

	<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<b>READING</b>	<p><u>Text:</u> <i>Radio 'Scare' Program Brings Censor Demands</i></p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Locate information in a primary source document. RC 2.2</li> <li>• Analyze cause-effect relationships. RC 2.3</li> <li>• Assess the adequacy, accuracy, and appropriateness of the author's claims. RC 2.6</li> </ul>	<p><u>Text:</u> <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Connect previous reading with narrative screenplay. RL 3.1</li> <li>• Use knowledge of drama and narrative text forms to analyze characters through dialogue and stage directions. RL 3.1, 3.3</li> </ul>	<p><u>Text:</u> : <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Use knowledge of drama and narrative text forms to analyze characters through dialogue and stage directions. RL 3.1, 3.3</li> <li>• Analyze plot, focusing on the author's use of foreshadowing. RL 3.2</li> </ul>	<p><u>Text:</u> : <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p>	<p><u>Text:</u> <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Analyze text to form theme statements as part of collaborative poster requirements. RL 3.4</li> </ul>
	<p><b>Refer to Lesson Plan</b> <i>Radio Scare Program Brings Censor Demands</i></p>	<p><b>Refer to Lesson Plan on</b> <i>The Monsters Are Due on Maple Street</i></p>	<p><b>Refer to Lesson Plan on</b> <i>The Monsters Are Due on Maple Street</i></p>	<p><b>Refer to Lesson Plan on</b> <i>The Monsters Are Due on Maple Street</i></p>	<p><b>Refer to Lesson Plan on</b> <i>The Monsters Are Due on Maple Street</i></p>
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	Day 6	Day 7	Day 8	Day 9	Day 10
<b>LANGUAGE RW - WC</b>	<p><u>Text:</u> <i>Radio “Scare” Program Brings Censor Demands</i></p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Add ity to words ending in <i>e</i> WC 1.7, p. 388</li> </ul>	<p><u>Text:</u> <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Clarify word meanings through context and/or morphology as needed. RW 1.2, 1.3</li> <li>Latin Word Root, <i>-sist-</i>, p. 686. RW 1.2</li> </ul> <p><b>Refer to Lesson Plan on <i>The Monsters Are Due on Maple Street</i></b></p>	<p><u>Text:</u> <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Identify and use adjectives and adverbs to improve writing, p. 232. WC 1.1</li> </ul> <p><b>Refer to Lesson Plan on <i>The Monsters Are Due on Maple Street</i></b></p>	<p><u>Text:</u> <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Make clear references between pronouns and antecedents, pp. 656, 686. WC 1.2</li> </ul> <p><b>Refer to Lesson Plan on <i>The Monsters Are Due on Maple Street</i></b></p>	<p><u>Text:</u> <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Prepare collaborative poster.</li> </ul> <p><b>Refer to Lesson Plan on <i>The Monsters Are Due on Maple Street</i></b></p>
<b>LISTENING/SPEAKING</b>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1</li> </ul>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Respond orally and in writing to text-based questions and writing prompts, asking questions to clarify understanding. LS 1.1</li> <li>Share ideas and come to consensus as a group on key ideas. LS 1.2</li> </ul>	<p><u>Objectives:</u> <i>Students will:</i></p>	<p><u>Objectives:</u> <i>Students will:</i></p>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Present collaborative poster, using effective speaking techniques and language that suit purpose and audience. LS 1.4, 1.6</li> </ul>
<b>WRITING</b>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Evaluate text, taking notes on adequacy, accuracy and appropriateness of the author’s claims. WS 1.3</li> </ul>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Take notes as text is being read. WS 1.3</li> </ul>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Write a character analysis. WS 1.2</li> <li>Revise writing for precise language. WS 1.7</li> </ul>	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>Write a summary paragraph. WS 1.1</li> <li>Revise writing for clear pronoun references. WS 1.7</li> </ul>	<p><u>Objectives:</u> <i>Students will:</i></p>
<b>RESOURCES</b>	<p>Text: <i>Radio “Scare” Program Brings Censor Demands</i> (Actual primary source document and retyped version)</p> <p>Graphic Organizer, “Expository Critique” (optional)</p>	<p>Text: <i>The Monsters Are Due on Maple Street</i>, PH p. 664</p> <p>Paper or journal for quick-writes, taking notes as the screenplay is being read, the language lesson, and the follow-up writing task</p>		<p>Language task, Pronoun and Antecedent Agreement</p> <p>Selection Support, p. 183 (Optional)</p>	<p>Paper and markers for collaborative poster</p>