

Edge C / Unit 7: FOR WHAT IT'S WORTH
Cluster 1 (Week 1)
Teaching Guide

Time	Pages RB=Reading Book PB=Practice Book	Activities
10 min.	628-29 RB	UNIT LAUNCH Engage with Essential Question: <i>What Deserves Our Care and Respect?</i> Engage & Discuss <ul style="list-style-type: none"> • Discuss the quotations Engage with the Art <ul style="list-style-type: none"> • Analyze Visuals • Critical Viewing
	630-31 RB	UNIT LAUNCH, cont'd Explore Essential Question <ul style="list-style-type: none"> • Study the Cartoon • Analyze and Debate Choose more to read <ul style="list-style-type: none"> • Select an independent reading choice from the Edge Library • Distribute and fill out Reading Schedule
20 min.	632-37 RB	HOW TO READ (Drama) Introduce genre: Drama Focus on Demo Text (“Most Valuable Player”) <ul style="list-style-type: none"> • Read Connect Reading to Your Life <ul style="list-style-type: none"> • Explain what it means to visualize Your Job as a Reader Unpack the Thinking Process <ul style="list-style-type: none"> • Teach about story elements in drama <ul style="list-style-type: none"> ○ Characters and Plot (dialogue) ○ Setting and Stage Directions Try an Experiment <ul style="list-style-type: none"> • Create and perform an ending for the play HOW TO READ (Poetry) Introduce genre: Poetry Focus on Demo Text (“I Wandered Lonely as a Cloud”) <ul style="list-style-type: none"> • Read Connect Reading to Your Life <ul style="list-style-type: none"> • Compare poetry to songs (note: verses and rhymes) Your Job as a Reader Unpack the Thinking Process

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		<ul style="list-style-type: none"> • Teach the academic vocabulary for poetry <ul style="list-style-type: none"> ○ Form (stanzas, rhyme scheme, free verse) ○ Sound (rhythm, rhyme, assonance) ○ Visualize (imagery) <p>Try an Experiment</p> <ul style="list-style-type: none"> • Re-read the Demo Text in several different ways (vary speed, pauses, emphasis). Discuss.
5 min.	638 RB	<p>PREPARE TO READ</p> <p>Back to the Essential Question</p> <ul style="list-style-type: none"> • Cluster Focus: <i>See how people show what they respect.</i> • Make a Connection (Think-Pair-Share)
15 min.	638 RB 242-43 PB	<p>PREPARE TO READ, cont'd</p> <p>Learn Key Vocabulary</p> <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. 242-243 in PB for homework
5 min.		Donut break!!
15 min.	639 RB 244-45 PB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> • Dramatic Elements <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 244 PB • Visualize <ul style="list-style-type: none"> ○ How to Identify Emotional Responses ○ Do p. 245 PB
45 min.	640-68 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> • Read about the writer and his world <p>Read “The Jewels of the Shrine” (see Teacher Wrap)</p> <ul style="list-style-type: none"> • Reading Support • Chunking the Text • Monitor Comprehension • Discuss “ANALYZE The Jewels of the Shrine” Questions

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5 min.	670 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> • Imagery and Free Verse <ul style="list-style-type: none"> ○ Look Into the Text • Visualize <ul style="list-style-type: none"> ○ How to Identify Emotional Responses