

**P.R.E.P.
SAMPLE PATHWAYS LESSON PLAN
1 – 8 Classroom, Grades 1 – 2
Even Year**

Grade 2, Theme 9: Social Issues and Culture

Book Title: *I Miss Grandpa*

Date	Activities / Assignments	Materials / Preparations
Day 1	Discuss grandparents – one topic for our new theme. Review theme words from theme board. Read together <i>Making Memories</i> .	
Day 2	Decode first part of theme words – make sure all students know definitions of these words. Ask students to bring picture of grandparent (one or more – scan if necessary) by Tuesday (two weeks later). Students make as many words as possible from the letters in “Grandparents.” DLG p. 16 and BLM 9. 2 nd grade will cut out and alphabetize their words.	BLM 9
Day 3	Names for grandmothers and grandfathers – Worksheets 10a and b. Review (or introduce if needed) “synonym.” These names for grandparents are synonyms. Discuss benefits of families – how families help each other – Honor our parents/grandparents Ex. 20:12. Pre-reading – cover of book. 2 nd grade should complete BLM 13a – title, author, prediction, etc. (1 st grade may listen to discussion, but don’t complete the paper.) Look through first 5 pages of <i>I Miss Grandpa</i> and make pre-reading predictions. Then read to halfway point of book (p. 15) aloud. Collect BLM 13 for use again later.	BLM 10 a & b BLM 13 a & b
Day 4	Decode second part of theme words – make sure all students know definitions of these words. With a 1 st grade partner, 2 nd graders will find words they are unfamiliar with and write them on BLM 12a. Write prediction for what the word means. Read and discuss book on synonyms.	BLM 12 a & b
Day 5	Using BLM 13a, write half-way prediction. Read aloud second half of <i>I Miss Grandpa</i> . Students will list characters, setting and plot by completing BLM 13a/b. 1 st grade – write about something you’ve done with your grandparent. 2 nd grade – prefix and suffix introduction using Writer’s Handbook pp. 5-7.	Writer’s Handbook (2)
Day 6	Students will add to list of vocabulary words and predict meanings (BLM 12a). Complete together BLM 14 – Questions-Answer Relationships. 2 nd grade – look for words with prefixes and suffixes in <i>I Miss Grandpa</i> .	BLM 14
Day 7	Find meanings for vocabulary words students listed (dictionary use). Reread pp. 8-15 in <i>I Miss Grandpa</i> and review life cycle of the butterfly. Begin learning “If I Were a Butterfly” (words TE p. 38). Make synonym puzzles by cutting a rectangular shape into two pieces (curved cut instead of straight) and then write a synonym on each side. Combine student puzzle pieces to make a group game.	Rectangular card stock (about 8” x 2”)
Day 8	Go through words on BLM 12a, then turn over to use BLM 12b – categorize words (nouns, verbs, adjectives). Read <i>From Caterpillar to Butterfly</i> . Review (or introduce if needed) “antonym.” Read antonym book. Play synonym game made by students yesterday.	Books

Day 9	Venn diagram to compare/contrasts your grandmother or grandfather with the one in the story – BLM 17. Watch video (Animal Life Cycles – Discovery Education – 14 min). Introduce students to kids' butterfly website: http://bsi.montana.edu/web/kidsbutterfly/ . Review antonyms and make antonym puzzles (using rectangular shapes like used for synonym puzzles).	Rectangular card stock (about 8" x 2" – new color) BLM 17
Day 10	Read <i>Our Granny</i> and discuss. Inspiration (computer) project – “What I Like To Do with My Grandparent.” (similar to BLM 19 – distribute as a model). Play antonym game made by students yesterday.	Book BLM 19 – completed sample
Day 11	Collect grandparent pictures / take pictures of students. Discuss and distribute interview questions (BLM 22) -- due on Thursday, September 17 (send note to parents home). Continue work on Inspiration project.	BLM 22 Parent note
Day 12	Complete Inspiration project (or BLM 19) and print them. Discuss cinquain poetry (DLG p. 23). Introduce “homophone.” Read homophone book.	Book
Day 13	Continue work on writing a cinquain BLM 18a/b. Begin writing a paragraph using Inspiration project or BLM 19. Students make homophone puzzles (as previously done with synonyms and anonyms using a different color of card stock).	BLM 18 a & b Rectangular card stock (about 8" x 2" – new color)
Day 14	Review four parts of the butterfly's life cycle. Model using the concept map (TM 4.14) and number notes (TM 4.15) on board with students for using main idea “metamorphosis.” Then students will begin doing research to complete a butterfly booklet. Distribute copies of TM 4.14 and 4.15 to each student. They will begin making notes on egg, caterpillar, chrysalis and butterfly characteristics. Remind students about interview project and “What I Like to Do With My Grandparent” paragraph—paragraph due on Wed., Sept 16.	TM 4.14, 4.15
Day 15	Continue work on butterfly research and notes (using TM 4.14 and 4.15). Read and discuss Bible verses (DLG p. 34) and then continue discussion with <i>Will My Pet Go to Heaven</i> . Play student-made homophone game. Students may also work on grandparent paragraph.	Book
Day 16	Using DLG p. 37, help students compare life cycle of animals to baptism / resurrection. Students will complete BLM 33. Students will begin writing information in butterfly booklets (BLM 32a-f). Booklets are due on Friday, Sept. 18	BLM 33
Day 17	Read and discuss <i>Miss Tizzy</i> . Students should complete and turn in grandparent paragraph. Continue work on butterfly booklets. Handwriting 34.	Book
Day 18	Art project – family tree with names. Students may paint a tree, adding branches for their parents and grandparents (names to be added tomorrow). Discuss grandparent interviews. Continue work on butterfly booklets.	Paper, paint
Day 19	Complete family tree by writing names on painted tree with permanent markers. Finish any missing assignments from <i>I Miss Grandpa</i> . Play synonym/antonym/homophone games.	Markers

**P.R.E.P.
SAMPLE PATHWAYS LESSON PLAN
1 – 8 Classroom, Grades 3 – 4
Even Year**

Grade 4, Theme 9: Social Issues and Culture

Book Title: *Twenty and Ten*

Good Read Aloud: *Snow Treasure* by Marie McSwigan

Date	Activities / Assignments	Materials / Preparations
Day 1	Review the book cover, etc. Predict what this book is about. Begin completing TM Blackline 3.14 (pre-reading prediction). Students should save this story plan for completion later in the theme. Review the 1940s. Complete Venn diagram together on board for then and now. Begin reading Chapter 1 orally and then let students continue independently.	TM 3.14
Day 2	Read Matthew 2:1-2 (wise men's visit to Jesus). Each student research: myrrh, frankincense, or gold. Why were these valuable gifts? Students will present this information at tomorrow's discussion. Discuss vocabulary from Chapter 1. Begin BLM 4 (see DLG p. 17) by choosing a word to model how to complete the worksheet. Students will continue by choosing 3 or 4 additional words from Chapter 1. Students should be using the dictionary to find the definition.	BLM 4
Day 3	Discuss Ch. 1 and research on wise men's gifts. Students should begin reading Chapter 2 and complete BLM 4 for new vocabulary words (3-5) from Ch. 2.	BLM 4
Day 4	Read/discuss <i>Beans to Chocolate</i> . Continue reading Chapter 2 for discussion tomorrow. Students add notes to story plan TM 3.14.	Book
Day 5	Discuss Chapter 2 events and their chosen vocabulary words. Ask students to think about Chapter 2. Then using TM Blackline 4.9, students will develop notes on Ch. 2.	TM 4.9
Day 6	Using notes from Blackline 4.9, students should develop a summary of Chapter 2.	
Day 7	Revision and proofreading of Chapter 2 summary paragraph. Students should begin reading Chapter 3. Discuss new handout for vocabulary (use BLM 5 from <i>Helen Keller</i>). Students will determine the definition and check whether they used the context or a dictionary to find the definition. Record what part of speech and number of syllables as well as use the vocabulary word in a sentence.	BLM 5 (from <i>Helen</i>)
Day 8	Students should complete Chapter 3. Together in group review number notes (DLG 24, 25). Use notes to write a paragraph about a place where you like to hide or go when you want to be alone. Model example from DLG on board. As students read Ch. 3, add notes to story plan.	
Day 9	Complete, revise, proofread hiding place paragraph. Students will use a rubric to assess their own writing and include that self-assessment with their paragraph (rubric to be sampled after TM 10.4b).	
Day 10	Using DLG p. 27, discuss BLM 7 with the students to aid in developing a Bible play of their own.	BLM 7

Day 11	Discuss Chapter 3 together and review vocabulary words. Students will begin reading Chapter 4 (pp. 39-50) and look for 1-2 vocabulary words – use BLM 5 from <i>Helen</i> .	BLM 5 (from <i>Helen</i>)
Day 12	Students will continue Chapter 4 (pp. 50-61) and vocabulary sheet. Students will again complete TM 4.9 for Chapter 4 to aid in discussion tomorrow. Group time to work on Bible story play.	
Day 13	Discuss Chapter 4 events and vocabulary. Complete any additional information in story plan. 3 rd grade – verb tenses – review together p. 55 in <i>Writer's Handbook</i> . 3 rd grade will write present, past, and future tense sentence (using the same idea in the sentence). 4 th grade – prepositions – review together p. 53 in <i>Writer's Handbook</i> . 4 th grade will complete teacher made worksheet #1.	Writer's Handbook, teacher-made worksheet #1
Day 14	Students will read Chapter 5 and prepare for final chapter discussion on Monday. Group prepares for Bible play presentation tomorrow. Discuss character traits (DLG p. 30). Students will complete BLM 8.	
Day 15	Final preparations and then present Bible play for all students. Review and assess parts of speech using activity described on DLG p. 32.	
Day 16	Discuss Chapter 5 and entire book. Students should complete their story plan worksheet (TM 3.14). 3 rd grade – verb tense review – start a paper for present, past and future. As the paper is passed around, students will add their own appropriate verb tense sentence to each page. 4 th – Review prepositions – complete teacher-made worksheet #2 .	Teacher-made worksheet #2
Day 17	Summarize <i>Twenty and Ten</i> by using Story Plan Map TM Blackline 3.9. 3 rd grade – Ask each student to proofread sentences the group wrote yesterday for verb tense practice. 4 th grade – teacher-made worksheet #3.	TM 3.9 Teacher-made worksheet #3
Day 18	Compare/contrast the read aloud book, <i>Snow Treasure</i> , and <i>Twenty and Ten</i> using Venn Diagram Blackline TM 3.19.	TM 3.19
Day 19	Complete all projects/assignments for this theme.	

P.R.E.P.
SAMPLE PATHWAYS LESSON PLAN
1 – 8 Classroom, Grades 5 – 6
Even Year

Grade 6, Theme 9: Social Issues and Culture

Book: *Esperanza Rising*

Good Read Aloud Book: *Gladys Aylward: The Adventure of a Lifetime* by Janet and Geoff Benge

Date	Activities / Assignments	Materials / Preparations
Day 1	Students examine new book – note that this is an award-winning book and author info (DLG p. 16). Grape activity (DLG pp. 16, 17) – index cards. Assign students a fruit/vegetable to research for future chapters. Discuss Adam & Eve’s lifestyles (DLG p. 17) and begin BLM 3 (have students save this BLM for later use).	BLM 3 Index cards
Day 2	Vocabulary study using theme words and index cards (DLG p. 16). Read/discuss together the section titled “1924”. Discuss meaning of significant phrases (DLG p. 17). Students read “Las Uvas – Grapes”.	Index cards 15
Day 3	Discuss “Grapes”, focusing on statements from pp. 14 & 15 (DLG p. 18). Review prepositional phrases – BLM 5a. Students will decide on a format for their English-to-Spanish picture dictionary and begin listing words from Chapter 1 in the dictionary (DLG p. 19).	BLM 5a Materials for dictionary
Day 4	Discuss Joseph’s lifestyle (DLG p. 21) – continue BLM 3. Review previous vocabulary words and add new words (DLG p. 21). Student(s) present research for papayas and figs. Students independently read “Las Papayas – Papayas” and “Los Higos – Figs”. Remind students to look for words to add to their English-to-Spanish dictionary.	Index cards
Day 5	Discuss “Papayas” and “Figs”, including a discussion on the mythical phoenix (pp. 49, 50 – DLG p. 22). Review prepositional phrases – introduce adjective phrases (DLG p. 22) and complete BLM 6. Continue work on dictionary.	BLM 6
Day 6	Review previous vocabulary words and add new words on DLG p. 24. Discuss Moses’ lifestyle – continue with BLM 3. Student(s) present research on guavas. Students read “Las Guayabas – Guavas,” looking for words to add to their dictionaries.	
Day 7	Review format for a friendly letter. After discussing “Guavas,” ask students to “stay in character” and write a friendly letter detailing experiences in this chapter (DLG p. 25).	
Day 8	Revise/proofread letters from yesterday. Review prepositional phrases – introducing adverb phrases (DLG p. 25). Students will write sentences using adverb phrases. Students may begin making yard dolls (BLM 7).	BLM 7 yarn
Day 9	Discuss prejudice (DLG p. 26). Students will use BLM 8 to record evidences of prejudice in the book. Add vocabulary word (DLG 28) and have student(s) present research on cantaloupes and onions. Assign student reading of “Los Melones – Cantaloupes” and “Las Cebollas – Onions”. Add words to dictionary.	BLM 8

Day 10	Discuss “Cantaloupes” and “Onions,” including discussion of pp. 96, 97 (biases/prejudice). Discuss cause/effect and solutions. Students write another letter detailing events from this chapter (staying “in character”).	
Day 11	Review vocabulary words. Discuss Daniel’s lifestyle (DLG p. 31) and continue BLM 3. Student(s) present research for almonds and plums. Students will read “Las Almendras – Almonds” and “Las Ciruelas – Plums,” looking for evidences of prejudice and adding to BLM 8. Continue work on dictionaries.	
Day 12	Discuss “Almonds” and “Plums”. Students again write a friendly letter detailing events of this chapter. Discuss “of” and “have” – DLG p. 32. Students write correct sentences.	
Day 13	Review vocabulary and add new words (DLG p. 34). Discuss Paul’s lifestyle (DLG p. 34) and continue BLM 3. Student(s) present research on potatoes and avocados. Assign student reading for “Las Papas – Potatoes” and “Los Aguacates – Avocados”. Students should note evidences of prejudices on BLM 8 and add words to dictionaries.	
Day 14	Discuss “Potatoes” and “Avocados”. Students should add a line on BLM 3 for Esperanza and Gladys Aylward (from read-aloud book). Encourage students to think about changes in their lives. Friendly letter detailing events from this chapter. Review diagramming – prepositional phrases (DLG 35, 36).	
Day 15	Review vocabulary and add new words (DLG p. 39). Student(s) present research on asparagus and peaches. Students will read “Los Espárragos - Asparagus” and “Los Duraznos – Peaches,” looking for prejudices (BLM 8) and words to add to dictionaries.	
Day 16	Discuss “Asparagus” and “Peaches”. Review student responses on BLM 8 together. Friendly letter detailing events from this chapter. Diagramming (DLG p. 40).	
Day 17	Venn diagram comparing Esperanza with Marta. Read and discuss <i>Harvesting Hope: The Story of Cesar Chavez</i> . Students write an essay persuading Esperanza to strike or to refrain from striking – DLG p. 40.	
Day 18	Read the last chapters together as a class – “Las Uvas – Grapes”. Continue work on essay from yesterday and complete dictionaries.	
Day 19	Complete Week 4 DOL. Vocabulary bingo (DLG p. 42). Complete any missing work from this theme.	

Additional assessed target skills not covered in theme plans are assessed in Spelling and Daily Oral Language (DOL) components:

- Grade 5 & 6: Reads, spells, writes and defines easily confused words – Spelling Theme 9, Week 1 (both 5th and 6th grade levels)
- Grade 5: Reads, spells and writes compound words – Spelling Theme 9, Week 2 (5th grade level)
- Grade 5: Capitalization and punctuation: abbreviations – Spelling Theme 9, Week 3 (5th and 6th grade levels)
- Grade 6: Recognizes and uses prepositional phrases – DOL Theme 9 (6th grade level)
- Grade 6: Recognizes and uses adjective and adverb phrases – DOL Theme 9 (6th grade level)