Rising</i> (pages 199-213) ★ handout
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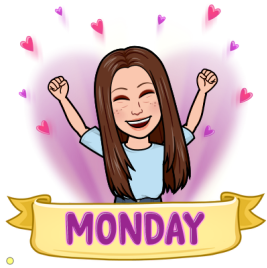
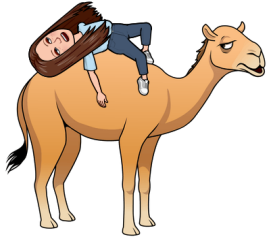
9/29-10/3	Today we will:	You will need:
	Section 4. Lesson 3. ★ In this lesson, students read “The Gift of the Magi” by O. Henry to analyze character, plot, and narrative point of view. Students consider how the characters’ point of view and plot are	★ “The Gift of the Magi” (pages 29-35) ★ handout

	developed using narrative techniques and how the events of the plot develop irony.	
TUESDAY 	★ “The Gift of the Magi” Quiz Section 4. Lesson 4. ★ In this lesson, students revisit excerpts from “The Gift of the Magi” by O. Henry and Esperanza Rising to compare and connect ideas across texts. Students also compare and contrast character experiences and consider a shared lesson the characters learn in the texts.	★ “The gift of the Magi” (pages 29-35) ★ handout
	Section 4. Lesson 5. ★ In this lesson, students will analyze two model narratives and consider the effectiveness with which the author develops and maintains point of view and how the author uses reflection to develop characters	★ “The gift of the Magi” (pages 29-35) ★ handout

	and plot.	
	Section 4. Lesson 6. ★ In this lesson, students will review “The Gift of the Magi” and write a narrative that addresses all parts of the section diagnostic prompt: Write a narrative continuation of “The Gift of the Magi” in which either Jim or Della Young is sitting with one of their friends and reflecting on the lessons that were learned last Christmas. Include dialogue, descriptive details, and reflections to develop the character’s experiences while maintaining the point of view of the short story.	★ “The gift of the Magi” (pages 29-35) ★ Handout ★ Narrative organizer ★ Narrative draft
	★ Progress Monitoring Assessment 2	

10/6-10/10	Today we will:	You will need:
	★ Review	★
TUESDAY 	★ Section 4 Assessment	★
	★ STAR Reading	★ chromebook
<i>IT'S</i> Friday JR 	★ Complete narratives ★ Meet Lexia goals	
FRI-YAY 	★ Virtual Learning Day (no students)	★

10/13-10/17	Today we will:	You will need:
	★ FALL BREAK	★
TUESDAY 	★ FALL BREAK	★
	★ FALL BREAK	★
<i>IT'S</i> Friday JR 	★ FALL BREAK	★
FRI-YAY 	★ FALL BREAK	★

10/20-10/24	Today we will:	You will need:
	★ Read chapters 12 and 13 of <i>Esperanza Rising</i> .	★ <i>Esperanza Rising</i> (pages 214-253)
TUESDAY 	★ Review chapters 12-13 of <i>Esperanza Rising</i>	★ <i>Esperanza Rising</i> (pages 214-253)
	★ Test on chapters 12-13 of <i>Esperanza Rising</i>	★ <i>Esperanza Rising</i> (pages 214-253) ★ Chromebook
IT'S Friday JR 	★ CWT Planning/ Typing	★
FRI-YAY 	★ ½ PD Day - no students	★

