

Edge A / Unit 7: MAKING IMPRESSIONS
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 96-100 Review/teach all five skills in the path Use printout of Grammar Transparency 100 (Verbs in the Present Perfect Tense). Assign Grammar Transparencies 96-99 to students who may need more instruction/practice.
5 min.	570 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> • Cluster Focus: <i>Meet people who are or who want to be unforgettable..</i> • Make a Connection (Discussion)
15 min.	570 RB 260-61 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. 260-261 in PB for homework
5 min.		Cookie break!!

Time	Pages RB=Reading Book PB=Practice Book	Activities
15 min.	571 RB 262-63 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Style <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 262 PB • Visualize and Respond <ul style="list-style-type: none"> ○ How to Identify Sensory Images ○ Do p. 263 PB
35 min.	572-76 RB	READ Build Background <ul style="list-style-type: none"> • Read “An Extraordinary Life: Helen Keller” Read “To Helen Keller” (see Teacher Wrap) <ul style="list-style-type: none"> • Reading Support • Monitor Comprehension • Discuss “ANALYZE To Helen Keller” Questions
5 min.	578 RB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Figurative Language in Poetry (simile, metaphor, personification, symbol) <ul style="list-style-type: none"> ○ Look Into the Text • Visualize and Respond <ul style="list-style-type: none"> ○ How to Assess Emotional Responses
5 min.	265-68 PB	BEGIN READING Build Background <ul style="list-style-type: none"> • Connect Across Texts Read “Marked and Dusting” (see Teacher Wrap) <ul style="list-style-type: none"> • Reading Support <ul style="list-style-type: none"> ○ Figurative Language in Poetry ○ Assess Emotional Responses
5 min.		Share reading experiences from Edge Library book choices.