

April 2 Homes Lesson 1

Introduction to book, author, context

Setting - Descriptive Literary Devices, Affective Juxtaposition

Exposition, Inciting Incident, Foreshadowing Conflict

Read Pages

Introduction to HOMES: A REFUGEE STORY, authors, unusual way it was written

Video Trailer <https://youtu.be/w-En8CDVd5o>

Presentation:

- Tells the true story of Edmonton high school student Abu Bakr al Rabeeah, whose family left Iraq in 2010 in search of a safer life. They moved to Homs, Syria — just before the Syrian civil war broke out.

As told to Winnie Yeung, Homes tells Bakr's story of growing up during the Syrian civil war, and ultimately moving with his family to a new home in Edmonton, Canada. It's a story that's both heartbreaking and hopeful, about the devastation of war and the enduring love of family — an urgently necessary read for understanding Syria and what it's like to be a refugee.

Video intro - Edmonton Journal

<https://youtu.be/sWfMsD8gqWc>

Novel Study Duotangs

- Get duotangs for all 20-2s
- Get lined paper
- Hand out during class and explain use - to collect all their notes and activity materials
- Collect duotangs at the end of every class

Hand out Vocabulary Charts

- Explain use

Hand out Plot Pyramid outlines - explain their use

- Daily Review: Think Pair Share at the beginning of every class, fill in new section of pyramid based on what was read in the previous class. Review notes as whole class
- Have students insert pyramids in duotangs
- Have students fill in the basic information on their pyramids: Title, characters, etc.

Brief explanation of current wartime circumstances in Syria

BBC video

https://youtu.be/CoL0L_DbuQQ

Iraq Sunni vs. Shia muslim divide

BBC video

<https://www.bbc.com/news/av/magazine-27945271/iraq-crisis-the-sunni-shia-divide-explained>

Text Reading: Pages

- Teacher reads book aloud, students read along
- Students take notes on significant events, quotations, ideas, characters and other elements that stand out to them
- Vocabulary Charts: Students make note of any particular words that stand out to them, with which they are unfamiliar, that they do not know the definitions of, that strike them in some way

Literary Devices Focus:

- Tell students to pay attention to the way the book creates a sense of place and immerses you in the setting.
- Look out for the use of imagery, metaphor, simile
- Pay attention to contrasts that are made between:
 - Foreign/unfamiliar and Familiar
 - Peaceful/"Normal" life and chaos/violence of wartime
 - What are the effects?

After Reading

- Elicit Students' immediate impressions and responses
- Remind students of focus of class on the way the book creates a sense of place and develops setting through literary devices

<https://youtu.be/SRxB82dKXRw> CBC Reads 2019 Day two

- What makes Homes a great book - voice and diction, immediacy, imagery, juxtaposition, how much in common - empathy 16:10 - 17:20
 - Setting
 - Empathy
- How immersive is the setting - juxtaposition - and coping 44:04 - 46:18
 - Draw students' attention to instances of imagery, metaphor, simile
 - Remind students to take notes

Partner Activity - Creating Setting with contrasts

- Explain how novel uses contrasts to surprise reader and emphasize the aspects of the story's context - culture, place, and circumstances that are unfamiliar with those that are familiar
- Have students make a T-chart on a page in their duotangs - Put Foreign/unfamiliar and Familiar labels on either side of chart
- Have students make another T-chart on the back of the page in their duotangs - Put Peaceful/"Normal" life and chaos/violence of wartime
- Work in pairs to list the elements of the setting and context described in the section we read that fit on either side of the charts
- Share as a whole class

Close

- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Announce readings to be done in next class
- Collect duotangs

April 3 Homes Lesson 2

Characters - Focus on main characters - Abu Bakr Al Rabeeah and Father Hafedh Al Rabeeah

Conflict, Rising Action, Complications

Read Pages

Entry Slip:

- Hand out duotangs
- Have students fill in their information that they completed about their one vocabulary word chosen from last class's reading

Reading Review

- Whole Class: Make notes on plot pyramid, filling in information about the exposition, inciting incident, and complications foreshadowing conflict, as well as information about setting

Anticipatory Set

- Hand out character webs - 3 per students
- Have students write the names of the 2 main characters and one of the minor characters we have gotten to know, like Bakr's sister, into the center of each character web
- Under the names, have students write one word descriptions of the the characters based on their knowledge of them so far

Main Lesson

- Inform students of the focus of this lesson will be on characterization as we get to know the main and secondary characters better
- As we read, students should make note of any character attributes they notice being developed for each of the three characters on their character webs - note the pages on which they find evidence of those attributes
- Explain difference between explicit and implicit characterization
- Remind students to write down unfamiliar or unknown words in their vocabulary charts - they will need to find at least one word to work on for homework

Reading

- Teacher reads, students follow along and make notes
- Remind students to pay attention to the way the characters are developed through the use of descriptive words, literary devices, as well as the different means of character development included on the charts - what they say, how they look, what others say about them, their thoughts, etc.
- Plot - focus on development of conflict, rising action

After Reading

- Elicit Students' immediate impressions and responses
- Remind students of focus on characterization techniques
 - Draw students' attention to the different ways that characters are developed explicitly and implicitly - behaviour, things they say, things said about them, etc.

Individual Activity - Characterization Webs

- Students complete the characterization webs they began for Abu Bakr, his father, Hafedh, and the third minor character of their choice
- Model For students
- Share as a whole class

Close

- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Announce readings to be done in next class

Collect duotangs

April 4 Homes Lesson 3
Point of View - Narrator, Creating Voice
Rising Action, Complications
Read Pages

Entry Slip:

- Hand out duotangs
- Have students fill in their information that they completed about their one vocabulary word chosen from last class's reading

Reading Review

- Whole Class: Make notes on plot pyramid, filling in information about the conflict and rising action, as well as information about characterization

Anticipatory Set

- Play Point of View Pilot
- Presentation: 3 types of Point of view
- Practice: Point of View Pilot

<https://ereadinggames.com/viewpoint-pilot/>

Main Lesson

Ask students from what point of view they think HOMES is written, how do they know?

Focus on Point of View and development of narrator voice

- Presentation:
 - Complicated nature of voice in HOMES

I wrestled with writing in Abu Bakr's voice constantly. I am not a teenaged Muslim boy so writing as him and taking my voice out of it was really difficult. I would scrutinize everything I wrote and ask myself, "Is this how Bakr would tell it or is this me?"

I realized that this would ultimately be his story told through my lens. Just like in a game of telephone, there were bound to be distortions. How I perceived everything was a part of my writing, in the stories I choose to include or delete. In my word choice. So, I settled on capturing the essence of Bakr — his warmth, his joy, his steadiness — and used those as my markers for his voice.

First, his lack of English was the most difficult challenge in finding his voice. The way he expressed himself in English was clumsy and awkward because of the language barrier. He wasn't fluent so finding his rhythm was difficult. There were certain little verbal ticks that I picked up on easily, like how he says "sure sure" a lot. To help find the way he really talked, I asked him to call and speak in Arabic to his cousins and friends while I listened. He thought this was weird but he humoured me.

Another way I tried to make it feel more like his voice, is in how sparse some parts of the storytelling is, especially the action scenes. When he talked about these events, he was so matter-of-fact. No embellishment, almost stoic. It struck me that these bombings were so melodramatic to me, because all I knew were the movies. For him, there was an air of casualty to it because it had become such a part of his everyday experience. His years in a warzone had normalized it for him. I wanted to capture that so those scenes were sparse, unsentimental, and immediate.

- What literary techniques does Winnie Yeung use to develop Bakr's voice?
- First Person Narration
- Diction, Syntax, Rhythm

Reading

- Teacher reads, students follow along and make notes

Tell Students to pay attention to these elements as we work through the day's reading

- Take notes on what they notice in the word choice, sentence structure, rhythm
- Pay attention to its effects on them as readers

Remind students to write down unfamiliar or unknown words in their vocabulary charts - they will need to find at least one word to work on for homework

Plot - focus on development of rising action, complications

After Reading

<https://youtu.be/VaqYL6-wEDA> cbc canada reads 2019 day 4

- Kids have a voice 40:05-40:26
- Elicit Students' immediate impressions and responses
- Remind students of focus on techniques in creating voice and point of view
 - Draw students' attention to the ways voice was created: diction, syntax, rhythm

Individual Activity - Perspective Taking

- Have students imagine that they, like Bakr and his family must pack up all of their belongings suddenly, leave all of their friends and their familiar surroundings behind to move to a new country.
- Students write a paragraph in first person perspective of their thoughts, feelings, etc.

Close

- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Announce readings to be done in next class
- Collect duotangs

April 5 Homes Lesson 4

Stereotypes/Prejudices/Discrimination and Empathy

Rising Action, Complications

Read Pages

Entry Slip:

- Hand out duotangs
- Have students fill in their information that they completed about their one vocabulary word chosen from last class's reading

Reading Review

- Whole Class: Make notes on plot pyramid, filling in information about the conflict and rising action, as well as information about point of view

Anticipatory Set

Racial and Ethnic Stereotypes

- Discuss concepts of race and ethnicity, prejudice and discrimination
- Write each word on the whiteboard
- Ask students to list the attributes that define the terms "race" and "ethnicity." Record their ideas.
- Ask students for the names of five different racial or ethnic groups.
- Write each name on the whiteboard
- Supply each student with post it notes and pens
 - Ask them to list as many stereotypes that are commonly used to describe the different categories of people on the board and to post their notes on the board
 - Give students three minutes to complete the exercise.
 - Emphasize that students should list stereotypes that they have heard, not ones that they necessarily believe to be true.
 - Give students a few minutes to read the sheets.
- Conclude the lesson with a discussion on the exercise, asking students the following:
 - How do the stereotypes recorded by the class make you feel?
 - What do you notice about the stereotypes listed? Be aware that the students may have listed good and bad adjectives, many stereotypes for different groups, or the same stereotypes for different groups.
 - Where have you seen these stereotypes portrayed? television programs, movies, magazines, books?
 - How do you think a stereotype might cause someone to act unfairly toward another person?

Main Lesson

Whole Class discussion

- Did the students have any prejudices, assumptions about the ethnic groups depicted in the book before they began reading? Have they changed at all?
- If they have changed, why? Ask students about the effect that reading from first person point of view has on them

-

Discussion and Presentation

- Ask students to define empathy
- Ask students to consider how it can combat stereotypes and prejudice

Focus on Stereotypes and Prejudice vs. Empathy and Understanding

- Where do we see stereotypes and prejudice in the novel so far? What are the effects of the stereotypes on the characters?
- Techniques used to elicit empathy from the reader: 1st person point of view, analogues, similes, contrast of foreign/unfamiliar with familiar, imagery - universal senses, appeal to universal emotions

Reading

- Teacher reads, students follow along and make notes

Tell Students to pay attention to examples of prejudices, stereotypes and discrimination in the novel, and how this affects the characters

Tell students to pay attention to the techniques used to elicit empathy from the reader

Tell students to look back at their notes from previous classes about setting, characterization, and point of view

Remind students to write down unfamiliar or unknown words in their vocabulary charts - they will need to find at least one word to work on for homework

Plot - focus on development of rising action, complications

After Reading

- Elicit Students' immediate impressions and responses
- Remind students of focus on techniques used to elicit empathy and understanding from reader vs. prejudice/discrimination/stereotypes

<https://youtu.be/Ba0VftrDbfQ> - cbc canada reads 2019 day 3

- Changing perception and prejudices, empathy 18:28-19:39
- Voice to a culture we don;t know about - stereotypes, discrimination, islamaphobia xenophobia, fear empathy, humanizing 40:07- 42:17

Activity - Combatting Discrimination and bias Exit Slips

Have students write one way that discrimination and stereotypes can be combated in their communities - school, neighbourhood, city, country, etc. on a post it note

Post notes on whiteboard before they leave

Close

- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Announce readings to be done in next class
- Collect duotangs

April 8 Homes Lesson 5
Hardships and Coping
Crisis, Climax, Beginning of Falling Action
Read Pages

Entry Slip:

- Hand out duotangs
- Have students fill in their information that they completed about their one vocabulary word chosen from last class's reading

Reading Review

- Whole Class: Make notes on plot pyramid, filling in information about the rising action and complications

Anticipatory Set

Privilege Walk

Procedures:

- Have participants line up in a straight line across the middle of the room with plenty of space to move forward and backward as the exercise proceeds.
- Have participants hold hands or place one hand on the shoulder of the person to their left or right depending on space constraints. Important: Make sure to ask participants if they are comfortable touching and being touched by others. If some are not, do not make them and do not make a big deal out of it.
- You may give an explanation about the activity, how it is intended to educate about privilege, and what exactly is privilege, or you can send students into the activity with no such background.
- Read the following to participants:
- I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.
- Begin reading statements aloud in a clear voice, pausing slightly after each one. The pause can be as long or as short as desired as appropriate.
- When you have finished the statements, ask participants to take note of where they are in the room in relation to others.
- Have everyone gather into a circle for debriefing and discussion.

Whole Class Discussion

Debriefing Questions

How have some of the statements made your life easier/harder?

Define Adversity and Privilege

How do the students cope with their adversities?

Main Lesson

Whole Class discussion

Remind Students of Discussion about stereotypes/prejudice/discrimination, especially as depicted in the book, from previous class.

Write Adversities on the whiteboard

- Ask students to think of some of the impacts of prejudices and discrimination on the characters
- Ask students to brainstorm other hardships the characters face
- List these on the board under the Adversity Heading
- Students write these notes in their duotangs

Focus on Adversities and Coping Techniques

- What kind of adversities do the characters face in the novel?
- What are some of the ways in which they cope with and overcome these adversities?
- What do the ways in which they cope have in common?

Reading

- Teacher reads, students follow along and make notes

Tell Students to pay attention to examples of adversities the characters confront and the ways in which they cope/overcome them

Tell students to consider what they have in common

Tell students to look back at their notes from previous classes

Remind students to write down unfamiliar or unknown words in their vocabulary charts - they will need to find at least one word to work on for homework

Plot - focus on crisis, climax, beginning of falling action

After Reading

- Elicit Students' immediate impressions and responses
- Remind students of focus on Adversities and Coping Techniques
- What kind of adversities do the characters face in the novel?
- What are some of the ways in which they cope with and overcome these adversities?
- What do the ways in which they cope have in common?

<https://youtu.be/VaqYL6-wEDA> - cbc canada reads 2019 day 4

- Hope - coping, teacher, new community 26:55- 28:14

Activity - Coping with and Overcoming Adversity

Write Overcoming Adversities beside Adversities on the whiteboard

- Ask students to think of some of the ways the characters confront, cope with, and overcome adversity in the novel, based on the reading today and previous days
- brainstorm
- List these on the board under the Overcoming Adversities Heading
- Students write these notes in their duotangs on the other side of the page from Adversities

What do these techniques of coping and overcoming adversity have in common?

- Many involve active engagement with communities - groups coming together to support one another, to share experiences, etc.

Define Community

Close

- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Announce readings to be done in next class
- Collect duotangs

April 9 Homes Lesson 6
Character Development
Falling Action
Read Pages

Entry Slip:

- Hand out duotangs
- Have students fill in their information that they completed about their one vocabulary word chosen from last class's reading

Reading Review

- Whole Class: Make notes on plot pyramid, filling in information about the crisis, climax, beginning of falling action

- Hand out character webs - 1 per students
- Have students write the names of one new significant character that has been introduced so far.
- Under the name, have students write a one word description of the the character based on their knowledge of them so far

Main Lesson

- Ask students which new character they chose to write in their web
- Inform students of the focus of this lesson will be on characterization and the development of the characters at this point in the novel.
- Draw students attention to how the main characters have developed, the sources of change, the impacts, etc.
 - Have students look back at character webs they previously completed
 - Have students write a new one word description of the characters under the ones they previously wrote
 - Have students compare the two words
 - What kinds of changes do they represent?
 - How have our impressions and understandings of the characters changed?
 - What has caused these changes?
 - What techniques have been employed to show this?
- As we read, students should make note of further character developments and techniques of characterization that are contributing to the changes and developments they are observing, as well as their impacts. Note pages in the novel where they see this as we read.
- Remind students of difference between explicit and implicit characterization
- Remind students to write down unfamiliar or unknown words in their vocabulary charts - they will need to find at least one word to work on for homework

Reading

- Teacher reads, students follow along and make notes
- Remind students to pay attention to the way the characters are developed through the use of descriptive words, literary devices, as well as the different means of character development included on the charts - what they say, how they look, what others say about them, their thoughts, etc.
- Plot - focus on development of falling action

After Reading

- Elicit Students' immediate impressions and responses
- Remind students of focus on characterization techniques and the ways in which the characters and the readers' impressions of them are changing and developing
 - Draw students' attention to the different ways that characters are developed explicitly and implicitly - behaviour, things they say, things said about them, etc.

Individual Activity - Characterization Webs

- Students complete the characterization web for the new character they chose
- Model For students
- Have students add new information to their webs for Bakr, his father, and their other character, recording how they are developing.
- Share as a whole class

Close

- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Announce readings to be done in next class
- Collect duotangs

April 9 Homes Lesson 6

Community - What does "Home" Mean?

Falling Action and Resolution

Read Pages

Entry Slip:

- Hand out duotangs
- Have students fill in their information that they completed about their one vocabulary word chosen from last class's reading

Reading Review

- Whole Class: Make notes on plot pyramid, filling in information about the climax.

Anticipatory Set

Journalling:

- What do you think the significance of the title “Homes” is?

Main Lesson

Whole Class discussion

Remind Students of lesson on April 8 about Coping with and Overcoming Adversity and lesson on April 8:

- What linked the different techniques the characters had for coping with/overcoming adversity, as well as the sources of change and development they saw in the characters?
- Many involve active engagement with communities - groups coming together to support one another, to share experiences/identities, etc.
- Define Community

Identify Focus of class: Community and the role it plays in building and defining “home” - and the importance of homes and communities for the individuals who are a part of them.

Reading

- Teacher reads, students follow along and make notes

Tell Students to pay attention to examples of home/community and its impacts on the characters

Tell students to look back at their notes from previous classes

Remind students to write down unfamiliar or unknown words in their vocabulary charts - they will need to find at least one word to work on for homework

Plot - focus on resolution

After Reading

- Elicit Students’ immediate impressions and responses
- Remind students of focus on Communities and homes

Whole Class:

- Define Refugee
- Ask students why they think the subtitle “A Refugee Story” may be significant - how does it relate to the main title “Homes”?

Bakr and his family are constantly moving - throughout the novel they settle in a variety of homes, 3 in particular feature as defining significant stages in Bakr’s life, development, and the novel’s story arc

- Iraq
- Syria
- Canada

Activity - Defining Homes

Set 3 pieces of poster paper on three desk pods around the classroom

Divide Students into 3 groups and assign them to a piece of paper

Have students write the name of one of the Homes that Bakr lives in on their paper

- Students have 5 minutes to write elements that describe and define that home in the novel - i.e. people, places, sights, smells, tastes, sounds, events, activities, etc.
- Try to put page numbers if they can
- Look back at their notes

Share work with whole class

Ask students to turn their papers over and identify on the back the Communities the things they wrote on the front to define that "Home" belong to or represent - i.e. religious community, family, neighbourhood, peer group/age group, cultural and ethnic community, school, etc.

Share as a whole class

- Emphasize link between home and community

Remind students of work in lesson April 8 - Overcoming Adversity

- Emphasize role that communities play in novel in helping characters overcome adversity

Post papers on whiteboard

Close

<https://youtu.be/VaqYL6-wEDA> - cbc canada reads 2019 day 4

- Take action, community, home, build bridges 47:15-49:12
- Tell students to find at least one word in the book to put in their vocabulary chart, complete the notes for that word and have them bring that for next class
- Collect duotangs

April 10 Homes Lesson 7

Literary Exploration Essay - Thematic Thesis Statements, Planning, and Introductions

Anticipatory Set

Review of Novel with focus on Theme

Review plot pyramids and all of previous activities and exercises from preceding lessons.

Remind Students about discussion during last class concerning Community as a significant theme in Homes (keep visuals created last class concerning the multiple homes in the novel and the role that communities play in building/defining homes, shaping the lives and identities of their members.)

Complete Theme section of Plot Pyramids as a class.

Presentation:

Define "Theme"

- Theme topics vs. Theme
- Identify Community as a major theme in the novel
- Have students work in pairs to develop Themes from that topic
- Share as a class
- Finish Plot Pyramids by writing a theme in them

Main Lesson

Introduction to LEEs

- Hand out assignment

- Remind students of their previous work on LEEs - prompt them to refer back to previous work to build upon it.

Thematic Thesis Statement

- As a class, work together through process of building an essay question, brainstorming, and developing a thematic thesis statement
- Individual work, teacher circulates and helps as necessary
- Share work as whole class

Introduction Paragraph

- As a class, work together to build the pieces of an introduction paragraph
- Individual work on introductions, teacher circulates and helps as necessary
- Share work as a whole class

Close

Collect all duotangs

Check in on student progress

April 11 Homes Lesson 8

Literary Exploration Essay - Introductions Continued, First 2 Body Paragraphs (based on book)

Anticipatory Set

Review previous class

- Hand out assignment
- Remind students of their previous work on LEEs - prompt them to refer back to previous work to build upon it.

Check in on Student Progress

Presentation

Main Lesson.

First 2 body paragraphs - Evidence from book

- As a class, work together to build paragraphs, brainstorm specific evidence

Individual student work on essays

Close

Check in on student progress

April 15 Homes Lesson 10

Literary Exploration Essay - First 2 Body Paragraphs (based on book) continued, 3rd Body Paragraph (based on personal experience)

Anticipatory Set

Review previous class

- Hand out assignment
- Remind students of their previous work on LEEs - prompt them to refer back to previous work to build upon it.

Check in on Student Progress

Presentation

Main Lesson.

3rd body paragraph - Evidence from personal experience

- As a class, work together to build paragraphs, brainstorm specific evidence

Individual student work on essays

Close

Check in on student progress

April 12 Homes Lesson 9**Literary Exploration Essay - 3rd Body Paragraph (based on personal experience) continued, Conclusion Paragraph****Anticipatory Set**

Review previous class

- Hand out assignment
- Remind students of their previous work on LEEs - prompt them to refer back to previous work to build upon it.

Check in on Student Progress

Presentation

Main Lesson.

Conclusion

- As a class, work together to build paragraphs

Individual student work on essays

Close

Check in on student progress

Confirm Due Date

April 15 Homes Lesson 10
Literary Exploration Essay - Conclusion Paragraph

Anticipatory Set

Review previous class

- Hand out assignment
- Remind students of their previous work on LEEs - prompt them to refer back to previous work to build upon it.

Check in on Student Progress

Presentation

Main Lesson.

Conclusion

- As a class, work together to build paragraphs

Individual student work on essays

Close

Check in on student progress

Confirm Due Date

April 16 Homes Lesson 11
Representation Assignment - Acrostic Poetry and Reflection
What does HOME mean to you?

Anticipatory Set

Journalling:

Ask students to write their definitions of "Home" in their journals

Ask students to write their definitions of "Community" in their journals

Share as a class

- Is there anything in common between their definitions?
- Can the find connections between the two definitions?
- Highlight any aspects of shared experiences, shared identities, etc.
- How do their definitions relate to Abu Bakr's experiences of and definitions of Home and Community in the novel?

Main Lesson.

Hand out Acrostic Poetry Project assignment and rubric

Presentation

- Introduce Acrostic Poetry Project assignment and rubric

Individual Student Work

- Students have the period to work on planning and developing their acrostic poems
-

Close

Check in on student progress

Confirm Due Date

April 17 Homes Lesson 12

Representation Assignment - Acrostic Poetry and Reflection

What does HOME mean to you?

Anticipatory Set

Review Acrostic Poetry Assignment

- Hand out Acrostic Poetry Project assignment and rubric
- Check on student progress

Main Lesson

Presentation: Overview of Writing their Reflection

Individual Student Work

- Students have the period to work on writing their acrostic poems and developing their visuals

Close

Check in on student progress

Confirm Due Date

April 18 Homes Lesson 13

Representation Assignment - Acrostic Poetry and Reflection

What does HOME mean to you?

Anticipatory Set

Review Acrostic Poetry Assignment

- Hand out Acrostic Poetry Project assignment and rubric
- Check on student progress

Main Lesson

Presentation: Overview of Writing their Reflection

Individual Student Work

- Students have the period to work on writing their acrostic poems and developing their visuals and writing their reflections

Close

Check in on student progress

Take in student work

AFLs

- Student Duotangs - collecting all notes and worksheets
 - Plot Pyramids
 - Vocabulary Charts
 - Character Maps
 - Class activities
 - Any note taking

- Any journalling
- Preparatory work for PRT Rep project and LEE
- "Homes" What makes a Community Activity Participation

AOLs

Representation Project (PRT) - Acrostic Poetry with Reflection

Literary Exploration Essays