

Edge A / Unit 4: GIVE & TAKE
Cluster 3 (Week 3)
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).
10 mins.		REVIEW CLUSTER 1 TEST Explain correct vs. incorrect answers Highlight testing vocabulary
15 min.		TAKE CLUSTER 2 TEST (Teacher "checks off" Practice Book pages. Collect all other written work to grade & respond to over the next week. Hand back scored written work collected last week with response and feedback.)
5 min.		GRAMMAR SKILLS PATH 51-55 Review/teach all five skills in the path Use printout of Grammar Transparency 55 (Use Prepositions Correctly). Assign Grammar Transparencies 51-54 to students who may need more instruction/practice.
5 min.	314 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> • Cluster Focus: <i>Read about people who can barely survive on their own.</i> • Make a Connection (Discussion)
10 min.	314 RB 144-45 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 the rest of pp. 144-45 in PB for homework

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5 min.		Cookie break!!
15 min.	315 RB 146-47 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Text Structure and Author’s Purpose <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 146 PB • Determine Importance <ul style="list-style-type: none"> ○ How to Determine What’s Important to You ○ Do p. 147 PB
25 min.	316-23 RB	READ Build Background <ul style="list-style-type: none"> • Read “The Impact on Our Lives: Post-Traumatic Stress Disorder” Read “He Was No Bum” (see Teacher Wrap) <ul style="list-style-type: none"> • Analyze Visuals • Reading Support • Chunking the Text • Monitor Comprehension • Discuss “ANALYZE He Was No Bum” Questions
5 min.	324 RB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Figurative Language (similes and metaphors) <ul style="list-style-type: none"> ○ Look Into the Text • Determine Importance <ul style="list-style-type: none"> ○ How to Determine What’s Important to You
20 min.	336-37 RB	BACK to WRITING PROJECT... WRITE A DRAFT (Use the Teacher Wrap)* <ul style="list-style-type: none"> • Keep These Ideas in Mind <ul style="list-style-type: none"> ○ Give yourself plenty of time ○ Grab your reader right away ○ Put your ideas into words • Use Evidence for Support <ul style="list-style-type: none"> ○ Facts ○ Statistics ○ Expert Opinions

Time	Pages RB=Reading Book PB=Practice Book	Activities
		<ul style="list-style-type: none"> • Read Student Model! <p>*Teach drafting strategies first; then give students time to draft.</p>