


Lap 2 Week 3

	Day 1	Day 2	Day 3	Day 4&5	Day 6
Read (2)	Book Talk	Book Talk	Book Talk	Book Talk— <i>Long Way Down</i> by Jason Reynolds	Book Talk
Read (10)	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice
Write (10)	Make a list of the important markers in your life.	Look at picture of crossroads. Free write about a monumental decisions (not BK vs. DQ). Split half individual/half whole class. 	Revisit defining moment- write about what was going on in your mind during that moment- what were you thinking? Write out any internal dialogue you had with yourself.	Watch You Tube: the Matrix Bullet time and helipad fight scene—2 min. https://www.youtube.com/watch?v=KNrSNcaYiZg What was the effect of the slow motion?	Peer Review: Swap your scene that you've been working on with a partner. Do PQP- Praise, Question, and Polish. http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html?tab=4#tabs
Study	Read and Listen to	Craft a Scene: Read	Add Internal Dialogue:	Watch TEDEd video	Using details to create a

(8)	<p>“What the Dead Know by Heart” by Donte Collins—focus on 3rd stanza moment—defining moment—life is broken into before and after—tell our moments</p> <p>https://www.youtube.com/watch?v=1drC4e1FUa4</p>	<p>aloud excerpt from <i>Huck Finn</i>- discuss what you notice with this question in mind: what moves and techniques make this an effective scene. – <i>thinking, personal based on person, not race—dash separating contradictory thought, repetition of I-verb-him, urgency of thought leading to culminating decision, dialogue</i></p>	<p>Read excerpt from <i>Huck Finn</i>- focus on how he constructs his internal dialogue, pay attention to how he arrives at his defining moment</p>	<p>“Slowing down time in writing and film”(6 min)</p> <p>https://www.youtube.com/watch?v=iqAee-QsjMU</p> <p>Discuss why you would need to slow down time in writing?</p> <p>Why can't I just say . . . ?</p> <p>Address the constant student question of “why can't the author just say that?”</p>	<p>setting: use opening scene from Shirley Jackson’s “The Lottery” describing the small town</p> <p>https://sites.middlebury.edu/in-dividualandthesociety/files/2010/09/jackson_lottery.pdf</p>
Create (20)	<p>Choose one defining moment from your list and write about it in detail.</p>	<p>Create an anchor chart showing moves and techniques used by the author to make the scene effective.</p>	<p>Write a single scene showing how you experienced your defining moment. Again, focus on a single moment. Must include internal dialogue.</p>	<p>Writing and revising a specific moment in your chosen scene to show the slowing of time- show what the character is seeing and doing, and thinking, as well as others in the scene (2 days)</p>	<p>Draw a map/diagram/ visual of the setting of your scene. Label the parts- pay attention to small details-location of objects- door, window, chairs, etc.</p>
Share (3)	<p>Students share the moment they chose</p>	<p>Share action words you used.</p>	<p>Share a revision of two sentences (before and after)</p>	<p>Share a sentences that demonstrates passage of time</p>	<p>Share an example of sound detail.</p>

Lap 2- Week 4

	Day 7	Day 8	Day 9	Day 10
Read (2)	Book Talk	Book Talk	Book Talk	Book Talk
Read (10)	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice
Write (10)	List the 5 senses of your scene (List any sounds, sights, tastes, smells, or things you touched)—correct terminology	Pick the sense that best correlates to your scene. Explain your thought process in picking this one sense.	Help Needed- Make a list of what you need help with in your scene. Be SPECIFIC! Do you need more details? Help with spelling and grammar?	Reflect—What did you find most difficult about constructing a scene? What was easy? What do you need more help with?
Study (8)	Whole class—describe food without using visual	Using passages from <i>Heartless</i> by Marissa Meyer (1 st para. 1 st chap) and Josilyn Jackson (pg. 21)—look at food imagery	Conferences	Conferences
Create (20)	In groups, work together to describe the same item only using one sense.	Writing and revising chosen scene to include sensory details to create setting	Students will work with a partner to review using Peer Review Template. Finalize Best Draft for Assessment 2; PQR http://www.readwritethink.org/classroom-resources/lesson-plans/peer-review-narrative-122.html?tab=4#tabs	Finalize Best Draft for Assessment 2 DUE
Share (3)	Students share the picture of their setting.	Share sound words you used.	Share a favorite line from your scene.	Students share what they think to be their most beautiful word or line from the scene.