

Edge A / Unit 4: GIVE & TAKE
Cluster 2 (Week 2)
Teaching Guide

Time	Pages RB= Reading Book PB=Practice Book	Activities
		Students drop off Practice Books to be checked. Students hand in all written work from past week.
5 min.		Group review/discussion of last week's written work and the adjunct reading (as needed).
15 min.		TAKE CLUSTER 1 TEST (Teacher "checks off" Practice Book pages. Collect all other written work to grade & respond to over the next week.)
5 min.		GRAMMAR SKILLS PATH 46-50 Review/teach all five skills in the path. Use printout of Grammar Transparency 50 (Show Possession). Assign Grammar Transparencies 46-49 to students who may need more instruction/practice.
5 min.	292 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> • Cluster Focus: <i>Learn what families do for each other in special situations.</i> • Make a Connection (Quickwrite)
15 min.	292 RB 130-31 PB	PREPARE TO READ, cont'd Learn Key Vocabulary <ul style="list-style-type: none"> • Pronounce • Use Rating Scale to rate knowledge (first step in PB) • Explain • Practice the Words (if time) • Assign pp. 130-31 in PB for homework
5 min.		Candy break!!
15 min.	293 RB 132-33 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Text Structure: Chronology <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 132 PB BEFORE READING, cont'd. <ul style="list-style-type: none"> • Determine Importance <ul style="list-style-type: none"> ○ How to Summarize Nonfiction ○ Do p. 133 PB

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25 min.	294-301 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> • Read “The Artist and His Music: Ray Charles” <p>Read “Brother Ray” (see Teacher Wrap)</p> <ul style="list-style-type: none"> • Reading Support • Analyze Visuals • Chunking the Text • Monitor Comprehension <p>Discuss “ANALYZE Brother Ray” Questions</p>
5 min.	302 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> • Text Structure: Chronology <ul style="list-style-type: none"> ○ Look Into the Text • Determine Importance <ul style="list-style-type: none"> ○ How to Summarize Nonfiction
1 min.	331 RB	<p>WRITING PROJECT OVERVIEW:</p> <p>Write a Problem-Solution Essay</p>
10 min.	332-33 RB	<p>STUDY PROBLEM-SOLUTION ESSAYS (Use Teacher Wrap)</p> <p>Engage and connect</p> <ul style="list-style-type: none"> • Connect Writing to Your Life <p>Teach</p> <ul style="list-style-type: none"> • Understand the Form (a good problem-solution essay has several purposes: <ul style="list-style-type: none"> ○ Clearly inform reader about the problem ○ Explain a solution that makes sense ○ Provide evidence that the solution is a good one ○ Present a call to action to solve the problem • Read/Analyze the Professional Model
15 min.	334-35 RB	<p>PREWRITE (Use the Teacher Wrap)</p> <p>Teach</p> <ul style="list-style-type: none"> • Your Job as a Writer <ul style="list-style-type: none"> ○ Read the Writing Prompt • Choose Your Topic <ul style="list-style-type: none"> ○ A local (park vandalism) or global (child labor) problem that you know something about or care very much about. • Clarify the Audience, Controlling Ideas, and Purpose <p>PREWRITE, cont’d.</p>

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		<p>*For homework this week, but review with students:</p> <ul style="list-style-type: none"> • Gather Supporting Details <ul style="list-style-type: none"> ○ For issues close to home, talk to parents, siblings and other relatives, teachers, neighbors, etc. Also consult the Sacramento Bee and community or organization (i.e., North Highlands Parks and Recreation) websites. ○ For larger issues, read articles in magazines, newspapers and do an internet search. • Organize the Details <ul style="list-style-type: none"> ○ The logical order is: 1) Problem 2) Causes and Effects 3) Solution 4) Call to Action • Create Your Writing Plan (<i>Writing Transparency 13</i>) <ul style="list-style-type: none"> ○ Make an outline to organize your essay