

Wilderness Adventure Unit
7th Grade English Language Arts

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CIED 4713
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Rationale

In this unit, students will examine how certain qualities allow characters to overcome conflict. This Wilderness Adventure especially focuses on the characteristics that enable characters to overcome external conflicts between man and nature. Young students are at a point in their lives where things that they learn now will impact the kind of person they are for the rest of their lives. Whether they realize it now or not, students will face many conflicts in their lifetime. If students can apply what they will learn about characteristics that helped people overcome deadly survival odds from this unit, then they will succeed in many facets of life. Studying the qualities of characters who survived in untamed condition is important because it helps students understand the necessity for positive attributes.

In this unit, students will discuss the theme of man versus nature in the text *Hatchet* by Gary Paulsen, and will create a project that encourages students to use critical thinking skills to think from the perspective of the main characters from *Hatchet* and additional texts while relying on their creativity. I selected the Newbery Honor book *Hatchet* as the core text of this unit because it focuses on many exciting adventure topics such as self-reliance, wild animals, a realistically harsh scenery, and even survival skills; all while teaching life-lessons. I also felt that it was important to select a text, such as *Hatchet*, that has realistic and descriptive content to encourage and create lifelong readers.

While some may question whether the mother's secret affair, the heart-attack death of the pilot, and Brian's attempted suicide are inappropriate, I feel that these topics are addressed in a mild style. For example, the mother's affair is upsetting to Brian because he had witnessed his mom kissing a man other than his father and knows that it is the cause of his parents' divorce while his father does not. However, it is addressed more as an issue because Brian feels guilty for knowing a secret that his father does not, instead of inappropriate sexual content. On a similar note, the attempted suicide by Brian is also very inconspicuous. This is due to the fact that the book does not describe the actual attempt, it just refers to it later as a moment of struggle that makes Brian stronger and realize that with times of despair, there are also times of triumph. Handled appropriately in a safe and open classroom, I think it is important to not hide from realistic controversial topics because students need support in a discussion based environment. Also, I feel it is important to note that according to Scholastic, this book is categorized as being suitable for grades 5-8.

Students will also compose a written assignment comparing and contrasting the characteristics that enabled the two main characters from the film *My Side of the Mountain* (1969) and Sarah Figalora's article "Lost in the Wilderness: One Man's 5-Day Fight for Survival" to survive in harsh conditions. While these are only two examples of the coursework students will complete, the coursework of this unit fulfill many Oklahoma Academic Standards including: speaking and listening, reading and writing processes, critical reading, vocabulary, language, and multimodal literacy skills. I selected the film-form text *My Side of the Mountain* (1969) not only because of its

thematic survival connection to this unit but also because of the complex character Sam. Also, its PG rating makes it suitable for young viewers such as seventh grade. I selected Sarah Figalora's article "Lost in the Wilderness: One Man's 5-Day Fight for Survival" also because of its thematic connections, but furthermore because of the importance in introducing different forms and genres of texts such as nonfiction news articles.

This unit was designed to explore the ways that certain qualities can enable people to overcome conflict. By discussing and analyzing the characters in these adventurous texts, students will understand the effect of positive attributes in adverse situations. Also, students will realize that these conflicts, such as Brian's plane crash, are sometimes uncontrollable, but they can regulate their reactions to these conflicts.

Goals and Objectives

Overarching Goals and Objectives:

- Students will identify and analyze how certain characteristics enable characters to triumph.
- Students will realize that they will come across many forms of conflict in their life that are uncontrollable, but that they can control their reactions to the conflicts.
- Students will read and connect with engaging adventure texts to promote reading outside of the classroom and to create lifelong readers.
- Students will develop speaking and listening skills that important in and out of the classroom.
- Students will use reading and writing processes to further increase their reading and writing abilities.
- Students will apply and improve critical thinking skills to readings.
- Students will further develop their working vocabularies.
- Students will apply and identify grammar, mechanics, and usage in a variety of texts.
- Students will obtain and share knowledge though a variety of different text modes.

Grade Distribution for the Unit

Participation:

75 POINTS

- 5 Kahoot bell ringers 2 pts. each
- 2 Whiteboard Anticipatory Sets 2 pts. each
- 1 Hatchet Book Cover Art 3 pts
- 9 Hatchet Read Aloud Days 5 pts. each
- Reading aloud=1 pt
- Participating in discussion-2 pts
- Being actively present-2pts
- 1 Deserted Island Peer Revision 3 pts
- 3 Man vs. Nature Project Work Days 2 pts. each
- 2 Man vs. Nature Presentation Days 2 pts. each

Completion & Spot-Checks:

40 POINTS

- 5 Grammar bell ringers 5 pts. each
- Deserted Island Creative Writing 5 pts
- At least 3 prepositional phrases
- At least 2 dependent clauses
- Compare and Contrast first draft 5 pts.
- Hatchet Vocab Pre-Test 5 pts.

Revised Deserted Island Creative Writing:

30 POINTS

- Use of 3 prepositional phrases 2 pts. each
- Use of 2 dependent clause 2 pts. each
- Content: Item and explanation 10 pts.

Compare and Contrast Paragraph Final Draft:

30 POINTS

- Content 10 pts.
- Explanation 10 pts.
- Subject and verb agreement 10 pts.

Hatchet Literary Analysis:

30 POINTS

- Use of prepositional phrases, dependent clauses, and subject and verb agreement 10 pts.
- Answer completeness of the 5 questions 10 pts.
- Paragraph flow and coherence 10 pts.

Hatchet Vocabulary Post-Test:

26 POINTS

- 13 questions 2 pts. each

Man vs. Nature Project:

69 POINTS

- Ability to present on designated day 4 pts.
- Ability to stay within 4 min. time limit 2 pts.
- Explanation paragraph 30 pts.
- 3 guiding questions 10 pts. each
- Clearly expressed a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature. 23 pts.
- Overall effort 10 pts.

TOTAL UNIT POINTS

300 POINTS

Text and Supply List

Grammar bell ringer 1 (Appendix A)
Deserted Island Creative Writing Prompts (Appendix B)
Subject and Verb Agreement bell ringer (Appendix C)
Compare and Contrast Venn Diagram (Appendix D)
Compare and Contrast Paragraph prompt (Appendix E)
Grammar bell ringer 3 (Appendix F)
Hatchet Vocab Pretest (Appendix G)
Conflicts handout (Appendix H)
Grammar bell ringer 4 (Appendix I)
Grammar bell ringer 5 (Appendix J)
Literary Analysis Prompt (Appendix K)
Hatchet Vocabulary post-test (Appendix L)
Man vs. Nature Projects (Appendix M)

My Side of the Mountain film

Lost in the Wilderness: One Man's Five-Day Fight for Survival article copies or devices for students to read from

Hatchet with enough copies for students

Kahoot quiz (My Side of the Mountain by ksemrad) <https://play.kahoot.it/#/k/8414a74f-7710-4be5-998b-e4bb572d1891>

Kahoot *Hatchet* vocab quiz: <https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915>

Whiteboard

Dry-erase markers

Smartboard or some form of technology for the Kahoot quizzes and to watch the film

2 different colors of highlighters per student

Paper for journal entry projects

Art supplies (crayons, colored pencils) and paper for image freewrite projects

Paper for planning and props or art supplies to make props for the oral interpretation projects

Baggie of paper slips with enough numbers for each student to draw one

Oklahoma Academic Standards

Speaking and Listening	Reading and Writing Process	Critical Reading and Writing	Vocabulary	Language	Multimodal Literacies
<p>7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.</p>	<p>7.2.R.2 Students will analyze details in literary and nonfiction/informati onal texts to distinguish genres.</p>	<p>7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.</p>	<p>7. 4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses</p>	<p>7.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>
<p>7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p>	<p>7.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p>	<p>7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: ● setting, ● plot, ● characters (<i>i.e., protagonist, Antagonist</i>, ● characterization, ● theme ● conflict (<i>i.e., internal</i></p>	<p>7. 4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>7.5.R.3 Students will recognize the subject and verb agreement.</p>	

<p>7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>7.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p>	<p>7.3.R.7 Students will make connections (<i>e.g., thematic links</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p>	<p>7.5.W.3 Students will use prepositional phrases and clauses (<i>e.g., dependent and independent</i>) in writing.</p>	<p>7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.</p>
<p>7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p>	<p>7.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.</p>		<p>7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>		<p>7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.</p>
<p>7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>					

Calendar Overview

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • BR: Grammar 1(A) • Deserted Island creative writing (B) 	<ul style="list-style-type: none"> • In-Class showing of <i>My Side of the Mountain</i> 	<ul style="list-style-type: none"> • In-Class showing of <i>My Side of the Mountain</i> 	<ul style="list-style-type: none"> • BR: Kahoot movie debrief • Non-Fiction text 	<ul style="list-style-type: none"> • Compare/ Contrast movie character with nonfiction text character • Appendix C&D
<ul style="list-style-type: none"> • Compare/ Contrast First Draft due • BR: Grammar 2 Subject and Verb agreement (E) 	<ul style="list-style-type: none"> • <i>Hatchet</i> Vocab Pretest • Book cover art • BR: Grammar 3 (F) 	<ul style="list-style-type: none"> • Intro to <i>Hatchet</i> • Read 1-20 	<ul style="list-style-type: none"> • BR: Kahoot Vocab • Read <i>Hatchet</i> 21-40 	<ul style="list-style-type: none"> • Read <i>Hatchet</i> 41-60 • List of Conflicts (H)
<ul style="list-style-type: none"> • BR: Kahoot Vocab • Read <i>Hatchet</i> 61-80 	<ul style="list-style-type: none"> • Read <i>Hatchet</i> 81-100 • BR: Grammar 4 (I) 	<ul style="list-style-type: none"> • BR: Kahoot Vocab • Read <i>Hatchet</i> 101-120 	<ul style="list-style-type: none"> • Read <i>Hatchet</i> 121-140 	<ul style="list-style-type: none"> • BR: Kahoot Vocab • Read <i>Hatchet</i> 141-160
<ul style="list-style-type: none"> • Read <i>Hatchet</i> 161-181/End 	<ul style="list-style-type: none"> • Deserted Island Revision • BR: Grammar 5 (J) 	<ul style="list-style-type: none"> • <i>Hatchet</i> Literary Analysis (K) 	<ul style="list-style-type: none"> • <i>Hatchet</i> Literary Analysis Due • <i>Hatchet</i> Vocab Post-test (L) 	<ul style="list-style-type: none"> • Assign/ Introduce Final Project (M)
<ul style="list-style-type: none"> • Final Project work day 	<ul style="list-style-type: none"> • Final Project work day 	<ul style="list-style-type: none"> • Final Project work day 	<ul style="list-style-type: none"> • Final Project Presentation 	<ul style="list-style-type: none"> • Final Project Presentation

Daily Lessons

Week 1

Monday

Daily Lesson Information

Lesson title	Deserted Island Creative Writing
Lesson Purpose/Rationale	As the introduction to this Wilderness Adventure unit, I wanted my students to begin exploring the theme of man versus nature with an emphasis on the characteristics of the main characters in wilderness adventure literature. This creative writing lesson will offer insight into the minds of the characters we will be learning about in this unit. In addition, students will develop an emotional connection/response with the characters by imagining themselves in a similar situation. This lesson will also reintroduce prepositional phrases and dependent clauses as ways to enhance their writing.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be prompted to write a creative writing piece in which they will imagine themselves being stranded on a deserted island. In the bell ringer, students will be given examples and definitions of prepositional phrases and clauses which will enhance their writing and grammar skills in the creative writing portion of this lesson. As an end result, students will visualize their own mindset in connection with characters we will be learning about by writing their own story.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	I modified this lesson plan by Robin Simmons for LEARN NC by having students only list 3 essential items instead of 5. Additionally, I only used the idea for the writing prompt, I did not include the drawing or group activities. Simmons, R. (n.d.). Focusing activity to begin novel: Hatchet by Paulsen. Retrieved November 06, 2016, from http://www.learnnc.org/lp/pages/3491

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to write with basic sentence structure and be able to identify and create prepositional phrases and depended clauses.
How will you address students who do not have this prior knowledge?	I will be available to assist students if needed. Also, examples and definitions of prepositional phrases and dependent clauses will be given during the bell ringer.
Materials for instruction (include rationale for why the materials are appropriate)	Grammar bell ringer 1 (Appendix A) Deserted Island Creative Writing Prompts (Appendix B)
Accommodations and modifications	IEPs will be followed. The teacher will read the prompt instructions out-loud for students that struggle with reading. The prompt instructions will also be available as a handout for students that struggle with oral instructions.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses	Given examples and definitions, students will be able to identify prepositional phrases and dependent clauses by underlining three prepositional phrases and circling dependent clauses.	Grammar bell ringer 1 (Appendix A)	Informal assessment
7.5.W.3 Students will use prepositional phrases and clauses (<i>e.g., dependent and independent</i>) in writing.	Given the Deserted Island creative writing prompt, students will write correctly using at least 3 prepositional phrases and 2 dependent clauses in a handwritten two page creative writing piece.	Deserted Island Creative Writing Prompts (Appendix B)	Pre-assessment on students' use of prepositional phrases and dependent clauses.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will the Deserted Island Creative Writing Prompt connect my emotions and mindset to the characters of this Wilderness Adventure unit? How will my descriptive writing be enhanced by the use of prepositional phrases and dependent clauses? Grammar bell ringer 1 will be used as the anticipatory set.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3 minutes	<ul style="list-style-type: none"> • Pass the Grammar bell ringer 1 out to students • Read the instructions, examples, and definitions orally to students 	<ul style="list-style-type: none"> • Begin working on the bell ringer on their own • Read the instructions to themselves and listen as the teacher reads out loud 	
5 minutes	<ul style="list-style-type: none"> • Answer questions if needed 	<ul style="list-style-type: none"> • Work silently on bell ringer • Underline prepositional phrases and circle dependent clauses • Ask questions if needed 	
2 minutes	<ul style="list-style-type: none"> • Ask for volunteers to share what they have underlined and circled • Spot-check students bell ringers and ask if students need additional help 	<ul style="list-style-type: none"> • Volunteer their Bellringer answers • Ask teacher for help if needed 	<ul style="list-style-type: none"> • Give the correct answers if volunteers were incorrect
5 minutes	<ul style="list-style-type: none"> • Pass out the Deserted Island Writing Prompts • Read the prompt out loud 	<ul style="list-style-type: none"> • Read the instructions to themselves and listen as the teacher reads out loud 	

5 minutes	<ul style="list-style-type: none"> • Give students a few essential item examples (tools to eat, drink, stay warm, first aid, etc.) • Instruct students to first brainstorm and list the 3 essential survival items 	<ul style="list-style-type: none"> • Brainstorm and list their 3 essential survival items 	
5 minutes	<ul style="list-style-type: none"> • Ask students what items they think they would need 	<ul style="list-style-type: none"> • Volunteer items they think they would need 	
25 minutes	<ul style="list-style-type: none"> • Instruct students that once they know their 3 items then they may begin writing • Visually assess students' progress and answer any questions or advise students if needed 	<ul style="list-style-type: none"> • Begin writing their response after identifying their 3 items 	<ul style="list-style-type: none"> • Inform students that can take their work home because their essays are due tomorrow.

Tuesday

Daily Lesson Information

Lesson title	<i>My Side of the Mountain</i> Movie Showing
Lesson Purpose/Rationale	The 1969 family drama <i>My Side of the Mountain</i> film was selected to be screened in this class not only because of its thematic connection of man versus nature with this Wilderness Adventure conceptual unit, but also because it is important for students to analyze the impact different forms of text can have on a central theme. It is also important for students to practice using their listening skills to interpret messages. This film will also be necessary for an upcoming assignment in which students will write an informative compare and contrast essay about the main character of this film and the main character from a nonfiction news article.
Lesson description (include concepts and skills and where this	Students will build their abilities to analyze visual texts by watching the film <i>My Side of the Mountain</i> in class. Not only will they practice their ability to comprehend different forms of text but they will also begin making thematic connections.

lesson fits within the curriculum)	Students have been told to pay special attention to or take notes about the main character of this film so that they are prepared for future assignments.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Clark, J. B. (Director). (1969). <i>My Side of the Mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to act appropriately during in-class screenings.
How will you address students who do not have this prior knowledge?	I will inform students that they need to pay attention to the movie and not disrupt others as they walk into the classroom.
Materials for instruction (include rationale for why the materials are appropriate)	<i>My Side of the Mountain</i> film
Accommodations and modifications	IEPs will be followed. Students that struggle with sitting still for long periods of time will be seated towards the back of the room so that they may stand up if needed without disrupting others. Visually impaired students will be seated towards the front of the room closer to the screen.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal)	While watching the film <i>My Side of the Mountain</i> , students will enhance their comprehension and interpreting skills by actively listening to the film's characters speaking.	<i>My Side of the Mountain</i> film	Informal assessment

and ask questions to clarify the speaker's purpose and perspective.			
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	While watching the film <i>My Side of the Mountain</i> , students will enhance their ability to analyze different forms of text by drawing meaning from the main character for a future writing assignment.	<i>My Side of the Mountain</i> film	Formal assessment of the written assignment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my abilities to interpret speaker's messages and analyze be enhanced by watching this film? Because of the tight time restraints for this film (100 total minutes divided between two 50 minutes class periods), there will not be an anticipatory set.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	<ul style="list-style-type: none"> Have the movie in the DVD player, ready to play from the very start of the movie Complete any housekeeping duties and observe students' behavior 	<ul style="list-style-type: none"> Come in and sit in there previously assigned movie day seats Take notes or pay close attention while being quiet 	We will watch the first half (50 minutes) of the movie today and finish the rest tomorrow.

Wednesday

Daily Lesson Information

Lesson title	<i>My Side of the Mountain</i> Movie Showing
Lesson Purpose/Rationale	The 1969 family drama <i>My Side of the Mountain</i> film was selected to be screened in this class not only because of its thematic connection of man versus nature with this Wilderness Adventure conceptual unit, but also because it is important for students to analyze the impact different forms of text can have on a central theme. It is also important for students to practice using their listening skills to interpret messages. This film will also be necessary for an upcoming assignment in which students will write an informative compare and contrast essay about the main character of this film and the main character from a nonfiction news article.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will build their abilities to analyze visual texts by watching the film <i>My Side of the Mountain</i> in class. Not only will they practice their ability to comprehend different forms of text but they will also begin making thematic connections. Students have been told to pay special attention to or take notes about the main character of this film so that they are prepared for future assignments.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Clark, J. B. (Director). (1969). <i>My Side of the Mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to act appropriately during in-class screenings.
How will you address students who do not have this prior knowledge?	I will inform students that they need to pay attention to the movie and not disrupt others as they walk into the classroom.
Materials for instruction (include rationale for why the materials are appropriate)	<i>My Side of the Mountain</i> film
Accommodations and modifications	IEPs will be followed. Students that struggle with sitting still for long periods of time will be seated towards the back of the

	room so that they may stand up if needed without disrupting others. Visually impaired students will be seated towards the front of the room closer to the screen.
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Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	While watching the film <i>My Side of the Mountain</i> , students will enhance their comprehension and interpreting skills by actively listening to the film’s characters speaking.	<i>My Side of the Mountain</i> film	Informal assessment
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	While watching the film <i>My Side of the Mountain</i> , students will enhance their ability to analyze different forms of text by drawing meaning from the main character for a future writing assignment.	<i>My Side of the Mountain</i> film	Formal assessment of the written assignment

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my abilities to interpret speaker’s messages and analyze be enhanced by watching this film? Because of the tight time restraints for this film (100 total minutes divided between two 50 minutes class periods), there will not be an anticipatory set.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50 minutes	<ul style="list-style-type: none"> Have the movie in the DVD player, ready to play from where we left off yesterday Complete any housekeeping duties and observe students' behavior 	<ul style="list-style-type: none"> Come in and sit in there previously assigned movie day seats Take notes or pay close attention while being quiet 	<ul style="list-style-type: none"> We will watch the last half (50 minutes) today and debrief tomorrow.

Thursday

Daily Lesson Information

Lesson title	<i>Lost in the Wilderness</i> Nonfiction day
Lesson Purpose/Rationale	The purpose of this lesson is to introduce students to another genre and form of text that explores the theme of man versus nature. This lesson will help students analyze details in a different genre. In addition, students will begin drawing inferences and compare and contrast the main character from the nonfiction text we will be reading and the main character from the movie <i>My Side of the Mountain</i> that we screened the day before.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will build their ability to draw meaning and connections between the themes and characteristics between the movie and the nonfiction text <i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> . By reading this text in class, students will compare and contrast the two main characters.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<ul style="list-style-type: none"> The Kahoots quiz I made can be found at this link: https://play.kahoot.it/#/k/8414a74f-7710-4be5-998b-e4bb572d1891 Figalora, S. (2014, August 15). <i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i>. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have seen the movie <i>My Side of the Mountain</i> .
How will you address students who do not have this prior knowledge?	I will have a Kahoot bell ringer that covers the movie.
Materials for instruction (include rationale for why the materials are appropriate)	Kahoot quiz (My Side of the Mountain by ksemrad) https://play.kahoot.it/#/k/8414a74f-7710-4be5-998b-e4bb572d1891 <i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> article copies or devices for students to read from
Accommodations and modifications	IEPs will be followed. Students without phones or devices may team up with students that do for the Kahoot bell ringer. The article will be read out-loud but students will also have individual copies of it.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Given a new article, students will enhance their comprehension skills by engaging in discussion while actively listening and speaking clearly when appropriate.	<i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> article copies	Informal assessment
7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others	Given guiding questions from the teacher when needed, students will build their knowledge about characteristics of the characters who survived in the woods by sharing their ideas and learning from their peers'	<i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> article copies	Informal assessment

in pairs, diverse groups, and whole class settings.	ideas during discussion as well.		
7.3.R.7 Students will make connections (<i>e.g., thematic links</i>) between and across multiple texts and provide textual evidence to support their inferences.	Given two different forms of texts with similar themes and characteristics of the main characters, students will make connections between the texts and provide evidence by referring to the texts during our in class discussion.	<i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> article copies	Informal assessment

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>How will making connections between two texts enhance my ability to compare and contrast the two main characters?</p> <p>I will start class with a Kahoot quiz to refresh students' memory of the movie. This Kahoot quiz can be found on the Kahoot website by searching My Side of the Mountain. Select the one created by ksemrad. Or you can find it from this link: https://play.kahoot.it/#/k/8414a74f-7710-4be5-998b-e4bb572d1891</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Have the Kahoot bell ringer ready for students to join Pair students up or group them to ensure everyone is in a group with a phone or device Make sure everyone has joined the Kahoot 	<ul style="list-style-type: none"> Come in and sit down Pair or group up with classmates to make sure everyone has a device to play the Kahoot on Join the Kahoot 	•
5 minutes	<ul style="list-style-type: none"> Observe and run the Kahoot game 	<ul style="list-style-type: none"> Answer the Kahoot questions and take 	•

	<ul style="list-style-type: none"> • Explain answers if needed 	notice of the correct answers	
5 minutes	<ul style="list-style-type: none"> • Go over the questions and answers and make explanations and ask for students to participate in the discussion as well 	<ul style="list-style-type: none"> • Actively participate in the discussion 	<ul style="list-style-type: none"> •
25 minutes	<ul style="list-style-type: none"> • Read the <i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> article out loud • Pausing to make sure students understand the story • Pause if necessary to answer students' questions 	<ul style="list-style-type: none"> • Read the article to themselves and listen as the teacher reads out loud • Ask questions if necessary 	<ul style="list-style-type: none"> •
10 minutes	<ul style="list-style-type: none"> • Lead the class into a collaborative discussion comparing and contrasting the characteristics of the boy(Sam) from the movie and the man(Mike Vilhauer) from the article • If needed, give examples of characteristics and remind students that physical attributes are not characteristics 	<ul style="list-style-type: none"> • Actively participate (speaking and listening) in the collaborative discussion • Make and understand the connections between the two texts and give evidence by referring to the two texts 	<ul style="list-style-type: none"> •

Friday

Daily Lesson Information

Lesson title	Compare and Contrast Characteristics First Draft
Lesson Purpose/Rationale	The purpose of this lesson is to help students get into the habit of planning and writing first-drafts of their essays. This is important because students need to be able to write an organized and coherent paragraph as well as be able to

	effectively compare and contrast. In addition for this unit, students need to be able to identify the similar and different characteristics that enable the characters to succeed in survival.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will enhance the organization and coherence of their paragraph by planning and writing first drafts of their compare and contrast paragraph. Students will compare and contrast the characteristics that enable the characters to survive the harsh conditions of the two texts by creating a Venn diagram then a first draft. In the next lesson, students will write their final drafts.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<ul style="list-style-type: none"> • Clark, J. B. (Director). (1969). <i>My Side of the Mountain</i> [Motion picture on DVD]. USA: Paramount Pictures. • Figalora, S. (2014, August 15). Lost in the Wilderness: One Man's Five-Day Fight for Survival. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have watched the film <i>My Side of the Mountain</i> and the read the article <i>Lost in the Wilderness: One Man's Five-Day Fight for Survival</i> . Students will need to know how to write a well-written paragraph.
How will you address students who do not have this prior knowledge?	I will be available to assist students if needed.
Materials for instruction (include rationale for why the materials are appropriate)	Compare and Contrast Venn Diagram (Appendix D) Compare and Contrast Paragraph prompt (Appendix E)
Accommodations and modifications	IEPs will be followed. The prompt will be read out loud for struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	After watching the film and reading the article, students will enhance their reading and writing skills in a written paragraph by comparing and contrasting the characteristics that the two authors gave them to enable them to survive.	Compare and Contrast Paragraph prompt (Appendix E)	Formal Assessment of students' paragraph
7.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.	Given a list of characteristics, students will enhance their writing skills by creating a Venn diagram to use as a basis for their first draft of their paragraph.	Compare and Contrast Venn Diagram (Appendix D)	Formal Assessment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my writing be enhanced by the creation of an outline and first draft? As the anticipatory set, I will have each student write one characteristic on the whiteboard that enabled Sam or Mike's survival.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Have the whiteboard divided down the middle by a line with Mike's name on one side and Sam's name on the other. 	<ul style="list-style-type: none"> Come into the classroom and take turns writing a characteristic on the board without 	

	<ul style="list-style-type: none"> • Have the words “Write one characteristic for one of the characters that helped them survive” • Try to not let them use the same characteristic more than once per character 	duplication on the same character	
10 minutes	<ul style="list-style-type: none"> • Lead a discussion and ask for students to explain why they chose a particular characteristic 	<ul style="list-style-type: none"> • Explain why they chose a particular characteristic to describe that person 	
5 minutes	<ul style="list-style-type: none"> • Pass the Appendix D Compare and Contrast Venn Diagram out to students • Explain to students that they should put any of Sam’s characteristics in his circle and any of Mike’s characteristics in his circle. If the 2 guys have any similar characteristics they should be placed in the overlapping section of the diagram 	<ul style="list-style-type: none"> • Listen and take notes as the teacher explains how to use a Venn diagram 	<ul style="list-style-type: none"> • Give an example of the diagram if necessary
10 minutes	<ul style="list-style-type: none"> • Pass out and explain the Compare and Contrast Paragraph (Appendix E) prompt 	<ul style="list-style-type: none"> • Listen and take notes if needed • Begin planning what characteristics they want to compare and contrast 	
20 minutes	<ul style="list-style-type: none"> • Tell students to begin their Venn diagrams • Instruct students to raise their hand after their Venn diagrams are done for the teacher to critique • Allow students to begin writing their first draft after the teacher assesses their work and offers them any suggestions if needed 	<ul style="list-style-type: none"> • Create their Venn diagrams • Raise their hand after completion for teacher critique • Begin writing their first draft 	<ul style="list-style-type: none"> • Tell students to finish their first draft paragraphs over the weekend.

Week 2

Monday

Daily Lesson Information

Lesson title	Compare/Contrast Final Draft
Lesson Purpose/Rationale	This lesson will be used in connection with the previous lesson on compare and contrast paragraphs. This lesson will show students the importance of revising what they have written. In addition, this lesson will show students the importance of subject and verb agreement in their own writing because it will increase the coherence of their written works.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will follow the previous lesson on planning and organizing compare and contrast paragraphs. Students will be reintroduced to the rules of subject and verb agreement and use these rules to revise each other's paragraphs. Students will use the revisions to write their final drafts.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<ul style="list-style-type: none">• I based the subject and verb agreement rules for the bell ringer off of Margaret Benner's agreement rules.• Benner, M. L. (n.d.). Subject - Verb Agreement. Retrieved November 06, 2016, from https://webapps.towson.edu/ows/moduleSVAGR.htm

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to remember a previous lesson on subject and verb agreement to revise their paragraphs.
How will you address students who do not have this prior knowledge?	I will reintroduce the rules of subject and verb agreement with a subject and verb agreement bell ringer.
Materials for instruction (include rationale for why the materials are appropriate)	Students' finished compare and contrast first draft paragraph Subject and Verb Agreement bell ringer (Appendix C)
Accommodations and modifications	IEPs will be followed. Struggling students will be pair with advanced students.

Daily Lesson Plan Details


Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.5.R.3 Students will recognize the subject and verb agreement.	Given correct and incorrect examples of subject and verb agreement, students will enhance their writing skills by being able to identify correct subject and verb agreement in the bell ringer and then peer review each other's compare and contrast paragraphs checking for subject and verb agreement.	Subject and Verb Agreement bell ringer (Appendix C)	Informal assessment of bell ringer Formal assessment of students' subject and verb agreement in their compare and contrast paragraphs
7.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.	After trading their compare and contrast paragraphs with each other, students will edit each other's paragraphs by checking for subject and verb agreement.	Students' finished compare and contrast first draft paragraph	Informal assessment of peer review session Formal assessment of compare and contrast paragraphs
7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses	Given each other's and their own compare and contrast paragraphs, students will be able to identify prepositional phrases and dependent clauses by underlining there prepositional phrases and underlining any dependent clauses.	Students' finished compare and contrast first draft paragraph Grammar bell ringer 1 (Appendix A)	Informal assessment

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will my writing coherence be improved by the use of subject and verb agreement? Subject and Verb Agreement bell ringer (Appendix C) will be used as the anticipatory set.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 minutes	<ul style="list-style-type: none"> • Pass the Subject and Verb Agreement bell ringer (Appendix C) out to students • Explain the subject and verb agreement rules to students by reading the bell ringer instructions out loud to students • Go over the examples with students 	<ul style="list-style-type: none"> • Read the Subject and Verb agreement rules to themselves and listen as the teacher reads out loud • Listen and ask questions when needed 	•
5 minutes	<ul style="list-style-type: none"> • Instruct students to begin the bell ringer: circling the correct verb form that agrees with the subject of each sentence problem. 	<ul style="list-style-type: none"> • Begin the bell ringer: circling the verb form that agrees with the subject of each sentence problem. 	
5 minutes	<ul style="list-style-type: none"> • Go over the answers to the bell ringer: Ask students to volunteer their answers to the bell ringer and explain why they selected that choice • Have students correct their answers and 	<ul style="list-style-type: none"> • Take turns volunteering their answers to the bell ringer and explain why they selected that choice • Correct their answers and place them 	Pay attention by visual assessment to see which students seem to be excelling with this mini lesson and who is struggling

	place them somewhere for later use	somewhere for later use	
2 minutes	<ul style="list-style-type: none"> • Pair students up based on the visual assessment of who is excelling and who is struggling: put advanced students with struggling students 	<ul style="list-style-type: none"> • Pair up with designated partners and trade compare and contrast paragraphs 	
13 minutes	<ul style="list-style-type: none"> • Instruct students to read each other's paragraphs and check for subject and verb agreement • Instruct students to circle the verb forms that are incorrect and underline any prepositional phrases they see • If students finish before the designated time, tell them to give the paper to the original owner and begin editing the incorrect verb forms 	<ul style="list-style-type: none"> • Read each other's paragraphs and check for subject and verb agreement • circle the verb forms that are incorrect and underline any prepositional phrases they see • If finished before the designated time, give the paper to the original owner and begin editing their own incorrect verb forms 	<p>Write the peer review steps on the whiteboard for students to follow:</p> <ol style="list-style-type: none"> 1. Circle verb forms that do not agree with the subject 2. Underline any prepositional phrases (Remember you can look back at Bell ringer 1 for help) 
20 minutes	<ul style="list-style-type: none"> • After students finish peer reviewing each other's paragraphs for subject and verb agreement have student edit their own incorrect verb forms • After students finish that step have them rewrite their paragraphs completely on the 	<ul style="list-style-type: none"> • Edit their own incorrect verb forms • Rewrite their paragraphs completely with the correct verb form and circle any dependent clauses they used • Turn them in when finished or take them home if unable to finish in the time provided 	<ol style="list-style-type: none"> 3. Hand paragraphs back to original owner 4. Fix any incorrect verb forms 5. Rewrite corrected paragraphs on the back of that paper 6. Circle any dependent clauses they used 7. Turn in papers when finished or take

	back of that same paper with the correct verb form and circle any dependent clauses they used		home to finish and bring back tomorrow
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Tuesday

Daily Lesson Information

Lesson title	Intro to <i>Hatchet</i>
Lesson Purpose/Rationale	This lesson will introduce students to the core text of this unit <i>Hatchet</i> . Students will be introduced to this novel by looking at the cover art of the novel. This will require students to practice their inferencing skills to predict what the book will be about and possibly identify themes. In addition, students will also take a pretest over vocabulary from <i>Hatchet</i> . This will be used to judge the students' vocabulary growth at the end of reading the book.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will begin with a bell ringer covering prepositional phrases, dependent clauses, and subject and verb agreement. Then, students will be given a copy of the book <i>Hatchet</i> and in groups, students will try to predict what the book is about without looking inside or looking at the description on the back. After trying to predict, students will look at the description on the back and identify the setting, the plot, the characters, possible characteristics, themes, and conflicts. Lastly, students will be given a pre-test over vocabulary from <i>Hatchet</i> .
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<ul style="list-style-type: none"> • Jill Bindewald used a similar book cover activity in CIED 4473. • I based the subject and verb agreement rules for the bell ringer off of Margaret Benner's agreement rules. • Benner, M. L. (n.d.). Subject - Verb Agreement. Retrieved November 06, 2016, from https://webapps.towson.edu/ows/moduleSVAGR.htm • Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to be able to identify prepositional phrases, dependent clauses, and subject and verb agreement.
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	Students will need to be able to make predictions and identify key literary elements.
How will you address students who do not have this prior knowledge?	I will have a bell ringer to refresh students' memory of prepositional phrases, dependent clauses, and subject and verb agreement. Students will be in groups, so if one student cannot remember their assigned literary element, other group members should be able to help. If not, I will be available to answer questions.
Materials for instruction (include rationale for why the materials are appropriate)	Grammar bell ringer 3 (Appendix F) Student copies of <i>Hatchet</i> <i>Hatchet</i> Vocab Pretest (Appendix G)
Accommodations and modifications	IEPs will be followed. Advanced students will be grouped with struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses.	Given example sentences, students will be able to identify prepositional phrases and dependent clauses.	Grammar bell ringer 3 (Appendix F)	Informal assessment
7.5.R.3 Students will recognize the subject and verb agreement.	Given example sentences, students will be able to identify correct subject and verb agreement.	Grammar bell ringer 3 (Appendix F)	Informal assessment
7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Given a pretest of <i>Hatchet</i> vocabulary, students will increase their knowledge of vocabulary to build their level of reading comprehension.	<i>Hatchet</i> Vocab Pretest (Appendix G)	Informal assessment of students' beginning level of ability to identify and define common vocabulary from <i>Hatchet</i>

<p>7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Placed in groups, students will engage collaboratively to identify key literary elements of <i>Hatchet</i> from the book cover while acting appropriately and allowing all group members to participate.</p>	<p>Student copies of <i>Hatchet</i></p>	<p>Informal assessment</p>
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Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will my ability to identify prepositional phrases, dependent clauses, and subject and verb agreement be increased be increased by the practice of a bell ringer? How will my ability to predict what the book is about without looking inside or looking at the description on the back enhance my inference skills? Grammar bell ringer 3 (Appendix F) will be used as the anticipatory set.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> • Pass Grammar bell ringer 3 (Appendix F) out to students and instruct them to begin • Visually assess students’ progress 	<ul style="list-style-type: none"> • Work on their Grammar bell ringer 3 (Appendix F): Circling prepositional phrases, underlining dependent clauses, and drawing a square around the correct verb form 	
3 minutes	<ul style="list-style-type: none"> • Ask students to volunteer their answers and explanations for their choices 	<ul style="list-style-type: none"> • Volunteer their answers and explanations for their choices 	

2 minutes	<ul style="list-style-type: none"> • Pass out student copies of <i>Hatchet</i> and put students in 6 different groups. Making sure there is an even amount of advanced and struggling students • Instruct students to not turn the book over or look at the back cover 	<ul style="list-style-type: none"> • Get into teacher-assigned groups and not look at the back cover of the book 	
8 minutes	<ul style="list-style-type: none"> • Ask students what they think the book will be about based on the book cover 	<ul style="list-style-type: none"> • Try to predict what the book will be about 	<p>If they are struggling, point out things about the book cover such as: The hatchet, the wolf howling, the leafy background, the light to dark color tones, anything else they notice</p>
8 minutes	<ul style="list-style-type: none"> • Assign each group their designated literary element • Instruct them to look at the description on the back cover and try to identify their literary elements as much as possible 	<ul style="list-style-type: none"> • Work collaboratively to identify their designated literary element • Ask group members if unsure of literary element • Ask the teacher questions if needed 	<p>Group 1: Setting Group 2: Plot Group 3: Characters Group 4: Characterization Group 5: Themes Group 6: Conflict</p> <p>The highlighted groups may have trouble identifying their element so advise to them use what they learned from <i>My Side of the Mountain</i> and the article about Mike Valhauer.</p>

5 minutes	<ul style="list-style-type: none"> • Get students attention and have each group identify their literary element and explain their answer 	<ul style="list-style-type: none"> • Listen attentively to each groups literary element and explanation until it is there turn to speak 	
15 minutes	<ul style="list-style-type: none"> • Pass out <i>Hatchet</i> Vocab Pretest (Appendix G) to students and instruct them to follow the directions and not to talk to others while taking the pretest 	<ul style="list-style-type: none"> • Follow the pretest directions and not talk to others while taking the pretest 	Grade the pretest to judge the level of students' understanding of the <i>Hatchet</i> vocabulary
4 minutes	<ul style="list-style-type: none"> • Ask students to take turns and volunteer their answers • Inform students to write the correct answer down for future reference • Give correct answers if necessary 	<ul style="list-style-type: none"> • Take turns volunteering saying an answer • Write the correct answers down for future reference 	Take note of students' number of correct answers and level of understanding for future reference as a way to judge student progress at the end of reading <i>Hatchet</i> when we take the post-test

Wednesday

Daily Lesson Information

Lesson title	Reading Hatchet 1-20
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students' reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this

	lesson is to help create lifelong readers. Today's lesson will focus on the introduction of the book and the points leading up to the plane crash.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes.
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-	Student copies of <i>Hatchet</i>	Informal assessment

of verbal and nonverbal cues.	loud or when someone asks discussion questions.		
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author’s messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my ability to interpret texts and build vocabulary be enhanced by class read-alouds of <i>Hatchet</i> ? As an opening discussion question, students will be asked if they ever flew on a plane or went camping.
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Ask students if they ever flew on a plane or went camping 	<ul style="list-style-type: none"> Take turns answering the teacher’s discussion question 	<ul style="list-style-type: none">
45 minutes	<ul style="list-style-type: none"> Call the students to attention, and begin reading <i>Hatchet</i> Read the first five pages then select 	<ul style="list-style-type: none"> Actively listen to whomever is reading Read loudly and clearly when selected to read 	<ul style="list-style-type: none"> Guiding Questions: <ul style="list-style-type: none"> What do you think is “the Secret?” Predict what would be causing

	<p>students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more.</p> <ul style="list-style-type: none"> • Read out-loud again if necessary to finish before class time has run out • Ensure the class stays on schedule by reading pages 1-20 	<ul style="list-style-type: none"> • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher's guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	<p>the pilot's body gas and arm/shoulder pain?</p> <ul style="list-style-type: none"> • Do you think Brian seems like a normal 13 year old? Explain.
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Thursday

Daily Lesson Information

Lesson title	Reading Hatchet 21-40
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students' reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today's lesson will focus on the plane crash and the first things Brian does after the crash.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary by playing a Kahoot game of vocabulary from <i>Hatchet</i> .
Lesson length	50 minutes

Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers. The Kahoots quiz I made can be found at this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Kahoot <i>Hatchet</i> vocab quiz: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students. Students without cellphones or devices will be paired up with students who have access to one for the Kahoot vocab quiz.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7. 4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Given a Kahoot <i>Hatchet</i> vocab quiz, students will practice their vocabulary skills and increase their knowledge or grade-level vocabulary to better comprehend <i>Hatchet</i> .	Kahoot <i>Hatchet</i> vocab quiz	Informal Assessment

<p>7. 4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>While practicing their vocabulary and reading <i>Hatchet</i>, students will increase their knowledge and build their vocabulary by identifying the meaning of words from context clues.</p>	<p>Kahoot Hatchet vocab quiz Student copies of <i>Hatchet</i></p>	<p>Informal assessment</p>
<p>7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.</p>	<p>Participating in class read-alouds of <i>Hatchet</i>, students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.</p>	<p>Student copies of <i>Hatchet</i></p>	<p>Informal assessment</p>
<p>7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p>	<p>Participating in class read-alouds of <i>Hatchet</i>, students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.</p>	<p>Student copies of <i>Hatchet</i></p>	<p>Informal assessment</p>
<p>7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.</p>	<p>Participating in class read-alouds of <i>Hatchet</i>, students will analyze details of <i>Hatchet</i> by interpreting the author’s messages and answering discussion questions.</p>	<p>Student copies of <i>Hatchet</i></p>	<p>Informal assessment</p>

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to</p>	<p>How will my ability to interpret texts and build vocabulary be enhanced by Kahoot Hatchet vocab quizzes and class read-alouds of <i>Hatchet</i>?</p> <p>I will start class with a Kahoot quiz for students to practice common words found in <i>Hatchet</i>. This Kahoot quiz can be found on the Kahoot website by searching Hatchet ksemrad. Or you can find it from this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915</p>
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engage the students?	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<ul style="list-style-type: none"> • Have the Kahoot Hatchet vocab quiz ready for students to join • Pair students up according to number of available devices 	<ul style="list-style-type: none"> • Join the Kahoot Hatchet vocab quiz and begin 	<ul style="list-style-type: none"> •
40 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish before class time has run out • Ensure the class stays on schedule by reading pages 21-40 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher's guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	<ul style="list-style-type: none"> • Guiding Questions: • What qualities must Brian demonstrate in order to survive the plane crash? Explain. (should be along the lines of bravery, calmness, etc...)

Friday

Daily Lesson Information

Lesson title	Reading Hatchet 41-60
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students' reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today's lesson will focus on the days after crash where Brian must come up with a plan and takes stock of his belongings and surroundings.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Conflicts handout (Appendix H)
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author’s messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my ability to interpret texts and build vocabulary be enhanced by class read-alouds of <i>Hatchet</i> ? As an opening discussion question, students will be asked if they know the difference between internal and external conflict.
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<ul style="list-style-type: none"> • Ask students if they know the difference between internal and external conflict. • Pass out Conflict handout (Appendix H) • Read over and explain the difference between internal and external conflicts • Explain that Brian has conflicts with himself, deciding the emotions he should feel and the choices he should make, which are internal conflicts of man versus self. • Explain that Brian has conflicts with nature, like weather and finding resources, which are external conflicts of man versus nature. • Explain that there are many more types of external conflict but we will be focusing on man versus nature 	<ul style="list-style-type: none"> • Volunteer answers if they know • Read the Conflict handout (H) to themselves and listen as the teacher reads out loud • Take notes if needed 	<ul style="list-style-type: none"> • Instruct students that they will turn their Conflict handouts in after we finish reading <i>Hatchet</i>.
40 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader 	<ul style="list-style-type: none"> • Guiding Questions: • Why does Brian take the time to state simple facts about himself? (for example, I am Brian Robeson. I

	<p>may only read a paragraph, advanced readers may read a page or more.</p> <ul style="list-style-type: none"> • Read out-loud again if necessary to finish before class time has run out • Ensure the class stays on schedule by reading pages 41-60 	<p>by raising their hand and waiting for the teacher to call on them</p> <ul style="list-style-type: none"> • Participate in class discussion by answering the teacher’s guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	<p>am thirteen years old) (43)</p> <ul style="list-style-type: none"> • Have students take note of this moment on their Conflict handout (man versus self) • What role does Mr. Perpich play in helping Brian? (answers along the lines of motivation and positive attitude)
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Week 3

Monday

Daily Lesson Information

Lesson title	Reading Hatchet 61-80
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students’ reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today’s lesson will focus on the morning after eating pit cherries, the porcupine attack, and Brian’s understanding of how to get a fire.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary by playing a Kahoot game of vocabulary from <i>Hatchet</i> .
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts

Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers. The Kahoots quiz I made can be found at this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Kahoot Hatchet vocab quiz: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915 Students will need their Conflicts handout (Appendix H) for discussion
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students. Students without cellphones or devices will be paired up with students who have access to one for the Kahoot vocab quiz.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7. 4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Given a Kahoot <i>Hatchet</i> vocab quiz, students will practice their vocabulary skills and increase their knowledge or grade-level vocabulary to better comprehend <i>Hatchet</i> .	Kahoot Hatchet vocab quiz	Informal Assessment
7. 4.R.3 Students will use context clues to	While practicing their vocabulary and reading	Kahoot Hatchet vocab quiz	Informal assessment

determine or clarify the meaning of words or distinguish among multiple-meaning words.	<i>Hatchet</i> , students will increase their knowledge and build their vocabulary by identifying the meaning of words from context clues.	Student copies of <i>Hatchet</i>	
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author's messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>How will my ability to interpret texts and build vocabulary be enhanced by Kahoot <i>Hatchet</i> vocab quizzes and class read-alouds of <i>Hatchet</i>?</p> <p>I will start class with a Kahoot quiz for students to practice common words found in <i>Hatchet</i>. This Kahoot quiz can be found on the Kahoot website by searching <i>Hatchet</i> ksemrad. Or you can find it from this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<ul style="list-style-type: none"> • Have the Kahoot Hatchet vocab quiz ready for students to join • Pair students up according to number of available devices 	<ul style="list-style-type: none"> • Join the Kahoot Hatchet vocab quiz and begin 	<ul style="list-style-type: none"> •
40 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish before class time has run out 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher's guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	<ul style="list-style-type: none"> • Guiding Questions: • What caused him to be so violently sick on page 63? (man versus self or nature? Discuss) • Predict what kind of creature is in his shelter. What would cause a shooting pain in his leg? (man versus nature conflict) • After Brian breaks down and cries, why does he say that crying and self-pity do not work? (take note of the man versus self conflict)

Tuesday

Daily Lesson Information

Lesson title	Reading Hatchet 81-100
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students' reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today's lesson will focus on the process of making a fire, the turtle eggs, and the beginning of Brian's change.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Students will need their Conflicts handout (Appendix H) for discussion.
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses.	Given example sentences, students will be able to identify prepositional phrases and dependent clauses.	Grammar bell ringer 3 (Appendix F)	Informal assessment
7.5.R.3 Students will recognize the subject and verb agreement.	Given example sentences, students will be able to identify correct subject and verb agreement.	Grammar bell ringer 3 (Appendix F)	Informal assessment
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author’s messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will my ability to interpret texts and build vocabulary be enhanced by class read-alouds of <i>Hatchet</i>?</p> <p>Grammar bell ringer 4 (Appendix I) will be used as the anticipatory set.</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> • Pass Grammar bell ringer 3 (Appendix F) out to students and instruct them to begin • Visually assess students’ progress 	<ul style="list-style-type: none"> • Work on their Grammar bell ringer 3 (Appendix F): Circling prepositional phrases, underlining dependent clauses, and drawing a square around the correct verb form 	<ul style="list-style-type: none"> •
3 minutes	<ul style="list-style-type: none"> • Ask students to volunteer their answers and explanations for their choices 	<ul style="list-style-type: none"> • Volunteer their answers and explanations for their choices 	<ul style="list-style-type: none"> •
42minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher’s guiding questions, asking 	<ul style="list-style-type: none"> • Guiding Questions: • Why is having a fire important to Brian? What purpose would it serve? • Predict what creature was making the sounds on the bank of the lake on page 92. • What does the author mean when says “But perhaps more than his

	before class time has run out <ul style="list-style-type: none"> • Ensure the class stays on schedule by reading pages 1-20 	questions, or taking notes <ul style="list-style-type: none"> • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	body was the change in his mind, or in the way he was—was becoming?” (99).
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Wednesday

Daily Lesson Information

Lesson title	Reading Hatchet 101-120
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students’ reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today’s lesson will focus on Brian’s attempt to fish and the effects of the search plane.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary by playing a Kahoot game of vocabulary from <i>Hatchet</i> .
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers. The Kahoots quiz I made can be found at this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Kahoot Hatchet vocab quiz: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915 Students will need their Conflicts handout (Appendix H) for discussion
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students. Students without cellphones or devices will be paired up with students who have access to one for the Kahoot vocab quiz.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7. 4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Given a Kahoot <i>Hatchet</i> vocab quiz, students will practice their vocabulary skills and increase their knowledge or grade-level vocabulary to better comprehend <i>Hatchet</i> .	Kahoot Hatchet vocab quiz	Informal Assessment
7. 4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	While practicing their vocabulary and reading <i>Hatchet</i> , students will increase their knowledge and build their vocabulary by identifying the meaning of words from context clues.	Kahoot Hatchet vocab quiz Student copies of <i>Hatchet</i>	Informal assessment

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author’s messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my ability to interpret texts and build vocabulary be enhanced by Kahoot <i>Hatchet</i> vocab quizzes and class read-alouds of <i>Hatchet</i> ? I will start class with a Kahoot quiz for students to practice common words found in <i>Hatchet</i> . This Kahoot quiz can be found on the Kahoot website by searching <i>Hatchet</i> ksemrad. Or you can find it from this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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10 minutes	<ul style="list-style-type: none"> • Have the Kahoot Hatchet vocab quiz ready for students to join • Pair students up according to number of available devices 	<ul style="list-style-type: none"> • Join the Kahoot Hatchet vocab quiz and begin 	<ul style="list-style-type: none"> •
40 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish before class time has run out • Ensure the class stays on schedule by reading pages 21-40 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher’s guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	<ul style="list-style-type: none"> • Guiding Questions: • Predict: Does the search plane see Brian and rescue him? What do you think will happen? (110) • Discuss the “new Brian” and the wolf sighting on page 115. (Is this conflict or something else?) • On page 117, discuss the first paragraph about Brian not being the same.

Thursday

Daily Lesson Information

Lesson title	Reading Hatchet 121-140
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students’ reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different

	points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today's lesson will focus on the skunk incident and many of Brian's "Firsts."
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Students will need their Conflicts handout (Appendix H) for discussion
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.1 Students will actively listen and speak	Participating in class read-alouds of <i>Hatchet</i> ,	Student copies of <i>Hatchet</i>	Informal assessment

clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.		
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author's messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my ability to interpret texts and build vocabulary be enhanced by class read-alouds of <i>Hatchet</i> ? As an opening discussion question, students will be asked if they have any questions about the book so far.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Ask students for questions about the book so far 	<ul style="list-style-type: none"> Ask a question if they have any 	

		<ul style="list-style-type: none"> • Participate in discussion if they know the answer to someone's question 	
45 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish before class time has run out • Ensure the class stays on schedule by reading pages 121-140 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher's guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	<ul style="list-style-type: none"> • Guiding Questions: • Identify the conflict on pages 122-123. Explain • What characteristic does Brian demonstrate on page 136?

Friday

Daily Lesson Information

Lesson title	Reading Hatchet 141-160
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students' reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today's lesson will focus on the moose attack, the tornado, and his journey to the plane.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary by playing a Kahoot game of vocabulary from <i>Hatchet</i> .
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers. The Kahoots quiz I made can be found at this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes. Kahoot <i>Hatchet</i> vocab quiz: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students. Students without cellphones or devices will be paired up with students who have access to one for the Kahoot vocab quiz.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7. 4.R.1 Students will increase knowledge of	Given a Kahoot <i>Hatchet</i> vocab quiz, students will	Kahoot <i>Hatchet</i> vocab quiz	Informal Assessment

academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	practice their vocabulary skills and increase their knowledge or grade-level vocabulary to better comprehend <i>Hatchet</i> .		
7. 4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	While practicing their vocabulary and reading <i>Hatchet</i> , students will increase their knowledge and build their vocabulary by identifying the meaning of words from context clues.	Kahoot <i>Hatchet</i> vocab quiz Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author's messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will my ability to interpret texts and build vocabulary be enhanced by Kahoot Hatchet vocab quizzes and class read-alouds of <i>Hatchet</i>?</p> <p>I will start class with a Kahoot quiz for students to practice common words found in <i>Hatchet</i>. This Kahoot quiz can be found on the Kahoot website by searching Hatchet ksemrad. Or you can find it from this link: https://play.kahoot.it/#/k/e4d964e0-6394-423e-9ced-43ae6f141915</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<ul style="list-style-type: none"> • Have the Kahoot Hatchet vocab quiz ready for students to join • Pair students up according to number of available devices 	<ul style="list-style-type: none"> • Join the Kahoot Hatchet vocab quiz and begin 	<ul style="list-style-type: none"> •
40 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish before class time has run out 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher's guiding questions, asking questions, or taking notes 	<ul style="list-style-type: none"> • Guiding Questions: • Predict what you think is causing the roaring sound. • What qualities does Brian demonstrate after being attacked by the moose and tornado? (perseverance, frustration?) Explain. • What is significant about Brian being able

	<ul style="list-style-type: none"> • Ensure the class stays on schedule by reading pages 141-160 	<ul style="list-style-type: none"> • Act politely and orderly by following classroom etiquette rules and raising their hand to answer and ask questions 	to see the tail of the plane sticking out of the water?
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Week 4

Monday

Daily Lesson Information

Lesson title	Reading Hatchet 161-181/End
Lesson Purpose/Rationale	The purpose of this read-aloud lesson is to increase students' reading fluency and comprehension while working towards identifying a common theme of this Wilderness Adventure Unit. This lesson will allow the teacher to stop at different points when necessary to allow time for discussion and allow students to ask questions for clarification. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary. In addition, another goal of this lesson is to help create lifelong readers. Today's lesson will focus on his trip to get the survival pack from the plane and his rescue.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will actively listen as first the teacher reads and then as other students take turns reading <i>Hatchet</i> aloud. Students will actively participate by contributing to class discussion, asking questions when clarification is needed, and taking notes. Students will use what we learn from the in-class reading to analyze <i>Hatchet</i> and build their vocabulary
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know basic reading strategies that help them make connections and comprehend the text.
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How will you address students who do not have this prior knowledge?	Students will be able to ask questions for clarifications and the teacher will also have guiding questions to discuss major points of the book.
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>Hatchet</i> <i>Hatchet</i> Students may want their journals or notebooks to take notes.
Accommodations and modifications	IEPs will be followed. Students who struggle with self-confidence or reading aloud will not be required to in front of class, but will be encouraged to meet with teacher to work on strategies with other struggling students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and speak when someone is reading out-loud or when someone asks discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment
7.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	Participating in class read-alouds of <i>Hatchet</i> , students will actively listen and interpret the messages of <i>Hatchet</i> and ask questions when needed for clarification.	Student copies of <i>Hatchet</i>	Informal assessment
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	Participating in class read-alouds of <i>Hatchet</i> , students will analyze details of <i>Hatchet</i> by interpreting the author’s messages and answering discussion questions.	Student copies of <i>Hatchet</i>	Informal assessment

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will my ability to interpret texts and build vocabulary be enhanced by class read-alouds of <i>Hatchet</i>?</p> <p>As an opening discussion question, students will be asked to predict what will happen at the end of the book. Will he be rescued? Will something happen to him? Will he still be living there?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 minutes	<ul style="list-style-type: none"> • Ask students to predict what will happen at the end of the book. Will he be rescued? Will something happen to him? Will he still be living there? 	<ul style="list-style-type: none"> • Take turns answering the teacher's discussion question 	<ul style="list-style-type: none"> •
45 minutes	<ul style="list-style-type: none"> • Call the students to attention, and begin reading <i>Hatchet</i> • Read the first five pages then select students to take turns reading aloud. Struggling readers may only read a paragraph, advanced readers may read a page or more. • Read out-loud again if necessary to finish before class time has run out • Ensure the class stays on schedule by 	<ul style="list-style-type: none"> • Actively listen to whomever is reading • Read loudly and clearly when selected to read • Ask questions when necessary for clarification without interrupting the reader by raising their hand and waiting for the teacher to call on them • Participate in class discussion by answering the teacher's guiding questions, asking questions, or taking notes • Act politely and orderly by following classroom 	<ul style="list-style-type: none"> • Guiding Questions: • .Why wasn't Brian happy to find the rifle? Explain. • Even though, he had planned to tell his dad "the Secret," Brian didn't. Why not? Explain.

	finishing the end of the book	etiquette rules and raising their hand to answer and ask questions	
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Tuesday

Daily Lesson Information

Lesson title	Deserted Island Creative Writing Revision Day
Lesson Purpose/Rationale	The purpose of this lesson is to allow students to revise their creative writing pieces with a fresh perspective. This lesson will also allow for students to receive help with subject and verb agreement from a peer revision.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Trading their Deserted Island essays with a classmate, students will check for correct use of subject and verb agreement. Then, students will trade their essays back, in order to check their essays for correct use of prepositional phrases and dependent clauses.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	I modified this lesson plan by Robin Simmons for LEARN NC by having students only list 3 essential items instead of 5. Additionally, I only used the idea for the writing prompt, I did not include the drawing or group activities. Simmons, R. (n.d.). Focusing activity to begin novel: Hatchet by Paulsen. Retrieved November 06, 2016, from http://www.learnnc.org/lp/pages/3491

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to write with basic sentence structure and be able to identify and create prepositional phrases, dependent clauses, and correct subject and verb agreement.
How will you address students who do not have this prior knowledge?	I will be available to assist students if needed. Also, examples and definitions of prepositional phrases and dependent clauses will be given during the bell ringer.

Materials for instruction (include rationale for why the materials are appropriate)	Grammar bell ringer 5 (Appendix J) Students' Deserted Island Creative Writing essays 2 different colors of highlighters per student
Accommodations and modifications	IEPs will be followed. The teacher will explain the instructions out loud and write them on the whiteboard for all students. Struggling students will be placed with advanced students.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	Given their own Deserted Island creative writing, students will revise their essays to ensure they are correctly using at least 3 prepositional phrases and 2 dependent clauses in a handwritten two page creative writing piece.	Deserted Island Creative Writing essays	Informal assessment
7.5.W.3 Students will use prepositional phrases and clauses (<i>e.g., dependent and independent</i>) in writing.	Given their own Deserted Island creative writing, students will revise their essays to ensure they are correctly using at least 3 prepositional phrases and 2 dependent clauses in a handwritten two page creative writing piece.	Deserted Island Creative Writing essays	Informal assessment
7.5.R.3 Students will recognize the subject and	Given a classmate's Deserted Island Creative writing, students will edit the essays	Deserted Island Creative Writing essays	Informal assessment

verb agreement.	to check for subject and verb agreement.		
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>How will the revising the Deserted Island Creative Writing essay make my writing more focused and coherent?</p> <p>How will my descriptive writing be enhanced by the use of prepositional phrases and dependent clauses?</p> <p>Grammar bell ringer 5 (Appendix J) will be used as the anticipatory set.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> • Pass Grammar bell ringer 5 (Appendix J) out to students and instruct them to begin • Visually assess students' progress 	<ul style="list-style-type: none"> • Work on their Grammar bell ringer 5 (Appendix J): Circling prepositional phrases, underlining dependent clauses, and drawing a square around the correct verb form 	<ul style="list-style-type: none"> •
3 minutes	<ul style="list-style-type: none"> • Ask students to volunteer their answers and explanations for their choices 	<ul style="list-style-type: none"> • Volunteer their answers and explanations for their choices 	<ul style="list-style-type: none"> •
2 minutes	<ul style="list-style-type: none"> • Pair students up and instruct them to trade their Deserted Island essays 	<ul style="list-style-type: none"> • Pair up with designated partner and trade essays 	<ul style="list-style-type: none"> • Pair struggling students with advanced students
5 minutes	<ul style="list-style-type: none"> • Instruct students to read each other's essays looking for subject and verb agreement • Tell students to circle the subject and verb if they are incorrect 	<ul style="list-style-type: none"> • Listen attentively to the teacher's instructions 	<ul style="list-style-type: none"> •

10 minutes	<ul style="list-style-type: none"> • Instruct students to begin • Visually assess students' progress and offer advice if needed 	<ul style="list-style-type: none"> • Begin reading each other's essays, checking for subject and verb agreement 	•
2 minutes	<ul style="list-style-type: none"> • Bring everyone back together, and instruct them to give the essays back to their original owners 	<ul style="list-style-type: none"> • Follow the teachers instructions 	•
3 minutes	<ul style="list-style-type: none"> • Instruct students of the next step—(highlight at least three prepositional phrases in their essays using one color of highlighter) • Pass out a highlighter to each student • Write the instructions on the whiteboard and tell students they may begin 	<ul style="list-style-type: none"> • Listen attentively to instructions • Begin highlighting at least 3 prepositional phrases 	•
10 minutes	<ul style="list-style-type: none"> • Visually assess students' progress and offer advice if needed, instruct students to bring their highlighter to the teacher when finished with that step 	<ul style="list-style-type: none"> • Continue working • Take their highlighter to the teacher when finished 	•
15 minutes	<ul style="list-style-type: none"> • If a majority of students are finished with prepositional phrases, instruct students to highlight at least 2 dependent clauses with a new color and to go back and correct subject and verbs that were marked for being incorrect earlier • Write the new instructions on the whiteboard (<ul style="list-style-type: none"> • Listen attentively to the instructions • Begin highlighting at least 2 dependent clauses and correcting incorrect subject and verb agreement • Turn their highlighter in when finished or take home to finish 	•

	<ul style="list-style-type: none"> • Pass out new colors of highlighters • Visually assess students progress • Allow students to take their essays home to finish if needed 		
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Wednesday

Daily Lesson Information

Lesson title	Literary Analysis
Lesson Purpose/Rationale	The purpose of this literary analysis lesson is to enhance students' critical thinking skills through analysis of the main character, Brian, of the book <i>Hatchet</i> . Students will increase their ability to comprehend <i>Hatchet</i> by analyzing how the characterization of Brian contributes to the book's theme of man versus nature.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will write a literary analysis of the characterization of Brian in two paragraphs by answering questions from a prompt. Students will use critical thinking skills to write the analysis. Also, students will have to write the paragraphs using appropriate vocabulary and language to create a coherent analysis.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>I selected five questions from an online lesson resource on character analysis for <i>The Outsiders</i> created by Linda Rief for the Literary Analysis Prompt (Appendix K).</p> <p>Rief, L. (2015). <i>Read, write, teach: Choice and challenge in the reading-writing workshop</i>. Portsmouth, NH: Heinemann.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to write a well-written paragraph.
How will you address students who do not	I will be available to answer question if needed.

have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	Literary Analysis Prompt (Appendix K)
Accommodations and modifications	IEPs will be followed. The prompt will be read out loud for students who struggle with reading. The prompt will also be given to students who struggle with oral instructions.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> ● setting ● plot ● characters (<i>i.e., protagonist, antagonist</i>) ● characterization ● theme ● conflict (<i>i.e., internal</i>) 	After reading <i>Hatchet</i> , students will write a paragraph analyzing Brian’s characterization and how that contributed to the book’s theme of man versus nature.	Literary Analysis Prompt (Appendix K) Students’ copies of <i>Hatchet</i>	Formal assessment of students’ paragraphs
7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	Given the Literary Analysis Prompt, students will write appropriate vocabulary analyzing Brian’s characterization to create a coherent paragraph.	Literary Analysis Prompt (Appendix K)	Formal assessment of students’ paragraphs
7.4.W.2 Students will select appropriate language to create a specific effect	Given the Literary Analysis Prompt, students will write appropriate language	Literary Analysis Prompt (Appendix K)	Formal assessment of students’ paragraphs

according to purpose in writing.	analyzing Brian's characterization to create a coherent paragraph.		
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my ability to write a coherent paragraph be increased by the use of appropriate language and vocabulary? How will my critical thinking skills be increased by my ability to analyze texts? I will ask students to take turns writing characteristics and qualities of Brian from <i>Hatchet</i> on the whiteboard.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Instruct students to take turns writing characteristics and qualities of Brian from <i>Hatchet</i> on the whiteboard Pass Literary Analysis Prompt (Appendix K) out to student while they're writing on the board 	<ul style="list-style-type: none"> take turns writing characteristics and qualities of Brian from <i>Hatchet</i> on the whiteboard 	
5 minutes	<ul style="list-style-type: none"> Read the Literary Analysis Prompt instructions to students 	<ul style="list-style-type: none"> Read the instructions silently as the teacher reads them aloud 	
5 minutes	<ul style="list-style-type: none"> Inform students that they need to answer all of the questions in their paragraphs 	<ul style="list-style-type: none"> Ask questions if they need help 	

	<ul style="list-style-type: none"> • Ask students if they have any questions or need clarification 		
35 minutes	<ul style="list-style-type: none"> • Instruct students to begin writing their paragraphs • Remind them that they can finish their paragraphs in class the next day 	<ul style="list-style-type: none"> • Begin writing their paragraphs • Work on their paragraphs until the end of class 	

Thursday

Daily Lesson Information

Lesson title	Literary Analysis Day 2 and <i>Hatchet</i> Vocabulary Post-test
Lesson Purpose/Rationale	This purpose of this lesson is to judge students' growth in ability to identify, understand, and use these grade-level vocabulary words from the book. Students have already taken a pretest with the same format and words in order to fully assess their ability to increase knowledge of vocabulary. The purpose of this second day of literary analysis lesson is to enhance students' critical thinking skills through analysis of the main character, Brian, of the book <i>Hatchet</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take a post-test of the vocabulary words from <i>Hatchet</i> that they have been studying since the pre-test version of the vocabulary words. Students will write a literary analysis of the characterization of Brian in two paragraphs by answering questions from a prompt.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	Paulsen, G. (1987). <i>Hatchet</i> . New York, NY: Simon & Schuster Books for Young Readers. I modified questions from an online lesson resource on character analysis for <i>The Outsiders</i> created by Linda Rief for the Literary Analysis Prompt (Appendix K). Rief, L. (2015). <i>Read, write, teach: Choice and challenge in the reading-writing workshop</i> . Portsmouth, NH: Heinemann.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to write a well-written paragraph. Students need to have been studying the <i>Hatchet</i> vocabulary words or need to have been present for the in-class Kahoot practices.
How will you address students who do not have this prior knowledge?	I will be available to answer questions if needed. Students will have been present for at least one of the several in-class Kahoot vocab practices.
Materials for instruction (include rationale for why the materials are appropriate)	<i>Hatchet</i> Vocabulary post-test (Appendix L) Literary Analysis Prompt (Appendix K)
Accommodations and modifications	IEPs will be followed. Students who struggle with reading will be given adequate time to finish the test.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7. 4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Given a pretest of <i>Hatchet</i> vocabulary, students will increase their knowledge of vocabulary to build their level of reading comprehension.	<i>Hatchet</i> Vocab Post-test (Appendix L)	Formal assessment of students' growth of understanding the vocabulary words
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> ● setting ● plot ● characters (<i>i.e.</i>, <i>protagonist</i>, <i>antagonist</i>) ● characterization ● theme ● conflict (<i>i.e.</i>, <i>internal</i> 	After reading <i>Hatchet</i> , students will write a paragraph analyzing Brian's characterization and how that contributed to the book's theme of man versus nature.	Literary Analysis Prompt (Appendix K) Students' copies of <i>Hatchet</i>	Formal assessment of students' paragraphs

7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	Given the Literary Analysis Prompt, students will write appropriate vocabulary analyzing Brian's characterization to create a coherent paragraph.	Literary Analysis Prompt (Appendix K)	Formal assessment of students' paragraphs
7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Given the Literary Analysis Prompt, students will write appropriate language analyzing Brian's characterization to create a coherent paragraph.	Literary Analysis Prompt (Appendix K)	Formal assessment of students' paragraphs

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will my ability to write a coherent paragraph be increased by the use of appropriate language and vocabulary? How will my critical thinking skills be increased by my ability to analyze texts? I will ask students if they have any quick questions about the <i>Hatchet</i> vocabulary words before we begin the post-test
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	Ask students if they have any quick questions about the <i>Hatchet</i> vocabulary words before we begin the post-test	Ask any questions they have about the <i>Hatchet</i> vocabulary words before they begin the post-test	
25 minutes	Pass the <i>Hatchet</i> Vocabulary post-	Read the instructions to themselves, as the	

	<p>test (Appendix L) out to students Read the instructions out loud to students and instruct them to begin Inform students that they may begin working on finishing their Literary Analysis paragraphs when they are finished with their tests and they teacher picks them up Visually assess students' progress</p>	<p>teacher reads them aloud Begin the post-test, turning their test over when they're done for the teacher to pick up</p>	
20 minutes	<p>Visually assess students' progress with the post-test and their progress with the literary analysis</p>	<p>Finish their post-test Finish their literary analysis paragraphs</p>	<p>Inform students that they may take their literary analysis paragraphs home to finish if they are still not done</p>

Friday

Daily Lesson Information

Lesson title	Man vs. Nature Project Day 1
Lesson Purpose/Rationale	The purpose of this lesson is to measure students' growth after this Wilderness Adventure unit of instruction. This lesson will require students to use critical thinking skills to engage and interact with three different texts from this unit. In addition, this lesson encourages students to think from the perspective of characters while drawing on their creativity.
Lesson description (include concepts and skills and where)	Students will individually choose from three different projects to present after three in-class work days. The first project requires students to write a 4-5 day survival journal from the perspective of a main character we have discussed. The

<p>this lesson fits within the curriculum)</p>	<p>second project requires students to draw an image that expresses a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature. The third option requires students to perform an oral interpretation that expresses a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature. Students will also have to write a paragraph that explains their choice of project.</p>
<p>Lesson length</p>	<p>50 minutes</p>
<p>Grade level and course</p>	<p>7th grade English Language Arts</p>
<p>Source of lesson plan and how I modified it</p>	<p>I got the idea for an Image Freewrite from Carol Olson and altered it to fit with the Man vs. Nature theme. Olson, Carol Booth and Schiesl, Sharon (Spring 1996). A Multiple Intelligences Approach to Teaching Multicultural Literature. <i>Language Arts Journal of Michigan</i>, 12:1, p. 21-28.</p> <p>I got the idea for an oral interpretation from Peter Smagorinsky and altered it to fit with the Man vs. Nature theme. Smagorinsky, Peter (1991). <i>Expressions: Multiple Intelligences for the English Class</i>. NCTE.</p> <p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>Figalora, S. (2014, August 15). Lost in the wilderness: One man's five-day fight for survival. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800</p> <p>Clark, J. B. (Director). (1969). <i>My side of the mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.</p>

Daily Lesson Plan Summary

<p>Prior knowledge needed for success</p>	<p>Students will need to have read at least one of the texts that they will be basing their projects on.</p>
<p>How will you address students who do not have this prior knowledge?</p>	<p>I will be available to assist and answer questions when needed.</p>

Materials for instruction (include rationale for why the materials are appropriate)	<p>Man vs. Nature Projects (Appendix M)</p> <p>Paper for journal entry projects</p> <p>Art supplies (crayons, colored pencils) and paper for image freewrite projects</p> <p>Paper for planning and props or art supplies to make props for the oral interpretation projects</p> <p>Baggie of paper slips with enough numbers for each student to draw one</p>
Accommodations and modifications	IEPs will be followed. Kinesthetic learners will be allowed to work with their hands on image freewrites and move around with oral interpretation.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Given the Man vs. Nature project prompts,	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	Given different options of artistic and other types of media-centered projects, students will design and present projects that express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature.	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	Given three different project options, students will design and present a multimodal project that embodies the man vs. nature theme of this unit.	Man vs. Nature Projects (Appendix M)	Formal assessment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson	How will this Man vs. Nature project demonstrate my growth after this unit of instruction?
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plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will be asked to volunteer one thing they have learned since beginning this unit.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	<ul style="list-style-type: none"> Ask students to volunteer one thing they have learned since the beginning of this unit 	<ul style="list-style-type: none"> Take turns volunteering their answers 	
1 minute	<ul style="list-style-type: none"> Pass the Man vs. Nature Projects (Appendix M) out to students 	<ul style="list-style-type: none"> Wait quietly until they have a copy of Man vs. Nature Projects (Appendix M) 	
18 minutes	<ul style="list-style-type: none"> Read the first paragraph, explaining that there are three options to choose from and explain the paragraph part of their assessment Explain the three different project options 	<ul style="list-style-type: none"> Read the Man vs. Nature Projects (Appendix M) silently, as the teacher reads aloud 	
5 minutes	<ul style="list-style-type: none"> Ask if students have any questions so far 	<ul style="list-style-type: none"> Ask any questions about the projects so far 	
11 minutes	<ul style="list-style-type: none"> Explain what students will be assessed on Inform students that they will be graded on their completion of the requirements, their explanation paragraph, and their time managing ability present on their designated day. 	<ul style="list-style-type: none"> Listen attentively Take notes if necessary 	

	<ul style="list-style-type: none"> • Tell students to choose which project they are going to do by Monday and be ready to begin working on them 		
5 minutes	<ul style="list-style-type: none"> • Pass around a baggie of paper slips with enough numbers for each students to have one • As students pass them around, tell them that numbers 1-10 will present next Thursday and 11-20 will present next Friday • Tell them that they may trade with classmates if both are willing participants • Tell them to write their name on their finalized number and give them to the teacher as they leave 	<ul style="list-style-type: none"> • Pass the baggie of numbers around the room, taking one number each • Trade with a classmate if wanted • Take note of the day they will present • Write their name on their finalized number and give them to the teacher as they leave 	Write down the students' name and number or day of presentation in planner for future reference

Week 5

Monday

Daily Lesson Information

Lesson title	Man vs. Nature Project Work Day 1
Lesson Purpose/Rationale	The purpose of this lesson is to measure students' growth after this Wilderness Adventure unit of instruction. This lesson will require students to use critical thinking skills to engage and interact with three different texts from this unit. In addition, this lesson encourages students to think from the perspective of characters while drawing on their creativity.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin working on their Man vs. Nature projects. This work day lesson allows students the time and materials to work on their project in learning environment. Also, students will be able to ask the teacher questions regarding their projects.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts

<p>Source of lesson plan and how I modified it</p>	<p>I got the idea for an Image Freewrite from Carol Olson and altered it to fit with the Man vs. Nature theme. Olson, Carol Booth and Schiesl, Sharon (Spring 1996). A Multiple Intelligences Approach to Teaching Multicultural Literature. Language Arts Journal of Michigan, 12:1, p. 21-28.</p> <p>I got the idea for an oral interpretation from Peter Smagorinsky and altered it to fit with the Man vs. Nature theme. Smagorinsky, Peter (1991). Expressions: Multiple Intelligences for the English Class. NCTE.</p> <p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>Figalora, S. (2014, August 15). Lost in the wilderness: One man's five-day fight for survival. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800</p> <p>Clark, J. B. (Director). (1969). <i>My side of the mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.</p>
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Daily Lesson Plan Summary

<p>Prior knowledge needed for success</p>	<p>Students will need to have decided on which project they plan to present.</p>
<p>How will you address students who do not have this prior knowledge?</p>	<p>I will be available to advise students on their projects based on their learning style.</p>
<p>Materials for instruction (include rationale for why the materials are appropriate)</p>	<p>Man vs. Nature Projects (Appendix M) Paper for journal entry projects Art supplies (crayons, colored pencils) and paper for image freewrite projects Paper for planning and props or art supplies to make props for the oral interpretation projects</p>
<p>Accommodations and modifications</p>	<p>IEPs will be followed. Kinesthetic learners will be allowed to work with their hands on image freewrites and move around with oral interpretation.</p>

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Given the Man vs. Nature project prompts,	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	Given different options of artistic and other types of media-centered projects, students will design and present projects that express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature.	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	Given three different project options, students will design and present a multimodal project that embodies the man vs. nature theme of this unit.	Man vs. Nature Projects (Appendix M)	Formal assessment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will this Man vs. Nature project demonstrate my growth after this unit of instruction? Students will be asked if they have any questions about the project so far.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> • Ask students if they have any questions about the project so far 	<ul style="list-style-type: none"> • Take turns asking questions if needed 	
5 minutes	<ul style="list-style-type: none"> • Ask students to come up to the teacher's desk and state their choice of project when their name is called • Write down students' choice 	<ul style="list-style-type: none"> • Tell the teacher their choice of project when their name is called 	
30 minutes	<ul style="list-style-type: none"> • Instruct students where the art supplies are located and that they need to share • Visually assess students' progress • Giving advice when necessary • Remind students that they should write their explanation paragraph last, as a type of reflection 	<ul style="list-style-type: none"> • Work quietly and efficiently to finish project in time • Ask teacher questions if necessary 	

Tuesday

Daily Lesson Information

Lesson title	Man vs. Nature Project Work Day 2
Lesson Purpose/Rationale	The purpose of this lesson is to measure students' growth after this Wilderness Adventure unit of instruction. This lesson will require students to use critical thinking skills to engage and interact with three different texts from this unit. In addition, this lesson encourages students to think from the perspective of characters while drawing on their creativity.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will continue working on their Man vs. Nature projects. This work day lesson allows students the time and materials to work on their project in learning environment. Also, students will be able to ask the teacher questions regarding their projects.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<p>I got the idea for an Image Freewrite from Carol Olson and altered it to fit with the Man vs. Nature theme. Olson, Carol Booth and Schiesl, Sharon (Spring 1996). A Multiple Intelligences Approach to Teaching Multicultural Literature. Language Arts Journal of Michigan, 12:1, p. 21-28.</p> <p>I got the idea for an oral interpretation from Peter Smagorinsky and altered it to fit with the Man vs. Nature theme. Smagorinsky, Peter (1991). Expressions: Multiple Intelligences for the English Class. NCTE.</p> <p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>Figalora, S. (2014, August 15). Lost in the wilderness: One man's five-day fight for survival. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800</p> <p>Clark, J. B. (Director). (1969). <i>My side of the mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have begun working on their project to finish in time.
How will you address students who do not have this prior knowledge?	Students are allowed to work on their projects outside of class if necessary.
Materials for instruction (include rationale for why the	Man vs. Nature Projects (Appendix M) Paper for journal entry projects

materials are appropriate)	Art supplies (crayons, colored pencils) and paper for image freewrite projects Paper for planning and props or art supplies to make props for the oral interpretation projects
Accommodations and modifications	IEPs will be followed. Kinesthetic learners will be allowed to work with their hands on image freewrites and move around with oral interpretation.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Given the Man vs. Nature project prompts,	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	Given different options of artistic and other types of media-centered projects, students will design and present projects that express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature.	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend	Given three different project options, students will design and present a multimodal project that embodies the man vs. nature theme of this unit.	Man vs. Nature Projects (Appendix M)	Formal assessment

meaning for a selected topic.			
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will this Man vs. Nature project demonstrate my growth after this unit of instruction?</p> <p>Students will be asked if they have any general questions about the project. Questions about their individual projects can be asked later.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Ask students if they have any general questions about the project? Individual project questions can be asked later. 	<ul style="list-style-type: none"> Take turns asking questions if needed 	
45 minutes	<ul style="list-style-type: none"> Tell students to begin working Remind students to share art supplies Visually assess students' progress, make sure everyone is moving along at the right pace, if not, ask how they are doing or if they have a plan of a way to finish in time Givie advice when necessary Remind students that they should write their explanation paragraph last, as a type of reflection 	<ul style="list-style-type: none"> Work quietly and efficiently to finish project in time Ask teacher questions if necessary 	

Wednesday

Daily Lesson Information

Lesson title	Man vs. Nature Project Work Day 3 (LAST DAY)
Lesson Purpose/Rationale	The purpose of this lesson is to measure students' growth after this Wilderness Adventure unit of instruction. This lesson will require students to use critical thinking skills to engage and interact with three different texts from this unit. In addition, this lesson encourages students to think from the perspective of characters while drawing on their creativity.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin working on their Man vs. Nature projects. This work day lesson allows students the time and materials to work on their project in learning environment. Also, students will be able to ask the teacher questions regarding their projects.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<p>I got the idea for an Image Freewrite from Carol Olson and altered it to fit with the Man vs. Nature theme. Olson, Carol Booth and Schiesl, Sharon (Spring 1996). A Multiple Intelligences Approach to Teaching Multicultural Literature. <i>Language Arts Journal of Michigan</i>, 12:1, p. 21-28.</p> <p>I got the idea for an oral interpretation from Peter Smagorinsky and altered it to fit with the Man vs. Nature theme. Smagorinsky, Peter (1991). <i>Expressions: Multiple Intelligences for the English Class</i>. NCTE.</p> <p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>Figalora, S. (2014, August 15). Lost in the wilderness: One man's five-day fight for survival. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800</p> <p>Clark, J. B. (Director). (1969). <i>My side of the mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have the majority of their project done so that they can begin writing their explanation paragraphs today.
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How will you address students who do not have this prior knowledge?	I will be available to assess students' progress and offer suggestions if needed.
Materials for instruction (include rationale for why the materials are appropriate)	Man vs. Nature Projects (Appendix M) Paper for journal entry projects Art supplies (crayons, colored pencils) and paper for image freewrite projects Paper for planning and props or art supplies to make props for the oral interpretation projects
Accommodations and modifications	IEPs will be followed. Kinesthetic learners will be allowed to work with their hands on image freewrites and move around with oral interpretation.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Given the Man vs. Nature project prompts,	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	Given different options of artistic and other types of media-centered projects, students will design and present projects that express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature.	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.1 Students will select,	Given three different project options, students will design and present a multimodal	Man vs. Nature Projects (Appendix M)	Formal assessment

organize, or create multimodal content to complement and extend meaning for a selected topic.	project that embodies the man vs. nature theme of this unit.		
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will this Man vs. Nature project demonstrate my growth after this unit of instruction? Students will be asked if they have any questions about the explanation paragraphs.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	<ul style="list-style-type: none"> Ask students if they have any questions about the explanation paragraph 	<ul style="list-style-type: none"> Take turns asking questions if needed 	
45 minutes	<ul style="list-style-type: none"> Remind students to share art supplies Visually assess students' progress, make sure everyone is moving along at the right pace in order to begin writing explanation paragraphs Give advice when necessary <p>Remind students that present tomorrow that they will only have five minutes each to present</p>	<ul style="list-style-type: none"> Work quietly and efficiently to finish project in time Ask teacher questions if necessary 	<ul style="list-style-type: none">

Thursday

Daily Lesson Information

Lesson title	Man vs. Nature Presentation Day 1
Lesson Purpose/Rationale	The purpose of this lesson is to measure students' growth after this Wilderness Adventure unit of instruction. This lesson will require students to use critical thinking skills to engage and interact with three different texts from this unit. In addition, this lesson encourages students to think from the perspective of characters while drawing on their creativity. Students will also work on their self-confidence by presenting in front of a class.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take turns presenting their projects. Students who are not presenting act appropriately and politely.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<p>I got the idea for an Image Freewrite from Carol Olson and altered it to fit with the Man vs. Nature theme. Olson, Carol Booth and Schiesl, Sharon (Spring 1996). A Multiple Intelligences Approach to Teaching Multicultural Literature. Language Arts Journal of Michigan, 12:1, p. 21-28.</p> <p>I got the idea for an oral interpretation from Peter Smagorinsky and altered it to fit with the Man vs. Nature theme. Smagorinsky, Peter (1991). Expressions: Multiple Intelligences for the English Class. NCTE.</p> <p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>Figalora, S. (2014, August 15). Lost in the wilderness: One man's five-day fight for survival. <i>ABC News</i>. Retrieved November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800</p>

	Clark, J. B. (Director). (1969). <i>My side of the mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students who are scheduled to present will need to have finished their project and explanation paragraph.
How will you address students who do not have this prior knowledge?	Students will be allowed to present at a different time, but will be docked in points.
Materials for instruction (include rationale for why the materials are appropriate)	Man vs. Nature Projects (Appendix M) Students' projects and presentation materials
Accommodations and modifications	IEPs will be followed. Kinesthetic learners will be allowed to work with their hands on image freewrites and move around with oral interpretation. Students who struggle with sitting still for an entire class period will be seated at the back of the room to allow movement without disrupting others and students will be encouraged to stand up and applaud after each presenter.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.W1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.	Given different options of artistic and other types of media-centered projects, students will give individual presentations based on their Man vs. Nature projects.	Man vs. Nature Projects (Appendix M)	Formal assessment

<p>7.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>Given the Man vs. Nature project prompts, students will use critical thinking skills to analyze with project option would be best for their personal learning style.</p>	<p>Man vs. Nature Projects (Appendix M)</p>	<p>Formal assessment</p>
<p>7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.</p>	<p>Given different options of artistic and other types of media-centered projects, students will design and present projects that express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature.</p>	<p>Man vs. Nature Projects (Appendix M)</p>	<p>Formal assessment</p>
<p>7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.</p>	<p>Given three different project options, students will design and present a multimodal project that embodies the man vs. nature theme of this unit.</p>	<p>Man vs. Nature Projects (Appendix M)</p>	<p>Formal assessment</p>

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How will this Man vs. Nature project demonstrate my growth after this unit of instruction? Due to time constraints, we will begin presentations as soon as class begins.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 minutes	<ul style="list-style-type: none"> • Ask the group who is presenting today who wants to go first and have that student start setting up • Then ask who wants to go after that and so on until all 10 of the students who are presenting have a designated order • Remind students not to go over the 4 minute time limit • Instruct students to stand up and applaud after each student gets done presenting 	<ul style="list-style-type: none"> • Decide who is presenting first and so-on • Remember not to go over the 4 minutes time limit if possible • Listen to the teachers instructions 	
4 minutes	<ul style="list-style-type: none"> • Take notes and asses the presenter's work 	<ul style="list-style-type: none"> • Presenter will present • Other students will act appropriately and politely pay attention to the presenter • Stand up and applaud 	Repeat ten times
30 seconds	<ul style="list-style-type: none"> • Instruct the next presenter to set up • Tell students to pay attention to 	<ul style="list-style-type: none"> • Talk quietly until the teacher calls them to attention 	Repeat ten times Remind students who did not present today to

	the next presenter		be ready for tomorrow
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Friday

Daily Lesson Information

Lesson title	Man vs. Nature Presentation Day 2
Lesson Purpose/Rationale	The purpose of this lesson is to measure students' growth after this Wilderness Adventure unit of instruction. This lesson will require students to use critical thinking skills to engage and interact with three different texts from this unit. In addition, this lesson encourages students to think from the perspective of characters while drawing on their creativity. Students will also work on their self-confidence by presenting in front of a class.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take turns presenting their projects. Students who are not presenting act appropriately and politely.
Lesson length	50 minutes
Grade level and course	7 th grade English Language Arts
Source of lesson plan and how I modified it	<p>I got the idea for an Image Freewrite from Carol Olson and altered it to fit with the Man vs. Nature theme. Olson, Carol Booth and Schiesl, Sharon (Spring 1996). A Multiple Intelligences Approach to Teaching Multicultural Literature. Language Arts Journal of Michigan, 12:1, p. 21-28.</p> <p>I got the idea for an oral interpretation from Peter Smagorinsky and altered it to fit with the Man vs. Nature theme. Smagorinsky, Peter (1991). Expressions: Multiple Intelligences for the English Class. NCTE.</p> <p>Paulsen, G. (1987). <i>Hatchet</i>. New York, NY: Simon & Schuster Books for Young Readers.</p> <p>Figalora, S. (2014, August 15). Lost in the wilderness: One man's five-day fight for survival. <i>ABC News</i>. Retrieved</p>

	<p>November 7, 2016, from http://abcnews.go.com/US/lost-wilderness-mans-day-fight-survival/story?id=25002800</p> <p>Clark, J. B. (Director). (1969). <i>My side of the mountain</i> [Motion picture on DVD]. USA: Paramount Pictures.</p>
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students who are scheduled to present will need to have finished their project and explanation paragraph.
How will you address students who do not have this prior knowledge?	Students will be allowed to present at a different time, but will be docked in points.
Materials for instruction (include rationale for why the materials are appropriate)	<p>Man vs. Nature Projects (Appendix M)</p> <p>Students' projects and presentation materials</p>
Accommodations and modifications	IEPs will be followed. Kinesthetic learners will be allowed to work with their hands on image freewrites and move around with oral interpretation. Students who struggle with sitting still for an entire class period will be seated at the back of the room to allow movement without disrupting others and students will be encouraged to stand up and applaud after each presenter.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>7.1.W1</p> <p>Students will give formal and informal presentations in a group or individually, providing evidence to</p>	<p>Given different options of artistic and other types of media-centered projects, students will give individual presentations based on their Man vs. Nature projects.</p>	<p>Man vs. Nature Projects (Appendix M)</p>	<p>Formal assessment</p>

support a main idea.			
7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Given the Man vs. Nature project prompts, students will use critical thinking skills to analyze with project option would be best for their personal learning style.	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	Given different options of artistic and other types of media-centered projects, students will design and present projects that express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature.	Man vs. Nature Projects (Appendix M)	Formal assessment
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	Given three different project options, students will design and present a multimodal project that embodies the man vs. nature theme of this unit.	Man vs. Nature Projects (Appendix M)	Formal assessment

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will this Man vs. Nature project demonstrate my growth after this unit of instruction? Due to time constraints, we will begin presentations as soon as class begins.
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 minutes	<ul style="list-style-type: none"> • Ask the group who is presenting today who wants to go first and have that student start setting up • Then ask who wants to go after that and so on until all 10 of the students who are presenting have a designated order • Remind students not to go over the 4 minute time limit • Remind students to stand up and applaud after each student gets done presenting 	<ul style="list-style-type: none"> • Decide who is presenting first and so-on • Remember not to go over the 4 minutes time limit if possible • Listen to the teachers instructions 	
4 minutes	<ul style="list-style-type: none"> • Take notes and asses the presenter's work 	<ul style="list-style-type: none"> • Presenter will present • Other students will act appropriately and politely pay attention to the presenter • Stand up and applaud 	Repeat ten times
30 seconds	<ul style="list-style-type: none"> • Instruct the next presenter to set up 	<ul style="list-style-type: none"> • Talk quietly until the teacher calls them to attention 	Repeat ten times

	<ul style="list-style-type: none">• Tell students to pay attention to the next presenter		
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Appendix A

Grammar Bell ringer 1

Prepositional Phrases: a modifying phrase that consists of a **preposition** and its **object**.

Examples of Prepositions: in, on, around, below, of...

Examples of Prepositional Phrases: in the pool, on the table, around the school...

Dependent Clause: a group of words that does **NOT** express a complete thought and cannot stand on its own.

Examples of Dependent Clauses: I know someone **who has a cat**.

The dog, **which is nice**, ran after his Frisbee.

After you finish, you need to wash your hands.

DIRECTIONS

Read the following sentences and **underline** all prepositional phrases and **circle** any dependent clauses.

1. As the sun rises, I will feed the cows.
2. The squirrel was on the branch in the tree.
3. He made it to school, because he ran.
4. In the summer, we walked around the park.
5. If you like cookies, you should work in the bakery.

Appendix B

Deserted Island Creative Writing

Imagine you are stranded on a deserted island all alone. List **three** items you found in your pockets or in a backpack that you were wearing that you feel you would need in order to survive the harsh conditions of the island. **First**, describe the island you are stranded on and what brought you to this deserted island. Did your plane crash or maybe the boat sank? **Next**, describe the **three** items you found in your pockets or backpack and explain how they will help you survive on the island. **Lastly**, finish your story with a conclusion. Did you get rescued? Are you still stuck on the island?

Make sure your essay includes at least **3 prepositional phrases** and **2 dependent clauses**. Remember, a **dependent** clause cannot stand on its own! Your story should be at least 2 pages handwritten.

This essay will be graded on subject and verb agreement, prepositional phrases and dependent clauses.

Appendix C

Grammar Bell ringer 2

Subject and Verb Agreement

The subject must agree with the verb.

Singular subjects must be paired with **singular verbs**.

For example: The cat walks...

Sara is....

The team races

Plural subjects must be paired with **plural verbs**.

For example: The cats walk...

The nine girls walk...

The two teams race...

***If two individual parts are joined by **and** to create a compound subject use a plural verb.

For example: Sara and Jane sing...

***If two individual parts are joined by **or** or **nor** use the verb form that will agree with the subject closer to the verb.

For example: The cows or bull eats...

For example: The bull or cows eat...

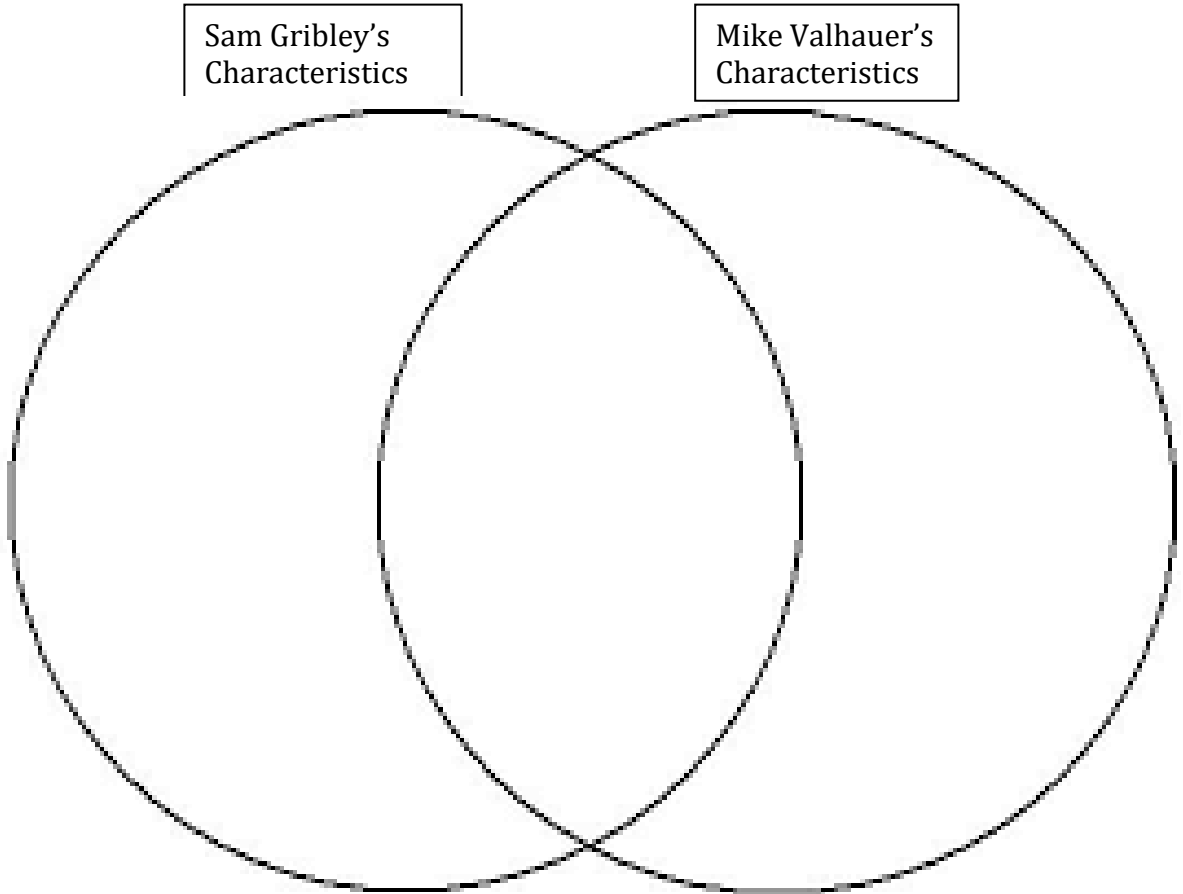
DIRECTIONS

Read the following sentences and circle the verb form (singular or plural) that agrees with the subject.

1. The dog (bark, barks) loudly.
2. The birds (chirp, chirps) calmly.
3. Jimmy (yell, yells) to his friend.
4. Jimmy and Bobby (yell, yells) to each other.
5. The children (play, plays) at the park.
6. Hannah or the cats (chase, chases) broke the vase.

Appendix D

Compare and Contrast Venn Diagram



Appendix E

Compare and Contrast Paragraph prompt

The two characters we have watched and read about (Sam, the boy from *My Side of the Mountain*, and Mike, the man from the article *Lost in the Wilderness: One Man's Five-Day Fight for Survival*) share characteristics that help them to survive in the wilderness on their own. These two characters also have characteristics that are not the same as each other's but they still enabled them to survive. Compare and contrast the characteristics that Sam and Mike have that helped them in their survival in a clearly written paragraph. Base your paragraph on the list of characteristics that we wrote on the whiteboard. Be sure to use what we learned today about subject and verb agreement.

Appendix F

Grammar Bell ringer 3

Prepositional Phrases, Dependent Clauses, and Subject and Verb Agreement

Directions: Read the following sentences and underline all prepositional phrases and *circle* any *dependent clauses*. Draw a **square** around the **correct verb form**.

1. We (is, are) playing in the snow.
2. Jim and Joe (cook, cooks) steak on the grill.
3. Cool air (flow, flows) in, because the door (is, are) open.
4. The herd of cattle (graze, grazes) in the pasture.
5. The children (run, runs) to Jake's room, when they got home from school.

Appendix G

Hatchet Vocabulary Pretest

Directions: Match the word with the correct definition

1. Wince

2. Amphibious

3. Audible

4. Hummock

5. Turbulence

6. Eddy

7. Dormant

8. Gratify

9. Ruefully

10. Corrosive

11. Fuselage

12. Propel

13. Sear

A. Drive, push, or cause something to move

B. To erode, burn, or eat away at

C. Flinch or grimace in fear or disgust

D. Able to be heard

E. A circular movement of water creating a whirlpool

F. To satisfy or give pleasure to someone

G. To burn or cook something with the use of heat

H. The main body of an airplane

I. Feeling or showing sadness or pity

J. Something that is inactive or asleep for a period of time

K. An object that can be used or survive on water or land

L. A ridge or mound

M. Unsteady air and rough for flying

Appendix I

Grammar Bell ringer 4

Prepositional Phrases, Dependent Clauses, and Subject and Verb Agreement

Directions: Read the following sentences and underline all prepositional phrases and *circle* any *dependent clauses*. Draw a **square** around the **correct verb form**.

1. My dog, which is small and hyper, (lick, licks) everyone.
2. The teams (play, plays) games on Fridays.
3. Neither the cat with the pink collar nor the dog with the blue collar (chase, chases) each other.
4. The cubs and mama bear in the bushes (see, sees) Brian.
5. A pack of alley cats (prowl, prowls) the street, because they are hungry.

Appendix J

Grammar Bell ringer 3

Prepositional Phrases, Dependent Clauses, and Subject and Verb Agreement

Directions: Read the following sentences and underline all prepositional phrases and *circle* any *dependent clauses*. Draw a **square** around the **correct verb form**.

1. In the morning, we (need, needs) to go run errands.
2. The construction crew (see, sees) the problem, which is on the second floor of the house.
3. The flowers in the garden (is, are) yellow.
4. Unless you want to go, I (was, were) going shopping alone.
5. I (love, loves) to drink milk with my breakfast.

Appendix K

Literary Analysis Prompt

Using the questions below, create a couple paragraphs that analyze the Brian's character. Your paragraphs should be clear and coherent, and should fully answer **all** of the questions. Use **transitions** to make your answers flow into a well-written paragraph.

*Don't forget your knowledge of how to correctly use **prepositional phrases, dependent clauses, and subject and verb agreement**.

**Remember that when quoting from books, you should put the passage in quotation marks with the author's name and page number inside parenthesis with a period after. For example: In *Hatchet*, Gary Paulsen describes the hatchet as "the kind with a steel handle and rubber handgrip" (Paulsen 8).

1. What passage BEST represents your character? Start with that. Use passages from the book throughout your analysis to support all you have to say
2. Who is your character? What's he like? What do you notice about him? What do you think about this character as you first get to know him?
3. List 3–5 traits/characteristics/ways this character thinks/acts/lives.
4. How does this character change or remain the same as the story progresses. (Use quotes . . .)
5. What have you learned from this character?

Appendix L

Hatchet Vocabulary Post-test

Directions: Match the word with the correct definition

1. Wince

2. Amphibious

3. Audible

4. Hummock

5. Turbulence

6. Eddy

7. Dormant

8. Gratify

9. Ruefully

10. Corrosive

11. Fuselage

12. Propel

13. Sear

A. A circular movement of water creating a whirlpool

B. A ridge or mound

C. Able to be heard

D. An object that can be used or survive on water or land

E. Drive, push, or cause something to move

F. Feeling or showing sadness or pity

G. Flinch or grimace in fear or disgust

H. Something that is inactive or asleep for a period of time

I. The main body of an airplane

J. To burn or cook something with the use of heat

K. To erode, burn, or eat away at

L. To satisfy or give pleasure to someone

M. Unsteady air and rough for flying

Appendix M

Man vs. Nature Projects

Select ONE of the three projects to complete as your Man vs. Nature Project. You should select the project that best fits you. Keep in mind, that you will only have three class days to complete the project. You can base your project on any of the main characters from the readings or films that we have used in this unit. Plan wisely because our project needs to be ready to present next Thursday and Friday.

Choice of Main Characters:

Sam Gibley from *My Side of the Mountain*

Mike Vilhauer from “Lost in the Wilderness: One Man’s 5-Day Fight for Survival”

Brian Robeson from *Hatchet*

**Each project will also have to write a short paragraph that explains your project choices. Your paragraph should answer the following questions:

1. Why did you select this project option?
2. Why did you select this main character?
3. Why did you choose to focus your performance on this particular scene or section of the text?

Survival Journal

Write 4-5 journal entries from the perspective of **one** of the main characters. Imagine they had found a journal and decided to record their thoughts and actions.

First you must select a scene or small section of the text to work with. These can be small moments or big events. Second, write a journal entry that fully incorporates the scene with the character’s thought process. How did they feel during this? What were they thinking? Etc. Your journal entries should express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature. Don’t forget to write your explanation paragraph!

Image Freewrite

Based on the descriptions and imagery in these texts, draw or construct an image of the main character’s surroundings. Your drawing should express a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature. You can be creative with your drawing but you must also show that you paid attention to a particular description. Don’t forget to write your explanation paragraph!

Oral Interpretation/Drama Performance

Perform an oral interpretation based on a particular scene or section that showcases a moment when the main character had to overcome a conflict with nature. First, you must select the scene or section you want to perform. Then, you should plan (written or memorized) what your spoken lines will be. Then, you should practice and plan out your movements or actions that will fully express the scene you are performing. Practice, practice, practice! You may either perform your oral interpretation live or videotape it and show the class. Don’t forget to write your explanation paragraph.

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