

**Edge C / Unit 3: THE TIES THAT BIND**  
**Unit Wrap-Up & Writing Project (Week 4)**  
**Teaching Guide**

***NOTE: 1-hour Class this week!***

<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 2 TEST Explain correct vs. incorrect answers Highlight testing vocabulary
20 min.		TAKE CLUSTER 3 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 101-105 Review/teach all five skills in the path Use printout of Grammar Transparency 105 (Enrich Your Sentences). Assign Grammar Transparencies 101-104 to students who may need more instruction/practice.
20 min.	724 RB  T627C- T627D	UNIT WRAP UP Reflect on Your Reading <ul style="list-style-type: none"> <li>• Review Genre Focus (Compare/contrast the main elements of prose with drama and poetry. Pick one selection from this unit and explore how it could have been written in a different form [i.e., drama written as prose]. How would it have been different? What would have been gained? Lost?)</li> <li>• Review the Visualize Images Reading Strategy (Which image from the readings do you remember most vividly? Why?)</li> <li>• Discuss Edge Library Books (<b>use several of the questions on the inside back cover to generate/focus discussion</b>)</li> <li>• Hand in Edge Library Books</li> </ul> Respond to the Essential Question: <ul style="list-style-type: none"> <li>• <i>What deserves our care and respect?</i></li> <li>• Support your response with new insights/learning.</li> </ul>

