Opening Routine: Read Aloud – Poem – “A Desolation”
1. Teacher displays the transparency of the poem and passes out a copy to each student.
2. Teacher reads poem aloud as students follow with their own copy of the poem.
3. Teacher asks students to reread the first stanza and then asks, “What do we know about the speaker in the poem from the first stanza?” (The speaker in the poem is dissatisfied with status quo and has made a decision to start anew and make a new life.)
4. Teacher elicits from students expressive language and create a list on a transparency.
5. Ask students to explain the reasons for their choices. (Simile - “Now mind is clear/as a cloudless sky.”)
6. Teacher takes the students through each of the stanzas and continues adding to the list. Students should record the list in their RJLAs.
7. Ask students to start to think how the speaker is similar to or different from Cole.

Vocabulary Enrichment:
Creating Imagery with Vivid Verbs
1. The teacher will present sample sentence on page 58 on a transparency.
   “Suddenly flashes of black and white _____ the water.”
2. Elicit from students a verb that can complete the sentence. Write choices on the transparency below the blank space and discuss how the image in the reader’s mind changes every time a different verb is added.
3. Direct students to look at the sentence again with the verb sliced, noting that it is the verb used by the author of the novel.
4. Discuss the author’s choice and the importance of the choice of this particular vivid verb.
5. Direct students to open their books to the last paragraph on page 59 and buddy read through the 2nd paragraph on page 60.
6. Make a list of vivid verbs in their RJLAs. Ask students to select 1 or 2 vivid verbs and put on index cards and create a vivid verb word wall.
The teacher will:
1. Define foreshadowing and why it is used.

**Foreshadowing** occurs when a writer provides hints that suggest future events in a story. Foreshadowing creates suspense while preparing the reader for what is to come.

“But you’ll be careful, won’t you? Promise me you’ll be careful. Don’t fall asleep—or drive fast—or pick up any strangers on the road.”

2. Direct students to the second paragraph on page 58. Teacher reads aloud the second paragraph on page 58 and discusses how this illustrates foreshadowing. (Cole is planning ahead with the blanket and the firewood when it would get cold at night.)

3. Direct students to the paragraphs read in the vocabulary sections on pages 59-60. Have students skim the section and note foreshadowing details

4. Prediction: Ask students to write a prediction on what will happen to Cole based in the foreshadowing details on pages 59-60.

**During Reading: Experiencing the Text**

The teacher will:
1. Read aloud page 58.
2. Students selectively underline any remarks Cole makes to the bear. Discuss why he would say such things when the bear can’t answer back or understand him.
3. Tell the students when reading Chapter 7 they will be using Jump-In Reading. (Note: This is a reading strategy that works well in classrooms where students have mixed levels of reading fluency. Periodic stops for comprehension alleviate anxiety. The teacher or student begins to read aloud and may stop at any time. Readers may stop at end punctuation; then another reader jumps in. The longest portion a reader may read aloud is a long paragraph, and the shortest is one word followed by end punctuation such as “Help!”)
4. Teacher reads aloud pages 65-73 Chapter 8 asking students to make √s on the margin of each paragraph that shows movie-like sensory details (sight, sound, feeling, smell, taste).

**After Reading: Understanding the Text**

Benchmark Focus: Plot Development, Descriptive Language, Figurative Language

Revisit Prediction:
1. Direct students to the prediction they made before reading. Students respond by writing in their SSJ, using the prompts used on Day 2.
2. Pair-share responses, teacher sweeps the class.
Storyboard Activity

The teacher will:

1. Direct students to form groups of four and look at the moment-by-moment sensory details identified in Chapter 8.

2. Display the transparency of the storyboard graphic.

3. Direct each group to create a storyboard of the actions on a piece of newsprint. (Storyboard is a panel on which sketches show the scenes and plan of action as if producing a motion or TV show.)

4. Tell them to think of themselves as directors making a movie of this chapter.

5. Direct them to make images of the important events in the chapter.

6. Encourage the groups to think about the mood of the chapter and select contemporary songs to demonstrate how the mood changes throughout the chapter.

7. Each group presents its storyboard.

Differentiated Small Group Instruction

Review Directions for each center before starting the rotation schedule. Refer to Rotation Schedule and Center Chart when conducting small group instruction.

Center 1 - Teacher Center - Data-driven instructional intervention

Center 2 - Independent Reading Center - Students will select a book from the classroom library.

Center 3 - Copy the sentence "Raindrops _____ on his white bushy hair." (page 64) Make a list of vivid verbs that would be appropriate to complete the sentence. Select one and complete the sentence on the sheet of paper provided. Illustrate the meaning of the sentence. Mount the paper on the vivid word wall.
Now my mind is clear as a cloudless sky.
Time then to make a home in wilderness.

What have I done but wander with my eyes in the trees? So I will build: wife, family, and seek for neighbors.

Or I perish of lonesomeness or want of food or lightning or the bear (must tame the hart* and wear the bear).

And maybe make an image of my wandering, a little image-shrine by the roadside to signify to traveler that I live here in the wilderness awake and at home.

*hart-male deer
Foreshadowing occurs when a writer provides hints that suggest future events in a story. Foreshadowing creates suspense while preparing the reader for what is to come.

“But you’ll be careful, won’t you? Promise me you’ll be careful. Don’t fall asleep—or drive fast—or pick up any strangers on the road.”