

Curiosity Grove Academy

ELA Daily Teaching Guide

Unit 2 — Character & Transformation | Paired with: Native Peoples

7 Weeks | 28 Teaching Days | Grades K–6

How to use this guide

Each day follows the same rhythm: a short whole-group opener, then differentiated work for K–2, 3–4, and 5–6, then a close. This mirrors the daily structure built for the math curriculum — one page, one day, grab-and-go.

 markers flag Seesaw portfolio checkpoint days — a natural moment to snap a photo or upload student work.

☐ Books/materials checklists appear at the top of each day — check items off as you pull them.

 markers point you to the exact page in CGA_Unit2_Materials_Pack.docx (or the separate K–2 Matching Cards file) where the actual resource for that day lives — nothing to create on the fly.

 Whole-class spine text: *Fish in a Tree* (Lynda Mullaly Hunt), read from a class set all 7 weeks — widely known, starred reviews, nothing unfamiliar to pre-read. Chapters, stage, and one discussion question are built right into each day below — no separate file to flip to. The book menu in the appendix is a separate, optional independent-reading choice for students who want to pick their own novel — it's not required reading for you or for every student.

Book Selection Guide

Full lists to choose from — you don't need every title. Pull what's already on your shelves or at the library first.

Picture Books (K–2 Read-Aloud)

Pick rule: read at least 2 nonfiction and 1 fiction aloud this unit. The nonfiction list here prioritizes Native-authored voices, matching the unit's core sourcing rule.

FICTION	NONFICTION
• Fry Bread — Kevin Noble Maillard	• When We Were Alone — David A. Robertson
• We Are Water Protectors — Carole Lindstrom	• We Are Grateful: Otsaliheliga — Traci Sorell
• Jingle Dancer — Cynthia Leitich Smith	• We Are Still Here! Native American Truths Everyone Should Know — Traci Sorell
• The Rabbit Listened — Cori Doerrfeld	• Giving Thanks: A Native American Good Morning Message — Chief Jake Swamp
• Giraffes Can't Dance — Giles Andreae	• Go Show the World — Wab Kinew
• The Water Walker — Joanne Robertson	• Sharice's Big Voice — Sharice Davids
• Bowwow Powwow — Brenda J. Child	
• Powwow Day — Traci Sorell	
• Rainbow Crow — traditional Lenape retelling	
• Change Sings — Amanda Gorman	

Chapter Books (Grades 3–6, Independent Reading)

Pick rule: each student chooses 1 fiction novel to read independently. Keep at least 2 nonfiction titles available in the room too — for research, browsing, or as an alternate pick for a strong reader who wants a true story instead.

FICTION	NONFICTION
• El Deafo — Cece Bell (graphic novel)	• Fatty Legs — Margaret Pokiak-Fenton & Christy Jordan-Fenton (residential school memoir)
• Shiloh — Phyllis Reynolds Naylor	• The Heartbeat of Wounded Knee (Young Readers Adaptation) — David Treuer
• Because of Winn-Dixie — Kate DiCamillo	
• The Jungle Book — Rudyard Kipling (adapted)	
• Wonder — R.J. Palacio	
• Holes — Louis Sachar	
• Inside Out and Back Again — Thanhha Lai	
• The Secret Garden — Frances Hodgson Burnett	
• Skeleton Man — Joseph Bruchac	
• Indian No More — Charlene Willing McManis & Traci Sorell	
• The Birchbark House — Louise Erdrich	
• Seedfolks — Paul Fleischman	
• Maniac Magee — Jerry Spinelli	
• Little Women — Louisa May Alcott	
• Oliver Twist — Charles Dickens (adapted)	

Full hooks, blurbs, and acquisition timing for all of these are in the Materials Pack and the appendix at the end of this guide.

Monday — Hook — The Central Question

Books/materials needed today

- ☐ Giraffes Can't Dance (Giles Andreae) or a similar picture book about pressure to change
- ☐ Fish in a Tree — class set (Ch. 1–7 this week)

Whole-Class Read-Aloud: Fish in a Tree Ch. 1–7 — Establishing the Pressure

Ally hides that she can't read by acting out, using humor, and pretending to be sick — anything to avoid being caught. Her family has moved constantly for her father's military job, and her current teacher, Mrs. Hall, believes Ally simply isn't trying hard enough.

Today's discussion question: Ally works incredibly hard to hide something about herself. What is she protecting herself from by hiding it?

Whole Group Opener

Whole group: Read aloud Giraffes Can't Dance (Giles Andreae) or a similar picture book about a character pressured to be different. Pose the unit's central question: 'What has to happen to a person for them to truly change — and does it matter whether they chose it?' Chart reactions loosely — don't name the Outside/Inside framework yet.

Band Work

K–2 Listen to the read-aloud on the rug. Turn-and-talk: 'Why did the other animals want Gerald to change?' Draw the moment Gerald felt most pressured.	3–4 Listen to the read-aloud; jot one reason the character felt pressure to be different.	5–6 Listen to the read-aloud; quick write: Is there a difference between changing because you want to and changing because others want you to?
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Closing

Whole group share-out: collect student language for tomorrow's Outside/Inside anchor chart.

 Books/materials needed today

- ☐ Nothing new — refer back to yesterday's book
- ☐ Fish in a Tree — class set (Ch. 1–7 this week)

 Materials Pack p.2 (Anchor Chart) + see the separate K–2 Matching Cards file

 Whole-Class Read-Aloud: Fish in a Tree Ch. 1–7 — *Establishing the Pressure*

Ally hides that she can't read by acting out, using humor, and pretending to be sick — anything to avoid being caught. Her family has moved constantly for her father's military job, and her current teacher, Mrs. Hall, believes Ally simply isn't trying hard enough.

Today's discussion question: Mrs. Hall believes Ally's struggles are a choice — that she just isn't trying. How does the story ask us to question that assumption?

Whole Group Opener

Whole group: Introduce the distinction between external pressure (forces pushing on a character from outside) and internal change (a shift happening within). Co-build a 2-column anchor chart, using yesterday's book as the first example.

Band Work

K–2 Match picture cards to the correct column (Outside Pressure / Inside Change). Say the column name aloud for each card.	3–4 In pairs, add 2 more examples from yesterday's book to the correct column. Copy the two column headers into reading journal for reference.	5–6 Independently generate one original example of external pressure and one of internal change (from life or another book) and justify the placement.
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Closing

Anchor chart posted — this is the shared vocabulary for the next 7 weeks.

-  **Books/materials needed today**
- ☐ Up or Encanto film clip, cued up
 - ☐ Fish in a Tree — class set (Ch. 1–7 this week)

 *Materials Pack p.3 (K–4 T-chart) and p.4 (5–6 T-chart)*

 Whole-Class Read-Aloud: Fish in a Tree Ch. 1–7 — *Establishing the Pressure*

Ally hides that she can't read by acting out, using humor, and pretending to be sick — anything to avoid being caught. Her family has moved constantly for her father's military job, and her current teacher, Mrs. Hall, believes Ally simply isn't trying hard enough.

Today's discussion question: What does Ally's "ordinary world" look like at school? What has she had to become in order to survive there?

Whole Group Opener

Whole group: Apply the Outside/Inside lens to a widely known character (Carl from Up, or Mirabel from Encanto). Model thinking aloud for one outside-pressure moment, then release.

Band Work

K–2	3–4	5–6
With a partner, sort picture cards or draw one outside-pressure moment and one inside-change moment for the character.	Fill in a 2-column T-chart organizer for the shared character with a detail in each column.	Complete the T-chart independently, using specific evidence from the film/story for each column.

Closing

Cold-call 3 students to defend a placement with evidence — normalizes the 'evidence for your thinking' expectation.

-  **Books/materials needed today**
- ☐ Graphic Novel: El Deafo

☐ K–2: Shiloh, Because of Winn-Dixie, The Jungle Book (adapted)

☐ 3–4: Wonder, Holes, Inside Out and Back Again, The Secret Garden, Skeleton Man (Joseph Bruchac)

☐ 5–6: Seedfolks, Maniac Magee, Little Women, Oliver Twist (adapted)

☐ Fish in a Tree — class set (Ch. 1–7 this week)

 *Materials Pack p.5–11 (Book Talk Script Sheets, including new K–2 Picture Books)*

 Whole-Class Read-Aloud: Fish in a Tree *Ch. 1–7 — Establishing the Pressure*

Ally hides that she can't read by acting out, using humor, and pretending to be sick — anything to avoid being caught. Her family has moved constantly for her father's military job, and her current teacher, Mrs. Hall, believes Ally simply isn't trying hard enough.

Today's discussion question: Ally has moved schools many times. How might that constant change shape how she protects herself?

Whole Group Opener

Whole group: Review the anchor chart. Introduce the two-column reading journal format students will use for their own novel. Preview the book menu by band.

Band Work

K–2 Browse 2–3 K–2 book options (partner-read format); teacher reads back-cover blurbs aloud.	3–4 Browse mid-level book menu; jot top 2 choices in journal with a one-line 'why'.	5–6 Browse higher-level + graphic novel menu independently; rank top 3 choices.
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Closing

Everyone leaves with a shortlist of 2–3 books — tomorrow (Week 2) they commit.

 *Have physical books or covers displayed by band table for browsing.*

Monday — Book Talks

 Books/materials needed today

- ☐ Same full novel menu as yesterday — one copy of each title per band
- ☐ Fish in a Tree — class set (Ch. 8–14 this week)

 Materials Pack p.5–11 (Book Talk Script Sheets)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 8–14 — A Crack in the Pressure

A new teacher, Mr. Daniels, replaces Mrs. Hall. He notices Ally's intelligence and creativity beneath her distractions, and Ally begins to form real friendships with Keisha and Albert.

Today's discussion question: What does Mr. Daniels see in Ally that her other teachers missed? What does he do differently?

Whole Group Opener

Whole group: Teacher gives a 1-minute book talk for each title on the menu, organized by band, building excitement without spoilers.

Band Work

K–2 Hold and flip through 2 physical copies with a partner before choosing.	3–4 Read first-page excerpts of top 2 choices silently, then decide.	5–6 Read first-page excerpts of top 2–3 choices; consider reading level fit honestly.
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Closing

Students turn in their #1 and #2 choice on a slip — teacher finalizes assignments tonight.

 Books/materials needed today

- ☐ Each student's chosen novel (from the Week 2 menu) — enough copies to distribute today
- ☐ Fish in a Tree — class set (Ch. 8–14 this week)

 Materials Pack p.13 (Journal Entry 1)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 8–14 — *A Crack in the Pressure*

A new teacher, Mr. Daniels, replaces Mrs. Hall. He notices Ally's intelligence and creativity beneath her distractions, and Ally begins to form real friendships with Keisha and Albert.

Today's discussion question: Keisha and Albert both have their own struggles. What draws the three of them together?

Whole Group Opener

Whole group: Distribute books. Introduce the reading journal's two-column tracker (outside / inside). Model with the teacher's own current read.

Band Work

K–2 Partner-read the first pages together (echo or choral read). Orally tell the teacher one thing happening 'outside' the character so far.	3–4 Read Chapter 1 independently. Journal: Draw a line down your page. On one side, what's happening to your character from the outside. On the other, what's shifting inside them. What do you notice?	5–6 Read Chapter 1–2 independently. Journal: Same prompt, expect textual evidence for both columns, not just a guess.
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Closing

Quick individual check-ins — teacher confirms every student has a book and understands the two-column journal.

-  **Books/materials needed today**
- ☐

 Each student's chosen novel (from the Week 2 menu) (continue distributing stragglers)
- ☐

 Fish in a Tree — class set (Ch. 8–14 this week)

 **Whole-Class Read-Aloud: Fish in a Tree** *Ch. 8–14 — A Crack in the Pressure*

A new teacher, Mr. Daniels, replaces Mrs. Hall. He notices Ally's intelligence and creativity beneath her distractions, and Ally begins to form real friendships with Keisha and Albert.

Today's discussion question: *Is this the beginning of internal change, or is Ally still just reacting to something outside her — a new teacher, new friends? How can you tell the difference?*

Whole Group Opener

Whole group: 2-minute reminder of reading stamina expectations (Daily 5 norms).

Band Work

K–2 Partner reading, 15–20 min. Teacher pulls 2–3 pairs for a quick conference: 'What's happening so far?'	3–4 Independent reading, 20–25 min. Teacher conferences with 3–4 students.	5–6 Independent reading, 25–30 min. Teacher conferences with 3–4 students; push for outside/inside language in their talk.
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Closing

No formal close — protect the reading block.

-  **Books/materials needed today**
- ☐

 Each student's chosen novel (from the Week 2 menu)
- ☐

 Fish in a Tree — class set (Ch. 8–14 this week)

 Materials Pack p.14 (Journal Entry 2)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 8–14 — *A Crack in the Pressure*

A new teacher, Mr. Daniels, replaces Mrs. Hall. He notices Ally's intelligence and creativity beneath her distractions, and Ally begins to form real friendships with Keisha and Albert.

Today's discussion question: What would it take for you to trust a new adult the way Ally starts to trust Mr. Daniels?

Whole Group Opener

Whole group: Revisit the anchor chart. Ask: what does a character usually believe about themselves before they change?

Band Work

K–2 Oral or drawn response: draw what your character believes about themselves right now.	3–4 Journal: What does your character believe about themselves at the beginning that they'll need to let go of by the end?	5–6 Journal: Same prompt, plus — what evidence tells you this belief will be challenged?
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Closing

Volunteers share one journal line aloud.

 *Seesaw checkpoint: photograph or upload Journal Entry #2 for portfolio.*

Monday — Meet the Nonfiction Pairing

 Books/materials needed today

- ☐ When We Were Alone — David A. Robertson (whole-group read-aloud, K–4)
- ☐ What the Eagle Sees — Eldon Yellowhorn, or selected chapters of An Indigenous Peoples' History of the United States for Young People (5–6)
- ☐ Fish in a Tree — class set (Ch. 15–28 this week)

 Materials Pack p.11 (nonfiction hooks, optional)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 15–28 — *Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: Mr. Daniels teaches Ally in ways that fit how her mind actually works. Why does that matter more than just "trying harder"?

Whole Group Opener

Whole group read-aloud (K–4): When We Were Alone (David A. Robertson). 5–6 begin What the Eagle Sees (Yellowhorn) or selected chapters of An Indigenous Peoples' History of the United States for Young People in small groups. Discuss: what is this text asking us to pay attention to?

Band Work

K–2 Listen to read-aloud; draw one thing the grandmother remembers.	3–4 Listen to read-aloud; begin discussing what 'alone' means in the title.	5–6 Begin independent/small-group read of the nonfiction text; note early examples of pressure to change.
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Closing

Whole group: chart initial reactions next to the Outside/Inside anchor chart — the parallel starts today.

-  **Books/materials needed today**
- ☐

 Same nonfiction texts as yesterday
- ☐

 Each student's chosen novel (from the Week 2 menu) (last 10 minutes)
- ☐

 Fish in a Tree — class set (Ch. 15–28 this week)

 Materials Pack p.23 (Bridge Questions)

 **Whole-Class Read-Aloud: Fish in a Tree** Ch. 15–28 — *Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

***Today's discussion question:** Albert refuses to fight back against his bullies because he doesn't believe in violence. Compare his response to pressure to the people in this week's nonfiction text who also faced pressure to change who they were.*

Whole Group Opener

Whole group discussion: 'The people in this text faced enormous pressure to change who they were. Did they? How?'

Band Work

K–2 Turn-and-talk with a partner, then share one idea with the class.	3–4 Journal response to the discussion question, in their own words.	5–6 Journal response — push for specific evidence from the text.
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Closing

Return to independent novels for the last 10 minutes — keep both threads alive.

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu)

☐ Fish in a Tree — class set (Ch. 15–28 this week)

 Materials Pack p.15 (Journal Entry 3)

 **Whole-Class Read-Aloud: Fish in a Tree** Ch. 15–28 — *Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: *Ally's confidence is growing, but the outside pressure — Shay, Jessica, the bullies — hasn't stopped. What does this suggest about the difference between changing inside and the world around you changing?*

Whole Group Opener

Quick reminder: today is fully protected reading time in the novel.

Band Work

K–2 Partner reading, 15–20 min + conference.	3–4 Independent reading, 20–25 min. Journal: Has your character actually changed yet, or are they just reacting? How can you tell the difference?	5–6 Independent reading, 25–30 min. Journal: Same prompt — push for a clear line between 'reacting' and 'changing.'
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Closing

Teacher confers with any student who hasn't been pulled yet this week.

-  **Books/materials needed today**
- ☐

 Each student's chosen novel (from the Week 2 menu)
- ☐

 Fish in a Tree — class set (Ch. 15–28 this week)

 **Whole-Class Read-Aloud: Fish in a Tree** *Ch. 15–28 — Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: *What is the difference between a character who chooses to change and one who is forced to? Where do you see both happening in Ally's story right now?*

Whole Group Opener

Whole group: 5-minute reminder of what 'internal change' looks like versus a character just reacting to plot events.

K–2 Small group with teacher: retell story so far using picture cards from the matching set.	3–4 Small group peer check-in: 'What's shifting inside your character right now?'	5–6 Small group peer check-in, same prompt, plus predict what might cause the next shift.
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Closing

Preview: next week we finish the nonfiction text and compare it directly to novels.

Monday — Finishing the Nonfiction Pairing

Books/materials needed today

- ☐ When We Were Alone (K–4, finishing)
- ☐ What the Eagle Sees or Indigenous Peoples' History excerpts (5–6, finishing)
- ☐ Fish in a Tree — class set (Ch. 15–28 this week)

Materials Pack p.23 (Bridge Questions)

Whole-Class Read-Aloud: Fish in a Tree Ch. 15–28 — Tests, Allies, and Enemies

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: Mr. Daniels teaches Ally in ways that fit how her mind actually works. Why does that matter more than just "trying harder"?

Whole Group Opener

Whole group: finish the nonfiction text. Discuss: 'What is the difference between a character who chooses to change and one who is forced to? Does the outcome look different?'

Band Work

K–2 Listen and discuss as a group; dictate one sentence about a choice versus a force.	3–4 Journal response to the discussion question, in their own words.	5–6 Journal response — push for connecting 'chosen vs. imposed' to a moment in their own novel.
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Closing

Whole group: add final nonfiction reactions to the comparison chart from Week 3.

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu)

☐ Fish in a Tree — class set (Ch. 15–28 this week)
-  Materials Pack p.16 (Journal Entry 4) + p.23 (Bridge Questions)

 **Whole-Class Read-Aloud: Fish in a Tree** Ch. 15–28 — *Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: *Albert refuses to fight back against his bullies because he doesn't believe in violence. Compare his response to pressure to the people in this week's nonfiction text who also faced pressure to change who they were.*

Whole Group Opener

Whole group discussion: 'How does the author of this nonfiction text feel about the people they're writing about? How can you tell?'

Band Work

K–2 Turn-and-talk, then share one idea.	3–4 Journal: What single event has had the biggest impact on who your character is becoming? Why that one?	5–6 Same journal prompt — expect a clearly stated 'why,' not just a plot summary.
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Closing

No formal share — protect reading momentum.

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu)

☐ Fish in a Tree — class set (Ch. 15–28 this week)
-  Materials Pack p.17 (Journal Entry 5) + p.23 (Bridge Questions)

 **Whole-Class Read-Aloud: Fish in a Tree** Ch. 15–28 — *Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: *Ally's confidence is growing, but the outside pressure — Shay, Jessica, the bullies — hasn't stopped. What does this suggest about the difference between changing inside and the world around you changing?*

Whole Group Opener

Whole group discussion: 'What would your fictional character think about the people in this nonfiction book? Would they see them as transformed, resilient, or both?'

Band Work

K–2 Teacher conference in small groups: 'Is your character brave like the people in our book?'	3–4 Journal: Compare your fictional character's transformation to someone from the nonfiction text. Whose was chosen? Whose was imposed?	5–6 Same journal prompt — expect a clear stated opinion on whether that difference changes how they feel about it.
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Closing

Teacher collects a quick read of journals to gauge who's ready for Week 5 discussion groups.

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu)

☐ Reading journal

☐ Fish in a Tree — class set (Ch. 15–28 this week)

 **Whole-Class Read-Aloud: Fish in a Tree** *Ch. 15–28 — Tests, Allies, and Enemies*

Mr. Daniels adapts his teaching to how Ally actually learns — through chess, through writing letters in shaving cream, through strategies built for her mind instead of against it. Meanwhile, Ally learns that Albert's bruises come from other kids bullying him, and the outside pressure hasn't gone away even as she's changing inside.

Today's discussion question: *What is the difference between a character who chooses to change and one who is forced to? Where do you see both happening in Ally's story right now?*

Whole Group Opener

Whole group: explain next week's small-group discussion format. Model a strong discussion contribution vs. a weak one.

Band Work

K–2 Practice with a partner: 'My character just...' sentence starter.	3–4 Reread your last 2 journal entries and flag one you want to bring to discussion.	5–6 Same — plus write one question you want to ask a group member about their book.
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Closing

Seesaw checkpoint: upload best journal entry from Weeks 3–4.

 *Seesaw checkpoint day.*

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu)

☐ Fish in a Tree — class set (Ch. 29–35 this week)

 Materials Pack p.22 (Discussion Norms)

 **Whole-Class Read-Aloud: Fish in a Tree** Ch. 29–35 — *Standing Up*

Ally is nominated for class president and starts to let Shay's teasing roll off her, recognizing it says more about Shay's own insecurity than about her.

Today's discussion question: Has Ally actually changed by this point, or is she just reacting differently to the same old pressure? How can you tell the difference?

Whole Group Opener

Whole group: review discussion norms. Form multiage small groups.

Band Work

K–2 Group discussion, teacher-facilitated: share what's changing in your book using picture cards or oral retell.	3–4 Multiage small group: 'Has your character actually changed yet, or are they just reacting?'	5–6 Same multiage group — model strong discussion moves for younger group members.
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Closing

Whole group: one insight per group shared out.

-  **Books/materials needed today**
- ☐

 Each student's chosen novel (from the Week 2 menu)
- ☐

 Fish in a Tree — class set (Ch. 29–35 this week)

 Materials Pack p.18 (Journal Entry 6)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 29–35 — *Standing Up*

Ally is nominated for class president and starts to let Shay's teasing roll off her, recognizing it says more about Shay's own insecurity than about her.

Today's discussion question: "My hero just crossed the threshold — has yours?" — this week your independent-reading groups compare where their characters stand. Where is Ally right now compared to where she started?

Whole Group Opener

Quiet reading day — minimal whole group time.

Band Work

K–2 Partner reading + conference.	3–4 Independent reading. Journal: Think of a time you changed because of something that happened to you. Was it something you would have chosen?	5–6 Independent reading. Same journal prompt — push for genuine personal reflection, not just plot summary.
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Closing

No formal close.

-  **Books/materials needed today**
- ☐

 Each student's chosen novel (from the Week 2 menu)
- ☐

 Fish in a Tree — class set (Ch. 29–35 this week)

 **Whole-Class Read-Aloud: Fish in a Tree** *Ch. 29–35 — Standing Up*

Ally is nominated for class president and starts to let Shay's teasing roll off her, recognizing it says more about Shay's own insecurity than about her.

Today's discussion question: *Ally realizes Shay's teasing comes from Shay's own insecurity. What does it take to see a bully that way instead of just being hurt by them?*

Whole Group Opener

Whole group: quick reminder of yesterday's insight-sharing; new discussion question posted.

Band Work

K–2 Group discussion: what would help your character feel brave enough to change?	3–4 Multiage small group: is there a character in your book who refuses to change? What happens to them?	5–6 Same group, deeper push: cite a specific line or scene as evidence.
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Closing

Groups jot one shared 'big idea' on a sticky note for the seminar wall.

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu)

☐ Fish in a Tree — class set (Ch. 29–35 this week)

 Materials Pack p.19 (Journal Entry 7)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 29–35 — *Standing Up*

Ally is nominated for class president and starts to let Shay's teasing roll off her, recognizing it says more about Shay's own insecurity than about her.
Today's discussion question: What does it mean that Ally is nominated for class president — a role that requires other people to trust and believe in her? How does that compare to how she was seen at the start of the book?

Whole Group Opener

Whole group: read sticky notes from Wednesday aloud — start noticing patterns across everyone's books.

Band Work

K–2 Partner reading + conference.	3–4 Independent reading + journal: Is there something about yourself you've worked hard to hold onto when things around you were pushing you to change?	5–6 Same prompt, independent reading.
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Closing

Preview: next week is the Socratic Seminar — bring your book, journal, and the nonfiction text.

Monday — Seminar Prep

 Books/materials needed today

- ☐ Each student's chosen novel (from the Week 2 menu)
- ☐ Nonfiction text (When We Were Alone / What the Eagle Sees)
- ☐ Fish in a Tree — class set (Ch. 36–44 this week)

 Materials Pack p.22 (Discussion Norms — review)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 36–44 — The Ordeal

The bullying escalates — the same kids who hurt Albert now target Ally and Keisha directly. Albert is finally forced to defend his friends. Ally wins the class president election over Shay, even as the teasing continues.

Today's discussion question: *This is the moment the outside pressure hits hardest — right as Ally's internal change is most real. What does she risk by not backing down?*

Whole Group Opener

Whole group: introduce the seminar question — 'Can a character change without wanting to — and is that still transformation?' Explain seminar format and norms.

Band Work

K–2 Practice with a partner: 'My character could change because ____.' sentence frame.	3–4 Flip back through journal + nonfiction text; flag 2 pieces of evidence to bring to seminar.	5–6 Same — plus draft 1–2 open-ended questions to raise in seminar.
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Closing

Everyone has their 'evidence kit' (book, journal, sticky flags) ready for tomorrow.

-  **Books/materials needed today**
- ☐ Each student's chosen novel (from the Week 2 menu) (fishbowl volunteers should have books in hand)
 - ☐ Fish in a Tree — class set (Ch. 36–44 this week)

 Materials Pack p.24 (Fishbowl Observation Sheet)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 36–44 — *The Ordeal*

The bullying escalates — the same kids who hurt Albert now target Ally and Keisha directly. Albert is finally forced to defend his friends. Ally wins the class president election over Shay, even as the teasing continues.

Today's discussion question: Bring this to the seminar question directly: can a character change without wanting to, and is that still transformation? Has Ally's change been something she wanted, or something forced on her by everything happening around her?

Whole Group Opener

Whole group: 4–5 volunteers model a seminar in the middle (fishbowl) while others take notes on what makes a discussion move strong.

Band Work

K–2 Structured class share instead of fishbowl: compare a book character's change to the nonfiction text as a group, teacher-facilitated.	3–4 Observe fishbowl; jot one strong discussion move you saw.	5–6 Observe or participate in fishbowl; jot one strong move + one thing they'd do differently.
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Closing

Debrief what worked — sets the group up for tomorrow's real seminar.

 Books/materials needed today

- ☐ Each student's chosen novel (from the Week 2 menu)
- ☐ Reading journal
- ☐ Nonfiction text — bring all three
- ☐ Fish in a Tree — class set (Ch. 36–44 this week)

 *Materials Pack p.25 (Seminar Driving Question) + p.20 (Journal Entry 8 — exit ticket)*

 Whole-Class Read-Aloud: Fish in a Tree Ch. 36–44 — *The Ordeal*

The bullying escalates — the same kids who hurt Albert now target Ally and Keisha directly. Albert is finally forced to defend his friends. Ally wins the class president election over Shay, even as the teasing continues.

Today's discussion question: *Albert finally defends his friends physically, breaking his own rule about violence. What does this cost him, and why do you think the story lets him break his own rule here?*

Whole Group Opener

Full Socratic Seminar. Driving question: Can a character change without wanting to — and is that still transformation? Students bring novels, journals, and the nonfiction text.

Band Work

K–2 Structured class share (per K–4 adaptation): what happened to this character? Did they choose it? How did it change them?	3–4 Full participation in seminar circle.	5–6 Full participation in seminar circle; expect follow-up questions (What forces in your book are pushing your character to change? Is there a character who refuses to change?).
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Closing

Quick written exit ticket: one sentence — what did someone else say that changed your thinking?

 *Seesaw checkpoint: capture seminar participation/photo for portfolio.*

-  **Books/materials needed today**
- ☐ Nothing new — journals only

☐ Fish in a Tree — class set (Ch. 36–44 this week)

 **Whole-Class Read-Aloud: Fish in a Tree** *Ch. 36–44 — The Ordeal*

The bullying escalates — the same kids who hurt Albert now target Ally and Keisha directly. Albert is finally forced to defend his friends. Ally wins the class president election over Shay, even as the teasing continues.

Today's discussion question: *Ally wins the election despite — or maybe because of — everything she's been through. What does winning actually mean to her at this point in the story?*

Whole Group Opener

Whole group: read a few exit tickets aloud (anonymously). Introduce the culminating writing task and expectations by grade.

Band Work

K–2 Discuss orally what they might draw/write about their character's change.	3–4 Preview prompt: Character analysis paragraph identifying how your character changed and one force that caused it.	5–6 Preview prompt: Comparative essay connecting a fictional character's transformation to a real person or community from the nonfiction text, arguing what both stories say about resilience.
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Closing

Students begin gathering evidence (sticky notes, journal flags) for their piece.

Monday — Planning

 Books/materials needed today

- ☐ Each student's chosen novel (from the Week 2 menu)
- ☐ Reading journal
- ☐ Fish in a Tree — class set (Ch. 45–51 this week)

 Materials Pack p.21 (Entry 9 planner) + p.26 (K–2) / p.27 (3–4) / p.28 (5–6) planning organizers

 Whole-Class Read-Aloud: Fish in a Tree Ch. 45–51 — Return with the Elixir

Mr. Daniels names Ally Student of the Month and shows the class a list of famous people who also struggled with dyslexia. Ally tells her older brother Travis about everything Mr. Daniels has taught her — and Travis, who has his own reading struggles, decides it's not too late for him to get help too.

Today's discussion question: Ally doesn't just change for herself — by the end, her change reaches her brother Travis. What is the "elixir" she brings back, and who gets to share in it?

Whole Group Opener

Whole group: model planning a paragraph using a simple evidence organizer (claim → 2 pieces of evidence → so-what).

Band Work

K–2 Plan an illustrated response: draw + dictate a sentence about your character's change.	3–4 Complete a planning organizer for the character analysis paragraph.	5–6 Complete a planning organizer for the comparative essay, with evidence from both texts.
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Closing

Teacher checks every plan before drafting begins tomorrow.

 Books/materials needed today

- ☐ Each student's chosen novel (from the Week 2 menu)
- ☐ Fish in a Tree — class set (Ch. 45–51 this week)

 Whole-Class Read-Aloud: Fish in a Tree Ch. 45–51 — Return with the Elixir

Mr. Daniels names Ally Student of the Month and shows the class a list of famous people who also struggled with dyslexia. Ally tells her older brother Travis about everything Mr. Daniels has taught her — and Travis, who has his own reading struggles, decides it's not too late for him to get help too.

Today's discussion question: 3–4 band: which single moment mattered most to Ally's transformation — meeting Mr. Daniels, standing up to Shay, or winning the election? Argue for one, using evidence from the text.

Whole Group Opener

Quiet writing workshop — minimal whole group time, circulate for support.

Band Work

K–2 Draft illustrated response with adult scribing as needed.	3–4 Draft character analysis paragraph independently.	5–6 Draft comparative essay independently.
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Closing

Everyone has a rough draft by the end of today.

 Books/materials needed today

- ☐ Each student's chosen novel (from the Week 2 menu)
- ☐ Fish in a Tree — class set (Ch. 45–51 this week)

 *Materials Pack p.29 (Peer Revision Checklist)*

 Whole-Class Read-Aloud: Fish in a Tree Ch. 45–51 — *Return with the Elixir*

Mr. Daniels names Ally Student of the Month and shows the class a list of famous people who also struggled with dyslexia. Ally tells her older brother Travis about everything Mr. Daniels has taught her — and Travis, who has his own reading struggles, decides it's not too late for him to get help too.

Today's discussion question: 5–6 band: *compare Ally's transformation to your independent-reading character's transformation. Whose change do you believe more, and what in the text makes you believe it?*

Whole Group Opener

Whole group: mini-lesson on one revision focus (e.g., 'Does your evidence actually support your claim?').

Band Work

K–2 Teacher conferences 1:1 to revise/extend the response.	3–4 Peer conference using a simple checklist, then revise.	5–6 Peer conference using the checklist, then revise for clarity and evidence strength.
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Closing

Final drafts due tomorrow.

 Books/materials needed today

- ☐ Nothing new — today is for sharing finished pieces
- ☐ Fish in a Tree — class set — finish the book this week

 Whole-Class Read-Aloud: Fish in a Tree Ch. 45–51 — *Return with the Elixir*

Mr. Daniels names Ally Student of the Month and shows the class a list of famous people who also struggled with dyslexia. Ally tells her older brother Travis about everything Mr. Daniels has taught her — and Travis, who has his own reading struggles, decides it's not too late for him to get help too.

Today's discussion question: At the start of the book, Ally believed something false about herself. What was it, and what does she believe instead by the end?

Whole Group Opener

Whole group celebration: a few volunteers share their final piece aloud.

Band Work

K–2 Share illustrated response with the class or a partner.	3–4 Share final paragraph with a partner or small group.	5–6 Share final essay; class discussion: what did we learn about change and resilience this unit?
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Closing

Unit 2 complete. Anchor chart stays up — it carries forward into Unit 3's point-of-view lens.

 *Seesaw checkpoint: upload final culminating writing piece. This closes Unit 2's portfolio evidence.*

Appendix — Unit 2 Book Menu

Character & Transformation | Paired with: Native Peoples

Whole-Class Guided Reading Spine

Fish in a Tree — Lynda Mullaly Hunt | Read together from a class set, all 7 weeks. Widely known, starred reviews from Publishers Weekly and Horn Book, easy to find. Chapters, the current stage, and one discussion question are built directly into each day of this guide — nothing to flip to a separate file for.

Independent Reading Menu (Optional)

Everything below is an optional choice menu for grades 3–6 students who want to pick their own novel — not required reading, and not something you need to have read yourself. K–2 uses the Picture Books menu just below for read-alouds instead.

Graphic Novel

- El Deafo — Cece Bell | Memoir graphic novel; growing up deaf, navigating friendship; quiet but profound arc

Picture Books (K–2 Read-Aloud Menu)

- Fry Bread — Kevin Noble Maillard | A joyful, beautifully illustrated ode to a food, a family, and a culture that's still very much alive
 - We Are Water Protectors — Carole Lindstrom | Native-authored; a girl and her community stand up to protect water and land for everyone
 - Jingle Dancer — Cynthia Leitich Smith | A girl learns to carry on a family tradition in her own way, gathering support from the women in her life
 - The Rabbit Listened — Cori Doerrfeld | A quiet, powerful book about what real comfort and change look like after something hard happens
 - Giraffes Can't Dance — Giles Andreae | Already this unit's Week 1 launch text — worth keeping in reach as a read-aloud all unit
- Use these for K–2 read-alouds and partner reading throughout Weeks 2–5, alongside or instead of the Lower chapter-book menu below.*

Lower (2nd–3rd grade reading level)

- Shiloh — Phyllis Reynolds Naylor
- Because of Winn-Dixie — Kate DiCamillo
- The Jungle Book — Rudyard Kipling (adapted prose edition) | Classic

Mid (4th–5th grade reading level)

- Wonder — R.J. Palacio
- Holes — Louis Sachar
- Inside Out and Back Again — Thanhha Lai | Written in verse
- The Secret Garden — Frances Hodgson Burnett | Classic
- Skeleton Man — Joseph Bruchac | Native author; a suspenseful, widely-held thriller with a real transformation arc

Higher (6th–7th grade reading level)

- Seedfolks — Paul Fleischman
- Maniac Magee — Jerry Spinelli
- Little Women — Louisa May Alcott | Classic; Jo March's arc
- Oliver Twist — Charles Dickens (adapted edition) | Classic

Whole-Class Shared Nonfiction (mid-unit pairing)

- When We Were Alone — David A. Robertson (picture book; a grandmother tells her granddaughter about residential school through quiet, beautiful language; powerful for all ages)
- An Indigenous Peoples' History of the United States for Young People — Roxanne Dunbar-Ortiz, adapted by Jean Mendoza and Debbie Reese (chapters selected by teacher; grades 5–6)
- What the Eagle Sees: Indigenous Stories of Rebellion and Renewal — Eldon Yellowhorn (grades 4+; eclectic nonfiction centering Indigenous voices)

Additional Nonfiction (independent reading / research)

- The Heartbeat of Wounded Knee (Young Readers Adaptation) — David Treuer (argues Native culture is thriving, not defeated; important counternarrative)
- Go Show the World — Wab Kinew (picture book; celebrates diverse Indigenous figures across history)
- Fry Bread — Kevin Noble Maillard (picture book; beautiful ode to culture, belonging, and resilience)

A note on sourcing

Nonfiction texts here should center Indigenous voices and perspectives — prioritize books written by Native authors or in close collaboration with Indigenous communities.