

**Edge A / Unit 6: COMING OF AGE**  
**Cluster 3 (Week 3)**  
**Teaching Guide**

<b>Time</b>	<b>Pages</b> RB=Reading Book PB=Practice Book	<b>Activities</b>
		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 min.		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 81-85 Review/teach all five skills in the path Use printout of Grammar Transparency 85 (Vary Your Sentences). Assign Grammar Transparencies 81-84 to students who may need more instruction/practice.
5 min.	482 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> <li>• Cluster Focus: <i>Read about the reality of adult responsibilities.</i></li> <li>• Make a Connection (Anticipation Guide)</li> </ul>
10 min.	482 RB  222-23 PB	PREPARE TO READ, cont'd Learn Key Vocabulary <ul style="list-style-type: none"> <li>• Pronounce</li> <li>• Use Rating Scale to rate knowledge (first step in PB)</li> <li>• Explain</li> <li>• Practice the Words (if time)</li> <li>• Assign the rest of pp. 222-23 in PB for homework</li> </ul>
5 min.		Cookie break!!
15 min.	483 RB  224-25 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> <li>• Appeal to Logic <ul style="list-style-type: none"> <li>○ Look Into the Text</li> <li>○ Do p. 224 PB</li> </ul> </li> </ul> BEFORE READING, cont'd. <ul style="list-style-type: none"> <li>• Generalize</li> </ul>

Time	Pages RB=Reading Book PB=Practice Book	Activities
		<ul style="list-style-type: none"> <li>○ How to form Generalizations (Make a Generalization Chart)</li> <li>○ Do p. 225 PB</li> </ul>
25 min.	484-89 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read “A Successful Start”</li> </ul> <p>Read “What Does Responsibility Look Like?” (see Teacher Wrap)</p> <ul style="list-style-type: none"> <li>• Reading Support</li> <li>• Monitor Comprehension</li> <li>• Analyze Visuals (photos, map, timeline)</li> <li>• Discuss “ANALYZE What Does Responsibility Look Like” Questions</li> </ul>
5 min.	490 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> <li>• Author’s Tone and Purpose <ul style="list-style-type: none"> <li>○ Look Into the Text</li> </ul> </li> <li>• Generalize <ul style="list-style-type: none"> <li>○ How to Form Generalizations (Make a Generalization Chart)</li> </ul> </li> </ul>
20 min.	506-07 RB	<p>BACK to WRITING PROJECT...</p> <p>WRITE A DRAFT (Use the Teacher Wrap)*</p> <ul style="list-style-type: none"> <li>• Use Persuasive Techniques <ul style="list-style-type: none"> <li>○ Logical Appeal (facts, statistics, examples)</li> <li>○ Emotional Appeal (strong words that will stir up feelings!)</li> <li>○ Ethical Appeal (sound fair and well-informed)</li> </ul> </li> <li>• Write a Strong Conclusion (see book for example)</li> <li>• Read Student Model!</li> </ul> <p>*Teach drafting strategies first; then give students time to draft.</p>