**Teacher’s Name:** Miss Bethany Peachey

**Grade:** 5-6

**Subject:** Reading

**Text:** *The Door in the Wall,* by Marguerite de Angeli

**Pages:** 7-121

**Unit Topic:**

**Dates of Unit:**

**Number of days in unit:** 19

**Length of class:** 45 min.

**Unit Objectives (UO):** The Student Will Be Able To…

1. Recall key vocabulary words and their definitions
2. Read the assigned pages either silently or orally per teacher direction
3. Design a title page containing the following elements: book title, author, and illustration
4. Summarize the events of the chapter
5. Compose a Gregorian chant
6. Choose and verify character traits by identifying supporting details from the story
7. Outline the plot of the story by identifying rising action, climax, resolution, etc
8. STAR (technique from *Teach Like a Champion* by Doug Lemov*)*
   1. Sit in a circle to read and discuss
9. List Robin’s accomplishments using his attitudes and actions as clues to his growth
   1. static vs dynamic character
10. Engage with the text by questioning as they read.
11. Visualize what is being read by noticing the sights, smells, and sounds surrounding the main character.
12. Predict what will happen in the story based on the author’s foreshadowing and the students’ imagination.
13. Experience the story from the main character’s perspective by writing a journal entry from his point of view.
14. Participate in a discussion about “crooked legs” vs. “crooked spirit.”
15. Evaluate the themes of the book

**Assessment Plan for each Unit Objective:** How will I know…

1. Participate in daily class review and complete vocabulary homework and quizzes.
2. Read the assigned portions and occasionally receive a grade on oral reading
3. Complete a colored title page for his reading folder
4. Fill out the graphic organizer
5. Compose a chant with his partner and present to the class.
6. Complete the “character trait” handout.
7. Outline the plot of the story on the plot diagram.
8. Participation grade will be based on STAR
9. Fill out the “accomplishments” handout
10. Use the provided question frames to ask four questions about the text.
11. Write a prediction paragraph of at least 5 sentences.
12. Discuss the sights, sounds, and smells they imagined that Robin experienced.
13. Write a journal entry from Robin’s point of view.
14. Respond by writing his personal thoughts pertaining to the discussion.
15. Discuss questions and complete worksheet in class.

**Materials:**

* bulletin board
* 18 books*: The Door in the Wall*
* 18 folders
* pencil crayons
* glue
* vocabulary handouts
* vocabulary quizzes
* “The Path to Knighthood” handout
* “Read Carefully” handout
* Gregorian chant (Lord’s Prayer)
* pictures of Medieval England: knights, castles, monasteries, etc
* books about Medieval England
* chess board
* “theme” handout
* summarizing graphic organizers
* question frames handout

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| **Date** | **Page #** | **Teaching Strategies/Materials/Resources/Assignments** | **UO #** |
| 11/16/18 | Introduction | **PowerPoint**  -setting: Medieval England (books about knights, castles, etc)  -author: Marguerite de Angeli  -characters: Robin, Sir John de Bureford, Lady Maude, John-go-in- the-Wynd, Brother Luke  **Activity:** Begin designing title page | 3 |
| 11/19-20/18 | Ch. 1  P. 7-17 | **Vocab:** liege, joust, putrid, malady, jennet, minstrels  **Intro**: Black Death statistics  **Reading Strategy:** Teacher reads; students follow along and jot down words that describe the setting of the story.  **Activity:** Continue designing title page (title, author, illustration)  \*boy on crutches, door in a wall, knight, castle  -Use three vocabulary words in sentences and say to their partner.  -“The Path to Knighthood” handout | 1,2,3,8 |
| 11/21/18 | Ch. 2  P. 18-21 | **Vocab:** monastery, gaits, awry, lout, impertinent, pumice, oddity  **Intro:** monastery life  **Reading Strategy:** 6th grade reads; 5th grade listen  -Watch for Robin’s accomplishments; begin list today and add to throughout the rest of the book  **Activity:** Plot (discuss characteristics) begin drawing plot line; discuss character and conflict  **Homework**: Read p. 22-25 | 1,2,7,8,9 |
| 11/27/18 | Ch. 2B  P. 22-25 | **Vocab:** Review for quiz tomorrow.  **Intro:** Show carved Christmas tree ornament; note the details of woodworking  **Reading Strategy:** Read orally by paragraphs as names are chosen  **Activity:** “Character Trait” handout  From a list of character traits, choose words that describe Robin and write a sentence that evidences your word.  **Homework:** Read ch. 3 | 1,2,6,8 |
| 11/28/18 | Ch. 3  P. 26-31 | **Vocab:** Matching quiz; abate acrid  **Intro:** Listen to Gregorian chant  **Reading Strategy:** Summarize reading homework assignment  2 discussion questions  **Activity:** Introduce tomorrow’s project (compose Gregorian chants)  -Instruction handout  -Groups | 1,2,8 |
| 11/29/18 |  | **Gregorian chant**  -Listen to chant in English  -Compose one together  -Compose one in groups  -Use a verse from Psalms. No higher than five pitches. End on the same note you start.  -Sing for the class. | 5 |
| 12/03/18 | Ch. 4  P. 32-37 | **Vocab:** hovel, urchin, missal, garth, weir  **Intro:** Show students paper bag with an ordinary object inside. Students ask questions to discover what it is.  Importance of asking questions while reading.  **Reading Strategy:** Think-Aloud; Teacher read p. 32-37. Model think-aloud.  **Activity:** Display questions frames and students participate in think-aloud  **Homework:** Read p. 38-41 silently  Write down 4 questions on handout while reading using given question frames. | 1,2,8,10 |
| 12/04/18 | Ch. 5  42-52 | **Vocab:** Vocab quiz;  befall, galled, tinder, cutpurses  **Intro:** Listen to *Sanctus* (Read English text)  **Reading Strategy:** Visualizing; Picture in your mind what Robin is experiencing (taste, smell, sound)  Read by paragraphs (alternate teacher/student)  Discuss mind pictures.  **Activity:** Add to plot diagram  Finish reading chapter silently. | 1,2,7,8,11 |
| 12/05/18 | Ch. 6  53-56 | **Vocab:** ruffian, slatternly, befuddle, hoist  **Intro:** Summary of what was read silently yesterday (visualizing)  **Reading Strategy:** Predicting; Popcorn reading  **Activity:** Predict how Robin will save himself, John and Brother Luke by writing a paragraph of least 5 sentences.  -Visualize the prediction by illustrating the paragraph.  -List phrases from the story that support and give evidence to the prediction. | 1,2,8,12 |
| 12/06/18 | Ch. 6b  59-61 | **Vocab:** Review  **Intro:** Give opportunity for students to read their predictions from yesterday.  **Reading Strategy:** Round Robin reading (2 sentences at a time)  **Activity:** Write a journal entry from Robin’s point of view after his narrow escape from the thieves (min. 7 sentences)  Add to plot line.  **Homework**: Assign students their page to read tomorrow. Oral reading will be graded. | 1,2,8,13 |
| 12/07-09/18 | Ch. 7  62-75 | **Vocab:** Review- students act out words in pairs; class try to guess word.  newel, marauding, ingrate, emissary, cavalcade  **Intro:** Chess board and pieces (entertainment during Middle Ages: fairs, jousting, games, hawking)  **Reading Strategy:** Read assigned pages; teacher fill out evaluation sheet for each reader  **Activity:** Add to accomplishments list and plot diagram | 1,2,7,8,9 |
| 12/11/18 | Ch. 8  76-79 | **Vocab**: “Snowball fight” vocab review  largess, keen, breach, tapered  **Intro:** pictures of Saxon harp and flageolet  What musical instruments are you familiar with?  **Reading Strategy:** Choral reading (divide students into 2 groups)  Discussion: crooked legs vs. crooked spirit  **Homework:** Write personal response to today’s discussion. | 1,2,8,14 |
| 12/12/18 | Ch. 8  p. 80-85 | **Vocab:** Review with partner  **Intro:** PowerPoint of castle and castle layout (keep, bailey, portcullis)  **Reading Strategy:** Draw popsicle sticks with names  Activity: Journal entry from Robin’s perspective (min. 7 sentences)  -I wish…  -I feel frightened about…  I hope that…  Continue plot line and accomplishments list. | 1,2,8,13 |
| 12/13-14/18 | Ch. 9  p. 86-103 | **Vocab:** Review with partner  garrison, meager, eerie, famished  **Intro:** Summary of yesterday’s story. (What advice would you have for the people at the castle? What should they do?)  **Reading Strategy:** Round Robin reading  **Activity**: Summarize main events using graphic organizer.  Write three sentences using vocabulary words correctly. | 1,2,4,8 |
| 12/17/18 | Ch. 10  104-112 | **Vocab:** Review with partner  rout, turret, mace, ballad  **Intro:** Video of bells in bell tower  **Reading Strategy:** Sentences (Round Robin)  **Activity:** Write a prediction paragraph as an ending to the book. | 1,2,8,12 |
| 12/18/18 | Ch. 10b  p. 115-121 | **Vocab:** Review and quiz  Intro: Allow students to share paragraphs from yesterday.  **Reading Strategy:** Teacher read; occasionally call on class to read chorally; read last paragraph together  **Activity:** Complete plot diagram (discuss climax and resolution)  Complete accomplishments list  Evaluate the theme of the book by completing the “theme” handout | 1,2,7,8,9,15 |